

What's different in the city?

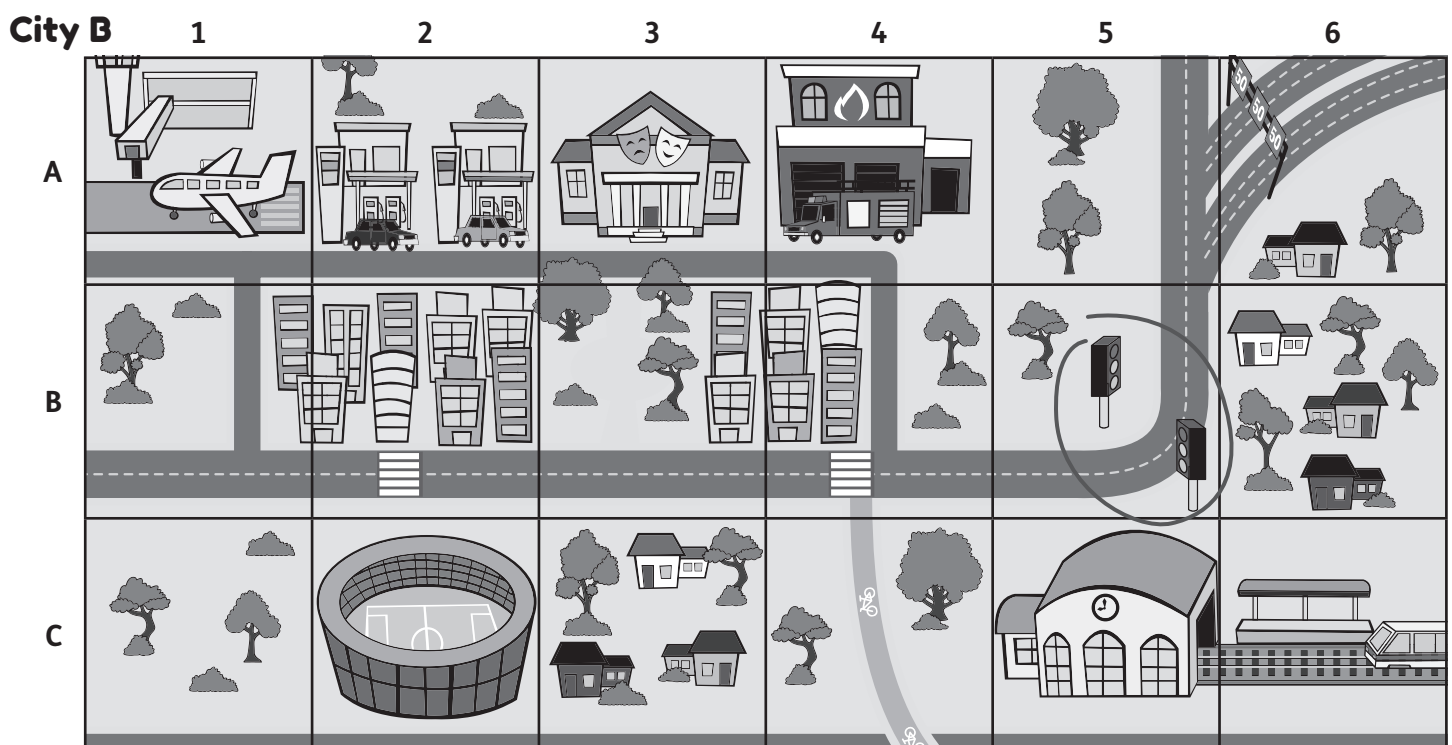
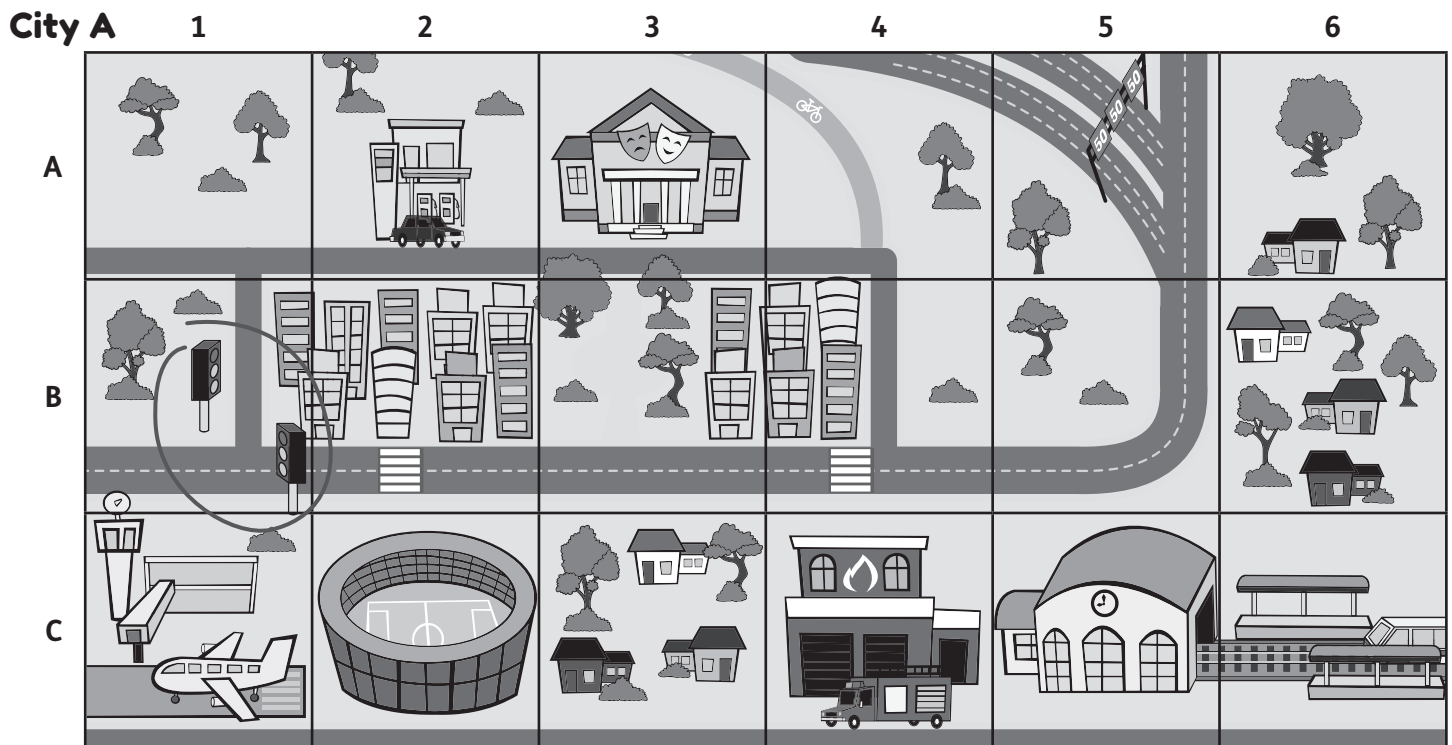
Take turns to describe places in your city to your partner. Listen and say if your city is the same or different. Find and circle six more differences.



In my city, there are traffic lights in B1.



That's different in my city. The traffic lights are in B5.



Match and say!

Make and play the *Match and say!* game with your partner.

How to play

- Work with a partner. Cut out the 16 cards.
- Mix the cards and put them face down on the table.
- Take turns picking up two cards.
- If the pictures on the cards match, say a sentence with *for* or *since* and the words on the cards. Then take the cards.
- If they don't match, turn the cards face down and choose again.



I've lived in the city centre for five years.



I / live /
in the city centre



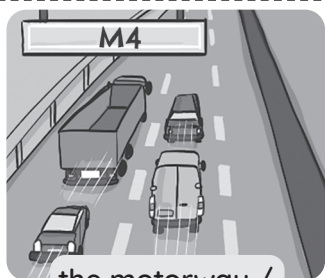
the fire station /
be / open



there / be / an
airport / in our town



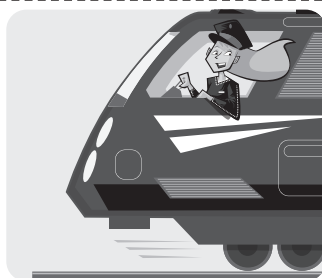
my aunt / work /
at the petrol station



the motorway /
be / here



he / not visit /
the museum



I / drive / trains



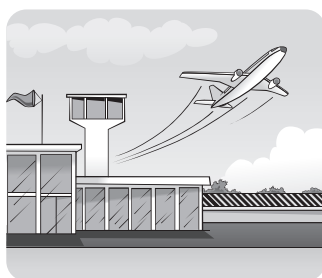
we / not use /
the cycle path



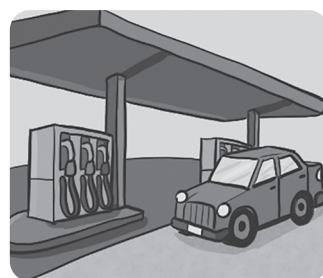
five years



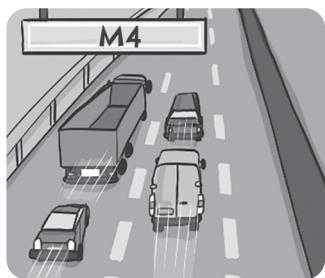
last month



20 years



last summer



12 years



2010



six months



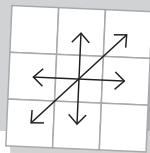
last week

Have you ever ...? bingo

Make and play *Have you ever ...? bingo*.

How to play

- Complete the *Have you ever ...? questions* on your bingo card. Use the ideas in the box or your own ideas.
- Take turns asking the questions.
- When somebody answers *Yes, I have*, write the student's name in the square.
- When three of your squares have names, shout *Bingo!*



Have you ever had a passport?



No, I've never had a passport.

~~have a passport~~ pack a suitcase arrive late for a flight forget your homework
walk on a zebra crossing travel to another country buy a train ticket ride an electric bike

<p>Have you ever _____ had a _____ _____ passport _____?</p> <p>Name: _____</p>	<p>Have you ever _____ _____?</p> <p>Name: _____</p>	<p>Have you ever _____ _____?</p> <p>Name: _____</p>
<p>_____ _____ _____</p> <p>Name: _____</p>	<p>Have you ever played bingo?</p> <p>Name: _____</p>	<p>_____ _____ _____</p> <p>Name: _____</p>
<p>_____ _____ _____</p> <p>Name: _____</p>	<p>_____ _____ _____</p> <p>Name: _____</p>	<p>_____ _____ _____</p> <p>Name: _____</p>

Helping other people






- 1 Read the five situations in the chart below.
- 2 With your partner, decide how to help the people.
Write your ideas in the chart.



How can we help in situation 1?

We can look for the suitcase with the boy.



Situation	How can we help?
<div>1 You've arrived at the airport and you're waiting for a flight. You hear a boy say, "Help! I can't find my suitcase!"</div> <div></div>	
<div>2 You're walking in the park. You see children looking up at a tree. Their kite is high up in the tree.</div> <div></div>	
<div>3 Your friend is going to travel by plane to see his grandma tomorrow. He's afraid of flying and he doesn't want to go.</div> <div></div>	
<div>4 You're doing exercise at school. A friend isn't feeling well. She's got a stomach ache.</div> <div></div>	
<div>5 Your mum is a doctor and she's very tired. She's worked for eight hours today. She's hungry and you are, too.</div> <div></div>	

- 3 Talk about your ideas with the class.

Countryside or city?

- 1 Work with a partner. Complete the Venn diagram about life in the countryside and the city. Use the ideas (1–12).
- 2 Think about life in the countryside and the city in your country. Write four more ideas (13–16) and then add them to the diagram.
- 3 Compare your results with another pair of students.

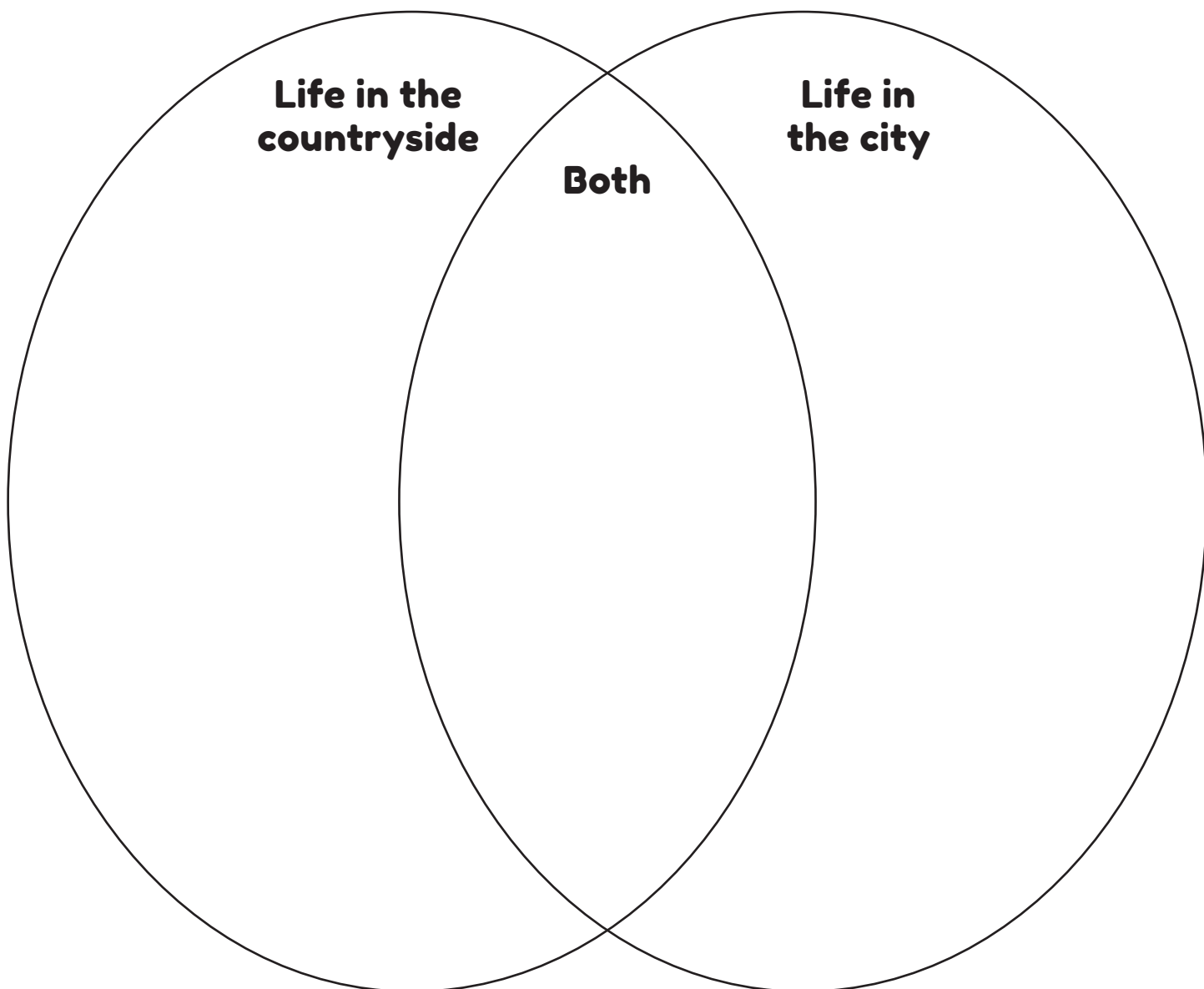


Number one is 'big crowds'. Are there big crowds in the city?

Yes, there are. There aren't big crowds in the countryside. So it goes in the 'Life in the city' circle.



- | | | | |
|--------------|--------------------|---------------|----------|
| 1 big crowds | 5 museums | 9 skyscrapers | 13 _____ |
| 2 busy roads | 6 rivers and lakes | 10 bus stops | 14 _____ |
| 3 animals | 7 swimming pools | 11 villages | 15 _____ |
| 4 shops | 8 cycle paths | 12 airports | 16 _____ |



[illegible]

CARDS

Yes = **→** 3 squares
No = **←** 1 square



Have you ever travelled on a motorway?	Have you ever ridden a bike on a cycle path?	Have you ever had a passport?	Have you ever flown to Australia?	Have you ever travelled by boat?
Have you ever moved to a new house?	Have you ever walked to school?	Have you ever been a passenger on a plane?	Have you ever ridden in a tuk-tuk?	Have you ever travelled on a high-speed train?
Have you ever travelled in a taxi?	Have you ever skateboarded to the supermarket?			

Seasons mind maps

- 1** Complete the mind maps about the four seasons.
Use the ideas in the boxes and your own ideas.

~~rainy~~ sunny
windy snowy

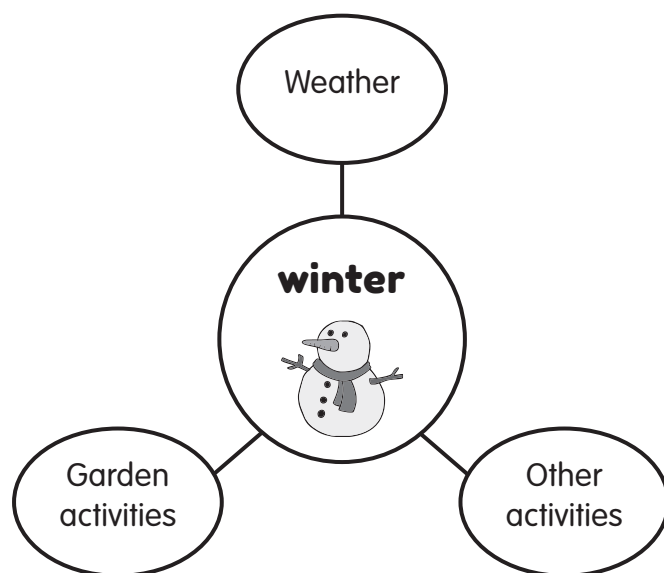
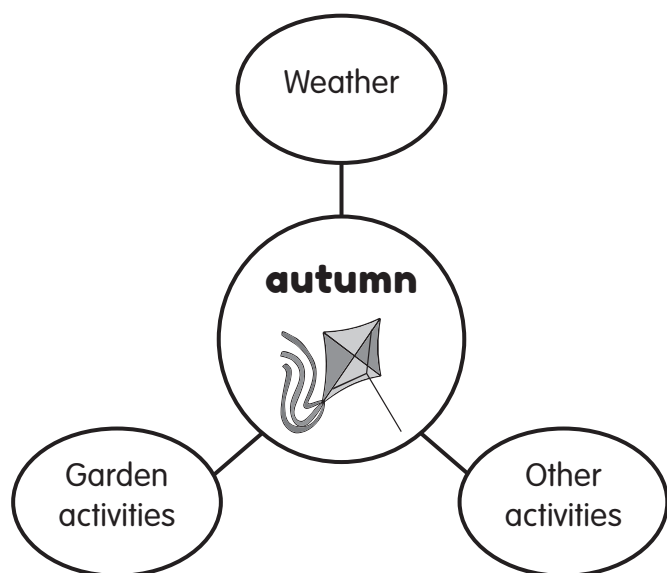
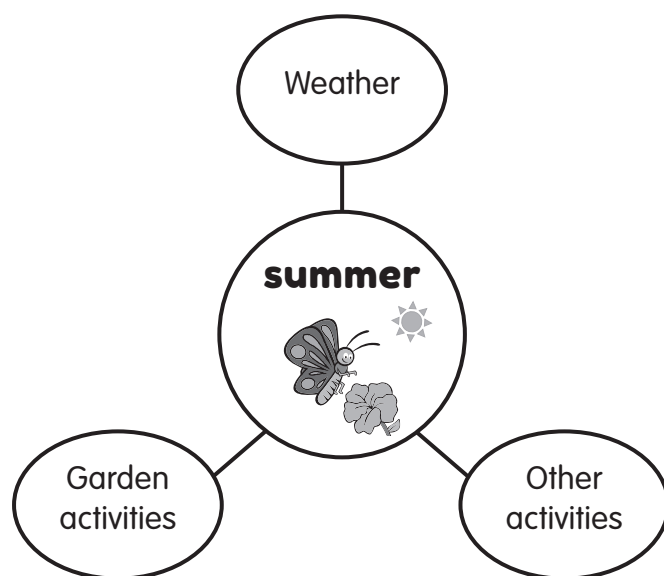
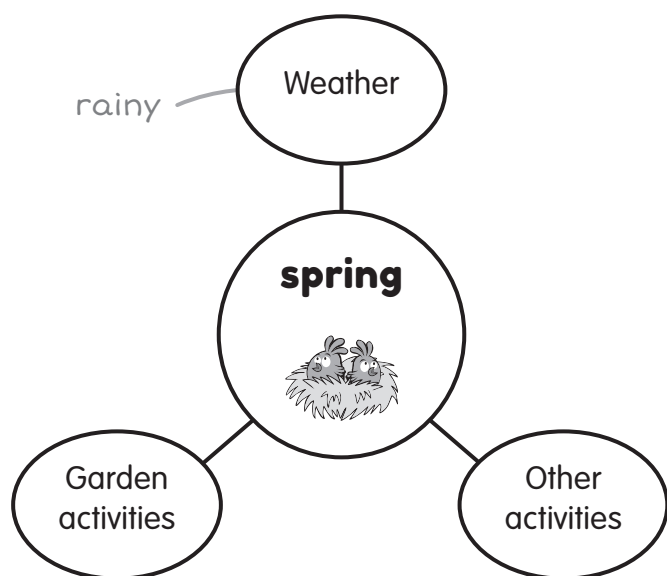
rake the leaves shovel the snow
grow vegetables sow seeds

go snowboarding look for shells
go hiking fly a kite



What's the weather like in spring?

It's rainy.



- 2** Talk about the things you like doing in each season. Use your mind maps for ideas.

What do you like doing in spring?

I like sowing seeds with my grandma.
I don't like going hiking when it's rainy!

An amazing holiday!

- 1 Work with a partner. Choose a place you would both like to go to on holiday and write the place in the table.
- 2 Read the questions (1–6) and draw your answers in the table. Use the ideas in the boxes or your own ideas.



Where would you like to go on holiday?



I'd like to go to Spain!

When are we going to visit Spain?

I think we should go in spring. It will be sunny, but it won't be too hot.

Place: _____

1 When are you going to visit?

spring summer
autumn winter

2 How are you going to travel there?

bus plane boat
train tuk-tuk

3 Where are you going to stay?

hotel caravan
campsite canal boat

4 What activities are you going to do?

go to the beach
have a barbecue ski

5 What places are you going to visit?

castle museum
water park stadium

6 What things are you going to take with you?

backpack camera
sun cream skis

- 3 Show your pictures to another pair. Take turns to predict each other's holiday plans.

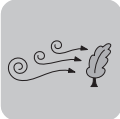



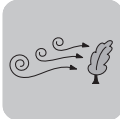




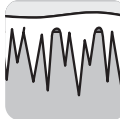
These are our plans for an amazing holiday. We're going to go to Spain!

I can see a sun and a jacket. You're going to go in spring!

The weather forecast

1 Look and complete the weather forecast.

cool warm bright icy snowy stormy sunny windy

Monday	Tuesday	Wednesday	Thursday	Friday
cool				
 	 	 	 	 
windy and bright				

2 Work with a partner. Look at the weather forecast again and plan your week with your partner. Choose the best day for each activity. Write the day.

Let's fly a kite on Wednesday.
It will be as windy as Monday,
but it won't be as cool.

I think Monday is the best day
to fly a kite. Monday won't be
as stormy as Wednesday.

fly a kite



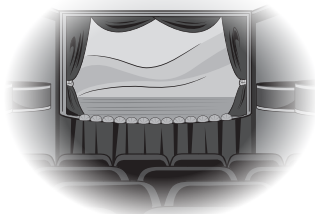
go snowboarding



go to the beach



see a show



visit a castle



3 Work with another pair. Compare the days you chose for each activity.

We're going to fly a kite on Monday because it
won't be as stormy as Wednesday. How about you?

We work hard!

- 1** When do you work hard? Choose and write two ideas.

**I help at home I play sports I help my friends I'm in class I do my homework
I do my hobby I work or play in a team I prepare for an exam I help in the garden**

I work hard when ...

Situation 1: _____

Situation 2: _____



- 2** How do you work hard in these situations? Use the ideas in the box and your own ideas.

**ask questions Hoover the floor cook do lots of exercise find information
listen to other people share my things help other people
check my work learn new things sow seeds plant flowers**

Situation 1: _____

Situation 2: _____

- 3** Work with a partner. Ask and answer questions. Write your partner's answers.

When do you work hard?

I work hard when I play sports
and when I do my homework.

An interview with _____

1 When do you work hard?

1 _____

2 _____

2 How do you work hard in these situations?

1 _____

2 _____

3 When do YOU think I work hard?

Comparing the weather and seasons

- 1 Work with a partner. Compare the weather and seasons in three places. Complete the chart together.
- 2 Talk about each place. What do you think are the good and bad things about the weather and seasons?



In the south of Vietnam, they don't have winter. I think that's a good thing!



I think that's a bad thing because the people in south Vietnam can't go skiing!

	Vietnam	Norway	The place where I live or another place:
1 How many seasons are there?	north of Vietnam: four seasons south of Vietnam:		
2 Weather in one of the seasons			
3 Activities people do indoors			
4 Activities people do outdoors			
5 An interesting fact about the weather or seasons in this place			



A seasonal activities guide

- 1** With your group, think of a place you like.

_____ in _____
(place) (country)

I really like Bangkok in Thailand!

Me too!

- 2** Research the weather. Write notes.

sunny °C hot humid warm dry
wet cool cold icy snowy stormy

A-Z

research to look for facts and information about something

spring	summer	autumn	winter

wet season	dry season



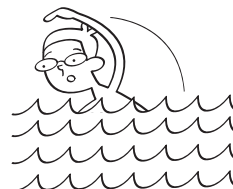
Tip!

Some countries have got four seasons and some have got two seasons.

- 3** Research activities or think of your own ideas. Write notes.

spring	summer	autumn	winter

wet season	dry season



How green are you?



green people who are 'green' help and look after the environment

1 Complete the questions in the survey.

after off litter planted recycling repaired reuse throw

2 Ask and answer with your friends. Record the answers in the survey. Use IIII.







Do you put plastic in the recycling bin?

Yes, always. We've got recycling bins in our garden!



How green are you?



Do you ...	Yes, always.	Yes, sometimes.	No, never.
1 put plastic in the <u>recycling</u> bin? 			
2 turn _____ the tap when you brush your teeth?			
3 _____ shopping bags? 			
4 _____ away old water bottles?			
Have you ever ...	Yes, many times.	Yes, a few times.	No, never.
5 _____ a tree or a flower? 			
6 picked up _____ in your neighbourhood?			
7 done anything to look _____ animals, like make an insect hotel?			
8 _____ old socks or other clothes? 			

3 What did you learn in the survey? How can your class be greener?

Seven people always put plastic in the recycling bin.

That's good, but only two people always reuse shopping bags.

To-do lists

Student A

- 1 Look at the picture and answer your partner's questions about John.

Has John picked up the litter yet?

Yes, he has.

- 2 Ask your partner questions about Molly and complete her to-do list.

Has Molly repaired the kite yet?

No, not yet.



Molly's to-do list

repair the kite



put the plastic in the recycling bin



turn off the tap



put the recycling bin outside



load the dishwasher



bake the cupcakes



Student B

- 1 Ask your partner questions about John and complete his to-do list.

Has John picked up the litter yet?

Yes, he has.

- 2 Look at the picture and answer your partner's questions about Molly.

Has Molly repaired the kite yet?

No, not yet.

John's to-do list

pick up the litter



plant the flowers



make an insect hotel



repair the T-shirt



clean the car

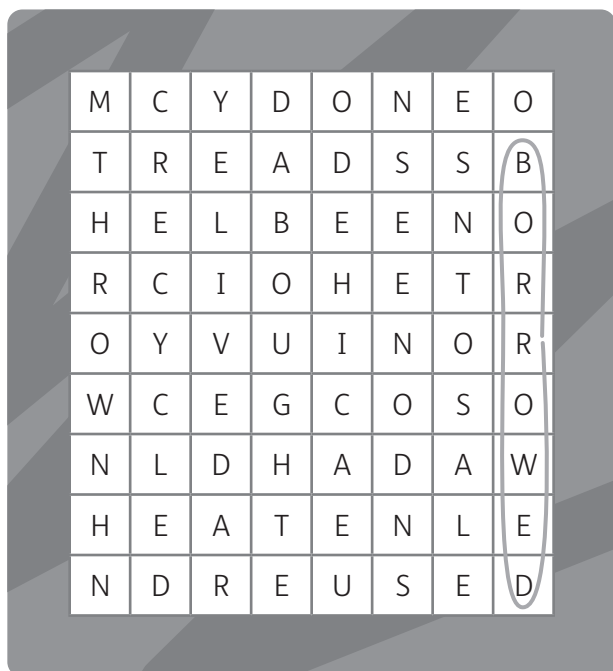


turn off the tap



Make a sentence!

1 Find and circle 12 past participles. Then write.



- 1 borrow borrowed
- 2 buy _____
- 3 do _____
- 4 eat _____
- 5 go _____
- 6 have _____
- 7 live _____
- 8 read _____
- 9 recycle _____
- 10 reuse _____
- 11 see _____
- 12 throw away _____ away

2 Take turns to make a sentence about the pictures (1–8). Use the past participles from activity 1 with the words and phrases in the box.

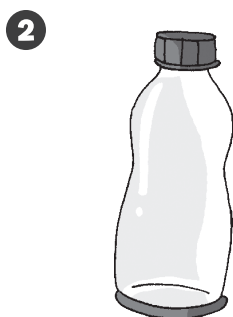
already never yet just for two years since last year

Picture 1. I've never borrowed a T-shirt.

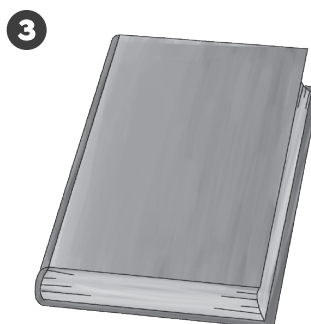
I've just bought a T-shirt!



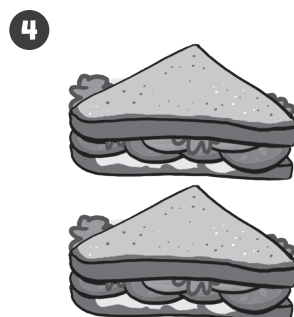
T-shirt



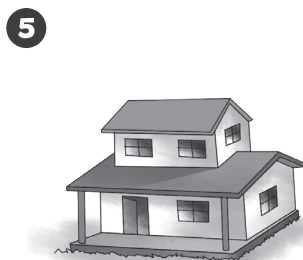
water bottle



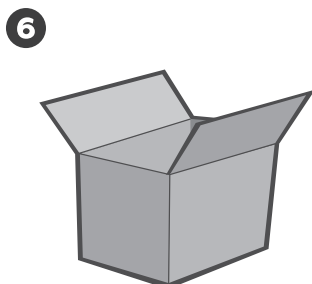
book



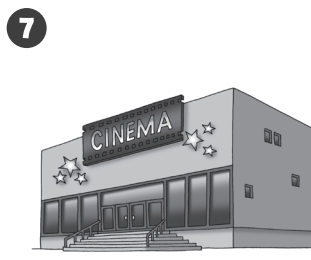
sandwiches



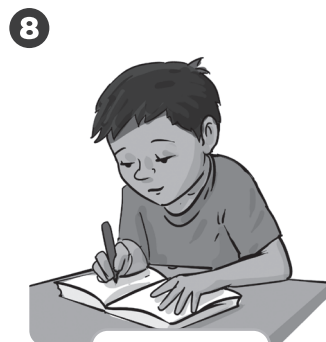
house



cardboard



cinema










homework

Let's be confident!

1 Read. Then circle for you.

I do this ...

 <p>I try new things.</p>	<p>often</p> <p>sometimes</p> <p>never</p>
 <p>I do things even if they are difficult.</p>	<p>often</p> <p>sometimes</p> <p>never</p>
 <p>I'm not frightened to make mistakes. I learn from my mistakes.</p>	<p>often</p> <p>sometimes</p> <p>never</p>
 <p>I ask people for help.</p>	<p>often</p> <p>sometimes</p> <p>never</p>
 <p>If something is difficult, I practise it.</p>	<p>often</p> <p>sometimes</p> <p>never</p>
 <p>I am kind to other people and myself.</p>	<p>often</p> <p>sometimes</p> <p>never</p>
 <p>If I feel shy, I try to be brave and talk to people.</p>	<p>often</p> <p>sometimes</p> <p>never</p>

2 Work with a partner. Ask and answer the questions.

- 1 Which of these things are you good at?
- 2 Which things would you like to get better at?



Which of these things
are you good at?

I'm good at trying new things. I'm learning to play the guitar at the moment.



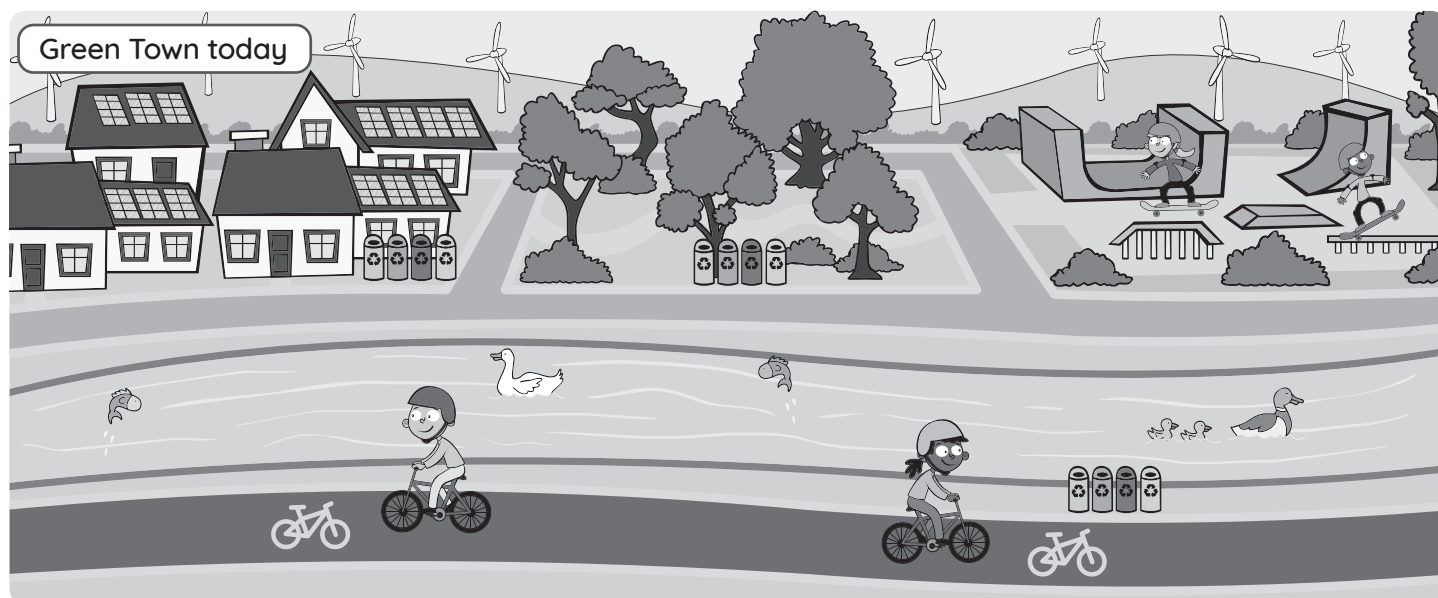
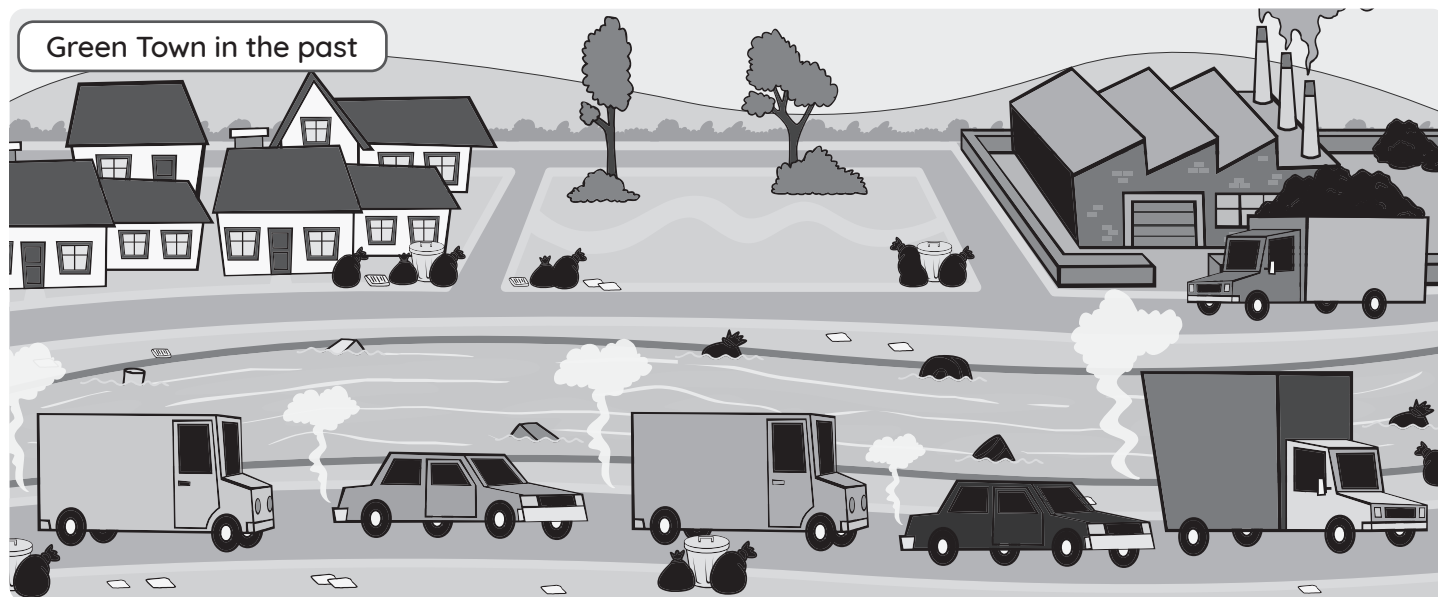
Green Town

- 1** Look at the pictures of Green Town in the past and today. How has Green Town changed? Discuss with your partner. Use the ideas in the box.

cars cycle lanes factory fossil fuels litter
pollution recycling bins renewable energy river
skate park solar panels streets town square trees wind turbines

In the past, there was a factory in Green Town. It used fossil fuels.

There isn't a factory in Green Town today. It's a skate park!



- 2** Think about your town or city. How is it similar or different to Green Town today?

How is our town similar to Green Town today?

There aren't any factories in our town and there isn't any pollution in the river.

- 3** How can your city or town be greener?

We can have more cycle lanes.

A poster about the four Rs

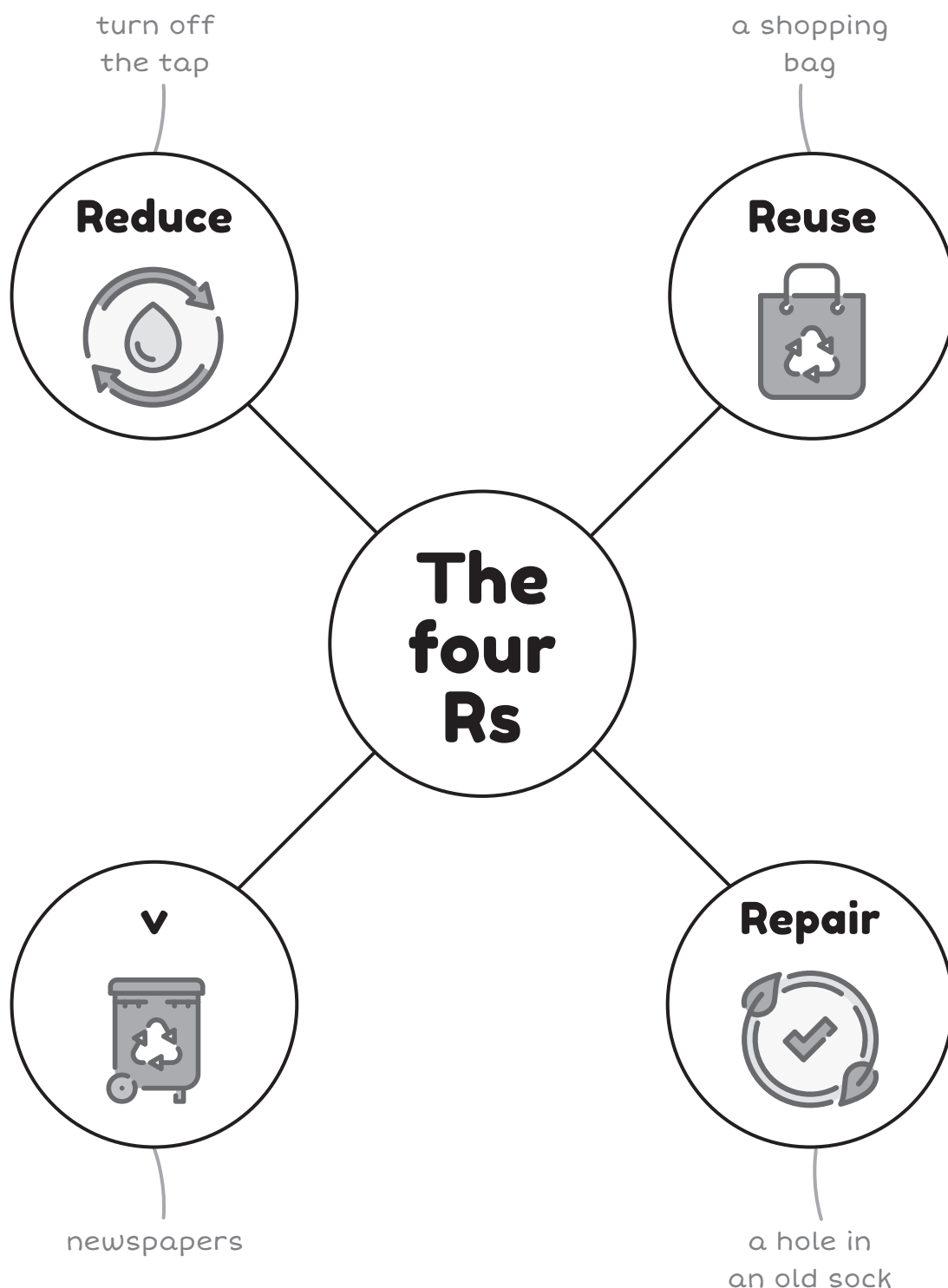
- 1** Brainstorm ideas for the four Rs.
Write your ideas on the mind map.



brainstorm to think and talk about lots of ideas in a group

You can turn off the tap after you use it. That reduces the water you use.

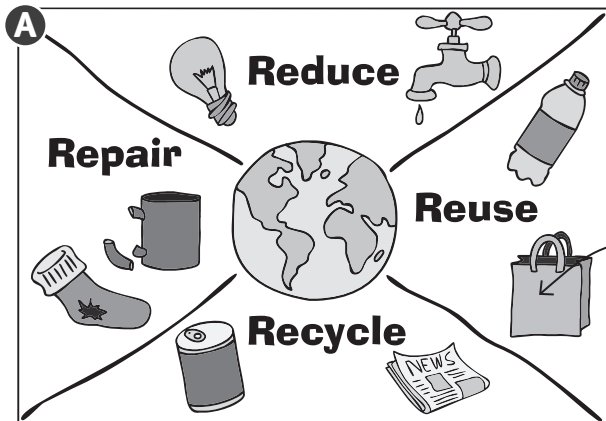
Good idea! I'll write that on the 'reduce' part of the mind map.



A poster about the four Rs

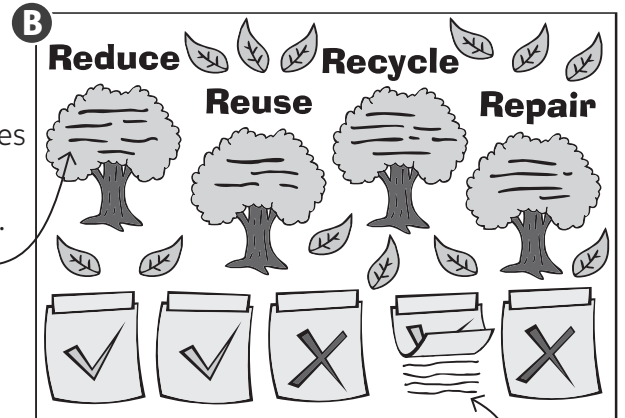
- 2** Think about poster design. Look at these ideas.
Discuss the things you like on each poster.

I like poster A. The four sections are triangle shapes so it's really clear.



Draw pictures or write sentences.

I like poster B because it's got flaps. Our poster can have flaps, too!



Write or draw something under the flap.



Draw lines to make four sections. The sections can be different shapes.

- 3** Sketch your poster.



sketch to draw a very simple picture which hasn't got many details

Yesterday at the theatre!

Make and play the *Yesterday at the theatre!* game.

How to play

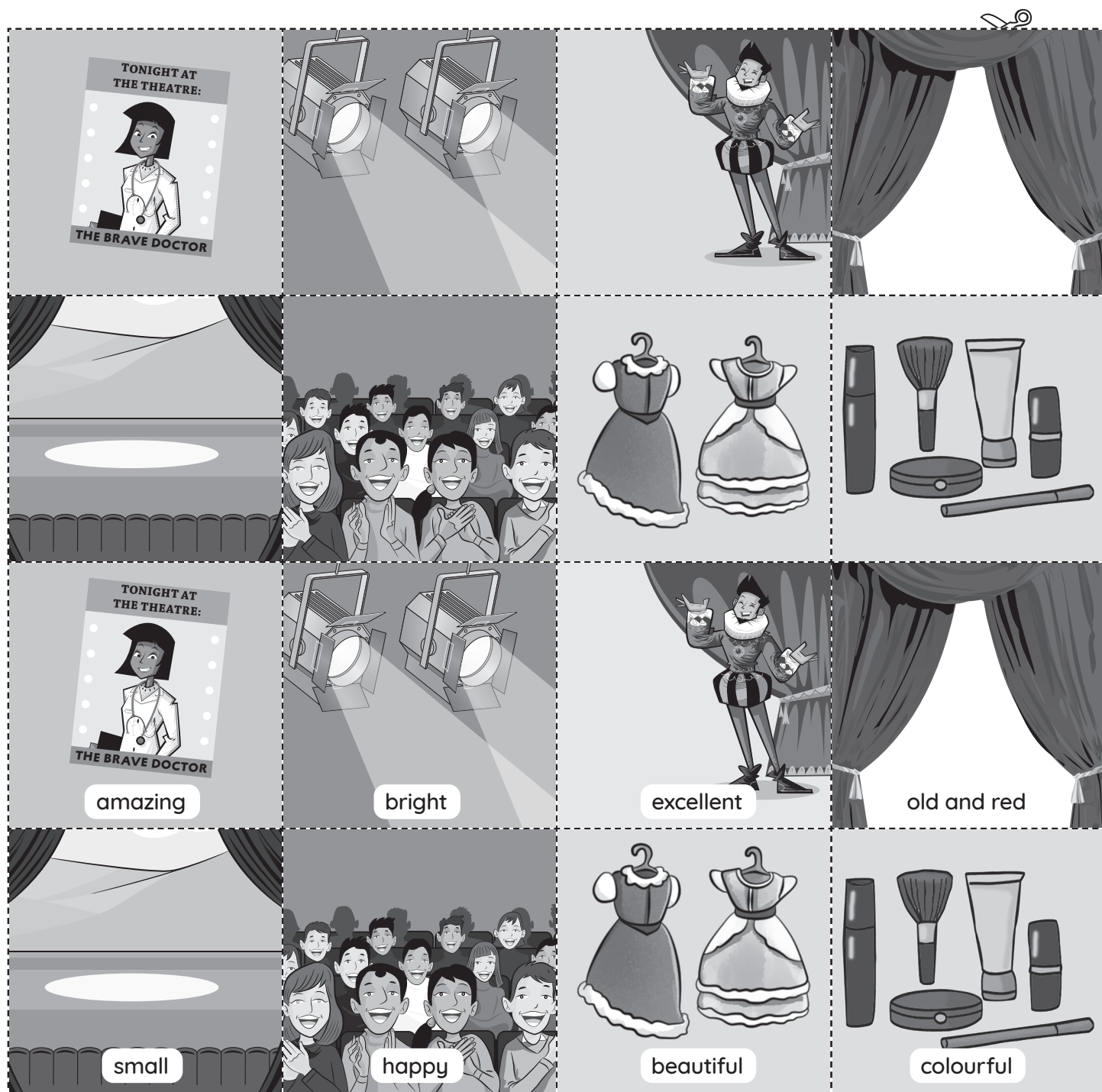
- Work with a partner. Cut out the 16 cards.
- Mix the cards and put them face down on the table.
- Take turns picking up two cards.
- If the pictures on the cards match, ask your partner a question about the picture. Your partner answers using the adjective on the card.
- If they don't match, turn the cards face down and it's your partner's turn.



What was the play like?



It was amazing!

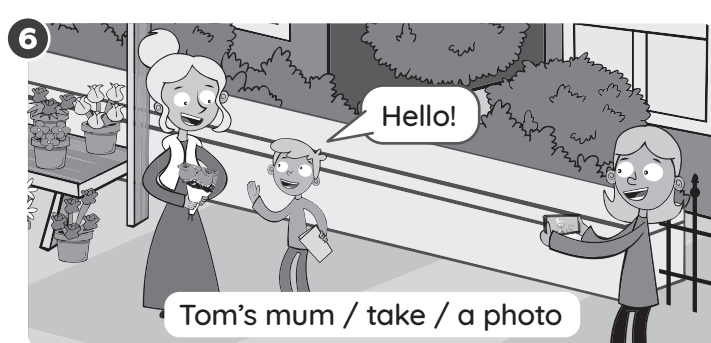
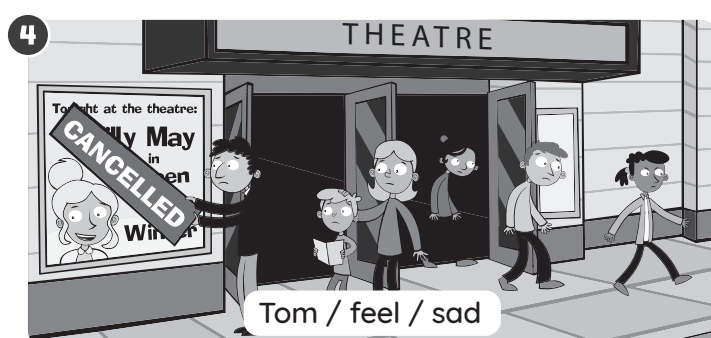


Tom's story

Work with a partner. Look at the pictures and complete the sentences.
Use the past simple or the past continuous.

While Tom and his mum were waiting outside the theatre, ...

... Tom's favourite actor Milly May arrived.



- 1 While Tom and his mum were waiting outside the theatre,
Tom's favourite actor Milly May arrived _____.
- 2 _____
when Tom waved at Milly May.
- 3 _____
while Milly May was acting on stage!
- 4 While the audience was leaving the theatre,

_____.
- 5 _____
when Tom's mum saw Milly May buying some flowers.
- 6 _____
while Tom was talking to Milly May.

Find somebody who ...

- 1 Complete the activities in the table with the verbs in the correct form.

calm cheer join look ~~take~~ try turn worry

- 2 Write one more activity in the table. Use your own ideas.

- 3 Ask and answer. Can you find a name for each activity? Ask a question with *When ...?* and an extra question to find more information.

Did you take off your jacket today?

Yes, I did.

When did you take off your jacket?

I took off my jacket ten minutes ago.

Where did you put it?

I put it on my chair.

Find somebody who ...	Name	When?	More information
<u>took</u> off a jacket today.			
<u> </u> on a computer today.			
<u> </u> in with a game this week.			
<u> </u> at the weather forecast this week.			
<u> </u> up a friend when he / she felt sad this week.			
<u> </u> down a friend when he / she felt angry or worried this month.			
<u> </u> about something this month.			
<u> </u> on new clothes this month.			
<u> </u>			
<u> </u>			

- 4 What did you learn about your class? Tell your partner.

Harry took off his jacket ten minutes ago. He put it on his chair.


Don't worry about it!

- 1** How can the people stop worrying about their problems (1–6)?
With your partner, discuss ideas. Then write your favourite idea.

For problem 1, I think she should talk to the coach.

Good idea. Or she should practise playing football at the weekend.


1



There's a football team at my school. I'd like to join in with the team, but I'm not very good at football. Some of my friends are in the team and the coach is my teacher.

She should _____


2



I've got an English test this Friday. My friends are really good at English, but I'm worrying about the test. I don't understand some of the words.

He should _____

3



I took off my watch to play basketball, but I can't find it now! I put it between my friends' bags and the recycling bin, but it isn't there now.

He should _____


4



I'm going to act in a play next week, but I haven't seen my costume yet. My teacher is designing the costumes. I'm worrying about how I will look.

She should _____


5



My friend is sad because she's moving to a new town with her family. I want to cheer up my friend, but I haven't got any money.

She should _____

6



It was my best friend's birthday yesterday, but I forgot about it! I didn't call him and I didn't get him a present.

He should _____

- 2** Compare your ideas in activity **1** with another pair. Then choose the best advice for each problem.

For problem 1, we think she should talk to the coach.

That's a good idea. We think she should ask a friend on the team to practise with her.

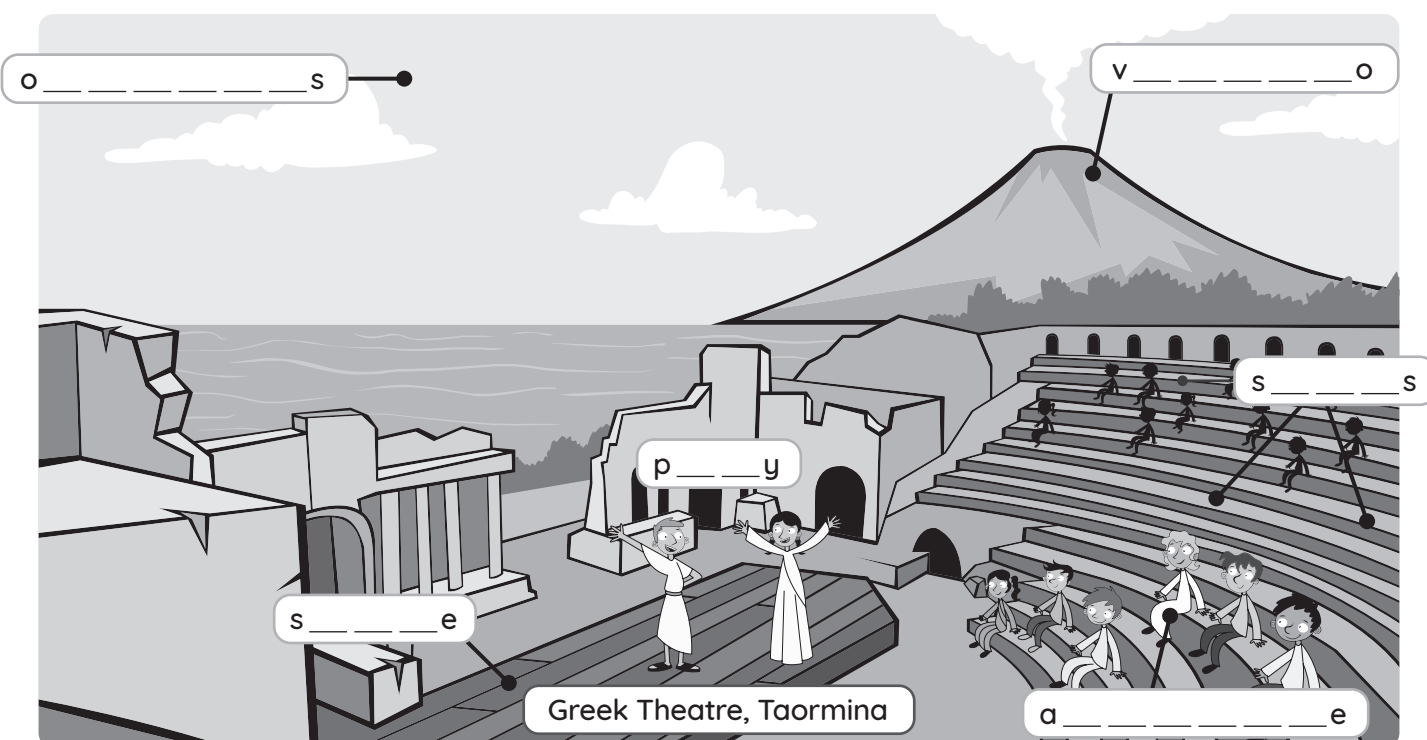
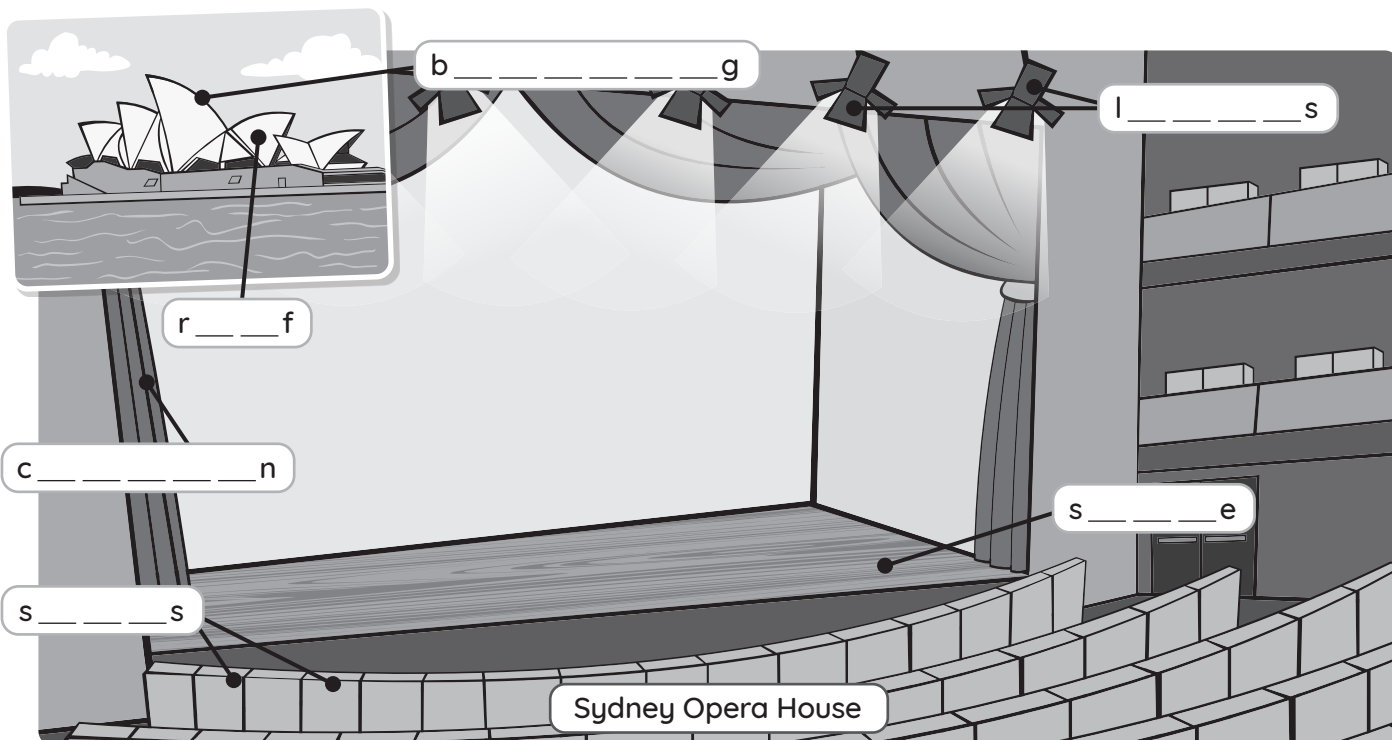
Compare two theatres

- 1 Cut out the pictures. Choose a theatre and complete the labels.
- 2 Work with a partner. Take turns to describe your theatre to your partner. Listen and say if your theatre is the same or different. Find three differences.



In my theatre,
there are lights.

That's different! There aren't
any lights in my theatre.



Act out a play

1 Read the script. Answer the questions with your group.

- 1 How many characters are there in the play? _____
- 2 What are the characters' names? _____
- 3 Which character talks first? _____

2 Choose a character for each person in your group. Write your names.

I'd like to be Mum!

Mum: _____

Grandma: _____

Dad: _____

Lucas: _____



Tip!

Underline your character's lines in your script.

Dad: [looking in his coat pocket] Hmm, where are the tickets for the play?

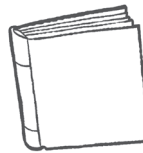
3 Write the costumes and props you will need.

What costumes will we need?

We'll need a coat for Dad.



costumes



props



coat for Dad

The Lost Tickets



Tip!

Don't say the words in *italics*:

[The family is next to the front door.]

These are instructions for the actors about the things they need to do or the way they need to speak.

[The family is next to the front door. They're going to go to the theatre.]

Dad: *[looking in his coat pocket]* Hmm, where are those tickets for the play?

Mum: The play starts at half past seven, so we need to leave now. Lucas, please turn off the lights in your bedroom. *[Lucas leaves.]*

Dad: *[looking under a book]* Where are those tickets?

Mum: Grandma, are you ready?

Grandma: Yes, I am. Oh no! I haven't got my coat or hat. Wait a minute, please.

[Grandma leaves. Mum sighs. Lucas comes back.]

Mum: Thank you, Lucas. Now take off your boots and put on your shoes.

[Lucas starts taking off boots and putting on shoes. Grandma comes back wearing coat and hat.]

Grandma: Ready! ... Oh no, my umbrella! *[Grandma leaves.]*

Dad: *[looking around, worrying about the tickets]* Where are those tickets?

[Grandma comes back with umbrella.]

Lucas: Have you lost the tickets, Dad?

[Everybody looks at Dad.]

Dad: Err...

Grandma: What were you doing when you had them?

Dad: I had them while I was putting the cardboard in the recycling bin this afternoon.

Lucas: Let's look in the recycling bin!

Dad: *[sadly]* I looked in the recycling bin five minutes ago. They weren't there.

Grandma: Cheer up, everybody. We'll find the tickets.

Lucas: What were you doing later in the afternoon, Dad?

Dad: I was loading the dishwasher at four o'clock.

Lucas & Grandma: *[looking at each other]* The dishwasher!

Lucas: Look in the dishwasher, Dad!

Dad: *[Dad looks in the dishwasher and holds up the tickets.]* Here they are!

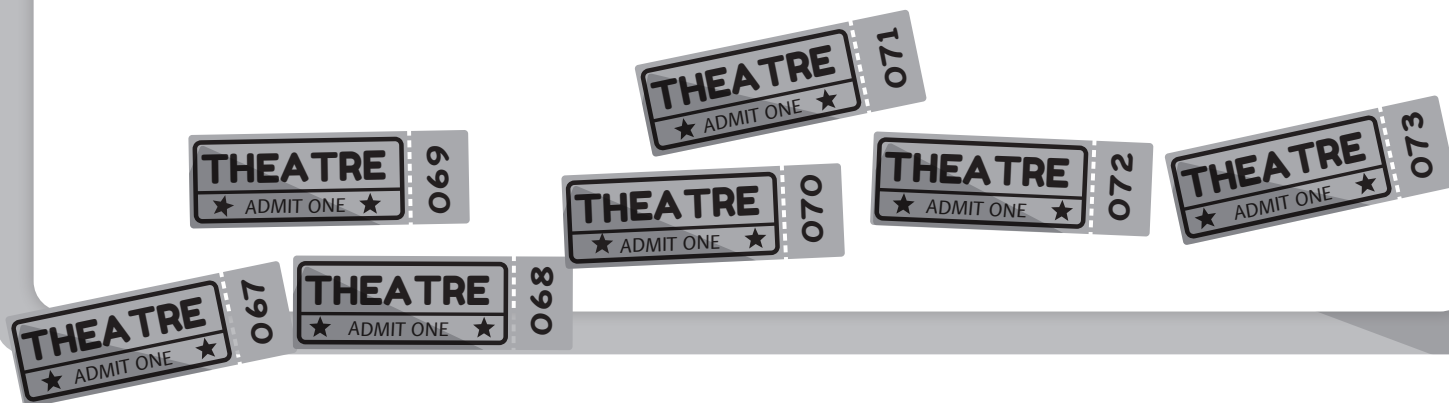
Mum: Are the tickets wet?

Dad: No, they're dry. I didn't turn on the dishwasher. Sorry, everybody!

[Everybody laughs.]

Lucas: Let's go to the theatre!

Mum: I'll look after the tickets this time!



How's your food?

- 1 Look and complete the dishes on the menu.
- 2 Tick ✓ two dishes you would like from the menu.
Then circle two dishes your partner would like.

What would you like?

I'd like the mushroom pizza and the pineapple cake. How about you?

The Yellow Chilli

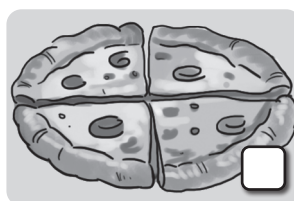
Menu



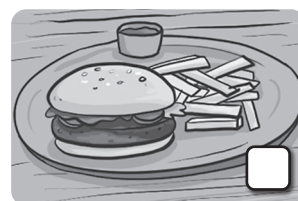
prawn c_____



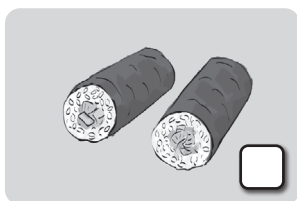
chicken s_____



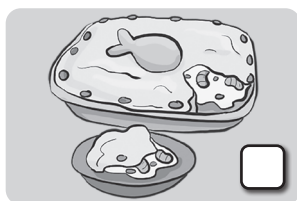
mushroom pizza



b_____ and chips



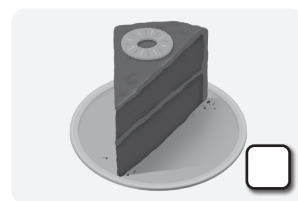
vegetable s_____



fish p_____



chocolate ice cream



pineapple cake

- 3 How are the two dishes you chose from the menu? Make notes in the table.

OK good great delicious amazing bad raw burnt spicy terrible

Dish	How does it smell?	How does it look?	How does it taste?
mushroom pizza	good	burnt	terrible
1			
2			

- 4 Act out a conversation with your partner. Ask and answer.

How's your mushroom pizza?

It smells good, but it looks burnt.




How does it taste?

It tastes terrible! How's your fish pie?

Three topics quiz

Take the *Three topics quiz* with your partner.

How to play



















- Work with a partner. Cut out the 18 cards.
- Separate the cards into three topics: *Food* , *Theatre*  and *The environment* . Put the cards face down on the table in three piles.
- Take turns to choose a topic. Your partner picks the top card and reads out the question.
- If you answer the question correctly, you keep the card. The player with the most cards wins!

Which topic would you like?

I'd like 'Food', please!

Are noodles eaten in China?

Yes, they are!

<p>_____ noodles _____ (eat) in China?</p> <p>Answer: yes</p> 	<p>_____ the curtain _____ (lift) up when a play starts?</p> <p>Answer: yes</p> 	<p>_____ solar panels _____ (use) in the Atacama Desert?</p> <p>Answer: yes</p> 
<p>_____ pies _____ (make) from bread?</p> <p>Answer: no</p> 	<p>_____ theatre stages often _____ (make) from wood?</p> <p>Answer: yes</p> 	<p>_____ wind turbines _____ (use) to make solar energy?</p> <p>Answer: no</p> 
<p>_____ olives _____ (grow) in the UK?</p> <p>Answer: no</p> 	<p>_____ make-up _____ (wear) by actors?</p> <p>Answer: yes</p> 	<p>_____ an insect hotel _____ (make) from wood and sticks?</p> <p>Answer: yes</p> 
<p>What _____ pasta _____ (make) from?</p> <p>Answer: flour and eggs</p> 	<p>What _____ actors' clothes _____ (call)?</p> <p>Answer: costumes</p> 	<p>What _____ _____ (make) when factories use fossil fuels?</p> <p>Answer: pollution</p> 
<p>What _____ the hottest chilli in the world _____ (call)?</p> <p>Answer: The Carolina Reaper</p> 	<p>What _____ the chairs in a theatre _____ (call)?</p> <p>Answer: seats</p> 	<p>What _____ _____ (put) on the roof of a house to make solar energy?</p> <p>Answer: a solar panel</p> 
<p>Where _____ fish and chips _____ (eat)?</p> <p>Answer: in the UK</p> 	<p>What _____ the Greek Theatre in Italy _____ (make) from?</p> <p>Answer: stone</p> 	<p>What type of energy _____ _____ (make) by the sun, wind and water?</p> <p>Answer: renewable energy</p> 

Sentence maze

Play the game with your partner.

How to play

- Take turns to draw lines through the squares and say sentences with *hope*, *think* and *know*. You can move one square in any direction.
- You win a point for every square you use.
- If you or your partner has already used a square, you can use it again, but you don't win a point.
- Try to use all the squares in the maze. The player with the most points wins!

I	know
too spicy	the kebabs
aren't	are

I know the kebabs
are too spicy.

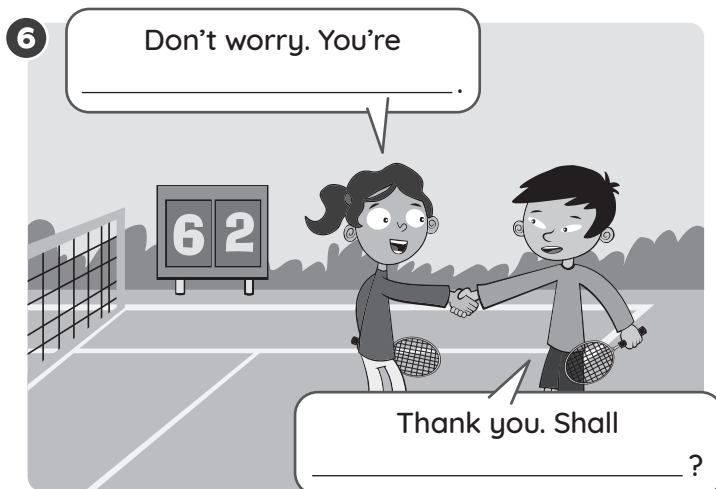
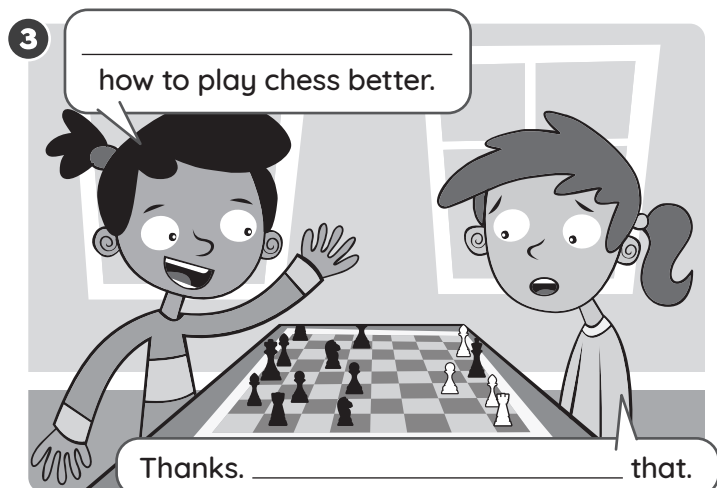
That's five squares,
so you win five points!

I	know	you	think	we
too spicy	the kebabs	the dumplings	hope	the couscous
aren't	are	delicious	is	they
think	we	burnt	hopes	she
healthy	the fried rice	isn't	the spaghetti	he
is	he	raw	is	thinks
knows	chickpeas	are	the spring rolls	are
the hummus	is	made from	vegetables	ready

Good winners and good losers

- 1** Look at the pictures. Complete the speech bubbles for the good winners and good losers. Then choose two pictures and act out the situations with your partner.

a good race Don't stop dancing! I can show you I hope I can dance
I'd like to run I'd really like the best ~~you played really well~~
we play again You skateboarded ~~You're very good at~~ getting better



- 2** Think about a time when you were a good winner or good loser. Tell your partner what happened. What did you say?

Last week, I played a board game with my sister and I won. I said, "It's OK. Let's play again."

Bread factfiles

1 With a partner, complete the factfiles for the two types of bread. Ask and answer questions 1–6.

What is this type of bread called?

It's a baguette.

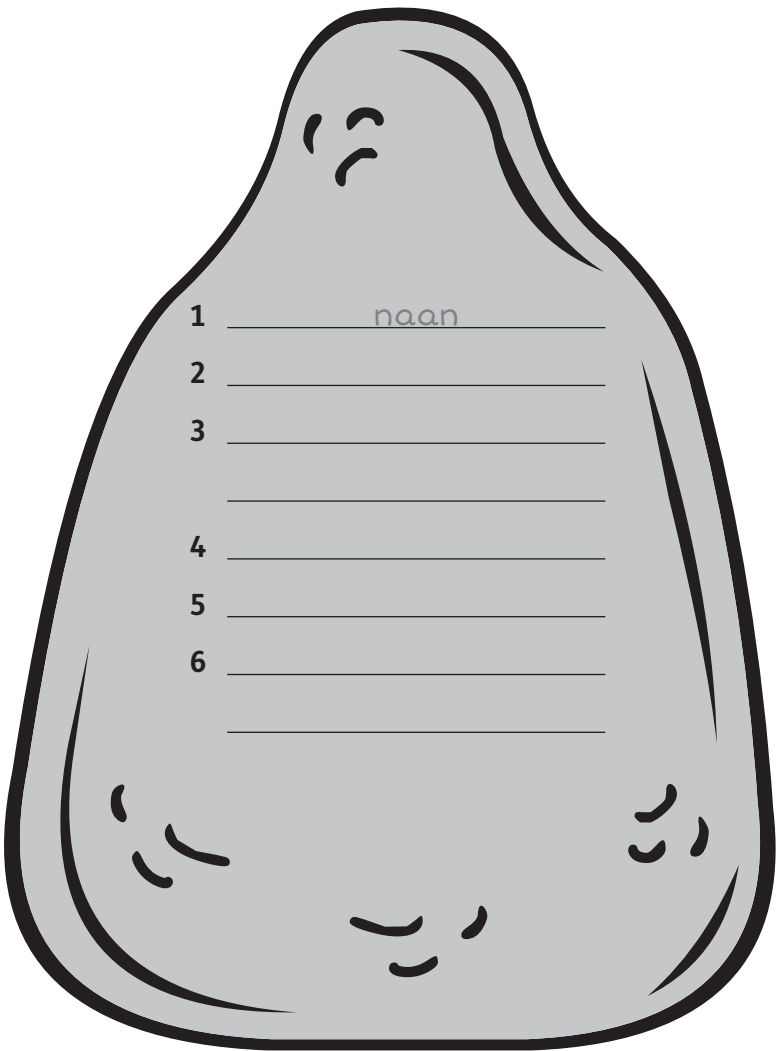
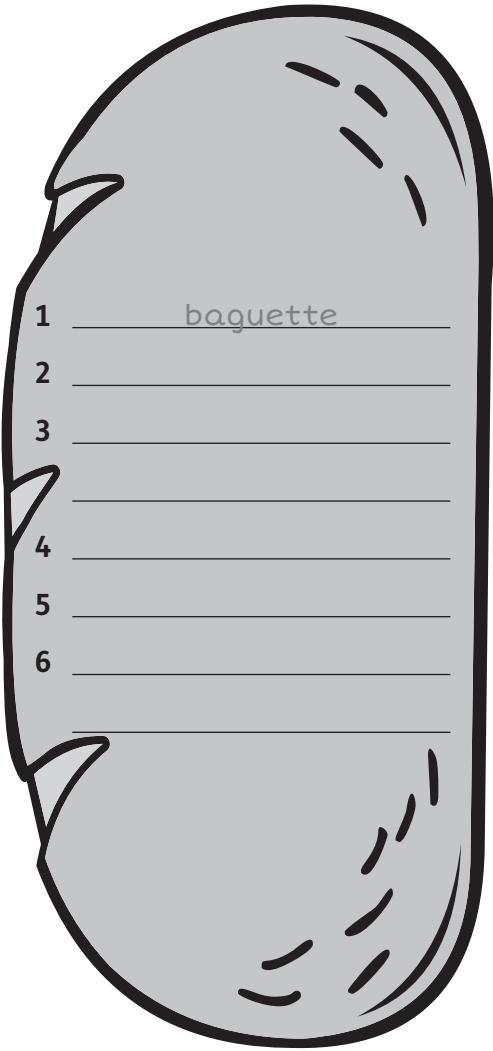
- 1 What is this type of bread called?

2 Where is it from?

3 What are the ingredients?
- 4 How is it baked or cooked?

5 When or how do people eat it?

6 Would you like to try this bread? Why or why not?



2 Make a factfile about a type of bread from your country. Draw the bread. Then answer the questions 1–6 from activity **1**.

- 1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

A restaurant menu



1 Write eight dishes for your menu.

Which dish would you like for our menu?

I'd like spaghetti!

1	_____	<input type="text"/>
2	_____	<input type="text"/>
3	_____	<input type="text"/>
4	_____	<input type="text"/>

5	_____	<input type="text"/>
6	_____	<input type="text"/>
7	_____	<input type="text"/>
8	_____	<input type="text"/>

2 Write three drinks.

1	_____	<input type="text"/>
2	_____	<input type="text"/>

3	_____	<input type="text"/>
---	-------	----------------------

3 Think of a price for each dish and drink. Write it in the box.

£ \$ € ¥ £ \$ € ¥ £ \$ € ¥ £ \$ € ¥ £ \$ € ¥ £ \$ € ¥ £ \$ € ¥

4 Think of a name for your restaurant. Write some ideas and then choose your favourite.

The Yellow Chilli

red yellow blue purple
amazing delicious yummy
big hungry spicy

chilli pineapple onion tiger
prawn butterfly spoon
bowl pan table mountain
park rainforest square

Our restaurant name is: _____



Tip!

Many restaurant names start with 'The'. For example: *The Hungry Hippo*.

DISHES

1

5

2

6

3

7

4

8

DRINKS

1

2








3

Using technology

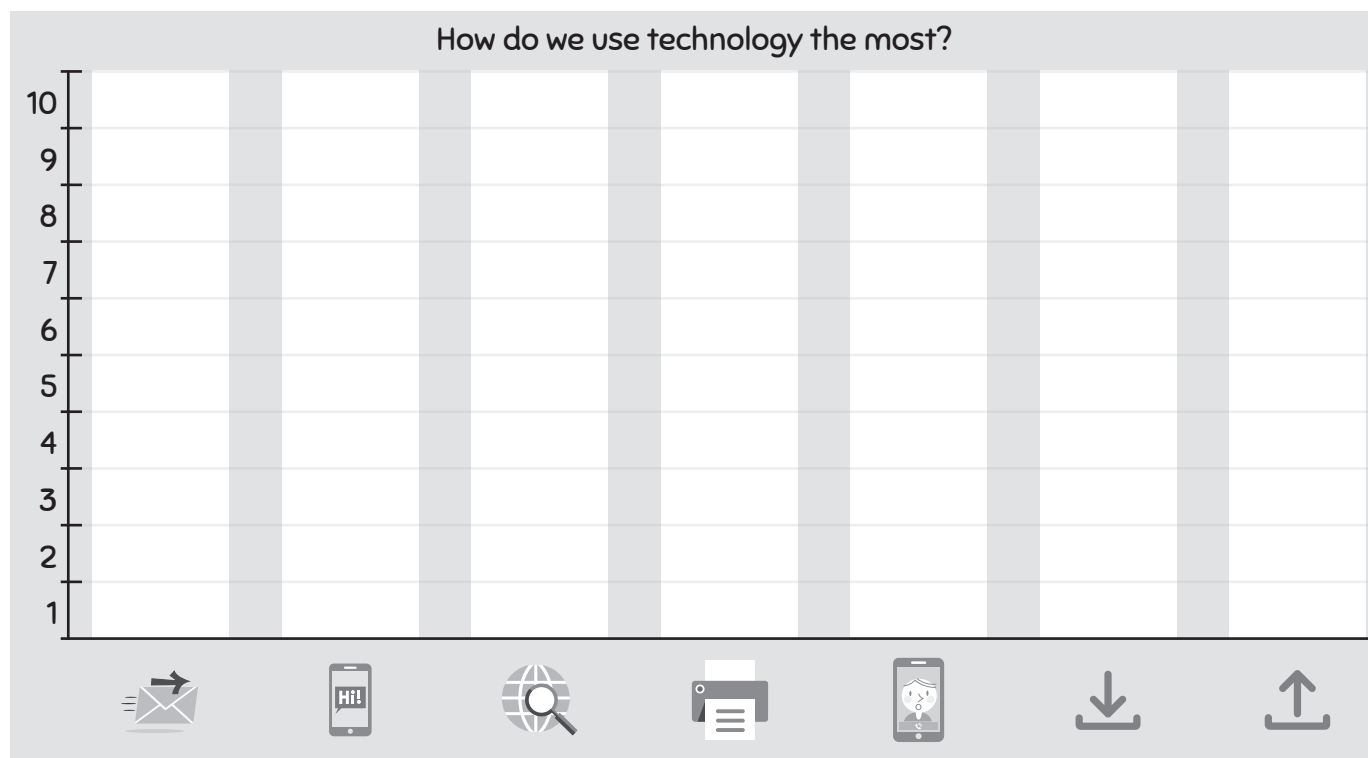
Do you send emails?

Yes, I do.

- Look and complete the ways of using technology in the survey table.
- Ask and answer with your friends. Record the answers in the survey table. Use |||| .

Do you ...	Yes, I do.
 <u>send</u> emails?	
 _____ friends?	
 search the _____?	
 _____ documents?	
 make _____ calls?	
 _____ games?	
 _____ your homework?	

- Make a 'Using technology' bar chart. Use your answers from the survey table.



- Look at your bar chart. What do your friends do the most?
How often do you do this? Ask and answer.

My friends search the internet the most.
How often do you search the internet?

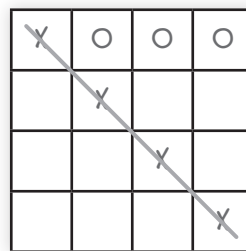
I search the internet several
times a day. How about you?

Four in a row

Work with a partner. Make and play *Four in a row*.

How to play

- One student is **O** and the other student is **X**.
- Cut out Game A.
- Take turns to choose a square and make a zero conditional sentence. Use the *if* clause in the square and the ideas in the box or your own ideas. If the sentence is correct, draw a **O** or a **X** on the square.
- When you draw four **O**s or **X**s in a row, you win the game!
- Play again with Game B. Use the result clause in the square and the ideas in the box or your own ideas.



Game A

ask / help eat / something it / disappear listen / music
play / outside play / video games search / internet talk / friend

If my computer doesn't work,
I don't play video games.

If my computer doesn't work, ...	If I need information about a school project, ...	If I'm really hungry, ...	If I don't want to watch a film, ...
If I wake up early at the weekend, ...	If you don't save your project, ...	If I use a laptop all day, ...	If it's wet outside, ...
If it's my friend's birthday, ...	If we plant more trees, ...	If I'm sad, ...	If I want to cheer up a friend, ...
If I want to talk to a friend, ...	If I don't understand my homework, ...	If I see litter in the street, ...	If my friends want to play video games, ...

Game B

be / tired be / friend's birthday be / warm be / wet
read / information be / broken travel / car want / go somewhere

If it's sunny, I meet my friends at the park!

..., I meet my friends at the park.	..., I drink some water.	..., I print a document.	..., I go to bed early.
..., I repair it.	..., I listen to some music.	..., I go out with my friends.	..., I don't go out with my friends.
..., I use my laptop.	..., I feel thirsty.	..., my mum or dad takes me there.	..., I don't throw it away.
..., I watch a film on my tablet.	..., I go to the airport.	..., I feel sad.	..., I feel really happy!

Yesterday at our school ...

Make and play the *Yesterday at our school ...* game with your group.

How to play

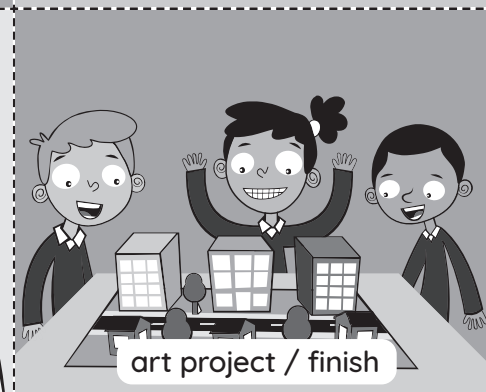
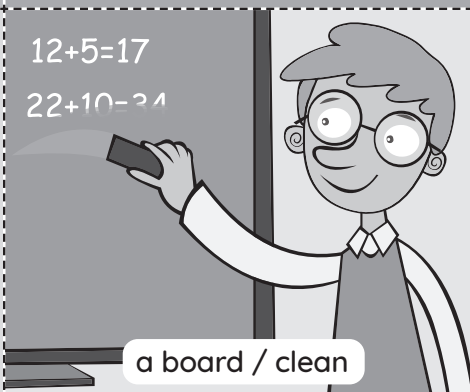
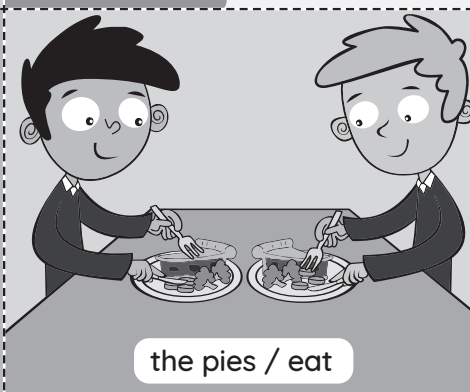
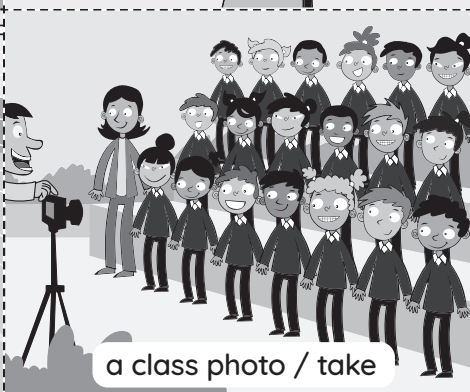
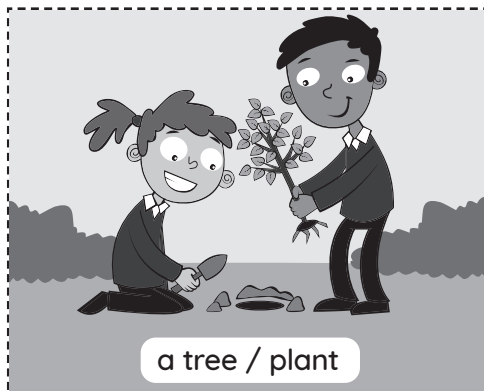
- Each player has 12 cards.
- Take turns to choose a card and mime the action.
- The player who guesses the action keeps the card.
- The player with the most cards wins.



What happened yesterday at our school?

A tree was planted.

Yes, that's right!



What is important to you?

Score

- 1** How important is each thing to you?
Look, read and write your score (1–4).
Then ask and answer with your partner.

1 = it's extremely important to me
2 = it's very important to me
3 = it's quite important to me
4 = it's not important to me

How important is it to you to have the newest technology?

It's quite important to me. I like taking selfies with my phone, but I don't need the newest phone. How about you?

How important is it to you to ...

1



have the newest technology?

me ☐
my partner ☐

2



have good friends?

me ☐
my partner ☐

3



be a good student?

me ☐
my partner ☐

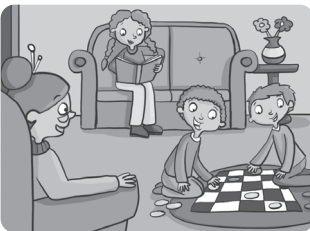
4



help the environment?

me ☐
my partner ☐

5



spend time with my family?

me ☐
my partner ☐

6



look after animals?

me ☐
my partner ☐

7



play sports?

me ☐
my partner ☐

8



eat healthy food?

me ☐
my partner ☐

- 2** Think of one more thing which is important to you and tell your partner.

Holidays are important to me because I can spend time with my family. How about you?

The music club at school is important to me because I love playing the piano.

Technology for my hobby

Work with a partner. Read about the people's hobbies (1-5) and choose the best technology item for each person. Say how they can use the technology item.

I think the best technology item for Alex is the drawing tablet.

I agree. If he wants to draw pictures, he can use the tablet and then print them.



Alex

I love drawing pictures of animals like lions and cheetahs. I like drawing spaceships, too. I'd like to learn to draw on a computer!

Super-quiet headphones

Amazing headphones! Take them with you everywhere!

Use them with instruments or your phone! Play your music as loudly as you want!



Miranda

I like sports, like skateboarding and swimming. I'd love to make a video about the things I see when I'm doing these sports. Then I can share the video with my friends!

PRDancer speaker

You'll love this speaker with amazing lights!

Play and dance to your favourite music wherever you go!

Download free dance music from our PRDancer website!



Max

I often play the keyboard. I'm in a band with my friends. I want to practise at home and listen to our band's music, but my parents think my music is too noisy!

MyPages reading app

Listen to children reading your favourite books!

Share the books you like with your friends on social media!



Polly

I always read in my free time. I swap books with my friends and I borrow books from the library, too. But after school, sometimes I'm too tired to read.

TechArt drawing tablet

This tablet helps you to make amazing drawings!

Save your drawings online and then print them!

Click on the ? icon to ask your favourite artists questions!



Liz

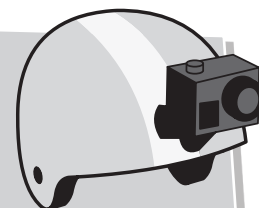
I go to a dance class twice a week. When I'm at home, I play music on my phone and I dance in my house. I'd like to dance at home with my friends!

EasyAction video camera

Do you love sports? Now you can take amazing selfies and videos with this cool camera!

Put it on your helmet or bike, or use it under the water!

Share your videos with your friends and on social media!



A technology presentation

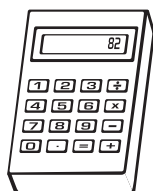
- 1** Brainstorm technology items. Then decide how useful they are for you.

How useful is a phone for you?

It's very useful.

phone ✓✓

X = not useful ✓ = useful ✓✓ = very useful



- 2** Choose one technology item for each person in your group.
Write the technology items and your names.

Can I talk about the phone, please?

1 _____ - _____ 3 _____ - _____
2 _____ - _____ 4 _____ - _____

- 3** Read the example. Discuss and write notes about your technology items in the table on worksheet 2.

Item	What do you use it for?	Why is it useful for you?	How has it changed over time?
phone	send a text message make a video call take a photo take a selfie search the internet	I'm late, call my mum use calculator app in maths	invented in 1876 by Alexander Graham Bell was bigger

Remember!

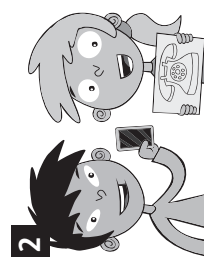
You can change the order of these ideas in your presentation.

Item	What do you use it for?	Why is it useful for you?	How has it changed over time?
1 _____			
2 _____			
3 _____			
4 _____			

Presentation tips



1 Look at the audience and smile.



2 Show your technology item or draw pictures.



3 Have you got any questions?

At the end, ask the audience for questions.

What's different at the campsite?

Take turns to describe your campsite using the words in the box. Listen and say if your campsite is the same or different. Find and circle six more differences.

tent sleeping bag trousers man whistle belt pockets
charger torch gloves sunglasses umbrella woman



At my campsite, there are two black tents next to a white tent.



That's different! There isn't a white tent at my campsite!



Sentence match

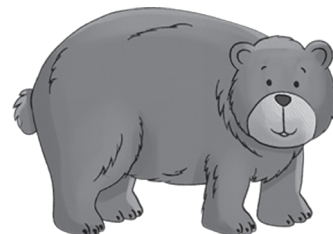
Make and play the *Sentence match* game with your partner.

How to play

- Work with a partner. Cut out the 18 cards.
- Separate the cards into two groups: *if* cards and result cards.
- Mix and put the cards face down on the table, with the *if* cards on the left and the result cards on the right.
- Choose one card from each group.
- If the cards match, make a first conditional sentence and take the cards.
- If they don't match, turn the cards face down and it's your partner's turn.



If Mum sees a bear, she'll walk away slowly.



If / Mum / see a bear, ...	If / Dad / not take / his phone, ...	If / I / be / cold, ...
If / she / stay / in a hotel, ...	If / my friends / walk / in the dark, ...	If / I / take / a sandwich, ...
If / he / not wear / gloves, ...	If / you / put the keys / in your pocket, ...	If / we / camp / near the river, ...
... she / walk away / slowly.	... he / not need / a charger.	... I / sleep / in a warm sleeping bag.
... she / not need / a tent.	... they / need / a torch.	... I / not be / hungry.
... his hands / get / cold.	... you / not lose / them.	... we / go / swimming.

Make a sign for the countryside

1 With your partner, choose a place in the countryside.

a castle a forest an island a lake a mountain
a national park a park a path a river a village

I'd like to visit a castle.
You can learn a lot about
history at a castle!

Good idea. Or how
about Mount Snowdon?

2 Think about the place you chose in activity 1. Complete the
table with rules for visitors to this place.

You have to follow the path.

You mustn't pick flowers or any other plants.

Rules for visitors	
You must / have to ...	You mustn't ...
<div></div>	<div></div>
<div></div>	<div></div>

3 Complete the table with advice for visitors to this place.

You should take a map
because it's easy to get lost.

You don't have to bring
food because there's a café.

Advice for visitors		
You should ...	You don't have to ...	You shouldn't ...
<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>

4 Make a sign for the place. Write the most important rules and advice from 1 and 2.

Welcome to Mount Snowdon!

Rules

- You have to follow the path.
 - You mustn't pick flowers or any other plants.
-

Advice

- You should take a map because it's easy to get lost.
- You don't have to bring food because there's a café.



What should you do?

- 1** Read the four challenges. With your partner, discuss which advice (A or B) is the best. Can you give any better advice? Write your idea (C).

For challenge 1, I think A is the best advice.

I agree.

Can we give any better advice?

How about: 'You should call a friend and ask them to hike with you.' It's safer to hike with a friend in the countryside.

1 In the countryside

You're hiking in the countryside, but your phone hasn't got a lot of power. You haven't got a charger with you. What should you do?



- A** You should stop hiking and go home. It's dangerous to hike without a phone.
B You should keep hiking and enjoy the countryside. It's good to not use technology sometimes.

C _____

2 Friends

Two of your best friends aren't talking to each other. What should you do?



- A** You should talk to them and try to help them be friends.
B You should listen to their opinions, but you shouldn't do anything.

C _____

3 School

You're doing your homework and you don't understand an important question. What should you do?



- A** You should text a friend and ask for help.
B You should try your best and ask your teacher for help the next day.

C _____

4 Sport

You can join one sports team at school: the basketball team or the tennis team. You're good at basketball, but you've never tried tennis. What should you do?



- A** You should choose the basketball team because you're good at basketball.
B You should choose the tennis team because you might enjoy it.

C _____

- 2** Compare your ideas with another pair. What is the best advice for each challenge?

For challenge 1, we think A is the best advice.

We think you should call a friend and ask them to hike with you.

Places for hiking

- 1 Work in groups of four. Cut out the travel guides and give one to each student.
- 2 Ask and answer questions. Complete the factfile.

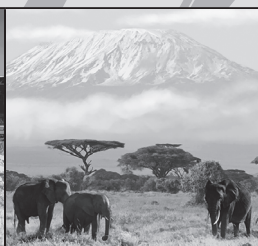
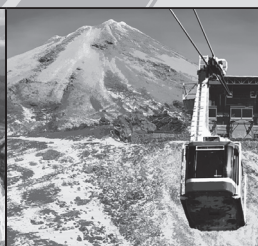
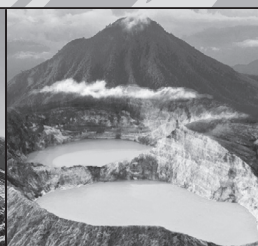
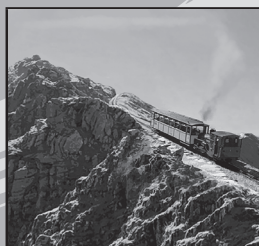


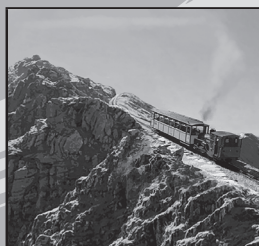
Where is Mount Snowdon?

It's in Wales, in the UK.



FACTFILE: Places for hiking



				
What is the name of the place?	Mount Snowdon	Kelimutu Volcano	Mount Teide	Mount Kilimanjaro
Where is the place?				
How high is the mountain or volcano?				
How can you get to the top?				
How long does the hike take?				
When is the best time to visit?				
Tell me something interesting about this place.				

- 3 Where would you like to hike? Tell your group.

Where would you like to hike?

I'd like to hike up Kelimutu Volcano.
I'd like to see the lakes!

Travel guide: Mount Snowdon

Wales, UK

- Mount Snowdon is 1,085 metres high and there are amazing views from the top.
- There are six different paths which go to the top of Snowdon.
- You'll need five to seven hours to hike to the top.
- If you don't want to hike to the top on foot, you can also take a train!
- The best time to hike up Mount Snowdon is September or October.



Travel guide: Kelimutu Volcano

Flores Island, Indonesia

- Kelimutu Volcano is 1,639 metres high.
- There are lakes at the top of the volcano. The volcano makes the water in the lakes change colour. Sometimes the water is green, and sometimes it is red!
- The hike to the top of the volcano takes about two and a half hours on foot.
- The dry season in Indonesia is from May to September, so this is the best time to hike up Kelimutu Volcano.



Travel guide: Mount Teide

Tenerife, Spain

- Mount Teide is a mountain, but it's also a volcano!
- Mount Teide is 3,718 metres high.
- To get to the top of the mountain, you can take a cable car and then hike for three hours. Or you can hike all the way to the top in about five and a half hours.
- In spring and autumn, the weather is warm and sunny, so it's a good time to visit Mount Teide.



Travel guide: Mount Kilimanjaro

Tanzania, Africa

- Mount Kilimanjaro is 5,895 metres high.
- It takes about six days to hike to the top of Mount Kilimanjaro.
- You can get to the top of the mountain only on foot, so it isn't an easy hike. Only about 50% of the hikers get to the top!
- You mustn't hike up Mount Kilimanjaro when the weather is wet. The driest months are January, February, August and September.



An information leaflet

- 1** Choose a place in the countryside. Brainstorm ideas then choose one place.

How about Snowdonia National Park? It's in the countryside.

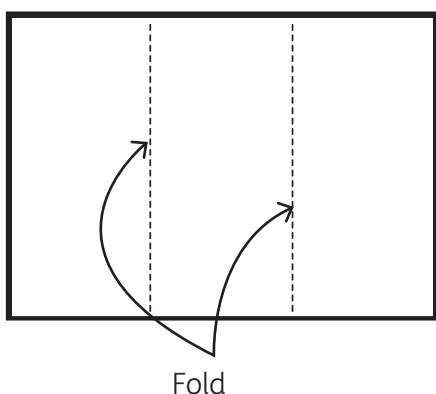
Good idea! Or Lake Windermere is a good place, too. You can do lots of activities there.



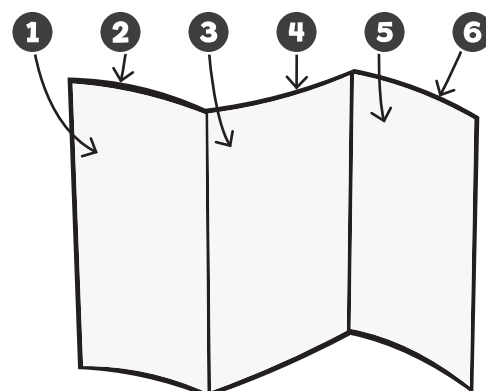
Tip!
Remember to listen to other people's ideas.
Choose one place together.

Place: _____

- 2** Fold your leaflet.

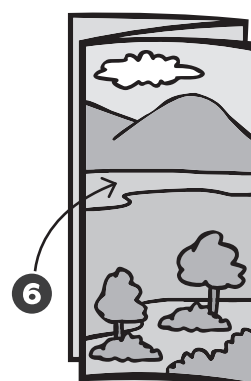


- Fold a piece of paper two times.
- This will make a leaflet with six sections: three on the front and three on the back.



- 3** Plan the sections of your leaflet.

- Section 1 is the title page. It has the name of the place and a picture.
- Section 6 has a picture of the best view.



Choose information for the other four sections of your leaflet.
Tick ✓ some of these ideas or think of your own.

☐ Transport: how to get to the place

☐ What you can see

☐ Facilities (e.g. café, shop, campsite)

☐ What to take

☐ Map of the area

☐ Wildlife

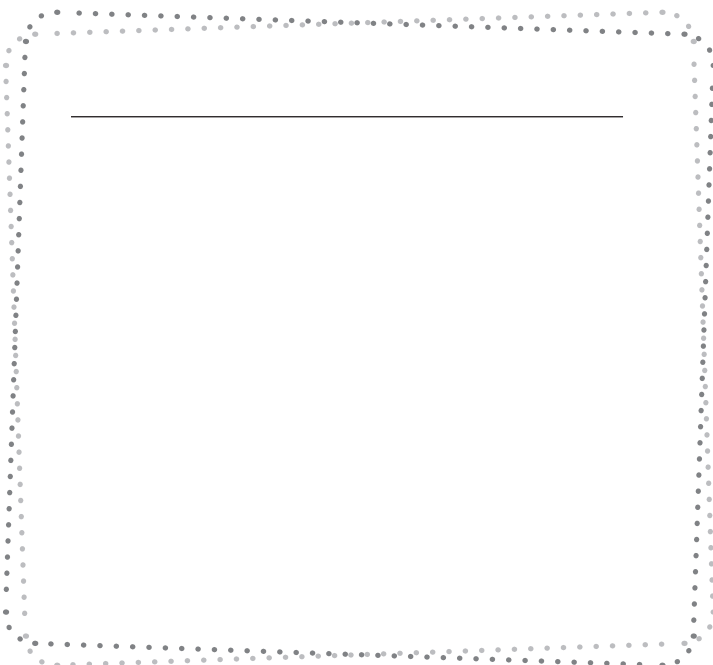
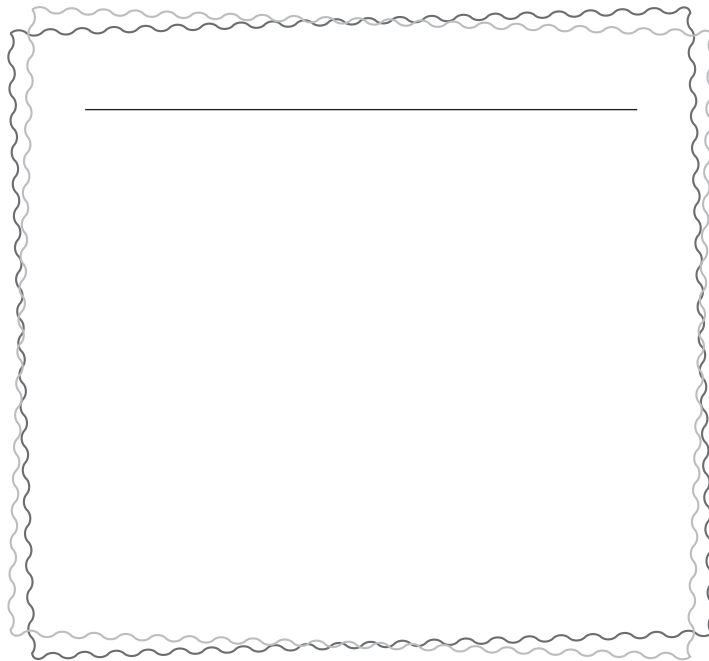
My ideas:

An information leaflet

4 Write notes for each section.

Let's think about the 'What to take' section.
What will we need to take if we go camping?

If we go camping, we'll need to
take a tent and a sleeping bag.



5 Choose the best order for the sections.

- 1 title page
- 2 _____
- 3 _____

- 4 _____
- 5 _____
- 6 picture of the best view

6 Make your leaflet.



Large empty rectangular box with a dashed border for writing or drawing.



Large empty rectangular box with a dashed border for writing or drawing.



Large empty rectangular box with a dashed border for writing or drawing.

Describe the word!

- 1 Work with a partner. Match the words with the descriptions. Write the letter.

What does
'space' mean?

I think the answer is h: 'A very big place where there
isn't any sound. The stars and planets are here.'

1 space	<input type="text" value="h"/>	3 space station	<input type="text"/>	5 telescope	<input type="text"/>	7 astronaut	<input type="text"/>
2 Earth	<input type="text"/>	4 oxygen	<input type="text"/>	6 moon	<input type="text"/>	8 solar system	<input type="text"/>



- a One of the planets in our solar system. It's also called 'the Blue Planet' because it looks blue and green from space. It's our home!
- b A person who travels to space. This person lives on a space station and wears a spacesuit.
- c A thing which we need to live. It's in the air on Earth and we breathe it. There isn't any of this thing in space.
- d A thing which travels from Earth to space. Astronauts live here when they are in space.
- e A thing which you use to look at the stars, planets and the moon. It makes things look bigger.
- f Our sun and the eight planets: Venus, Mercury, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.
- g A white thing which we see in the sky at night. It's big and round, but it isn't a planet. It travels around the Earth.
- h A very big place where there isn't any sound. The stars and planets are here.

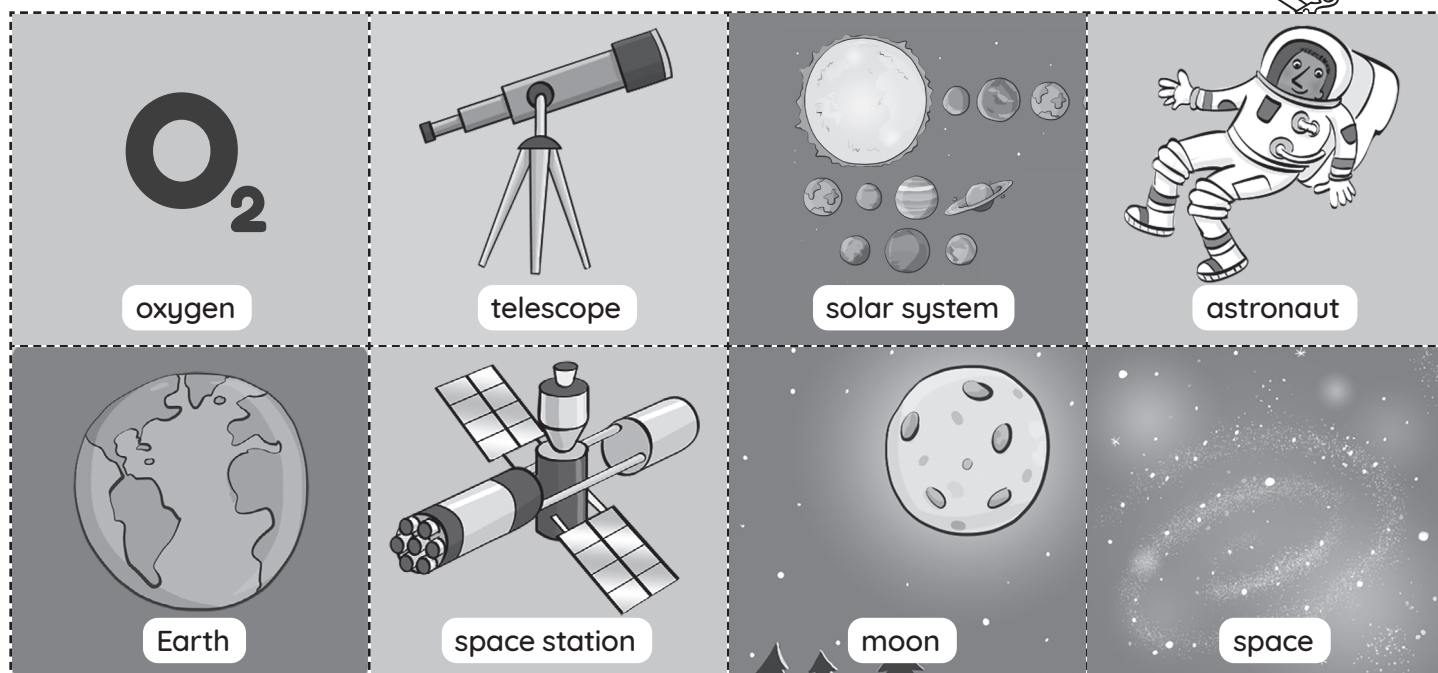
- 2 Play *Describe the word!* in groups of three.

How to play

- Each player has eight cards. Cut them out and put them face down on the table.
- Take turns to choose a card and describe the word.
- The player who guesses the word keeps the card. The player with the most cards wins!

A thing which you use to look at
the stars, planets and the moon.
It makes things look bigger.

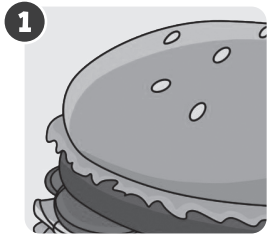
I know! The word is 'telescope'.



What could it be?

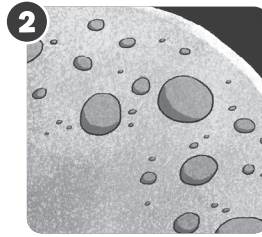
Pair A

- 1** Look at the pictures with your partner. What can you see? Discuss the ideas in the box and write two sentences with *may / might / could* or *must / can't*.

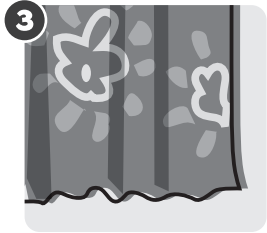


sushi burger
food sandwich

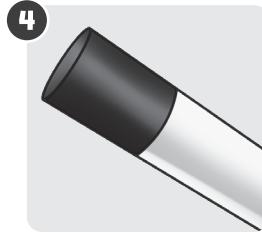
It can't be sushi.
It might be a sandwich.



moon orange
banana ball



bag curtains
dress shoe



camera glasses
telescope pencil



map passport
poster book



space station charger
solar panel torch

- 2** Tell Pair B your ideas about the pictures in activity **1**.

Picture 1 can't be sushi.
It might be a sandwich.

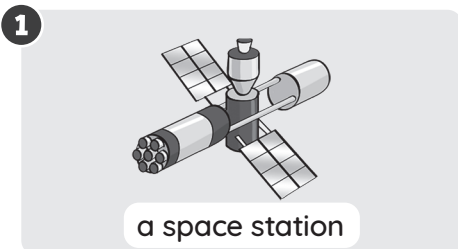
Sorry, that's wrong.

It must be a burger!

- 3** Listen to Pair B's ideas about the pictures below.

Picture 1 can't be a TV.
It could be a space station.

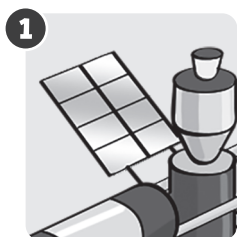
That's right!



What could it be?

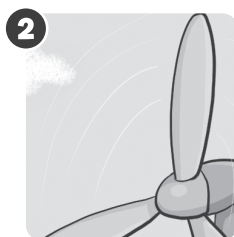
Pair B

- 1** Look at the pictures with your partner. What can you see? Discuss the ideas in the box and write two sentences with *may / might / could* or *must / can't*.



TV solar panel
space station telescope

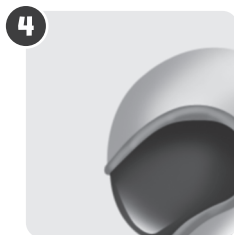
It can't be a TV.
It could be a space station.



plane fan
sandcastle wind turbine



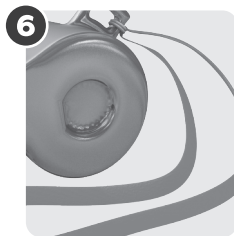
pencil case book
suitcase bag



astronaut engine
firefighter ball



curry stew
pie taco



charger insect
whistle necklace

- 2** Tell Pair A your ideas about the pictures in activity **1**.

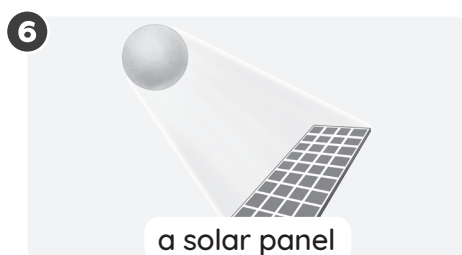
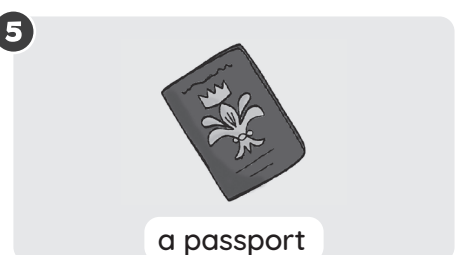
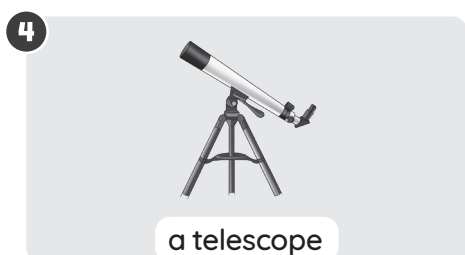
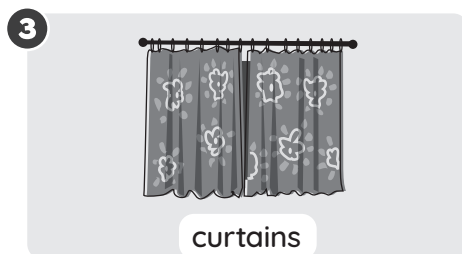
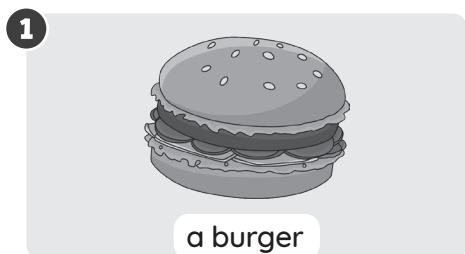
Picture 1 can't be a TV. It could be a space station.

That's right!

- 3** Listen to Pair A's ideas about the pictures below.

Picture 1 can't be sushi. It might be a sandwich.

Sorry, that's wrong.



What's in space?

- 1 Work with a partner. Cut out pictures A and B and take one picture each. Try to remember the people and things you can see. Then turn your picture face down on the table.
- 2 Look at the pictures 1–8. Take turns to ask the question. If you remember the people or things from your picture (A or B), answer the question.

astronaut / repairing a solar panel space station / orbiting the moon
 rocket / launching from Earth crew / eating lunch girl / using a telescope
 book / Dad is reading engine / launching the rocket into space stew / crew are eating



What's this? /
Who's this?

This is the stew that the crew
are eating in my picture.



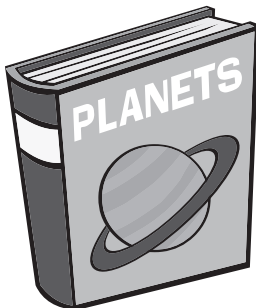
1



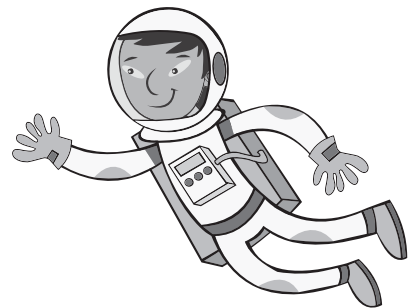
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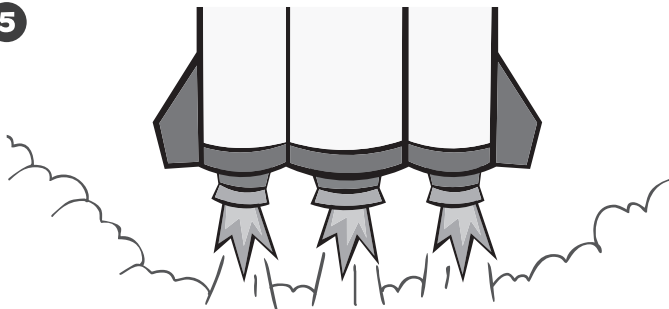
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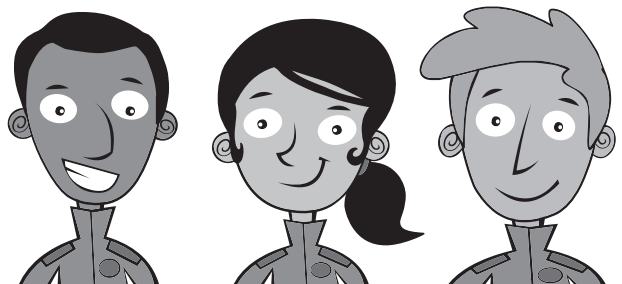
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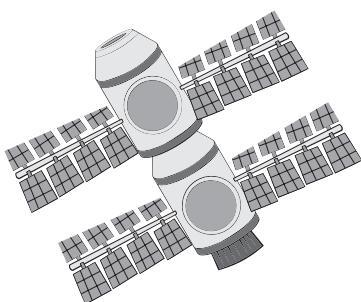
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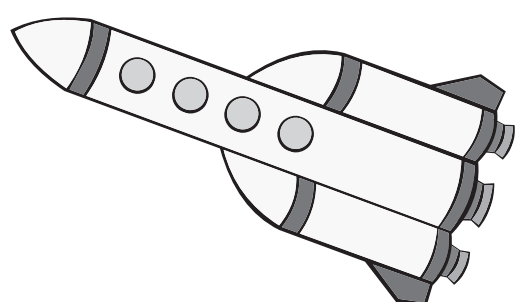
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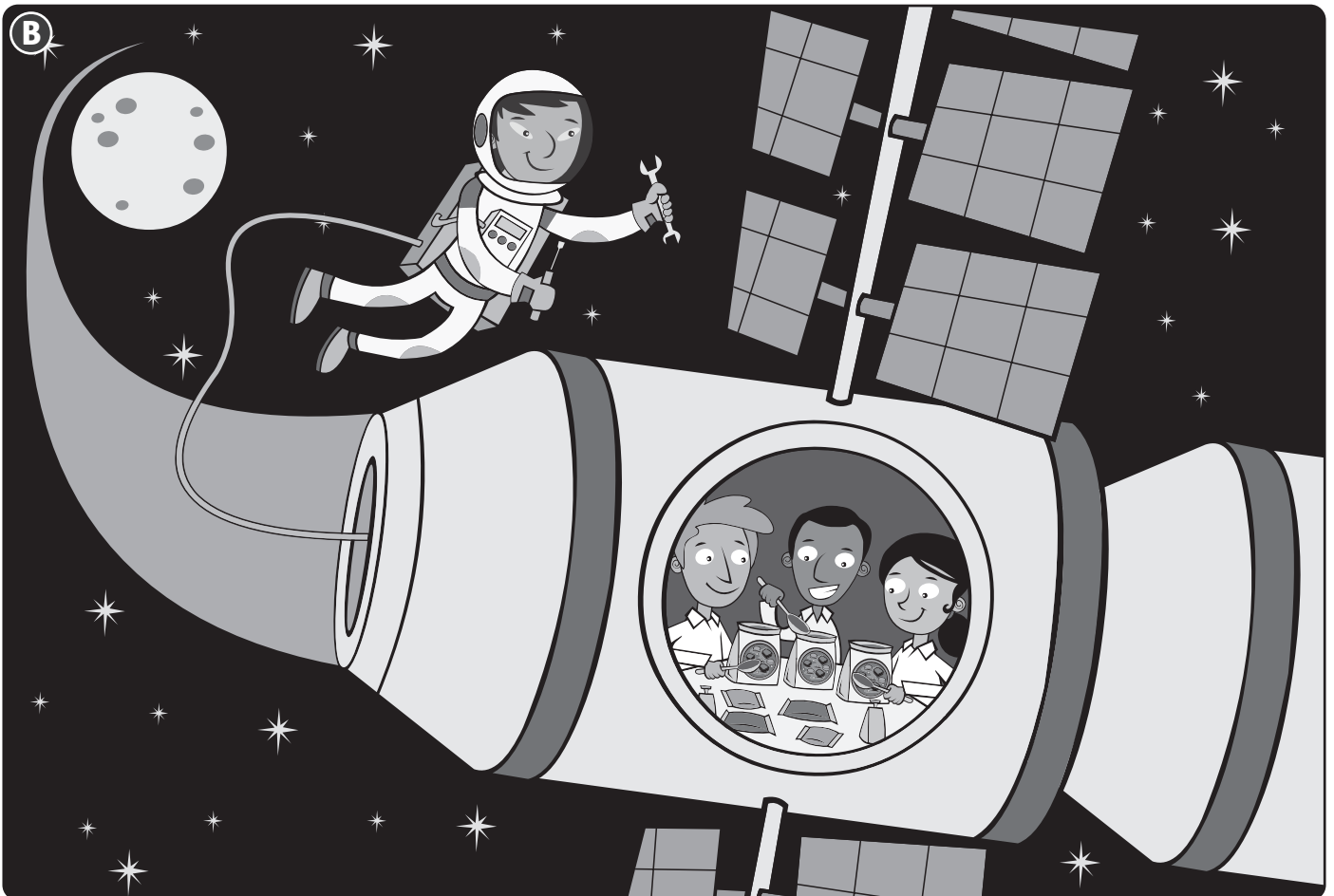
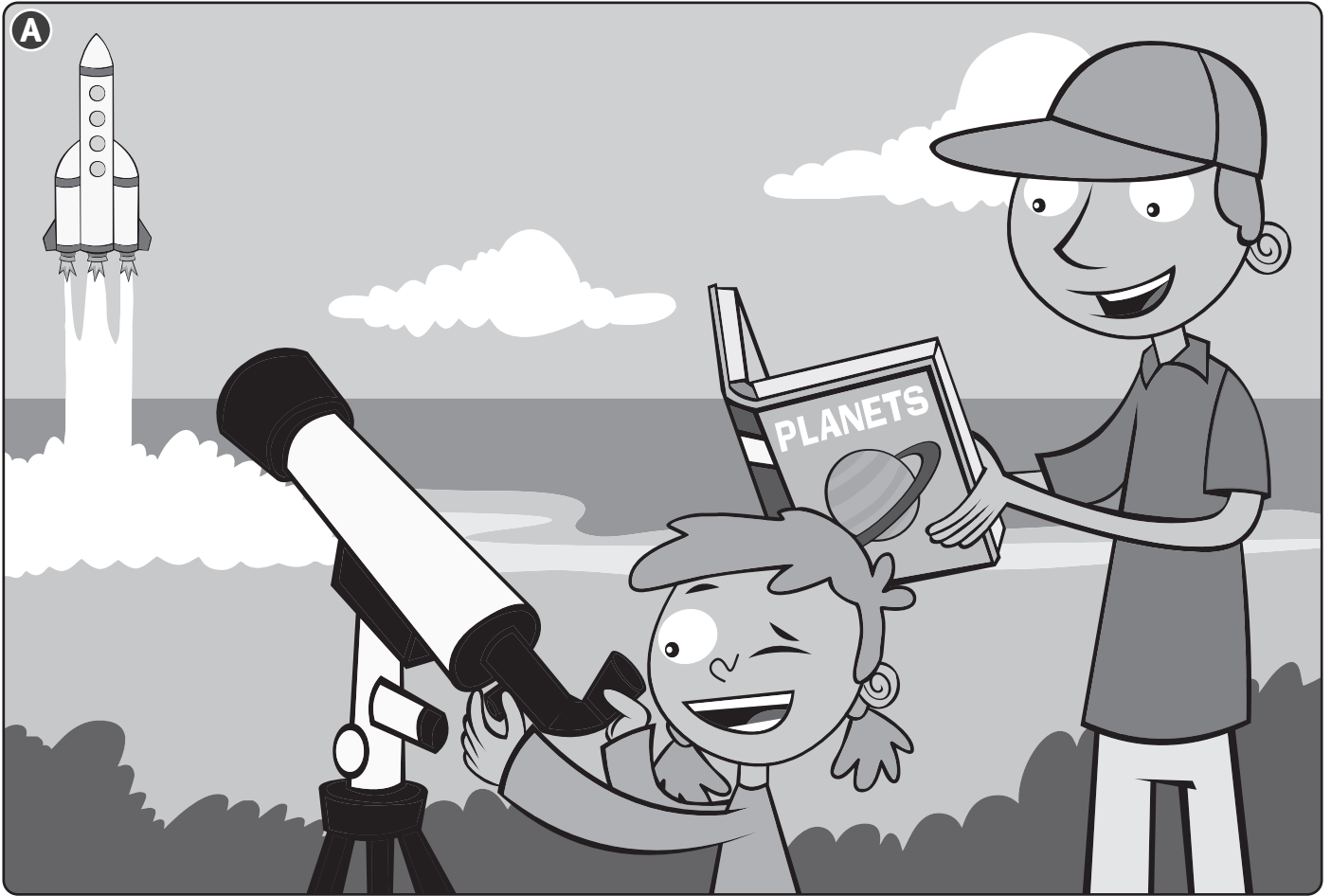


7



8





Over the hill

- 1** How does the story *The pink planet* continue? Read the story again. Then discuss the questions with your partner and make notes.

What do you think Lara and Hiro see when they go over the hill?

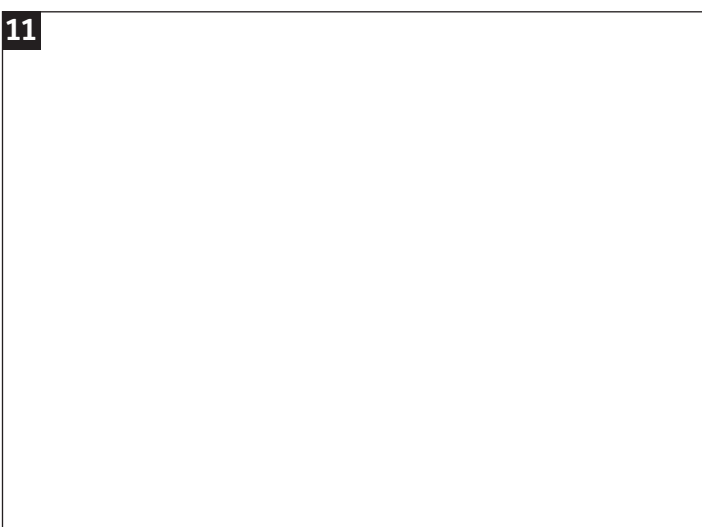
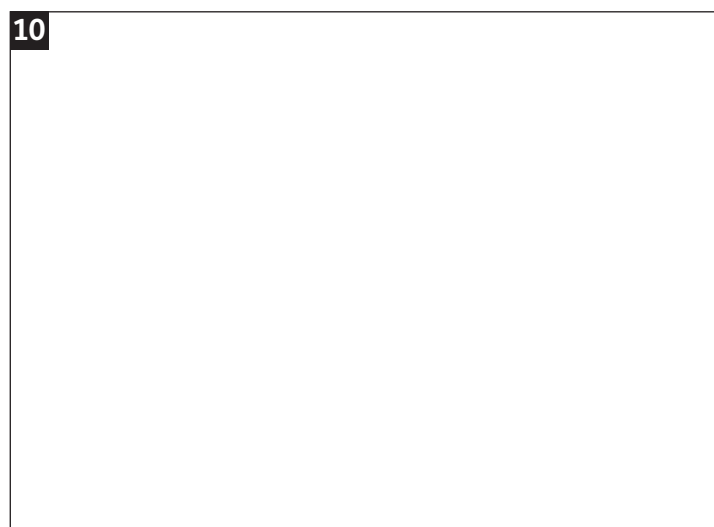
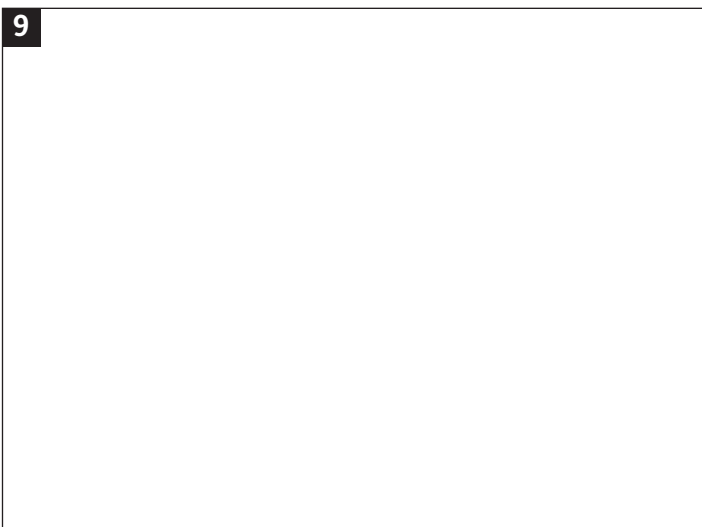
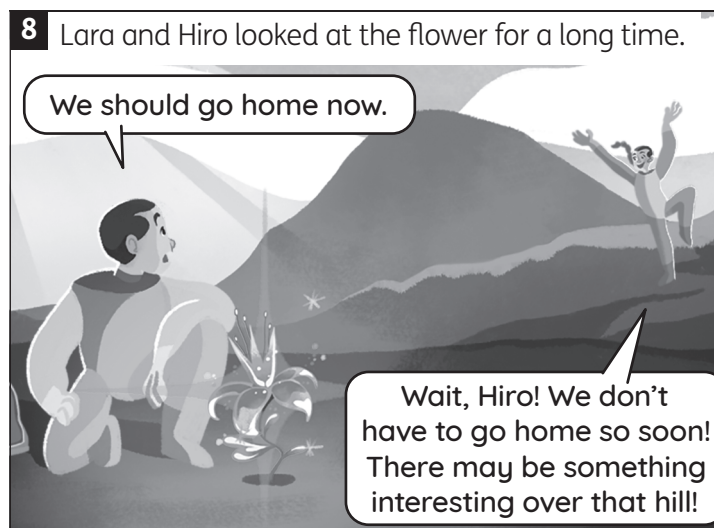
I think they see a beautiful waterfall!

- 1 What do you think Lara and Hiro see when they go over the hill?
- 2 What do they think it is?
- 3 Do they walk closer to find out? If yes, what do they find? If no, what do they do next?
- 4 What words and phrases do Lara and Hiro use?

- 2** Use your notes from activity **1** to draw three more pictures for the story. What are Lara and Hiro saying in each picture? Write speech bubbles.

In picture 9, let's draw Lara and Hiro standing at the top of the hill. They're looking at the waterfall.

Hiro is saying, "What's that? It might be a lake!"



- 3** Share your pictures with another group.

Let's go stargazing!



go stargazing to look at or study the stars and other things in space

- 1 Plan a stargazing trip with your partner! Think about places in your country that are good for stargazing. Then choose your favourite place.

beach campsite forest hill island mountain national park
observatory park safari park village volcano

The park might be a good place for stargazing.

I'm not sure. The park is in the city centre, and there are lots of lights there.

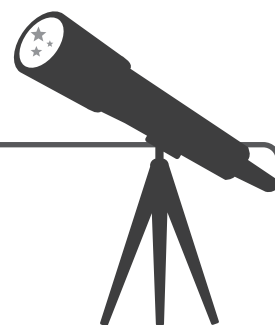
OK. How about a mountain like Water Mountain? It's about an hour from the city centre and it's very dark at night.

Our favourite place for stargazing is:

- 2 Plan your stargazing trip. Discuss the questions with your partner and make notes.

What would you like to see?

I'd like to see a constellation!



Our stargazing trip

a constellation the moon a meteor the planet Venus a satellite

- 1 What would you like to see? _____
- 2 When are you going to go? _____
- 3 What will the weather be like? _____
- 4 Who are you going to go with? _____
- 5 Where are you going to stay? _____
- 6 What are you going to take with you? _____

- 3 Present your plans for a stargazing trip to another pair. Answer their questions about your trip.

We're going to go to Water Mountain.

What would you like to see?

We'd like to see a constellation and a satellite!



A space display

- 1** Find interesting information about space. Write notes.

What information do you know about space?

I've learned that the Hubble Space Telescope has taken photos of the universe!

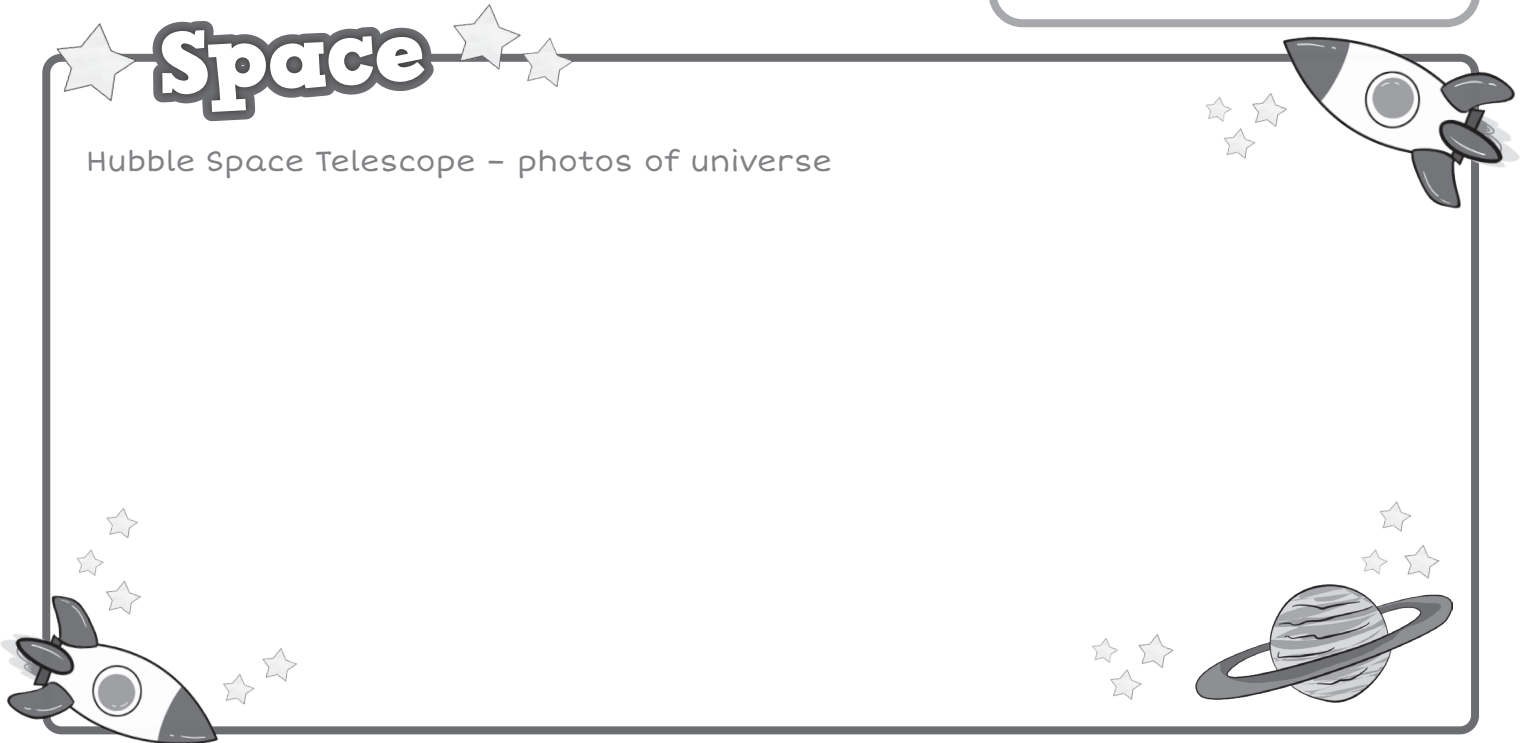


Tip!

When you write notes, you write one or two words. You don't have to write full sentences.

Space

Hubble Space Telescope – photos of universe



- 2** Choose four of your ideas for your display. Circle them in activity **1**.
- 3** Think about your display and presentation. Then make your display and prepare your presentation.

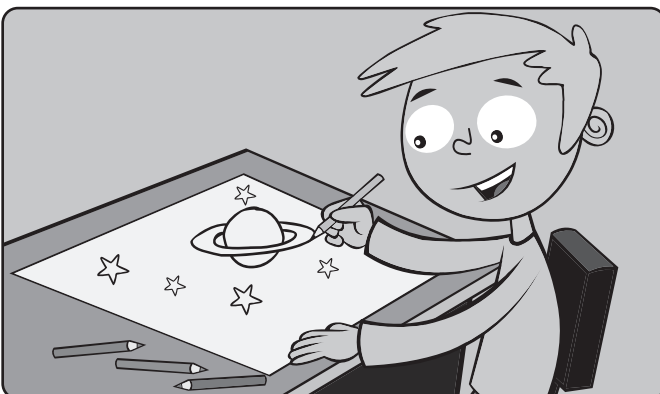
1

Display

The other groups will look at your display.

Tips!

- Use pictures for the information on your display.
- You can draw pictures or find photos online and print them out.



2

Presentation

Your group will present the information on your display.

Tips!

- Talk about one piece of information each.
- Write your part of the presentation and read it aloud.



The Middle Ages Museum

- 1** Work with a partner. Take turns to read the labels and match them to the objects (1–8). Then complete the label with the correct word.

belt cart helmet hut jewellery oven purse shoes

It's a helmet from 1440. It's made of metal. People wore it to protect their head. It wasn't nice to wear!

2

It's a _____ from 1230. It's made of mud and straw. There was a fire inside and smoke came out of the roof. Poor people lived here.

☐

They're pieces of _____ from 1120. They're made of silver and gold. In the Middle Ages, very rich people wore these things.

☐

It's a _____ from 1350. It's made of leather and silver. In the Middle Ages, rich men often wore this around their clothes.

☐

It's a _____ from 1150. It's made of wood. It was a type of transport that was pulled by a horse.

☐

It's an _____ from 1420. It's made of stone. In the Middle Ages, people baked bread and pies in this object.

☐

They're _____ from 1400. They're made of leather. Rich people wore these objects, but it was difficult to walk in them!

☐

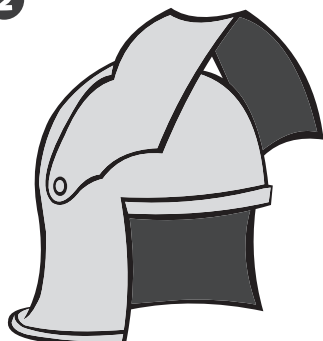
It's a _____ from 1310. It's made of leather. In the Middle Ages, people put their coins in this object.

☐

1



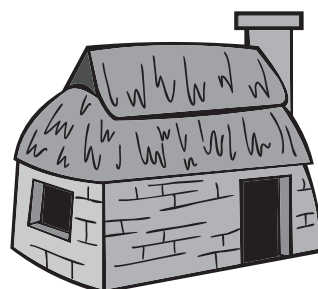
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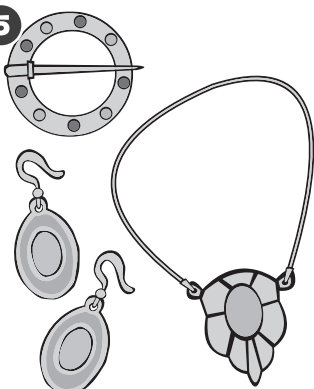
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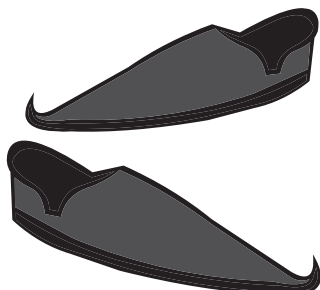
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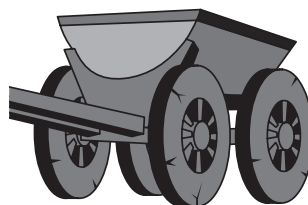
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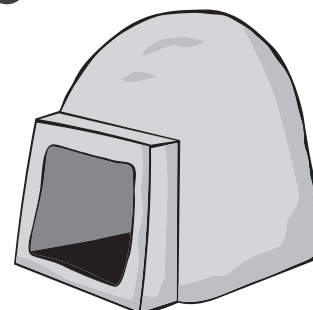
6



7



8



- 2** Which is your favourite object at the museum? What two questions would you like to ask the museum about this object? Tell your partner.

My favourite object is the helmet. I'd like to ask, "Who wore this helmet?" and "Where was the helmet found?"

People from the past


- 1 Cut out the tables. Take one and give one to another pair.
What do you already know about these people from the past?
- 2 Cut out the information cards and give them to the correct pair (A or B). Read the information about different people from the past.
- 3 Ask and answer questions with the other pair to complete your table. Tick ✓ or cross ✗ and make notes about any other interesting facts.

I know the Vikings used to make amazing boats!


Did the Vikings use to travel by boat?

Yes, they did. They used to travel on boats called 'longships'.

Pair A

The Vikings 	travel by boat <input type="checkbox"/> _____ _____	cook food <input type="checkbox"/> _____ _____
	live in apartments <input type="checkbox"/> _____ _____	grow vegetables <input type="checkbox"/> _____ _____

Pair B

People in Ancient China 	play football <input type="checkbox"/> _____ _____	have kites <input type="checkbox"/> _____ _____
	travel to other countries <input type="checkbox"/> _____ _____	like music <input type="checkbox"/> _____ _____

Pair A

People in Ancient China



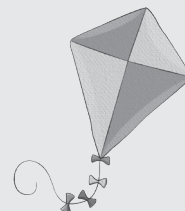
Music and acting

- People in Ancient China used to like music and acting.
- They used to perform Chinese operas. The actors used to wear masks and tell stories.



Games

- Most children used to play with kites.
- Many people in Ancient China used to enjoy playing a board game called 'Go'.



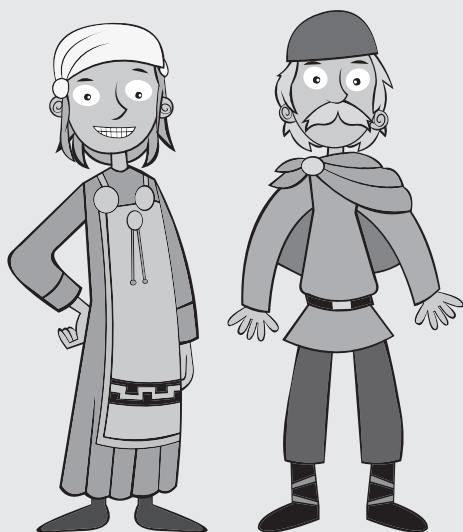
Travel

- People in Ancient China used to travel on a famous road called the 'Silk Road'.
- It was a very long road. People could travel from China to Italy on it!



Pair B

The Vikings



Food

- Most Vikings were farmers.
- They used to grow vegetables like beans, peas, carrots and onions. They also used to cook a lot of fish and meat.



Homes

- The Vikings used to live in huts called 'longhouses'.
- They used to have a fire inside the huts where they cooked food.



Travel

- The Vikings used to travel on boats called 'longships' that were long and narrow.
- They used to travel around Europe and as far as the USA!



It's my life!

1 Complete the questions in the chart. Use the verbs in the box in the correct form. Then write one more question about a life event.

get go live ~~learn~~ ~~start~~ study travel

2 Interview your friends about their life events. Make notes in the chart.

How old were you when you started school?

I was five years old when I started school.

Interview: life events

Student names:	_____	_____	_____
1 How old were you when you <u>started</u> school?			
2 What subjects do you enjoy <u>learning</u> at school?			
3 Do you like _____ for exams?			
4 Would you prefer _____ to university or get a job after school?			
5 Where do you want _____ when you leave home?			
6 Would you like _____ married one day?			
7 Do you want _____ to different countries when you retire? Where?			
8 _____? _____?			

Brave people

1 Read and circle the correct answers.

Brave people often do things ...

- 1 that are easy / difficult.
- 2 that are safe / dangerous.
- 3 that other people have / haven't done before.
- 4 that other people think are / aren't too difficult.
- 5 that help / don't help other people.
- 6 that teach / don't teach people important new things.

2 Work in groups of four. Cut out the profiles about brave people. Give one to each team member.

3 Ask and answer questions about the people.

- 1 Who did you read about?
- 2 What did he / she do that was important?
- 3 Why was he / she brave?

Who did you read about?

I read about Jacques Cousteau.
He was an explorer from France.

Name: Jacques Cousteau

Year and place of birth: 1910, France

Jobs: explorer, inventor, scientist

Important life events:

- In 1943, Jacques invented a way for people to breathe under the water when they were scuba diving.
- In 1950, Jacques started to explore the oceans on a boat called *Calypso*. Jacques and his crew were away from home for many months, but they discovered amazing places, like the Great Barrier Reef in Australia.
- In 1960, Jacques invented the first underwater camera.



Name: Marie Curie

Year and place of birth: 1867, Poland

Job: scientist

Important life events:

- In Poland in the past, women couldn't go to university. So in 1891, Marie went to France to study maths and physics at a French university.
- In 1895, Marie Curie got married to Pierre Curie. They won a Nobel Prize in 1903.
- In 1911, Marie won another Nobel Prize. She was the first woman to win this important prize and she did it twice! Marie studied 'radioactivity'. It was dangerous, but it helped people who were very ill.



Name: Valentina Tereshkova

Year and place of birth: 1937, Russia

Jobs: astronaut, engineer

Important life events:

- When Valentina was two years old, her father died.
- Valentina got a job in a factory when she was 17 years old.
- Valentina started learning how to be an astronaut in 1962.
- In 1963, she became the first woman to travel to space. She orbited the Earth 48 times in 71 hours!



Name: Jadav Payeng

Year and place of birth: 1963, India

Jobs: farmer, environmentalist



Important life events:

- In 1979, there wasn't any rain for a long time on the island where Jadav lived. The trees died and there was only sand on the island. The river was taking the sand away, so Jadav decided to plant trees to save the island.
- For 30 years, Jadav worked very hard. He planted a forest that was as big as 15 football stadiums!



A holiday with history

1 Work with a partner. Read the email and underline five questions.



From: Luka and Zoe

Sent: 1 July

Subject: Holiday!

Hi friends!

Next week we're going to go on holiday with our family. We're going to visit your country! Please help us to plan our trip. We love history and we like visiting interesting old buildings and old places. Where is a good place for us to visit? How old is this place? What can we do or see there? Is there a car park and a café? Our mum doesn't like big crowds of tourists, so when is the quietest time to visit?

Please tell us your ideas, and any other information you have about the place.

Thank you very much for your help!

From Luka and Zoe

2 Copy the questions from the email into the chart. Think about a place in your country. Discuss and make notes.





Luka and Zoe want to visit a historical place. The castle is really old, and you can go inside and see all the paintings on the walls.

Yes, good idea. Or they might enjoy visiting the Roman theatre. There are some archaeologists working there at the moment.



Question	Our notes
1	
2	
3	
4	
5	

3 Write an email to Luka and Zoe. Answer their questions in your email.



From: _____

Sent: _____

Subject: Holiday!

Hi _____

From _____

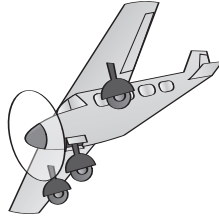
A quiz about life in the past

1 Choose two topics from this unit.

I enjoyed learning about life in the Middle Ages. Can we choose that topic for our quiz?

1 _____

2 _____

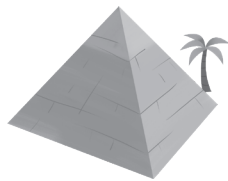


- life in the Middle Ages
- Shakespeare
- Amelia Earhart
- homes in Turkey in the past
- homes in Egypt in the past
- Steve Backshall

2 Choose two more topics. Think about other times or people in the past.

3 _____

4 _____



- the Romans
- the Vikings
- Ancient Greece
- Ancient China
- Ancient Egypt
- the Mayas

3 Think of two questions for each topic. Then write the questions and answers in your notebook.

1 Find a fact or some interesting information.

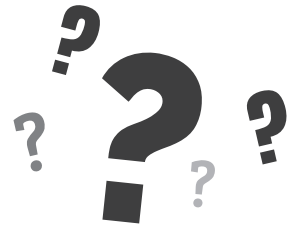
2 Then change it to a question and answer.

— The Egyptians used to write with pictures.
→ Did the Egyptians use to write with pictures?
Yes, they did.

— The Vikings used to have boats made of wood.
→ Did the Vikings use to have boats made of metal?
No, they didn't.

— In Ancient China, people used to eat noodles.
→ Did people in Ancient China use to eat noodles?
Yes, they did.

Quiz



Did Amelia use to be a nurse?

I think the answer is: 'Yes, she did.'

	Questions	Answers
Topic 1 _____	1 _____ 2 _____	_____ _____
Topic 2 _____	1 _____ 2 _____	_____ _____
Topic 3 _____	1 _____ 2 _____	_____ _____
Topic 4 _____	1 _____ 2 _____	_____ _____



How do you feel when ...?

- 1 Work with a partner. Complete the table with the words in the box.

~~a bit~~ ~~annoyed~~ angry bored cold excited extremely
frightened busy happy hot hungry incredibly
quite really relaxed sad tired very surprised unhappy

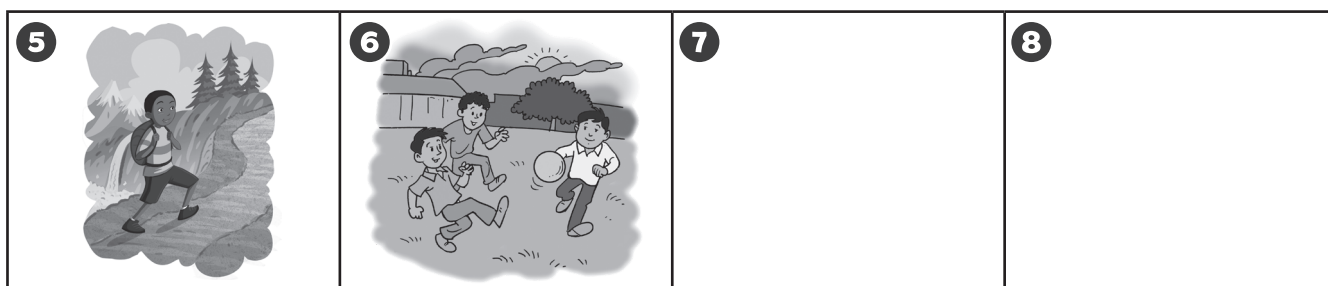
adverbs	adjectives
a bit	annoyed

- 2 Look at the pictures (1-6) in the chart. Think about how you feel in each situation. Write an adverb and an adjective.
- 3 Draw two extra situations (7 and 8) in the chart. Write how you feel in these situations.

I feel ... when ...



Me: a bit annoyed _____



Me: _____

- 4 Ask and answer with your partner.



How do you feel when it rains?

I feel a bit annoyed when it rains because I don't like getting wet!

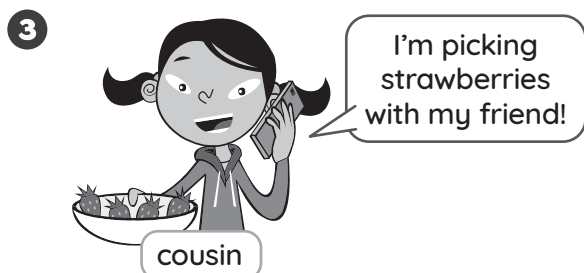
I feel really happy when it rains. I like to go outdoors and walk in the rain. How about you?



Phone messages

Student A

1 Read the phone messages for Student B. Write the reported speech sentences.



1 She said the students needed to download the homework.

2 _____


3 _____


4 _____

2 Your family wrote down six phone messages for you today, but a word is missing in each message! Ask and answer with Student B to find the missing word.


What did the mayor say?

He said he was excited about the street party.

1 **Message from:** the mayor
He said he was  about the street party. excited

2 **Message from:** your friend
He said the weather was  in Italy.

3 **Message from:** your neighbours
They said they were  their bikes.

4 **Message from:** your grandma
She said she was planting  in her garden. _____

3 Listen to Student B's questions. Look at your sentences in activity 1 and report the phone messages.

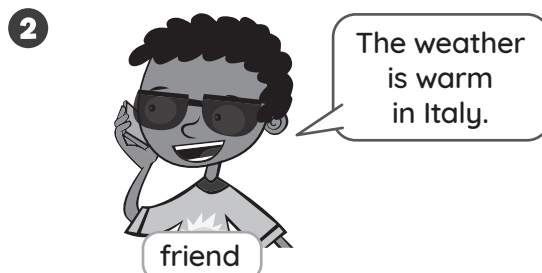
What did my teacher say?

She said the students needed to download the homework.

Phone messages

Student B

1 Read the phone messages for Student A. Write the reported speech sentences.



1 He said he was excited about the street party.

2 _____

3 _____

4 _____

2 Your family wrote down six phone messages for you today, but a word is missing in each message! Ask and answer with Student A to find the missing word.

What did my teacher say?

She said the students needed to download the homework.

1
Message from: your teacher
She said the students needed to _____ the homework. download

2
Message from: your grandpa
He said he had tickets for a _____!

3
Message from: your cousin
She said she was _____ strawberries with her friend. _____

4
Message from: your friends
They said they were buying _____ hats for their party. _____

3 Listen to Student A's questions. Look at your sentences in activity 1 and report the phone messages.

What did the mayor say?

He said he was excited about the street party.

Planning an event

Play the *Planning an event* game with a partner.

How to play

- Look at the children's plans for Monday, Tuesday and Wednesday.
- Take turns to choose a child. Your partner can ask you three questions to guess who it is.
- The player who guesses the most names is the winner!



Is it a boy or a girl?

What's she doing on Monday?

What's she doing on Tuesday?

It's Alice!



It's a girl.

She's making a banner on Monday.

She's carrying chairs on Tuesday.

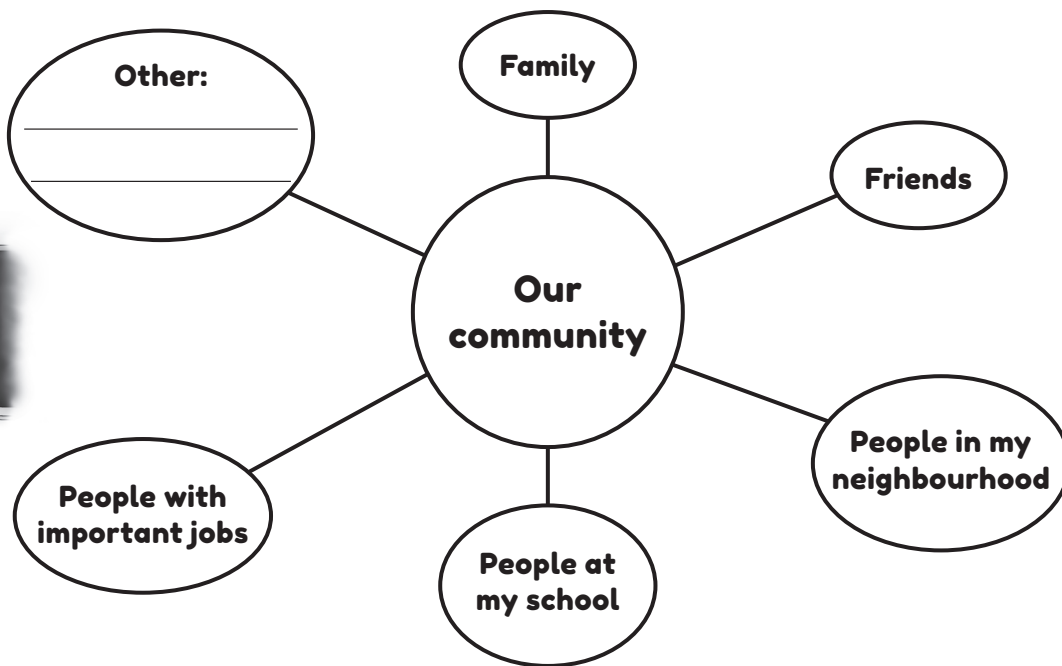
 <p>Aisha</p> <p>MON make a banner</p> <p>TUE build a stage</p> <p>WED tell jokes</p>	 <p>Dean</p> <p>MON paint a picture</p> <p>TUE grill burgers</p> <p>WED make a banner</p>	 <p>Samantha</p> <p>MON put up decorations</p> <p>TUE carry chairs</p> <p>WED grill kebabs</p>
 <p>Jimmy</p> <p>MON make a banner</p> <p>TUE make burgers</p> <p>WED buy balloons</p>	 <p>Alice</p> <p>MON make a banner</p> <p>TUE carry chairs</p> <p>WED tell jokes</p>	 <p>Carl</p> <p>MON plan an event</p> <p>TUE grill burgers</p> <p>WED enter a fancy dress competition</p>
 <p>Ana</p> <p>MON make a banner</p> <p>TUE build a stage</p> <p>WED tell jokes</p>	 <p>Markus</p> <p>MON make a banner</p> <p>TUE grill burgers</p> <p>WED buy balloons</p>	 <p>Mai</p> <p>MON put up decorations</p> <p>TUE carry tables</p> <p>WED tell jokes</p>
 <p>Leon</p> <p>MON plan an event</p> <p>TUE grill burgers</p> <p>WED buy balloons</p>	 <p>Maria</p> <p>MON put up decorations</p> <p>TUE carry tables</p> <p>WED grill kebabs</p>	 <p>Fred</p> <p>MON paint a picture</p> <p>TUE grill burgers</p> <p>WED bake cakes</p>

Our community

- 1** Use the mind map to think about the different groups of people in your community. Who's important to you? Discuss with your partner.

Who's important to you in our community?

In my family, my dad and my grandma are very important to me. How about you?



- 2** How do the people in your community show that they care for you? Discuss with your partner and make notes in the table.

My dad often cooks food and plays games with me.

- 3** How can you show that you care for these people? Discuss with your partner and make notes in the table.

I sometimes make breakfast for my dad.

	How do these people show that they care for us?	How can <u>we</u> show that we care for these people?
Family	cook food, play games	make breakfast
Friends		
People in my neighbourhood		
People at my school		
People with important jobs		
Other		

Let's be volunteers!

- 1 Work in groups of three. Cut out the volunteer adverts and give two to each student.
- 2 Read your adverts and choose the one you like best.
- 3 Ask and answer questions about the three adverts your group has chosen. Complete the chart.



What will you do as a volunteer for this job?

You will rescue sick animals.



	Advert 1	Advert 2	Advert 3
What will you do as a volunteer for this job?			
Who will you work with?			
When will you need to work?			
Will you need to bring anything with you?			
What things do you need to be good at?			
Can you learn anything new?			

- 4 Which volunteering job would you like to do? Tell your group.

Which volunteering job would you like to do?

I'd like to be a volunteer for the *Football Tigers* because I love sports!

Volunteer for an animal rescue centre!

Animal Rescue is a charity for animals. We're looking for a volunteer who is good at looking after animals.

There are two vets who work at our centre. They will teach you about rescuing sick animals.

You'll learn about different types of pets and wildlife.

You will need to work at the weekend, and you will need to bring gloves and boots.



Help at a summer reading club!



Our community library is looking for a volunteer who is good at reading stories and likes children.

Your job will be to read books with young children.

You must be at the library from 10 a.m. to 1 p.m. every Saturday.

There are lots of books at the library, so you won't need to bring anything.



Helping with technology!

Our community centre needs volunteers to help people in our neighbourhood with new technology.

Can you show somebody how to search the internet or send an email? Then please contact us.

You will work at the community centre for one hour twice a week.

There are laptops at the community centre, so you won't need to bring any technology items.



Football Tigers needs you!



Are you good at working in a team?

Football Tigers is a team of young football players. We need a volunteer to help our team every Saturday.

You'll travel with the team and you'll help the players get ready for the match.

You'll learn what makes a good team.

We will give you shorts and a T-shirt, but please bring good trainers.

Street party volunteering!

We're having a summer street party in our neighbourhood this Saturday!

We need volunteers to go on stage with other people from our neighbourhood between 4 p.m. and 6 p.m.

Can you do any of these things:

★ act? ★ sing? ★ tell jokes?

You will need to bring your own props.



Volunteer at a community garden!



Are you good at working in the garden?

Our team needs a volunteer to help us look after our community garden on Saturday mornings.

If you join our team of people from our neighbourhood, you will learn how to grow vegetables and flowers.

You will need to bring gloves.



A community event

- 1** Choose an event for your community. Tick ✓ one event or think of your own idea.



fundraiser a type of event where you collect money to give to a charity

Let's choose an event!
How about a party?

Good idea! Maybe we can plan a surprise party!

☐

a fundraiser a cake sale a sponsored walk

☐

a party a street party a surprise party

☐

a competition a fancy dress competition a sports event

☐




a festival a food festival a music festival

Our idea for an event: _____

- 2** Make a plan for your event. Write notes.

When will we have our event?

Let's have it this Friday!

<p>1 Time: _____ (day) _____ (time)</p>	<p>2 Place: _____</p>
<p>3 Decorations:</p> 	<p>4 Entertainment:</p> 
<p>5 Food:</p> 	<p>6 Other plans:</p>

A community event

3 Write a task list. Decide who will do the tasks for your event and when they will do them.

I can make a banner tomorrow.



Tip!

Check everybody in your group has got the same number of tasks. Remember some tasks need more time.

Task	Name	Date
make a banner	Toby	Tuesday

4 Prepare your presentation.