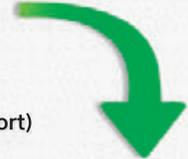




Writing

1 Look at the diagram and say what process it describes.



First, trees are cut down (cut down).

Then the logs are transported (transport) to a pulp factory.



Different paper products are bought (buy).



Next, the pulp is transformed (transform) into paper by special machines.



The pulp is sent (send) to a paper mill.



Later, the paper products are thrown (throw) away.



After that, they are taken (take) to a waste paper disposal depot.



Finally, the paper is sorted (sort) and sent to a recycling factory or the dump.

- Complete each step in the poster with the correct form of the verb in parentheses.

2 Find and circle the words that are used to sequence steps in the diagram. Then categorise them.

After that Finally First Then Next Later

1. Beginning of a process: First
2. Middle of a process: Then, Next, Later, After that
3. End of a process: Finally

Objectives of the day:

1. Identify a process.
2. Use the passive voice to describe a process.
3. Learn sequencing words.

Materials: Poster 3 with Cutouts, Poster Activity 3A on page TXXIII.

Open the day

- "Connecting with Nature 2" practice. (See page T48.)
- Do Poster Activity 3A.

Open the book!**Writing****1 Look at the diagram and say what process it describes.**

Have students look quickly at the diagram for two seconds and then close their books. Elicit what the pictures showed (the process of making paper and then disposing of it). Still with their books closed, have students say what they think is the first part of the paper-making process. Then have them think where paper ends up once we have used it. Finally, have them open their books and look carefully at the process, following the direction of the arrows.

- **Complete each step in the poster with the correct form of the verb in parentheses.**

Review with the students what we use to describe a process, for example when they looked at plastic recycling on page 48 and the poo to paper text on pages 52 and 53. Ask: *Why do we use the passive voice?* (Because the action is more important than the person who does it.) Tell students to read through the sentences and think about the verbs, without writing anything down. Then ask volunteers to read out each stage, providing the missing verb in the passive voice.

2 Find and circle the words that are used to sequence steps in the diagram. Then categorise them.

Draw students' attention to the words in the box and give them one minute to find them in the text. Ask volunteers to read out the phrase where they found them. Students then classify the words individually. Check answers as a class.

Close the day

- Write the sequencing words on the board in order. Tell a silly story with the help of students. Say *First, I make a sandwich. Then I (fly to New York). Next, I (sleep). Later, I (play football).* etc. Each sentence must start with a sequencing word. Have the students sit in groups to take turns telling silly stories, giving a sentence each.

Objectives of the day:

1. Use the passive voice to describe a process.
2. Use sequencing words to order the steps in a process.
3. Practise checking and correcting one's own work.

Materials: various processes written on scraps of paper

Open the day

- "Connecting with Nature 3" practice. 

By now students should have their happy place in nature securely fixed in their mind and can picture it easily. Tell students to close their eyes and go to their place. Tell them to breathe slowly and calmly, and imagine themselves sitting down in their place, surrounded by everything they have created. Tell them to continue breathing in and out slowly, all the time being surrounded by nature, with its relaxing sounds and smells.

- Ask students if they have ever made something new by recycling an object. Invite students to share their experiences and help them to explain what they made and how they made it.

Open the book!

Reading

3 Look and answer the questions.

Draw students' attention to the first set of pictures and answer the questions. Then repeat the procedure with the second set of pictures. Ask some questions to check understanding: *What is the first step in making a toothbrush bracelet? Then what is done? And finally?*

4 Choose one of the processes shown above and describe it. Use the images and prompts.

Read the rubric out loud to students and have volunteers read out the three instructions. Ensure that everyone understands what they have to do. Make sure they are clear about using the passive voice and go over it again if necessary. Tell them they can see the sequencing words on page 54. Call attention to the third instruction: to reread and check their work. When they have finished, have them swap

books with the person sitting next to them. Each student reads their partner's work and points out anything that they think is a mistake. Together they decide what the correction should be.

Open Day Tip Checking Work

Learning to check your work is a skill that many students need to be taught how to do. The act of re-reading what you have written with a critical eye takes practise. It is important to remind children to regularly check their own work and highlight what things they should be looking out for. For example, in this case they could focus on the use of the passive voice and sequencing words. We suggest that you sometimes give your students the opportunity to check each other's work and offer constructive advice. This will help them recognise errors in their own work.

Close the day

- Use scrap paper for this activity. Depending on how many students there are in class, you will need a step of a process for each student. Write a step of the paper making process from page 54 on different pieces of paper (there will be eight pieces). For larger classes, this can be done twice or even three times, or use different processes from the unit. (For example, the toothbrush bracelet steps: three pieces of paper; the paper roll organiser: three pieces of paper). Give each student a piece of paper with a part of a process written on it. Tell them to walk around the room and group up with people from the same process. When their group is complete, they put themselves in order of their process and read out their steps individually and in order.



Practice Book: Assign Activity 1 on page 38 as homework.

3 Look and answer the questions.

1. What recycling processes are shown in the posters?
2. How many steps does each process have?

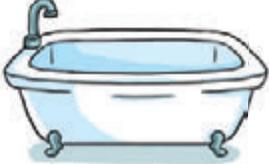


4 Choose one of the processes shown above and describe it. Use the images and prompts.

- Use sequencing words to present your steps in a clear order.
- Use the passive voice.
- When you finish writing, re-read your text and make any necessary corrections.

Listening

1 Andrew has done a survey on things people recycle or reuse. Which object did each person recycle or reuse? Listen and write a letter in each box. There is one example.   

0		Mr. Brown	<input type="text" value="B"/>		
				A	B
1		Daniel	<input type="text" value="H"/>		
				C	D
2		Ms. Davies	<input type="text" value="E"/>		
				E	F
3		Jenny	<input type="text" value="G"/>		
				G	H
4		Mrs. Smith	<input type="text" value="D"/>		
5		Mr. Hill	<input type="text" value="A"/>		

2 Ask and answer questions about the different things you can reuse or recycle.



Objectives of the day:

1. Practise an exam style listening activity.
2. Listen for detailed information.
3. Talk about things to recycle.

Materials: *Reused objects* Flashcards, Flashcards Activity 3B on page TXVI.

Open the day

- "Connecting with Nature 3" practice. (See page T55.)
- Do Flashcard Activity 3B.

International Certification: Listening

In this type of listening activity, students hear a conversation between two people. They have to match images by writing a letter. Always make sure that students read the question at the top of the page because this will give them some context to the conversation they will hear. They should listen carefully to the conversation because the speakers may mention one picture and then refer to another. They should not assume that the first picture mentioned is the correct answer.

Open the book!**Listening**

- 1 Andrew has done a survey on things people recycle or reuse. Which object did each person recycle or reuse? Listen and write a letter in each box. There is one example.**   

Draw students' attention to the question in the rubric: *Which object did each person recycle or reuse?* Have them read through the names of the people and invite volunteers to say the names so that they are familiar with their pronunciation. Then ask them to look at the eight objects and to think of the words in English for them. Elicit all the words to help them as they listen. Play the example and pause the track so students can see what is expected of them. Remind students they will hear the audio twice and suggest that they write the answer faintly the first time around, and then write it in properly the second.

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

2 Ask and answer questions about the different things you can reuse or recycle.

Divide the class into mixed ability groups for this activity. Reinforce the idea that they should be tolerant within their group and open to other people's ideas. Draw students' attention to the illustration in their book and the speech bubbles. Tell them to first of all make a list of common items we throw away, such as plastic bottles. When they have around five items, they can ask and answer questions about how they can reuse them. Give them time to come up with ideas and monitor their ideas and suggestions. Invite groups to share their ideas.

Open Day Tip Group Work

Working in groups can help all different types of learners to flourish in the classroom. Group work is an important transferable skill that will be useful in students' future work lives. When they work in a group, students develop listening, cooperation, and negotiation skills, as well as a range of social skills, flexibility and confidence. Sometimes it is a good idea to assign different roles within a group to avoid certain personalities becoming too dominant. Have a student be the group writer, another be the one to check things with you, and one or two can be assigned to talk on the group's behalf, and so on.

Close the day

- On the board write: *plant pot, pencil holder/ desk organiser, dog bed, shopping bag*. Tell the students to use their imaginations and think of different things that we can recycle or reuse in order to make these items. Let them discuss ideas in small groups and then invite volunteers to make suggestions.

  Practice Book: Assign Activity 1 on page 39 as homework.

Objectives of the day:

1. Practise an exam style speaking activity.
2. Identify different types of recyclable goods.
3. Discuss the importance of the 3 Rs.

Materials: poster paper (one sheet each for five groups), coloured pencils or markers.

Open the day

- "Connecting with Nature 3" practice. (See page T55.)
- Discuss with students what the recycling rules are in their country. Ask: *What can you recycle and what colour are the different bins?* Explain that different countries have different rules and different-coloured bins for their recycling.

International Certification: Speaking

In this exam activity, students look at two almost identical pictures and they will have to find and comment on six differences. The aim of this type of speaking activity is to test how well students can understand statements and respond to them. The differences the students have to notice will relate to number, position, colour, size, appearance, shape and so on.

Open the book!

Speaking

1 Look at the pictures. Find six differences.



Invite students to look at the first picture and to name the objects they can see without mentioning number: *Newspapers, cans, cartons of juice, etc.* Divide the class into pairs and number each student 1 or 2. Tell students who are number 1 to read out the first speech bubble to their partner. Then ask students numbered 2 to read out the other speech bubble. Explain that they should take turns to say something about their picture to which their partner must reply mentioning the same object in their picture. Tell them to continue until they have mentioned all the differences.

2 Complete the chart with items you can recycle. Then discuss with a classmate.

Have students complete the chart individually at first. Then have students work in groups and write down any of their classmates' words that they don't have.

Lightbulb Critical Thinking

Why is it important to reduce, reuse and recycle?

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 have learned throughout the unit. You could write a list of reasons on the board, such as we have to stop plastic getting into the ocean and harming sea creatures, or we have to stop pollution from destroying the planet.

Close the day

- Put students into five groups. Assign a type of material from the chart in Activity 2 to each group. Tell the groups to make a poster that encourages people to recycle their material. They can use the ideas on the board to draw pictures or list the suggested items. When they have finished, ask the groups to show their poster to the rest of the class. Display their work in the classroom.



Practice Book: Assign Activity 1 on page 40 as homework.

Time to Practise

You have now finished the first part of Topic 2 "Going Green." It is now time to practise some skills using the certifications' format. In this unit, students will practise Listening skills as well as Reading and Writing skills. Assign pages 41 and 42 as homework or do the activities at the beginning of the next class.

Speaking

1 Look at the pictures. Find six differences.

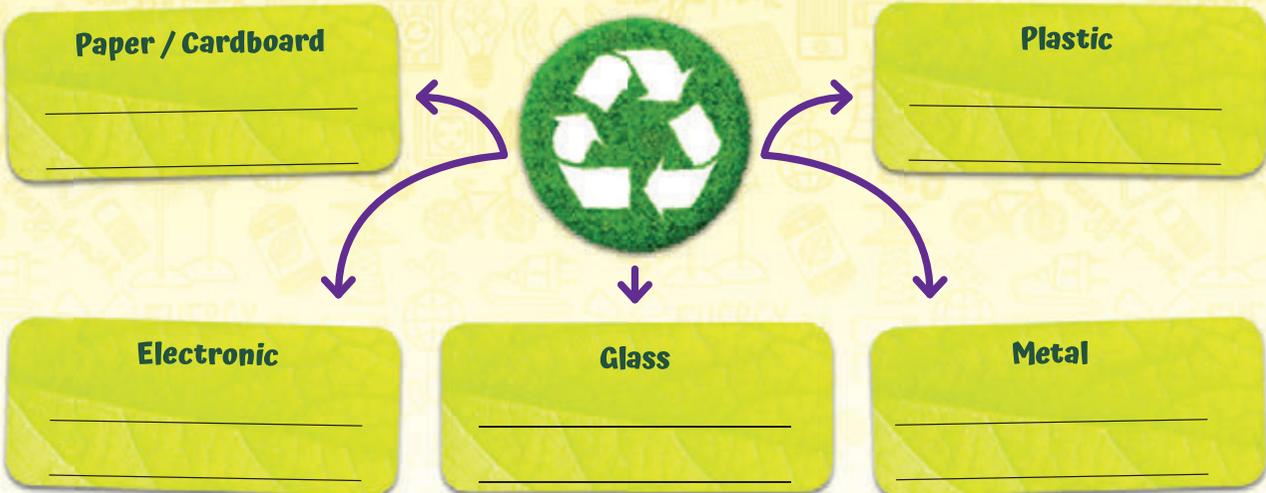


In Picture 1, there are three cans.

In Picture 2, there are two cans.

 Why is it important to reduce, reuse and recycle?

2 Complete the chart with items you can recycle. Then discuss with a classmate.



Unit 4 Water Issues

1 Read the poster and label the sections using the titles in the box.

Water Management

Education

Poverty

Health

The Water Crisis



Today,
1 billion
people in the
world do not have
access to **clean**
drinking water.
This affects **education,**
health and
poverty.



1

Education

We usually get our water from **wells**. Collecting water can take four hours a day when there are no wells nearby. This affects children's school schedules and studies.



2

Health

It is **dangerous** to drink dirty water because it can cause **diseases**, such as diarrhea. Children are especially vulnerable, as their bodies aren't strong enough to fight these diseases.



3

Water Management

There isn't a lot of water in many places. Water **shortages** can happen anywhere. Using containers, communities have to **store**, use and share their water in the best way possible.



4

Poverty

When people are ill, they need to **spend** a lot of money on buying medicine. This makes poor families even poorer.

- Identify the words in bold in each paragraph. Then write each one next to a word with a similar meaning.

1. not enough shortage

2. keep store

3. a water source well

4. illness disease

5. pay spend

6. not safe dangerous

2 Discuss the questions.

1. What are the main issues around access to water?
2. What can we do about this crisis?

Unit 4 Water Issues

Objectives of the day:

1. Read for general information.
2. Learn to understand words from context.
3. Discuss the water crisis.

Materials: Water Flashcards, Flashcards Activity 4A on page XVII.

Open the day

- "Connecting with Nature 3" practice. (See page T55.)
- Flashcard Activity 4A.

Open the book!

1 Read the poster and label the sections using the titles in the box.

Review with students what they listed about their uses of water on page 42. Also remind them about how much water we use every day. Draw students' attention to the title of the poster and elicit the meaning of water crisis (a difficult or dangerous situation because there is not enough water). Read out the information in the water drop and have students follow along. Explain that the world population is 7.7 billion, so one in seven of all people do not have access to clean drinking water. Ask volunteers to read out the titles in the box. Then have them read the sections quickly in order to identify which title belongs to which paragraph. Remind them not to worry about understanding every word but getting the overall gist of each section. Finally, invite volunteers to read out each section and paraphrase the section as they finish.

- **Identify the words in bold in each paragraph. Then write each one next to a word with a similar meaning.**

Have students look back at the paragraphs to find the first word in bold (wells). Elicit the meaning of the word from the context, using the picture and the information in the paragraph. Then have them find the answer and write it in. (a water source) Give students some minutes to try to complete the activity individually. If they are struggling, encourage them to work with a partner.

2 Discuss the questions.

Ask students to read the information in the water drop again. Ask them *Why does no access to clean water affect education, health and poverty?* Encourage students to explain and discuss these issues using what they have learned in the lesson and any previous knowledge they may have. Then direct students' attention to the second question. Accept their suggestions and have them think through possibilities. For example, if they suggest taking tankers full of clean water to people, ask where the water will come from.

Close the day

- **Play Unscramble the Letters:**

Write some words from the lesson with mixed up letters on the board. Divide the class into small groups and have them write the words correctly. The first group to finish stands up and everyone else stops writing. Check their words. If they are all spelled correctly, they win. If not, everyone continues until another group finishes.

Go to video "Climate Heroes."

Tell students that on the platform they will find a video related to this unit. The video is called "Climate Heroes" and is related to the topic of the environment.

If possible, play the first few seconds of the video in the classroom to raise students' interest. Then do the "Before Watching" activity.

  Practice Book: Assign Activities 3 and 4 on page 44 as homework.

Objectives of the day:

1. Listen for specific information (numbers).
2. Use prefixes to form opposite words.
3. Practise using new vocabulary to talk about water issues.

Materials: Water Flashcards, Flashcards Activity 4A on page XVII; slips of paper (1 per student).

Open the day

- "Connecting with Nature 3" practice. (See page T55.)
- Flashcard Activity 4A:

Review the sources of water with students. Review the ways that access to water affects people.

Open the book!

3 Listen and complete the rest of the poster.

Ask a volunteer to read out the four numbers at the top. Then have students read the texts individually. Elicit the meaning of *drought* by telling them to look at the accompanying photo. Ask students to predict which number belongs in the first text. Allow some discussion about it but do not confirm the answer. Repeat with the other three facts. Having them predict first will make them more attentive to the audio later. Play Track 28. Ask them how they feel about these water facts: *Do any of these facts surprise, shock or sadden you?*

4 Listen again and write the prefix that goes with each set of words to form their opposite meanings.

Tell students to look at the prefixes and the words in boxes. Invite suggestions about the correct prefix for each box. Play Track 28 again and as they listen, have students focus on listening for the words. You can pause the audio when one of the words has been said in case students miss it. Ask students to give sentences using both a word and its opposite, either about the water topic or something unrelated. For example: *It's possible to teach people good water habits but impossible to stop them from using water. Playing with friends is safe, but chatting to strangers online is unsafe.*

• Use the words to talk about water issues.

Divide the class into pairs or small groups to complete the activity. Tell them they can use the words with or without the prefix. After some time, have them choose two main points that they have mentioned. Invite the pairs to share their ideas about water issues with the class. Finally, remind students to visit the online platform for more practice at home.

Open Day Tip Empathy and Understanding

It's important to encourage empathy for others in our students. By talking about kids their own age in another part of the world or living in different circumstances, your students can start understanding the feelings of others in a non-judgemental way. It can also help them recognise and appreciate the privileges they have, even if it is something they don't consider, like access to clean water.

Close the day

• Play Find My Opposite:

On small slips of scrap paper write a word from Activity 4 or a prefix so that each student has one. Make sure that each word has a corresponding prefix. Hand out the papers in random order and tell students to keep it a secret. Then tell students to walk around the class, saying their word or prefix and trying to find someone they can pair up with; for example *dis-* can connect with *appear*. When they pair up, they sit down together. When everyone has paired up, invite them to say their word and its opposite.

  Practice Book: Assign Activities 1 and 2 on page 43 as homework.

3 Listen and complete the rest of the poster. 

17 6 30 47

Water Use

Since 1950, the world's population has doubled, and we now use (1) 6 times more water.



Environmental Problems

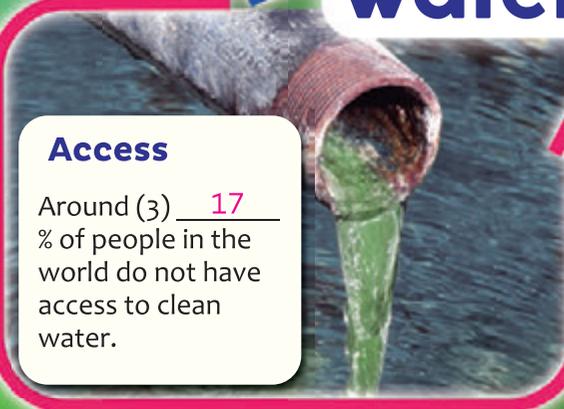
Today, drought affects twice as much of the planet's surface as (2) 30 years ago.



Water Facts

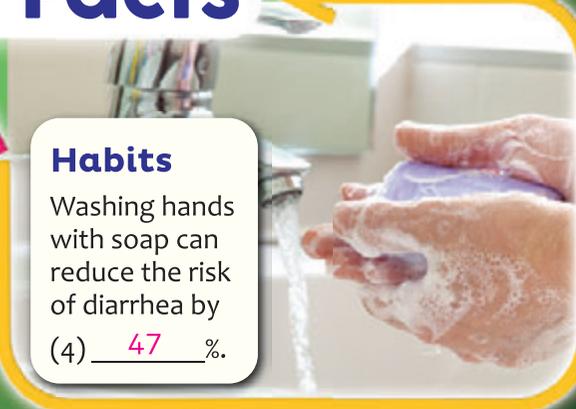
Access

Around (3) 17 % of people in the world do not have access to clean water.



Habits

Washing hands with soap can reduce the risk of diarrhea by (4) 47 %.



4 Listen again and write the prefix that goes with each set of words to form their opposite meanings.

dis- un- im-

un-

~~safe~~
~~able~~
~~developed~~

im-

~~possible~~
~~practical~~

dis-

~~agree~~
~~advantage~~
~~appear~~

• Use the words to talk about water issues. 

It's unsafe to drink dirty water.

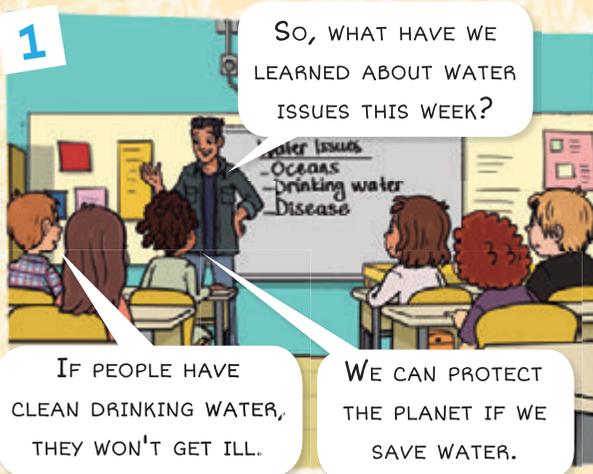
Many water resources will disappear in the future.

I think that humans cause these problems.
I'm sure that the ice is going to melt even more.

1 Listen and follow along. 

Good Buddies The Earth Warriors

1



SO, WHAT HAVE WE LEARNED ABOUT WATER ISSUES THIS WEEK?

Water Issues
Oceans
Drinking water
Disease

IF PEOPLE HAVE CLEAN DRINKING WATER, THEY WON'T GET ILL.

WE CAN PROTECT THE PLANET IF WE SAVE WATER.

2



GOOD. WHAT ELSE?

SCIENTISTS ARE SURE THAT THE OCEANS ARE GETTING WARMER.

YES. IF WE DON'T STOP GLOBAL WARMING, WHALES AND OTHER SEA ANIMALS WILL LOSE THEIR HABITATS.

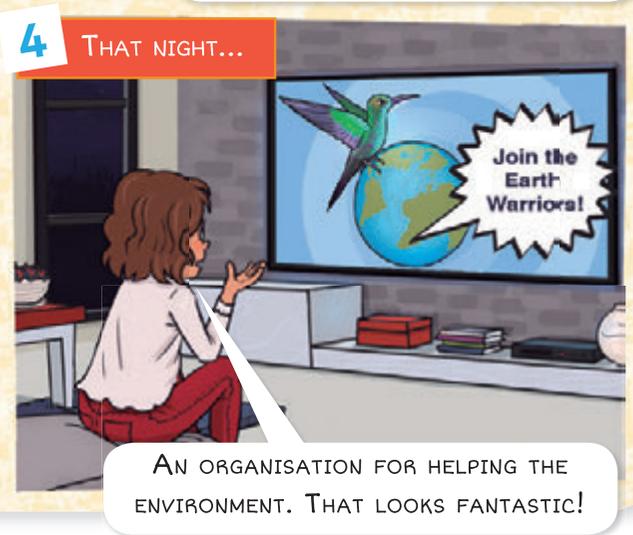
3



I THINK THAT HUMANS CAUSE THESE PROBLEMS.

WHAT CAN WE DO?

4 THAT NIGHT...



Join the Earth Warriors!

AN ORGANISATION FOR HELPING THE ENVIRONMENT. THAT LOOKS FANTASTIC!

2 Match the causes and effects.

- | | |
|--------------------------------------|--|
| 1. People have clean drinking water. | She tells her friends about it. |
| 2. We stop global warming. | You get news about it every month. |
| 3. Helen sees a TV ad. | They don't get ill. |
| 4. People keep beaches clean. | Whales keep their habitats. |
| 5. You adopt a whale. | Sea creatures can have a safe environment. |

3 Identify the ways the *Earth Warriors* help protect the environment. Then discuss what other initiatives this organisation could take.

Objectives of the day:

1. Read and listen to a comic strip about helping the environment.
2. Identify and match causes and effects.
3. Discuss ways of protecting the environment.

Materials: Water Flashcards, Flashcards Activity 4B on page XVII.

Open the day

- "Connecting with Nature 3" practice. (See page T55.)
- Flashcard Activity 4B.

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

Give students ten seconds to look at the comic strip, focusing on the pictures, not the texts. Then ask them to close their books and say what they think the story is about. Have them open their books again and look at the first picture. Ask: *Where are they? What are they learning about? Play Track 29 and have students follow along in their books. Ask comprehension questions to check their understanding: What are scientists sure about? Who does Helen say causes the problems? What is the name of the organisation helping the environment? What problem do they read about for polar bears? How can sea creatures have a safer environment? What is the name of the female orca? How much does it cost to adopt her?*

2 Match the causes and effects.

Students should be able to match up the causes and effects without reading the comic strip again. Check their answers and ask question to elicit other causes and effects that they have learned from past lessons: *What happens when kids spend time collecting water? (It affects their education.) What happens when we use renewable energy? (We don't pollute the environment.)*

3 Identify the ways the Earth Warriors help protect the environment. Then discuss what other initiatives this organisation could take.

Have the students find the examples of what the organisation does to help the environment. First of all, ask students if they have ever done a beach (or other) cleanup or adopted an animal. Elicit their experiences. Then, put students into groups to discuss ideas of other ways to help the environment. After some time, ask the groups to share their ideas. Then ask students if they know of any real organisations that are working to help save the environment. They might be aware of the World Wildlife Fund, Friends of the Earth and others.

Close the day

- Divide the class into groups of five. Between the group members they assign roles from the comic strip: the four children and the teacher. Tell them to then read the comic strip aloud in their role. Remind students to think about how their character says the words and what emotions they are expressing through tone of voice.

 **Reader** 

Have students recall what the Reader is about. Write the title on the board and ask if it is a fiction or nonfiction text. (It is a mixture of both.) Then have students open the Reader to page 13. Tell them they are going to read and listen to the story of the Blue Hole. Play Track R2 for students to listen to pages 14, 15 and 16. Ask comprehension questions: *Is the Blue Hole a real place? Where is it? Who or what lived in the Blue Hole during the Ice Age? Why did they live there? What is Zara good at? Why do you think the buffalo have disappeared? What do you think will happen next?* Tell students they will learn more about the Blue Hole in future classes.

Objectives of the day:

1. Review the comic strip.
2. Practise using subordinate clauses: *that*.

Open the day

- "Connecting with Nature 3" practice. (See page T55.)
- Quickly review the comic strip with students. Ask: *Who or what are the Earth Warriors? What does Helen decide to do? Do you think this is a good idea? Why/why not?*

Open the book!

Open to Learn

At this point, we suggest you call students' attention to the Open to Learn box on page 60. Have students find both sentences in context in the comic strip. (frames 3 and 5) Explain that the two speakers are giving an opinion when they say these sentences. Elicit phrases on any topic starting with *I think that* and *I'm sure that*.

4 In your notebook, write four complete sentences using the prompts below and *that*.

Play Track 29 again and have students follow the story in their books. Then have students complete the sentences using *that*. As well as focusing on subordinate clauses, this exercise offers good practice in remembering when to use *s* or *not* with a verb in the present simple. Invite volunteers to read out complete sentences and have the rest of the class agree or correct.

Play Find Someone Who!

Tell students to look at the picture of the polar bears and elicit what the environmental problems for polar bears are. Ask students to look at the four prompts and to select three. They then write three sentences about the polar bears, each starting with a different prompt. When they have finished, ask students to walk around the room and read their sentences to other people. When they find someone with the same sentence, they say *Me too!* and write down that person's name next to their sentence. They should try to find someone for each of their sentences. When they do, they sit down. Elicit some answers: *Maria and I are sure that the polar bears are hungry.*

Close the day

- Discuss with students which other animals are in danger apart from whales and polar bears. (For example, elephants, honeybees, tigers, red tuna, gorilla, orangutan, jaguar, grey wolf, sea turtles, and the amur leopard). Write around ten on the board. Then ask students to choose an animal that they would like to adopt. Tell them not to tell their classmates. Then divide the class into groups. Tell students to take turns asking yes/no questions of their classmates to guess what animal they chose: *Is it big? Does it live in the ocean? Does it eat other animals?* etc. Set a limit on the number of questions groups can ask each member before guessing.

  Practice Book: Assign Activity 1 on page 45 as homework.

5 THAT WEEKEND, HELEN TELLS HER FRIENDS ABOUT THE *EARTH WARRIORS*.

LET'S CHECK THE *EARTH WARRIORS* WEBSITE.



LOOK, A POLAR BEAR. THE ICE IS DISAPPEARING.

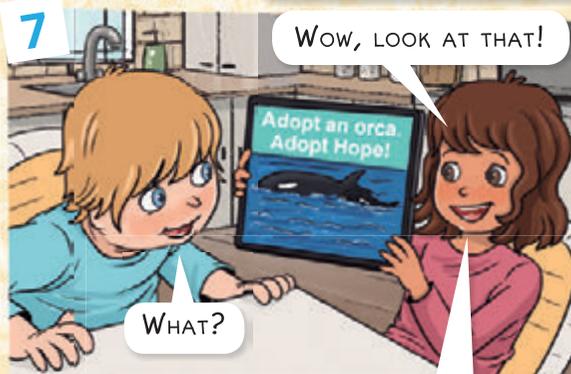
I'M SURE THAT THE ICE IS GOING TO MELT EVEN MORE!

6 LOOK, THAT GIRL IS CLEANING UP THE BEACH.



THAT'S A GOOD IDEA. IF THERE IS LESS PLASTIC IN THE OCEAN, SEA CREATURES WILL HAVE A SAFER ENVIRONMENT.

7 Wow, LOOK AT THAT!



WHAT?

YOU CAN ADOPT AN ORCA! LOOK, THIS ONE'S CALLED HOPE. SHE'S A FEMALE ORCA. HER BABY IS CALLED WILLY!

8 I'M GOING TO TELL MY PARENTS ABOUT HOPE. IT ONLY COSTS FOUR DOLLARS A MONTH TO ADOPT HER. I'M SURE THEY'LL LIKE THE IDEA.



AND YOU'LL GET AN AWESOME MAGAZINE AND NEWS ABOUT HOPE EVERY MONTH. I IMAGINE THAT WILL BE INTERESTING!

4 In your notebook, write four complete sentences using the prompts below and *that*.

Scientists
Helen
George
Sarah

is / are sure
believe(s)
think(s)
imagine(s)

there is going to be less ice
global warming is increasing
humans cause environmental problems
adopting an orca will be interesting

Play Find Someone Who!

I imagine that... I think that...
I am sure that... I believe that...

I imagine that polar bears are scared! Me too! I don't.

My Language

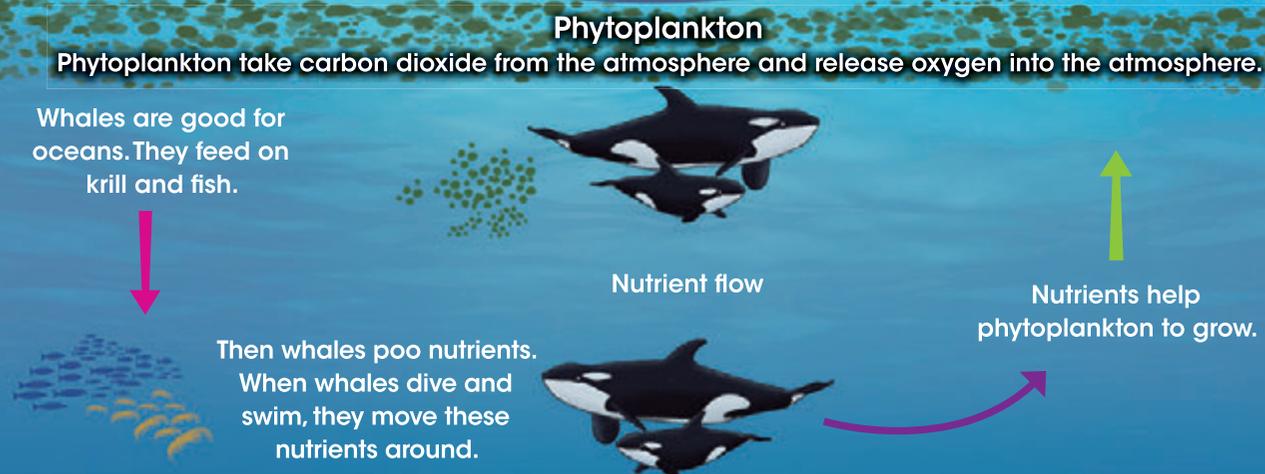
Open to Learn

If people **have** safe drinking water, they **won't get** ill.
It **will help** reduce climate change if there **is** less carbon dioxide.

5 Look at the diagram and number the sentences in order.
Then listen, read and check. 

- 4 It will help reduce climate change if there is less carbon dioxide in the atmosphere.
- 3 If there are more phytoplankton, there won't be as much carbon dioxide in the atmosphere.
- 1 If there are more whales, there will be more healthy nutrients in the ocean.
- 2 Phytoplankton grow better if there are more healthy nutrients.

The Whale Pump



6 Complete the sentences using the correct form of each verb in parentheses.

1. If there **were** (be) fewer whales, there **won't be** (not be) as many healthy nutrients in the ocean.
2. Phytoplankton **won't grow** (not grow) well if there **were** (be) fewer healthy nutrients.
3. If there **were** (be) fewer phytoplankton, there **will be** (be) more carbon dioxide in the atmosphere.
4. It **won't help** (not help) reduce climate change if there **were** (be) more carbon dioxide in the atmosphere.

o Read the questions and discuss.

What will happen if... 

1. we don't protect whales?
2. we pollute the oceans?
3. climate change causes the polar ice to melt?
4. there are more water shortages?

If we pollute the oceans, a lot of sea animals will die.

Objective of the day:

1. Learn how to use the first conditional.
2. Listen for specific information.
3. Discuss environmental issues using the first conditional.

Materials: Poster 4 with Cutouts, Poster Activity 4A on page XXIV.

Open the day

- "Connecting with Nature 4" practice. 

Now have students add the element of water to their happy place, if they haven't already. The idea is that they imagine themselves in contact with the water, whether that be floating on the river or feeling some light rain on their skin. Water is a cleansing element and good for relaxation. Have students choose their water source and encourage them to incorporate it into their happy place.

- Elicit ideas about what will happen if Helen from the comic strip adopts Hope the whale. Accept all logical answers and write them on the board. Leave them for the next activity.

Open the book!**Open to Learn**

Call students' attention to the Open to Learn box. Have students look back at the comic strip and find the first sentence in context. (frame 1) Explain that the sentence has two parts. Ask what time (past, present or future) each part of the sentence refers to. (present and future) Tell students that in these sentences, the word *if* always goes with the present simple part of the sentence. Have them look at the second example in the box and point out that we can switch the order of the parts of the sentence too. You may want to point out that when *if* is in the second part of the sentence, there is no comma. Tell them to look back at the comic strip and find two more examples of first conditional sentences. (frames 2 and 6) Write them on the board and show how the order can be switched but the meaning and tenses stay the same. Then challenge students to make other first conditional sentences with the ideas on the board from Open the day.

5 Look at the diagram and number the sentences in order. Then listen, read and check. 

Ask students if they know what phytoplankton are. (They are microscopic marine organisms, like plants.) Focus their attention on the diagram and give them a few minutes to read through it. Then read it aloud for students to follow. Have them raise their hand if they do not understand something, and explain it so that they can all follow the process of nutrient flow. Then tell them to read the sentences and work out the order. Ask which is the first sentence but don't confirm answers yet. Play Track 30 and have students listen carefully. Invite volunteers to read the sentences out loud in order.

6 Complete the sentences using the correct form of each verb in parentheses.

Remind students which tense we use in the *if* part of a first conditional sentence (the present simple) and which tense we use (*will* future) in the other part. If necessary, write the information on the board for reference or have students refer back to the sentences in Activity 5. Tell students to complete the sentences individually and then let them check with a partner. As they work, copy the sentences, with gaps, on the board. Invite volunteers to come and write in the missing words.

- **Read the questions and discuss. *What will happen if...*** 

Have students read the questions and the model answer. Divide the class into pairs or small groups and have them discuss the questions. When they have had time, have the class share answers. Encourage students to produce first conditional sentences.

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

Close the day

- Poster Activity 4A.

Use this activity to review students' understanding of the first conditional here or in following classes.

  Practice Book: Assign Activities 2, 3 and 4 on page 46 as homework.

Objectives of the day:

1. Review and practise the first conditional.
2. Identify intonation in first conditional sentences.
3. Read a rhyme out loud using correct intonation.

Materials: Poster 4 with Cutouts, Poster Activity 4B on page XXIV.

Open the day

- "Connecting with Nature 4" practice. (See page T62.)
- Poster Activity 4B.

Open the book!

1 Listen to the news and number the pictures in order.

Ask students to look at the four pictures and say what they can see. Have them identify the environmental issue being shown in each (ice caps melting, flooding, getting water from a well, plastic pollution). Play Track 31 once for students to number. Check their answers as a class by describing a picture and having students say the number.

2 Listen to the sentences. Then mark with an arrow how the voice rises or falls.

Follow the examples.

Have students look at the first sentence and explain that the arrows show falling intonation. Play Track 32 and pause after the first sentence. Play the first sentence again and have students practise saying it, following the position of the arrows. Have them look at the second sentence and, using what they have learned, deduce how this sentence will be said; the intonation will gradually fall throughout. Play this sentence several times on the track and again, have students repeat. Play sentence 3 on the track several times. Ask students if it sounds like the first or second sentence, that is, with two falling intonations or one. Tell them to draw the two arrows. Finally, play the last sentence several times too and have them mark it. Elicit what they have learned about intonation in these sentences when the *if* part is first or second.

3 Read the rhyme and draw arrows above the sentences in bold to mark the correct intonation.

Read the title and explain its meaning: *blues* are when things are going bad. Have students read the rhyme but tell them not to worry about understanding everything. Have them focus on the sentences in bold only and apply what they learned in Activity 2 by drawing arrows above those sentences. Elicit their answers and ask them why they chose one or two arrows. Confirm all answers.

• Read the rhyme out loud and make your voice rise and fall in the correct way. Then listen and check.

Have students read the rhyme out quietly to themselves a few times. Then tell them to focus more on the intonation. Put them in pairs to practise saying it and have their partner listen to the intonation and correct if necessary. This kind of peer work helps both learners to focus and to help each other. Play Track 33 and have students listen. Play it again several times so they can say it along with the track.

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

Close the day

• Play *First Conditional Chain Game*:

Start by demonstrating how to play. Say: *If I have homework, I will do it quickly.* Then continue with *If I do it quickly, I will...* and elicit an answer (e.g., *play basketball*). Then say: *If I play basketball...* and again elicit a reply. Continue structuring the sentences and eliciting ideas. When students understand how it works, divide them into mixed ability groups and have them play. Start them all with the same first sentence: *If it snows tomorrow...*

  Practice Book: Assign Activities 5, 6 and 7 on page 47 as homework.

1 Listen to the news and number the pictures in order. 



3



1



4



2

2 Listen to the sentences. Then mark with an arrow how the voice rises or falls.

Follow the examples. 

1. 
If it continues raining, the river will flood.

2. 
A lot of animals will be in danger if we don't do something about plastic waste.

3. 
If the ice caps continue melting, many cities won't be safe.

4. 
Everyone will have access to clean water if there is a well in the village.

3 Read the rhyme and draw arrows above the sentences in bold to mark the correct intonation.

Desert Blues

If it keeps getting hotter, I'll need some more water,

But there's none of it left to drink.

I'll get dirtier each hour if I don't have a shower,

And my feet will start to stink.

If the ice caps fall down, our cities will drown,

And the oceans will keep getting higher.

It won't feel quite right if I see such a sight

Because here it just keeps getting drier.

• Read the rhyme out loud and make your voice rise and fall in the correct way. Then listen and check.  



Time to Practise

Reading and Writing

- 1 Look at the poster and discuss possible solutions to the problem.



- 2 Read the article and write the missing words. Write one word on each line.

There is one example.

Food Solutions to the Water Crisis?

Huge animal farms are bad for our planet and are making the water crisis worse.

0. If we continue to consume so much meat, there will be more water shortages in the future. What can we do about this? Scientists think that there are a number of options. One is lab-grown meat. This is when meat
2. is grown from one animal cell in special containers in a laboratory.
3. Another is to change our diets. For example, if we eat more insects, we will still get a good amount of protein.

Some researchers have even suggested a combination of the two ideas: lab-grown insect meat! What will a meal of lab-grown insect meat taste

4. like? Nobody knows yet because it is still a new idea. But one thing
5. is certain. If the world's population continues to grow, there won't be enough water to keep producing meat like we do now.

• **Discuss the questions.**

1. Would you eat lab-grown insect meat? Why or why not?
2. How else can we change our diets to save water?

Objectives of the day:

1. Discuss possible solutions to a water problem.
2. Read, understand and complete a short text in an exam-style activity.
3. Discuss how to change diets to help the environment.

Open the day

- "Connecting with Nature 4" practice. (See page T62.)
- Write *carnivore*, *herbivore* and *omnivore* on the board. Give students two minutes to write down the names of as many animals as they can think of in each category. Check through their lists. Make sure that they include humans. Ask them what we call a human that is a herbivore. (vegetarian)

Open the book!**Reading and Writing****1 Look at the poster and discuss possible solutions to the problem.**

Ask students to raise their hands if they are vegetarian or vegan. Then ask the meat eaters how often they eat meat—every day, or a few times a week. Explain that nowadays more and more people are choosing to stop eating meat, and scientists and food companies are looking for substitutes for traditional meats. Ask them why they think that is.

Have students read the poster. Elicit reactions and have them explain how this can be so. (Because the crops the cows eat need watering.) Explain that meat production has a much larger water footprint than crop production. Divide the class into small groups and have them discuss ways to solve this problem. Elicit their ideas.

International Certification: Reading and Writing

In this type of gap fill students are not given words to choose from; they must decide the missing words for themselves. It is best for students to read through the whole text first to get an idea of what it is about. When they write the words in, they should read the whole sentence again, not just the words before and after the gap.

2 Read the article and write the missing words. Write one word on each line.

There is one example. 

Ask students to read the whole text through individually and to write their word choices in using pencil. Then encourage students to read back through the text with their words in place to check it. Put them into pairs to check their work. If they have all the same answers, they raise their hands. If they have differences, then encourage them to discuss which one is correct. Finally, have volunteers read out the text a sentence at a time.

- **Discuss the questions.**

Ask the first question and have a whole-class discussion. First of all, ask students to raise their hands if they would eat lab-grown insect meat. Ask those students with raised hands to give their reasons why. Then ask those who said they wouldn't to say why not. Give your own opinion on the idea as well as your reasons.

Open Day Tip Agree to Disagree

Discussions can sometimes get angry. The question of what we eat and new forms of food can be controversial and cause heated debates. For some, it feels like an attack on their way of life. Value every students' opinion and allow disagreement within the group, as long as everyone is polite and the arguments do not get out of control or personal. Explain that it is acceptable to agree to disagree, and that we should respect other people's opinions.

Close the day

- Explain that insects are full of protein and so very nutritious. Ask if they know anywhere where insects are eaten and if so, what kind. Then divide the class into groups to invent some insect dishes. You can make this a fun activity and encourage them to be creative with their ideas.

  Practice Book: Assign Activity 1 on page 48 as homework.

Objectives of the day:

1. Identify vocabulary and match words to their meanings.
2. Practise an exam-style reading and writing activity.
3. Play a guessing game.

Materials: Poster 4 with Cutouts, Poster Activity 4B on page XXIV.

Open the day

- "Connecting with Nature 4" practice. (See page T62.)
- Poster Activity 4B.

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

In this type of activity there are fifteen words and ten definitions. Tell students that they should read all the word options before they match them so that they are aware of all the different words available. Students should be particularly careful when they copy the words onto the lines, making sure that they copy the article as well if the word has one.

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

Explain to students how this activity works. Tell them to work through the activity individually. Suggest that if they do not know an answer, they leave it and go back to it at the end when there are fewer words to choose from. Give them a time limit of about five minutes to finish. After that time, have them pair up to check their answers. Finally, read out the descriptions and have students call out the answers.

- **Use the words to mime and guess.**

Put students into groups and have them look at the pictures at the bottom of the page. They can choose which word to mime themselves, or they can write them on slips of paper that they then put facedown on the table and draw at random. Remind them that during a mime they cannot speak!

Close the day

- **Play *The Definition Game*:**

Divide the class into small groups. Tell them to think of three words and write a definition for each one, like in Activity 3. They can be words from the unit or any other words the class knows. They need to work quietly so that other people do not overhear. Give them time to prepare. Then invite the groups to read their clues one at a time. When a group guesses the word correctly, they win a point. Continue until all groups have read their clues.

  Practice Book: Assign Activity 1 on page 49 as homework.

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

	medicine	poverty	soap	a meal
a cushion	0. This is usually a tablet or liquid that is used to fight disease or pain.		<u>medicine</u>	an ocean
	1. One of the large bodies of water that covers Earth's surface.		<u>an ocean</u>	
	2. These animals have six legs. They sometimes have wings.		<u>insects</u>	
health	3. Things that people throw away because they don't need them anymore.		<u>rubbish</u>	energy
	4. This is the state of being poor or having no money.		<u>poverty</u>	
	5. This is one of the rights children must have, and this includes going to school.		<u>education</u>	
	6. This is a product for washing and cleaning things.		<u>soap</u>	
rubbish	7. This is power that comes from heat or electricity.		<u>energy</u>	a planet
	8. A deep hole in the ground from which you can get water.		<u>a well</u>	
	9. A condition of a person or animal where the body functions are unable to work normally.		<u>illness</u>	
insects	10. This is a large, flat piece of equipment that uses the sun's light to create electricity.		<u>a solar panel</u>	education
	a solar panel	plastic	a well	illness

• Use the words to mime and guess.



1 Listen and write. There is one example.  

<https://www.waterissues.com>

Earth Day Water Survey








0. Date: April 22

1. It's to measure water use: at home

2. The major use of water at home is: in the bathroom

3. Activity that uses a lot of water: washing hands

4. The results can help make suggestions for: how to save water

5. The next step is to write: a report

2 Read the article. Then write the number of each question next to the corresponding paragraph.

- | | |
|--|--|
| 1. Can I reuse water? | 4. What about outside the house? |
| 2. What should I do about my leaking toilet? | 5. Do dishwashers and washing machines use a lot of water? |
| 3. What does "water conscious" mean? | |

How to Save Water

In the United States, the average family of four uses around 1,500 litres of water a day. We need to be more water conscious to reduce this amount.

- 3 It is the same as being conscious about saving energy and turning off the lights when you don't use them. If we turn off the tap while brushing our teeth, take shorter showers and use less water when we wash dishes, we will save many litres of water.
- 2 If a toilet has a leak, it can waste about 750 litres a day! If you fix leaking toilets and faucets immediately, you will save water and money.
- 4 You can collect rainwater. A simple collection system with a large container is easy to organise. You can use this water for your plants when it is dry.
- 1 Yes! This is a great way to save water. For example, when you have a shower, put a bucket under the showerhead while you wait for the water to get hot. You can use this water later for cleaning or for watering your plants.
- 5 Yes, they do. The best thing to do is use them as little as possible. Don't wash the dishes after every meal, wait until you have a full load of dishes. In the same way, always make sure the washing machine is full before washing your clothes.

We're sure that you'll find these tips useful!

- Discuss which of the ideas above you do at home. If you don't do them, say why.



Objectives of the day:

1. Listen for specific information in an exam-style listening activity.
2. Read for general meaning.
3. Discuss ways of saving water.

Materials: paper (one sheet per team of 4).

Open the day

- "Connecting with Nature 4" practice. (See page T62.)
- Divide the class into teams and have them choose a scribe. Give all teams a sheet of paper. The scribe divides the paper into two columns with the headings: *Natural* and *Man-made*. Tell them that they have two minutes to write down as many places or things as possible that have or involve water, for example the ocean and a shower. Remind them that if they shout out answers, the other teams can copy. After two minutes, collect the lists. Have a quick look through and declare which team had the most words. Read them out. Alternatively, you could have teams check each other's lists.

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

In this type of listening activity, students have to take notes in the form of a word or number for each line. Sometimes words are spelled out, and these words must be written correctly. Checking through the alphabet from time to time will always be a useful activity for students to get used to the sound of letters as they are spelled.

1 Listen and write. There is one example.

Ask students to read through the notes first. Then focus on each sentence and elicit what kind of information is missing. Have students guess possible answers. Remind students they will hear the audio twice. Play Track 34 without pausing. To check, you might want to play it again and pause after each answer is given so that students can say what they wrote.

2 Read the article. Then write the number of each question next to the corresponding paragraph.

Tell students to read the article through fairly quickly to get the overall gist. Then read the introductory sentences out loud. Next, tell students to read the first paragraph carefully and choose the corresponding question. Elicit the answer and correct if necessary. Then have them continue with the rest of the activity individually. Finally, read out each paragraph and have students say the number and the question.

- **Discuss which of the ideas above you do at home. If you don't do them, say why.**

Students should be able to remember the ideas without having to read through the text again. Divide the class into small groups to discuss ideas. Then bring the class together and tell them what things you do or don't do and why. Then let volunteers tell the class about what they do.

Close the day

- **How to Save Water Quiz:**

Have students close their books and get into teams. Then ask them some questions about the How to Save Water text. Remind them to whisper their ideas within their group before answering. For example:

How many litres of water does a family in the USA use a day?

How much water can a leaking toilet waste a day?

What two things does it suggest you fix immediately if they are leaking?

What can you do with rainwater you collect?

Which type of water should you use for cleaning?

Objectives of the day:

1. Answer a quiz.
2. Use information to calculate personal water usage.
3. Think about ways to reduce water usage.

Open the day

- "Connecting with Nature 4" practice. (See page T62.)
- Review the ways to save water from the last lesson.

Open the book!**3 Answer the quiz.**

Read the first quiz question out together with the three options, and have students tick their response. Tell them not to read the extra information at the moment. Continue in the same way with the other three questions. Then have students check the key at the bottom of the quiz to see how they scored. Ask: *Who had mostly a's?* and ask students to raise their hands. Repeat with b's and c's. Tell students your score too.

- **Use the information in the quiz to calculate how much water you use at home.**

Now give students a few minutes to read the information in the quiz. Then ask volunteers to read out each paragraph as everyone else follows along. Draw the chart on the board so students can understand how to fill it in. Complete the information for yourself. Say: *I have a shower, so I write 60 in the first column. I have a shower every day, so that means 7×60 : 420 for the second column.* Once students understand, have them complete it for themselves. Offer help where needed.

- **Compare your results. Say how you can reduce the amount of water you use.**

When students personalise information and see their own water use, it can have a greater impact on them than just abstract facts. This will help motivate them to make changes to their daily habits. Have students compare their results and suggest ways that they can reduce the amount of water they use. Tell students what changes you plan to make and invite volunteers to tell the class what they plan to do and why.

Close the day

- Have students take their weekly water use results and multiply them to find out how much they use in a month and then in a year. They can also try multiplying by the number of people in their house too.

Go to video "Climate Heroes."

Now is the time to watch "Climate Heroes," 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.



Practice Book: Assign Activity 1 on page 50 as homework.

3 Answer the quiz.

1. How often do you have baths?

- a. every day
- b. more than once a week
- c. not often or never

Filling a bathtub takes around 265 litres of water. A five-minute shower uses around 60 litres. Why not take shorter showers when you can?



2. How often do you turn off the water when you brush your teeth?

- a. never
- b. sometimes
- c. always

The average bathroom faucet uses 7-8 litres of water per minute. If you turn off the water when you brush your teeth, you save around 30 litres of water a day.



3. How often does your family use a dishwasher?

- a. every meal
- b. only when it is full
- c. never

The average dishwasher uses over 20 litres of water per cycle. If you can do the same amount of dishwashing under the faucet, you will save water. That is, if you don't leave the faucet on for more than two minutes!



4. How often does your family use a washing machine?

- a. more than once a day
- b. every day
- c. only when it is full

New washing machines use around 75 litres of water per cycle, and an average family in the United States does about 400 washes a year!



Mostly a: Are you a fish? You need to use less water! **Mostly b:** You're making an effort but try harder!
Mostly c: Well done! You are helping to fight the water crisis!

• Use the information in the quiz to calculate how much water you use at home.

Activity	Litres of water used each time	Litres of water used every week
Having baths or showers		
Brushing your teeth		
Washing the dishes		
Washing clothes		

• Compare your results. Say how you can reduce the amount of water you use.

I can limit my shower time.

Objectives of the day:

1. Read for general information.
2. Describe pictures to tell a story.
3. Talk about taking an active role in the school.

Materials: Water Flashcards, Flashcard Activity 4A on page XVII; poster paper (one sheet per group of 4 students).

Open the day

- "Connecting with Nature 4" practice. (See page T62.)
- Flashcard Activity 4A.

Open the book!

Taking an Active Role

1 Read the information in the poster. Then write the number of each title next to the corresponding text.

Ask students if they have ever heard of or celebrated *Earth Day*. Elicit their experiences if they have. Ask them why they think we have Earth Day. Tell them to read the poster and work out the meaning of new words from the context. Then tell them to complete the activity. Check by reading out a text and having a student say the corresponding number and title. Continue until you have read all the texts aloud.

2 Look at the first picture and answer the questions.

Divide the class into pairs and have them take turns asking and answering the questions. Remind them to talk about the first picture only. When they have had time to finish, ask each question in turn and elicit answers.

International Certification: Speaking

Explain to students that the first activity that they did with these pictures—looking and answering the questions—would usually be done by the examiner. The examiner starts the activity by describing the first picture in the story, and the students then continue to tell the story using the pictures as a guide. They should say something about each picture in order—what is happening and so on. They are not expected to produce proper storytelling language or make deductions.

• Look at the rest of the pictures and tell the story.

Tell students to look at the pictures for a minute to work out what is happening overall. Then with their partner from the previous activity, they can take turns to tell the story. When they have finished, have students exchange partners and have them repeat the activity. This extra practice can help them to improve on their first attempt, and they can add in some of their previous partner's ideas. Finally, go through each picture with the class and elicit sentences about what is happening.

3 Say how you can take an active role in your school or community.

Ask students to read the rubric and elicit ideas. Remind them of what they have seen during the unit: the recycling drive, thinking about how to reduce water, the Good Buddies story and sharing information, and even the "Fixing the Faucet" story. Have them share ideas in small groups and then with the class.

Close the day

- Divide the class into groups of four and hand out poster paper. Tell students to design their own poster for Earth Day. Tell them they can use any of the ideas they have seen in Topic 2. When they have finished, have students display or present their posters.

  Practice Book: Assign Activities 1 and 2 on page 51 as homework.

Objective of the day:

1. Follow the steps to develop a project.

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

Open the day

- Connecting with Nature 4" practice. (See page T62.)
- Review with students all the things we can recycle from our daily lives and why it is important to recycle.

Open the book!

Explore

- **Read the notice and answer the questions.**

Write the title on the board and elicit what a *drive* means. (It is an initiative to get people to do something, in this case, recycle.) Ask students to read the notice and then think about the questions. Tell them to share their answer with the person sitting next to them. Read out each question and elicit the answers. Ask some comprehension questions: *Where should you take plastic? What can you take to the cafeteria? What do volunteers need to do?*

Produce

- **Go to Practice Book page 109. Use the graphic organiser to plan a recycling drive at your school. Compare your notes with a classmate.** 

Ask students to look at the notice again and think about what information it gives. Elicit their answers (date, time, place, what to bring, what people need to do, a visual). Tell them to go to their Practice Book to prepare the plan. At this point they write notes and then compare it with a partner. Check their work so that when they create the final version their language and spelling is correct.

- **Design a notice for your recycling drive.**

Hand out materials and have students create their recycling drive notice. Encourage them to use good handwriting 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 a notice is to provide all necessary information about an upcoming event. They need to remember that when people read the notice they shouldn't have to ask for any more details because it is all clearly presented.

Present

- **Present and display your recycling drive notice in the classroom.**

Divide the class into groups and have them take turns presenting their notice to their group. You might want to give speakers a time limit of one minute, and 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 notice to their group, invite volunteers to present their notices to the class.

- **Choose the best ideas from the different notices. Discuss the questions.**

Students can stay in their groups from the previous activity to discuss the questions. For question 1, elicit what physical items and planning they would need (bins to hold the recycled materials, gloves for people to wear, a method of taking the bins to the recycling centre at the end of the day, etc.). Finally, discuss ideas as a class.

Close the day

- Have students decorate their notices and make them look as attractive as possible. Then put them in groups to reach a consensus about their favourite one. Ask each group to send their favourite notice to the front of the class, and display them all. Then have students hold a vote to choose their favourite from the final notices. When one has been chosen, you could suggest using it to run a recycling drive at school.

Explore

- **Read the notice and answer the questions.**
 1. Where is the girl and what is she doing?
 2. What is the main message?
 3. Would you volunteer to help? Why or why not?
 4. What things could you bring to the recycling drive?

Recycling Drive!

Friday, January 24 8:00 a.m.

Collection points: gymnasium (plastic, paper and cardboard), cafeteria (glass and aluminum)

Please bring:

cardboard – cartons, boxes, packaging
paper – notebooks, newspaper,
magazines

plastic – bottles (and tops!)

glass – bottles and jars

aluminum – cans

Volunteers need to help separate
waste and get it ready for transport
to the recycling plant.

Thank you!



Produce

- Go to Practice Book page 109. Use the graphic organiser to plan a recycling drive at your school. Compare your notes with a classmate. PB
- Design a notice for your recycling drive.

Present

- Present and display your recycling drive notice in the classroom.
- Choose the best ideas from the different notices. Discuss the questions.
 1. What else do you need to do to organise a recycling drive?
 2. How can you get the rest of the school involved?
 3. Does your school have a recycling drive? If not, would you like them to? Why or why not?

My Progress

Can you identify words that describe waste and energy?

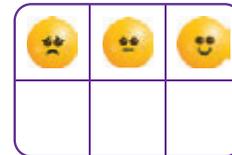
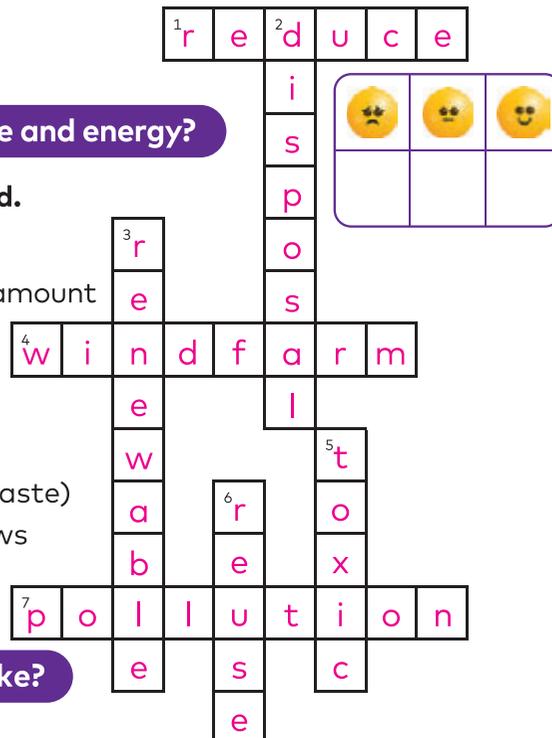
1 Read the clues and complete the crossword.

Across

- to make something smaller in number or amount
- a place that creates electricity from wind
- the process of making land, water or air dirty

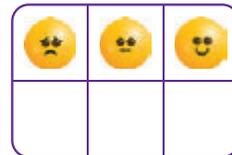
Down

- the act of throwing something away (waste)
- a material that nature replaces or renews
- dangerous or poisonous
- to use again



Can you say what things smell or taste like?

2 Complete the sentences.



- It smells like _____.
- It tastes like _____.

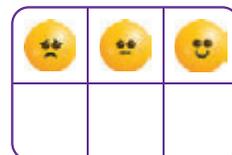
Can you describe a process?

3 Complete the description using the correct form of each verb in the box.

recycle sort roll make collect melt

How Aluminum (1) Is Recycled

We recycle aluminum in a similar way to plastic. Aluminum cans (2) are collected and taken to the plant. At the plant, they (3) are sorted into different colours and cleaned. After that, they (4) are melted down and then made into blocks called ingots. These ingots (5) are rolled flat into a long sheet. This sheet (6) is made into new cans and products!



Objective of the day:

1. Self-assessment Topic 2.

Materials: Poster 3 with Cutouts, Poster Activity 3B on page XXIV.

Open the day

- "Noticing Your Breathing" practice. (See page T50.)
- Poster Activity 3B.

Use this as an opportunity to review the passive voice, which was covered in Unit 3.

Open the book!**Can you identify words that describe waste and energy?****1 Read the clues and complete the crossword.**

The aim of this lesson is for students to check their own progress. Direct students' attention to the crossword and the clues. Have them complete the activity individually. Remind them that they can count the boxes to see how many letters the word has. Let them look back through their book if necessary. Looking for the words isn't cheating, it shows an important research skill—that students know what they are looking for and where to find it. Remind students to complete the self-evaluation chart at the end of each activity. Students should evaluate how well they did by writing a tick under the corresponding emoji.

Can you say what things *smell* or *taste like*?**2 Complete the sentences.**

Tell students to look at the pictures and then use their imagination about how these things taste and smell. They will have to use their creativity to come up with words, but ultimately the exercise is testing their language skills, and there's not a right or wrong answer.

Can you describe a process?**3 Complete the description using the correct form of each verb in the box.**

Ask the students if they can remember what form of the verb we use when we describe a process (the passive). Ask a volunteer to say a sentence using the passive to remind students. Have them look at the words and read the text. Suggest they read the text through first to get the general idea. Then they can complete the task individually. Ask volunteers to read out sentences with the words in place to check.

Close the day

- Divide students into groups of five. Tell them to come to a consensus about the five most important things that they have learned about during Units 3 and 4. Explain that there must be five points only, and they should try to write the sentences using correct vocabulary and grammar. Tell them that everyone is going to say one of their group's sentences, so they should assign one to each group member. Give them time to practise and help each other say what they have to say. Then mix the groups up, so everyone is in a new group. Then have each person tell their new group their sentence.

Go to video "Climate Heroes."

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.



Practice Book: Assign Activities 1, 2 and 3 on page 52 as homework.

Objective of the day:

1. Self-assessment Topic 2.

Materials: Poster 4 with Cutouts, Poster Activity 4B on page XXIV.

Open the day

- "Noticing Your Breathing" practice. (See page T50.)

You can choose one of the following activities:

- Poster Activity 4B.
- Play Track 33 again, and have students join in with the rhyme as they listen. This will help them to remember the formation of first conditional sentences.

Open the book!

Can you use prefixes for opposites?

4 Complete the text using the prefixes *un-*, *im-* and *dis-*.

Write *un-*, *im-* and *dis-* in a column on the board. Ask volunteers to say a word that starts with each prefix. Students then complete the activity individually. Check answers and remind students to complete the self-evaluation chart at the end of each activity.

Can you express opinions using *that*?

5 Look at the picture. Write about it using the words in the box.

Have students look at the picture and identify what they can see. Explain that they definitely know that there is an orca, but it isn't clear what the other animal is. Elicit ideas about what animal it could be (another orca, a shark, a dolphin, etc.). Students then complete the sentences using the prompts combined with their own ideas.

Can you talk about causes and effects?

6 Complete the situations.

Say to students, *If you don't study for a test, what will happen?* Elicit answers and choose one to be the next cause: *If your teacher gets mad, what will happen?* Then have students look at the photo and elicit what they can see. They then complete the activity individually. Ask volunteers to read out their sentences.

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

Home Connection

- **Make a Three Rs fridge poster.** 

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 2. This is a great opportunity for students to show their families how much progress they have made.



Show page 13 and have students recall what the Reader was about. Ask: *What is a blue hole? Which animals feature in the story? (sabre-toothed tigers) Where is the blue hole? (Belize) What did Zara discover one day when she went hunting? (there were no animals and no ice) What did a crow tell her was coming and what she must do?* Have students make some predictions about why the ice has melted and what might happen. Play Track R2 for students to listen to the whole text as they follow along in their books. Ask comprehension questions: *Is Sabre angry or happy when Zara returns to the cave? Why? Does he think it's a good idea to leave the cave? What was the loud noise they heard the next morning? Why were the horses running? What came into the cave? What is the moral of the story? When did sabre-toothed tigers become extinct? Who visits the Great Blue Hole nowadays?* Have students open their Practice Book to page 54 and complete the Reader activities 1 to 4 on pages 54 and 55. If you prefer, you could assign this as homework.

Close the day

- Have students look back through the two units and choose the most surprising or shocking fact that they learned.

  Practice Book: Assign Activities 4, 5 and 6 on page 53 as homework.

Can you use prefixes for opposites?

4 Complete the text using the prefixes *un-*, *im-* and *dis-*.

Is It Too Late?

Can we stop the water crisis? Experts (1) disagree. Some say that it is (2) impossible for everyone to have enough water. Others are certain that there are solutions. However, many rural communities in developing countries are at a (3) disadvantage. They are (4) unable to access fresh water, and it is (5) impractical to walk for hours every day. What do you think?



Can you express opinions using *that*?

5 Look at the picture. Write about it using the words in the box.

be sure / certain imagine think

- I'm sure that _____.
- _____.
- _____.



Can you talk about causes and effects?

6 Complete the situations.

- If we don't take care of our planet, the ice caps will _____.
- If _____, the oceans will rise.
- If the oceans rise, _____.



Home Connection

• Make a Three Rs fridge poster.



The Blue Hole

Topic 3

Travel and Transportation

Objectives of the day:

1. Learn a mindfulness practice to relax and manage stress.
2. Get acquainted with the concepts in Topic 3: Travel and Transportation.
3. Activate previous knowledge about the topic.

Open the day

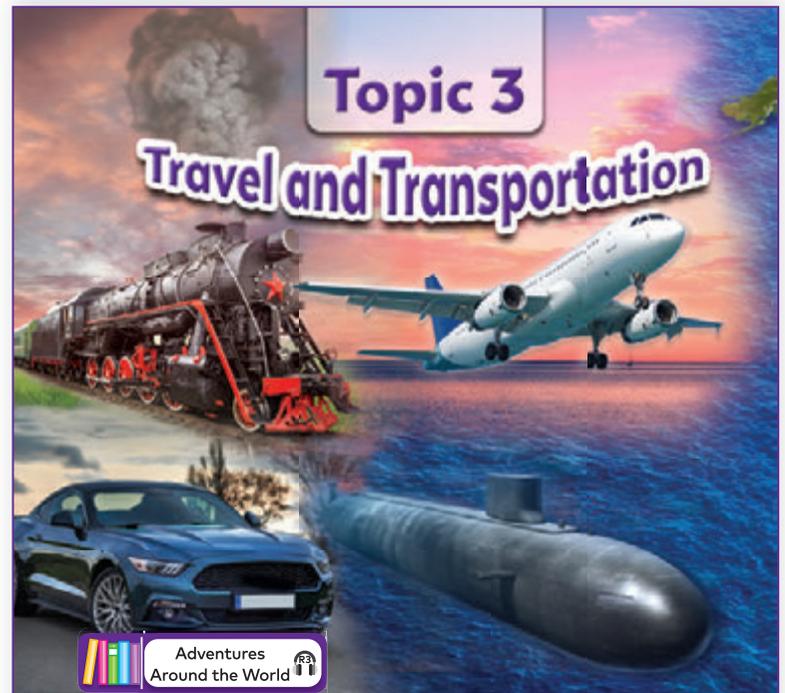
"Happy Place"

This topic covers the theme of travel and transportation, which is related to mindfulness in a number of ways. Commuting, especially long commuting, can be stressful. But travelling can be the opposite. We can go to amazing places and relax. Introduce your students to the idea of a "happy place." Ask them to think of a place they visited that they consider relaxing and serene, for example, a beach or a nice café they have visited. You can encourage them to bring a photo of the place to the class.

At the start of each class, we suggest you conduct the following mindfulness activity to practise relaxation. Ask students to close their eyes and imagine they are in their happy place. Tell them to breathe deeply and think of the sounds they can hear. Say: *What can you smell? The sea breeze? The ice-cream someone is eating next to you?* Repeat the instruction a few times as students breathe in and out, 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 their happy place is, but it's not necessary. Just remind them that it is important for them to spend time each day relaxing in this way. Tell them they can also use this technique any time they are stressed or anxious, like before an important exam.

Open the book!

Read the title of the topic and call students' attention to the pictures. Ask: *What kind of travel do we use these vehicles for?* (travel for holiday, daily commute, military, etc.) Ask: *Have you ever travelled in these vehicles? When was the last time?* The aim at this stage is to raise students' interest in the topic, not to go into great detail.



Unit 5 Amazing Inventions

- Look at the pictures and discuss the questions.
 1. What inventions can you see? What are they used for?
 2. Which invention is the fastest? Which one can transport more people?
 3. How have they changed people's daily activities?
- In your notebook, list your favourite transportation inventions.
- Discuss your top inventions. Give reasons to support your decisions and agree on the top three inventions with your classmates.

72

Topic 3 Unit 5 Amazing Inventions

Unit 5 Amazing Inventions

- Look at the pictures and discuss the questions.

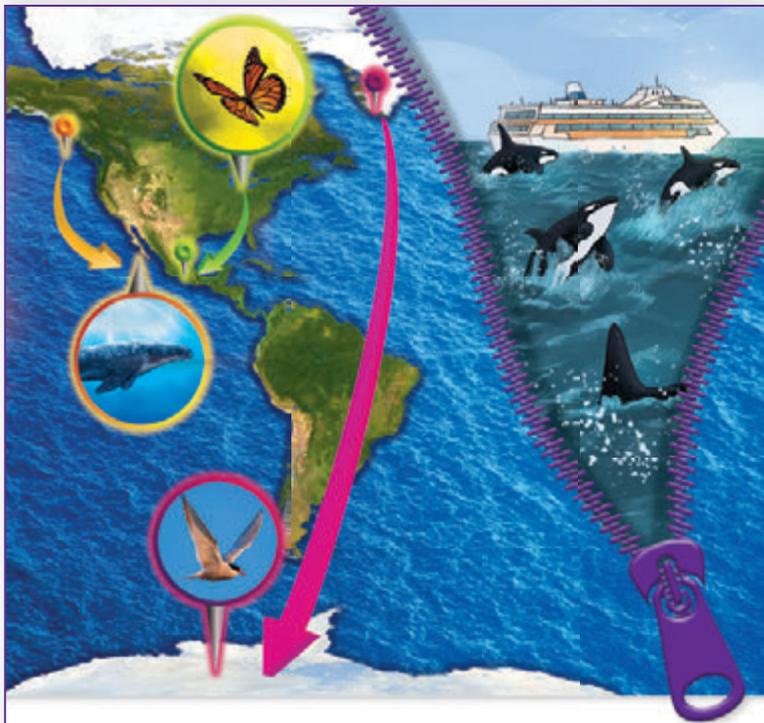
Point to the Unit 5 *Amazing Inventions* heading on page 72. Explain to students that in Unit 5 they will learn about inventions related to travel and the history of transportation. Ask students to read the questions and discuss them in small groups.

- In your notebook, list your favourite transportation inventions.

Ask students to spend a few minutes thinking about an invention they consider the most interesting. Encourage them to ask about any vocabulary they might need to complete this task.

- Discuss your top inventions. Give reasons to support your decisions and agree on the top three inventions with your classmates.

Have students work in groups. Ask them to agree on the top three inventions from all their lists. Encourage them to list reasons for each. Finally, have volunteers share their ideas with the class.



Unit 6 Incredible Journeys

- Look at the pictures and discuss the questions.
 1. What animals can you see? Where are they going and why?
 2. How can travelling long distances be hard for animals?
- Think of an animal that travels long distances. Write notes about how, when and where this species travels.
- Compare your ideas with a classmate's.

Topic 3 Unit 6 Incredible Journeys

73

Unit 6 Incredible Journeys

- Look at the pictures and discuss the questions.

Have students look at the image and analyse what they see. Ask: *What do these animals have in common?* (they travel far) *Do you know any other animal that travels long distances?* (answers might vary, for example, stork, sea turtle, sharks etc.) Hold a discussion on why animals travel long distances. (usually because of the seasons, birds fly south for the winter, etc.)

- Think of an animal that travels long distances. Write notes about how, when and where this species travels.

Ask students the names of the animals in the pictures: monarch butterfly, blue whale, and arctic tern. Point out that the orca also travels long distances. Students can talk about these animals or other animals. Tell them to use the map. Elicit ideas: *The arctic tern flies from North to South Pole every year.*

- Compare your ideas with a classmate's.

Ask students to compare ideas in pairs. If they have the same animal, have them check if their partner's information was the same. As you monitor the pairs, ask questions about their most interesting ideas. Then encourage volunteers to share their ideas with the class.



Point to the Reader icon on page 72 and elicit what it 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 21. Encourage them to identify what they see in the picture. (a smiling girl with a map in her hand, maybe exploring some area) Then ask a volunteer to read the title. Then ask: *Where is she?* (in a meadow or forest in the countryside) *What is she doing?* (looking at a map) Ask: *Do you know any famous journeys and people who travelled very far?* (e.g, Amelia Earhart, Roald Amundsen) Hold a brief discussion about any person mentioned. Then ask: *How has technology changed travelling?* Give them a hint by looking at page 21 and asking what they would use nowadays instead of a map (for example, a smartphone GPS). Tell students they will learn more about epic journeys in the Reader text.

Close the day

- Go back over all the animals mentioned in the lesson today. Ask: *Which journey do you think is the most dangerous? Why?*

Go to video "Orcas."



As you are now over halfway through the course, now might be a good time to review what students know about orcas. Remind students that on the platform they will find a video along with activities related to this topic. You might want to watch the whole video in class, or have students watch it at home. Then have students do the "While Watching" online activities. If possible, ask students to talk to their families about orcas and encourage them to make a note of anything new they learn. They can find out more information about orcas here: <https://www.natgeokids.com/uk/discover/animals/sea-life/killer-whale-facts/>

This might be a good time for students to work on their projects.

Unit 5 Amazing Inventions

Objectives of the day:

1. Reading for specific information.
2. Discuss forms of transportation.

Materials: *Transportation Inventions* Flashcards, Flashcards Activities 5A and 5B on page TXVIII.

Open the day

- "Happy Place" practice. (See page T72.)
- Flashcard Activity 5A.

Open the book!

1 Read and write the letters to complete the timeline.

Write the words *invention* and *discovery* on the board. Ask: *What is the difference between an invention and a discovery?* and elicit answers. Let students consult dictionary definitions if possible. (An invention is creating something new and useful; a discovery is finding out about something that already exists.) Then ask: *Can you give me an example of an invention and a discovery?* Write some on the board. (example inventions: airplane, computer; example discoveries: radiation, penicillin) Have students cover the text boxes and look at the pictures of inventions. Have them say what they are and why people use or used them. Then ask them to complete the task individually. Finally, check answers with the class and check the order of flashcards on the board from Flashcard Activity 5A.

- **In your notebook, answer the questions. Then discuss with a classmate.**

Have students identify and explain the words in bold in the text and then read through the questions. Ask: *What do you need to answer each question? Do you need a number? A reason? A name of a thing?* Then have students answer the questions in their notebooks. Remind them to use full sentences when writing. Then, ask them to work in pairs to share their ideas.

Close the day

- Flashcard Activity 5B.

  Practice Book: Assign Activity 1 on page 56 as homework.

Objectives of the day:

1. Reading and listening for specific information.
2. Learn adjectives with *-able* and *-ible* suffixes.
3. Conduct a transportation survey.

Materials: *Transportation Inventions* Flashcards, Flashcard Activity 5C on page TXVIII.

Open the day

- "Happy Place" practice.
- Review the text from last class. Ask students to draw three things they remember. Then, ask them to show the images to a classmate and say what they represent.

Open the book!

2 Circle words that end in *-able* and underline those that end in *-ible* in the timeline. Then write the correct category depending on what they describe.

Tell students to go back to the text and identify all words with *-able* and *-ible* suffixes.

Ask: *What part of speech are these words? Noun? Verb? Adjective?* (adjective) If students are having issues recalling parts of speech, remind them of the basic rules: nouns are the names of things, verbs describe actions, adjectives describe nouns. Have students identify the meaning of each word from context. You may want to take this opportunity to practise pronouncing the schwa sound in the suffix /ə·bəl/. Go through the words and point out that the suffix is never stressed. Then practise saying the /ə/ sound. Ask students to put their hands under their chins and say the sound without moving the hand. Then move to practising /ə·bəl/ in the same way. Next, drill the whole words.

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

3 Listen to the conversation and write the form of transportation that each person enjoys using.

Review what forms of transportation are mentioned in the text. Tell students they will hear two students, Jack and Martha, talking about this topic, and they should listen for the words related to forms of transportation to help them

identify who enjoys using what. Play Track 35 and check answers with the class.

• Listen again and add more words with *-able* and *-ible* to the categories in Activity 2.

Play Track 36 again and tell students to listen specifically for words that have an *-ible* or *-able* suffix. Have students call out the words and write a list on the board. Check spelling with the class so that they place the words in the correct group, but remind them that the pronunciation is the same.

My Space

• Which form of transportation do you use the most?

Have students answer this question individually. Tell them to think about how often they use different forms of transportation and what for.

• Conduct a survey to find the most used form of transportation in class.

Point to the hand-drawn chart and tell students to copy an empty chart into their notebooks. Then have students stand up, walk around and ask their classmates the question. Check which is the most used form of transportation in the class.

• Discuss when and where you use each one.

Divide the class into small groups to discuss their transportation use in more detail. Invite volunteers to share what they find with the class.

Close the day

- Flashcard Activity 5C.

  Practice Book: Assign Activities 2 and 3 on page 57 as homework.

Unit 5 Amazing Inventions

1 Read and write the letters to complete the timeline.

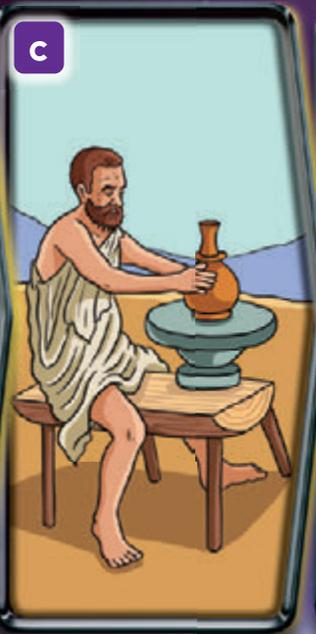
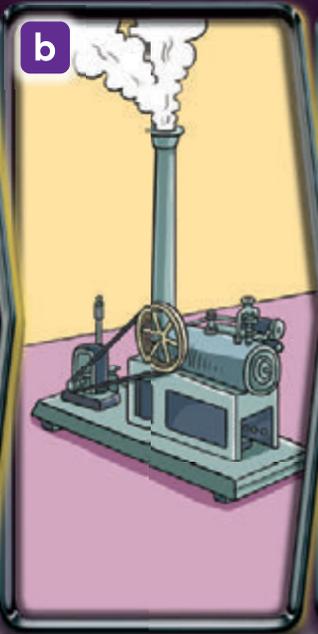
A History of Transportation

d 1. Many years ago, people could only travel long distances by water. Rafts made it possible to float down rivers or move from island to island. These simple boats have been around for 8,000 years.

a 2. For thousands of years, people got to other places by walking. Animals helped them pull or carry heavy objects across land. These included **camels** in the **desert**, or dogs with small trolleys called **sleds** in snowy climates.

c 3. There is evidence that people first used wheels to make pottery around 5,500 years ago. The wheel had an incredible effect on transportation. Today, of course, wheels are **everywhere!**

b 4. In 1765, James Watt invented the **steam engine**, which worked well in boats. A few years **later**, Nicolas Cugnot used the adaptable engine for a road vehicle. However, it was so **heavy** that the "car" only travelled at four kilometres an hour!



• In your notebook, answer the questions. Then discuss with a classmate.

1. What are the examples of early forms of transportation?
2. How do you think the wheel changed transportation?
3. What was special about the steam engine?
4. Why did passengers enjoy the railways?
5. Why did tyres and engines have to improve?
6. What animals are still used to help with transportation today?

My Words

5. In 1804, the first successful steam train journey took place in Wales. Soon, **railways** became the most popular form of land transportation in the world. Sleeping cars and dining cars made it **comfortable** for **passengers**.

6. Roads were in **terrible** condition, so cars only became popular in the twentieth century with advances in engines and **tyre** technology. For many people, the **bicycle** was a **reasonable** and **fashionable** way of getting around.

7. The start of the twentieth century brought a new age of transportation. The Wright brothers made the first powered airplane flight in 1903, and soon humans were trying to go even higher. By 1969, they were walking on the moon!



2 Circle words that end in **-able** and underline those that end in **-ible** in the timeline. Then write them in the correct category depending on what they describe.

Situations / Persons

possible
incredible

terrible
responsible

Objects

terrible
reasonable
fashionable

comfortable
enjoyable

3 Listen to the conversation and write the form of transportation that each person enjoys using. 

Jack: bicycle

Martha: car ride

• Listen again and add more words with **-able** and **-ible** to the categories in Activity 2. 

My Space

- Which form of transportation do you use the most? _____
- Conduct a survey to find the most used form of transportation in class.
- Discuss when and where you use each one.

Transportation	Number of users
bus	
car	- -
walking	
bicycle	
_____	_____
_____	_____

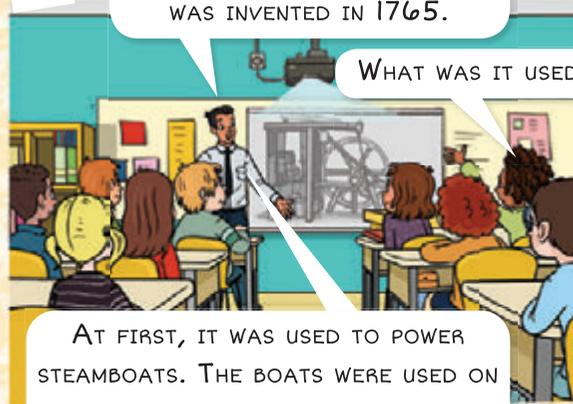
You **need to be** creative!
Does it **need to be** that big?
It **doesn't need to have** two floors.

1 Listen and follow. 

Good Buddies The Science Fair

1 So, the WATT STEAM ENGINE WAS INVENTED IN 1765.

WHAT WAS IT USED FOR?



AT FIRST, IT WAS USED TO POWER STEAMBOATS. THE BOATS WERE USED ON RIVERS IN THE NINETEENTH CENTURY.

2 Now, LISTEN. WE ARE HAVING A SCIENCE FAIR NEXT MONTH. YOUR CHALLENGE IS TO INVENT A NEW FORM OF TRANSPORTATION.

HOW ABOUT A SUPERFAST CAR?



THERE ARE A LOT OF FAST CARS ALREADY. YOU NEED TO BE CREATIVE!

3 GEORGE AND OLIVER START PLANNING...

WE CAN DESIGN AN INCREDIBLE FLYING MACHINE! WHAT ABOUT A FLYING BUS?



YES! IT WILL BE MORE ENJOYABLE FOR PASSENGERS BECAUSE THERE WON'T BE TRAFFIC.

WE NEED TO THINK ABOUT THE DESIGN.

4 AT BREAK...

IT LOOKS VERY HEAVY. DOES IT NEED TO BE THAT BIG?



HMM, YOU'RE RIGHT. MAYBE IT DOESN'T NEED TO HAVE TWO FLOORS.

WHAT ABOUT YOU? WHAT ARE YOU TWO INVENTING? MAYBE I CAN HELP.

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

- | | | | |
|--|-----------------------|-----------------------|---|
| 1. Watt invented the steam engine in the nineteenth century. | T | <input type="radio"/> | F |
| 2. Oliver and George's design has two floors. | <input type="radio"/> | T | F |
| 3. Sarah tells the boys all about her invention idea. | T | <input type="radio"/> | F |
| 4. Submarines normally can dive and jump. | T | <input type="radio"/> | F |
| 5. You can't sit up in the Orca Submarine. | <input type="radio"/> | T | F |

3 Choose an invention from the comic strip and make notes about how useful it is and what problems it might have.

Objectives of the day:

1. Read and listen to a comic strip about a science fair and inventions.
2. Read for specific information.
3. Make notes about inventions.

Open the day

- "Happy Place 2" practice.

As an alternative, ask students to think about a great trip they took. They can spend the breathing exercise remembering the greatest moments from it. Tell them to picture sights, sounds, smells, noises, and things they felt on their journey.

- Divide the class into small groups. Ask students if they have ever been to a science fair or a science museum. Then ask questions one at a time for groups to discuss: *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 place like that, ask: *Would you like to go to a science museum or fair? What do you think you could see and learn there?*

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

Point to the comic strip and ask where the characters are. (at school, in the classroom) Ask them to look at the pictures and predict what the topic of the comic strip is. (inventions for a science fair) Then ask them how they think the characters feel: *Are they happy? Excited? Why?* Play Track 36 once and have students read along as they listen. Check their predictions and ask comprehension questions: *What do the characters have to do? How do they feel about it? Are they excited? What do Sarah and Helen design?* Encourage students to answer the questions as a class.

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

Ask students to complete the true and false task individually. Remind students that they will find the true information in the comic strip, but it might be expressed with different words. Have students compare answers in pairs and then check answers with the class. Ask students to give you the correct information for false sentences and to show you where the information is in the comic strip.

3 Choose an invention from the comic strip and make notes about how useful it is and what problems it might have.

Divide the class into pairs. The idea is that pairs choose one of the characters' inventions, but if your class is large, allow them to choose other transportation inventions from previous classes. Allow them a few minutes to make notes. You could encourage them to organise their ideas into two columns: *Uses* and *Problems*.

Close the day

- Have the class share their ideas from Activity 3. When they have listened to each other's uses and problems, have a class vote on the most useful invention: The Flying Bus or the Orca Submarine.

Objectives of the day:

1. Read for specific information.
2. Learn how to use *need to* and *don't need to* with verbs in simple present.
3. Discuss what you need to do when using forms of transportation.

Materials: Poster 5 with Cutouts, Poster Activity 5A on page TXXV.

Open the day

- "Happy Place 2" practice. (See page T76.)
- Poster Activity 5A.

Language Presentation***Need to/Don't Need to***

In this class, students will learn how to use *need to* and *don't need to* with the infinitive to express necessity. We suggest you use Poster Activity 5A to introduce this topic.

Open the book!**Open to Learn**

At the start of class, call students' attention to the Open to Learn box. Have students find the sentences in context in the comic strip. Invite three volunteers to read the dialogue from frame 4 aloud. Write the expressions on the board. Underline *need to* and *doesn't need to*. Explain that we use these expressions when it is necessary or not necessary to do something. Point out that the form of the verb that follows *to* is in the infinitive and doesn't change.

4 Read again and complete the sentences, using the correct form of *need to* and a verb from the box.

Divide the class into groups of four. Ask students to assign characters from the comic strip to each member of the team. Then ask them to read the dialogue in groups to review the content. Then have students do the exercise in their groups. Remind them to use *need to* in the correct grammatical form. Write answers on the board for whole class feedback.

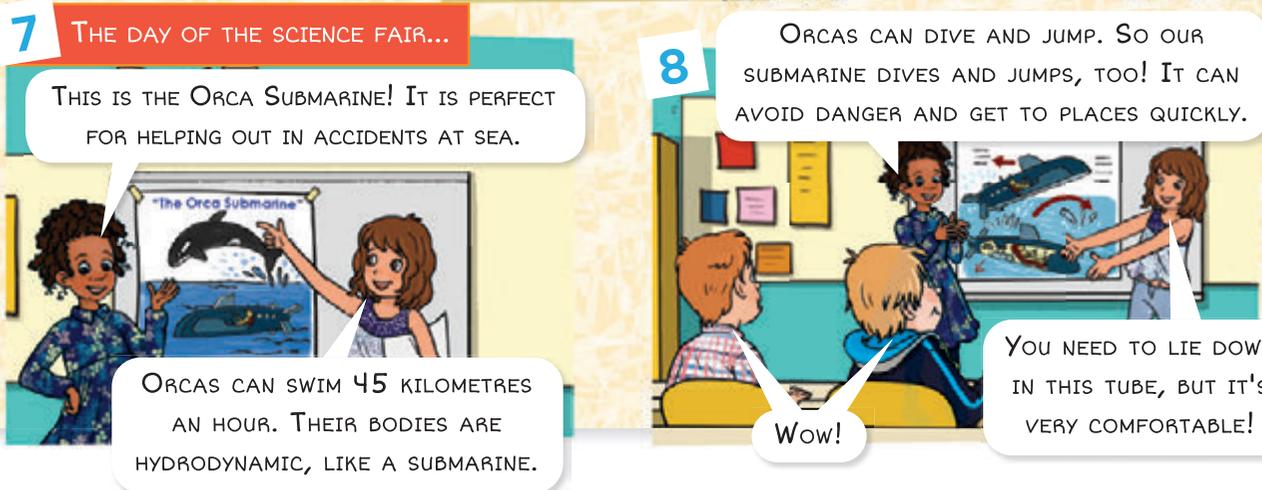
5 Think about what you *need to* and *don't need to* do when you use different forms of transportation. Share your ideas with a classmate.

Invite a volunteer to read out the example in the speech bubble. Then divide the class into pairs. You may want to assign some common modes of transportation, such as airplane, train, bus, car, etc. if you are short of time. Tell students to make a table of *need to* and *don't need to* ideas. After they complete the task, mix groups so that students can share their ideas with someone who focused on a different vehicle.

Close the day**● Play *Simon Says*:**

Play Simon Says with *need to* and *don't need to*. Tell students to stand only when the sentence you say is true. Use ideas from Activity 5. For example: *You need to fasten your seatbelt on a train.* (false)
Or: *When you take a plane, you need to check in your large luggage.* (true)

  Practice Book: Assign Activities 1 and 2 on page 58 and Activity 3 on page 59 as homework.



4 Read again and complete the sentences, using the correct form of *need to* and a verb from the box.

design bring present put

1. Students need to design a new form of transportation for a science fair.
2. George and Oliver don't need to put a lot of floors on their invention.
3. Does Helen need to bring her orca magazine to class?
4. They need to present their inventions in class.

5 Think about what you *need to* and *don't need to* do when you use different forms of transportation. Share your ideas with a classmate.

There is an underground in our city. You need to check the schedule. You don't need to pay for your ticket in cash. You can pay with a credit card.

My Language

Open to Learn

What **was it used** for?
It **was used** to power steamboats.
The boats **were used** on rivers.

6 Listen and circle the correct answer.

Transportation Trivia!

How much do you know about transportation-related inventions?
Try our trivia quiz and find out!

1. How long was the first motor-powered flight?

- a. 40 metres b. 40 kilometres c. 400 kilometres

2. What were early bicycles made of?

- a. plastic b. iron and wood c. aluminum

3. Where were the first boats used?

- a. ancient Greece b. the United States c. ancient Egypt

4. What was the first bus pulled by?

- a. electricity b. a horse c. gas

5. How quickly was a car made in Henry Ford's factories?

- a. in 1.5 hours b. in 1.5 days c. in 1.5 weeks



7 Complete the description using the correct form of each verb in parentheses.

A submarine is a ship that can go underwater. The first working submarine (1) was invented (invent) by Cornelis Drebbel in 1620. It (2) was not made (make) of metal, but by covering a small wooden boat with leather. Submarines (3) were used (use) in the American Civil War in the 1860s. What (4) were (be) they (5) used (use) for? Mostly to remove underwater objects that blocked ships. The first submarine used in the Civil War (6) was called (call) the USS Alligator.

Play Fact Finder!

1



2



3



Objectives of the day:

1. Listening for detail.
2. Describe past inventions: past passive.
3. Play a game to practise past passive structures.

Materials: *Transportation Inventions* Flashcards, Flashcard Activity 5B on page TXVIII; Poster 5 (without Cutouts), Poster Activity 5B on page TXXV.

Open the day

- "Happy Place 2" practice.
 - Flashcard Activity 5B.
- Review transportation vocabulary.

Language Presentation**Passive Voice: Simple Past**

In this unit, students will learn how to use the passive voice in the simple past. We suggest you use Poster Activity 5B to practise this at the end of the class.

Open the book!**6 Listen and circle the correct answer.** 

Have students do the trivia quiz first and use their existing knowledge. Then let them compare in pairs. Next, play Track 37 so students can check their answers. Ask questions about the quiz: *Which fact is most surprising? What other things would you like to know?* Hold a brief discussion and encourage students to compare their initial ideas with the answers.

Open to Learn

At this point, we suggest you call students' attention to the Open to Learn box. Have students find the sentences in context in the comic strip. (frame 1) Ask: *Which phrases are in bold?* (verbs in passive voice) Remind students that we use passive voice when we want to focus on the object or when we do not know who or what did the action or it is irrelevant. Point out that in this class, the verbs are in the past tense, so we use the past tense form of to be. (*was/were*) Ask students to go back to the quiz and underline all instances of the passive voice.

7 Complete the description using the correct form of each verb in parentheses. 

You might like to write the form of the past passive on the board: Verb to be (*was /were*) + past participle. Then let students do the exercise individually before comparing in pairs. Check answers with the class and review the form and function of the past passive as necessary.

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

Play Fact Finder!  

This is a pelmanism (memory) game. Ask students to work in small groups and make cards with sentences about past events related to inventions. They write the first half of the sentence naming the event or invention on one card and the rest of the sentence describing the action on the other. Make sure they use the past passive and that there aren't multiple matches. When they are done, ask the groups to swap their sets of cards and play a few rounds of the memory game with their group.

Close the day

- Poster Activity 5B.

  Practice Book: Assign Activity 4 on page 59 and Activities 5 and 6 on page 60 as homework.

Objectives of the day:

1. Predict content for an examination listening task.
2. Listen for specific and detailed information.
3. Discuss personal use of forms of transportation.

Materials: Poster 5 (without Cutouts), Poster Activity 5B on page TXXV.

Open the day

- "Happy Place 2" practice.
- Poster Activity 5B.

Open the book!

Listening

International Certification: Listening

The exam tasks in the rest of Level 5 are still representative of the types of tasks found in A2-level examinations. For this task, students will hear a monologue. Emphasise to students that they should only write one word, a number, a date, or a time for the answer. It is important that students read the rubric carefully and think about the context of what they are about to hear. They will hear the recording twice, so students should use the second listening as an opportunity to check their answers. You should also tell students to be careful with spelling: common words should be spelled correctly, as should any words that are spelled out in the audio.

1 Look at the brochure and answer the questions.

On this occasion, students have images to help them activate previous knowledge and make predictions. Point out that this won't be the case in an exam. Here, students can work in pairs to discuss the questions. Write ideas on the board, and elicit as much information as possible.

2 You will hear someone talking about visiting a museum. For each question, write the correct answer in the gap. Write one word or a number or a date or a time. There is one example.

Remind students to make sure their answers fit grammatically into each gap. Then, play Track 38 and have students fill in the brochure individually. Students will hear the audio twice. If you want, you could play the audio again and pause when you come to an answer. Have students tell you what the answer is and write it on the board.

Speaking

International Certification: Speaking

A common exam task is for students to have a general conversation about a specific topic. In the exam this conversation will be led by the interlocuter, however, as this is not possible in class, it is best to run it as a pair work activity. We suggest you give plenty of practice in conversation activities like this, in order for students to grow accustomed to them and reduce nerves.

3 In pairs, talk about a special form of transportation you have been on.

Tell students they are now going to talk about the topic they heard in the listening. Ask them to take turns asking and answering the questions. If you have time, you can ask students to time themselves. For example, they can have a two-minute conversation before swapping roles. If there is time, you could then have students swap classmates two or three times. Keep the activity fast-paced and have students move around the room.

Close the day

- Extend the speaking activity by having students work in groups to agree on the top three most unusual forms of transportation they have ever been on or heard of. First, they can brainstorm a list. 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 unusual form of transportation.

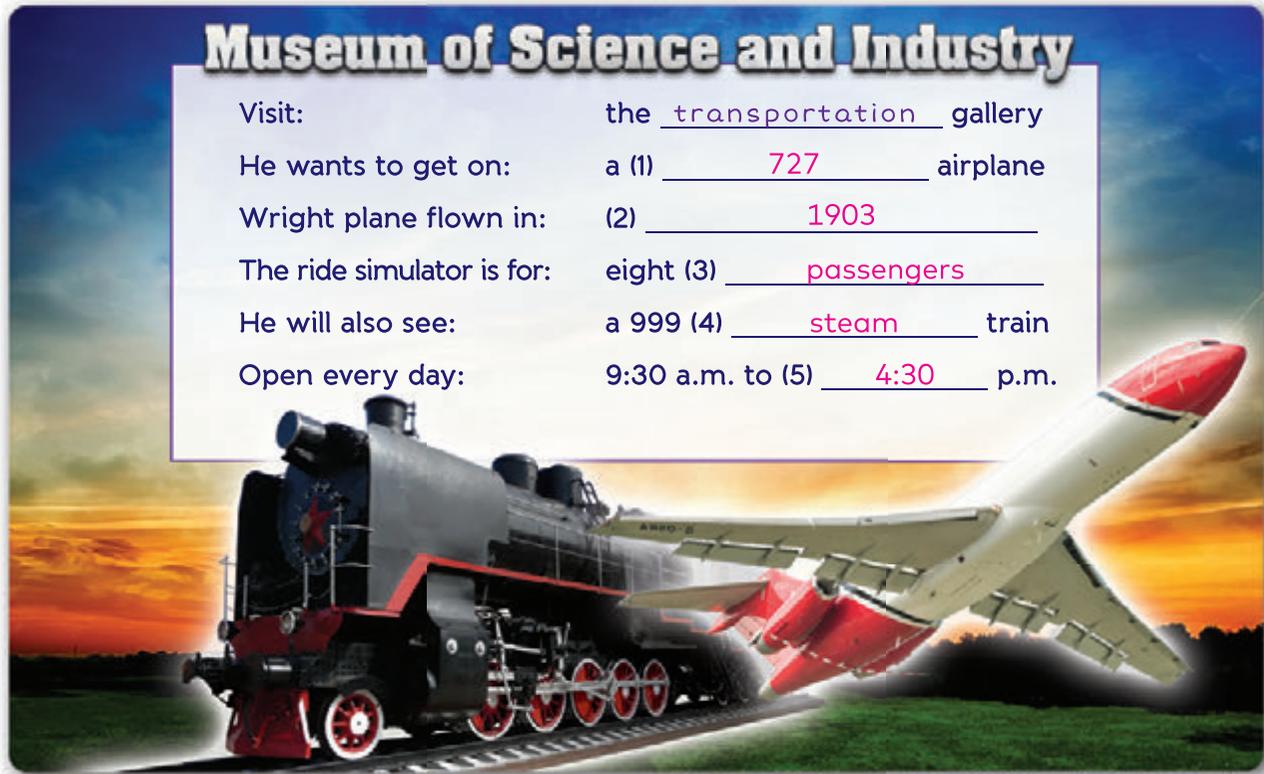
Listening

1 Look at the brochure and answer the questions.

1. What kind of museum is this?
2. What can you see and do?

Museum of Science and Industry

Visit:	the <u>transportation</u> gallery
He wants to get on:	a (1) <u>727</u> airplane
Wright plane flown in:	(2) <u>1903</u>
The ride simulator is for:	eight (3) <u>passengers</u>
He will also see:	a 999 (4) <u>steam</u> train
Open every day:	9:30 a.m. to (5) <u>4:30</u> p.m.



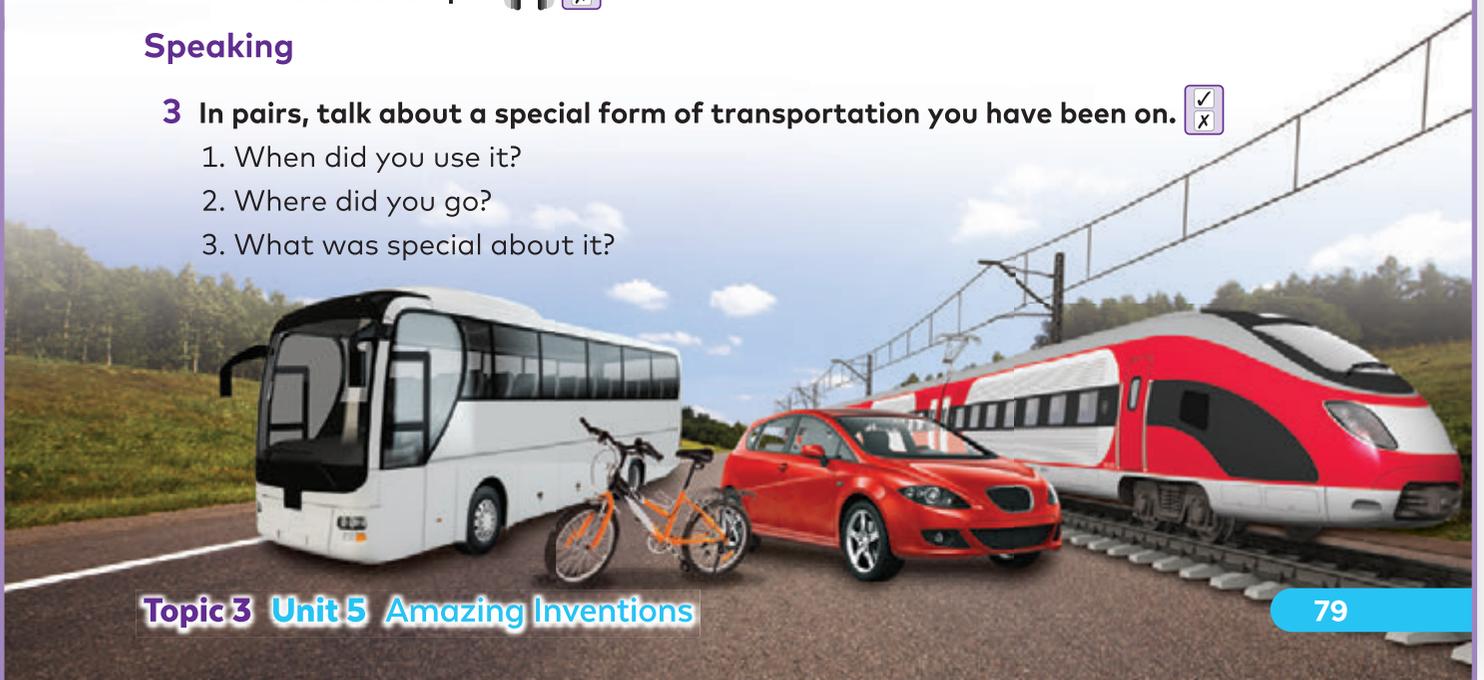
2 You will hear someone talking about visiting a museum. For each item, write the correct answer in the blank. Write one word or a number or a date or a time.

There is one example.  

Speaking

3 In pairs, talk about a special form of transportation you have been on. 

1. When did you use it?
2. Where did you go?
3. What was special about it?



Mindfulness

Why do some people get stressed when they travel? What can they do about it?

Dealing with Travelling Stress

1 Look at the pictures and discuss how each situation can be stressful.



2 Choose the situation from the pictures above that would cause you the most stress. Then say how you might feel at each stage of the trip.

- 1. Before you go
- 2. At the beginning of the trip
- 3. In the middle of the trip
- 4. At the end of the trip

Number the pieces of advice for each stage of your trip.

2 As you leave, listen to some relaxing music with your earphones on. Breathe deeply and don't rush.

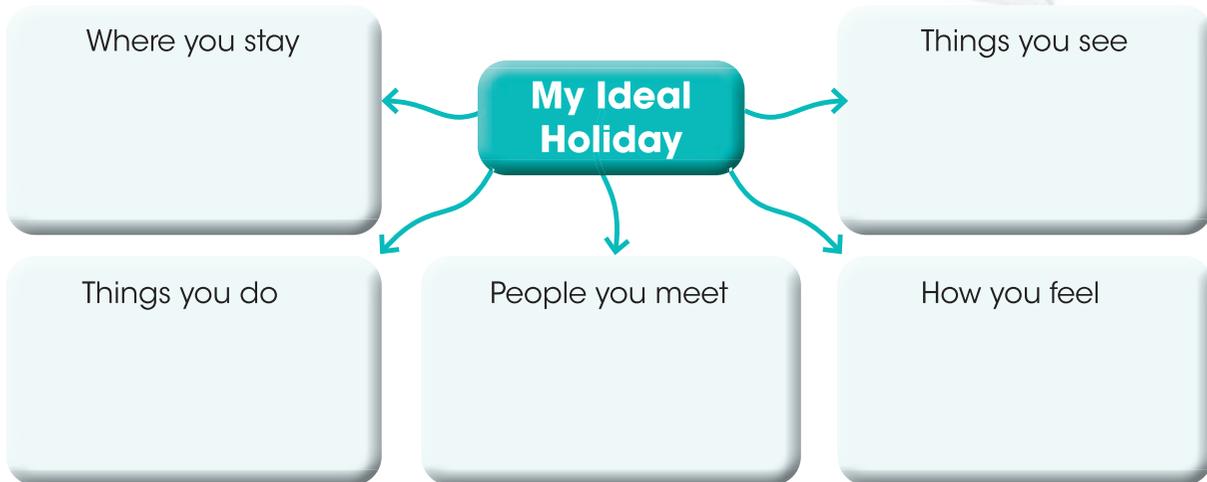
1 While you are waiting for the form of transportation that you have chosen, close your eyes and picture a smooth and easy experience. Don't think about the trip yet.

4 Close your eyes again and stop thinking about the trip that has ended. Think about the good things that will happen next.

3 Don't panic while you are travelling. If you feel uncomfortable, repeat the following phrases. "I am safe. I am calm. I am happy."



3 Make notes about your ideal holiday.



Share your ideas with a classmate. Then give each other a piece of advice to keep in mind while travelling.

Listen to your favourite music.

Objectives of the day:

1. Discuss different types of travel.
2. Analyse the stages of a trip.
3. Make notes about an ideal trip.
4. Give advice for reducing stress while travelling.

Materials: Poster 5 with Cutouts, Poster Activity 5A on page TXXV; paper (one sheet per small group).

Open the day

- "Happy Place 2" practice.
- Poster Activity 5A.

Open the book!**Dealing with Travelling Stress** **1 Look at the pictures and discuss how each situation can be stressful.**

Have students look at the forms of transportation and brainstorm what the problems could be with each one of them. You might want to do a vocabulary brainstorm on the board before they do the listening activity (delayed flight, no seats, bad weather, crowded, little space, excess luggage, etc.). Make sure they also discuss emotions that would accompany these situations (stress, discomfort, anxiety, tiredness, etc.).

2 Choose the situation from the pictures above that would cause you the most stress. Then say how you might feel at each stage of the trip.

Read the stages with students first. Ask them to think about one of the forms of transportation in the pictures in Activity 1 and what stressful situations they might have at each stage. You could do the first stage together. Say: *What negative feelings might you have before you get on a plane?* (nervous) Ask: *Why might you feel nervous?* (Because you are afraid you will miss the flight.) Encourage students to expand on their answers. Have students complete the activity, then check the other sentences for different forms of transportation in a similar way.

● Number the pieces of advice for each stage of your trip.

Ask students to read the text and complete the task silently on their own. Then have them compare in small groups. As a follow up, ask each group to come up with another tip, similar to the ones in the book. Finally, ask groups to share their idea with the class.

3 Make notes about your ideal holiday.

Have students reflect on their "Happy Place" meditation for this unit to inspire them. Ask: *Why did you choose to focus on this place for our relaxation practice? What was so special about it? Why is it particularly relaxing?* Then, ask them to complete the chart individually. If there is time, have them copy their ideas into their notebooks.

● Share your ideas with a classmate. Then give each other a piece of advice to keep in mind while travelling.

Before they share ideas, remind students of expressions with *need to* and *don't need to*. Explain that they can use these terms to give each other advice. Ask volunteers to share the best advice they got from their partner.

 **Critical Thinking****Why do some people get stressed when they travel? What can they do about it?**

Allow students to discuss the question in groups for a few moments. Then invite volunteers to share ideas. You can help students by reminding them of what they learned in today's class: *What stressful situations can people have while travelling?* Elicit the tips they came up with for dealing with stressful journeys.

Close the day

- Ask students to work in small groups. Hand out sheets of paper. Give each group a form of transportation: plane, train, car, etc. Ask them to make a *dos* and *don'ts* chart with advice on how to avoid stress. If time allows, encourage students to illustrate their charts and turn it into a poster.

Objectives of the day:

1. Identify and practise sounds /s/ and /z/.
2. Learn to differentiate between voiced and voiceless sounds.

Open the day

- "Happy Place" practice. (See page T72.)
- **Play Odd One Out:**

Say groups of four words aloud to students and have them identify the word with the different /s/ or /z/ sound: trains, planes, rockets, roads; past, fast, bus, shoes; steam, cars, Mars, wasn't.

Open the book!

1 Look at the pictures and practise the sounds. Then listen and check.

First, focus on the difference between the /s/ and /z/ sounds. Have students pronounce both sounds and first focus on the movement of their tongues. They should notice it is the same. Then ask them to put their hands on their larynx and pronounce the sounds. Explain that when we feel a vibration it means the sound is voiced, as in /z/. When there is no vibration it is unvoiced, as in /s/. It is a good idea to model this on other minimal pair sounds that your learners have in their first language, for example /p/ and /b/. Have students practise with their hands on their throats so they really understand the concept of voiced and unvoiced sounds.

Open Day Tip **Movement of Sounds**

When teaching pronunciation, it is a good idea to focus on the movement in the speech apparatus, not just the sound. Students might find sounds confusing. They also often get misled by the spelling, as in many languages sounds and spelling correspond in much more fixed ways. Model sounds by explaining the movement of the mouth. Ask students to bring mirrors or use their phones or tablets to look at their mouths, tongue, and lips, and check if they pronounce the sound correctly.

2 Listen and focus on the words in bold. Underline the /s/ sounds and circle the /z/ sounds.

Tell students they will focus on the /s/ and /z/ sounds. Play the recording and have them underline the sounds as instructed. Then have them compare in pairs. You could drill each word for the class to repeat. Finally, have students work in pairs to practise. Invite volunteers to read out the rhyme to the class, one line at a time.

3 Listen and number the pictures.

First, ask: *What can you see on each picture?* (a dog sled in winter, a submarine, a space shuttle / rocket, a road). Then ask students to number the pictures in the order in which they appear in the listening. Play the recording once and have quick class feedback.

• Listen again and complete the sentences.

Point to the pictures and have students say what they can see in each. By using the pictures, students might guess the answers without listening to the recording again. However, you can play the recording anyway to focus on the /s/ and /z/ sounds.

• Practise saying the sentences.

Have students repeat the sentences. Pay especially close attention to the /s/ and /z/ sound in each sentence. Remind them to check for voiced and unvoiced sounds by putting their hands on their throats.

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

Close the day

You can choose either of the following activities to close the day:

- Have students practise a tongue twister: *Six sausages slowly sizzled in the sun.* Have them practise in pairs, and then invite pairs to say the tongue twister to the class as fast as they can.
- Have students work in small teams to come up with as many words as they can that contain the /s/ or /z/ sound. Set a time limit. The team that has the longest list of correct words is the winner.

- 1 Look at the pictures and practise the sounds.
Then listen and check. 



- 2 Listen and focus on the words in bold. Underline the /s/ sounds and circle the /z/ sounds. 

Zoom!

Not long ago, we walked without **shoes**
Taking our time and admiring the **views**
There weren't any **roads** or any **machines**
We didn't need **rockets** or **submarines**.

Then came the wheel, and **things** got **fast**.
Horses and **steam trains**, not like the **past**.
That **wasn't** all, there were **buses** and **cars**.
It won't be too long before we **zoom** off to **Mars!**



- 3 Listen and number the pictures. 



- Listen again and complete the sentences.

1. Rockets zoom to the moon.
2. There are so many fast cars on the roads.
3. The dogs pulled the sleds through the snow.
4. A submarine was seen in the ocean.



- Practise saying the sentences. 

Reading

1 Read the title and look at the pictures. Discuss what you think the story is about.

20,000 Leagues Under the Sea

Adapted from the novel by Jules Verne

I was staying in New York when I was invited to go on the expedition. It was 1866, and a sea monster was attacking ships in the Pacific Ocean. We needed to find and destroy it before more boats were damaged or people were killed.

My name is Pierre Aronnax and I'm a marine biologist. I joined the USS Abraham Lincoln with Conseil, my assistant. The expedition was led by the whaler Ned Land.

We travelled south through terrible storms to search for the monster. We didn't see anything for a long time. Then one day there was a loud bang! The monster was attacking us, and our ship's rudder was damaged!

Then there was another bang and we were thrown into the water. We needed to hold onto something to stay afloat, so we grabbed the tail of the beast. We were pulled through the water for several minutes until eventually the monster stopped.

It was then that we had a great surprise...

We realised that we were holding onto a metal submarine. It looked like a machine from the future! The engine stopped, and the vessel rose out of the water. A heavy door at the top was pushed open and two sailors directed us inside. Then we heard a man's voice.

"Come in!" he said.

The man was called Captain Nemo.

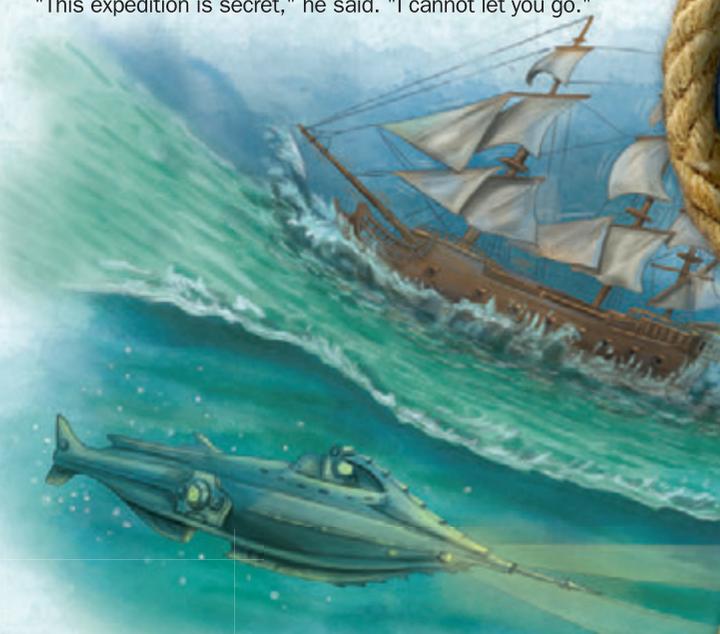
"This submarine is called the *Nautilus*," he explained.

"It was invented by me. You're welcome to look around. I am a scientist, and I am learning about life underwater."

Nemo was enthusiastic about his submarine and happy to explain how it worked. It was powered by electricity and equipped with the latest technology. I was fascinated and found the experience quite enjoyable. But after looking around, Nemo refused to let us leave.

"This expedition is secret," he said. "I cannot let you go."

2 Number the events in order.

- 
- 
- 3 Ned Land and Aronnax are attacked by the "monster."
 - 2 Pierre Aronnax joins an expedition with Ned Land.
 - 4 Aronnax meets Captain Nemo.
 - 5 The *Nautilus* visits many places around the world.
 - 7 Nemo becomes depressed.
 - 6 The *Nautilus* is attacked by a giant octopus.
 - 1 A sea monster attacks ships in the Pacific.
 - 8 Aronnax and Ned Land plan to escape the *Nautilus*.

Objectives of the day:

1. Practise the following reading strategy:
 - Predicting the content.
2. Read for general and specific information.

Open the day

- "Happy Place 2" practice.
- Divide the class into small groups for students to discuss any books they have read or films they have seen that involve a dangerous or exciting journey. Ask them the name of the story, where the journey was to and from, and what happened. Invite groups to share their ideas with the class and write ideas on the board.

Open the book!**Reading****Reading Strategy****Predicting the Content**

Predicting is an important reading strategy that students have practised throughout the series. Remind them that features such as titles, authors, subheadings, pictures, graphs, and captions can help them predict content. Explain that predicting also involves them using their prior knowledge. They may know who the author is, when and where the story takes place, and from this make predictions about what might happen.

1 Read the title and look at the pictures. Discuss what you think the story is about.

Ask students to read the title. Ask what *league* means in this context. (an old measurement of distance at sea) Ask them if they have heard of this book or story. Encourage them to share anything they know about it. Ask: *What do you think the story is going to be about?* (a journey in a submarine under the sea) Then have students look at the pictures in small groups. Elicit as many words and phrases to describe the images as possible. For example: *ship, sail, submarine, travel, waves, hull, octopus, bottom of the sea.* Pre-teach the words *vessel, rudder* and *sailors*. Then, have students read the text on pages 82 and 83 individually. This is a long text, so give

them a few minutes. Then ask comprehension questions: *When does the story take place? Who are the main characters? What do the characters think the submarine is? What is the purpose of the Nautilus's journey? What do they see on their travels? What was the narrator's favourite day? Why? Why does Nemo's mood change? Why do they want to escape?*

2 Number the events in order.

Ask students to first number the events from what they remember. Then, have them read the text again and adjust their answers if necessary. Ask students to compare their answers in groups and then provide them on the board. Ask: *Did you need to know all the words in the story to complete the task?* Remind students that it is important to get the general idea of a text even if they don't understand every word. You could choose to go over any unknown vocabulary now. Put the words on the board and ask the whole class to guess the meaning from the context and write the definitions. Guide answers where necessary.

Close the day

- Have students draw a picture of one of the stages of the journey using prompts from Exercise 2. Then divide them into groups. Ask them to show their image to the group and have the group guess which part of the journey it shows.

Objectives of the day:

1. Read a story for specific information.
2. Write a part of a story.

Open the day

- "Happy Place 3" practice.

If you want to make this practice relevant to the lesson, have students picture a calm sea in their minds as they breathe in and out. Ask them to think of a nice sandy beach looking out to calm blue waters.

- Review what happened in the story. If you want, you could do this in the form of a graphic organiser on the board. You could have three columns saying *Beginning, Middle, End*, or do a *Characters, Setting, Plot* chart. When students have come up with ideas, have them copy the organiser into their notebooks.

Open the book!

International Certification: Writing

The certification activity on this page tests students' ability to write a short narrative. Tell students that they will be graded on content, language and organisation. Point out they should use the pictures prompts, and they only need to write around 35 words. Tell them that this means only one or two sentences per picture. It is important they identify the main event depicted in each picture and that they must refer to each picture prompt. Also, stress the importance of doing a rough draft first so that they can make corrections before writing their final version.

3 Read again and write who or what each sentence refers to.

Ask students to read the first definition. Ask: *Is "it" a person or a thing? Is "it" singular or plural?* Elicit the answer (octopus) and remind students that they should always pay attention to what the definition says exactly. Give students enough time to read the story again. Then ask them to complete the exercise individually. Check answers by having students refer back to the part of the text that gave each answer.

4 Look at the three pictures. Write the end of the story shown in the pictures. Write 35 words or more. Write the story in your notebook.

Remind students of the image they drew yesterday for Close the Day practice. The image was based on a short summary of each stage of the story. Ask students to recreate this process now. Say: *Look at each image and describe what stage of the story this is in one or two sentences.* Tell them to look back at Activity 2 for inspiration. Then, ask them to think of vocabulary they will need to write this in more detail. Help students with any words they do not know. Then, ask them to use the prompts and the vocabulary to expand their ideas and write the end of the story. Remind them to use past tenses and meet the word limit. 35 words is around 12 words per image. Then divide the class into pairs to peer correct each other's work. Finally, have students write a clean version.

• In your notebook, draw and tell your own submarine adventure.

It is best to set fixed rules for this task. For example, you could set a time limit and a word limit. Then choose how many stages their story should have. This will depend on how much time you have. Ask students to first plan their stories in not more than one sentence per stage. Then, ask them to think of relevant vocabulary they can add in. After that, give them time to expand each stage of the story and illustrate it.

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

Close the day

- Ask students to swap their stories and draw an illustration of one of the stages of their partner's story. Tell them to share their drawing with the writer of the story and ask: *Does the image reflect what the author of the story imagined?* Have pairs share ideas.

  Practice Book: Assign Activity 1 on page 61 as homework.



And so began the second part of our adventure. We travelled around the underwater world and saw some incredible places. We saw the corals of the Red Sea, the Antarctic ice sheets and shipwrecks in Vigo Bay. We even found the legendary kingdom of Atlantis!

My favourite day was when we used modern diving suits to go hunting for sharks. The suits were designed to keep us warm and dry, and I was surprised at how comfortable I felt in the water. I was able to get close to the sharks and other sea creatures.

Then, one day, we were attacked by a giant octopus. The submarine rocked from side to side as the long arms pushed and pulled at it. We rose to the surface of the water so Nemo and his crew could go out to fight the animal away. Unfortunately, one man was pulled into the water. We never saw him again.

The atmosphere changed after this tragedy. Nemo became angry and depressed. Then he drove the submarine into a ship, making the ship sink to the bottom of the sea. Although I was interested in discovering more about life in the oceans, I was shocked. Ned Land spoke to me. He was determined to escape.

"We need to be careful," he said. "If Nemo finds out we want to go, he'll never let us leave."

So, we started making plans.



3 Read again and write who or what each sentence refers to.

1. It has long arms. the giant octopus
2. He is an inventor and scientist. Captain Nemo
3. It is powered by electricity. The Nautilus
4. He is the leader of the expedition to find the sea monster. Ned Land
5. He enjoys discovering things about life in the ocean. Pierre Aronnax

4 Look at the three pictures. Write the end of the story shown in the pictures. Write 35 words or more. Write the story in your notebook.



- In your notebook, draw and tell your own submarine adventure.

My Skills

Writing

1 Complete the facts in the infographic using the numbers in the box. Then listen and check. 

73 94 23

Popular Inventions: The Roller Skate



In the United States, there are (1) 23 million visits to skating rinks a year by young people.



(2) 73 % of roller skaters are between the ages of 5 and 15.



(3) 94 % of skaters do it because it is good fun.

2 For each item, choose the correct answer. There is one example. 

The Invention of Roller Skates

The first pair of roller skates (0) was invented in the 1760s by Joseph Merlin.

The story is that he went to a party with metal wheels attached to his boots. He was (1) playing a violin as he skated into the room, but he didn't know how to stop. **As a result**, he crashed into a wall!

Since that time, roller skates (2) have developed into a fashionable way of moving around. In the 1970s, roller skates were used by servers in some restaurants **in order to** get food to customers quickly. Then (3) in the 1980s, roller discos became popular.

Today, roller sports are (4) enjoyed in many cities. Like skateboarding, they involve performing tricks on steps and other structures. They are great fun, **although** sometimes dangerous, so you need (5) to wear protective clothing.

- | | | | |
|---|------------------|-----------|---------|
| 0 | A was | B were | C have |
| 1 | A playing | B play | C play |
| 2 | A were | B have | C are |
| 3 | A on | B at | C in |
| 4 | A enjoying | B enjoyed | C enjoy |
| 5 | A to | B for | C and |



• Look at the words in bold above and write each one next to its function.

- To link two contrasting ideas: Although
- To express a purpose or reason: In order to
- To talk about a consequence: As a result

Objectives of the day:

1. Listen for specific information. Practise the following listening strategy:
 - Understanding numbers.
2. Choose the correct words to complete a text in an examination style activity.
3. Focus on connecting words.

Open the day

- "Happy Place 3" practice. (See page T83.)
- Draw a circle on the board. Ask students: *What is this?* Accept any answers such as circle, wheel, oval, etc. Then draw more details to make it look like a wheel. Label it *Wheel*. Ask: *Why is the invention of the wheel so important?* Let the class brainstorm ideas. Encourage groups to share their ideas with the class.

Open the book!

Writing

1 Complete the facts in the infographic using the numbers in the box. Then listen and check.

Have students read the text individually and make a guess about which numbers go in each gap. Then play Track 42 once to see if students' predictions were correct. To check, play the recording again and pause it after each answer.

Listening Strategy

Understanding Numbers

Listening for details, especially numbers, is a common task in many international exams. Very often, these numbers are presented differently in the text and in the questions. For example, "a half" in the text, could be expressed as "50 percent" in the question. Negatives are also used: *A quarter of people do not go out on Saturdays* could be paraphrased as *75 percent of people visit restaurants at the weekend*. At different stages in the course, help students to understand the relationship between numbers and how the same amounts are expressed differently.

International Certification: Reading

While the following activity follows the style of international certification activities, in exams students will usually need to focus on vocabulary. The activity on this page focuses on the grammatical structures seen in this unit, as well as connecting words and prepositions. Remind students to skim the text first, and reread complete sentences in order to choose the correct options. It is important that once they have chosen the words for each sentence, they should reread the whole text again to check it makes sense.

2 For each item, choose the correct answer. There is one example.

First ask students to look at the title quickly. Ask: *What will this text be about?* (how roller skates were invented). Then ask them to look at the answers. Ask: *In each example, what type of words are given in the options? What is the difference between those words?* (They are verbs in different tenses, or different prepositions or connecting words.) Remind students they need to analyse the sentence both for meaning and grammar to choose the correct option. Have them complete the task individually and then compare the answers in groups.

• Look at the words in bold above and write each one next to its function.

Have students look at the linkers in bold in the text. Ask: *What kind of phrases are these? What function do they have?* (linking ideas) Explain that linkers are important to help the text flow naturally and coherently. Do the activity as a class. Explain the difference between the linkers if necessary.

Close the day

- Divide the class into groups. Say: *The ancient Incas did not have a wheel. Choose an invention with wheels, and in your groups imagine how it could be reinvented without wheels. Allow students to draw diagrams if they want to. Then have them share ideas.*

Objectives of the day:

1. Discuss an invention.
2. Identify facts related to an invention.
3. Practise the following writing strategy:
 - Writing factual texts.

Open the day

- "Happy Place 3" practice.
- Make sure students' books are closed. Review the type of information they should include in a text about an invention. Ask: *What facts should you include?* Write *Who-When-Why-What* on the board. Ask students to follow the prompts and say what they remember about the invention of roller skates from the previous class.

Open the book!

Writing Strategy

Writing Factual Texts

This page gives students the opportunity to produce a piece of factual writing. You could give students some tips on what language they should use. Tell them that the passive voice is very common in such types of text, especially when we talk about an object or event. Remind them that the passive voice helps construct sentences with the focus on the object.

3 Look and discuss the questions.

Point to the pictures and have students describe what they can see. Ask: *What are the people doing?* (skateboarding) Ask the class if anyone likes skateboarding and where they can do it. Now tell them that the questions relate to skateboards and skateboarding. Tell them to cover the answers in the activity below and discuss in pairs what they think the answers will be.

- **Read the pieces of information and write the number of the question each one relates to.**

Allow students time to match the questions individually, and then review as a class. Focus on questions 2 and 5. Point out that they both ask about time, but *when* asks about a specific point in time while *how long* asks about a period of time.

- **Write about this invention using the pieces of information above and the words below. Use "The Invention of Roller Skates" on page 84 as a model.**

Before students start writing their factual texts, have them go over the questions in Activity 3 again, and recall what type of information this sort of text should contain. They can also refer back to the question words you wrote on the board at the beginning of the class. Have them write seven sentences. Remind them of the previous discussions about the kind of language we use in these texts.

- **In pairs, correct your sentences. Then copy and illustrate your article and display it in the classroom.**

Have students work in pairs and read each other's text. Ask them to first focus on the meaning, and then on the language. Ask: *Does the text provide the key information? Does it use correct grammar and vocabulary?* Help them with any issues and uncertainties regarding their own and their partner's work.

Open Day Tip Structured Peer Correction

Peer correction can be an effective technique because students might be open to being helped by their classmates rather than you. However, students need structure to do so. Introduce basic criteria by which they should judge their peers' work. For example, ask them to only look at the use of verbs and tenses and check if those are correct. In this way, you are giving your students a specific and simpler task. It also brings a sense of fairness, because everyone is reviewed based on the same criteria.

Close the day

- **Play 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 a form of transportation. The first team to guess the transportation wins a point. Continue with students from different teams.

  Practice Book: Assign Activities 1 and 2 on page 62 as homework.

3 Look and discuss the questions.

1. What is the invention?
2. When was it invented?
3. Who invented it?
4. What is it made of?
5. How long has it been popular?
6. Why is it popular?
7. What do you need to do to be good at skating?



• **Read the pieces of information and write the number of the question each one relates to.**

Challenging activity 6	The skateboard 1	At first, wooden boxes, dangerous; later layers of wood, safer and faster 4
First examples in the 1950s 2	Since 2000 5	No special skills, practise 7
		Nobody knows, maybe surfers first 3

• **Write about this invention using the pieces of information above and the words below. Use "The Invention of Roller Skates" on page 84 as a model.**

be invented need make invent

1. The invention is the skateboard.
2. The first examples were made in the 1950s.
3. Nobody knows who invented it. Maybe the surfers were the first.
4. At first, it was made of wooden boxes, but they were dangerous. Later, they were made of layers of wood that were safer and faster.
5. It has been popular since 2000.
6. It's popular because it is a challenging activity.
7. No special skills are needed to practise skateboarding.



• **In pairs, correct your sentences. Then copy and illustrate your article and display it in the classroom.**

My Skills

Listening

1 Discuss the questions below.

1. Do you like inventions? 2. What type of inventions are you most interested in?

2 For each question, choose the correct answer. There is one example.

0. What time is Claire going to meet Alex?



A



B



C

1. What day does the man get tickets for?



A



B



C

2. What is the woman looking at?



A



B



C

3. Where is Steve going to meet Angie?



A



B

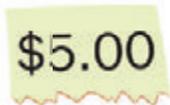


C

4. How much does the man's lunch cost?



A



B



C

• Listen to each conversation again and answer the questions.

- Why can't Alex get to the exhibition at nine? Because he has football practice.
- When will some exhibitors be absent? On July 17 and 18
- What is the car called? a bubble car
- Why doesn't Angie want to go to the park? Because it's cold.
- What costs three dollars? the soup

Objectives of the day:

1. Listen for specific information.
2. Practise the following listening strategy:
 - Analysing questions.
3. Listening for detail.

Materials: slips of paper (one per student).

Open the day

- "Happy Place 3" practice.
- **Play Syllables:**

This will require simple preparation. Choose as many words from this unit as you have students in your class. For example: *skateboard, submarine, vessel, roller skates, octopus, airplane* and so on. Give each student a slip of paper with one of the words. Tell them they need to form groups based on how many syllables their word has. They have to find people with words with the same number of syllables. Collect the slips of paper for use at the end of class.

Open the book!**Listening****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, although that doesn't mean the answer is always at the end. The people in the conversation usually mention more than one of the items in the answers, but only one is correct. Remind them to focus on the context in which items are mentioned. Students will hear the recording twice, and they should use the second listening to check their answers.

1 Discuss the questions below.

Give students a few moments to go back through the unit and review all the inventions that they have seen, such as the steam engine, submarine, roller skates, skateboard, and so on. Ask them to discuss the questions in pairs. Encourage them to come up with ideas that are not necessarily related to the content of the unit.

Listening Strategy**Analysing Questions**

The questions give an indication of what the dialogue will contain. It is a good idea for students to use the questions to practise predicting the content. Ask them to read the questions and look at the images. Say: *How many people will you hear? What will they talk about?* Then ask them to focus on what the answers will be. Ask: *What kind of information do you need to answer example one?* (time). Repeat for all questions. Remind students to always use this technique both for reading and listening, especially in international exams.

2 For each question, choose the correct answer. There's one example.  

Give students a few minutes to focus on the task quietly. Remind them they will hear the recording twice. Play Track 43, and have students compare answers in pairs. Play the recording again and pause after each dialogue to check answers with the class.

• Listen to each conversation again and answer the questions. 

Have students work individually and answer questions while listening to the recording again. Then, ask them to compare answers in pairs. Tell them to pay special attention to questions starting with *Why* because the answer usually needs to be a full sentence.

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

Close the day

- Redistribute the words from the syllables game at the start of class, and play it again.

  Practice Book: Assign Activity 1 on page 63 as homework.

Objectives of the day:

1. Ask and answer questions about an invention.
2. Play a guessing game.

Materials: *Transportation Inventions* Flashcards, Flashcard Activity 5A on page TXVIII.

Open the day

- "Happy Place 3" practice.
- Flashcard Activity 5A.

Open the book!

Speaking

International Certification: Speaking

In this certification activity, students have a discussion based on five illustrations. In the exam, students will speak together for one or two minutes before the interlocuter guides the conversation by asking specific questions. It is important students look at the visual prompts carefully to identify the activity, place or thing. You should also encourage students to respond to what their classmate says, expand on their ideas, and give opinions where possible.

1 Here are some pictures of different inventions. Do you think these inventions are useful? Say why or why not. Talk with a classmate.

Give students some minutes to look at the images. It is important that they get time to think about the questions before they start discussing. Ask: *Think about phrases you need to talk about these images. Do you know some?* Offer help and put the phrases on the board, for example, *jet pack, peddles, hover board*. Then divide the class into pairs and have them hold a three-minute conversation about the images. Make sure each student participates and they respond to each other's questions.

• Answer the questions.

Have students work with a different partner this time and tell them to discuss the questions. (These questions would be asked by the interlocuter in an exam.) Give fast finishers an extra question: *How would you change some of the useless inventions to make them more useful?* Finally, discuss ideas with the class.

2 Describe, draw or mime an invention and have a classmate guess what it is.

Divide the class into pairs. One student in each pair chooses an invention. The other chooses whether their classmate should talk, draw or mime what the invention is. Point to the images so that students understand what to do. Classmates have to guess what their partner is describing, drawing or miming.

Close the day

- Review the topic of the unit. Ask: *What transportation inventions have you learned about? What story did you read?* Finally, have students write in their notebooks one interesting thing they learned in this unit, and one thing they would like to know more about.

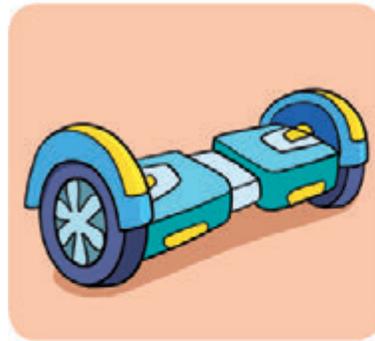
  Practice Book: Assign Activity 1 on page 64 as homework.

Time to Practise

You have now finished the first part of Topic 2 "Travel and Transportation." 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 Listening skills. Assign pages 65 and 66 as homework or do the activities at the beginning of the next class.

Speaking

1 Here are some pictures of different inventions. Do you think these inventions are useful? Say why or why not. Talk with a classmate.



• Answer the questions.

Do you think...

...any of these inventions could be useful? Which ones?

...you could use one of these at home or at school?

Which one, and what would you use it for?

2 Describe, draw or mime an invention and have a classmate guess what it is.

Talk

This form of transportation was invented in the nineteenth century. It travelled long distances over land.

A steam train!

Draw

A submarine?

No

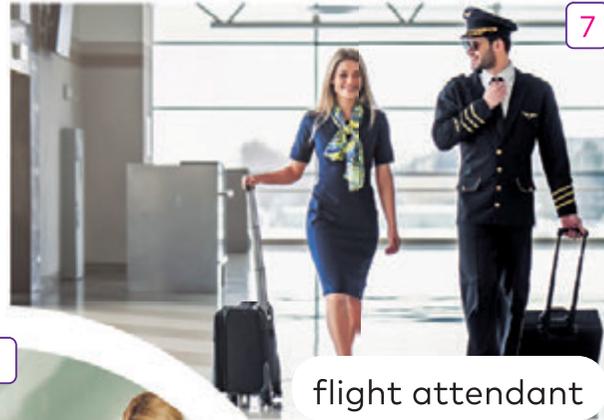
Mime

A car?

Yes

Unit 6 Incredible Journeys

1 Listen and number the pictures. 



2 Describe the airport procedures in order. Use the prompts below and words from Activity 1.

arrive check-in security X-ray depart

Unit 6 Incredible Journeys

Objectives of the day:

1. Learn to understand words from context.
2. Listen for specific information.
3. Discuss airport procedures.

Materials: Airport Flashcards, Flashcards Activity 6A on page TXVIII.

Open the day

- "Happy Place 2" practice. (See page T76.)
- Flashcard Activity 6A.

Open the book!

1 Listen and number the pictures.

Have students look at the pictures on the page. Ask: *What do all those pictures have in common?* (They are all from an airport). Write *Flying* on the board and elicit what each of the images represent. *Why are people in a line? What are they waiting to do? What do you do at a check-in desk?* etc. Write any relevant vocabulary on the board, such as *customs, immigration, passport control, check in, luggage, carry-on luggage, delayed, security, and tax-free shops*. Then have students listen to the recording and number the pictures in the order the items are mentioned. Have them compare answers in pairs and then check as a class.

2 Describe the airport procedures in order. Use the prompts below and words from Activity 1.

Divide the class into pairs. Ask them to order the stages together. Provide answers on the board. Then ask students to continue working in the same pairs and take turns to briefly describe the whole process of going to the airport and travelling on a plane. Elicit any words or phrases they might need and put them on the board with the previous ones. You could start them off with an example: *When you arrive at an airport, you first go to the check-in desk to check in your luggage.*

Close the day

- Ask students to continue working in their pairs and play a miming game based on the images and ideas from the lesson. One person mimes doing an activity at the airport, for example showing a passport at passport control, and the other guesses.

Go to video "Crazy Rides."



For unit 6, there is an accompanying video on the platform called "Crazy Rides." It looks at some crazy transportation inventions. We suggest you go online to get acquainted with the proposed activities so that you are able to utilise all the aspects of the video.



Practice Book: Assign Activity 2 on page 67 and Activity 3 on page 68 as homework.

Objectives of the day:

1. Read for general information.
2. Identify words in context.
3. Learn nouns and adjectives ending in *-ment* and *-ous*.

Materials: Airport Flashcards, Flashcards Activity 6B on page TXVIII.

Open the day

- "Happy Place 3" practice. (See page T83.)
- Flashcard Activity 6B.

Open the book!

3 Read and number the pictures.

Write *Holiday Problems* on the board and elicit some ideas. Ask: *Do people always enjoy holidays? Why not?* (travelling can be stressful, expensive, and so on) Then divide students into groups and ask them to discuss the images. Tell them to cover the text. Ask: *What do you see in each photo? How does it relate to travelling?* Give students the vocabulary they might need, such as *camping, tent, suitcase, turbulence, and lightning*. Then have students read texts individually to number the pictures.

- **Discuss what types of holidays you enjoy. Give reasons.**

First, elicit types of holidays. Ask: *What types of holidays do you go on? Are they active? Relaxing?* etc. Ideas include sightseeing in a city, relaxing on the beach, hiking, family holidays, camping in the mountains, road trips, staying in hotels, and so on. Write any ideas on the board. Then divide the class into small groups to discuss which holidays they enjoy. Invite volunteers to share their ideas and give reasons for them.

- **4 Read the texts in Activity 3 again. Then complete the sentences using the correct forms of the words in parentheses.**

Write *Parts of Speech* on the board. Ask: *What are the parts of speech?* and elicit or give the four main ones: noun, verb, adjective, and adverb. Ask: *What is a noun?* (a word to identify people, places or things) Point out that intangible things are also nouns, such as "happiness." Repeat for adjectives. (a word that modifies a noun) Then

read the rubric and explain that students have to change the word to the correct part of speech in the gaps. Have students complete the sentences individually and remind them to go back to the text to find the correct part of speech in context. Check answers with the class.

Open Day Tip Effective Glossary

If students are keeping their own glossary, remind them that they should always record the part of speech each word is. You can use a dictionary to show them the abbreviations such as noun (n), verb (v), etc. Remind them some words can be more than one part of speech.

- **Complete the organisers using words from the text that end with *-ment* and *-ous*.** 

Have students categorise the words. Then have them work in small groups to come up with at least two more words for each category. Write all the words students came up with on the board. Finally, remind students to visit the online platform for more practice at home.

Close the day

- **Play Find Someone Who:**

Dictate the following sentences: *Did you visit a foreign country last year? Did you travel on a plane last month? Did you come to school by car?* Ask students to mingle and find at least one person who did each of the things. Encourage students to ask their classmates for more information about their experiences (when, where, who with, etc.).

  Practice Book: Assign Activity 1 on page 67 as homework.

3 Read and number the pictures.



3



4



1



2

1 I'm pretty adventurous and I love outdoor activities. That's why I like camping holidays. We take all the equipment we need, such as a tent, a stove and torches for walking at night. I invited my cousin last time, but he didn't like sleeping on the ground. He prefers his bed!

2 I love going on holidays, but there is always one problem. I never know what to take! Last time, my suitcase was so enormous that I couldn't lift it. And we were only staying at the beach for three days. This year, I've promised my mum that I'll only take things I *really* need.

3 I get very nervous on flights, so I prefer it when my family takes holidays in places we can get to by car or bus. Last time I was on a plane, there was a lot of movement when the plane landed because the wind outside was really strong. Everything was OK in the end, but I felt ill!

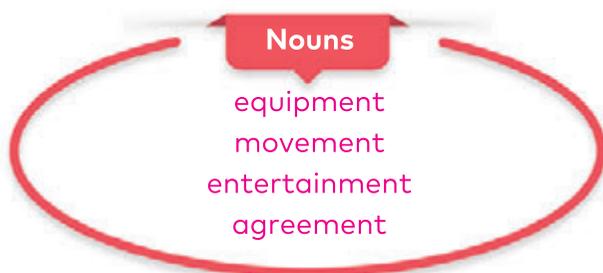
4 We don't usually go on holidays. I don't mind it. I like hanging out with friends. There are lots of things to do here. We have skate parks, cinemas and sports centres and other sorts of entertainment in our town. I'm not jealous of people who go away on holidays. I don't even like the beach because the sand is uncomfortable!

- Discuss what types of holidays you enjoy. Give reasons.

4 Read the texts in Activity 3 again. Then complete the sentences using the correct forms of the words in parentheses.

1. A tent is an important piece of equipment (equip) when you go camping.
2. I don't get nervous (nerve) on flights. I always fall asleep!
3. I hate boat trips. The up-and-down movement (move) makes me feel ill.
4. He couldn't go on holidays like his friend. He felt jealous (jealousy).
5. She's not very adventurous (adventure). She always stays at home.
6. He had to pay extra for his suitcase. It was enormous (enormity).
7. The entertainment (entertain) on the flight was great. I watched three films!
8. We made an agreement (agree) and we're going camping next summer.

- Complete the organisers using words from the text that end with *-ment* and *-ous*. 



While they were searching, some dolphins were playing nearby. Other animals were travelling south while they were swimming north.

1 Listen and follow. 

Good Buddies Great Migrations

1 IN THE PACIFIC OCEAN, ON THE WEST COAST OF THE UNITED STATES, THE ORCAS WERE SEARCHING FOR FOOD. HOPE TOOK WILLY TO A BAY WHERE THERE WERE LOTS OF SALMON.



2 THEY ARRIVED AT THE BAY AND LOOKED FOR SOMETHING TO EAT. WHILE THEY WERE SEARCHING, SOME DOLPHINS WERE PLAYING NEARBY.



GO AWAY! HOPE THOUGHT. SHE REALISED THAT THE DOLPHINS HAD ALREADY EATEN THE FISH.

3 SO, THEY TRAVELLED FURTHER NORTH.



AS THEY WERE SWIMMING NORTH, AN ENORMOUS GREY WHALE WAS MAKING ITS WAY SOUTH. IT WAS TRAVELLING TO THE WARMER WATERS OFF THE WEST COAST OF MEXICO BEFORE SWIMMING BACK TO THE ARCTIC IN THE SUMMER. IT WAS A 20,000-KILOMETRE ROUND TRIP.



THEN WILLY SAW SOME LEATHERBACK TURTLES. THESE TURTLES HAD LEFT THEIR EGGS ON BEACHES IN INDONESIA AND RETURNED EAST TO THE CALIFORNIAN COAST OF THE UNITED STATES TO LOOK FOR FOOD. A 13,000-KILOMETRE JOURNEY GOING THERE AND 13,000 KILOMETRES BACK!

2 Read again and complete the information in the table.

Animal	Migration Route	Total Distance
Grey whale	Arctic-Mexico-Arctic	20,000 kilometres
Leatherback turtle	California-Indonesia-California	26,000 kilometres
Arctic tern	Arctic-Antarctica-Arctic	40,000 kilometres

3 Say which animal you think has the most incredible journey. Give reasons.

Objectives of the day:

1. Read and listen to a comic strip about orca migration.
2. Read for specific information.
3. Discuss animal migrations.

Open the day

- "Happy Place 4" practice. 

As an alternative, ask students to think about life under the sea. Tell them to imagine they are a blue whale that calmly swims through the ocean waters. Tell them to picture the sights, sounds, smells, noises, and things they feel under water.

- Divide the class into small groups. Ask students if they have ever seen a documentary about whales or other sea animals. Elicit the names of different sea animals, for example sea turtle, blue whale, orca, shark, dolphin, octopus and jellyfish. Ask: *Which of these animals travel long distances in the sea?* (all of them). Elicit where they travel and in which parts of the world you might see them near the coast.

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

Point to the images and ask students what they think is happening. Ask: *What sea creatures can you see? Where do you think they are going? Why? What other animals can you see?* Play Track 45 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 story? Which animal has the most difficult journey?* Encourage students to give reasons for their opinions.

2 Read again and complete the information in the table.

First ask students to look at the table and analyse what kind of information they need to put in each column. (places, directions and distances) Tell students to think about the kind of information they need to look for as they go back to the text. Let them do the task individually. Draw the table on the board and invite volunteers to come to the front to complete it. Have them point out where the answers can be found in the comic strip. Remind students to add any new words from the comic strip to their glossaries.

3 Say which animal you think has the most incredible journey. Give reasons.

You could make this activity more specific by asking students to come up with at least three arguments why their chosen animal's journey is the most incredible. Then divide the class into small groups to discuss the topic.

 **Reader** 

Have students recall what the Reader is about. Write the title on the board and ask if it is a fiction or nonfiction text (nonfiction). Then have students open the Reader to page 22. Tell them they are going to read and listen to information about two epic journeys. Play Track R3 for students to listen to pages 22 to 25. Ask comprehension questions: *What were Piccard and Jones the first people to do? What was their most terrifying / uncomfortable experience? Who did Naomi James have an agreement with? What was the agreement? What terrifying moments did she experience?* Tell students they will learn more about another epic journey in a future class.

Close the day

- **Play Shark:**

This game is similar to "Hangman." Draw a set of five or six steps. At the top of the steps, draw a little human stick figure; at the bottom, draw a shark sticking its toothy mouth out of the water. Draw small lines for each letter of a word from the unit and have the class guess the word, one letter at a time. Every time they call out an incorrect letter, move the stick figure down a step. Tell students they need to guess the word before the figure is eaten by the shark.

Objectives of the day:

1. Review the comic strip.
2. Identify ongoing actions that happened at the same time in the past: past continuous with *while*.
3. Practise using *while* with the past continuous for ongoing past actions.

Materials: Poster 6 with Cutouts, Poster Activity 6A on page TXXVI; paper (one sheet per pair), scissors (one per pair).

Open the day

- "Happy Place 4" practice. (See page T90.)
- Poster Activity 6A.

Language Presentation

Past Continuous: *While*

In this class, students will learn how to use *while* with the past continuous to describe two ongoing past actions that happened at the same time. We suggest you use Poster Activity 6A to introduce this topic.

Open the book!

Open to Learn

After completing Poster Activity 6A, we suggest you call students' attention to the Open to Learn box on page 90. Have students find the first sentence in context in the story (frame 2). Have a volunteer read this part aloud. Ask: *What two actions were happening at the same time?* You could point out that in this example the *while*-clause comes first, and is therefore separated from the other action by a comma. Draw attention to the fact that we do not use a comma when *while* comes in the middle of the sentence, as in the second example.

4 Read again. Then match the columns to make sentences.

Ask students what they remember about the comic strip. Then ask them to read the text again. Read the first sentence half aloud and have the class find and call out the answer. Then have students match the other sentence halves individually. Check answers with the class and have them point out where the information is in the comic strip. Draw attention to the position of *while* each time.



Play a Matching Game!

Ask students to work in pairs to write complete sentences using *while*, which they should then cut in two, like those in Activity 4. When they are ready, have students exchange their sentences with another pair to play. Students may be able to make a number of different sentences from the cut-up halves.

Open Day Tip Translation

Normally, we try to avoid translation in our classrooms. However, some words or phrases might work very differently in English than in your students' first language. Even if their mother tongue has a word that translates to *while*, it might be used in a different way, or not as frequently. Allow students to write translations for sample sentences to help them learn the concept. Tell them to analyse their own language and how it expresses the same meaning. Ask: *Is it a similar structure? Is it different? How?* Understanding their own language fosters better learning of English.

Close the day

- Extend the matching game by giving one sentence half to each student in the class. They should get up and find a classmate they can make a logical and correct sentence with. Pairs then read their sentences aloud.



Practice Book: Assign Activity 1 on page 69 and Activity 2 on page 70 as homework.

5



OTHER ANIMALS WERE TRAVELLING SOUTH WHILE THEY WERE SWIMMING NORTH. WILLY JUMPED OUT OF THE WATER AND SAW A FLOCK OF ARCTIC TERNS. THEY WERE GOING TO ANTARCTICA FOR THE SUMMER, AN INCREDIBLE 20,000 KILOMETRES EACH WAY.

7

LAST YEAR, LOTS OF BOATS WERE FISHING IN THIS AREA WHILE SHE WAS LOOKING FOR FOOD. OH, IT IS THE NET THAT I RECOGNISE. IT CATCHES SO MANY FISH!



SHE WENT BACK TO WILLY'S SIDE AND THEY SWAM ON.

6

FARTHER ON, HOPE JUMPED OUT OF THE WATER AND SAW A FISHING BOAT IN THE DISTANCE. SOME PEOPLE WERE PULLING A LARGE NET OUT OF THE WATER WHILE OTHERS WERE GIVING SIGNALS. THE NET WAS FULL OF FISH.



HOPE REMEMBERED THAT SHE HAD SEEN THE BOAT BEFORE.

8

IT WAS ONLY WHEN THEY GOT TO THE COLDER ARCTIC WATERS THAT THE ORCAS FOUND ENOUGH FOOD. THEY WERE HAPPY AND STAYED THERE FOR A FEW MONTHS.



HOPE LOOKED AT THE HORIZON. ONE DAY THE BOATS WILL COME HERE, SHE THOUGHT. THEN WE'LL HAVE TO MIGRATE AGAIN.

4 Read again. Then match the columns to make sentences.

- | | |
|---|---|
| 1. While the orcas were searching for food, | while the orcas were travelling north. |
| 2. The grey whale was going south | while the terns were flying above. |
| 3. Willy was jumping out of the water | while she was thinking about migration. |
| 4. While some people were giving signals, | some dolphins were playing nearby. |
| 5. Hope was looking at the horizon | others were pulling up a net. |

Play a Matching Game!



I was reading while you were sleeping.

When I woke up, the other scientists **had already left** for the forest. I took my digital camera, **but I hadn't charged** it.

5 Listen to details of another migration and draw three routes on the map. 



6 Read the diary and order the events. Write 1 (first) or 2 (second).

Tuesday

When I woke up, the other scientists had already left for the forest at the top of the mountain! I didn't want to miss the first monarch butterflies, so I ran up the hill. Fortunately, I didn't miss anything. The butterflies haven't arrived yet.

Wednesday

Still no monarchs. They are usually here by now. I was relieved at first because I took my digital camera, but I hadn't charged it the night before. There was no battery left by the afternoon!

Thursday

We left for the mountain before breakfast. This time, I had remembered to charge my camera battery before the trip. But we waited all day and still the butterflies were not here. We are starting to get worried.

Friday

Today was the best day of my life! I was waiting for the monarchs all day. I had just put my camera in my bag when they suddenly appeared. Thousands of them! It was so beautiful. But I forgot to take any pictures because I was surprised by their arrival! Aaargh!

1. Peter woke up. 2 The other scientists left for the forest. 1
2. Peter took his camera up the mountain. 2 He didn't charge his camera. 1
3. Peter charged his camera. 1 He left for the mountain. 2
4. Peter put his camera in his bag. 1 The monarchs arrived. 2

- In your notebook, rewrite the sentences from Activity 6 using *had*.

7 Ask and answer questions with a classmate. 

Had Peter seen butterflies before?

No, he hadn't.

Yes, he had.

Objectives of the day:

1. Listen for specific information.
2. Analyse the use of the past perfect to describe events in the past that happened before another event in the past.
3. Ask and answer questions using the past perfect.

Materials: Poster 6 with Cutouts, Poster Activities 6B and 6C on page TXXVII.

Open the day

- "Happy Place 2" practice. (See page T76.)
- Poster activity 6B.

Language Presentation**Past Perfect**

In this class, students will learn how to use past perfect to talk about actions that happened before other actions in the past. We suggest you use Poster Activity 6B to introduce this language point.

Open the book!**5 Listen to details of another migration and draw three routes on the map.** 

First, have students look at the images. Ask: *What do you think this text will be about?* Elicit any ideas. Then focus on predicting the content. Say: *This is going to be a text about butterfly migration. Where do you think they go? Can you name those countries?* (Canada, USA, Mexico) Play Track 46 to see if their predictions were true. Then play it again and have them draw the routes. Ask them to compare answers with a classmate.

Open to Learn

At this point, we suggest you call students' attention to the Open to Learn box. Have students read the sentences. Ask: *What grammatical structure is in bold? (had + past participle)* If you did Poster Activity 6B, ask students for the meaning: *These are two past actions. Which one happened first? (The scientists left.) Which one happened next? (I woke up).* Remind students that we use the past perfect tense to talk about something that happened before another event in the past. Ask them to go back to the comic on pages 90 and 91 and circle any other instances of this tense.

6 Read the diary and order the events. Write 1 (first) or 2 (second).

Tell students: *You will read a journal of a scientist who studies monarch butterflies. What do you think the scientist's life is like?* Elicit ideas about the activities the scientists do and equipment they might need, such as a camera to take photos of the animals in the wild. Then let students read the texts quickly to see if their predictions were right. Next, ask them to read the text again carefully to order the events. Check answers with the class, and have them point out examples of the past perfect in the diary that helped them with their answers.

• In your notebook, rewrite the sentences from Activity 6 using had.

Have students focus on meaning first. Ask: *Which action happened first?* (The scientists left.) Then focus on form. Ask: *What tense do we use to talk about an action that happened before another action in the past?* (past perfect) *How do we form this tense?* (Write the form on the board: *had / hadn't + past participle.*) Elicit the first sentence from the class and write it on the board. Then ask students to do the exercise individually. Go over each example with the class and correct any mistakes. Refer back to the order of events if students misused the tenses.

7 Ask and answer questions with a classmate. 

Give students time to think about the task and write a few questions. Then divide the class into pairs. Before they start, remind them of the short answers in the past perfect: *Yes + person + had* or *No + person + hadn't*. Let them practise asking and answering questions for a few minutes before swapping to ask and answer with another classmate.

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

Close the day

- Poster Activity 6C.

  Practice Book: Assign Activity 3 on page 70 and Activities 4 and 5 on page 71 as homework.

Objectives of the day:

1. Understand and apply the rules of stressed and unstressed words.
2. Practise sentence stress in announcements.

Open the day

- "Happy Place 5" practice. 

As an alternative, have students focus on one fun activity they did while taking a trip in the past. Tell them to picture the sights, sounds, smells, noises, and things they felt while doing the activity.

- Divide the class into three teams. Hold a quick competition on the longest word students can come up with. Ask them to come up with both the word with the most letters and the word with the most syllables. Write each group's longest word on the board. Use the winning words to revise the concept of stressed and unstressed syllables and have the class read each word aloud.

Open the book!

1 Listen to the announcement at the train station and circle the stressed words.

Follow the example. 

Have students look at the pictures quickly and then close their books. Ask: *What was in the pictures?* and have students describe them. Then let them open their books and ask students to guess what emotions the man in the pictures is feeling and why. Tell students to look at the example. Ask: *Why are the circled words stressed?* (Because they are important.) Ask them to predict which words will be stressed in frames two and three. Then play Track 47 to check.

- Tick (✓) the types of words we stress.

Ask students which words they circled in Activity 1. Say: *Which parts of speech did you underline? Nouns? Pronouns? Verbs? Articles?* (nouns, verbs) Ask: *Why is the word Newtown more important than the word at?* (Because Newtown provides important information in the sentence.) Then ask the class for the answer to the activity.

2 Read and underline the stressed words from an airport announcement.

Have students do the exercise individually. Tell them to refer back to the previous task. Have them compare their ideas in pairs.

- Listen and check. 

Play Track 48 for students to verify their answers. Tell them to use a different-coloured pen to check what they hear and compare with their predictions. Then do whole-class feedback. Discuss any differences between their predictions and the recording, and draw attention to the fact that the stressed words are content words.

- Practise the announcements using the correct stress. 

First, ask students to work individually and circle the content words that need to be stressed. Have them compare their answers in pairs. Explain that words like *please* and pronouns such as *you* are also sometimes stressed for emphasis. Then have students practise in pairs. Ask them to clap every time their partner says a stressed word to help them identify and practise.

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

Close the day

- Divide the class into groups. Ask each group to stand in a line. Give them sentences from the class to read out. Each student should read out a word from the sentence. When they recite it, the students reading stressed words should jump up when saying their word.

1 Listen to the announcement at the train station and circle the stressed words. Follow the example. 

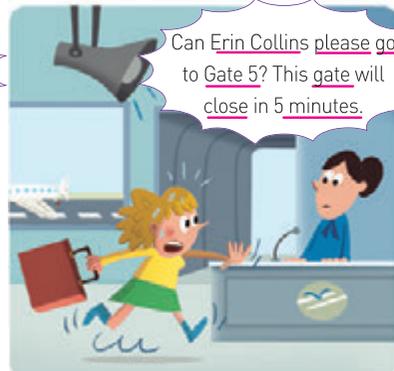


• Tick (✓) the types of words we stress.

1. Content words (nouns, verbs, adjectives)

2. Function words (*of, to, and, etc.*)

2 Read and underline the stressed words from an airport announcement.



• Listen and check. 

• Practise the announcements using the correct stress. 

1

Please keep your **carry-on luggage** with you at **all times**.

2

The **next train** to arrive at **Platform 5** is the **10.40** to **London**.

3

Can **Steven Smith** go to the **ticket office**, please?

Time to Practise

Reading and Writing

1 For each question, circle the correct answer. There is one example.

	Gabi	Jian	Maria
0. Who has lived in their new country the longest?	<input checked="" type="radio"/> A	B	C
1. Who spoke good English before moving?	A	B	<input checked="" type="radio"/> C
2. Who was unhappy on the journey to his or her new country?	<input checked="" type="radio"/> A	B	C
3. Who moved with only one parent?	A	<input checked="" type="radio"/> B	C
4. Who has a problem with the climate?	A	B	<input checked="" type="radio"/> C
5. Who mentions friends?	<input checked="" type="radio"/> A	B	C
6. Who learned about their new country before leaving?	A	<input checked="" type="radio"/> B	C

Young Immigrants

These young people have all moved to different countries to live. Read about how their incredible journeys began.



Gabi, 11

I was born in Vilnius, Lithuania, but I've lived in Cincinnati, Ohio, since I was five years old. When I first arrived, I spoke Lithuanian at home. My mum had learned English at a language school, but my dad didn't speak any at all. Now, I speak Lithuanian and English. I learned English at school, and I speak it with my friends.

I remember the journey here on the plane. I was crying nonstop while we were flying. I missed my grandparents!



Maria, 11

I moved to Canada with my parents from Colombia three years ago. English wasn't much of a problem because when we arrived, I had already learned it at my school in Colombia. But sometimes it's difficult to understand people because they talk too quickly.

While I was packing my bags to leave, I felt really sad, but that changed to excitement on the plane. I'd seen photos of Toronto before I left, but I didn't really know anything about it. The cold is difficult, but apart from that, I love it here!



Jian, 12

I'm from China, but I've lived in Sydney, Australia, for five years. I was nervous and excited about moving. My English was bad, and I hadn't been to Australia before. Before I left, I had watched films in English and looked up Sydney on the internet.

At first, I was living here with my dad while my mum was studying in China. Now Mum is here too. I'm happy about that!

2 Think of three reasons why people migrate. Share your ideas.

Objectives of the day:

1. Locate specific information by reading quickly.
2. Understand detail by reading carefully.
3. Discuss migration.

Materials: Poster paper (one sheet per group).

Open the day

- "Happy Place 5" practice. (See page T93.)
- Divide the class into small groups. Write *Why do people travel?* on the board. Ask them to write reasons around their sheet of poster paper. Some ideas could be: holidays, relaxation, visiting family, to study, to move to another country, for work, etc. Then ask groups to exchange their papers. Let them analyse if other groups had the same or different ideas. Finally, display the posters on the walls for this and the next few classes.

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

For the certification task on this page, it is very important that students analyse the questions before reading the text so they know what information they are looking for. Tell students that they will read texts about three different people on the same topic. They should read each part quickly and try to find the part relevant to each question. Then they should read carefully to find whether that part answers the question. Explain that they have to be very careful analysing the parts, as at first glance it might seem more than one part matches each question. They have to eliminate the incorrect answers.

1 For each question, circle the correct answer. There is one example.  

We suggest you guide students through this activity as it follows international certification formats. Have students read the instructions and look at the questions first. Ask students what aspects of these children's lives these texts will be about. Have students complete the activity individually but let them compare their answers with a partner. Then check as a class.

Have students read the exact places in the text where the answers can be found.

2 Think of three reasons why people migrate. Share your ideas.

Remind students about their activity from the beginning of the class. Check if anyone listed living in another country as one of the reasons people travel. Say: *Now think of why people choose to move to another country.* Have students work in small groups and discuss their ideas. For fast finishers, give this question to discuss: *What is the difference between travelling and migrating?* Finally, discuss ideas with the class. Ask why they think the people in the activity on page 94 moved to another country.

Close the day

- Keep students working in the same groups. Ask them to think about a country they would like to live in. Tell them to describe the country to the group but not say what it is. The group needs to guess the country. Tell students to then explain briefly to their group why they'd like to move there.

  Practice Book: Assign Activity 1 on page 72 as homework.

Objectives of the day:

1. Read for main ideas and detail.
2. Discuss moving to another country.

Open the day

- "Happy place 2" practice. (See page T76.)
- Divide the class into two groups. Assign one group *Scotland* and one group *Mexico*. Ask them to brainstorm ideas on what these two countries are like. After they finished, tell them to write their ideas on the board. Ask: *What problems might someone have when they move from one of these countries to the other?* Hold a brief discussion with the class.

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

For this task, it is very important to know how to skim the text for general meaning. Students should read quickly and focus on key content words such as the names of people and places. Next, they should read the text more carefully and compare each option before choosing one. Finally, they should read the section of the text where they found the answer again to double-check the other two options and decide why they are wrong.

3 Read the article. For each question, choose the correct answer. There is one example. 

Ask students to cover the text and look at the title and the questions first. Ask: *What do you think this text will be about?* (someone moving to another country) Then set a very short time for students to skim the text. Explain skimming means reading fast by focusing on content words. You might want to go back to the stress and pronunciation class to remind students what content words are. When they have finished, ask again what the text is about. Then let students work individually. Tell them to read the text carefully and answer the questions. Finally, check answers with the class.

4 Imagine that you are moving to another country. In pairs, talk about something difficult and something interesting about moving.

Have students use their ideas from the previous class about what countries they would like to move to. Encourage discussion of the most common problems someone might face when emigrating.

Close the day

- Review students' ideas from the Open the Day section of the class and check which ones were similar or different to what they found in the text.



 Practice Book: Assign Activity 1 on page 73 as homework.

- 3 Read the article. For each question, choose the correct answer. There is one example. 

A New Life

Three months ago, Fiona Scott moved to a new house. Fiona is from Scotland in the UK, where her mum was a researcher at a university. When her mum got a new job offer, the family came to an agreement. They were moving to Mexico.

"I didn't know what to expect," says Fiona. "I'd never travelled to a different country before. The airport felt enormous, and it was really crowded. There were queues at the check-in desk, queues at passport control and queues to get on the plane. I was glad when we finally took off!"

"I was worried about going to a new school," she says, "because I don't speak Spanish. But I'm in fifth year at a bilingual school, and lots of people speak English very well. In fact, while we were waiting to go into class on my first day, some girls were speaking English to each other. I was really surprised!"

Some things weren't so easy. Fiona missed her grandparents and old friends. "I also missed my cat. She'd been my pet for eight years, but I had to leave her with my cousin."

The best thing is learning about a new culture. "In November, we celebrated *Day of the Dead*. I'd never done that before because we don't have it in Scotland. The colourful offerings were amazing! I can't wait to learn more about my new home."

0. Who decided to move to a new house?

- A Fiona
- B her mom
- C the family

1. What is the best way to describe how Fiona felt at the airport?

- A excited
- B uncomfortable
- C bored

2. What made things easier at school?

- A She learned Spanish quickly.
- B She was surprised.
- C Lots of people spoke English.

3. What three things does Fiona miss?

- A Her grandparents, her old friends and her cat.
- B Her cousin, her old friends and her cat.
- C Her grandparents, her cousin and her cat.

4. What does Fiona want to do in the future?

- A Make a colourful offering.
- B Celebrate *Day of the Dead* in Scotland.
- C Learn more about Mexico's culture.



- 4 Imagine that you are moving to another country. In pairs, talk about something difficult and something interesting about moving.

CLIL History

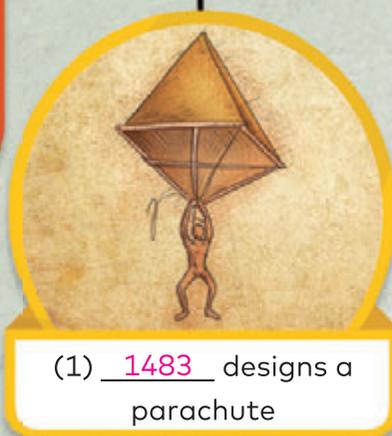
1 Look at the title and pictures and answer the questions.

1. What is Leonardo da Vinci famous for?
2. What inventions can you see in the pictures?

2 Read the article and check your answers.

1466 becomes
artist's apprentice

1452 born in
Vinci, Italy



(2) 1485 designs a
flying machine



The Inventions of Leonardo da Vinci

Born in Vinci, Italy, in 1452, Leonardo da Vinci was an artist, scientist, inventor and, in many people's opinion, a genius. We don't know much about his childhood, only that he became an apprentice to a famous artist called Verrocchio when he was fourteen. This is where he learned about art, drawing and painting.

Da Vinci is best-known for his paintings, and many people say that he is the greatest painter in history. His most famous works include *The Last Supper* (1498) and *The Mona Lisa* (1503). Before this, however, he had been an extraordinary scientist and inventor, and many of his inventions were related to transportation and travel.

Unfortunately, many of da Vinci's ideas were never built or tested at the time. One of these was

the parachute. Many people believe that Louis-Sébastien Lenormand invented the parachute in 1783, but in fact, da Vinci had drawn one 300 years earlier. He even described it, saying that a man "will be able to throw himself down from any great height without suffering any injury."

Da Vinci had several other ideas for air transportation. While he was working on the parachute, he was also thinking of a more complex flying machine. In 1485, he produced sketches for the "ornithopter," perhaps one of his most famous inventions. Many people think this machine was inspired by the bat, as its wings have pointed ends. At the time, there was a lot of excitement over the possibility of flight, and this invention shows us how imaginative da Vinci was.

3 Write the dates to complete the timeline.

Objectives of the day:

1. Make predictions about a biographical text.
2. Read for general information.
3. Read for specific information.

Open the day

- "Happy Place" practice. (See page T70.)
- **Play My Buddy Tom:**

This game is based on students repeating a sentence one by one, but adding an idea each time. Say: *My buddy Tom has travelled on a bus...* Then ask a student to repeat the sentence and add another form of transportation. For example: *My Buddy Tom has travelled on a bus and a train.* The next student repeats the whole sentence and adds another vehicle and so on. If your class is large, divide students into two groups and let them play until the sentence comes back to the first person.

Open Day Tip CLIL

Remember that the objective of CLIL lessons is to learn about another subject through English. You might be tempted to correct students' grammar, but this should be a secondary objective. Focus on the knowledge of the subject and the vocabulary students need to express that knowledge. When adding tasks for students in CLIL lessons, focus on meaning and information about the topic. You can allow them to use their first language at times. At the end of the class, it's a good idea to ask students to list one new piece of information they learned. You can encourage them to think of learning English as a way to access knowledge about other things they interested in.

Open the book!**1 Look at the title and pictures and answer the questions.**

First, ask students to work in groups and discuss the images. Ask: *What do these inventions do? Do you think they are useful? What else do you know about Leonardo da Vinci?* Give students time to discuss the questions in Activity 1. Have the class share ideas and write some on the board.

2 Read the article and check your answers.

Ask students to read the article on their own. It is quite a long text, so give them as much time as necessary. Remind them that their focus is to check to see if their answers to the questions in Activity 1 were correct. Therefore, they do not need to understand every word. Then check answers as a class. Finally, encourage them to underline any words or phrases they do not know. Help them to understand the meaning of these words, or give them time to look them up in their dictionaries or online.

3 Write the dates to complete the timeline.

Now tell students to scan the text again for specific information. Ask: *What type of information are you looking for? (dates)* By only looking for dates and matching them to the details in the diagram, students should be able to find the information quickly.

Close the day

- If possible, have students work with someone they do not usually work with. Tell them to write three more questions about the facts in the text. Then have them exchange questions with their classmate for them to answer. Invite volunteers to ask their questions to the class.

Objectives of the day:

1. Read for specific information.
2. Discuss inventions.

Materials: a picture of a modern armoured car.

Open the day

- "Happy Place" practice.
- Review Leonardo da Vinci's inventions from the last lesson. Ask students which inventions they found most interesting or unusual and discuss which machines are most similar to machines that exist today.

Open the book!

4 Read again and match the facts with the inventions.

You could ask students to try and answer the questions without reading the text again. Then have them read the text silently to verify their answers before checking in pairs. Check answers with the class. Finally, have pairs find one more fact about each invention and invite volunteers to read out their ideas.

5 Look at the picture of another of da Vinci's inventions. Answer the questions and give reasons for your answers.

Ask students to spend a few minutes looking at the image. Ask: *What is this? How do you think it is used? What size is it?* Then divide the class into small groups and have them discuss the questions. Encourage them to draw if they need to visualise their answers. Tell them to ask you about any vocabulary they do not know and write new words on the board. Then ask volunteers from the groups to present the ideas their groups had about the invention. Have the class vote on what the invention is. Finally, explain that it is an armoured car. If possible, show students an image of a modern armoured car. Hold a discussion on what the similarities and differences between the original idea and modern cars are.

Close the day

- Divide the class into groups and have them agree on the top three transportation inventions in history. Encourage them to give reasons for their answers. Then have groups share their ideas with the class before voting on a class top three.



Practice Book: Assign Activity 1 on page 74 as homework.

Go to video "Crazy Rides."



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

(3) 1493 designs a helicopter

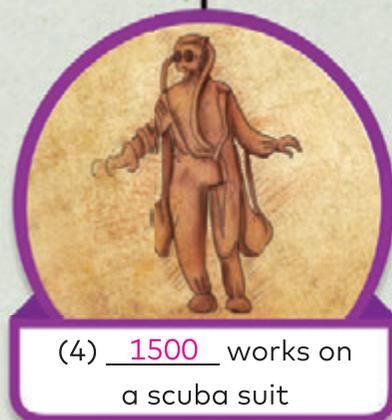


Eight years later, da Vinci drew something that looked like what a helicopter looks like today. The first actual helicopter wasn't built until the 1940s, but da Vinci's design was intended to "spiral in the air and rise high." There was one big difference compared to modern helicopters: Da Vinci's machine needed four people to stand on its central platform to make it work. For this and other reasons, it is likely that this invention was too heavy to get off the ground.

It wasn't only flying machines that da Vinci was interested in. Years before, he had also designed things such as bridges, clocks and buildings, and he was fascinated by water. While he was living in Venice in 1500, he was working on several water-based inventions. One of these was the scuba suit. This was made of leather and had a mask that went over the diver's head. Today, people go scuba diving to look at fish, but da Vinci's idea was that people could quietly swim underwater to attack enemy boats.

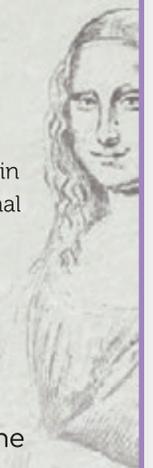
1519 dies

1503 paints the *Mona Lisa*



(4) 1500 works on a scuba suit

Leonardo da Vinci was very famous for his paintings when he was still alive, but only about fifteen of them still exist. He wasn't known for his inventions, yet his journals contained over 13,000 drawings for different ideas. It's only recently, more than 500 years after his death in 1519, that we have discovered what an original scientific thinker he was.



4 Read again and match the facts with the inventions.

- | | | |
|---|---|--------------------|
| 1. It was designed in a city famous for its water. | — | The parachute |
| 2. It needed more people to operate it than the modern version. | — | The flying machine |
| 3. It was officially invented 300 years later. | — | The scuba suit |
| 4. The idea possibly came from an animal. | — | The helicopter |

5 Look at the picture of another of da Vinci's inventions. Answer the questions and give reasons for your answers.

1. What is it for?
2. What modern means of transportation does it resemble?



Respecting Other Cultures

1 Listen and number the pictures. 



• Tick (✓) and discuss which way you prefer to learn about other cultures.

Going to cultural event

Trying different food

Doing more research on the Internet

2 Listen to the rest of the dialogue. For each question, choose the correct answer. There is one example.  



Why is it important to respect other cultures?

0. Where was the festival?

A downtown

B in Chinatown

C at a stadium

1. What did Robert see?

A a food fair, a parade, a fireworks display

B a food fair, a parade, dances

C a parade, dances, a fireworks display

2. What did Robert use to eat?

A a spoon

B a fork

C chopsticks

3. Why did Robert nearly drop his noodles?

A He saw someone in a lion mask.

B He couldn't eat them with a spoon.

C A dragon appeared in front of him.

4. Why were there dragons at the festival?

A to scare people

B to bring good luck

C to celebrate the Year of the Dragon



3 In pairs, think of a place you have visited and what you learned about it. Then answer the question.

• What are three ways travel can help you learn to respect other cultures?

Objectives of the day:

1. Listen for general information.
2. Listen for specific information.
3. Discuss how to respect different cultures.

Open the day

- "Happy Place" practice.
- Write the following categories on the board: *Food, Music, Dance, and Sports*. Divide the class into groups and ask them to think about one thing in each category that is typical of their culture. *What traditional food do we eat? What music is popular?* etc. Then have the class share ideas.

Open the book!

Respecting Other Cultures

1 Listen and number the pictures. 

Divide the class into three groups. Assign each group a picture from the activity. Explain these represent different aspects of cultures. Tell students they will hear three short dialogues related to the topic of each picture. Then play Track 49 for students to listen and number.

● **Tick (✓) and discuss which way you prefer to learn about other cultures.**

Divide the class into groups to discuss the ideas. Encourage them to talk about personal experiences related to each topic. Then invite volunteers to share ideas with the class.

2 Listen to the rest of the dialogue. For each question, choose the correct answer. There is one example. 

Have students read the questions first to predict the content of the text. Then ask: *What kind of information are you going to listen for in example 1? A place? A person? A number?* (place) Repeat with the other questions. Then play Track 50 twice. On the second occasion, pause at relevant points for students to check their answers to each question.

3 In pairs, think of a place you have visited and what you learned about it. Then answer the question.

Divide the class into pairs. Ask students to first think about how they learned about the place they visited. Ask: *How did you find out about the place?* Then write *stereotype* on the board and elicit its meaning. (a popular but simplified view about a group of people) You can give some examples. Then say: *Stereotypes aren't necessarily true. How can travelling help us find out about stereotypes?* (For example, we meet people and learn how we are all similar in some ways and different in others). Ask: *What other ways can travelling help us respect and understand other cultures?* Let students discuss the question in their groups.

 **Critical Thinking**

Why is it important to respect other cultures?

Direct students' attention to the critical thinking question. First, ask them about the meaning of the word *respect*. Ask: *How can we show respect to other people / places / things?* Elicit ideas. Then ask students to discuss the question as a class. Write *Respect is important* in a circle in the middle of the board. Then invite students to come and write reasons why respect is important around the circle. Remind students that respect involves treating people how we would like to be treated ourselves.

Close the day

● **Play Categories:**

Tell students to draw a simple table in their notebooks with five columns. Have them label the columns: *Country, City, Food, Animal, and Plant*. Have a student choose a letter of the alphabet. Then have students write as many words as they can that start with that letter in each column. Set a time limit. After the time is up, check answers and have students count their totals. Repeat as time allows.

  Practice Book: Assign Activities 1 and 2 on page 75 as homework.

Objective of the day:

1. Follow the steps to develop a project.

Materials: Poster 5 (without Cutouts), Poster Activity 5B on page TXXV; poster paper (one per student), sticky tape.

Open the day

- "Happy place" practice.
- Poster Activity 5B.

Review how to talk about transportation inventions using the past passive.

Open the book!

Explore

- **Read the poster and number each text with its corresponding question.**

Elicit ideas on famous transportation inventions. Ask: *What are some famous transportation inventions? Do you remember any from the previous classes? Write some ideas on the board. Point to the picture on the poster and ask what the transportation invention is. Read the questions aloud and tell students that each section of the poster relates to one of these questions. Divide the class into pairs to number the sections. Ask comprehension questions: How long have trains been popular? What did steam trains make possible? What did they transport? How did they change culture? etc.*

Produce

- **Go to Practice Book page 107. Use the graphic organiser to describe a transportation invention.**

Ask students to look at the poster again and think about what information it gives. Then tell them to go to their Practice Book to prepare their own poster. At this point they can make their own notes and compare them with a partner.

- **In pairs, compare and correct your notes. Then make your poster.**

Have students work in pairs. Tell them to exchange their notes. Say: *Study your partner's work carefully and make some suggestions in pencil. Then hand it back to your partner.* Encourage students to carefully read the comments from their peers. Next, allow them to ask for any clarification. Have them redo their project draft based on the feedback they got. Check their work so that when they create the final version their language and spelling is correct. After that, hand out poster paper and give students a set time to make their posters. Encourage them to be creative with their designs.

Present

- **Present and display your transportation invention in the classroom. Organise your posters according to the date of each invention, from the oldest to the newest.**

Allocate wall space to each student. Distribute sticky tape if needed, and ask them to put their posters up. Divide the class into small groups. Ask the groups to go around the classroom like they would in a museum and look at the poster display. Hold a class vote for the best posters. Discuss with the whole class what the best posters have in common. Focus on the information, organisation and design.

Close the day

- Divide the class into pairs to play a guessing game about inventions. One person in each pair should think of an invention, and the other can only ask *yes/no* questions to guess what it is. Give each student in each pair a turn asking and answering the questions.

Explore

- Read the poster and number each text with its corresponding question.
 1. What did it do?
 2. What is it?
 3. When was it built?
 4. Why is it important?
 5. Who used it?

2 The Steam Train

3 Trains have been a popular means of transportation for over two hundred years. The first steam train was built in 1804.

4 The steam train made it possible to travel long distances across land.

1 Trains changed the culture of travel and communication. Countries seemed much smaller. Trains were important because journeys that had taken months now only took a few days or hours.

5 People who had never been on long journeys before could now take trips by train. Letters, goods and packages were also transported across countries.

Produce

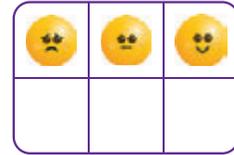
- Go to Practice Book page 107. Use the graphic organiser to describe a transportation invention.
- In pairs, compare and correct your notes. Then make your poster.

Present

- Present and display your transportation invention in the classroom. Organise your posters according to the date of each invention, from the oldest to the newest.

My Progress

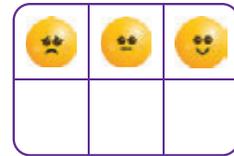
Can you describe transportation inventions?



1 Complete the text using the correct word endings.

My journey to school is (1) terr___**ible**___. I take the underground, but it is always very crowded. It's not (2) enjoy___**able**__ at all. When I get to school, I'm always in a bad mood. I might start using my bicycle. I have a (3) fashion___**able**___ one with (4) incred___**ible**___ tyres. Cycling is good exercise and more (5) comfort___**able**___ than the underground. But you have to be (6) respons___**ible**___ because the roads can be dangerous.

Can you express what people need to do?

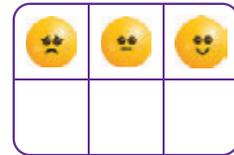


2 Look and write what the person needs to do in each picture.



1. _____ **He needs to catch the bus/get to school/work on time.** _____
2. _____ **She needs to fix her bicycle.** _____
3. _____ **He needs to take off his watch and his belt.** _____

Can you describe past events using the passive structure?



3 Read and rewrite as passive sentences.

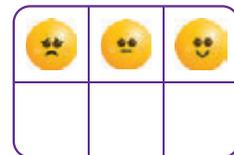
1. The Wright brothers invented the airplane. **The airplane was invented by the Wright brothers.**
2. People rode wooden bikes. **Wooden bikes were ridden by people.**
3. Ancient Egyptians used boats. **Boats were used by ancient Egyptians.**
4. Horses pulled the first buses. **The first buses were pulled by horses.**

Can you talk about travel?

4 Read the definitions and write the words.

platform check-in desk passport control
carry-on luggage a flight attendant

1. A flat area where people wait for trains
2. Suitcases and bags that belong to travellers
3. A place to report that you have arrived
4. A person who takes care of passengers on a plane



- _____ **platform** _____
- _____ **carry-on luggage** _____
- _____ **check-in desk** _____
- _____ **flight attendant** _____

Objective of the day:

1. Self-assessment Topic 3.

Materials: *Transportation Inventions* Flashcards, Flashcard Activity 5B on page XVIII.

Open the day

- "Happy place 2" practice. (See page T76.)
- Flashcard Activity 5B.

Use this as an opportunity to review the transportation invention vocabulary.

Open the book!**Can you describe transportation inventions?****1 Complete the text using the correct word endings.**

Tell students that they should focus on what part of speech each word in the gap should be. Ask them to do the exercise individually and then compare in pairs. Go over the answers and ask students which part of speech each word is. (They are all adjectives.)

Can you express what people need to do?**2 Look and write what the person needs to do in each picture.**

First, have students work in groups of three. Ask: *What has happened in each picture? Why? What will happen next?* Encourage students to come up with their own original ideas for what each person needs to do. Write the best examples on the board.

Can you describe past events using the passive structure?**3 Read and rewrite as passive sentences.**

Do the first example together with the class. Elicit the past passive structure and show that *airplane* becomes the subject. Write the sentence on the board: *The airplane was invented by the Wright Brothers.* Then have students complete the activity individually. Invite volunteers to write each sentence on the board to check answers.

Can you talk about travel?**4 Read the definitions and write the words.**

Ask students to cover the definitions. In pairs, have them try to describe each vocabulary item. Then let them do the task individually. Check as a class.

Close the day

- Ask students to go back over the unit, choose three more new words and write definitions for them. Then have them read their definitions to a classmate to guess the word.

  Practice Book: Assign Activities 1 and 2 on page 76 as homework.

Go to video "Crazy Rides."

It's time to wrap up the topic with this unit's video. You might want to do one of the "After Watching" activities described in the Lesson Plan or you may conduct some class feedback. If you choose the latter, you may guide students with the following questions: *What is the main message of the video? What are the three things you learned from the video? How can you get more information about the topic?*

Objective of the day:

1. Self-assessment Topic 3.

Materials: Poster 6 with cutouts, Poster Activity 6B on page XXVII.

Open the day

- "Happy Place" practice. (See page T70.)
- Poster Activity 6B.

Review the use of the past perfect.

Open the book!

Can you talk about past events that were happening at the same time?

3 Look at the picture and write what was happening. Use the verbs in the box.

Ask students to look at the picture. Ask: *What is happening in the image?* Then let students work in pairs and describe it. Next, say: *Write sentences about this event in the past.* Allow students to go back and review the use of *while* on page 90. Have them complete the task individually and compare with their partner. Check as a class.

Can you describe past events in order?

6 Look at the timeline. Then write a story using sentences with *had*.

Draw a timeline on the board. Write the sentence: *When I got to the bus stop, the bus had already left.* Ask: *Which action happened first?* (The bus left.) *Which action happened second?* (I got to the bus stop.) Elicit the meaning and form of the past perfect tense. Then ask students to write the story. It is not natural in English to overuse past perfect tense, so set a limit of three past perfect tense sentences. Then have students exchange their writing. Ask them to review their classmate's work and give feedback, focusing on the use of the past perfect.

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

Home Connection

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 3. This is a great opportunity for students to show their families how much progress they have made.



Have students recall what the Reader text was about. Ask: *How did Piccard and Jones travel around the world? What things did they see? What problems did they have?* Ask the same questions for Naomi James. Then have students turn to page 26 and tell them they are going to read and listen to one more epic journey. Tell them to look at the title and picture and predict how this journey was made. Then play the recording and have students follow the text. Ask comprehension questions: *How many pairs of shoes did Jean need? How many countries did he walk through? How often did his wife see him?* Finally, have students open their Practice Book to page 78 and complete the activities 1 to 5 on pages 78 and 79. If you prefer, you can assign this as homework. Check answers with the class.

Close the day

- Have students look back through the two units and choose the most interesting fact they learned. Ask them if there is anything else they would like to learn about the topic in future.



Practice Book: Assign Activity 3 on page 76 and Activities 4, 5 and 6 on page 77 as homework.

Can you talk about past events that were happening at the same time?

☹️	😐	😊

5 Look at the picture and write what was happening. Use the verbs in the box.



cry play sleep drink wait take off open listen

1. A baby was crying while its mum was opening a suitcase.
2. The people were waiting while a plane was taking off.
3. While his sister was listening to music, a boy was playing on his tablet.
4. While his wife was drinking coffee, a man was sleeping.

Can you describe past events in order?

☹️	😐	😊

6 Look at the timeline. Then write a story using sentences with *had*.



Home Connection

• Keep a transportation log.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Bus 10 mins	Car 40 mins	Walk 20 mins		



Topic 4

Living Together

Objectives of the day:

1. Learn a mindful practice to relax and think positively.
2. Get acquainted with the concepts of Topic 4: Getting involved and our community.
3. Activate previous knowledge using photos.

Open the day

"Compassionate Meditation"

This topic covers the theme of living together, which is closely associated with mindfulness. At this age students should be able to understand and show empathy in more depth. They are also acquainted with the concept of charity and helping others. Research shows that doing something for others brings us more lasting happiness than doing something for ourselves. Introduce this idea by asking students: *When did you last do something nice for another person, for example help someone or buy a gift?* Have them discuss in pairs. Then put this statement on the board: *We do ourselves the most good by doing something for others.* Ask the class to discuss the statement. Focus on how the students felt when they helped someone. Explain that compassion is one way to be happier ourselves and also be a better person.

At the start of each class, we suggest you conduct the following mindfulness activity to practise compassion and mindfulness. 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 breathes in and ten breaths out. Tell them not to worry if they lose count. Now that they are ready, tell them to start thinking about their week. Say: *With each breath in, notice your belly move. With each breath out, focus on some way you showed compassion or helped someone 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, but it's not necessary. Just remind them that it is important for them to spend time each day helping others. In future classes, we give alternative ideas for things for students to think about, but the procedure is the same.



Unit 7 Getting Involved

- Look at the pictures and discuss the questions.
 1. What types of events can you see?
 2. Do you take part in these types of events? When and where?
 3. What do you like about them?

- In your notebook, draw a spidergram. Write as many words as you can about one of the events.



102

Topic 4 Unit 7 Getting Involved

Open the book!

Read the title of the topic and call students' attention to the pictures. Ask how the people in the pictures on page 102 are related to each other. Explain that "living together" refers to the whole community, not only people at home. Then ask students what community activities they can see on page 103.

Unit 7 Getting Involved

- Look at the pictures and discuss the questions.

Have students discuss the questions in small groups. Encourage them to talk about their own experiences of similar events. Encourage them to give reasons for why they like different events.

- In your notebook, draw a spidergram. Write as many words as you can about one of the events.

Tell students to use one of the ideas from their previous discussion. Have them reflect on how to organise their spidergram and what categories they will have for their words (clothes, activities, places, etc.). Then have students compare ideas in groups.



Unit 8 Our Community

- Look at the pictures. In pairs, say which activity you would like to do to help people.
 - Clean up green areas and collect rubbish.
 - Collect clothes and toys.
 - Plant trees.
 - Cook and share food with people in need.

- Take notes in the table about what makes a good community and what makes a bad community.

Good Community	Bad Community

Topic 4 Unit 8 Our Community

103

taking care of communal spaces. Have them complete the table individually and put at least three ideas in each column. Then have students share ideas in groups.



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 29. Encourage them to identify what they see in the picture. (two children, one holding a crutch, and an adult taking a photo of them) Then ask a volunteer to read the title. Ask: *What does "crowdfunding" mean?* Brainstorm a list of ideas and write them on the board. Then give students the definition. (getting money for a project or a thing by asking people to donate small amounts) Ask: *What are "crowdfunders"?* (people who do crowdfunding). Ask: *What do the kids in the story gather money for?* Explain to students that they will learn more about this topic when they use the Reader.

Close the day

- Divide the class into small groups. Tell them that each student in the group should talk for one minute about one of the communities they belong to. Time them and make sure they move onto the next person after a minute.

Unit 8 Our Community

- Look at the pictures. In pairs, say which activity you would like to do to help people.

Write *Community* on the board and elicit the meaning. Ask: *What is your community?* Explain that we are usually part of many communities: at school, in the neighbourhood, at sports clubs and so on. Ask: *Why is it important to help the community?* Then have students discuss which activity they would like to do. Finally, point to the picture of the whales. Ask: *Do you think whales have communities? What kind of communities?* Remind students that a group of orcas is called a pod.

- Take notes in the table about what makes a good community and what makes a bad community.

List different types of community on the board (school, clubs, neighbours, etc). Ask: *What is good about these communities? What is not so good?* Encourage them to think more broadly. For example, throwing rubbish could be a specific problem in a neighbourhood community, but it is also a sign of a general attitude of people not

Unit 7 Getting Involved

1 Listen and number the items in the magazine. 

- | | | |
|--------------|------------------------|-------------|
| 1. article | 2. cover page | 3. headline |
| 4. interview | 5. writers and editors | 6. story |



The image shows a magazine cover and its contents page. The magazine is titled "Parkdale Press Issue 2 Parkdale Primary School Magazine". The cover features a photograph of a family (a man, a woman, and a young girl) standing in front of a school building. The headline on the cover reads "School Fair: A Success!". The contents page lists four articles with their page numbers and authors:

- 3-4 "Meet the Team" by Mary King (5)
- 5-8 "Our School Fair" by Nathalie Cook (1)
- 9-10 "Let's Meet Mr. Rowe!" by Laura Sanders (4)
- 11-12 "The Empty Room" by Adrian Dull (6)

• Listen again and circle the items the students used to interview Mr. Rowe.



microphone



recorder app



notebook



video camera

2 Read and circle the best options.

- The headline / interview is the title of a story in large letters.
- The cover page / contents tells you where you can find each section of the magazine.
- The writers / editors make corrections to texts.
- The articles / stories talk about real people and events.
- People speak into voice recorders / microphones to make their voices louder.

Unit 7 Getting Involved

Objectives of the day:

1. Listen for specific information.
2. Learn vocabulary related to media and newspapers.

Materials: a daily newspaper, coloured pencils or markers, sticky tape.

Open the day

- "Compassionate Meditation" practice. (See page 102.)
- Bring a daily newspaper to the classroom. Divide the class into three groups and give each group one page from the paper. Ask the students to work in teams and use coloured pencils or markers to circle or underline different sections of the page. Ask: *What can you usually see in a newspaper?* At this point, do not focus on the proper names and vocabulary. Encourage students to focus on how newspapers are organised and designed. When they are finished, put the sheets with their notes on the board with sticky tape.

Open the book!

1 Listen and number the items in the magazine.

Call students' attention to the vocabulary in the box. Then play Track 51 and have students do the task individually. Ask them to compare answers in pairs. Then point to the newspaper examples on the board. Ask: *Can you see any of the things these words refer to in these examples?* Ask students to come to the board and write the words next to the parts of the paper.

- **Listen again and circle the items the students used to interview Mr. Rowe.**

Students may be able to do this from memory, so give them the opportunity to circle the objects before playing Track 51 again. After students complete the task, you could ask them to focus on the stress in each word. Ask: *Which syllable is stressed in each word?* (All of them have stress on the first syllable.) Practise pronunciation with the class.

2 Read and circle the best options.

Go back to the newspaper from the beginning of the class and revise the vocabulary on the board. Then ask students to work individually before checking as a class. As a follow up, ask students to work in pairs. Tell them to write sentences with the other words from this class, giving options as in Activity 2. Then have pairs test each other to check understanding.

Close the day

- Divide the class into small groups to make their own newspaper headlines. Tell them to think of things that have happened at school or in class recently. Explain that it doesn't have to be a big event, but that their headlines should make it seem that way. Give some examples: *Class 5B Finishes Their Project! Jack Goes Home Early!* etc. Have groups share their headlines and vote on the most original, funny, interesting, etc.



Practice Book: Assign Activity 1 on page 80 as homework.

Objectives of the day:

1. Read for general information.
2. Learn nouns ending in *-er* and *-ist*.
3. Discuss school magazine content.

Materials: *People and Actions* Flashcards, Flashcards Activities 7A and 7B on page TXIX.

Open the day

- "Compassionate Meditation" practice.
- Flashcard Activity 7A.

Open the book!

3 Read the extracts from the school magazine and number the pictures.

Write *School Magazine* on the board. Ask: *What topics are discussed in a school magazine?* Elicit ideas from the class. Then tell students to look at the pictures. Ask: *What topics do you think these illustrations represent?* Elicit ideas. Then have students work individually to complete the task. Tell them to read the text quickly first and focus on content words. Set a fixed time for them to do so. Then they can read again to verify their answers. Check as a class.

4 Read and complete using the *-er(s)* or *-ist(s)* suffix for each word in the box.

Focus the students' attention on the words and the suffixes and ask them to match the suffixes to the verbs. Then write the nouns on the board. Have students complete the activity before checking answers with the class.

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

- **Find and circle words with the suffixes *-er(s)* and *-ist(s)* in Activity 3. Then discuss what these words have in common.**

First, have students go back to the text and underline examples of *-er* and *-ist* nouns. They will have seen some of them in Flashcard Activity 7A. Tell students these words are called "doer" nouns, and they mean a person or a thing that performs an action. For example, a teacher is a person who teaches. You could explain that not all words work like this, for example *study* and *student*, not *studyer/ist*. Then divide the class into groups of four to think of other words in English with these suffixes.

Open Day Tip Word Maps

We have already suggested that students keep their own glossaries, but there are a number of ways they can record or categorise their words. For more visual students, word maps are a good technique. Students can group words according to their suffix/prefix, word type, etc. and make word maps of different categories according to content or theme. Always encourage them to write sample sentences with the words. This provides an embodied meaning to new vocabulary items and helps long-term memorisation.

My Space

- **In pairs, discuss school events you can describe in a school magazine.**

Have students personalise this topic by discussing these questions in pairs. Encourage them to agree on three school events they would include in their magazine. Then join pairs together to compare their ideas.

Close the day

- Flashcard Activity 7B.

Use one of the two options described on page XIX.

  Practice Book: Assign Activities 2 and 3 on page 81 as homework.

We have heard you **ourselves**.
I will enter the karaoke competition **myself!**

1 Listen and follow. 

Good Buddies The Street Party

1 THE GOOD BUDDIES ARE AT A STREET PARTY...



IT'S NOON. YOU GUYS GO AND ENJOY YOURSELVES. I'LL BE HERE.

2



I WANT TO DO KARAOKE. I LIKE POP MUSIC.

NO WAY! I DON'T LIKE SINGING. YOU GO YOURSELVES.

COME ON, SARAH! YOU'RE A GOOD SINGER. WE HAVE HEARD YOU OURSELVES.

3 AT THE KARAOKE SHOW...



LOOK! THERE ARE PRIZES!

OK, OK. HELEN, LET'S GO... HELEN? YOU SAID YOU WANTED TO DO KARAOKE.

OH. I'LL BE BACK IN A MINUTE, OK?

4



LET'S DO THE THREE-LEGGED RACE.

GOOD IDEA! I'M GOOD AT RUNNING!

BUT WHAT ABOUT THE KARAOKE?

2 Read and match the characters with the activities.

- 1. George and Oliver Origami
- 2. Helen Karaoke
- 3. Sarah Three-legged race

3 Number the events in order.

- 2 Sarah decides to do karaoke.
- 6 The friends help clean up.
- 3 Helen goes to the origami tent.
- 1 Sarah refuses to do karaoke.
- 4 George and Oliver win a race.
- 5 Sarah's friends watch her sing.

• Make a list of other things you can do at a street party. Share your ideas with the class.

Objectives of the day:

1. Read and listen to a comic strip about a street party.
2. Order events from the comic strip.
3. List things to do at a street party.

Materials: *People and Actions* Flashcards, Flashcards Activity 7B on page TXIX.

Open the day

- "Compassionate Meditation 2" practice. 

As an alternative, ask students to plan something good they want to do for another person the following week.

- Flashcard Activity 7B.

Use the option described on page XIX that you did not use in the previous class.

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

Point to the comic strip and ask students to identify the characters who go to the street party in frame 1. Ask them to look at the pictures and say what activities the characters do (singing, origami, three-legged race). Then ask them how they think the children feel about the party: *Are they happy? Excited? Why?* Play Track 52 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 party? Would you like to have a street party in your neighbourhood?* Encourage the class to share ideas.

2 Read and match the characters with the activities.

After students match the people to the activities, invite volunteers to read out the dialogues in the frames where they found the information. Ask: *Why does each person want to do the activity they do?* Ask if they would be interested in doing any of these activities.

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.

- **Make a list of other things you can do at a street party. Share your ideas with the class.**

Ask students if they have ever been to a street party. If anyone has, ask them why there was a party and what activities people did. Then divide the class into small groups and have them think of other things they could do. Encourage them to think about their own interests and create the most exciting street party they can. Then have groups share ideas.

Close the day

- Have students close their books and challenge them to retell the story. You can go around the class asking individuals to say the events in order. Allow the class to help.

Objective of the day:

1. Learn how to use reflexive pronouns.

Materials: Poster 7 with Cutouts 1, Poster Activity 7A on page XXVIII; a ball.

Open the day

- "Compassionate Meditation 2" practice. (See page 106.)

Language Presentation**Reflexive Pronouns**

In this class, students will learn how to use reflexive pronouns. We suggest you do Poster Activity 7A at this stage to present the topic. This will help the students complete the activities on this page.

Open the book!**Open to Learn**

At this point, we suggest you call students' attention to the Open to Learn box on page 107 and have them find the two examples in context in the comic strip. Then tell them to find more examples. If you have done Poster Activity 7A, ask: *Why do we use reflexive pronouns?* (to make it clear who or what is referred to or give emphasis) *Do the subject and object refer to the same or different things?* (the same)

4 Complete the sentences using the words in the box.

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 revise which subject pronouns go with which reflexive pronouns. Then have students fill the gaps in the sentences. Invite volunteers to read out each sentence for the class to check.

Look and complete the sentences using the reflexive pronouns.

First, ask students to cover the sentence prompts and ask what they can see in each picture. Then ask them to make a sentence about each picture using a reflexive pronoun, but still without looking at the prompts. Have students share ideas with the class and write good examples on the board. Finally, have students complete the sentences individually.

Close the day

- Use the end of the class for some more practice of reflexive pronouns. Have students stand in a circle. Say a reflexive pronoun and throw a ball to one of the students. The student who catches it should make a sentence with that pronoun, and then say another pronoun and throw the ball to another student to make a sentence. Tell them they cannot repeat sentences and continue until all students have made a sentence.

  Practice Book: Assign Activities 1 and 2 on page 82 as homework.

5 THE FRIENDS GET INVOLVED IN THE PARTY.



6 WELL, THEY ARE ENJOYING THEMSELVES. I WILL ENTER THE KARAOKE COMPETITION MYSELF!



7 WHEN THE OTHERS SEE SARAH ON STAGE, THEY GO BACK TO WATCH.



8 AT THE END OF THE DAY...



4 Complete the sentences using the words in the box.

themselves He She We yourselves I herself It

- All of you can do it yourselves.
- Katy made the robot herself.
- I made it myself.
- He went on stage himself.
- Well, they are enjoying themselves.
- We enjoyed ourselves, Dad.
- She cleaned up herself.
- The recorder is modern. It turns itself on with voice commands.

• Look and complete the sentences using the reflexive pronouns.



1. The car isn't going to wash itself.



2. He ate all the cake himself.



3. They made it themselves.

"I **want** to do karaoke."
You said you **wanted** to do karaoke.

5 Listen and match the people with their opinions. 

- | | |
|------------------|--|
| 1. The organiser | "We need another one soon." |
| 2. May Banks | "I don't want to sing." |
| 3. Frank Banks | "I am happy so many people are here." |
| 4. Sarah | "It's the first street party I can remember." |

- Read and notice the verbs in red in both activities. Then complete the article using the correct form of each verb in parentheses.



Our Street Party



Last Saturday, we had a street party on our block. I spoke to some people at the party. The organiser said she **was** very happy that so many people **were** there. She introduced me to May Banks. She is 92 and she told me that it

(1) was (be) the first street party in the area that she
 (2) could (can) remember. Her husband Frank said that we
 (3) needed (need) another one soon. There were also a lot of young people at the party. My friend Sarah tried the karaoke. At first, she said she (4) didn't want (not want) to sing, but everyone cheered when she finally got on stage. I won the three-legged race with my friend Oliver! Everyone got involved and enjoyed themselves.

- Listen again and check your answers.

6 Report what other people said. 

I'm a fast runner.



I don't believe you.



- George said that he was a fast runner.
- Oliver told him that he didn't believe him.

 Play the Reported speech Talent Train!

I can play tennis.



He said he could play tennis. I want to sing.



He said he could play tennis. She said she wanted to sing. I can dance.



Objectives of the day:

1. Listen for specific information.
2. Learn how to use reported speech with *say* and *tell*.
3. Play a reported speech game.

Materials: Poster 7 with Cutouts 2, Poster Activity 7B on page XXVIII.

Open the day

- "Compassionate Meditation 2" practice.

Language Presentation**Reported Speech**

In this unit, students will learn how to use reported speech. We suggest you do Poster Activity 7B at this stage to present the topic. This will help students complete the activities on this page.

Open the book!

5 Listen and match the people with their opinions.

Have volunteers read the sentences aloud. Then play Track 53 once and have students work individually. Check answers with the class.

Open to Learn

At this point, we suggest you call students' attention to the Open to Learn box. You might want to write the sentences on the board to review the changes between the direct speech sentence and the reported version (subjects, reporting verbs, tense change). Remind students that when we say what someone else has said, we need to move the tense back.

- **Read and notice the verbs in red in both activities. Then complete the article using the correct form of each verb in parentheses.**

Start by activating students' previous knowledge about street parties. Say: *What is a street party? What activities do people do there?* Elicit any ideas. If students struggle, tell them to go back to the comic strip on the previous pages. List the activities on the board. Then ask students to read the text and see if any of the activities

they mentioned are listed. Next, have them work alone to complete the task. Check that they are changing the tense of the verbs to the past.

- **Listen again and check your answers.**

Play Track 54 again for students to check their answers. Ask students to shout "Stop" when they hear an answer. Pause the recording and check with the class.

6 Report what other people said.

Elicit the answers from the class before asking them to complete the sentences. Then have students work in pairs to report one or two other sentences from the comic strip on pages 106 and 107. (For example: *He said it was noon. She told them she liked pop music, etc.*) Have the class share ideas.

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

Play the Reported Speech Talent Train!

Divide students into small groups and explain the activity. Tell them that one student should start with a sentence about something they can or want to do. The next person reports what the first person said and adds their own activity. They continue around their group, adding an activity each time. Tell them to continue for as long as they can until they forget what previous students have said.

Close the day

- Play the Reported Speech Talent Train with the whole class. Try and go around everybody. Allow students to help each other.

  Practice Book: Assign Activity 3 on page 83 and Activities 4 and 5 on page 84 as homework.

Objectives of the day:

1. Discuss a community event.
2. Listen for detailed information.
3. Discuss personal experiences of parties and festivals.

Open the day

- "Compassionate Meditation 2" practice.
- Have a quick discussion with the class about traditional food in their country. Ask: *What kind of dishes do we eat? What kind of ingredients do they have? What do the dishes taste like?* Make notes on the board.

Open the book!

Listening

International Certification: Listening

For this task, it is very important that students read the instructions and options carefully to become familiar with the context. They should note that the words in each list are from the same lexical set (in this activity, food). Tell students that in this type of activity they will hear a longer conversation and they need to match the lists by identifying simple information in the conversation. Like all exam-style listening activities, they will hear the information twice. On the first occasion they should listen for gist, and the second specific details.

1 Read and answer the questions.

Tell students to look at the images. Ask: *What country are these dishes from?* Hold a brief discussion as a class. Then have students discuss the questions in small groups. Hold a quick vote on which of the dishes in the images is the most popular.

2 For each item, write the correct answer. You will hear Ben talking to Rachel about the food festival. What will each person bring to the party? There is one example.

We suggest at this stage in the course that you run this as an exam-style activity. Before playing the recording, you can give students the tips in the certification box above and remind them that they will hear the recording twice. Then play Track 54. Play the recording again if necessary to check answers, pausing when students hear important information.

Speaking

International Certification: Speaking

The task on this page is another opportunity for students to practise extended conversations on a topic. Tell them to avoid giving one-word answers and to extend what they say by giving details and reasons wherever possible. However, you can remind students that they are also not expected to give overlong answers at this stage.

3 Let's talk about a party or festival you went to. Give details about the event.

Tell students they are now going to keep talking about festivals and parties. Have them discuss the questions in pairs. Ask them to have one person reading out the question and the other answering, and then switch. Encourage them to try to give at least one reason or detail for each of their answers.

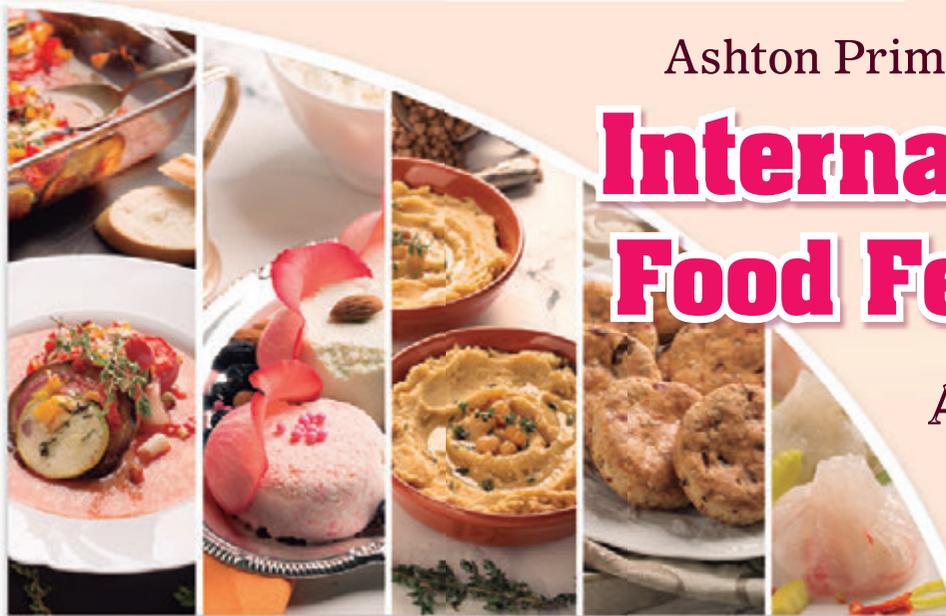
Close the day

- Extend the speaking activity by having students work in groups to agree on the top three festivals in their area or country. First, have them list all the relevant festivals that are famous. Then have them choose the three best ones. Encourage them to give reasons for their choices.

Listening

1 Read and answer the questions.

1. Would you like to go to this event? Why or why not?
2. What food would you try?



Ashton Primary School

International Food Festival

April 15th
4:00 pm

2 For each item, write the correct answer. You will hear Ben talking to Rachel about the food festival. What will each person bring to the party? There is one example.  

People		Food	
0. Rachel	<input type="text" value="B"/>	A rice	E chicken curry
1. Ella	<input type="text" value="H"/>	B cake	F pizza
2. Ben	<input type="text" value="E"/>	C spaghetti	G cookies
3. Evan	<input type="text" value="A"/>	D salad	H dessert with fruit
4. Barbara	<input type="text" value="F"/>		
5. Matt	<input type="text" value="D"/>		



Speaking

3 Let's talk about a party or festival you went to. Give details about the event. 

1. What was the celebration?
2. When and where was it?
3. Who was there?
4. What did you do?



Being Thankful 

 Why is it good to remember what to be thankful for?

1 Listen and number the categories of things to be thankful for in order. 

- 2 something big
- 1 a person
- 5 a group of people
- 4 an experience
- 3 something small

- Listen again and follow the *Five Finger Thank You* exercise.
- Write what you thought about for each category on the corresponding finger.



- Write some details about a thing you noted on one of the fingers.
- 2 Make a *Thank You Card* for someone you know. Follow the model. Decorate the card.



Objectives of the day:

1. Listen for general information.
2. Follow instructions for a gratitude meditation.
3. Make a Thank You Card.

Materials: sheets of card (one per student).

Open the day

- "Compassionate Meditation" practice. (See page 102.)
- Have students think about something good in their life. Ask: *What are you grateful for in your life? Friends? Family? A nice room?* Tell them to think of a few things they appreciate in their lives and make a list.

Open the book!**Being Thankful** **1 Listen and number the categories of things to be thankful for in order.** 

First, ask students to read the title of the page. Then have them look at the items listed and brainstorm why they should be grateful for each of these things. Then play Track 55. After checking the order, ask students what examples the teacher gave of each of the items.

• Listen again and follow the Five Finger Thank You exercise.

Play track 55 again for students to follow the instructions. At the end of the recording, ask how the students feel.

• Write what you thought about for each category on the corresponding finger.

This might be a sensitive topic for some students, if they can't or don't feel grateful for some things in certain areas. Tell them that it is fine if they didn't think of something for each finger and that they can leave them empty if necessary. Also assure them that they are allowed to keep their answers private.

• Write some details about a thing you noted on one of the fingers.

Ask students to expand on one of the ideas from the notes from the previous task. Tell them to add details on why they are grateful for the chosen thing and how it makes them feel. Again, remind students they won't be forced to share their notes.

 **Critical Thinking****Why is it good to remember what to be thankful for?**

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: *What things have you thought about being grateful for today?* Then elicit why it is important to be grateful. Accept any logical answers, such as that it reminds us we have things to be happy about and helps us be more optimistic.

2 Make a Thank You Card for someone you know. Follow the model. Decorate the card.

First, ask students to look at the card. Ask: *How would you feel if you got a card like this? Have you ever got a thank you card? When do we usually send cards like this? (to thank for a gift, invitation, to a teacher etc.)* Elicit ideas and hold a short class discussion. Then, distribute the sheets of card. Ask students to make a similar card. Tell them it can be for a friend, family member, or anyone they know. Tell them to make sure they give the person their card.

Close the day

- Divide the class into pairs. Have each pair draw a hand. Then, ask them to write down five things they are grateful for at school. When they are finished, combine students into larger groups and ask them to share their ideas.

Objectives of the day:

1. Identify and practise syllable stress in three-syllable words.
2. Create a pronunciation riddle.

Open the day

- "Five Finger Thank You" practice.

Play Track 55 and have students follow the Five Finger Thank You exercise again.

- Divide the class into pairs and give them one minute to write a list of three-syllable words. After a minute, ask them to count the number of words on their list. Get the pair with the most to read their list aloud for the class to check.

Open the book!**1 Listen and repeat. Focus on the stress.** 

First have students read out the three words in the table. Model them yourself, exaggerating the stressed syllable as much as you can. Next, play the recording and have students repeat. Do this as a class first, and then individually.

- **Listen to more words and write them in the appropriate columns.** 

Ask students to work in pairs. Tell them to pronounce the words and try to decide which column they go in. They can underline the stressed syllables in the words in the word box. Then play Track 57. Pause after each word to give students a few seconds to focus and write the word down. Check as a class. Then play the recording again and have the class repeat each word.

2 Listen and circle the odd word out. 

Explain to students that each set has three words that have the same stress pattern, and a fourth one that does not. Before you play the recording, ask students to try to guess the odd word out in pairs. Then play Track 58 and have them do the task. Check as a class, practising the syllable stress of each word together as you do so.

- **Think of another odd word out set. Test your classmates.** 

Divide the class into small groups. Ask them to come up with another set like the ones in Activity 2. If possible, have them check the stress patterns of each word in a print or online dictionary before finalising their set. Remind them that in most dictionaries the stress is marked with an apostrophe before the stressed syllable. When all groups have made sure their words are correct, have them exchange their sets with another group for them to solve. Finally, remind students to visit the online platform for more practice at home.

Close the day

- Extend the previous activity by collecting the groups' odd one out sentences and holding a class quiz. Have students stay in the same groups to answer each question. When you check answers, allow the group who wrote each question to confirm the correct answer.

1 Listen and repeat. Focus on the stress. 

First Syllable Stress	Second Syllable Stress	Third Syllable Stress
■ □ □	□ ■ □	□ □ ■
carnival	banana	kangaroo
microphone magazine neighbourhood editor	forever recorder tomorrow important	volunteer understand recommend disagree

• Listen to more words and write them in the appropriate columns. 

forever	microphone	magazine	volunteer	understand	recorder
tomorrow	neighbourhood	editor	important	recommend	disagree

2 Listen and circle the odd word out. 

1



photograph



magazine



volunteer



octopus

2



banana



referee



museum



delicious

3



microphone



engineer



kangaroo



afternoon

• Think of another odd word out set. Test your classmates. 

Reading

1 Look and list what people do at carnivals. Then read and check your ideas.



CARNIVAL
 Saturday the 26th &
 Sunday the 27th
 of February

- Children's and adults' parades
- Costume competition
- Music, rides, games, dancing, food & much, much more!

Carnival! The World's Best Street Parties

Everybody loves a good party, and there are no bigger parties than carnivals! A carnival is a public festival that takes place every year in cities around the world. People wear masks and costumes, join in parades and concerts and eat delicious local dishes. Most importantly, everyone enjoys themselves.

Most carnivals around the world are linked to religious traditions. They take place in February or March each year, before a time called Lent. Lent is a period of 40 days before Easter when many Christians fast or do not eat certain foods. In the Middle Ages in Europe, it was normal for people to have a big feast before Lent began. In many places, this grew into a big public party, or carnival!

Rio, Brazil

Today, one of the most famous carnivals in the world is the Rio Carnival in Brazil. This tradition began in the eighteenth century with Portuguese immigrants. The five-day "Greatest Show on Earth" starts on the Friday before Lent, and around two million people go out onto Rio's streets to celebrate each day. What a party!

The Rio Carnival is probably most famous for its samba dancing, and the *Sambodromo* is the best place to see it. This 90,000-seat stadium is where the top samba schools compete to be the best samba dancers at the Carnival. Forty judges watch every movement while the spectators dance along to the trumpets and drums. The *Sambodromo* also hosts the children's parade, where kids and teens show off their samba skills.



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

- | | | |
|---|------------------------------------|------------------------------------|
| 1. You need a special invitation to go to a carnival. | T | <input checked="" type="radio"/> F |
| 2. Most carnivals take place before Easter. | <input checked="" type="radio"/> T | F |
| 3. The <i>Sambodromo</i> is a dancing competition. | T | <input checked="" type="radio"/> F |
| 4. In Venice, people wear masks on the streets for months. | T | <input checked="" type="radio"/> F |
| 5. The Notting Hill Carnival celebrates a specific culture. | <input checked="" type="radio"/> T | F |
| 6. The word "carnival" is used to mean different things. | <input checked="" type="radio"/> T | F |

Objectives of the day:

1. Practise the following reading strategy:
 - Activating previous knowledge.
2. Read for specific information.

Open the day

- "Five Finger Thank You" practice. (See page T111.)
- Write the word *carnival* on the board. Brainstorm words associated with carnivals to build a word web. Encourage students to shout out any words. They can be activities, adjectives, objects, or anything else. If the students did not come up with the following words, introduce them: *salsa*, *parade*, and *spectators*.

Open the book!**Reading****Reading Strategy****Activating Previous Knowledge**

Explain to students that most texts in exams or textbooks talk about common topics. This means that they probably already know something about the subject. Once they have predicted the content of a text (see page T82) they should then think about what they already know. You can help them by asking *wh-* questions about the topic: *where*, *when*, *who*, *what*, *how* and *why*.

1 Look and list what people do at carnivals. Then read and check your ideas.

Ask students to open their books and look at the headline and images on pages 112 and 113. Point to the photo in the bottom right corner of page 113. Ask: *What do you see in the photo?* (traditional dancers at a carnival, drummers, masks) Then have students discuss and make lists in pairs. After a few minutes, ask them to read the text carefully on their own. It is quite a long text so give them sufficient time for this. When they have finished, ask: *Did the ideas in the text match yours? Was anything surprising?* Elicit ideas from the class.

2 Read the article again and circle T (True) or F (False).

Remind students that when they are looking for something that is true or false, they need to identify the part of the text that confirms it. When they have finished the task, ask students to point out the part of the text where they found the information. Finally, go over any unfamiliar words. You could focus students' attention on some useful phrasal verbs, or topic-specific words. Ask: *What does "take part" mean?* (to participate) Say: *What is calypso? It is listed with reggae and rumba so it could be a type of what?* (dance or music) *What is Lent?* (a period of 40 days before Easter when Christians fast) Remind students that they don't need to understand every single word in a reading text to complete the corresponding comprehension task.

Close the day

- Divide the class into groups. Tell them to come to a consensus about the most interesting carnival in the text. You could have them arrange the different carnivals into a top three. Then have groups share their ideas with the class. Encourage them to give reasons.

Objectives of the day:

1. Read for specific information.
2. Make a poster for a street party or carnival.

Materials: poster paper, coloured markers, pencils, etc.

Open the day

- "Five Finger Thank You" practice.
- Ask students what they remember about carnivals. Tell them to work in pairs and list at least three things they remember from the previous class. Then have them share what they recall with another pair.

Open the book!

3 Read the article again and make notes in the table.

Ask students to look at the table first. Point to the top of the columns. Say: *Read the questions in the columns. What kind of information should each answer be? A number? A name? A place?* Write some prompts on the board: *When, How long, Activities, and Facts.* Remind them that in a table, all the information in each column should be of the same type. Have students scan the text again for the information needed in the table.

- **In pairs, compare your notes.**

Divide the class into pairs. Tell them to look for similarities and differences in the information they found. They might find more differences in the last column. If so, ask why this is so. (Possibly because what is "interesting" is a matter of opinion for each student.)

Open Day Tip **Fact and Opinion**

It is useful for students to identify whether texts are fact- or opinion-based. This helps them understand the type of text it is, who it is for, and why people would read it. Many texts include both facts and opinions, and it is a good idea to have students practise identifying them.

- **Create a poster for a street party or carnival in your town or country.** 

Divide the class into groups and hand out poster paper and other materials. For this kind of activity, it can be useful for group members to assign roles: designer, artist, writer, presenter, etc. This is a chance for students to share their strengths and help each other with their weaknesses. Encourage collaboration. Finally, remind students to visit the online platform for more practice at home.

Close the day

- Have groups present their posters to the class. Encourage positive feedback and questions. Have students say what they find interesting about each carnival and whether they would like to go to one.



Practice Book: Assign Activity 1 on page 85 as homework.

Venice, Italy

The oldest carnival in the world is the Carnival of Venice, which began in 1268. It is also a long celebration, lasting for more than two weeks before Lent every year. At the Venice Carnival, people disguise themselves by wearing masks in the street. Centuries ago, some people wore masks in the street every day between Christmas and Lent! The idea was that everyone was equal during carnival.

If you are in Venice during carnival time, don't be surprised if children throw confetti or silly string at you. It's a modern tradition! One exhibition area also holds an International Kids Festival, where there are costume-making, music and dance, magic shows and other activities. Artists, musicians and dancers will love it there.



Notting Hill, London, UK

The Notting Hill Carnival is the largest street party in Europe. If you find yourself in London at the end of August, go and see it! It began in 1966 and grew to be a huge celebration of Caribbean culture and communities. It is different from many other Carnival celebrations because it does not take place before Lent.

The Notting Hill Carnival takes place on the last Sunday and Monday of August each year and attracts around two and a half million visitors. Sunday is officially "Family Day." It is quieter than Monday, but not that quiet! You can follow the colourful Children's Parade along the carnival route, with over 40 sound systems playing reggae, calypso and rumba.



Today, "carnival" can refer to a festival, parade, street party or any other big celebration. There are sports carnivals, food carnivals, cultural carnivals, children's carnivals and so on. Which type of carnival would you like to go to?

3 Read the article again and make notes in the table.

Carnival	When did it start?	How long does it last?	Activities for children	Interesting fact
Rio	18th century	5 days	Children's parade	Most famous for its samba dancing
Venice	1268	2 weeks	International Kids Festival	Children throw confetti at you
Notting Hill	1966	2 days	Children's parade	The largest street party in Europe

- In pairs, compare your notes.

4 Create a poster for a street party or carnival in your town or country.

My Skills

Writing

1 Look at the story and answer the questions.

1. What is the event?
2. What activities can you see or do?
3. Would you like to go to an event like this? Why or why not?



- Complete using the correct form of each verb from the story.

New message

To: eabbey@email.com

Subject: Funfestival

Hi Emma,

I went to a *Fun festival* last weekend! I saw a poster on Friday and told my friend Alex that it (1) **was** **the next day**. Then Alex called me on Friday night. He said his dad (2) **had** a family ticket. He invited me to go with them!

We saw a band in the afternoon. I didn't like it, but Alex said it (3) **was** awesome. Then we went on a ride that was really fast. I told Alex I (4) **felt** sick and he laughed! When we got off the ride, Alex told me there (5) **were** fireworks **that night**. We watched them with his parents. They were cool.

I really enjoyed myself in the end! I wish you'd been there too!

Paul

- Look at the time words in bold in the e-mail. Write them next to their equivalents from the story.

1. tomorrow the next day
2. tonight that night

Objectives of the day:

1. Read for general information.
2. Identify the correct form of verbs (reported speech) to complete a text.
3. Identify reported time expressions.

Materials: *People and Actions* Flashcards.

Open the day

- "Compassionate Meditation" practice. (See page T102.)
- Ask students the following questions (or write them on the board): *Do you go to festivals? How often do you attend parties? What kind of public events do you enjoy?* Have students discuss the questions in pairs. Write *He / She said that...* on the board. Have students work with a different classmate to report what they their first classmate said to them.

Open the book!**Writing****1 Look at the story and answer the questions.**

Ask students if they like fireworks and when they last saw some. Ask: *When do people have fireworks?* Have a quick class discussion on what events in your area have the best fireworks displays. Then divide the class into small groups. Tell them to look at the pictures in the story and discuss the questions. Finally, read the story as a class and elicit groups' answers to the questions.

- **Complete using the correct form of each verb from the story.**

First, have students read the text quickly. Ask: *What type of text is this?* (an e-mail) *What type of words are missing?* (action words / verbs). Have them try to complete the text without looking at the story. Then have them check with the story. Check answers with the class.

- **Look at the time words in bold in the e-mail. Write them next to their equivalents from the story.**

Ask students to do this task individually. When they have completed it, ask: *Why do these words change?* (Because the text is reported speech.) Remind students how present tense verbs shifted to past tense in reported speech. Explain that this same thing happens to many expressions of time.

Close the day

- **Play a Doer Nouns Race:**

You could close the day by reviewing some unit vocabulary with the class. Attach the *Doers* Flashcards to the board and have students form two lines in the back of the classroom. Call out the root of a word (*journal, final, art, vocal, medal, win, play, interview, write, run*) and have a student from each line run to the board and touch the corresponding flashcard. That person should then give the complete word with its *-ist* or *-er* ending. The first person to touch the correct card and give the correct ending wins a point for his or her team.

Objectives of the day:

1. Use a mind map to take notes.
2. Write an e-mail.

Materials: Poster 7 (without cutouts), Poster Activity 7C on page XXVIII.

Open the day

- "Compassionate Meditation" practice.
 - Poster Activity 7C.
- Review reported speech.

Open the book!

Writing

International Certification: Writing

In examination tasks, students are often asked to write e-mails. Usually, they will only need to write around 25 words, but after the scaffolding in this class, students should be able to write quite a lot more. You can remind students that in exams they should follow the instructions in the rubric, including how many words to write. What is important is that they identify what message to write and what information is needed, and that they respond to all of the prompts given. Tell them it is important to write a rough draft before doing a clean version.

2 In the organiser, take notes about an event you have been to.

Write *The most amazing event I've ever been to* on the board. Then ask: *What is the first event that you think about?* Ask them to open their books and put that event in the middle of the organiser on page 115. Give students a set time to make notes in each part of the diagram. Then ask students to work in small groups. Tell them to use their notes to tell their group about the event. Encourage students in each group to ask follow-up questions about the event and get more details. Students should add these details to their organisers.

3 Write an e-mail to a friend about the event. Include the following information:

First ask students to look at the email from the previous class on page 114. Say: *Read the e-mail again. What parts does it have?* Hold a class discussion on what the e-mail contains: greeting, introduction, details about the event, closing statement and name of sender. Tell students to follow this outline when writing their e-mail. Remind them to use their notes from the previous activity. Next, divide the class into pairs to exchange e-mails. Tell them to check their classmate's writing with two criteria: how closely they followed the organisation of the email, and how many relevant details they included about the event. Then have students correct their writing based on their classmate's feedback.

Open Day Tip **Marking**

The main focus of this exam activity is the ability to write short texts with a communicative purpose. As such, your marking and feedback (or students' feedback in the case of peer correction) should be focused on this. There are three areas to focus on: content, language, and organisation. As this lesson spends a lot of time on content and organisation, on this occasion we suggest you focus on these elements.

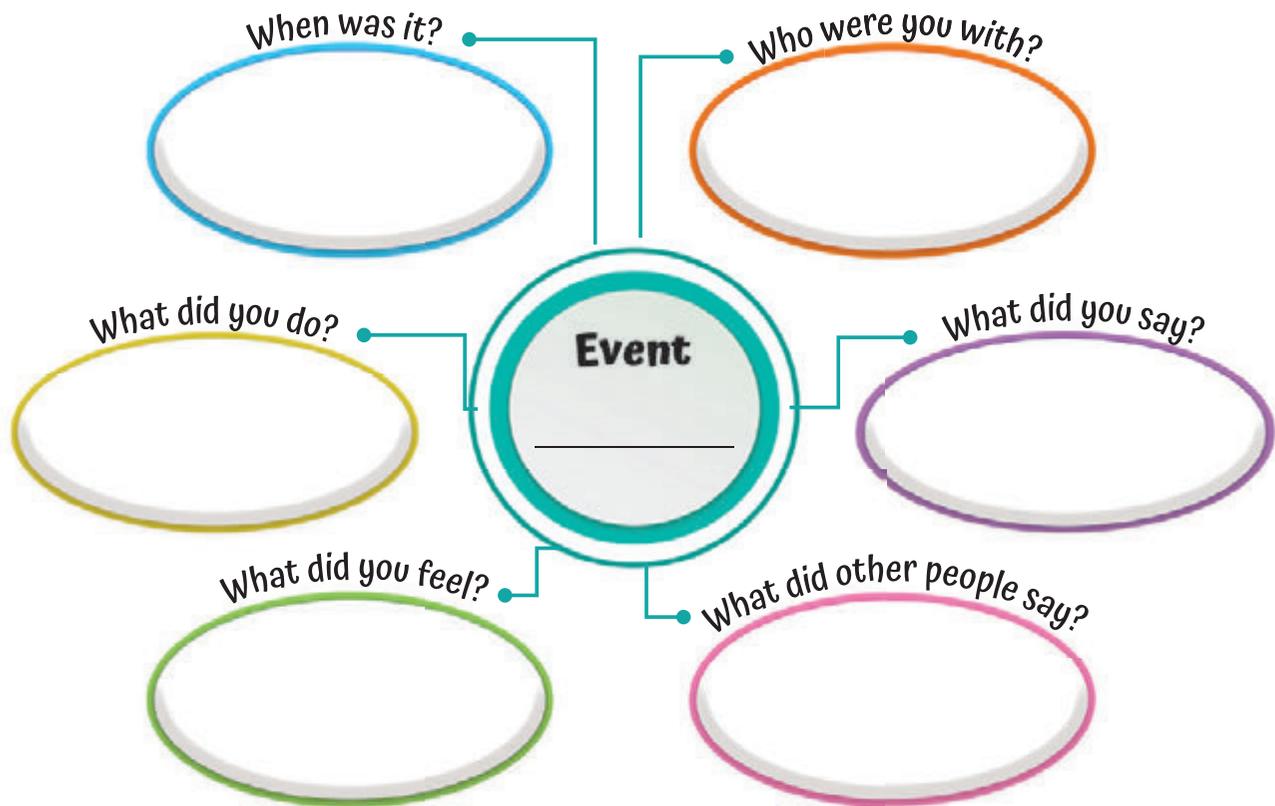
Close the day

● Play the *Alphabet Game*:

Play a quick vocabulary game. Divide the class into teams. Tell students you are thinking of the alphabet. Ask one student to shout "Stop!" after a few seconds. When he or she does, tell the class what letter you are thinking of. Give teams three minutes to write a list of as many words as they can that start with that letter. Tally the points at the end.

  Practice Book: Assign Activity 1 on page 86 as homework.

2 In the organiser, take notes about an event you have been to.



3 Write an e-mail to a friend about the event. Include the following information: ✓ ✗

- when the event was and who you went with.
- what you did and how you felt.
- what you and others saw.

New message _ ⌵ ✕

To: _____

Subject: _____

Send

Listening

1 Read and answer the questions.

1. What is the event?
2. What can people do there?
3. Who would like to go to an event like this? Why?
4. How often does the event take place?

BAKERSFIELD COMIC CON

Welcome to
the 5th Annual Bakersfield Comic Con!

A fun, free and family-friendly event for everyone!



2 For each question, circle the correct answer. You will hear Tina talking to her friend Joe about the event. There is one example.  

0. What is Tina going to do next?

A Watch monster films

B Play video games

C Take a photo with a superhero
1. Why is Joe going to the car park?

A To have lunch

B To see a car show

C To meet Rachel
2. Who are they visiting Comic Con with?

A their class

B Rachel

C Tina's brother
3. What time will they meet the others?

A 11:30

B 11:45

C 12:00
4. Joe is excited about the afternoon because...

A he is practising a dance routine.

B he is meeting his friends.

C he is doing superhero karaoke.

3 Discuss what events you would like to visit where you live. 



Objectives of the day:

1. Make predictions and activate pre-existing knowledge.
2. Practise the following listening strategy:
 - Listening for gist and detailed information.
3. Discuss community events.

Open the day

- "Five Finger Thank You" practice. (See page T111.)
- **Play *Taboo Backs to the Board*:**

Divide the class into two teams. Ask each team to nominate a volunteer to sit with their backs to the board. Tell the class that you will write a word from the unit on the board. Teams have to explain the word to their classmate without using the word itself or a list of other associated words. Start with the word *carnival* and list *party*, *parade*, *samba*, and *rumba* as taboo words. Play a few rounds using vocabulary from the unit.

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

In this certification activity, students listen to an informal conversation. In most exams there will be five multiple choice questions. Here there are four, plus one example. Students should be aware that the answers come from both speakers, and that there may be questions about the attitudes and opinions of speakers as well as specific information. On the first listening, students should listen for gist and choose the best options. Then on the second, they should focus on details to check answers.

Listening Strategy**Listening for Gist and Detailed Information**

Remind students that listening for gist means trying to understand the general idea of a text. This means listening for key words, intonation, and understanding context to make a guess at the meaning. Listening for details means listening carefully to everything. It is different from listening to specific information, because it is necessary to understand the whole conversation and not only specific parts. In your listening classes, give students plenty of practice in identifying details of different listening texts by asking a variety of comprehension questions.

1 Read and answer the questions.

Have students discuss the questions in small groups. After they have shared ideas, ask: *Have you ever been to an event like this? Do you know anyone who would like this type of event?*

2 For each question, circle the correct answer. You will hear Tina talking to her friend Joe about the event. There is one example.   

At this stage in the course, we suggest doing this activity, as students would be expected to do it in an exam. Remind students they will hear the recording twice and play Track 59. If necessary, you could play the track again to check answers, pausing at the relevant points.

3 Discuss what events you would like to visit where you live. 

Have students get into small groups. Encourage them to suggest a variety of different places. If there are no events that interest them in the area, have them suggest ideas for a new event. Finally, remind students to visit the online platform for more practice at home.

Close the day

- Divide the class into groups. Have them brainstorm a list of famous comic book characters. Ask them to discuss which comic book characters they like the most and why. Encourage them to give reasons.

  Practice Book: Assign Activity 1 on page 87 as homework.

Objectives of the day:

1. Use appropriate language to discuss illustrations.
2. Practise the following speaking strategy:
 - Effective interaction
3. Create and present an ideal party or event.

Open the day

- "Five Finger Thank You" practice.
- Before opening the book, have students brainstorm different kinds of community events. Remind them of the ones they have seen in the unit (comic con, festivals, carnivals, etc.) and elicit other ideas. Write them on the board.

Open the book!

Speaking

International Certification: Speaking

In this certification activity, students discuss five illustrations on a topic. In exams, students speak together for one or two minutes before the interlocuter extends the conversation by asking questions. This is not really possible in a classroom situation, so prompts for different questions are provided. Students should talk about each of the illustrations, saying what they like and dislike and why.

Listening Strategy

Effective Interaction

Encourage students to extend their conversations as much as possible by giving reasons for their opinions and responding to their classmate's opinions. For example, they could give their opinion on their classmate's idea or ask a question to help keep the conversation going. Remind students to look at each other while talking and listen attentively.

1 Here are some pictures that show different events. Do you like these events? Say why or why not.

Divide the class into pairs. Give students some minutes to read the instructions and look at the images. Draw attention to the prompts in the speech bubbles and encourage them to use them as follow-up questions. We suggest that you have students repeat this task two or three times with different partners, and that you encourage them to add more details each time.

2 Create your ideal party or event. Make notes in the chart.

Review all the types of parties students discussed in this unit. Ask: *Which of the events was the most interesting? Why?* Hold a brief class discussion on what makes a party fun. Then have students complete the chart individually.

- **Present your ideas.**

Divide the class into groups and have students present their event. Tell each group to hold a vote for the most interesting event proposed.

Open Day Tip Self-Reflection

At the end of the 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 is an essential tool in their learning process.

Close the day

Go to video "Orcas."

This is a good moment to watch the video about this level's animal characters, the orcas, for a final time. Invite students to watch the video alone or watch it as a class. Then they can do the "After Watching" online activities. Finally, students could propose a final project or a campaign they would like to organise for students from other years to learn more about orcas. This might be a good time for students to present their projects.

Speaking

1 Here are some pictures that show different events. Do you like these events?
Say why or why not.



street party



cultural festival



parade



school sports day



music concert

Do you think they are fun/boring/exciting?

Which do you like best? Why?

Do you prefer ... or ...? Why?

2 Create your ideal party or event. Make notes in the chart.

Event	
Where	
When	
Whom to invite	
Activities	

- Present your ideas.

Unit 8 Our Community

1 Read and complete using the names in the box.

Homeless Shelter

Animal Shelter

Nursing Home

1

Animal Shelter



Paws needs your help!

- Why not **volunteer** for dog-walking and animal care?
- Adopt a pet! Give an animal a loving home and family.
- **Donate** food, bowls, beds or toys.

Come and visit us!

3

Nursing Home



Sunset Park
Open Day • April 21st

You are invited to our fundraising event!



Our seniors need a new roof for their home and you can help **raise** the money.

Come and enjoy a whole day of great food, wonderful stories and a talent show! *Fun for all the family.*



Sunset Park - the best place to grow old!

2

Homeless Shelter



Home Aid needs blankets and beds.



Winter is coming and we need to keep our visitors warm. Please **collect** sweaters, scarves and blankets. Your donations will bring back a warm smile to many faces!

Make a difference today!

• Use the words in bold from the poster and write them next to their definitions.

1. **donate** : to give (money, food, clothes, etc.) in order to help
2. **volunteer** : to do something without being paid
3. **raise** : to increase the amount of something
4. **collect** : to get (things) from different places and bring them together

2 Discuss the questions.

1. What things do the posters ask people to donate, raise or collect?
2. Which place asks for volunteers? What can they volunteer to do?
3. What is a fundraising event? What activities can people do to raise money?

Unit 8 Our Community

Objectives of the day:

1. Read for general information.
2. Learn nouns and verbs associated with charities and volunteering.
3. Discuss fundraising and volunteering.

Materials: *Our Community* Flashcards, Flashcards Activity 8A on page XIX.

Open the day

- "Compassionate Meditation" practice. (See page T102.)
- Write *Our Community* on the board and review what it means. Remind students that we belong to many different communities. Ask: *What communities do you belong to?* Then ask: *How do people help in their community?* Elicit ideas and write notes on the board.

Open the book!

1 Read and complete using the names in the box.

First, ask the class to read the titles on the ads and look at the pictures. Ask questions: *What animals can you see? What is the man's problem? What is the event at the park? What for?* etc. Have students predict what organisations the ads are for. Ask: *What do you think these organisations do?* Elicit ideas and write them on the board. Then read out the names of the places and have students read the ads to match and then check their predictions. Elicit the meanings of the words *homeless*, *shelter* and *nursing home*.

• Use the words in bold from the poster and write them next to their definitions.

Have students write the words next to the definitions individually before checking in pairs. Elicit the meanings from the class. Encourage students to look for the words in context in the ads. Ask comprehension questions: *What kinds of things do people volunteer to do? Why is it necessary to raise money for these places? What kinds of things do people donate? What do homeless shelters collect?*

2 Discuss the questions.

Divide the class into small groups to discuss the questions. Ask students if they have ever taken part in a fundraising event. Ask what it was for and what activities there were.

Close the day

- Flashcard Activity 8A.

Go to video "Volunteer Hairdresser."

For unit 8, there is an accompanying video on the platform called "Volunteer Hairdresser." It tells the story of someone who makes a difference to his community by giving free haircuts to the homeless. We suggest you go online to get acquainted with the proposed activities so that you are able to utilise all aspects of the video.



Practice Book: Assign Activity 1, on page 91 as homework.

Objectives of the day:

1. Listen for general information and detail.
2. Learn and practise using adjectives with *-ful* and *-less* suffixes.
3. Analyse causes and effects.

Materials: *Our Community* Flashcards, Flashcards Activity 8B on page XIX.

Open the day

- "Compassionate Meditation" practice.



At this point, it is a good idea to have students recall what the Reader is about. Have students turn to page 29 and write the title on the board. Ask if it is a fiction or nonfiction text (fiction). Then have students turn to page 30. Tell them they are going to read and listen to the story of The Crowdfunders. Play Track R4 for students to listen to pages 30 to 32. Ask comprehension questions: *Why is Tom in hospital? Why does he decide to raise money? Was the bake sale a success? Why/why not?* etc. Tell students they will read the rest of the story at the end of the unit.

Open the book!

1 Listen and number the pictures in order.

Have students look at the pictures of the objects and activities. Write *Ways to Raise Money* on the board. Ask: *How are these pictures related to ways for raising money?* Elicit ideas from the class. Then play Track 60 for students to number the pictures. Check the predictions and answers as a class.

- **Listen again and write the name of the place that will benefit from each event.**

Ask students to say what they remember about the places listed from the listening. Then play Track 60 again for students to check. Ask: *Have you ever participated in these types of events or raised money for these places?* If anyone has, ask for more details.

4 Read and match the words in bold with their meanings.

Write the words *careful* and *careless* on the board. Elicit the meaning from the class. Ask: *Is looking both ways before crossing a street careful or careless? (careful) Is riding a bike without a helmet careful or careless? (careless)* Then have students match.

- **Look at the pictures and complete the words using the suffix *-ful* or *-less*.**

Ask: *Which image has many colours? (left). Which has no colours? (right).* Have the class match the words. Then elicit the meaning of the suffixes *-ful* and *-less*. (having a lot of something or having none at all) Point to the words *careful*, *careless*, *colourful*, and *colourless*. Ask: *What part of speech are these words? Noun? Verb? Adjective? Adverb? (adjective)* Explain that we can add the suffix *-ful* or *-less* to a noun to make it into an adjective.

- **Read and circle the correct option in each sentence.**

Ask students to work individually to complete the task. Tell them that both words are grammatically correct, but they need to understand context and meaning to choose the correct one.

- **In pairs, think of a cause and complete the chart. **

Remind students of the charity causes they discussed last class. Ask: *What kind of charity actions can help a community? What do people and organisations need?* Elicit a few examples. Let students work in pairs to complete the chart. Then have pairs work together to share their ideas.

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

Close the day

- Flashcard Activity 8B.

  Practice Book: Assign Activity 2, on page 92 as homework.

3 Listen and number the pictures in order. 



4



2



1



3

Nursing Home

Animal Shelter

Homeless Shelter

School

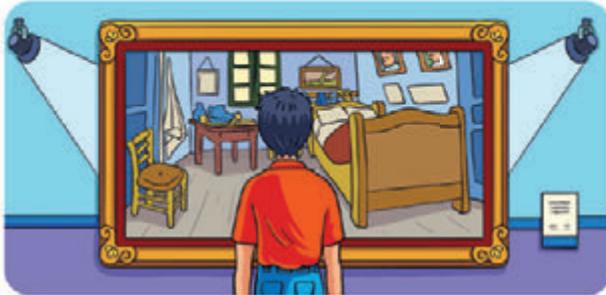
• Listen again and write the name of the place that will benefit from each event.

Homeless Shelter School Animal Shelter Nursing Home

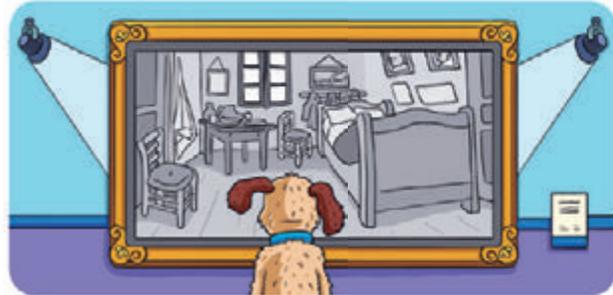
4 Read and match the words in bold with their meanings.

1. Be **careful** on the Fun Run. without care
2. I'm not that **careless**. with a lot of care

• Look at the pictures and complete the words using the suffix **-ful** or **-less**.



1. colour ful



2. colour less

• Read and circle the correct option in each sentence.

1. It was **helpful** / **helpless** of you to look after the animals.
2. He is very **thoughtful** / **thoughtless**. He never visits his grandparents.
3. I'm throwing away these pieces of glass because they are **harmless** / **harmful**.
4. The volunteers are very **useful** / **useless**. They help walk the dogs.

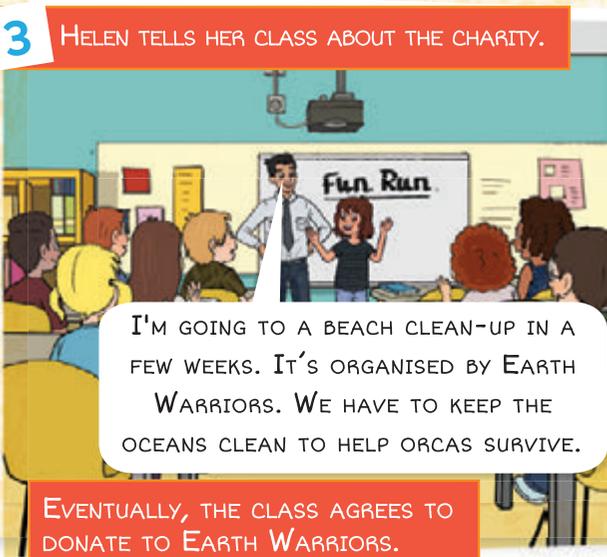
5 In pairs, think of a cause and complete the chart. 



Helen **decides to** ask her neighbours to sponsor her. I **suggest carrying** her on George's back.

1 Listen and follow.

Good Buddies The Fun Run



2 Read and match the sentences with the names.

- 1. Who told her class about the Earth Warriors? — Sarah
- 2. Who carried Helen to the finish line? — Helen
- 3. Who suggested not running so fast? — George

3 Discuss how the Good Buddies work together. Then discuss the ways you help your friends.

Objectives of the day:

1. Read and listen to a comic strip about a fun run.
2. Read for specific information.
3. Discuss teamwork.

Materials: paper (one sheet per small group).

Open the day

- "Compassionate Meditation" practice.
- Write *Fun Run* on the board. Ask: *What is a fun run?* and elicit ideas. (a friendly race that people do to enjoy rather than to compete) Ask: *Why do people take part in fun runs?* (for charity/to raise money)

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

Point to the comic strip and ask students to look at the pictures. Ask: *Where are the characters at the start of the story? What are they talking about? Who goes on the fun run? What happens?* Then tell them to look at the last picture and ask them how they think the kids liked the run: *Are they happy? Sad? Why?* Play Track 61 once and have students read along as they listen. Check their predictions and ask some personal response questions: *Why did Helen have an accident? Was she careless? How was George helpful?* Have the class share ideas.

2 Read and match the sentences with the names.

Write the names *Sarah, Helen* and *George* on the board. Ask: *What do you remember about these characters from the story?* Elicit ideas from the class. Then ask students to read the text again and match the names.

3 Discuss how the Good Buddies work together. Then discuss the ways you help your friends.

Ask the class: *What are Good Buddies?* Elicit the explanation from the class. (possible answer: friends who are good to each other and help each other) Then divide the class into small groups to discuss the questions. Invite volunteers from each group to share their answers and write a class list of ways they help their friends on the board.

Close the day

- **Good Buddy Pledge:**

Have students continue to work in their small groups. Tell them to write a *Good Buddy Pledge*. Hand out paper and have them write *Our Good Buddy Pledge* in decorative writing in the middle. Then have them write sentences around the title that describe ways to help each other and be good friends. Tell them they can use ideas from the list on the board. Have groups display their pledges around the room.

Objectives of the day:

1. Identify suggestions and decisions.
2. Learn verb patterns with *suggest* and *decide*: gerund and infinitive.
3. Play a suggestions and decisions game.

Materials: Poster 8 with Cutouts, Poster Activity 8A on page XXIX.

Open the day

- "Compassionate Meditation 3" practice. 

As an alternative, ask students to think about a team sports event they took part in. Ask them to reflect on how working as a team and supporting each other made them feel. Tell them to explore those positive feelings as they breathe in and out.

- Review what happened in the comic strip. Ask: *What event did the characters take part in? What happened? Was there a happy ending? Why?* Write notes on the board for students to check.

Open the book!

1 Read again and write S (for suggestions) or D (for decisions).

Review the meaning of *suggestion* and *decision*. Elicit or give examples of each: *Should we read the comic strip again?* (suggestion) *We're going to read the comic strip again.* (decision) Then ask students to read the comic strip again individually and check their ideas from the Open the day activity on the board. Finally, have students call out whether the sentences are suggestions or decisions.

Open to Learn

At this point, we suggest you call students' attention to the Open to Learn box on page 120. Have students find the sentences in context in the comic strip. (frames 4 and 7) Write the sentences on the board. Ask: *How many actions are there in each sentence?* (two) Underline *decide to ask* and *suggest carrying*. Ask: *What parts of speech are these words?* (verbs). Explain that when we use two action words, or verbs, together in a sentence, the second one has to change form. Remind students they already know some examples, such as *want + to* (I want to do something) and *enjoy + -ing* (I enjoy doing something). Explain that these are called verb

patterns, and ask what patterns follow *suggest* and *decide*. Point out that the form of the verbs *suggest* and *decide* changes according to the tense and person (*suggest, suggests, suggested, etc.*). Leave the examples on the board and ask if there are any more in the comic strip. (*She decides to run as fast as she can.*)

• Read and circle the correct options.

Have students use the examples from the Open to Learn section as a model for circling the correct form of the verbs.

Play the Suggestions and Decisions Game!

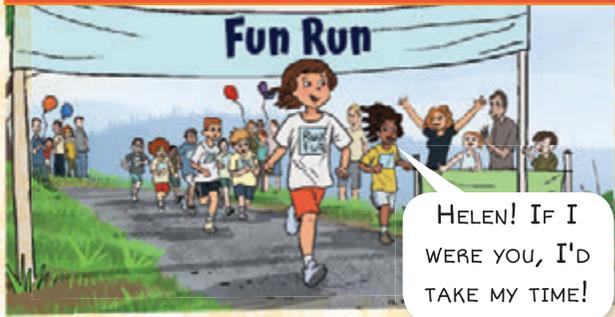
Divide students into groups. Ask each group to make a list of five problems a community might have. Draw their attention to the example in the first speech bubble in the book. Then look at the other speech bubbles and explain that the sequence is a problem, a suggestion, a reported suggestion and a decision. Next, have groups stand in a circle. Tell one student in each circle to say a problem from their groups list. The person on their right should make a suggestion, the next person report it, and the next make a decision. Have them continue around their circles with the other problems.

Close the day

- Poster Activity 8A.

  Practice Book: Assign Activities 1 and 2 on page 93 as homework.

5 ON THE DAY OF THE FUN RUN, HELEN IS EXCITED. SHE DECIDES TO RUN AS FAST AS SHE CAN.



6 SUDDENLY...



7 HELEN'S FRIENDS STOP TO HELP HER.

I SUGGEST CARRYING HER ON GEORGE'S BACK. HE'S A GOOD RUNNER!



8

WE FINISHED! THANKS, GEORGE!



4 Read again and write S (for suggestions) or D (for decisions).

1. "Let's donate to Earth Warriors!" S 3. "Let's stop and help Helen." S
 2. "I'm going to get sponsors." D 4. "George can carry you on his back." S

• Read and circle the correct options.

1. I've decided to run / running as fast as I can.
 2. We suggest taking / to take part in the beach clean-up.
 3. They decided to do / doing a Fun Run.
 4. I suggest to take / taking your time!

Play the suggestions and Decisions game!

The animal shelter needs volunteers.

I suggest helping at the weekends.

He suggested helping at the weekends.

We decided to help at the weekends!

5 Look at the picture and discuss the questions. Then listen and check. 

If I **were** you, I **would take** my time!
If I **had** a million dollars, I'd **build** an orca sanctuary.

1. Where are Helen and her friends?
2. What are they doing? Why?
3. What do they see?



• Listen again and match the characters with what they would do with a million dollars.

- | | | |
|-----------|---|---------------------------------|
| 1. Helen |  | donate it to charity |
| 2. Sarah |  | build an orca sanctuary |
| 3. George |  | make a real orca submarine |
| 4. Oliver |  | buy a new house for his/her mum |

6 Complete using the correct form of each verb in parentheses.

1. If I weren't (not be) here now, I would be (be) watching TV.
2. If the beach were (be) cleaner, we wouldn't need (need) to be picking up rubbish.
3. I would build (build) an orca sanctuary if I had (have) a million dollars.
4. If she owned (own) an orca submarine, she would travel (travel) around the world.
5. She would be (be) really happy if you bought (buy) her a new house.

7 In pairs, discuss whom you would help and what you would change if you were the president of your country.

• Share your ideas with the class. Then vote for the most original idea. 

If I were the president, I'd build homes for everyone.

I'd make everyone ride bikes!

Objectives of the day:

1. Listen for general information and detail.
2. Learn how to use the second conditional to talk about imaginary situations.
3. Discuss hypothetical situations.

Materials: Poster 8 (without Cutouts), Poster Activity 8B on page XXIX; paper (one sheet per pair).

Open the day

- "Compassionate Meditation 3" practice. (See page T121.)

Language Presentation**Second Conditional**

In this unit, students will learn how to use the second conditional. We suggest you do Poster Activity 8B at this stage to present the topic. This will help students complete the activities on this page.

Open the book!

5 Look at the picture and discuss the questions. Then listen and check.

Ask students why the characters did a fun run in the story. (to save the orcas) Then divide the class into pairs to discuss what they can see in the picture, before playing Track 62 to check.

Open to Learn

At this point, we suggest you call students' attention to the Open to Learn box. Have students find the first sentence in context in the comic strip on page 121. If you completed Poster Activity 8B, review the structure of second conditional sentences. Ask: *Which words are in bold?* Draw attention to the use of *I were* instead of *I was* and explain that in this structure we can use either. You could also point out that this structure is also often used to give advice. Give some examples: *If I were you, I would put a jacket on. If I were you, I'd do my homework on time, etc.*

Open Day Tip Targeting Errors

When focusing on the form of conditional structures, it is beneficial to show students common errors. Write an incorrect sentence on the board, such as *If I would get a million dollars, I would buy a plane* and invite students to spot the error.

- **Listen again and match the characters with what they would do with a million dollars.**

Ask students to do this exercise first based on how much they remember. Then play Track 62 again to check. Ask students if they would do any of these things if they had one million dollars.

6 Complete using the correct form of each verb in parentheses.

Go back to the examples from the Open to Learn box. Focus on the structure again and elicit what verb forms they need to use. Then have students complete the task individually. Divide the class into groups to check their answers and invite volunteers to read out the completed sentences.

7 In pairs, discuss whom you would help and what you would change if you were the president of your country.

Divide the class into pairs to discuss ideas. Encourage them to be creative and explain that they can change anything they like. It could be to do with school rules, free-time activities, or local or global problems. Have them discuss a number of different ideas before choosing their favourite.

- **Share your ideas with the class. Then vote for the most original idea. **

Write a list of the most interesting ideas on the board before having a class vote.

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

Close the day

- Hand out paper to each pair from Activity 7. Have them write their favourite *If I were president...* sentence and illustrate it. Display the ideas around the room.

  Practice Book: Assign Activity 3 on page 94 and Activities 4 and 5 on page 95 as homework.

Objectives of the day:

1. Decode contractions in conditional sentences.
2. Identify and practise pronouncing words with contractions in a song.
3. Imagine impossible situations.

Materials: Poster 8 (without Cutouts), Poster Activity 8C on page XXIX.

Open the day

- "Five Finger Thank You" practice. (See page T111.)
- Poster Activity 8C.

Open the book!

1 Listen and circle the contracted word.

Follow the example. 

Write *If we had a four-day weekend this week, I'd....* on the board. Finish the sentence with your own example: *I'd visit my relatives in another city.* Ask students to write their own endings to the sentence. Elicit ideas from the class. Then circle *I'd*. Ask: *What word does the apostrophe and d represent?* (would). Have students circle the contraction in the second sentence. Then play Track 63 for students to repeat.

2 Read and complete using the contractions in the box.

Read each contraction aloud for students to repeat. Then ask students to complete the song individually. Have them check their answers in pairs.

- **Listen and check. Then practise the rhyme.** 

Play Track 64. Pause after each gap for students to check their answers. Then ask students to underline the verbs that follow the contractions. Play the track again and tell students to pay attention to intonation. Next, encourage the class to sing along and have them clap on the stressed words.

3 Imagine that you are an animal. Complete the line and share ideas.

First, ask several volunteers to read the sentence and elicit an example from the class. Then have students work in groups of four. Tell them to take turns. One person starts the sentence and chooses an animal, and the other three finish it. Set a fixed time for the activity. At the end, ask volunteers to share the funniest or most interesting answers from their group.

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

Close the day

Go to video "Volunteer Hairdresser."

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

1 Listen and circle the contracted word.

Follow the example. 

- If I were you, I'd take your time.
- If we were from outer space, we'd live on Mars.

2 Read and complete using the contractions in the box.

I'd we'd they'd you'd she'd he'd

If I Were You

If I were you and you were me,

What would we do so differently?

If I were a bee, (1) I'd buzz around flowers.

And drink sweet nectar for hours and hours.

If she were a turtle, (2) she'd swim to land.

And lay her eggs right under the sand.

If he were a panda, (3) he'd look for bamboo,

Or find something else that's good to chew.

If you were an eagle, (4) you'd fly through the sky,

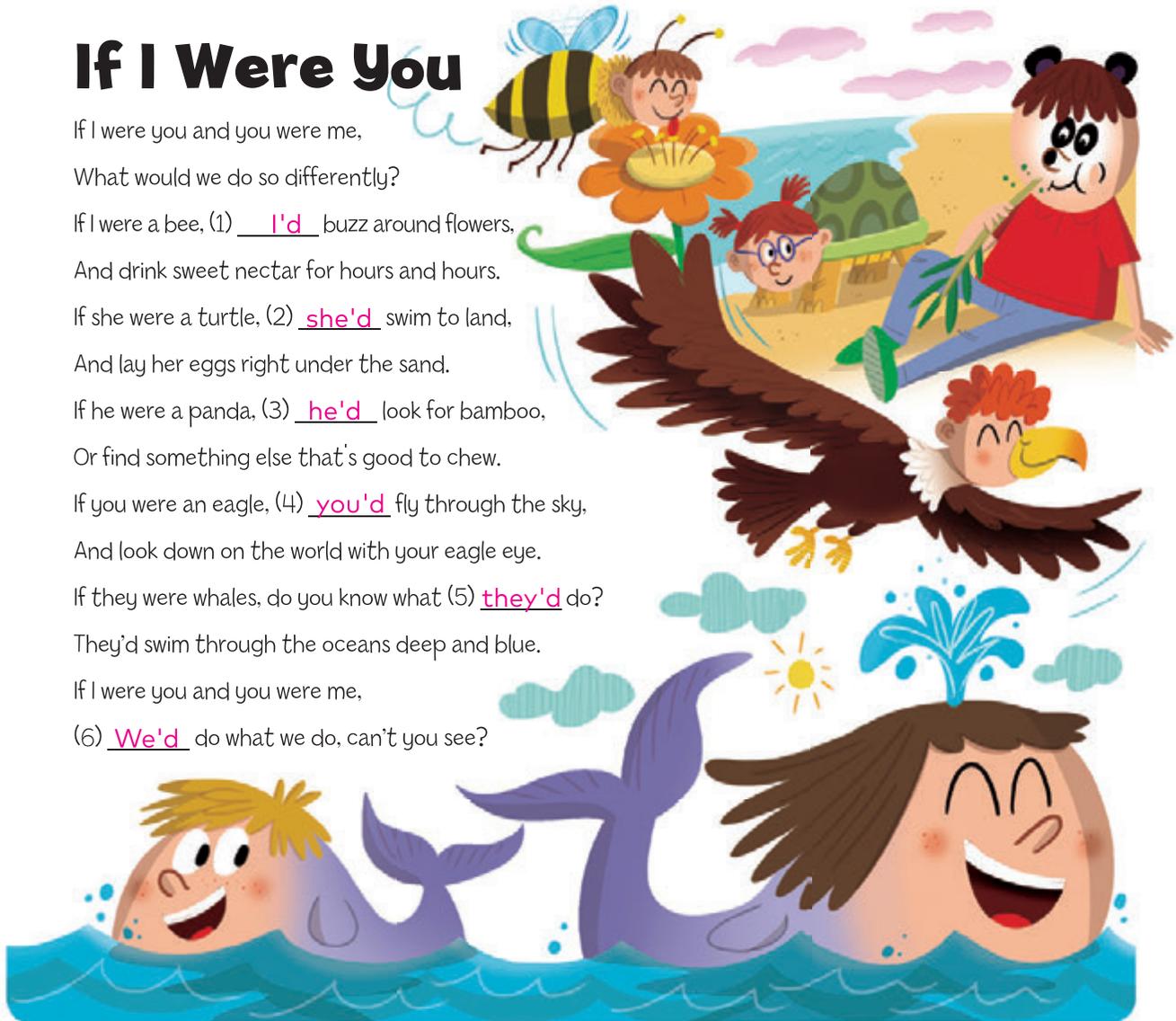
And look down on the world with your eagle eye.

If they were whales, do you know what (5) they'd do?

They'd swim through the oceans deep and blue.

If I were you and you were me,

(6) We'd do what we do, can't you see?



• Listen and check. Then practise the rhyme. 

3 Imagine that you are an animal. Complete the line and share ideas. 

If I were _____, I'd _____.

Time to Practise

Reading and Writing

1 For each item, circle the correct answer. There is one example. 

0  Fundraising Event
Talent Show
4-6 years old
Ticket sales go towards
the new gymnasium

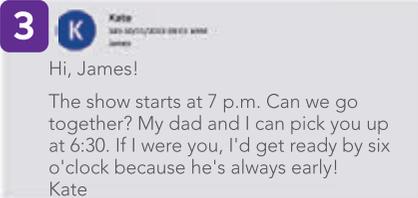
- A The show is in the gymnasium.
- B The sale of tickets will raise money.
- C All the students are taking part.

1  Hi, Hannah!
Hi, Claire. I learned a new dance move at the club last night. It would fit our routine perfectly! Can we meet this afternoon to try it?

- A Claire thinks Hannah should go to a dance club.
- B Claire wants Hannah to do a dance routine with her.
- C Hannah wants to know if Claire can practise later.

2  Parkdale Primary
You are invited to our
Talent Show!
Family tickets are at half price!
Get tickets from your child's teacher

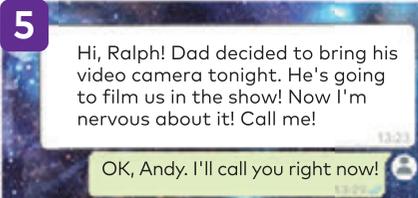
- A Families can take part in the show.
- B It is cheaper for a family to buy tickets together.
- C Children need to ask their teacher's permission to go.

3  K Hi, James!
The show starts at 7 p.m. Can we go together? My dad and I can pick you up at 6:30. If I were you, I'd get ready by six o'clock because he's always early!
Kate

- A Kate suggests going to the show together.
- B Kate decided to meet James before the show.
- C James will be ready at six o'clock.

4  Parkdale Popcorn!
Only \$1 per box
and get one box free!
(Special offer for
Talent Show only!)

- A Popcorn always costs this much.
- B Two boxes cost the same as one.
- C Popcorn is free during the show.

5  Hi, Ralph! Dad decided to bring his video camera tonight. He's going to film us in the show! Now I'm nervous about it! Call me!
OK, Andy. I'll call you right now!

- Andy wrote the message to
- A ask Ralph to bring a video camera.
 - B stop Ralph from feeling nervous.
 - C ask Ralph to contact him about the show.

2 Imagine that your class is having a talent show. Discuss your talents and make a list of things different people can do.

Objectives of the day:

1. Understand short texts.
2. Read for meaning.
3. Discuss abilities.

Materials: Poster 8 (without Cutouts), Poster Activity 8C on page XXIX.

Open the day

- "Five Finger Thank You" practice. (See page T111.)
- Poster Activity 8C.

Make sure groups have a different ad to previous classes.

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

For this task, there are three sentences next to each short text. Tell students that they need to understand what each text means and so they should decide what context they would appear in. For this, students can use the design and layout of each text as clues. Continue to give students practise in describing and analysing the pictures and types of text that they use for different activities. This will help them prepare for this section of international certifications.

1 For each item, circle the correct answer.

There is one example. 

Have students read the instructions and look at the pictures. Ask: *What types of text are these?* Elicit e-mail, poster, announcement, etc. Then ask students to read through the options. Ask: *What specific information do you have to read for?* Then we suggest you have them do the task individually under test conditions. Check answers as a class, and have students identify where they found the information that led to each answer.

2 Imagine that your class is having a talent show. Discuss your talents and make a list of things different people can do.

Divide the class into small groups. Ask them to think of the skills that are the most appealing in a talent show. If there is a popular talent show on TV in your country, ask students which participants from that show they remember and why. Then set a time for the groups to complete the task. Tell them to think about how they can judge the talents. Ask: *Which talents are most difficult or creative?* Tell them to make sure everyone in their group would participate in the talent show. Have groups share their ideas.

Close the day

- Extend the speaking activity by having groups agree on the top three most interesting talents for a talent show (they don't have to be talents they have assigned to each other). First, they can brainstorm a list. 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 talent.

  Practice Book: Assign Activity 1 on page 97 as homework.

Objectives of the day:

1. Practise understanding of grammatical forms.
2. Identify structural relationships in phrases, sentences and paragraphs.
3. Plan and write a description of an event.

Open the day

- "Compassionate Meditation 4" practice. 

As another alternative, you could ask students to think about a talent or ability they have and that they are grateful for.

- **Play *Guess the Talent*:**

Divide the class into the same groups as the end of the last class. Invite a volunteer from one group to come to the front and act out a talent they or one of their group members has. The other groups win a point for guessing the talent and another point for guessing who has the talent. Then repeat with volunteers from other groups.

Open the book!

Reading and Writing

International Certification: Writing

For this certification task on this page, it is very important to focus on grammatical accuracy. Students should identify the missing words by focusing on both meaning and grammatical function and form. First, remind students to identify the part of speech. Is it an article, adverb, verb, etc? Then have them pay attention to the rest of the sentence to establish the form of the word. Does it need to be plural, in the past, etc.?

3 For each item, write the correct answer.

Write one word in each blank. There is one example.

We suggest you guide students through this activity carefully, and go over all the strategies they should employ for such a task. In this activity, students will read a text and fill in the gaps with appropriate words. Remind students that they need to analyse each sentence for meaning. Then they should check for grammar. Say: *Look at the sentence. What important word is missing? Give*

them an example: *I have ___ cat. Say: 'Cat' is a noun. What words do we put immediately before nouns? (other nouns, adjectives or articles) In this case, an article is missing. Point out that cat is singular so we should use the article a. Have students follow these steps as they complete the activity individually. When checking answers, go over each sentence carefully to analyse why there is only one possible answer.*

4 Take notes about a fundraising event you have seen, heard about, or taken part in.

Tell students they are now going to plan a similar piece of writing. Have them focus on the content first. Ask them to work individually to make notes in the organiser. Then divide the class into pairs. Tell them to use their notes to tell their partner about the event. Give them time to add to their notes based on their partner's feedback. Ask: *Is there any detail you forgot about?* Set a time for improving the notes.

- **In your notebook, write a description of the event using your notes.**

Have students work individually to complete this task. Encourage them to use their notes. Say: *As you write the text, tick the notes as you use them.* In this way, students will be able to stick to their plan. Encourage them to use the model in Activity 3.

Close the day

- Divide the class into groups to read out their descriptions. Encourage students to ask their classmates questions about their event.

  Practice Book: Assign Activity 1 on page 96 as homework.

3 For each item, write the correct answer. Write one word in each blank. There is one example. 



Last Friday, the 4th to 6th year children took part in (0) a talent show in the school cafeteria. It was an event to raise money for a new gymnasium. We collected money from the sales of tickets and popcorn, and some people donated money that night.

The show (1) was very successful! Claire and Hannah, from 5th year, decided (2) to do a dance routine. Everyone in the audience got up and joined in. One parent was a little careless and slipped and fell, (3) but he was OK.

The prize (4) for the best performance went to Joe Scott from 6th year. He did a magic show. It was awesome! If I (5) were him, I would become a professional magician!

Mr Denby, the headteacher, says that the next talent show will be (6) in the new gymnasium. I can't wait!

4 Take notes about a fundraising event you have seen, heard about, or taken part in.

Background information (where, when, why)	What happened	Feelings/reactions
--	---------------	--------------------

- In your notebook, write a description of the event using your notes.

CLIL Art

1 Look at the pictures and discuss the questions.

1. What are murals?
2. How do they make people feel?



What public art is there in your community? Why is it important?

• Read the introduction and check your answers.

Community Murals

What are murals? They are large paintings that are painted directly onto the surface of a wall. Murals are popular and colourful. They transform public spaces into pieces of art and can have a positive effect on local communities.

Murals are important in a number of ways. A good mural makes a place look beautiful. By adding colour to walls, buildings and streets, murals make communities want to take care of where they live. If these places were colourless, people would not notice them. Murals also help us slow down, enjoy our surroundings and become more thoughtful. Many of the pictures are related to community issues. When we look at murals, we can ask ourselves *What can I see in this image?* and *What is its message?*

If you were a muralist, what would you paint? Where would you paint it? Let's take a look at some colourful community projects.

Las Palmitas, Pachuca, Mexico

This community project literally brought art to over 200 homes. A group of artists called the German Crew spent 14 months painting a rainbow design directly onto the walls of people's houses. The real inspiration is wind, as Pachuca's nickname is *la bella airosa* or "the beautiful breezy city."

There had been a negative image of Las Palmitas before the mural was painted. Everyone gave permission for the crew to paint the mural and everyone got involved. "Now there is more community spirit," says the project director, Enrique Gomez. Residents agree. "It's very pretty," says Alfonso Reyes. "You go out and immediately notice how everything is so nicely painted and fixed up."



2 Read the rest of the article and label the statements using LP (Las Palmitas), WW (Whaling Walls) or PE (Precita Eyes).

- | | | | |
|--|-----------|-------------------------------|-----------|
| 1. improved the perception of the area | <u>LP</u> | 4. a lot of similar murals | <u>WW</u> |
| 2. painted by many children | <u>PE</u> | 5. permitted by the community | <u>LP</u> |
| 3. mostly painted by one artist | <u>WW</u> | 6. used to teach how to paint | <u>PE</u> |

• Discuss the similarities and differences between the murals.

Objectives of the day:

1. Expand students' knowledge of community art.
2. Read for specific information.
3. Discuss similarities and differences.

Open the day

- "Compassionate Meditation 4" practice. (See page T125.)
- Divide the class into groups and have them make a list of places where they can see art in their community. Then have them discuss which types of art they like and why.

Open the book!**1 Look at the pictures and discuss the questions.**

Draw attention to the photos in the text on pages 126 and 127. Tell them to cover the text for now. Elicit the name of the countries where they think these murals are located. Ask: *What do we call big wall paintings like this?* (murals). Then put students into small groups. Tell them to discuss the questions together.

- **Read the introduction and check your answers.**

Give students time to read the introduction individually. Have them check their predictions in their groups. Remind students that they don't need to understand every word to be able to check their predictions.

- **2 Read the rest of the article and label the statements using LP (Las Palmitas), WW (Whaling Walls) or PE (Precita Eyes).**

Write the names of the three murals on the board. Ask students to read the text individually and then brainstorm information about the three murals. Ask questions about where, when and why they were painted to elicit information. Write notes under the name of each mural. Next, read out statements 1 to 6 and have students call out which mural they refer to. Finally, ask students if there were any words in the text that they didn't understand and encourage them to guess their meaning. Allow them to check their ideas in a dictionary if possible.

- **Discuss the similarities and differences between the murals.**

Write *What, When, Who, How, and Why* on the board. Divide the class into small groups and have them discuss the similarities and differences between the murals using the prompts. Start them off with an example if necessary. For example, ask: *Who made the mural? An individual artist or an organisation?* Elicit ideas and encourage groups to follow this pattern. When each group has discussed the murals, have students change groups and report their ideas to a new group.

 **Critical Thinking**
What public art is there in your community? Why is it important?

Call students' attention to the questions in the critical thinking box. Explain that public art can be many things, like murals, sculptures, statues, architecture, landscape design and so on. Remind students of their ideas at the beginning of the class and discuss why they are important. Respect all students' opinions even if some think that certain public art is ugly or a waste of resources. However, encourage them to give reasons for their ideas.

Close the day

- Extend the topic by holding a class discussion. Ask: *Which mural from the article did you like best? Which of those murals would work best in your community? Have you seen a mural? Are there any murals in your community? Do you like them? Why?*

Objectives of the day:

1. Expand students' knowledge of art.
2. Give personal responses to a piece of art.
3. Propose ideas for a mural.

Open the day

- "Compassionate Meditation 4" practice.
- Have a quick quiz about the murals students read about in the last class. Write the names of the three murals on the board. Then divide the class into teams and ask questions. *How long did it take to paint Las Palmitas? When did Robert Wyland paint his first wall? Where do Precita Eyes do projects?* etc. Encourage groups to answer the questions without looking at their books.

Open the book!**3 Choose one of the murals in the pictures and take notes.**

When students have chosen their mural, have them look at it very closely. Ask: *What exactly can you see? What colours are used? How big is it? What would people think when they look at this mural? Why did the people paint it?* Point to the questions in the chart and have students work individually to complete this task. Next, divide the class into small groups to share their ideas. Do a quick class feedback on what the murals remind students of and what the messages are.

4 Think of an idea for a mural. Discuss where it will be, the resources or help you will need and what its message will be.

Write *Where, Materials/People, What* and *Message* on the board. Tell students to copy this into their notebooks and make notes during their discussion. Divide the class into groups. After making notes, encourage them to sketch a plan of their mural in their notebooks. When they complete the task, have students from different groups form new groups. Have each student present their mural idea to their group.

Close the day● **Play Mural Miming:**

Divide students into teams. Two students from each team should go to the front. One student will draw on the board, while the other stands facing their team. The team needs to mime what their team member draws, for their other team member to guess the word. Give the "drawers" simple words or concepts to draw (for example fish, travel, football, homework, etc.). Play as many rounds as time permits and have students change roles so everyone has a go at drawing, miming and guessing.



Practice Book: Assign Activity 1, on page 98 as homework.

Whaling Walls, Worldwide

For more than 30 years, artist Robert Wyland painted life-size whale murals around the globe. These "Whaling Walls" have appeared in thirteen countries, including the USA, Canada, China, Japan and Australia. They are a good example of how murals can get us thinking about a specific subject. Wyland uses public art and community events to raise awareness of marine animals and the protection of the oceans.

Wyland painted his first wall in Laguna Beach, California in 1981. Twenty-seven years later, when he finished painting a mural in Beijing, China, he had achieved his goal of painting 100 murals around the world. Thousands of children helped him to complete his 100th mural.



Precita Eyes, San Francisco, USA

The Precita Eyes Muralists Association was established in 1977. They have worked with a wide range of communities to bring art into people's daily lives. Their works celebrate culture, history and nature and allow people to express their concerns or happiness. They even offer tours of mural art in San Francisco!

For Precita Eyes, art is for and by the people. They offer art classes for children and adults and help people paint their own murals. This includes projects in primary schools where children have painted walls on topics that are important to them. Pieces include "Mother Earth Will Make You Strong" and "Save Our Sierra Mountains and Wildlife."

3 Choose one of the murals in the pictures and take notes.

How does it make you feel?

What specific things can you see?

What does it remind you of?

What is its message?

4 Think of an idea for a mural. Discuss where it will be, the resources or help you will need and what its message will be.



Understanding Democracy

1 Read and number the tips according to the questions.

1. What are each person's strong points?
2. What is the job?
3. What skills should the person have?
4. Which person is best for the position? Why?

Giving People Responsibility

When you choose someone for particular responsibilities, for example on a student council or for a group project, think about the following questions.

- 2 Before you decide to give someone a responsibility, identify what tasks the person has to do.
- 3 Always think about the qualities a person needs. For example, a note-taker should be organised, and a speaker should be confident.
- 1 Everybody is good in some areas, but not so good in others. One person might be creative but shy. If you are doing a project together, that person could work on design while someone else presents.
- 4 Discuss your ideas before you make a decision. When you suggest choosing someone, give reasons.



2 Look at the ad and answer the questions.

1. What do members of the student council have to do?
2. What skills do you think they need?

student council
Volunteers

- Volunteers needed
- To suggest and organise fundraising events

• Read the descriptions and decide who would be the best person to join the council.



Jean, 11

"I am a good listener and decision-maker. I'm also a good leader and like showing people how to do things."



Dany, 11

"I am creative and have a lot of new ideas. I like everyone to feel good and have fun."

- Discuss your reasons for your decision. Vote for the best person.



Do you know people in positions of responsibility?
What makes them good at what they do?

Objectives of the day:

1. Learn to assign responsibility.
2. Understand the concept of democracy.

Open the day

- "Compassionate Meditation 4" practice.
- Write *Democracy* on the board. Ask: *What is democracy?* Elicit ideas from the class. Explain that democracy can be understood in many different ways. It is a system of government, but it is also a belief that all people are equal and can participate.

Open the book!

Understanding Democracy

1 Read and number the tips according to the questions.

Have a volunteer read out the questions. Then ask students to read the text individually and match the questions to the text. Hold a class discussion about the text. Ask: *Do you agree with these suggestions?* Encourage all answers. Ask: *What else should we consider when we give responsibility to people?* Discuss with the whole class.

2 Look at the ad and answer the questions.

Draw students' attention to the ad. Have a volunteer read out the first question. Discuss as a class. Encourage students to paraphrase the information from the ad. Ask: *What kinds of events do you think members of the student council could suggest?* Then divide the class into small groups and have students discuss the second question. Check as a class and write students' suggestions on the board. Encourage them to explain their ideas: *Why do you need to be creative/organised/good at making decisions?* etc.

- **Read the descriptions and decide who would be the best person to join the council.**

Have students read each text. Ask: *What positive qualities does each person have? How would they be useful for being on the student council?* Then have them decide individually who would be the best person to work on the council.

- **Discuss your reasons for your decision. Vote for the best person.**

Divide the class into groups. Tell each student to share their decisions and reasons for them. Then ask them to hold a vote within their group. Ask groups who they voted for and put the results on the board. Then do a whole class vote. See if the results of the whole class vote are different than when they first voted in groups. Encourage students to think why.

Critical Thinking

Do you know people in positions of responsibility? What makes them good at what they do?

Have students work in the same groups as the previous activity. Call their attention to the questions in the critical thinking box and have them share ideas. Elicit and write a list of skills and qualities people need for different responsibilities on the board.

Close the day

- Extend the debate on the ad. Ask: *Would you be a good candidate for this position? Why? Which one of your classmates would be a great candidate for this role?* Have students discuss in groups. Encourage them to support their opinions with arguments.

  Practice Book: Assign Activity 1 on page 99 as homework.

Objective of the day:

1. Follow steps to develop a project.

Materials: Poster 8 (without Cutouts), Poster Activity 8C on page XXIX.

Open the day

- "Five Finger Thank You" practice. (See page T111.)
 - Poster Activity 8C.
- Review the second conditional.

Open the book!

Explore

1 Read the election slogans. Decide who you would vote for and why.

First, elicit the meaning of the word *slogan*. Write it on the board. Ask: *What does this word mean? Can you give me an example of a slogan?* If they don't know, give them some of the most popular slogans of leading brands, such as *Just do it* or *Think different*. Then elicit the definition again. (an easy-to-remember, short phrase or sentence to promote something) Next, draw students' attention to the slogans in the exercise. Allow students time to make their own decisions for who to vote for, then discuss their ideas in groups.

- **Think about the person you chose and answer the questions.**

Have students work in the same groups and answer the questions together. If they do not agree on the best candidate, allow them to write their answers individually.

Produce

- **Go to Practice Book page 105. Use the templates to write your own slogans and describe your skills.**

Ask students to open their Practice Book to page 105 and look at the Slogan Organiser. Review suggestion and decision language by eliciting the structures learned in this unit. Say: *My tooth hurts. What do you suggest I do?* Elicit *I suggest going to the dentist*. Then review the other structures with *decide* and second conditional. Refer students to the Open to Learn boxes in the unit. Remind them to employ this language to complete the last section of the organiser. Then give students time to plan.

- **Compare and correct your slogans with a classmate. Choose one.**

Have students work in pairs. Tell them to compare their slogans. Then have them choose the best one and improve it.

Present

- **Discuss your speech in groups.**

Have pairs decide on a final slogan and encourage them to think of one or two sentences to add details, using the last part of the Slogan Organiser as a template. Then have them practise a short speech. Finally, have them nominate a speaker from their pair. Remind them of what they learned about democracy in the Citizenship class. Join pairs together and have the speakers give their speeches. Encourage their classmates to give feedback. Remind them to focus both on the content and on the delivery.

- **Nominate someone for class president. Report what he or she is planning on doing.**

Have each group nominate one of the speakers for class president. Have the groups report what the person said and what they plan to do. Draw attention to the sentences in the speech bubbles and tell students to use them as a model.

- **Vote for a class president.**

After each group has nominated someone for president, have a class vote.

Close the day

- Make the final activity fun by holding a presentation ceremony for the new class president. If you have permission from the parents, take a class photo with the new president in the middle.

Explore

- Read the election slogans. Decide who you would vote for and why.

1 "If I were class president, I would make school lunches healthier!"



2  "I would help us work together if I were president."

3  "If I were class president, I would create a class blog!"

4 "If I were class president, we would go on more field trips!"



- Think about the person you chose and answer the questions.

1. How would they do what they say in their slogans?

2. What possible problems would they have?

3. What possible actions can they take?

Produce

- Go to Practice Book page 105. Use the templates to write your own slogans and describe your skills.
- Compare and correct your slogans with a classmate. Choose one.

Present

- Discuss your speech in groups.
- Nominate someone for class president. Report what he or she is planning on doing.

We nominate Paul for class president.

He suggested doing more fun activities in class.

His slogan is "If I were class president, I would stop homework at the weekends."

He said he had a homework plan.

- Vote for a class president.

My Progress

Can you identify words with *-er* or *-ist* endings?

1 Label the pictures.



1. journalist 2. vocalist/singer 3. dancer 4. guitarist 5. winner

Can you emphasise that you or someone else did an action?

2 Complete each sentence with the correct word.

- My dog needs a bath. It's always scratching itself.
- You can all help yourselves to the food on the table.
- Now he is five and he brushes his hair himself.
- They were very pleased with themselves when they won the game.
- You can do it yourself. I'm not helping you.
- She was tired, but she made herself get up at six o'clock.



Can you report events?

3 Rewrite the sentences using the words in parentheses.

- "This party is great!" she said. (tell)
She told me that party was great.
- "I'm very happy," I said. (say)
I said I was very happy.
- "I want to sing karaoke," she said. (say)
She said she wanted to sing karaoke.
- "I can't sing," I said. (tell)
I told her/him/you/them I couldn't sing.
- "We can dance instead," she said. (say)
She said we could dance instead.
- "That is a good idea," I said. (tell)
I told her/him/you/them that was a good idea.

Objective of the day:

1. Self-assessment Topic 4.

Materials: *People and Actions* Flashcards, Flashcards Activity 7B on page XIX.

Open the day

- "Five Finger Thank You" practice.
- Flashcard Activity 7B.

Open the book!**Can you identify words with *-er* or *-ist* endings?****1 Label the pictures.**

Students should now be familiar with these words. Have them complete the task individually and remind them to complete the self-evaluation chart.

Can you emphasise that you or someone else did an action?**2 Complete each sentence with the correct word.**

Ask students what kinds of words are missing. (reflexive pronouns) Elicit a list and write them on the board. Then ask students to complete the task on their own. Invite volunteers to read the sentences aloud to check answers. Finally, remind students to complete the self-evaluation chart at the end of the activity.

Can you report events?**3 Rewrite the sentences using the words in parentheses.**

Do the first sentence together. Ask students what happens to the tense of the verb and which reporting verbs we can use. Write the reported sentence on the board. Then allow students to look at page 108 in their Student's Books to review the rules and have them complete the task individually. Invite volunteers to read out each sentence to the class. Finally, remind students to complete the self-evaluation chart at the end of the activity.

Close the day**Go to video "Volunteer Hairdresser."**

It's time to wrap up the work with this unit's video. You might want to do one of the "After Watching" activities described in the Lesson Plan or you may conduct some class feedback. If you choose the latter, you may guide students with the following questions: *What is the main message of the video? What are the three things you learned from the video? How can you get more information about the topic?*



Practice Book: Assign Activities 1, 2 and 3 on page 100 as homework.

Objective of the day:

1. Self-assessment Topic 4.

Materials: *Our Community* Flashcards, Flashcards Activity 8B on page XIX.

Open the day

- "Five Finger Thank You" practice.
- Flashcard Activity 8B.

Open the book!

Can you talk about fundraising projects?

4 Complete using the words in the box.

Tell students to pay attention to the meaning and the form of the sentence. Then allow them time to complete the task on their own. Remind students to complete the self-evaluation chart at the end of the activity.

Can you say what someone suggested doing or decided to do?

5 Read the dialogue. Identify two suggestions and a decision and report them.

Remind students of, or elicit from them, the language they used for suggestions and decisions throughout the unit. Tell students to refer back to the relevant parts of the unit to help them complete this task. Check answers with the class and remind students to complete the self-evaluation chart at the end of the activity.

Can you discuss imaginary events in the present and future?

6 Read the questions below and discuss what you would do in the imaginary situations.

Divide the class into small groups and ask them to discuss the questions.

- **Answer the questions.** 

Read the questions aloud and ask the whole class for answers. Discuss the most unusual ideas.

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

Home Connection

- **Take part in a community volunteer project.** 

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 4. Make sure students report back about their volunteer experience with the class. Use the focus of this topic to talk about how volunteering and being compassionate are important. Encourage students to share how their volunteering experiences made them feel.



Have students recall what the Reader text was about. Then have students turn to page 33 and tell them they are going to read and listen to the end of the story. Play Track R4 and have students follow the text. Ask comprehension questions: *What is Tom's story? What jobs do Tom and Emily do? What is Tom's target? How long did it take to pass the target?* Finally, have students open their Practice Book to page 102 and complete activities 1 to 6 on pages 102 and 103. If you prefer, you can assign this as homework. Check answers with the class.

Close the day

- You are now at the end of the level, so encourage students to look back over the year and review what they've learned. Have them choose the most interesting unit, favourite part of the comic, most useful CLIL lesson or mindfulness technique, etc. Ask them what they learned about orcas. Finally, praise them for their work over the year.

  Practice Book: Assign Activities 4, 5 and 6 on page 101 as homework

Can you talk about fundraising projects?

4 Complete using the words in the box.

donate shelters raise sponsors homeless volunteer

School fundraising is when people (1) raise money to support school projects, such as repairs or education programmes. Sometimes children get money from (2) sponsors to do Fun Runs or charity walks. They may (3) volunteer to help organise events, or they will simply take part. Other fundraising events include bake sales or yard sales, and sometimes schools give money to other causes, such as (4) homeless shelters or animal (5) shelters. Sometimes people (6) donate money to these charities even when there isn't a fundraising event.

☹️	😐	😊



Can you say what someone suggested doing or decided to do?

5 Read the dialogue. Identify two suggestions and a decision and report them.

EMMA: Why don't we have a basketball competition?

ROBERT: We could have a karaoke competition.

EMMA: Uhm. They would both be popular. I know! Let's do both!

☹️	😐	😊

- Emma suggested having a basketball competition.
- Robert suggested having a karaoke competition.
- They decided to do both.

Can you discuss imaginary events in the present and future?

6 Read the questions below and discuss what you would do in the imaginary situations.

- If you had more free time, what would you do?
- If you had a billion dollars, what would you do?
- If you were a leopard, what would you do?

☹️	😐	😊

• Answer the questions. 📱

Home Connection

- Take part in a community volunteer project. 📱



IPA Pronunciation Guide

Vowels

i: <u>te</u> acher	ɪ <u>s</u> it	ʊ <u>pu</u> t	u: <u>co</u> ol
e <u>pe</u> n	ə <u>a</u> bout	ɜ: <u>gi</u> rl	ɔ: <u>ta</u> lk
æ <u>ha</u> t	ʌ <u>co</u> me	ɑ: <u>ca</u> r	f <u>fr</u> om

Diphthongs

ɪə <u>ye</u> ar	eɪ <u>sk</u> ate	
ʊə <u>few</u> er	ɔɪ <u>bo</u> y	əʊ <u>kn</u> ow
eə <u>ha</u> ir	aɪ <u>my</u>	aʊ <u>no</u> w

Consonants

p <u>pe</u> ncil	b <u>bl</u> ue	t <u>te</u> n	d <u>do</u> g	tʃ <u>ch</u> air	dʒ <u>ju</u> mp	k <u>co</u> lour	g <u>gr</u> een
f <u>fa</u> mil <u>y</u>	v <u>fi</u> ve	θ <u>th</u> ree	ð <u>fa</u> ther	s <u>as</u> k	z <u>li</u> zard	ʃ <u>sh</u> ee <u>p</u>	ʒ <u>te</u> le <u>vi</u> si <u>o</u> n
m <u>mi</u> lk	n <u>no</u> se	ŋ <u>lo</u> ng	h <u>ha</u> t	l <u>sl</u> ee <u>p</u>	r <u>gr</u> ey	w <u>sw</u> im	j <u>ye</u> llow

Student's Book Audioscript

Welcome Unit

Track 1

Betty

Betty: I have never been interested in gardening, but my friend Holly and I needed some extra money. We wanted to buy some new clothes, but they were too expensive. So, we agreed to help Mr. Travis in his garden. We didn't know what to do at first, but Mr. Travis was very friendly and kind because he showed us how to cut the grass and clean the garden. He was very happy with our work!

Robert

Robert: After one week of the holidays, my room was a mess. Mum and Dad were going crazy, so I decided to get a job. I love physical activity, so I walked my neighbour's dog every day while they were at work. He was called Sam. At first, I thought Sam was unfriendly because he didn't want to play with me, but he was just afraid. We soon became friends. The

best part was playing with him in the park. Now my neighbour wants me to walk Sam every day when I get back from school!

Michael

Michael: I don't have brothers or sisters, so I usually sit in my room alone and play computer games. I usually get bored in the school holidays. But this year I looked after my niece while my aunt was working. At first, I was worried because she is only three, but it was really fun, and I soon relaxed and enjoyed it. At the end of the holidays, I was sad to go back to my school! My aunt said I can keep helping out at the weekends when she is busy.

Track 2

Good Buddies Fun Holidays

Helen: Hi, George! Did you have a good holiday?

George: Hi, Helen. Yes, I went to sports camp. We camped in a forest!

Helen: That sounds cool. I've never been on a sports camp. I'd like to try it. What did you do?

George: We played games in teams and entered different competitions. My team won the football competition!

Helen: Awesome!

George: What did you do?

Helen: I went to the beach with my parents. We stayed in a hotel.

George: Great! Did you swim in the ocean?

Helen: Twice! But the best thing was that we took a boat trip. It was fantastic! We saw an orca.

George: Wow!

Helen: Have you ever seen an orca?

George: No, I haven't. What was it like? I'd love to see one!

Helen: It was enormous!

Helen: It jumped out of the water, right in front of the boat. Everyone was surprised. Mum wanted to take a photograph of it, but it was too fast!

George: Were you scared?

Helen: Actually, I was excited. I want to learn more about orcas. I've watched some nature programmes on TV. They are amazing creatures!

George: That will be cool. Hey, look! There's Sarah and Oliver. Let's find out what they did on their holidays. They'll probably have amazing things to tell.

Helen: Yeah, I'm sure they will.

Track 3

Helen: Hi, Olly! Hi, Sarah!

Sarah and Oliver: Hi!

George: Did you have a good holiday?

Sarah: I did!

Oliver: Me too!

George: What did you do, Sarah?

Sarah: I went to a theatre workshop. We did some acting exercises, like practising different voices and singing. It was great.

George: Do you want to be an actress?

Sarah: Hmm. Maybe! Have you ever tried acting, Helen?

Helen: Only in the school play, but I didn't like it. What did you do, Olly?

Oliver: I went to art classes. I love drawing and painting. But in these classes, we did different things like make art from rubbish. We used plastic and metal. It was cool.

Helen: Wow! It's a good idea to make things from rubbish.

Oliver: I've kept everything. I'll show you what I did. What about you guys? Helen, what did you do?

Helen: I was telling George about my holiday. I saw an orca.

Sarah and Oliver: Cool!

Oliver: I've seen an orca before, too.

Helen: Really, Olly? When?

Oliver: Last autumn. I went to the beach with my family. Were you at the beach all holiday?

Helen: No, I was here most of the time. I went to gymnastics classes

too. I love gymnastics! I also played with my cousins. George, tell them what you did.

George: I went to a sports camp. We played football, tennis, and basketball. My team won the football competition, but my favourite sport was volleyball.

Sarah: I've never played volleyball.

George: You should, it's fun! In fact, I've joined a club on Saturdays...

Unit 1

Track 4

Mum: Hi, Abi. Did you have a good time with your cousin Josh?

Abi: Hi, Mum. Yeah, it was cool. I hung out with Josh and some of his friends. Look, I have some pictures on my tablet.

Mum: Let me see.

Abi: Sure. This is Josh.

Mum: He looks happy. His eyes are very blue, like his dad's. Lots of people in our family are blue-eyed. His hair is short at the sides.

Abi: Yes, he has got short and clean hair now. He's very neat.

Mum: He's very handsome!

Abi: Yes, he is good-looking.

Mum: Who's the wavy-haired girl on his back? The one whose hair has got a curvy shape, like between curly and straight.

Abi: That's Molly. She's good fun. She gave me her home phone number. I think we'll be good friends.

Mum: Great! Who are the other people in this picture?

Abi: Look. The blond-haired guy is Tom.

Mum: The one wearing a white shirt?

Abi: Yes, and the girl behind him, with long, straight hair is his sister Emma. She is a year older than him.

Mum: And who is this girl?

Abi: Her name is Amy.

Mum: Well Amy has got beautiful curly hair. I wish my hair was like that! And what's the boy's name?

Abi: The boy in the grey T-shirt? Adam.

Mum: He's very thin, isn't he?

Abi: Yes, he is very slim. He was nice...

Mum: Did you like them?

Abi: I liked everyone! Here, look at another picture! Oh...it's Josh's dog, Ben!

Mum: He's a bit dirty. He's scruffy and needs a haircut like Josh!

Abi: Ha, ha. Yes, he was really dirty at the end of the day. He loved rolling around in the mud!

Mum: Oh, there's Uncle John!

Abi: Yes, your brother!

Mum: He looks well.

Abi: Yeah. well...he's a sports instructor. He went to work at the gym in the morning.

Mum: Hmm, all that exercise. That's why he's physically strong and large. He's so well-built.

Abi: Yes, he looks strong.

Mum: I should give him a call...

Track 5

Boy: When I was a baby, my best friend was Ted,
He was soft and warm and slept on my bed.
Then I got older, and liked being with my pet,
A dog named Max whose nose was wet.

On my first day at school I made friends with Jim,
But then we moved houses, so I could never see him.
Instead, now I'm friends with a girl named Kath,
She's the smartest in class and helps me with maths.

And we both get along with a boy named Kyle,
He tells funny stories and makes us smile.
Plus, we really like 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 when we're sad.

Track 6

Good Buddies

Giants of the Deep

Oliver: Hi, Helen. What are you doing at the weekend?

Helen: I'm visiting the Science Museum! My dad's taking me. There is an exhibit called "Giants of the Deep." It's about whales.

Oliver: Wow! That sounds amazing!

Helen: Hey! You could come!

Oliver: I'd love to.

Helen: I'll tell my dad. We could pick you up on Saturday morning.

Oliver: OK! I'll ask my parents if I can go.

It's Saturday, and Helen and Oliver are at the museum.

Helen: Should we go and watch the orca conservation film? ...Ollly?

Oliver: I'm over here, in this blue whale's heart! You should come and see it! It's awesome!

Helen and Oliver explore the exhibit. They have lots of fun...

Helen: Look at this orca skeleton!

Oliver: It says orcas have between 40 and 56 teeth. And they are eight centimetres long! They look sharp.

Centre assistant: Who wants to watch the 3D film?

Helen: We should go now?

Oliver: Yes, we should or we'll be late for the film!

Film: Orcas—or killer whales—are actually from the dolphin family. A group of orcas, called a pod, can travel 160 kilometres a day.

Helen: Wow! I didn't know that.

Film: We have to protect the orcas from threats. These include getting caught in fishing nets, collisions with boats and plastic in the ocean. What should we do? Find out more during your visit. The end.

At school on Monday...

Sarah: Nice T-shirts!

Helen: Thanks! We bought them at the whale exhibit.

Oliver: You could buy one, too. All the money goes to support orca conservation.

Helen: And we bought you reusable bags and straws! We should all use them! There's too much plastic in the ocean!

Track 7

Helen: What are you doing this weekend, George?

George: I'm going to a volleyball competition.

Helen: I didn't know you played volleyball.

George: I don't.

Helen: Who plays volleyball?

George: My sister. She plays for a team every weekend. They have won several times! I made friends with the team, and I'm joining the club next weekend!

Helen: What are you doing this weekend, Sarah?

Sarah: I'm going to my dance class on Saturday morning. Then I'm going to a birthday party with my friends from class.

Oliver: Whose party is it?

Sarah: My friend Claire's. I like spending time with her.

Oliver: Do you have dance class every Saturday morning?

Sarah: Yes. What do you usually do, Oliver?

Oliver: I go to an art class. I'm making a sculpture next Saturday.

Helen: Hey, I've got an idea.

Sarah: What, Helen?

Helen: Why don't we meet at the shopping centre next Saturday after all your classes? I'm visiting my grandparents in the morning, but we could meet in the afternoon.

Sarah, Oliver, George: Good idea!

Track 8

Listen and look. There is one example.

Girl: Look, Grandpa. These are my friends. We were hanging out at the skate park last weekend.

Grandpa: Oh right. Let me see. I don't know your friends.

Girl: My best friend is Steve.

Grandpa: Which one is Steve?

Girl: There. He is holding a skateboard. He is tall and slim and is wearing a striped sweater. He's laughing at Harry.

Grandpa: Oh yes, I see him.

Can you see the line? This is an example. Now you listen and draw lines.

Grandpa: Why is he laughing?

Girl: He's just laughing at Harry!

Grandpa: Who is Harry?

Girl: He's playing with his dog. He always brings him to the skate park.

Grandpa: Oh yes! They're rolling on the ground.

Girl: Ha, ha. Yes. His dog is very friendly.

Grandpa: It's a bit scruffy, too!

Grandpa: Who's that girl looking at the tablet?

Girl: The one with the long, wavy hair?

Grandpa: No, not the one holding the tablet. The other one with short hair.

Girl: Oh, that's Sally. She's a close friend too. We spend a lot of time with each other at school.

Grandpa: It's good to have close friends.

Grandpa: There is another girl on a skateboard wearing a spotted T-shirt, helmet, and pads on her elbows and knees.

Girl: Oh, yes. I really like her. She's the best at skateboarding.

Grandpa: What's her name?

Girl: That's Betty. She's older than the rest of us.

Grandpa: Oh, right.

Grandpa: And who are those boys at the climbing frame?

Girl: The one standing next to it or the one swinging on it?

Grandpa: The one swinging on it. He looks very strong and well-built.

Girl: Oh, I can't remember his name. He is Andrew's friend.

Grandpa: Who's Andrew?

Girl: The one standing next to the frame.

Grandpa: Well, it's nice to know you have a lot of friends.

Girl: Wait a minute. There is one more.

Grandpa: Where?

Girl: Sitting under the tree.

Grandpa: Oh yes. She has long, straight hair and is wearing a big red belt.

Girl: Yes! That's Jane. We only made friends with her last week. She's new at school.

Grandpa: That's nice!

Now listen again.

Track 9

Expert: We feel different emotions in different places in our body. Look at the pictures. The different colours show how the body reacts to different emotions. Strong reactions are shown in yellow, orange and red. Red is the strongest. Blue shows when reactions are weak, or they slow down. Black is our neutral, normal state. So, when we are nervous, we feel a very strong reaction in our stomach, but there is no effect in our arms or legs. So, look at this diagram. The arms are black because there's a neutral reaction and there is very little blue in the

legs. And the stomach is red.

Now, as I mentioned before, blue represents weak reactions. When we feel sadness in our hearts, our reactions get slower in our arms and legs. Look at the diagram with blue legs and arms. It represents a sad reaction.

Now think about this. Have you ever felt angry? Where do you feel anger?... Very often it is in our faces and upper bodies. You can see in the diagrams that we feel all emotions in our heads, but for anger there is more red in this area.

Finally, there is happiness. When we feel happy, we have a strong reaction in every part of our body. Look at this diagram, you can see it's all red and yellow. That means this person is very happy and happiness creates a strong reaction in our body. Perhaps that's what makes us feel so good!

Track 10

Teacher: OK, class. Let's do a body scan.

Boy: What's a body scan?

Teacher: It's something that helps you recognise your emotions.

Boy: Why do we need to do that?

Teacher: Because if you recognise feelings and reactions in your body, it helps you understand your emotions and mood, such as if you feel angry or sad. You can start to relax or control how you feel. OK, let's try. Close your eyes. How does your hair feel? Concentrate. My hair feels soft and warm. What about your ears? Are they hot or cold? Do they feel like ears? OK. Now think about your shoulders. Breathe in and out. How do your shoulders move? Do they feel good? Why do they feel like that? Now rest your hands on your stomach. Can you feel anything? Breathe in and out. Are you relaxed? What about your hands and arms? How do they feel? Mine are itchy!

Why are they itchy? Finally, think about your legs and feet. Are they comfortable? Are they sore? How do they feel? Why? OK. Open your eyes! Did you notice any strong and weak feelings in your bodies?

Girl: Yes!

Boy: Some. Can we do it again?

Track 11

Man: Aaaaaaah!

Man: Uh

Girl: Eeeeeeeh!

Girl: Uh

Boy: Oooooooh!

Boy: Uh

Track 12

One	vitamin
Two	celebrate
Three	president
Four	experiment

Track 13

problem, problem	about, about
banana, banana	butter, butter
ocean, ocean	enough, enough
zebra, zebra	amazing, amazing
again, again	electric, electric

Track 14

Listen and look. There is one example.

Where are the friends going?

Mum: What are you doing tomorrow, Frank?

Frank: I'm meeting my friends, remember?

Mum: Oh yes? So, you're not going to the sports centre to do exercise tomorrow.

Frank: That's right.

Mum: Is James's dad taking you?

Frank: Yes. He's picking me up here.

Mum: And then you're going to the kids' festival?

Frank: Yes! It looks good! There are lots of activities.

Mum: Well, in that case, I think I'll go to the cinema.

Frank: That sounds good for you, Mum.

Can you see the tick? Now you listen and tick the box.

One

What does Frank want to see or do?

Mum: What do you want to do at the festival, Frank?

Frank: Lots of things! Sally really wants to go to the circus and James wants to go on some rides. Plus, there are three music stages. I want to listen to some rock music. There is a rock concert.

Mum: Sounds good. You'll have to agree to different things with each other.

Two

What is Frank going to wear?

Mum: Do you know what you are wearing tomorrow? It might rain.

Frank: Oh. I should take my jacket then.

Mum: The striped one?

Frank: No, that's too small for me now. I want to take my brown jacket.

Mum: Your best jacket to a muddy festival! You should wear the yellow raincoat.

Frank: I'll feel more comfortable with my brown jacket.

Mum: OK, but keep it clean, Frank!

Three

What time is Frank meeting his friends?

Mum: You should go to bed early tonight. What time is James's dad picking you up?

Frank: At 7 o'clock.

Mum: That is early! You should go to bed now!

Frank: I know. We are meeting Sally and Amy at eight.

Mum: At the festival?

Frank: No, in town. The festival starts at nine.

Four

Where are the tickets?

Mum: Don't forget the tickets!

Frank: Oh, yes! I'll put them in my jacket pocket now. Where are they?

Mum: The last time I saw them they were on the table?

Frank: They are not there now... oh... hold on. I can see them.

Mum: Where are they?

Boy: They are under a book on a chair! Phew!

Five

Who is Frank's best friend?

Mum: I'm glad you're spending time with your friends this weekend. I hope you all enjoy it.

Frank: We will. I'm glad Sally can go, but I'm sad Mike can't. He's my best friend.

Mum: Has he still got scruffy, curly hair?

Frank: No! He had a haircut. Now it's short, brown and curly, but neat.

Mum: Good!

Now listen again.

Unit 2

Track 15

One

Boy: I always have to win in everything! I'm very competitive. But I think this is good because I keep trying until I know how to do something. It means I am determined. By winning and knowing, I become confident and I'm able to share and show other people how to do things.

Two

Girl: People say I'm quiet in class. I suppose I am a little shy, but I always study hard and do my homework on time. I'm hardworking. In class, I always listen carefully to what my teachers, parents and classmates say before I make decisions.

Three

Boy: I'm always excited when we do project work at school. I'm always happy and have lots of energy. I'm enthusiastic. I like

talking and working with others. I'm sociable. I have lots of ideas and I always want to try them. I prefer to do things, not just think about them! I'm very active.

Four

Girl: I always think about how other people feel, so I always try to be nice and take time to listen to everyone. I'm patient. My friends say it's easy to make friends with me and that I always want to try to help. They say I am easy-going and generous. I think if you are nice to people they will be nice to you. It helps you connect.

Track 16

Good Buddies

In the Wild!

Hope: 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.

Hope: We are very intelligent animals, and we like working together as a team. This helps us get food. We often eat fish and sea birds, but sometimes we eat penguins or sea lions. I am very determined, and I can even jump onto land to catch animals. I'm going to try and catch a penguin today!

Hope: 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!

Hope: I'm not going to let him be taken into captivity when he grows up. That's what happens to a lot of orcas!

Hope: They grow up in water parks and perform shows for big audiences.

Boy: They can jump high, can't they?

Girl: Yes. But it looks sad, doesn't it?

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

Hope: 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.

Hope: 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.

Hope: My son needs to be prepared for the future. When young whales grow up, they can leave their pod if they want to. Some stay with their original pods, but others join new pods. I don't know what my son is going to choose.

Track 17

One

Helen: Hi, Oliver.

Oliver: Hello Helen. Can you help me?

Helen: Yeah, what's up?

Oliver: You know I'm in an arts club at the weekend, don't you?

Helen: Yeah.

Oliver: Well, the problem is I'm shy. I don't talk to anybody.

Helen: That's strange. You are not shy with us. Why don't you ask why they like the club? You've got the same interests!

Oliver: That's true. You're right. I'm going to be more confident! I'll start speaking to them in the next class.

Two

Sarah: Hey, Helen.

Helen: Hi, Sarah.

Sarah: What's wrong?

Helen: I'm worried about my exams. I'm tired of so much homework.

Sarah: Helen, you're such a good student. I'm sure your marks will be excellent. Just relax.

Helen: Thanks, Sarah. You're right. I'm going to relax.

Three

Oliver: Hi, George. What's up?

George: Hi, Oliver. I had an argument with my parents. They won't let me go to the shopping centre this weekend. They say I never do my homework on time.

Oliver: What are you going to do?

George: I'm going to be more hardworking and do my homework immediately after school before doing other activities. Then maybe they will let me go after all.

Four

George: Hi, Sarah. What's the matter?

Sarah: I'm annoyed, George. My little sister is always in my room and using my things. She makes me angry!

George: Try to calm down. She's only three, isn't she?

Sarah: Yeah, I know.

George: I always take a deep breath and count to ten when I'm mad.

Sarah: Good idea. I'm going to be more patient next time!

Track 18

Mum: You don't remember you when you were small, Do you?

You loved your toy cars and that big, red ball,
Didn't you?
I brushed your teeth and combed your hair,
Didn't I?
I was in charge of what you could wear,
Wasn't I?
Dad: Now you're eleven, and growing up quickly,
Aren't you?
You do things by yourself, but never with me,
Don't you?
Your friends are more important now every day,
Aren't they?
But they can't always be there along the way,
Can they?
Boy: But you'll promise to be there when I'm feeling bad,
Won't you?
And when I do something silly, you won't get mad,
Will you?
When I want to chat, I can always talk to you,
Can't I?
You can help me at times when I don't know what to do,
Can't you?
Mum: Of course, I'll listen when you want to chat,
Won't I?
Now go and clean your room, you're not too old for that!
Are you?

Track 19

Listen and write. There is one example.

Teacher: OK, class. Let's talk about your goals for this year. Richard what is your goal?

Can you see the answer? Now you listen and write.

Richard: My goal is to watch TV less after school.

Teacher: OK, well that meets the first test of SMART goal. It is specific. Specific is the 'S' in SMART. What about the 'M'? How are you going to measure your goal?

Richard: Well, I'm only going to watch one programme each day. No more than thirty minutes. After thirty minutes, I'll turn off the TV and do something else.

Teacher: Good. So, do you think your goal is attainable? Do you really think you can only watch TV for 30 minutes a day?

Richard: Yes! I just need to find something else to do.

Teacher: OK. I think you can do it, too. But what do you mean by "find something else to do"? Do you have a relevant plan? What are you going to do to achieve your goal?

Richard: Well, first I'm going to join a sports club. That will be 3 nights a week where I don't have time to watch so much TV. Then the other two nights, I'll have homework. I'm going to do all my homework on time.

Teacher: OK, great. When's your time limit for this? When are you going to achieve your goal?

Richard: By next month! Then I have to stick to it!

Now listen again.

Unit 3

Track 20

Good Buddies

What a Waste!

George's mum: Can you take the rubbish out please, George?

George: Sure, Mum. Wow, this is a lot!

George's mum: I know. Most of it is plastic packaging and bottles.

George: We are doing a project about plastic at school. Do you know how it is made?

George's mum: Plastic? Not really.

George: It's produced in factories

from materials like oil and coal.

George: 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!

George's mum: Yes, I've seen them on the news. They look disgusting!

George: Yeah! And animals eat the plastic. Algae grows on the plastic that makes it smell like food.

George's mum: Surely it doesn't taste like food?

George: I don't think so. But the smell attracts the animals and then they eat it.

George: Nearly all seabirds have eaten plastic and so has thirty percent of turtles. It can kill them. I learned that in class.

George's mum: That's terrible!

George: And sometimes whales and dolphins are found with kilos of plastic in their stomachs.

George's mum: OK, OK. I don't want to hear any more. What can we do about it?

George: We have to use less plastic, Mum!

George's mum: Yes, we can buy products that are not packed in plastic.

George: And we shouldn't use plastic bags at the shop.

George's mum: No, we can keep using the bags that we already have.

George: And we are having a recycling drive at school each month. I can save these plastic bottles and take them there.

George's mum: Good idea. Let's separate the rubbish!

Track 21

Teacher: OK, class. Remember that tomorrow is the recycling drive.

Have you collected all your plastic bottles?

Class: Yes!

Teacher: What did we learn about how plastic is recycled? George?

George: Well, first it is collected by recycling lorries and taken to the recycling plant. It isn't thrown into rubbish bins!

Teacher: That's right. What happens next?

Helen: The different plastics are sorted.

Teacher: Good, Helen. Why are they sorted?

Helen: They are sorted into different colours and different types of plastic because different plastics are used to make different things. Then they are cut into small pieces and heavy pieces are separated from light pieces.

Teacher: Excellent, Helen! Then what happens? Yes, Oliver.

Oliver: All of the pieces of plastic are cleaned. Then, they are melted.

Teacher: Why are they melted?

Oliver: Because melted material can be easily shaped.

Teacher: Correct! So, what's the final stage? Sarah, do you know?

Sarah: Yes. The melted plastic is made into a new product!

Teacher: Good. The plastic is redesigned and reused!

Track 22

Listen and look at the picture.

There is one example.

Robert: Look at this picture of these people cleaning up the park? Can I colour it?

Woman: Of course you can, Robert, if you want to. Can you see the tree?

Robert: The big one near the entrance?

Woman: Yes, that's right. Colour the leaves green.

Robert: OK.

Can you see the green leaves? This

is an example. Now you listen and colour and write.

One

Woman: Look at the girl near the entrance. She is picking up rubbish, I think.

Robert: The one in the T-shirt and jeans?

Woman: Yes, the one with long hair. She's holding a rubbish bag. Why don't you colour her rubbish bag black?

Robert: All right. There, it's black!

Two

Robert: She's picking up plastic bottles with her friend!

Woman: Is she? Oh yes, there are four or five bottles on the ground. Well, let's colour them then.

Robert: Great! Should I colour them red?

Woman: No. I think you should make the bottles blue.

Robert: OK. I have blue here.

Woman: Good!

Three

Woman: I think you should do some writing now. Look at the entrance.

Robert: It says "Park."

Woman: That's right. But I think the name of the park is missing.

Robert: Hmm. Yes, you're right. What should we call the park?

Woman: What about "City Park"? Write "City" on the entrance sign.

Robert: OK! Good idea!

Four

Robert: I want to do some more colouring now.

Woman: What about those boys? They are collecting the bags of rubbish. They are wearing gloves to protect their hands.

Robert: Are they both wearing gloves?

Woman: Yes, they are.

Robert: I want to colour their gloves orange. What do you think?

Woman: OK, why not? Colour their

gloves orange!

Robert: OK.

Five

Robert: What is that in the distance, on the other side of the park?

Woman: That looks like a wind farm. It creates energy from wind.

Robert: I'd like to colour that.

Woman: Well, it's clean energy, so why don't you colour it green, too.

Robert: Green! Yes, that's very environmental!

Now listen again.

Track 23

One

Teacher: OK, everyone. Pick up your windmills. Let's blow on our pinwheels together. We can use long, deep breaths and notice how we feel. Ready?

Class: Yes.

Teacher: OK. How do you feel? Do you feel anxious or relaxed?

Boy: Not anxious at all! I feel calm and relaxed. I don't want to move!

Teacher: That's good.

Two

Teacher: Now let's blow on the pinwheels using short, quick breaths.

Class: OK.

Teacher: OK. How does your body feel now? Does it feel the same as after breathing slowly?

Girl: No. I feel anxious. I want to get up and move around.

Three

Teacher: Now let's blow on the pinwheels breathing normally.

Ready? Go.

Teacher: OK. Were you able to concentrate on your breathing?

Class: Yes!

Teacher: Good! That means you are noticing how you breathe. It's a very useful skill!

Track 24

Go Green!

It's correct to collect all your rubbish,
And separate the glass from the grass,
Reduce the load that you send down the road,
And keep the environment clean.
Go green!

You know it's right to keep things light,
Or it won't be long before things go wrong.
So, don't send the lot to the dump to rot,
And keep the environment clean.
Go green!

Track 25

One

Woman: Seven billion dreams, one planet.

Two

Man: Think today, enjoy tomorrow.

Three

Girl: No pollution is the only solution.

Four

Boy: Grow grass and trees.

Track 26

Boy: I raked the leaves next to Lake Reeves.

Track 27

Listen and look. There is one example. Andrew has done a survey on things people recycle or reuse. Which object did each person recycle or reuse?

Mum: Who did you speak to for your project, Andrew?

Andrew: Some of my classmates, family members and neighbours.

Mum: Did you speak to Mr. Brown? He is always recycling.

Andrew: Yes, of course. He recycles plastic bottles. His garden is full

of them because he uses them as plant pots.

Mum: Oh yes! I've seen them when I walk past his house.

Can you see the letter B? Now you listen and write a letter in each box.

Mum: What else do people recycle? I might get some good ideas!

Andrew: Well some people just reuse their old clothes. They don't throw them away. For example, my friend Daniel reuses his old sweaters.

Mum: What does he use them for?

Andrew: He lets his dog use them as blankets!

Mum: That's a good idea!

Andrew: Some people are more creative. For example, Ms. Davies showed me a lamp in her kitchen. It looks like an ordinary lamp, but when you look carefully you can see that the design is different.

Mum: How is it different?

Andrew: The lampshade is made from a pan! Ms. Davies is good at making things from old pots and pans.

Mum: Wow!

Andrew: Cousin Jenny had a simple idea.

Mum: Oh, yes?

Andrew: Yes. She didn't want her mum to throw away an old plate that she got when she was small. It has a picture of a camel on it.

Mum: Oh, yes. I remember they went on a holiday to Egypt a few years ago.

Andrew: Yes. Anyway, now the plate is on her wall. She has turned it into a picture.

Andrew: Mrs. Smith reuses old clothes, too.

Mum: What kind of clothes?

Andrew: Anything, I think. The best thing I saw was some cushion covers she made out of jeans. They

looked cool.

Mum: Hmm, I might try that.

Mum: What was your favourite recycling idea?

Andrew: Definitely Mr. Hill's.

Mum: What did he do?

Andrew: He made a sofa.

Mum: A sofa? What did he recycle to do that?

Andrew: A bathtub! He cut it in half and put cushions on it. It's awesome!

Now listen again.

Unit 4

Track 28

Boy: My presentation is about the global water crisis. The world's population has doubled since 1950, and we now use six times more water. It will be impossible to continue in this way because there are twice as many droughts today as 30 years ago. In some places, rivers have disappeared. People in undeveloped countries are at a disadvantage. In fact, 17% of people around the world are unable to use clean water. Water is unsafe to drink and can cause diseases. I disagree that we can't do anything about this problem. Even washing our hands with soap can reduce the chance of getting diarrhea by 47%. It is impractical to expect water use to go down with so many people in the world, but we can do simple things like using soap to reduce illness and disease and helping to provide education and awareness to poor communities.

Track 29

Good Buddies

The Earth Warriors

Teacher: So, what have we learned about water issues this week?

Oliver: If people have clean drinking water, they won't get sick.

Sarah: We can protect the planet if we save water.

Teacher: Good. What else?

George: Scientists are sure that the oceans are getting warmer.

Helen: Yes. If we don't stop global warming, whales and other sea animals will lose their habitats.

Helen: I think that humans cause these problems.

George: What can we do?

That night...

Advertisement: Join the Earth Warriors!

Helen: An organisation for helping the environment. That looks fantastic!

That weekend, Helen tells her friends about the Earth Warriors.

Helen: Let's check the Earth Warriors website.

George: Look, a polar bear. The ice is disappearing.

Sarah: I'm sure that the ice is going to melt even more!

Oliver: Look, that girl is cleaning up the beach.

George: That's a good idea. If there is less plastic in the ocean, sea creatures will have a safer environment.

Helen: Wow, look at that!

George: What?

Helen: You can adopt an orca! Look, this one's called Hope. She's a female orca. Her baby is called Willy!

Helen: I'm going to tell my parents about Hope. It only costs four dollars a month to adopt her. I'm sure they'll like the idea.

George: And you'll get an awesome magazine and news about Hope every month. I imagine that will be interesting!

Track 30

Helen: Hey, George!

George: Hi, Helen. What's up?

Helen: I got my first magazine from Earth Warriors yesterday. It is interesting.

George: Cool. What was in it?

Helen: There is a diagram about how more whales are good for the oceans. They can even help reduce climate change. It's something called the "whale pump."

George: What's a "whale pump"?

Helen: It's when whales spread nutrients around the ocean. So, if there are more whales, there will be more healthy nutrients in the ocean.

George: How do they spread nutrients?

Helen: Well, they eat krill and fish. Then they, you know...well, they poo! Their waste contains nutrients. Then they dive and swim around. That helps spread the nutrients around the ocean.

George: But I still don't understand how that can help reduce climate change.

Helen: Well, the nutrients help phytoplankton to grow.

George: Phyto-what?

Helen: Phytoplankton! They are very small organisms that appear at the top of the water. Phytoplankton grow better if there are more healthy nutrients. The good thing about phytoplankton is that they take carbon dioxide from the atmosphere and release oxygen into the atmosphere. So, if there are more phytoplankton in the ocean, there won't be as much carbon dioxide in the atmosphere.

George: And if there is less carbon dioxide in the atmosphere...

George and Helen: It will help reduce climate change!

Track 31

One

Newsreader: This is the six o'clock news. Good evening. Firefighters are helping to build defences in the town of Blakemore, where heavy rain has continued throughout the day. Local people believe that if it continues raining, the river will flood.

Two

Newsreader: Volunteers helped return a sick whale to the deep waters of the Pacific Ocean earlier today. The whale got sick after eating plastic in the ocean. Experts say that a lot of animals will be in danger if we don't do something about plastic waste.

Three

Newsreader: Scientists are sure that global warming is worse than we think. A new report shows that it is not only areas by the oceans that will have problems. If the ice caps continue melting, many cities won't be safe.

Four

Newsreader: Finally, the Water Relief agency announced some good news today. They have finished a project to build wells in rural villages in the south of Africa. Everyone will have access to clean water if there is a well in the village. That's all for now. We'll be back in an hour.

Track 32

One

Newsreader: If it continues raining, the river will flood.

Two

Newsreader: A lot of animals will be in danger if we don't do something about plastic waste.

Three

Newsreader: If the ice caps continue melting, many cities won't be safe.

Four

Newsreader: Everyone will have access to clean water if there is a well in the village.

Track 33

Desert Blues

If it keeps getting hotter, I'll need some more water
But there's none of it left to drink.
I'll get dirtier each hour if I don't have a shower,
And my feet will start to stink.

If the ice caps fall down, our cities will drown,
And the oceans will keep getting higher.
It won't feel quite right if I see such a sight
Because here it just keeps getting drier.

Track 34

Listen and look. There is one example.

Girl: I'm doing a water survey this week. It's for Earth Day.

Man: Earth Day? I thought that was in May.

Girl: No, it isn't. It's in April.

Man: What day is it exactly?

Girl: April 22.

Can you see the answer? Now you listen and write.

Man: So, what's the reason for the survey?

Girl: It's to measure the amount of water we use each day. You know, for drinking, washing, and things like that.

Man: At school and at home?

Girl: No, just at home. I'll take the results to school.

Man: Oh, I see. So, where do we use the most water? In the kitchen?

Girl: No, not the kitchen. Have another guess.

Man: The garden? We need a lot of water for the plants.

Girl: Yes, we do. But, actually, the place where we use the most water is in the bathroom.

Man: Oh, yes. Flushing toilets and leaking faucets.

Girl: Ha, ha. Yes, one of the faucets does need fixing.

Man: And the showers. I'm sure we use a lot of water when we shower.

Girl: Not really, most people have quite short showers. Actually, the activity that uses the biggest quantity of water is washing hands. We do that a lot and when we turn on the faucets, we leave them running for too long.

Man: I see. We'll have to be more careful. What are you going to do with the results of the survey?

Girl: Well, I have to look at all the different ways we use water and make suggestions.

Man: Suggestions for how to use water in other ways?

Girl: No, suggestions on how to save water. The next step is the most difficult, though.

Man: Do you have to give a presentation to the class?

Girl: Yes, but that's OK. Before that, I have to write a report. I might need your help with that! Then we have to send the report to the "Water Issues" website. They'll publish it!

Man: Great!

Now listen again

Unit 5

Track 35

Martha: Hi, Jack. Is that your new bicycle? It's cool!

Jack: Yeah, I like it. It's comfortable, fast and enjoyable.

Martha: You like cycling, don't you?

Jack: I love it! But you have to be responsible. The roads can get very busy. There is lots of traffic. Do you like cycling?

Martha: Ugh, no way. I prefer to have my mum give me a ride to school. That way I can relax in the back of the car.

Jack: That's not so good for your health, though.

Martha: That's true.

Track 36

Good Buddies

The Science Fair

Teacher: So, the Watt steam engine was invented in 1765.

Sarah: What was it used for?

Teacher: At first, it was used to power steamboats. The boats were used on rivers in the nineteenth century.
Teacher: Now, listen. We are having a science fair next month. Your challenge is to invent a new form of transportation.

Oliver: How about a superfast car?

Teacher: There are a lot of fast cars already. You need to be creative!

George and Oliver start planning...

George: We can design an incredible flying machine! What about a flying bus?

Oliver: Yes! It will be more enjoyable for passengers because there won't be traffic.

George: We need to think about the design.

At break...

Sarah: It looks very heavy. Does it need to be that big?

Oliver: Hmm, you're right. Maybe it doesn't need to have two floors.

George: What about you? What are you two inventing? Maybe I can help.

Sarah: It's a secret! You don't need to help us. Thanks, anyway.

The boys watch the girls work...

Oliver: Why is Sarah lying down?

George: Why does Helen have her orca magazine?

Oliver: Now what are they doing?

The day of the science fair...

Sarah: This is the Orca Submarine! It is perfect for helping out in accidents at sea.

Helen: Orcas can swim 45 kilometres an hour. Their bodies are hydrodynamic, like a submarine.

Sarah: Orcas can dive and jump. So, our submarine dives and jumps, too! It can avoid danger and get to places quickly.

Helen: You need to lie down in this tube, but it's very comfortable!

George and Oliver: Wow!

Track 37

One

Airplanes: The first motor-powered airplane was invented by the Wright brothers. When was the first flight made? The historic date is December 17th, 1903. Orville Wright flew the plane about 40 metres. People were amazed!

Two

Bicycles: Lots of us have zoomed around on a bicycle. It's great fun! Early bikes weren't made from the same materials as today. For example, the "boneshaker" had an iron frame and wheels that were made of wood. Why was it called the "boneshaker"? Because it made your bones shake!

Three

Boats: Boats have been around for a long time, but where were the first boat trips made? We are not sure, but the ancient Egyptians were probably the first to use boats. Boats were used for fishing trips along the River Nile.

Four

Buses: The first bus was seen in Paris in 1662. It wasn't powered by gas but pulled by a horse! However, bus rides were expensive, so people stopped using it. It was in 1895 that the first bus with an engine was invented. Today, buses are a safe and comfortable way to travel.

Five

Cars: How often do you travel by car? The first modern car was made by Carl Benz in Germany in 1886. But cars really became popular when they became cheaper. This was made possible by Henry Ford in the early twentieth century. He found a way to make cars quickly. In fact, the process took just one and a half hours!

Track 38

You will hear someone talking about visiting a museum. For each item, write the correct answer in the blank. Write one word, number, date, or time in each space. Look at questions 1 – 5 now. You have 10 seconds.

Boy: My friend went to the Museum of Science and Industry last weekend and enjoyed it. He really liked the future exhibit, but I want to visit the transportation gallery. It has exhibits of different transportation inventions from history.

There are lots of real-life exhibits and visitors can get on them to find out more. It is very interactive. I want to see the World War II submarine, but what I'd most like to get on is the 727 airplane. That will be cool! There is a real-life model of the aircraft the Wright brothers flew in 1903. This model was flown, too! The flight was one hundred years later, in 2003. There are two different simulators. One is a flight simulator for two people. The other is a ride

simulator for space travel. It is for eight passengers. You need an extra ticket for that, but I really want to go on it. I also want to see the 999 steam train. When it was invented, it was the fastest land transportation in the world. I've already asked Mum and Dad to go. They agreed, and we're visiting next weekend. It opens at 9:30 in the morning and closes at 4:30 in the afternoon. I want to get there early!

Now listen again.

Track 39

Sssssssssssss
Zzzzzzzzzzzzz

Track 40

Zoom!

Woman: Not long ago, we walked without shoes,

Taking our time and admiring the views.

There weren't any roads or any machines,

We didn't need rockets or submarines.

Man: Then came the wheel, and things got fast,

Horses and steam trains, not like the past.

That wasn't all, there were buses and cars,

It won't be too long before we zoom off to Mars!

Track 41

One

Rockets zoom to the moon.

Two

There are so many fast cars on the roads.

Three

The dogs pulled the sledges through the snow.

Four

A submarine was seen in the ocean.

Track 42

Radio presenter: Hello. Today we are talking about the popular activity of roller skating. Roller skating has been popular since skates were invented in the eighteenth century. Today in the United States, 23 million 5th to 7th year students visit roller skating rinks every year. That's 23 million! Around 73% of roller skaters are aged between 5 and 15 and an incredible 94% says the main reason they do it is to have fun. Let's find out more!

Track 43

For each question, choose the correct answer. There is one example.

What time is Claire going to meet Alex?

Alex: Hey, Claire. What time are you going to the invention fair?

Claire: I'm leaving early with my dad. I think we'll get there at nine.

Alex: I have football practice until ten o'clock, but I'm going after that. Can I meet you there?

Claire: Yes, OK. It takes about half an hour to get to the convention centre. We can meet at ten thirty.

Alex: OK.

What day does the man get tickets for?

Man: Hello. I'm interested in coming to the invention fair. Can you confirm the dates?

Woman: That's from July eleventh to the eighteenth.

Man: Hmm. Maybe the seventeenth or eighteenth?

Woman: That's the last weekend. Some exhibitors won't be here then.

Man: Hmm. I want to see all the exhibits! It will have to be the weekend before. But only on the twelfth. I can't go on the eleventh.

Now listen again.

What is the woman looking at?

Woman: What's this?

Man: It's called a bubble car because of its round shape. It was designed last year. The original one was shaped like a box.

Woman: And where is the driving wheel?

Man: It's driverless! You don't need to do anything. Just sit and enjoy the ride! It's very comfortable.

Now listen again.

Where is Steve going to meet Angie?

Man: Hi, Angie. This fair's great. There are so many incredible inventions.

Woman: Yes, but I need to eat. Should we meet for lunch in 30 minutes?

Man: Yes, OK. Should we meet outside the centre in the park?

Woman: No way, Steve! It's cold. What about the café upstairs?

Man: It was closed when I walked past earlier. Let's meet in front of the bank, and we can decide where to go.

Woman: OK.

Now listen again.

How much does the man's lunch cost?

Man: Excuse me, are the sandwiches part of the meal deal?

Cashier: Yes, sir. There is a special exhibition price. A sandwich and coffee for five dollars.

Man: And what about soup with coffee?

Cashier: The soup is three dollars and the coffee two fifty.

Man: I think I'd prefer soup. A soup and a coffee, please.

Now listen again.

Unit 6

Track 44

Dad: OK, so this is the Terminal 1. Our flight leaves from here. Let's go on holiday!

Mum: We should hurry. We're late and we don't want to miss our flight.

Boy: What do we do now?

Dad: We go to the check-in desk first. It's over there.

Girl: Is it the desk where there is a queue of people with their luggage?

Mum: Exactly, that's the queue.

Come on, then. After that we need to go to passport control.

Girl: Passport control?

Mum: Yes, look at that agent on the other side of the airport. He is checking passports.

Girl: I see a woman with a small piece of luggage. She's showing the agent her passport.

Mum: That's where we have to go. Then we have to go through security check, and they have to scan our carry-on luggage, too. It's like an X-ray. The security check process takes a long time!

Dad: Sam, can you go and double check the departure time on the screen near the entrance while we get in the queue at check-in?

Boy: Which screen? Where is it?

Dad: Over there. You see that TV?

Boy: Oh, yes. I'll check the boarding departure time.

Dad: Thanks, Sam.

Mum: Look, I think that's the flight team going over to passport control now. There is the pilot and a flight attendant.

Dad: You're right. Hurry up, everyone!

Boy: Wait! Our flight is on time, but we still have 45 minutes before boarding. I checked the screen!

Mum: That's a relief. Thanks, Sam.

Track 45

Good Buddies

Great Migrations

In the Pacific Ocean, on the west coast of the United States, the orcas were searching for food. Hope took Willy to a bay where there were lots of salmon.

They arrived at the bay and looked for something to eat. While they were searching, some dolphins were playing nearby.

Hope: Go away! Hope thought.

She realised that the dolphins had already eaten the fish.

So, they travelled further north.

As they were swimming north, an enormous grey whale was making its way south. It was travelling to the warmer waters off the west coast of Mexico before swimming back to the Arctic in the summer. It was a 20,000-kilometre round trip.

Then Willy saw some leatherback turtles. These turtles had left their eggs on beaches in Indonesia and returned east to the Californian coast of the United States to look for food. A 13,000-kilometre journey going there and 13,000 kilometres back!

Other animals were travelling south while they were swimming north. Willy jumped out of the water and saw a flock of Arctic terns. They were going to Antarctica for the summer, an incredible 20,000 kilometres each way.

Farther on, Hope jumped out of the water and saw a fishing boat in the distance. Some people were pulling a large net out of the water while others were giving signals. The net was full of fish.

Hope remembered that she had seen the boat before.

Last year, lots of boats were fishing in this area while she was looking for food.

Hope: Oh, it is the net that I recognise. It catches so many fish!

She went back to Willy's side and they swam on.

It was only when they got to the colder Arctic waters that the orcas found enough food. They were happy and stayed there for a few months.

Hope looked at the horizon.

Hope: *One day the boats will come here, she thought.*

Hope: *Then we'll have to migrate again.*

Track 46

Presenter: Today, we welcome Peter Brown on the line from Mexico.

Researcher: Hello.

Presenter: Peter is doing research on monarch butterfly migration. Monarch butterflies cannot survive cold winters in Canada and the United States, so they travel to warmer places. Peter, can you tell us more?

Researcher: Yes, of course. Every year, hundreds of thousands of monarchs travel 5,000 kilometres to a few mountains in the state of Michoacán, Mexico. They are the only insects in the world that travel this far. This year, we have followed three main routes. First, the monarchs on the northeast coast of the United States migrated south along the coast and west to Texas. Then they were joined by other monarchs who migrated directly south to Texas from places like Quebec in Canada.

Presenter: When these butterflies met in Texas, had they travelled far already? How far?

Researcher: They had already travelled thousands of kilometres over several generations! All of these monarchs are now flying south from Texas through Mexico to Michoacán.

Presenter: What was the third route?

Researcher: The third route was

from the northwest of the United States, in Washington. These monarchs flew south along the coast to California and are now spending their winter there.

Presenter: What are you doing now?

Researcher: I'm in Michoacán. I'm waiting for the monarchs to arrive. I'm very excited, and I'm keeping a diary of events!

Track 47

One

The train arriving at Platform 1 is the 10.00 p.m. service to Newtown.

Two

The train standing at Platform 1 is the 10.00 p.m. service to Newtown.

Three

The next train to arrive at Platform 1 is the 6 a.m. service to Newtown.

Track 48

Announcer: This is the final call for Erin Collins on flight 213B to New York. Please go to Gate 5.

Announcer: Can Erin Collins please go to Gate 5? This gate will close in 5 minutes.

Pilot: We are sorry to say this flight has been cancelled. Please leave the plane.

Track 49

One

Boy: Hey, Jill. What are you doing?

Jill: I'm reading a book about Japan. I'd love to go there one day. I think I might learn Japanese!

Two

Laura: What did you do last weekend, Robert?

Robert: I went to the Chinese New Year festival. It was cool!

Three

Girl: What's that?

Boy: It's chicken curry.

Girl: Can I try some?

Boy: Sure. Here you are.

Girl: Mmm. It's delicious!

Track 50

Listen to the rest of the dialogue.

For each question, choose the correct answer. Look at questions 1- 5 now. You have 20 seconds.

Laura: Was the festival downtown?

Robert: We thought it was in Chinatown. We went there, but then we found out that the main events were at the football stadium.

Laura: What did you see at the festival?

Robert: Lots of things! There was a fair with lots of Chinese food. And I saw a parade and lots of lion and dragon dances.

Laura: Was there a fireworks display?

Robert: There was, but that was at night. We had gone home by then, so I didn't see that.

Laura: Did you try any of the food?

Robert: Yes, there were lots of traditional Chinese snacks. I had some noodles. They were delicious.

Laura: Did you use chopsticks?

Robert: Ha, ha. I tried, but I couldn't use them. So, I asked for a fork, but they didn't have one! I ended up eating them with a soup spoon! Then I nearly dropped the noodles.

Laura: Why?

Robert: While I was eating, a parade was going past. It was really colourful. There were people in traditional clothes and children wearing lion masks. Then a dragon suddenly appeared in front of me! I was shocked!

Laura: A dragon?

Robert: Well, it was some people dressed as a dragon.

Laura: Why are there dragons at Chinese festivals?

Robert: I asked them that! It's not to scare people. In Chinese culture, a dragon brings good luck. They celebrate the Year of the Dragon every 12 years.

Now listen again.

Unit 7

Track 51

Laura: Hey Dad, look at our school magazine!

Dad: Wow, it's finished! Are you happy with it?

Laura: Yes! Look. The cover page has a picture of one of the families who participated in the school fair.

Dad: I really enjoyed the fair. There was a lot of good food and music and I met your friends' parents. Anyway, let me see the magazine! What's the headline? "School Fair: A Success!" It was a success, wasn't it?

Laura: Yes, everyone enjoyed it. This issue is mostly about the school fair. Here is the contents page with the different sections.

Dad: What's "Meet the Team"?

Laura: That's our class. We were the writers and editors for this issue. There is a short introduction for each of us. I was a writer, but I helped the editors correct some texts too. Then there is an article "Our School Fair." Here you will find out what took place at the fair, you know, the sports events, the music, competitions and everything.

Dad: Where is your interview with Mr. Rowe? He's the one who organised the school fair, isn't he?

Laura: Here... "Let's meet Mr. Rowe!" We looked like professionals interviewing him. I was asking the questions I had written. I had a microphone, so our voices sounded really loud. Jason was recording the interview using his mobile phone.

Dad: How was Jason using a mobile phone to record the interview?

Laura: His phone has a voice recorder app. It recorded what Mr. Rowe said. We didn't need a notebook to take notes.

Dad: Great! Is there anything else in the magazine?

Laura: Well, it's not all about the school fair. The last pages have a ghost story. It's called "The Empty Room." My friend Adrian wrote it. It's scary!

Dad: Wow I have to read that!

Track 52

Good Buddies

The Street Party

Helen's dad: It's noon. You guys go and enjoy yourselves. I'll be here.

Helen: I want to do karaoke. I like pop music.

Sarah: No way! I don't like singing. You go yourselves.

George: Come on, Sarah! You're a good singer. We have heard you ourselves.

At the karaoke show...

George: Look! There are prizes!

Sarah: OK, OK. Helen, let's go... Helen? You said you wanted to do karaoke.

Helen: Oh. I'll be back in a minute, OK?

Oliver: Let's do the three-legged race.

George: Good idea! I'm good at running!

Sarah: But what about the karaoke?

The friends get involved in the party.

George: I told you that I was good at running!

Helen: Look! I made it myself!

Sarah: Well, they are enjoying themselves. I will enter the karaoke competition myself!

When the others see Sarah on stage, they go back to watch.

Sarah: La la laaaaaa!

Helen: Woohoo! Go, Sarah!

Onomatopoeia: Clap! Clap!

At the end of the day...

Helen's dad: Did you have a good time?

Helen: Yes, we enjoyed ourselves, Dad.

Helen's dad: Good! Now you can help clean up!

Helen: Don't throw away my orca!

George: Oops, sorry!

Track 53

George: Hey Mum. I'm writing an article for the school magazine about the street party.

Mum: That's nice. Did you interview people and record what they said?

George: Yes, of course. I spoke to the organiser. She said she was very happy that so many people were there. She introduced me to Mrs. Banks.

Mum: Oh yes, I know May Banks.

George: She is 92 and she told me that it was the first street party in the area that she could remember. Her husband Frank said that we needed another one soon.

Mum: I'm glad they enjoyed it! But there were also a lot of young people at the party. What did they think?

George: My friend Sarah tried the karaoke. At first, she said she didn't want to sing, but everyone cheered when she got on stage. I won the three-legged race with my friend Oliver. I told him that I was a fast runner, but he said he didn't believe me! Everyone got involved and enjoyed themselves. I have to think of a headline for the article.

Mum: What about something simple like "Our Street Party?"

George: Good idea!

Track 54

For each item, choose the correct answer. Look at questions 1 to 4 now. You have 15 seconds.

You will hear Ben talking to Rachel about the food festival. What will each person bring to the party?

There is one example.

Ben: It's the food festival on Friday, Rachel. Are you ready for it?

Rachel: Yes, Ben. I have a cake. I made it myself! It's a traditional Russian cake. It's my Grandma's recipe.

Ben: That sounds delicious. But Ella said she was making a cake, didn't she?

Rachel: When I told her that I was making a cake, she said it was fine. She's making a surprise dessert with pineapples and watermelons.

Ben: Cool! I'm making a curry. Dad's helping me because he loves making curries. It has chicken in it and tastes awesome. I'll bring rice to go with it.

Rachel: You don't need to bring rice. Remember Evan's bringing some as part of the Chinese dish he's making.

Ben: Oh yes, I forgot. What's Barbara making?

Rachel: She wanted to make an Italian dish. I said that spaghetti was nice, but she doesn't like it. So, she's making pizza!

Ben: Even better! What's Matt bringing?

Rachel: He said he wanted to bring cookies, but then he decided to be healthier. So, he's making a bowl of chopped tomatoes, onions and lettuce.

Ben: Well, some salad sounds OK. There's going to be so much to eat. I hope we don't make ourselves ill!

Now listen again.

Track 55

Teacher: This is called the "Five Finger Thank You" exercise. You use your imagination to be thankful for people and times in your life. Sit with your back straight. Close your eyes. The exercise will begin now.

Finger one. Think about someone in your life you want to thank. It can be a teacher, parent, grandparent or friend. Imagine that person. What do they look like? What sounds or images are you thinking about?

Finger two. Now think about something big you are thankful for. This can be something like your home or your favourite place. Something that makes you happy for a moment every day. What do you notice? Where are you? Who are you with?

Finger three. Breathe in and out. Now think of something small you are thankful for. It can be your favourite piece of a clothing or food, a game or being with your pet. What is special about this thing?

Finger four. Now think of an experience you are thankful for. This can be a special event at school, a party or music concert. Where are you? What are you doing? What makes it special?

Finger five. Finally, think of a group of people you are thankful for. This can be your family, a club or team or some other group you are part of. What is special about this group? How do you feel in this group? Think about what you noticed. You can transform any moment of your day by counting five things you are thankful for on one hand. Try it yourself every day. Now, open your eyes.

Track 56

Carnival
Banana
Kangaroo

Track 57

forever
microphone
magazine
volunteer
understand
recorder
tomorrow
neighbourhood
editor
important
recommend
disagree

Track 58

One
photograph
magazine
volunteer
octopus

Two

banana
referee
museum
delicious

Three

microphone
engineer
kangaroo,
afternoon

Track 59

For each question, choose the correct answer. Look at questions 1 to 4 now. You have twenty seconds. You will hear Tina talking to her friend Joe about the event. There is one example.

Tina: Joe, look at that. Those

costumes are amazing. There is so much to see here.

Joe: Have you decided what to do next? There are monster films in Room 1 and video games in Room 7.

Tina: I'd like to see the monster films, but there is a photo session with superheroes in the entrance hall. I'm going there.

Joe: I'm going to the car park at lunch time.

Tina: Is there food there?

Joe: No! There is a superhero car show. Rachel said it was cool. You can sit in their cars.

Tina: My brother would love that. I'm sorry he's not here. Where is Rachel?

Joe: I think she is with rest of the class. Some of them are entering the costume contest. Mr. Jones is with them.

Tina: We should go and find them. What are you doing now?

Joe: I'm going to the monster films. It finishes at 11:30. Then it's lunch break at 12.

Tina: Well, I can meet you after the photo session at the entrance at 11:35. Then we can go and find the others.

Joe: Mr. Jones said we could meet at the bookshop at 11:45.

Tina: Oh yes, OK. Are you ready for this afternoon?

Joe: Yes, I think so. I'm meeting Tim and Mark at 3 pm. Tim said we needed to practise our dance routine. We came up with it ourselves.

Tina: Are you excited?

Joe: Yes! I can't wait!

Unit 8

Track 60

One

Boy: How are you going to raise money for the homeless shelter?

Girl: Some friends and I will be selling cakes in my yard at the weekend.

Boy: I can tell all my family to go

and buy a cake.

Girl: That will be wonderful. If we sell more cakes, we'll raise more money!

Two

Mum: Be careful on the Fun Run. Don't fall and twist your ankle.

Boy: Yes, Mum. I'm not that careless.

Mum: What is it for?

Boy: It's to raise money for the animal shelter. It is a place where they take really good care of helpless animals that are found in the street.

Mum: That's very thoughtful.

Three

Headteacher: OK, everyone. I'm pleased to say that the school fair last Saturday was a success. It was a beautiful day, so the obstacle course was extremely popular. I think everyone had fun watching the teachers climbing over walls and running through tunnels. Unfortunately, I was last. Yes, yes...I know I was useless. But the important thing is that we raised over 300 dollars towards the new school roof.

Four

Girl: Did you sell many things last weekend?

Boy: Yes! I couldn't believe it. I even sold all my old video games. I thought they were worthless, but one boy bought them all!

Girl: How much money did you raise?

Boy: About 60 dollars. It's not a lot, but the nursing home said any amount was helpful.

Track 61

Good Buddies

The Fun Run

Teacher: It's the school Fun Run next month. You can get sponsors, and we can donate to the charity

of our choice.

Helen makes a suggestion.

Helen: Let's donate to Earth Warriors! We can help save the orcas!

Teacher: What do you think, class?

Helen tells her class about the charity.

Helen: I'm going to a beach clean-up in a few weeks. It's organised by Earth Warriors. We have to keep the oceans clean to help orcas survive.

Eventually, the class agrees to donate to Earth Warriors.

That weekend, Helen decides to ask her neighbours to sponsor her.

Helen: Thank you!

Neighbour: You're welcome.

They all agree to help.

On the day of the Fun Run, Helen is excited. She decides to run as fast as she can.

Sarah: Helen! If I were you, I'd take my time!

Suddenly...

Helen: Oww!

Helen's friends decide to stop to help her.

Oliver: I suggest carrying her on George's back. He's a good runner!

George: Come on, Helen!

Helen: We finished! Thanks, George!

George: You're welcome!

Track 62

Helen: Thanks for coming to the beach clean-up, guys.

George: That's OK, Helen. This is good fun. If I weren't here now, I'd be watching TV.

Helen: Wow! If the beach were cleaner, we wouldn't have to be picking up rubbish. Honestly, if I had a million dollars, I'd build an orca sanctuary. It would be a safe place for Hope and Willy and all the

orcas.

Sarah: I'd make the orca submarine - a real one! And I'd travel around the world in it!

Helen: Ha, ha. That's a good idea, Sarah! What would you do George?

George: If I had a million dollars, I'd buy a new house for my mum.

Helen: If you did that, she'd be really happy.

George: Yes, she would. What would you do, Oliver?

Oliver: Hmm. I don't know. Who needs a million dollars? I'd donate it to a charity.

Helen: Earth Warriors?

Oliver: Maybe. Look! There are some orcas over there!

Helen: Wow! They look like Hope and Willy. They're beautiful!

Track 63

Girl: If I were you, I'd take your time.

Boy: If we were from outer space, we'd live on Mars.

Track 64

If I Were You

If I were you and you were me,
What would we do so differently?
If I were a bee, I'd buzz around
flowers,
And drink sweet nectar for hours
and hours.

If she were a turtle, she'd swim to
land,
And lay her eggs right under the
sand.

If he were a panda, he'd look for
bamboo,
Or find something else that's good
to chew.

If you were an eagle, you'd fly
through the sky,
And look down on the world with
your eagle eye.
If they were whales, do you know
what they'd do?
They'd swim through the oceans
deep and blue.
If I were you and you were me,
We'd do what we do, can't you see?

Practice Book Audioscript

Welcome Unit

Track 1

One. Vicky.

Hello, I'm Vicky. I'm a kind person and I'm interested in all kinds of animals. One day, I want to be a vet. Last summer, I was a pet sitter for my uncle's enormous dog. That was great, but I needed a lot of energy to play with it and take it for walks every day. This summer, I would like to take care of a different kind of animal, so I can learn about it. And definitely a smaller animal than my uncle's dog, so I can be more relaxed!

Two. Paul.

Hi, I'm Paul. Last summer holiday, I was really bored. We didn't go away because my dad said it was too expensive and he was too worried about leaving our dogs, so I played computer games in my room every day. This year, I need a summer job that is fun, and I want to make new friends. I also need to make a lot of money because I want to buy a new bike—and they're not cheap!

Three. Charlotte.

Hi, I'm Charlotte. My parents want me to get a summer job this year because they say I'm really lazy during holidays... They also complain that I spend all my time in my room with my friends and make it really messy. I want to work with animals, but I don't like birds because they are sometimes unfriendly. Also, I want to be outdoors this summer doing a fun job with friendly animals—and I want to show my parents I'm not lazy!

Unit 1

Track 2

Michael: Hi, Hannah! What are you doing this weekend? Do you have any plans?

Hannah: I don't know. I don't think so...

Michael: My mum is taking me to the science fair on Saturday. You should come!

Hannah: Oh, I love the science fair! We went last year, and it was amazing.

Michael: We're going in the afternoon in my mum's car. We could take you.

Hannah: Oh, cool! Should we see the ocean exhibit? Last year it was awesome!

Michael: Sure! Should I ask my mum if you can come? I think it costs \$5 to get in.

Hannah: Well... I could ask my dad for some money.

Michael: Yes! We could watch the film about whales, go inside the orca skeleton and...

Hannah: Wait! I need to talk to Dad first!

Track 3

Listen and look. There is one example.

Where did Jim go last weekend?

Holly: What did you do last weekend, Jim? I called you, but you weren't home. Your mum said you were out.

Jim: Oh, it was fun! I went to the shopping centre with my best friend and people from my Tae Kwon Do club.

Can you see the tick? Now you listen and tick the correct box.

One. Who is Jim's best friend?

Holly: Who is your best friend?

Jim: It's Charlie from school. You know him!

Holly: Is Charlie the slim boy with straight black hair?

Jim: No, that's Tim. Charlie is well-built and he has wavy brown hair.

Holly: Oh! He's really good-looking!

Two. What did Jim and his friends do at the shopping centre?

Holly: What did you do at the shopping centre? Did you go shopping?

Jim: We went to see a new 3D film! It was amazing!

Three. Which film did they see?

Holly: Did you see the film about robots? Or did you see the one about orcas?

Jim: We saw the one about the robot that can cook! We were really hungry after that!

Holly: I can imagine.

Four. What did they eat?

Jim: So, after the film, we went out for pizza. Tim wanted burgers and ice cream, but no one else wanted that...

Holly: That sounds like a fun day!

Now listen again.

Track 4

Listen and look. There is one example.

Kim: Hi, Grandma! It's Kim.

Grandma: Hello, dear! How are you?

Kim: I'm fine. I'm trying to make plans for this weekend because everyone is busy.

Grandma: What is everyone doing?

Kim: Well, Sam is going camping this weekend with his best friends Paul and Jack.

Grandma: Oh, that's sounds fun!

Can you see the letter E? This is an example. Now you listen and write a letter in each box.

Grandma: What about Lucy? What are her plans?

Kim: Lucy is going to spend time with friends from her class.

Grandma: At school?

Kim: No. It's Jill's birthday party on Saturday.

Grandma: Oh, I know Jill! She's a nice girl.

Kim: Mum is driving Lucy to the party, and then she's going to work all weekend at her office!

Grandma: Why?

Kim: She has a big meeting next week and she needs to prepare for it.

Grandma: Oh, I see...

Grandma: What about your father? What is he going to do?

Kim: He wanted to go camping with Sam, but the boys want to spend time on their own. So, he's going to play golf.

Grandma: Why don't you go with him?

Kim: I don't like playing golf...

Kim: Can I come and see you, Grandma?

Grandma: Oh, sorry, Kim. I'm going to meet my book club at the library.

Kim: Oh...

Grandma: But you can come to my house later. We can bake a cake!

Kim: Great! I'll see you at your house then!

Now listen again.

Unit 2

Track 5

Dolphins are beautiful sea creatures, but many of them live in captivity, usually in an aquarium, so that people can pay to watch them in shows. There are many reasons why dolphins are less happy living in captivity. First of all, dolphins are very sociable. In the wild, they swim in large groups with many family members. Dolphins in captivity are not usually from the same family.

Because they live in swimming pools, they have to swim with different species, and this makes them less sociable. Sometimes they can even become aggressive. In their natural habitat, dolphins need one another to stay safe. There are some dangers in the ocean, but they are less stressed because they help each other. In captivity, dolphins are often moved from one aquarium to another and they cannot make connections. When dolphins are stressed, they become less active. Dolphins in the wild are strong and confident, and can live between 30 and 50 years. In captivity, they live only about 14 years, and they become less confident. Dolphins born in captivity are the least healthy. Many of them die before they are one year old, and the ones that survive only live between 10 and 12 years.

Track 6

1. He's having fun in the pool, isn't he?
2. They like pizza, don't they?
3. You can dive, can't you?
4. You saw an orca last summer, didn't you?
5. These mountains are huge, aren't they?
6. She swims really well, doesn't she?

Track 7

Listen and look. There is one example.

Carl: Dad! I took a picture of my class with my new smartphone!

Dad: Let's see... Are all of these kids your friends?

Carl: Well, not all of them. That's my teacher, Miss Bailey. She's really patient with us.

Dad: Is Miss Bailey the lady wearing a blazer?

Carl: No, that's the headteacher, Mrs. Davis. Miss Bailey is the younger one.

Dad: Ah, OK. I'm going to meet her next week, I guess.

Can you see the line? This is an example. Now you listen and draw lines.

Dad: Who's that girl?

Carl: The one looking out the window? That's Alex.

Dad: She looks bored!

Carl: Well, she's really smart.

Dad: Why is she bored?

Carl: She finishes all of the activities quickly and gets bored afterwards!

Carl: Do you remember my best friend, Ricky?

Dad: Is he in the picture, too?

Carl: Yes, look, he's running! That's why Mrs. Davis came in!

Dad: There are two boys running... Which one is he?

Carl: He's the one who has black hair.

Dad: Well, he shouldn't run in the classroom.

Carl: I know...

Dad: That girl looks very hardworking!

Carl: Which one?

Dad: The one with all the books on her desk.

Carl: Yes, that's Zoe.

Dad: Maybe you should be best friends with her!

Carl: Dad!

Carl: Look at Tom's new schoolbag.

Dad: Which one is Tom?

Carl: He's the boy talking to the other boy next to him.

Dad: That is a nice schoolbag, isn't it?

Carl: Yes, it is! I'd like to get one like that!

Dad: Well, your birthday's coming up...

Dad: And who's that girl?

Carl: The one looking at the boys?

Dad: Yes, she looks very shy, doesn't she?

Carl: Yes, she's new. Her name is Tina.

Dad: Maybe you should be sociable and talk to her! And also, you're not supposed to be using your smartphone in class!

Carl: OK, I won't do it again...

Now listen again.

Track 8

Ludmila, Russia.

I really care about the environment! I'm worried about what is happening to our oceans and to sea animals like orcas. When I'm an adult, I want to have a job that helps protect them. When I'm old, I want to feel that I really made a difference in the world!

Valentina, Spain.

I want a new tablet, but they are expensive. I'm going to try and find one for a good price. Then, to make money, I'm going to sell my bike, because it's too small for me now. And I'm going to get a summer job, like pet sitting. I hope to be able to buy my tablet in a few months.

Enzo, Brazil.

I absolutely love playing football and I play it all the time with my friends and at my football club. My favourite team is the Brazilian national team. In about ten years, I want to be on the Brazilian football team and play for my country. That would be my dream come true!

Unit 3

Track 9

Listen and look. There is one example.

Gaby: This year, I want to go green and do more to protect the environment. My parents go shopping for food every week because we're a big family, and they always bring home lots of plastic bags. I'm going to tell them to buy shopping bags that they can reuse every time they go shopping!

Can you see the letter G? This is an example. Now you listen and write a letter in each box.

Danny: My parents drive me to school every day, but I've decided to ask them if I could use my bike instead of going by car. It's only a fifteen-minute ride away, and it will be fun and healthy!

Joe: At home we never used to sort the rubbish. All the plastic bottles, glass and paper would go into the same rubbish bin and all of it would go to the dump! Then we saw a documentary about recycling and how to stop filling landfills. My parents got some recycling bins and we always sort the rubbish now!

Martha: I needed some new boots, but I don't want to keep buying new things. My older sister had some boots that were still new, but too small for her, so I have them now. This year, I'm not going to buy any new clothes, because my sister said I can have the clothes that don't fit her anymore.

Brian: I never buy plastic bottles of water. I have a metal water bottle with a picture of a baby turtle on it. I refill it with water from the drinking fountain when I'm thirsty. Other kids at school are doing this, too!

Violet: My science teacher organises beach cleanups once a month. We take rubbish bags and recycling bins to the beach and fill them with things that people throw away. Then the recyclable materials are taken to a recycling plant. We collected 20 kilos of rubbish last month!

Now listen again.

Track 10

Listen and look. There is one example.

Miss Fairchild: OK, everyone. Let me tell you about our next arts project.

James: What's the theme going to be, Miss Fairchild?

Miss Fairchild: It's for Earth Day. It's very special!

James: Oh, that sounds interesting!

Can you see the answer? Now you listen and write.

Natalie: When are we going to start the project?

Miss Fairchild: We're going to start it next Tuesday in our art class.

Natalie: What are we going to make?

Miss Fairchild: You can choose between making an organiser for school supplies or a plant pot.

Natalie: Do we have to bring anything to class?

Miss Fairchild: Yes! This week, please collect empty food containers at home. They could be plastic bottles, aluminum cans, paper boxes... Don't forget to wash them and let them dry!

James: When should we bring them to school?

Miss Fairchild: Please bring them next Monday. Don't bring them this week—we don't want anyone to throw them away thinking they are rubbish!

James: What are we going to do with the things we make?

Miss Fairchild: We're going to sell them at the next Open House and donate the money to an environmental organisation!

Natalie: That sounds like a great idea!

Now listen again.

Unit 4

Track 11

Emily: My name is Emily and I'm very worried about global warming. One of the effects of global warming is that the ocean temperatures are rising. This causes coral reefs to die because the oceans are too warm. The coral reefs support thousands of species of fish. I'm sure that if the coral reefs die, many fish and ocean creatures will die, too.

William: I'm William and we are doing a project at school about access to clean water. I believe that having clean water changes everything in people's lives. One in ten people lives without clean

water. Women and children have to walk long distances to collect water from wells. Often that water is dirty, and people get sick. If they have access to clean water, they can spend their time going to school and working.

Peilin: My name is Peilin and I live in a large city. I think that it's really important to save as much water as we can. There are simple things we can all do. For example, if we turn off the faucet when we brush our teeth, we will use less water. Also, we can have shorter showers and use a bucket to catch the running water when we are waiting for it to get hot. We can use this water to flush the toilet, for example.

Santiago: Hello, I'm Santiago. In my country, Argentina, you can still see whales living in the ocean. Whales are amazing creatures, and we should do everything we can to protect them and their habitats. I am in a science club, and last week we adopted a whale! We're going to get a certificate and information about our adopted whale, Orlando, every month. I imagine that if more people adopt whales, there will be more whales in the future.

Track 12

Listen and look. There is one example.

Josh: Miss Adams, can I colour this picture, please?

Miss Adams: Yes, Josh. Can you see the bird in the sky?

Josh: The one near the sun?

Miss Adams: That's right! Colour that one grey!

Josh: OK.

Can you see the grey bird? This is an example. Now you listen, colour and write.

One

Josh: Look! We can see underwater!

Miss Adams: Yes, it's interesting, isn't it?

Josh: Can I colour something underwater, please?

Miss Adams: Yes, why don't you colour the coral?

Josh: OK, I'll colour it pink.

Miss Adams: Good idea! Lots of corals are pink, aren't they?

Two

Josh: I think the fish look friendly!

Miss Adams: Do you? Let's colour the smaller one!

Josh: Should I colour it blue?

Miss Adams: No, the sea is blue. How about yellow?

Josh: Yes, that will look nice!

Three

Josh: Can you see the sign?

Miss Adams: The one on the beach? Yes. Let's write on it!

Josh: Should we write safe?

Miss Adams: Good idea!

Josh: How do you spell it?

Miss Adams: S-A-F-E.

Four

Miss Adams: OK, what are you going to colour next?

Josh: How about that man's T-shirt?

Miss Adams: The one swimming?

Josh: No, the man on the beach, near the water.

Miss Adams: OK, colour his T-shirt red. Like a lifeguard's.

Josh: Nice!

Five

Josh: I want to colour the dolphin now.

Miss Adams: Why don't you colour it green?

Josh: Hm, how about purple?

Miss Adams: You're right, purple would look better!

Now listen again.

Track 13

One

Ciara: I love animals and there is a centre for homeless animals near my

house. They have about 50 cats and dogs that need a home. I was talking to my friends on my basketball team and we decided to volunteer. My parents took us there one weekend and the staff members were really happy to see us. They said that they needed someone to play with the animals. We play fetch and run around with the dogs, and we take toys for the cats to play with. Now we go every Saturday! It's fun and I'm happy to help!

Two

Kwan: My science teacher started a club to clean up the park in my town. People used to leave a lot of rubbish there and it wasn't a very nice place. We started volunteering after school for an hour to collect rubbish, and then we separate it for recycling. There is a small lake in the middle of the park, and it was always sad to see plastic bags floating on it. Now when people see us there, they join in the cleanup. The park's much better now, so I feel good that we have made a difference.

Unit 5

Track 14

Dora: It was difficult to learn how to ride this. At first, I fell down a lot of times. And it hurt! Some people think that snow is soft, but it's actually hard! Eventually I stopped falling down and now I love it! I'm even thinking of joining a competition!

Carl: It was the first time I had flown in an aircraft like that. The pilot controls it using hot air and the direction of the wind. I was a little scared, but the view was so beautiful that I relaxed after a little while.

Debbie: My family likes cycling a lot. I remember when my mum taught me how to ride a bike. She was

holding me from behind and then suddenly I realised she wasn't there anymore. I was riding on my own! Now I ride my bike everywhere. And I even know how to change my own tyres!

Nick: When I went to the Transportation Museum with Dad, I learned a lot. The first railways were invented in England in 1825 and they weren't used for passengers at first. The trains had different engines that were powered by burning combustibles, so they produced a lot of steam!

Track 15

For each question, choose the correct answer. Look at questions 1 to 5 now. You have twenty seconds. You will hear Angela talking to her friend, Lucas, about a science fair.

Angela: Hi, Lucas! Would you like to come to the science fair with me this weekend?

Lucas: What day is it? I'm busy on Sunday, but I can go if it's on Saturday.

Angela: It's on Saturday morning, at the park. I have to go there on Friday to help my group finish the arrangements.

Lucas: At Maple Park?

Angela: No, there's a football game there. It's at Turnbull Park, behind the Union Square.

Lucas: Oh, yes, I know where it is! How are you getting there?

Angela: Mum can't take me, so I'm going to take the bus. My dad's going to pick me up at the end of the fair.

Lucas: OK, I'll meet you at the park then. What time?

Angela: How about nine in the morning?

Lucas: That's fine. How much money do I need to bring?

Angela: The entrance is five dollars for adults, but it's free for kids

under sixteen.

Lucas: Nice! What's the theme this year?

Angela: Cool inventions!

Lucas: Again? That was the theme last year!

Angela: Yes, but last year the fair was about technological inventions. This year, it's about travel and transportation. I can't wait to show you the special submarine my group invented!

Now listen again.

Unit 6

Track 16

One. Robert.

What was I doing? Oh, I was pushing a cart with the passengers' luggage along the platform while the train was coming in.

Two. Mandy.

We were playing with our dog Bongo while our mum was buying coffee. I had to be careful not to let him run away.

Three. Kyle.

I was listening to music while I was waiting for my train. I love music!

Four. Tim.

While we were eating our sandwiches, a man was sitting next to us listening to music with headphones.

Narrator: Five. Susan.

I was buying coffee while my children were playing with our dog.

Six. Celia.

I was reading a book while I was waiting to buy a snack. The book was really interesting!

Track 17

For each question, write the correct answer in the blank. Write a word, a number, a date, or a time. Look at Questions 1 to 5 now. You have 10 seconds.

You will hear a teacher talking to a group of students about a weekend adventure trip.

You know every year our school plans a weekend adventure trip. We take our students to a camp, where you can do several activities, such as hiking, canoeing or climbing. You can also learn some basic camping skills, like putting up a tent or starting a fire. I really recommend this trip! It starts on Friday afternoon, after school. So, the students who decide to go on the trip should bring their rucksack and packed lunch. The bus leaves at two o'clock. It's a three-hour drive, so we should arrive at the camp around five o'clock. Upon arrival, you'll be assigned to your dormitories, then there will be a welcoming event. If you are interested in going, you should talk to Mr. Phelps. That's P-H-E-L-P-S. He's a Physical Education teacher and he's organising the trip. He'll give you a form that you should take to your families. They need to sign it so you can go. There is also a cost of 125 pounds per student. The camp will provide all meals, tents, sheets and towels. All you need to bring are your personal items. We recommend you take light clothes for the daily activities, a bathing suit, pyjamas and some warm clothes for the evening. So, do you have any questions?

Now listen again.

Track 18

One. Kanya.

In Bangkok, we have a kind of taxi called Tuk-Tuk. It is usually brightly coloured and it has three wheels. It is the fastest means of transportation in our busy city—a little too fast sometimes! Its name comes from the sound its engine makes!

Two. Rafael.

In my city, Havana, people travel

in Coco Taxis. They have that name because they look like empty coconuts! There are yellow ones and black ones. The yellow ones are usually for tourists. They are fast and cheaper than ordinary taxis.

Three. Antonella.

My city, Venice, is famous for its canals. A gondola is a boat that takes tourists through the canals. It usually fits only two people and it's beautifully decorated. But the people who live here prefer to travel in a traghetto. This boat is like a gondola, but it's bigger. It can carry more than ten people. It's also cheaper than the gondola!

Unit 7

Track 19

For each question, choose the correct answer. Look at Question 1.

One. What didn't Jack do at the street party?

Olivia: Jack, did you have a good time at the street party?

Jack: Yes, I did. I saw you singing karaoke! You were great!

Olivia: Thanks, Jack! Did you sing, too?

Jack: No, I didn't have time. I took my little sister to the origami tent to make paper animals and then we entered the three-legged race. We weren't medalists, but it was fun!

Now listen again.

Two. Who was the winner of the TV talent show?

Jeremy: Hi, Sammy! Did you watch TV last night? It was the final of the talent show.

Sammy: I know! Who do you think was the best?

Jeremy: I think the dancer was amazing. I can't believe she didn't win!

Sammy: Yes, but what about the singer who won? My dad thinks that she will be famous some day.

Jeremy: I think they all will. The

guitarist was really good, too, but not as good as the singer. I'm glad she won!

Now listen again.

Three. What did the journalist use for the interview?

Joan: Last night, a journalist interviewed my mum at our house. It was really exciting!

Mike: Wow! Why was she interviewed?

Joan: Because she's organising the street party.

Mike: Did the journalist use a video camera and a microphone?

Joan: No, just a voice recorder. It wasn't an interview for the TV, but it will be on the cover page of the local newspaper tomorrow!

Mike: Cool! I'll read it!

Now listen again.

Four. What does Andy's father do?

Jess: Andy, let's go and see a film this weekend.

Andy: OK, I'll ask Mum if she can take us. Dad will be working.

Jess: What does your dad do? He works for the newspaper, doesn't he?

Andy: Yes, he does.

Jess: Is he a reporter? Or a writer?

Andy: No, he's an editor! He was a reporter when he started, but he's been there for a long time.

Now listen again.

Five. What was the headline of the school's newspaper?

Alice: Did you see yesterday's newspaper, Jonas?

Jonas: No, I didn't. What happened?

Alice: Mr. Lynn found a cat in the gym—with four kittens! The headline is "New Mascot for Tubman School!"

Jonas: Wow! That's great, but... What's going to happen to the kittens?

Alice: The school is going to find homes for them when they are older. They're too young now.

Jonas: I'm going to ask my parents

if we can adopt one!

Alice: Nice!

Now listen again.

Track 20

For each item, choose the correct option. Look at Questions 1 to 5 now. You have 15 seconds.

You will hear Lauren talking to Wes about their school's culture day.

What will each student do?

Lauren: Are you happy about what you're going to do for the culture day, Wes?

Wes: I think so, but I need to practise a lot to be the band's vocalist!

Lauren: You'll be fine! Especially if Mike's playing the guitar right next to you. He's so good! It's sad that we don't have a sound recordist to record your performance this year.

Wes: Are you going to work for the school's newspaper again, Lauren?

Lauren: Yes, but I'm not going to be a writer this year. Jason's going to write all the articles. I'm going to do all the interviews... so I'll interview you after you sing!

Wes: Is Jason going to edit the articles, too?

Lauren: No, he's not. Our English teacher's going to do that.

Wes: Peter's already working on his art display. He's such an amazing artist!

Lauren: I know! He's going to draw the scenery for Maria's dance routine, too.

Wes: Oh, really? That will be great! We have a very talented class!

Lauren: Yes, we do!

Now listen again.

Unit 8

Track 21

One. Valery.

If I won a million dollars, I would adopt all the dogs from my town's animal shelter. I love animals and I

want them to have a good home. I would buy beds for all of them and give them good food!

Two. Steve.

If I won a million dollars, I would buy plane tickets and travel all around the world during my school holidays. I would take Mum and Dad with me!

Three. Edmund.

I would buy a big house for my family! The house would have an extra bedroom for my grandparents. They live far away, so if we had a bedroom for them, they could visit us more often.

Four. Irene.

Last week, I saw a documentary about children who don't go to school because their families don't have enough money. So, if I won a million dollars, I would donate a lot of it to charities to make sure that children get schoolbooks and school supplies. I'm so lucky because I have everything I need!

Track 22

For each question, choose the correct answer. You will hear a teacher talking to his class. What does he want everyone to do?

Mr. Wilder: OK, everyone, we're going to have a fundraising event next month. I want you to think of different ways to raise money. For example, some people could collect clothes and blankets, or make cakes for a bake sale. But everyone should try and get some sponsors for the fun run because we're all going to participate—even me!

Now listen again.

You will hear two friends talking about their day. What did they do?

Bella: What a fantastic day!

Carter: Yes, the animals were so cute! I played with the dogs and took some of them for a walk.

Bella: I played with the cats. There was a really lovely white one. I'm going to ask my parents if we can adopt it!

Carter: That's a great idea! They all need a home. I want to volunteer again next week!

Now listen again.

You will hear a boy talking about his new computer. What was the problem with his old computer?

Terry: My parents bought me a new computer!

Frances: Oh, that's great, Terry! What was wrong with your old one? Was it broken?

Terry: No, but it was too slow.

Frances: I see. Why don't you donate it to the homeless shelter?

Terry: Do you think they would want it?

Frances: Of course! They can format and use it.

Terry: Cool! I'll do that!

Now listen again.

You will hear two friends talking about a bicycle accident. What piece of advice does Lina give David?

Lina: Hi, David, what happened?

David: I was riding my bike down a hill and I fell. I really hurt myself.

Lina: That looks bad! I suggest being more careful next time.

David: I know... but it's fun!

Lina: If I were you, I wouldn't ride my bike in the street. Take your bike to the park. That's fun, too!

David: Yeah, you're probably right.

Now listen again.

You will hear a man talking to his daughter about a talent show. What does she decide to do?

Clark: Have you decided what to do for the talent show next month, Wendy?

Wendy: Not yet... My friend Sally and I are thinking about doing a magic show or a dance routine.

Clark: If I were you, I'd sing that song you both love. What's it called again?

Wendy: Oh, do you mean Collecting Hearts? We can't. Cindy and Emma are going to sing that.

Clark: I see... Well, everyone loves magic. Do a magic show!

Wendy: You're right, Dad. I'll call Sally now so we can start practising!

Now listen again.

Can you see the grey bird? This is an example. Now you listen, colour and write.

One

Josh: Look! We can see underwater!

Miss Adams: Yes, it's interesting, isn't it?

Josh: Can I colour something underwater, please?

Miss Adams: Yes, why don't you colour the coral?

Josh: OK, I'll colour it pink.

Miss Adams: Good idea! Lots of corals are pink, aren't they?

Two

Josh: I think the fish look friendly!

Miss Adams: Do you? Let's colour the smaller one!

Josh: Should I colour it blue?

Miss Adams: No, the sea is blue. How about yellow?

Josh: Yes, that will look nice!

Three

Josh: Can you see the sign?

Miss Adams: The one on the beach? Yes. Let's write on it!

Josh: Should we write safe?

Miss Adams: Good idea!

Josh: How do you spell it?

Miss Adams: S-A-F-E.

Four

Miss Adams: OK, what are you going to colour next? **Josh:** How about that man's T-shirt?

Miss Adams: The one swimming?

Josh: No, the man on the beach, near the water.

Miss Adams: OK, colour his T-shirt red. Like a lifeguard's.

Josh: Nice!

Five

Josh: I want to colour the dolphin now.

Miss Adams: Why don't you colour it green?

Josh: Hm, how about purple?

Miss Adams: You're right, purple would look better!

Now listen again.

Track 13

One

Ciara: I love animals and there is a centre for homeless animals near my house. They have about 50 cats and

dogs that need a home. I was talking to my friends on my basketball team and we decided to volunteer. My parents took us there one weekend and the staff members were really happy to see us. They said that they needed someone to play with the animals. We play fetch and run around with the dogs, and we take toys for the cats to play with. Now we go every Saturday! It's fun and I'm happy to help!

Two

Kwan: My science teacher started a club to clean up the park in my town. People used to leave a lot of

rubbish there and it wasn't a very nice place. We started volunteering after school for an hour to collect rubbish, and then we separate it for recycling. There is a small lake in the middle of the park, and it was always sad to see plastic bags floating on it. Now when people see us there, they join in the cleanup. The park's much better now, so I feel good that we have made a difference.

Practice Book Answer Key

Welcome Unit Holidays, Jobs and Interests

Page 4

1

1. large; 2. pleased; 3. lazy; 4. excellent; 5. strange; 6. lovely

a	l	g	d	s	l	a	z	y
s	o	c	j	f	q	e	l	i
t	l	o	v	e	l	y	a	y
r	a	p	r	t	a	b	r	z
a	v	x	m	k	z	f	g	v
n	l	p	l	e	a	s	e	d
g	y	k	w	j	h	o	g	h
e	x	c	e	l	l	e	n	t
e	m	n	a	l	u	c	i	b

2

- a. large, excellent; b. lovely, enthusiastic; c. strange, pleased

Page 5

3

1. c; 2. a; 3. b

•

Suggested answers: 1. Vicky could pet sit a parakeet because she is interested in animals / would like to take care of a different and smaller animal. 2. Paul could wash cars because he wants a fun job / wants to make friends / needs money. 3. Charlotte could walk dogs because she wants to work with animals, but doesn't like birds / wants to be outdoors / wants to show her parents she's not lazy.

4

1. friendly; 2. relaxed; 3. kind; 4. expensive; 5. interested

5

Answers will vary.

Page 6

1

1. C; 2. G; 3. A; 4. F; 5. B

2

1. Have you ever slept in a tent? 2. Have you ever won a competition? 3. Have you ever seen an orca? 4. Have you ever watched a nature programme on TV? Answers will vary.

Page 7

3

1. Did you have; 2. did you do; 3. was; 4. went; 5. saw; 6. swam; 7. have never swum; 8. Have you ever seen; 9. have; 10. won

4

1. True; 2. False; 3. False; 4. True; 5. True; 6. False

Unit 1 Fun with Friends

Page 8

1

1. well-built; 2. scruffy; 3. wavy; 4. slim; 5. good-looking

- 4, 5, 1

- 2, 3

•

1. good-looking; 2. scruffy; 3. well-built; 4. wavy; 5. slim

Page 9

2

1. made; 2. being; 3. get; 4. with; 5. best; 6. friends; 7. time; 8. really

Connor – cutout of the scruffy boy; Leo – cutout of the well-built and good-looking boy; Katie – cutout of the girl with long brown wavy hair; Clare – cutout of the girl in sports clothes; Greg – cutout of the well-built boy with sports glasses.

Page 10

1

1. You should come! 2. We could take; 3. Should we see; 4. Should I ask; 5. I could ask; 6. We could watch

Page 11

2

1. Should we go out for a burger? 2. We could get a slice of pizza. 3. Should we meet at the entrance of the shopping centre? 4. We could watch the film about ocean life. 5. Should I ask my parents if you can go? 6. You could come with us!

3

1. Should we go to the party? / Should I invite a friend to the party? 2. I could help you with your homework. 3. We should go to the shopping centre on Sunday! 4. Should I ask my mum if I can go to the park?

Page 12

4

- Who; Who – 3; 5; What – 4; 2; What – 1

5

1. museum; 2. whales; 3. a lot of; 4. pod;
5. protecting; 6. reusable straws

Page 13

1

b, c, a

- 1. They show that having friends can make us healthier and live longer. 2. Our brain produces special chemicals that make us feel good. 3. Similar interests. 4. Answers may include: Talk to your friends, be yourself, listen to them, tell your friends when they do something well, be friendly, be honest and try to understand their feelings. 5. You should not expect them to do something for you in return.

Page 14

1

Students should tick the scruffy boy (the boy on the right).

- 1. didn't; 2. a math class; 3. shared; 4. sports and films; 5. really good at; 6. is scruffy

2

Answers will vary.

Page 15

1

1. A; 2. C; 3. A; 4. A

Page 16

1

Answers will vary.

- Answers will vary.

Page 17

1

1. be; 2. for; 3. watch/see; 4. make/cook/grill; 5. my; 6. along

Page 18

1

Lucy – C; Mum – G; Dad – A; Grandma – D; Kim – F

Unit 2 Growing Up

Page 19

1

1. disappointed; 2. tiring; 3. boring; 4. embarrassed; 5. annoying

2

Suggested answers: 1. tired; 2. annoying; 3. bored; 4. embarrassed; 5. disappointed.

Page 20

3

1. cutout of the girl labelled mover; 2. cutout of the boy labelled connector; 3. cutout of the girl labelled thinker; 4. cutout of the girl labelled leader; 5. cutout of the boy labelled mover; 6. cutout of the boy labelled thinker

Page 21

1

1. less happy; 2. less sociable; 3. less stressed; 4. less active; 5. less confident; 6. the least happy

2

2. Jenny is less sociable (than Veronica).
3. Sophie is the least sociable (girl).

Page 22

3

1. d; 2. f; 3. e; 4. b; 5. a; 6. c

4

1. isn't he? ↓; 2. don't they? ↑; 3. can't you? ↑;
4. didn't you? ↑; 5. aren't they? ↓; 6. doesn't she? ↓

Page 23

5

1. a; 2. b; 3. b; 4. a

6

1. Yes. 2. Yes. 3. No. 4. No. 5. Yes. 6. No. 7. No.

Page 24

1

1. easygoing; 2. sociable; 3. active; 4. patient;
5. generous; 6. competitive; 7. bored; 8. quiet;
9. disappointed; 10. hardworking

Page 25

1. Students match Alex with the blond girl looking out the window. 2. Students match Ricky with the boy with black hair running in the classroom. 3. Students match Zoe with the girl with the ponytail reading a book. 4. Students match Tom with the boy who has a schoolbag with a star on it. 5. Students match Tina with the girl with braids at the front of the class looking at the boys.

Page 26

1

b

- 1. annoyed; 2. boring; 3. disappointed; 4. tired; 5. embarrassing

2

1. "I can't play outside, so I'm going to read my book."
2. "I'm going to study harder for my test next time."
3. "I'm lucky to have food every day."

Page 27

1

1. Lifetime goals; 2. Long-term goals; 3. Short-term goals

•

1. Lifetime (goal); 2. Short-term (goal); 3. Long-term (goal)

2

Answers will vary.

Page 28

1

1. scruffy; 2. get along with; 3. straight; 4. spend time with; 5. good-looking

2

1. Should we go to the shopping centre and have some pizza? 2. We could go on Sunday at lunchtime. 3. Should I invite her, too?

3

1. Who; 2. What; 3. What; 4. Who

Page 29

4

1. b; 2. c; 3. a

5

1. enthusiastic; 2. embarrassed; 3. disappointing; 4. confident

6

1. isn't going to do; 2. is going to call; 3. is going to clean up; 4. isn't going to play

7

1. can't they? ↓; 2. did you? ↑; 3. aren't you? ↑; 4. don't they ↓

Page 30

1

b

2

1. parents and caregivers – When you were small, they made decisions about your clothes and what you ate. 2. teachers – When you were small, they made decisions about the activities you did. 3. peers – As you get older, they have more influence over what you do.

3

1. c; 2. a

Page 31

4

1. No. 2. No. 3. Yes. 4. Yes. 5. No.

5

1. Notice how your body is reacting. Are you scared? Do you feel uncomfortable? 2. Think about the good or bad things that could happen. 3. If you feel uncomfortable, just say no. 4. Make it clear your decision is final. 5. Choose to be with peer groups that make you feel good!

6

Answers will vary.

Unit 3 The Three Rs**Page 32**

1

reuse, refill, recycle, replace, reduce

•

1. refill; 2. reduce; 3. reuse; 4. replace; 5. recycle

Page 33

2

1. air pollution – cutout of smoke coming out of the factory's chimneys; 2. toxic waste – cutout of the pipe dumping waste into the river; 3. waste disposal – cutout of the lorry dumping rubbish into the landfill; 4. solar energy – cutout of the solar panels; 5. wind farms – cutout of the windmills 6. recycling plant – cutout of the recycling plant

Page 34

1

1. tastes – picture of the toothpaste; 2. smells – picture of the perfume bottle; 3. looks – picture of the boat-shaped kite; 4. sounds – picture of the trumpet; 5. feels – picture of the slippers

2

Answers will vary.

Page 35

3

1. First, the materials are collected by recycling lorries and taken to the recycling plant. 2. Next, the paper is sorted from the other materials. 3. Then it is washed and made into a liquid that is like a paper soup! 4. Finally, the "soup" is pressed by a machine to take the water out and make new paper.

4

1. Plastic is made from oil. 2. The plastic is collected by recycling lorries. 3. The pieces of plastic are cleaned by a machine at the recycling plant. 4. The recycled plastic is transformed into new products.

•

Answers will vary.

Page 36

5

Suggested answers: 1. The board is cleaned. 2. The recycling bin is emptied. 3. The desks and chairs are organised. 4. The books are put back onto the bookshelf. 5. The door and the window are closed.

6

1. plastic; 2. islands; 3. smell; 4. Thirty; 5. less; 6. school

Page 37

1

b

•

1. Number of years sea turtles hadn't been to Versova Beach. 2. Number of volunteers who helped clean up the beach. 3. Number of schoolchildren who helped clean up the beach. 4. Number of rubbish bags the volunteers collected. 5. Number of baby sea turtles on Versova Beach on March 22, 2018.

Page 38

1

1. dump; 2. smelled; 3. cleanup; 4. plastic; 5. recycling bin; 6. refill; 7. reduce

•

Answers will vary.

Page 39

1

Danny – A; Joe – H; Martha – E; Brian – B; Violet – F

Page 40

1

1. Try exchanging clothes and other objects with your friends! 2. Why not organise a cleanup with friends? 3. Why don't you ride your bike? It's fun! 4. You should give them to a younger kid! 5. You could take your own and refill it! Answers will vary.

Page 41

1

1. ocean; 2. island; 3. birds; 4. collecting; 5. patch

•

The Ocean Cleanup

Page 42

1

1. Tuesday; 2. plant pot; 3. food containers; 4. Monday; 5. an environmental organisation

Unit 4 Water Issues**Page 43**

1

1. unsafe; 2. disappear; 3. impractical; 4. unable; 5. impossible; 6. undeveloped; 7. disagree; 8. disadvantage

•

1. disagree; 2. unable; 3. disappear; 4. unsafe; 5. undeveloped; 6. impossible; 7. disadvantage; 8. impractical

2

Answers will vary.

Page 44

3

1. diseases – cutout of the ill girl; 2. drought – cutout of the dry landscape; 3. dangerous – cutout of the danger symbol; 4. well – cutout of the well with the bucket; 5. spend – cutout of the person taking money from a wallet; 6. shop – cutout of the water storage barrels

4

1. billion; 2. access; 3. life; 4. health; 5. diseases

Page 45

1

Emily – global warming – I'm sure that if the coral reefs die, many fish and ocean creatures will die, too. William – access to clean water – I believe that having clean water changes everything in people's lives. Peilin – saving water – I think that it's really important to save as much water as we can. Santiago – protecting whales – I imagine that if more people adopt whales, there will be more whales in the future.

•

Answers will vary.

Page 46

2

1. d; 2. c; 3. a; 4. e; 5. b

3

1. If children have safe drinking water, they won't get ill. 2. If children don't get ill, they will go to school. 3. If children go to school, they will learn about the environment. 4. If children learn about the environment, they will know how to protect it.

4

Answers will vary.

Page 47

5

1. don't wash / will get; 2. will be / save; 3. are / will be; 4. will reduce / release

6

Answers will vary.

7

1. water; 2. warmer; 3. organisation; 4. clean; 5. female; 6. magazine

Page 48

1

1 – A; 2 – H; 3 – D; 4 – G; 5 – B

Page 49

1

1. Students colour the coral pink. 2. Students colour the small fish yellow. 3. Students write safe on the sign. 4. Students colour the T-shirt of the man on the beach red. 5. Students colour the dolphin purple.

Page 50

1

c

•

Percentage of an adult's body composed of water – Students colour 60%. Percentage of the Earth's surface covered by water – Students colour 71%. Percentage of the Earth's water that is salty or unsafe – Students colour 97%. Percentage of the Earth's water in the ice caps – Students colour 2%. Percentage of the Earth's water fit for human use – Students colour 1%.

Page 51

1

1. b; 2. e; 3. d; 4. c; 5. a

2

1. Type of volunteering: playing with homeless animals; Activities: throwing balls and running around with dogs, playing with cats; When she does it: every Saturday; How she feels: happy (to help).
2. Type of volunteering: cleaning up the park; Activities: collecting rubbish and separating it for recycling; When he does it: after school; How he feels: good.

•

Answers will vary.

Page 52

1

1. disposal; 2. toxic waste; 3. solar panel; 4. renewable energy; 5. wind farm

R	E	N	E	W	A	B	L	E	E	N	E	R	G	Y
B	H	C	W	V	G	N	Y	O	I	P	Z	F	E	I
Y	G	Z	N	D	E	S	M	U	K	U	O	Q	J	P
I	T	O	X	I	C	W	A	S	T	E	Q	Z	L	Z
S	E	C	N	H	Y	I	Z	K	V	Y	I	K	C	X
U	E	S	O	L	A	R	P	A	N	E	L	O	R	X
T	M	P	U	W	I	N	D	F	A	R	M	P	N	W
Z	V	O	Z	P	Y	E	D	I	S	P	O	S	A	L

2

Suggested answers: 1. It smells like strawberries/sugar. It tastes like strawberries/ice. 2. It smells like cinnamon/apples. It tastes like apples/cinnamon.

3

1. First, water is collected and sent to a water treatment plant. 2. Then, objects are removed using a large screen. 3. Next, the water is treated with chemicals. 4. Finally, it is sent back into the water system.

Page 53

4

1. disappear; 2. unsafe; 3. impossible; 4. disagree

5

Answers will vary.

6

1. If children drink dirty water, they will get ill. 2. The ice caps will melt if we don't stop global warming. 3. Shortages will become more frequent if we don't save water.

Page 54

1

b

2

2 – The ocean is coming! If you don't run, you will all drown! 1 – The ice has disappeared, too. I'm sure that it's warmer than usual. 5 – It doesn't smell like horses now. It smells like salt! 3 – We have to leave the cave. If it gets any warmer, there will be a big flood! 4 – Run! The ocean is coming! If you don't leave now, you will be caught in the waves.

Page 55

3

1. fact; 2. fiction; 3. fact; 4. fact; 5. fact; 6. fiction

4

Answers will vary.

Unit 5 Amazing Inventions

Page 56

1

1. B; 2. A; 3. C; 4. C; 5. A; 6. B

Page 57

2

1. camels – cutout of the camel in the desert; 2. bicycle – cutout of the bicycles in the city; 3. sleds – cutout of the sled being pulled by dogs; 4. Railways – cutout of the train on the railway; 5. rafts – cutout of the raft in the river; 6. a rocket – cutout of the rocket being launched

3

Answers will vary.

Page 58

1

1. In hot weather, you need to drink a lot of water. 2. I'll see you later, I need to help my friend with the homework. 3. You don't need to take an umbrella because it isn't raining. 4. For your project, you need to be very creative. 5. Do people need to buy a ticket before they get on the bus?

2

1. Do I need to buy a ticket? 2. Yes, everyone needs to buy a ticket. 3. You need to hurry. 4. You don't need to worry about that.

Page 59

3

1. Do you need to do your homework this afternoon? 2. Do you need to clean your bedroom this weekend? 3. Do you need to go to school tomorrow? 4. Do you need to study for a test this week?

Answers will vary.

4

1. were created; 2. were moved; 3. was produced; 4. were used; 5. were replaced; 6. were kept

Page 60

5

3. The Surfboard – 1. was probably invented; 2. was made 1. The Bicycle – 3. was moved; 4. was called 2. The Rocket – 5. was launched; 6. was called

6

1. No. 2. No. 3. Yes. 4. No. 5. Yes. 6. Yes.

Page 61

1

1. B; 2. A; 3. B; 4. C; 5. A; 6. B

Page 62

1

1. taxi; 2. made; 3. wheels; 4. called; 5. by; 6. engines; 7. terrible; 8 comfortable

•

1. When did you go out? 2. Where did you go? 3. How did you get there? 4. What did you learn? 5. What's your opinion of the museum?

2

Answers will vary.

Page 63

1

1. Students match *Dora* with the snowboard. 2. Students match *Carl* with the hot-air balloon. 3. Students match *Debbie* with the bicycle. 4. Students match *Nick* with the steam locomotive.

Page 64

1

Answers will vary.

•

Answers will vary.

Page 65

1

1. C; 2. A; 3. B; 4. C; 5. B; 6. A

Page 66

1

1. B; 2. C; 3. A; 4. C; 5. B

2

Answers will vary.

Unit 6 Incredible Journeys

Page 67

1

1. adventurous; 2. enormous; 3. equipment; 4. moves; 5. nervous; 6. entertainment; 7. jealous; 8. agree

2

1. arrive; 2. screens; 3. check-in desk; 4. luggage; 5. security; 6. an X-ray; 7. depart

Page 68

3

1. screen – cutout of the screen showing flight information; 2. check-in desk – cutout of the woman tagging a suitcase; 3. passport control – cutout of the man handing his passport through a window; 4. platform – cutout of the people standing on a platform waiting for a train; 5. flight attendant – cutout of the woman handing a tray to a passenger; 6. line – cutout of the people lining up behind a dividing tape; 7. luggage – cutout of the stack of suitcases

Page 69

1

1. man pushing a cart with luggage; 2. girl playing with a dog; 3. man listening to music; 4. boy eating a sandwich; 5. woman buying coffee; 6. woman reading a book

- Answers will vary.

Page 70

2

1. had already left; 2. hadn't arrived yet; 3. hadn't charged his camera; 4. had charged his camera

3

1. yet; 2. already; 3. before; 4. already; 5. before; 6. yet

Page 71

4

1. C; 2. B; 3. A; 4. C; 5. B; 6. A

5

1. salmon; 2. north; 3. 20,000; 4. Indonesia; 5. longest; 6. too many

Page 72

1

1. B; 2. A; 3. C; 4. A; 5. C; 6. B; 7. B

Page 73

1

1. Friday; 2. three; 3. Phelps; 4. 125; 5. warm

Page 74

1

a. 2; b. 3; c. 1; d. 4; e. 5

- a. 1903; b. 1939; c. 1783; d. 1952; e. 1961

- 1. airplane; 2. jetliner; 3. helicopter; 4. rocket; 5. hot air balloon

Page 75

1

1. *Tuk-Tuk*, Bangkok; 2. *Coco Taxi*, Havana; 3. *Traghetto*, Venice

- 1. *Traghetto*; 2. *Coco Taxi*; 3. *Tuk-Tuk*; 4. *Tuk-Tuk*; 5. *Coco Taxi*; 6. *Traghetto*

2

Answers will vary.

Page 76

1

1. responsible; 2. incredible; 3. fashionable; 4. terrible; 5. comfortable; 6. enjoyable

2

1. You need to buy a ticket before you get on the bus. 2. At the check-in desk, you need to hand over your luggage. 3. If you get a flat tyre on your bike, you need to change it. 4. In most countries, you need to pass a test before you can drive.

3

1. were invented; 2. were pulled; 3. weren't ridden; 4. were driven

Page 77

4

Answers will vary.

5

Answers will vary.

6

1. had (already) eaten breakfast; 2. had (already) left; 3. had (already) gone to work; 4. had (already) started

Page 78

1

Piccard and Jones – air, 1999, in a hot air balloon, 20 days, **Naomi Jones** – sea, 1978, by sailboat, 272 days; **Jean Béliveau** – land, 2000-2011, on foot, 11 years and 2 months

2

1. globe; 2. epic; 3. nonstop; 4. a cart; 5. a cabin; 6. sights

Page 79

3

1. No – They didn't stop during their journey. 2. Yes; 3. No – She travelled alone. 4. No – She hadn't swum before she was 23 years old. 5. No – He saw her once a year. 6. Yes.

4

1. Naomi James; 2. Piccard and Jones; 3. Naomi James; 4. Jean Béliveau; 5. Piccard and Jones; 6. Jean Béliveau

5

Answers will vary.

Unit 7 Getting Involved

Page 80

1

1. editor; 2. headline; 3. article; 4. writer; 5. cover page; 6. interview

•

1. cover page; 2. headline; 3. writer; 4. editor; 5. article; 6. interview

Page 81

2

1. video camera – cutout of the video camera; 2. interview – cutout of the reporter interviewing a man; 3. microphone – cutout of the microphone; 4. notebook – cutout of the notebook; 5. recorder app – cutout of the mobile phone with a recorder app

3

-er: interviewer, runner, winner, writer; **-ist:** artist, journalist, guitarist, medalist

Page 82

1

1. itself; 2. herself; 3. myself; 4. ourselves; 5. yourselves; 6. himself; 7. yourself; 8. themselves

2

1. My sister; 2. My brother and I; 3. A dolphin; 4. I; 5. My uncle; 6. you; 7. My friends; 8. You and your dad

Page 83

3

1. liked; 2. were; 3. were; 4. was; 5. could; 6. were; 7. loved

Page 84

4

1. "I'm happy that there is so much talent at our school." 2. "I congratulate the winners and wish the other competitors better luck next time." 3. "I am very excited!" 4. "I want to record some of the Little Palms' songs."

5

1. Yes. 2. Yes. 3. No. 4. Yes. 5. No. Yes.

Page 85

1

c

•

1. Every November.
2. Students' parents, teachers, other students and other community members.
3. Because it's important to show the audience the best qualities of the school and its students.
4. They sing, play instruments, dance, perform in theater plays, prepare special food and decorate the walls.
5. Teamwork and taking pride in your school.

Page 86

1

Answers will vary.

Page 87

1

1. A; 2. C; 3. A; 4. C; 5. B

Page 88

1

Answers will vary.

•

Answers will vary.

Page 89

1

1. C; 2. B; 3. C; 4. A; 5. B

Page 90

1

1. F; 2. B; 3. C; 4. G; 5. A

•

1. He needs to practise singing. 2. No one's going to record the band's performance. 3. The English teacher's going to be the editor. 4. He's going to draw the scenery.

•

Answers will vary.

Unit 8 Our Community

Page 91

1

1. c; 2. a/e; 3. e; 4. a/d/e; 5. b

•

1. volunteer to talk to seniors; 2. adopt a cat or a dog; 3. collect donations; 4. donate old clothes; 5. raise money

Page 92

2

1. nursing home – cutout of three seniors sitting in a living room; 2. animal shelter; 3. adopt – cutout of the girl playing with dogs; 4. homeless shelter; 5. collect – cutout of a man, a woman and a baby sitting on a bunkbed; 6. volunteered; 7. raise – cutout of a man, a woman and a boy selling cupcakes and other baked goods; 8. donate – cutout of a man and a boy carrying a bed into the back of a lorry

3

1. careful; 2. thoughtless; 3. harmless; 4. useless; 5. helpless; 6. useful

Page 93

1

1. D; 2. S; 3. S; 4. D

•

1. decided to sing; 2. suggested collecting; 3. suggested volunteering; 4. decided to donate

2

1. decided to raise; 2. suggested selling; 3. decided to organise; 4. suggested baking

Page 94

3

2, 1, 3

•

Answers will vary.

Page 95

4

3, 4

1, 2

•

Answers will vary.

5

1. a charity; 2. suggests donating; 3. neighbours; 4. Helen; 5. George

Page 96

1

1. What; 2. There; 3. are; 4. to; 5. and; 6. If

•

Answers will vary.

Page 97

1

1. B; 2. C; 3. A; 4. B; 5. A

Page 98

1

c

•

1. visitors; 2. artists; 3. police station; 4. outdoor; 5. tours; 6. learn

•

1. Because he wanted to attract people to the neighbourhood. 2. You can see more than 40 bright and colourful murals. 3. It costs nothing.

Page 99

1

Suggested answers:

1. Juniper, because she is organised, never forgets appointments and is fair at all times.
2. Derek, because he keeps his things organised and never loses anything.
3. Shawn, because he likes listening and talking to people, and because he tells people what they need to hear.
4. Gwen, because she is honest, loves reading and is good at writing.

Page 100

1

1. journalist; 2. singer, performer, guitarist; 3. teacher, medalist; 4. winner

2

1. She taught herself how to speak English. 2. I was very happy with myself for winning the game. 3. Our teacher wants us to do our homework ourselves. 4. At that restaurant, you can help yourself to the food.

3

1. Noah told me that he was going to sing at the school concert. 2. I said that it was a great idea. 3. He said that he was a little bit nervous. 4. I told him he would be fine.

Page 101

4

1. volunteer; 2. donate; 3. homeless; 4. animal shelter

5

1. S; 2. S; 3. D; 4. D

•

1. organising a fundraising event; 2. doing a bake sale; 3. to do a fun run; 3. to make her famous cupcakes

6

Answers will vary.

Page 102

1

Suggested answer: The story is about children who raise money to help a hospital.

2

1. crutch; 2. ward; 3. target; 4. crowdfunding;
5. cheer

3

6, 4, 2, 5, 7, 1, 8, 3

Page 103

4

Emily – I suggest having a bake sale on Saturday morning. Jim – Why don't you try crowdfunding?
The doctor – If I were you, I'd try some easier jumps at the park.

5

1. We're raising money for the children's ward at Parkdale Hospital; 2. The hospital has no toys or games for children to use while they are there.
3. 300 dollars. 4. Buy new toys, books and games that the patients can use.

6

Answers will vary.

•

Answers will vary.2

Open Day 5

Open Day is a fun seven-level topic-based series for elementary schools in which students learn to communicate confidently in English. A wide range of activities acquaints them with internationally accepted exams while providing practice in all four skills.

At each level, students are accompanied by children called the *Good Buddies*, who appear in stories with animals that are or have been endangered. These characters inspire students to become balanced human beings who care about the world they live in.

It is in this way that the series develops empathy and tolerance. It successfully engages students through active learning and by encouraging them to analyse how they work as individuals and interact with others.

