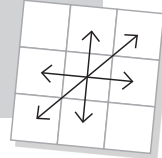


Animal bingo!

Make and play *Animal bingo*!

How to play

- Write one animal word in each square on your bingo card.
- Cut out the animal cards and turn them over.
- Take turns to choose a card and give clues.
- If the animal is on your card, mark it with an X.
- When three of your squares in a row have an X, shout *Bingo*!



It's a cat. It can run fast.



Is it a cheetah?

Yes!



Animal Bingo

☐ _____	☐ _____	☐ _____
☐ _____	☐ _____	☐ _____
☐ _____	☐ _____	☐ _____

lion	beaver	sailfish	toucan	giant tortoise
butterfly	octopus	eagle	cheetah	sloth

Let's compare animals

- 1 Cut out the animal picture cards below.
- 2 Choose three cards and compare the animals.
 - fastest to slowest
 - biggest to smallest
 - most beautiful to least beautiful

A lion is faster than a sloth.

A sloth is slower than a lion.

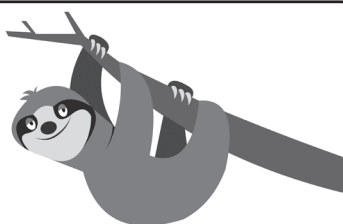
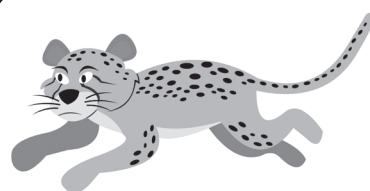
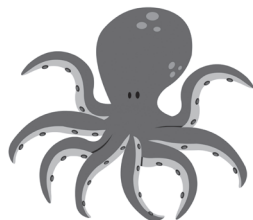
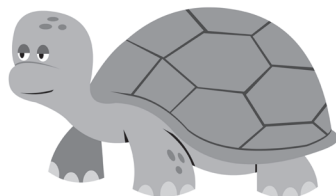
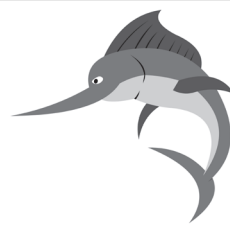
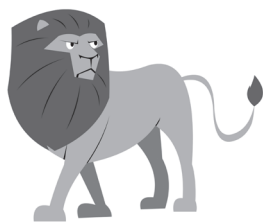
The cheetah is the fastest.

The sloth is the slowest.

Animal 1

Animal 2

Animal 3



Animal actions



A beaver
sleeps longer
than a lion.

I think that is
false. Lions sleep
a lot, and beavers
are very busy.



1 Make and play the *Animal actions* game.

How to play

- Cut out the cards. Mix and put them in three piles: *Animals* / *Actions* / *Animals*.
- Take turns turning over a card from each pile.
- Say the sentence.
- The team says *true* or *false*, or *we don't know*.

2 Write the sentences you think are true.

We think that a lion sleeps longer than a beaver.

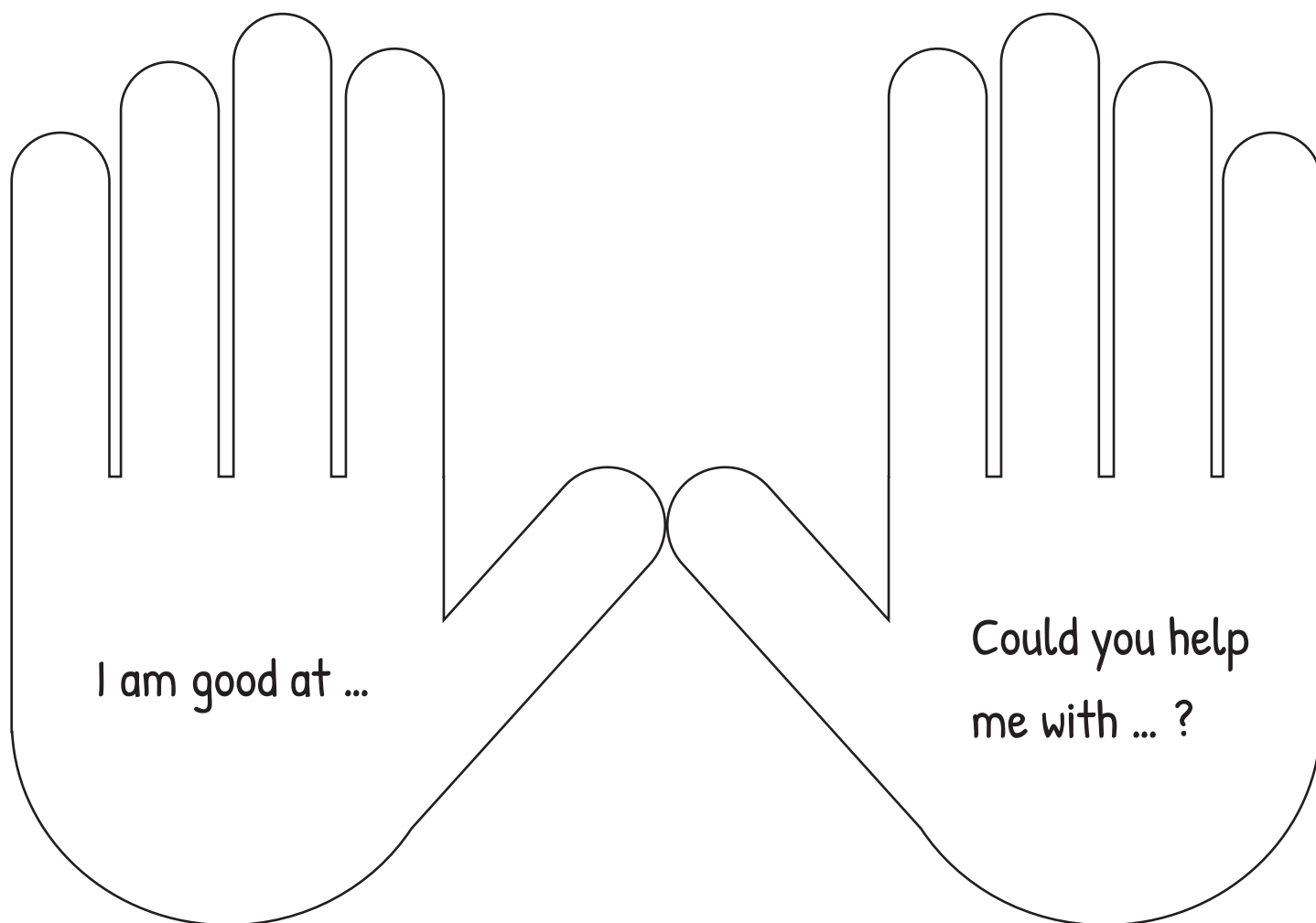
a cheetah	sleeps longer than	a cow
a hippo	jumps higher than	a sloth
an elephant	chews more quickly than	a horse
a giant tortoise	walks more slowly than	a monkey
a beaver	runs faster than	a lion
a frog	swims better than	a penguin
a kangaroo	roars more loudly than	a tiger

Helping hands

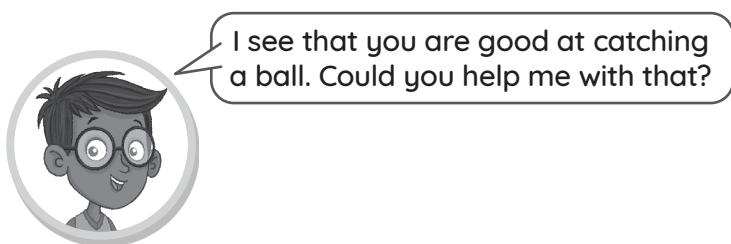
- 1** Circle the things that you are good at. Underline the things you would like help with. Write your own ideas.

cooking playing basketball playing guitar skateboarding dancing
using computers singing playing football making things cleaning my room
swimming listening fishing drawing pictures playing chess catching a ball

- 2** Complete the helping hands. Write one idea on each finger.



- 3** Talk to your partner about helping each other.



Sure. Let's go to the park and practise!



Fur, feathers, scales

This is a lizard. It has got scales.

Yes, it's a reptile.

- 1 Write or draw three more animals from your country in the chart.
- 2 Talk with a partner. Complete the chart with *fur*, *feathers* or *scales*. Then write *mammal*, *bird* or *reptile*.

animal	fur / feathers / scales	mammal / bird / reptile
	scales	reptile
		
		
		
		
		
		
		
		

Which animal wins?

Make and play the *Which animal wins?* game.

How to play

- There are three players. Each player has six animal cards.
- Each player adds one new animal name and picture to the cards. Cut out the cards.
- Put all the adjective cards face down.
- Player 1 turns over an adjective card, e.g. *tall*.
- Players 2 and 3 look at their cards. They each put down an animal that is tall.
- Player 1 decides which animal is taller. The player with the tallest animal gets both cards. The player puts the cards to the side.
- Player 2 turns over the next adjective card. Players 1 and 3 each put down an animal card. Player 2 decides who gets the two cards.
- The student with the most cards wins!



The adjective card says 'big'.

I'm putting down an elephant card.



I'm putting down a whale card.

I think a whale is bigger than an elephant.
The whale wins! You get the cards.



big

fast

colourful

beautiful

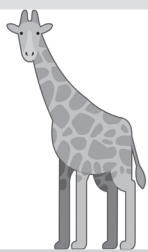
DANGEROUS

interesting

strong

tall

noisy



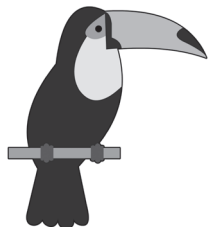
giraffe



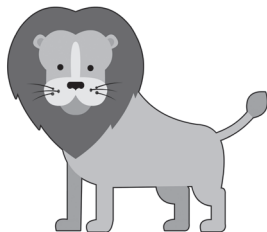
tiger



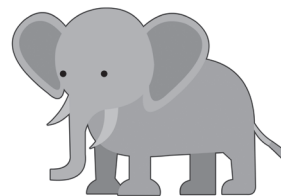
rabbit



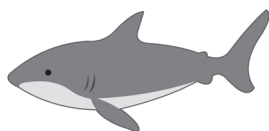
toucan



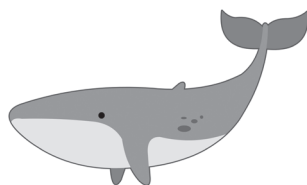
lion



elephant



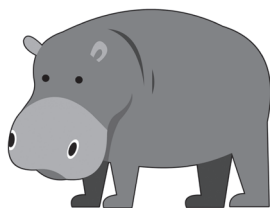
shark



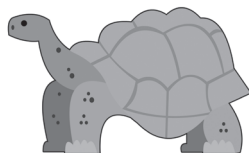
whale



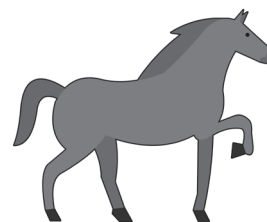
butterfly



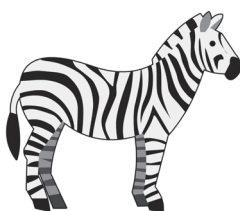
hippo



giant tortoise



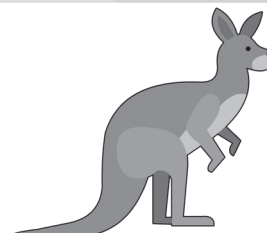
horse



zebra



penguin



kangaroo

Favourite TV programmes

1 Ask and answer with your friends.



What's your favourite TV programme?

I really like comedies.

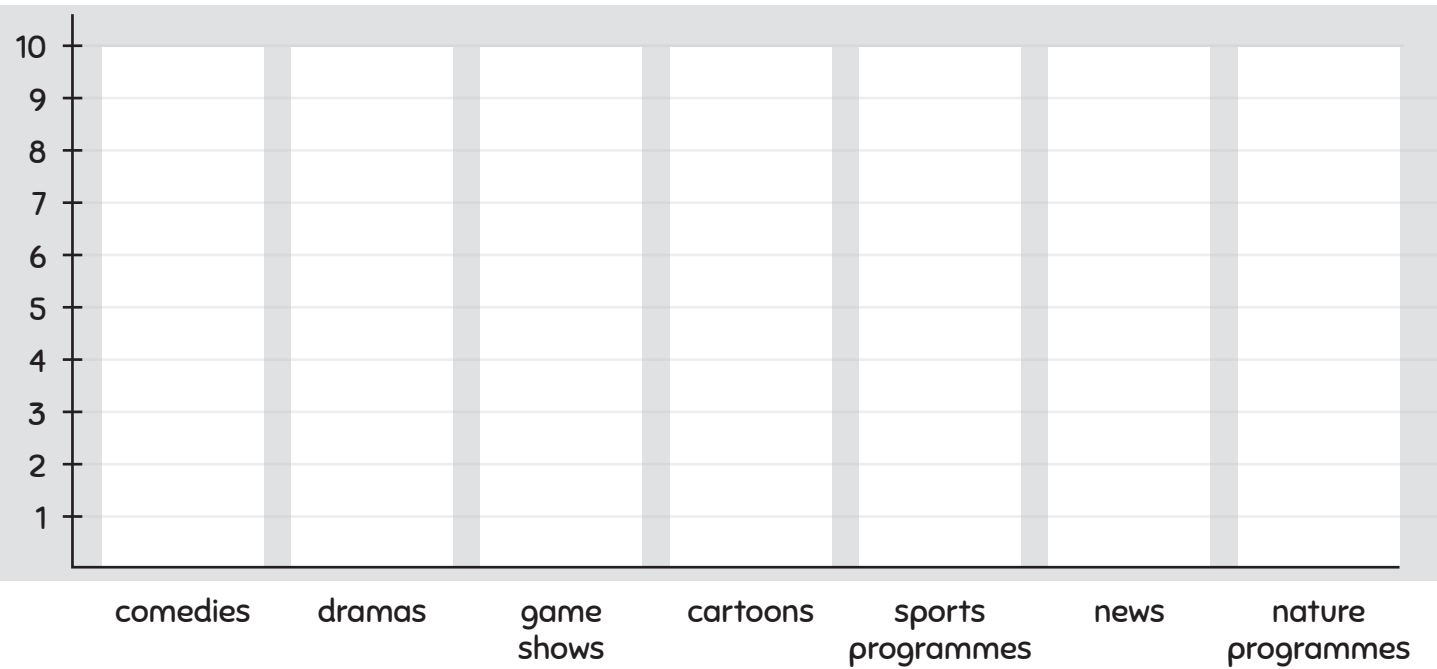
I really like cooking programmes. How about you?



- 2 Record the answers in the table. Use **||||**.
- 3 Talk about the results. How many students like cartoons? Add the totals.

			Total number of students
	comedies		
	dramas		
	game shows		
	cartoons		
	sports programmes		
	news		
	nature programmes		

4 Make a Favourite TV programmes bar chart.



What's in the scene?

- 1 Make and play the *What's in the scene?* game. Cut out scenes A and B. Each person takes one scene.
- 2 Look at the small pictures from your partner's scene. Ask questions. Write the answers.

Who is this? / What is this?

This is the giraffe which is eating leaves.

man / is cooking pasta

giraffe / is eating leaves

grassland / the giraffe lives

cake / the man baked

kitchen / the man cooks

woman / is taking photos

Student A







Student B









Match the cards!

Make and play the *Match the cards!* game.

How to play

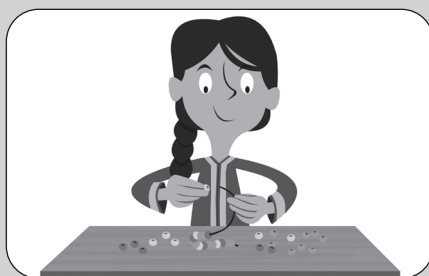
- Cut out the cards.
- Mix and put them face down on the desk.
- Pick up two cards.
- When the names match, make sentences.



Zac usually reads books.
Today, he's watching a comedy.



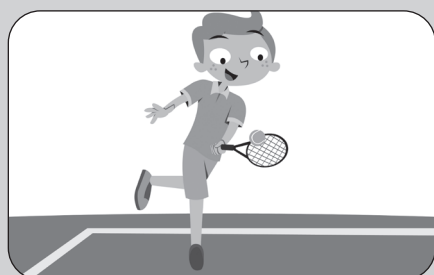
Layla/make lemonade



Layla/making a bracelet



Josh/play football



Josh/playing tennis



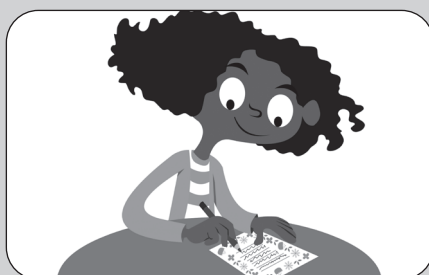
Rino/make a model



Rino/doing a puzzle



Kerry/send messages



Kerry/writing to friends



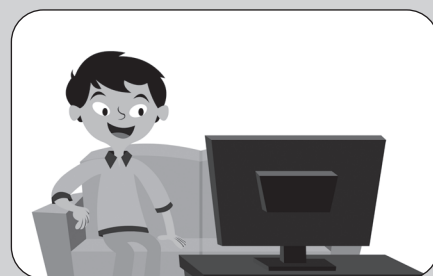
Mai/go for a walk



Mai/having a party



Zac/read books

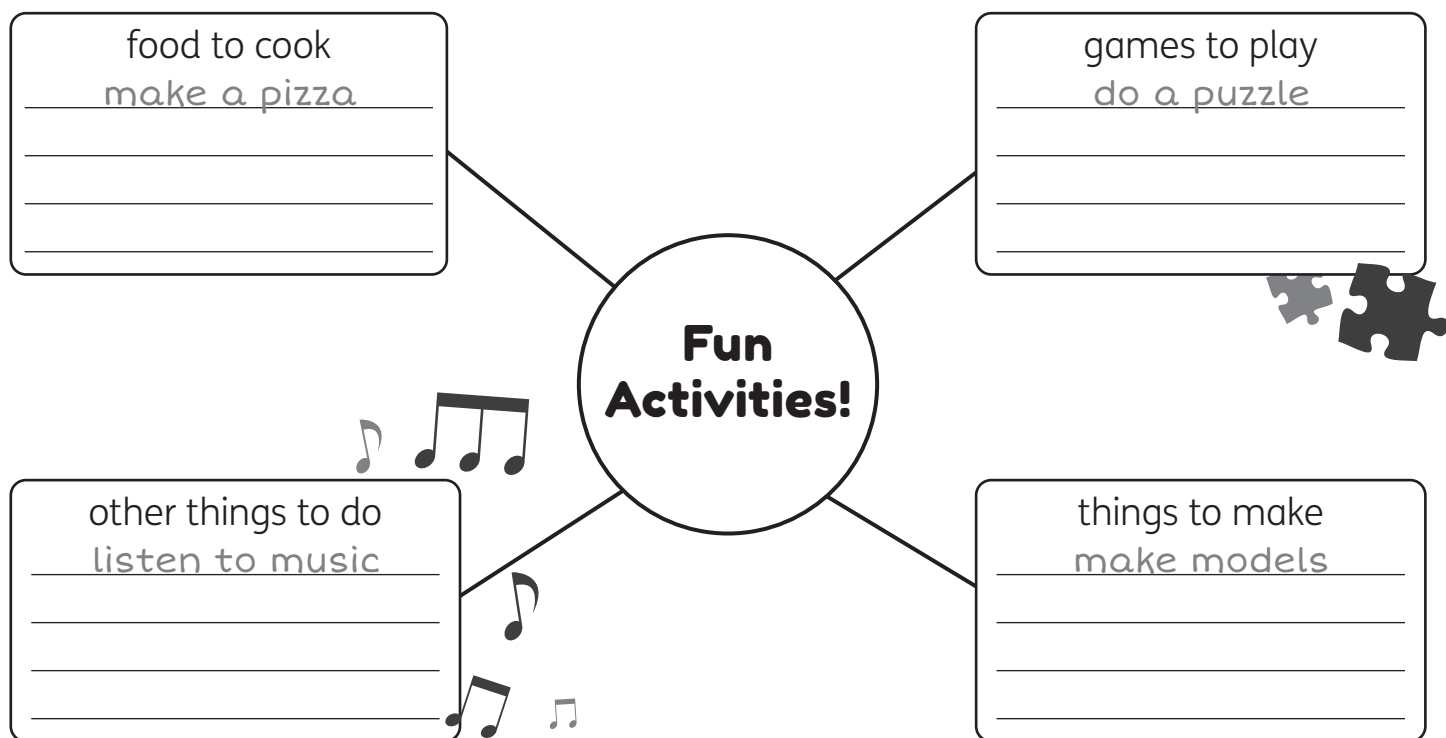


Zac/watching a comedy

Plan a family night

It's Saturday night. You are at home with your family.
There is a bad storm. TVs and computers aren't working.

- 1** Make a mind map of fun activities you can do together.



- 2** Choose one activity from each area. Write.

Activities for our family night

- 3** Talk about your family night.



First, we're going to make pizza and lemonade.

Next, we're going to play BINGO.

Then, we're going to make bracelets.

Finally, we're going to do a puzzle.



Make a Danish paper heart

You will need: one pair of scissors



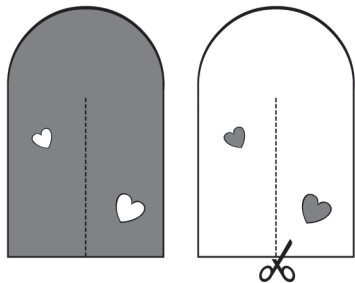
coloured pencils or markers



glue or stapler



1 Follow the steps.



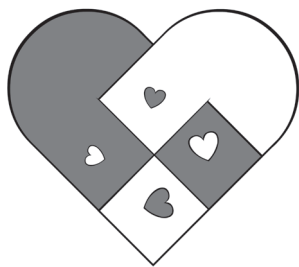
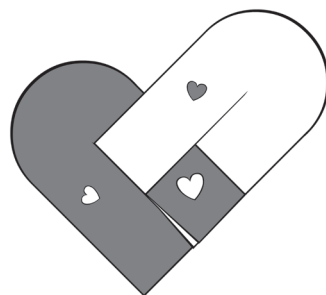
1 Cut out the two shapes. Colour one red.

2 Put the curved edges together and fold in half.

3 Cut on the dotted lines to make two 'legs'.

4 Put the right leg of the red shape through the left leg of the white shape.

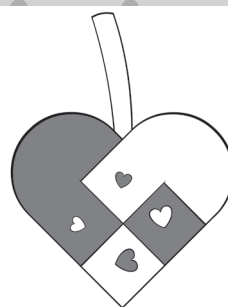
5 Put the right leg of the white shape through the right leg of the red shape. Slide them up.



6 Put the left leg of the white shape through the left leg of the red shape.

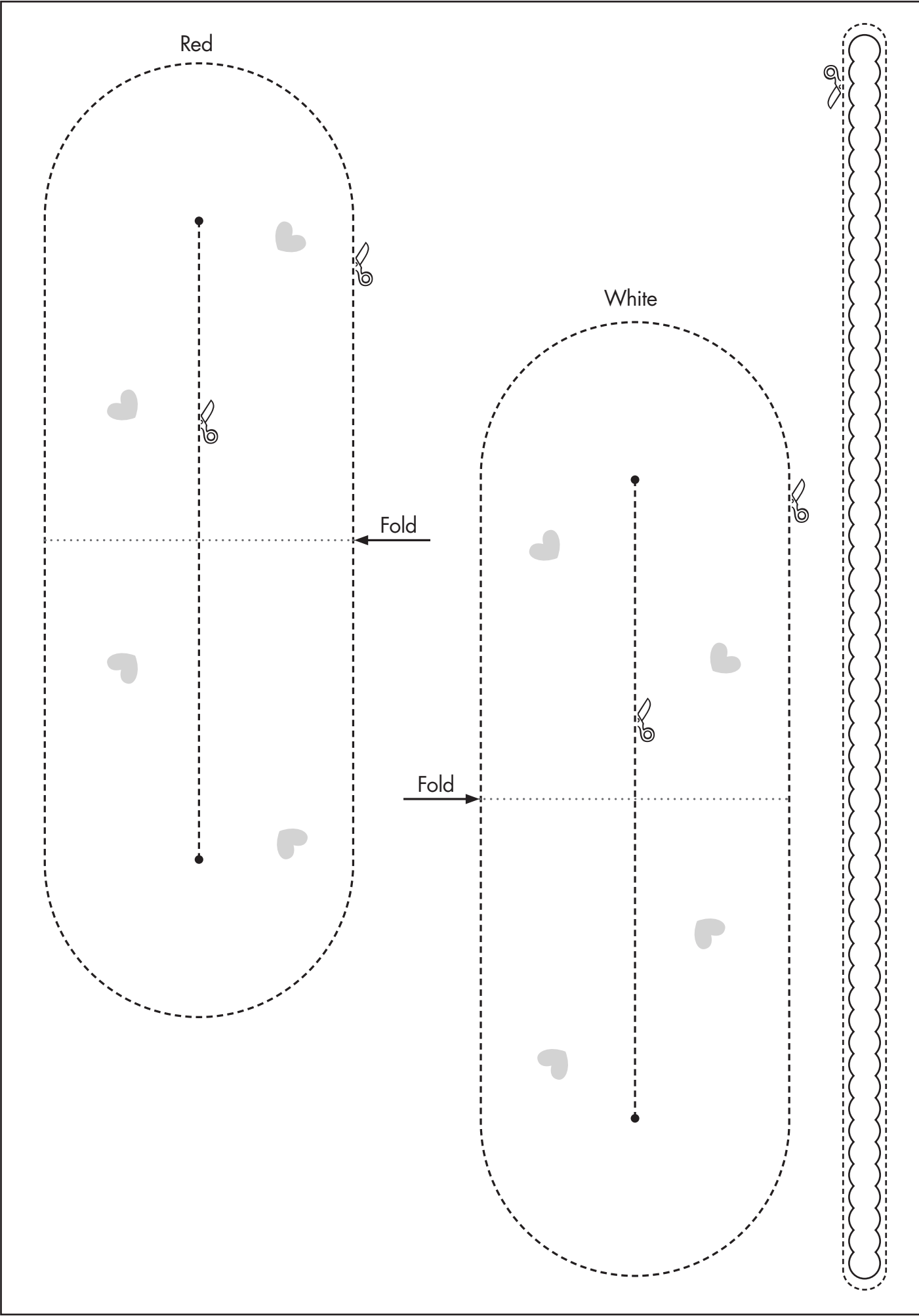
7 Put the left leg of the red shape through the right leg of the white shape.

8 Cut out a handle and glue it to your heart basket.



2 Write a message. Cut it out. Put it inside the paper heart as a gift.

Message:



Make your own TV programme

- 1** Choose the kind of TV programme you want to make.

comedy drama documentary sports programme nature programme
cartoon game show talk show cooking programme

- 2** Think of a title for your TV programme.

Snake Island Cooking French Soups Marty the Flying Robot
Animal Quiz Night Women's Football Final

Our programme is called _____

- 3** What is the programme about?

It's about an island where dangerous snakes live.

It's about French chefs who cook delicious soup.

It's about a robot that can fly.

It's about _____

- 4** Draw a poster for your programme. Present your programme to your class.



The TV programme we chose is a documentary.

The title of our programme is 'Wheels Around The World'.

It's about a family who travels around the world by bicycle.



Large empty box for drawing a poster.

Favourite subjects

1 Ask and answer with your friends.



What's your favourite school subject?

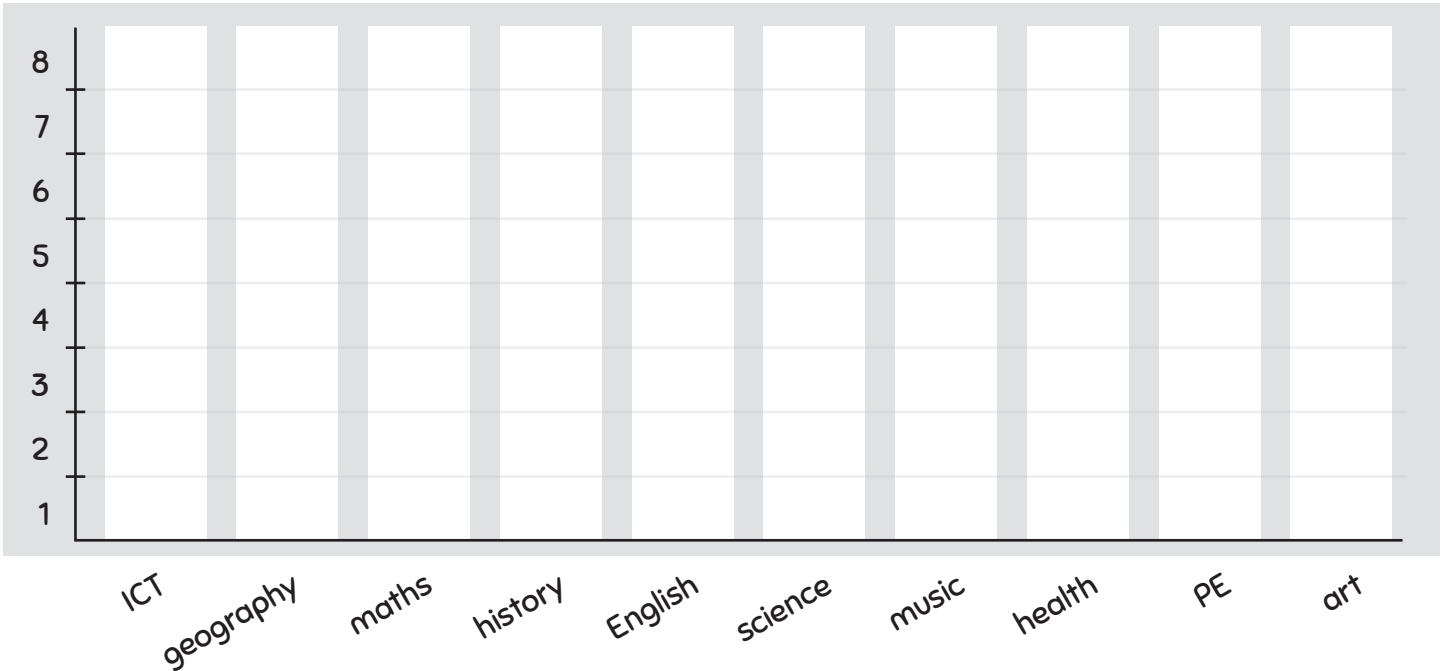
I really like maths. How about you?



2 Record the answers in the survey table. Use **||||**.

Favourite school subjects	
ICT	
geography	
maths	
history	
English	
science	
music	
health	
PE	
art	

3 Make a *Favourite subjects* bar chart.



4 Make a human bar chart! Stand in a line with the students who like your subject. Which subject line is the longest?

Activity logs

- 1 Complete an activity log. Circle or cross out each word in the left column.
- 2 Listen to your partner. Circle or cross out each word in the correct column.



Yesterday I ate bread.
I didn't eat rice.
I didn't eat an egg.
I ate cereal ...

Yesterday I ate ...	Yesterday my partner ate ...
bread rice an egg cereal an apple a banana an orange	bread rice an egg cereal an apple a banana an orange
Yesterday I drank ...	Yesterday my partner drank ...
milk water coffee apple juice orange juice tomato juice mango juice	milk water coffee apple juice orange juice tomato juice mango juice
Yesterday I did ...	Yesterday my partner did ...
judo gymnastics exercise karate art a puzzle my homework	judo gymnastics exercise karate art a puzzle his/her homework
Yesterday I watched ...	Yesterday my partner watched ...
a comedy a drama a cartoon a game show a sports programme a documentary a nature programme	a comedy a drama a cartoon a game show a sports programme a documentary a nature programme

- 3 Write about the things you both did.

Michael and I both ate bread yesterday.
Jess and I both did exercise yesterday.

School timetable

Play the *School timetable* board game. Cut out the two timetables below, the number squares and the game pieces. Each person takes one timetable.

Tuesday, 15 November

8:00 take the bus to school
8:45 music class / play an instrument
9:45 health class / ask questions
11:00 PE class / do exercises
12:15 eat lunch in the canteen
1:00 have break time in the playground
1:30 ICT / write a story
2:30 geography / learn about islands
3:30 take the bus home
4:00 eat a snack
4:30 do homework

Tuesday, 15 November

8:00 ride my bike to school
8:45 English class / practise spelling
9:45 history class / do a project
11:00 art class / paint a picture
12:15 eat lunch in the canteen
1:00 have break time in the playground
1:30 science class / do an experiment
2:30 maths class / correct mistakes
3:30 ride my bike home
4:00 eat a snack
4:30 watch a cartoon

How to play

- Turn over a number card. Move your game piece on to the correct space on the board.
- Your partner asks you as many questions as they can about the activity on that space. Look at your timetable and answer.
- Take turns until you reach the *FINISH* square at the end of the board.

Did you have music class today?

Yes, I did.

Did you have history class today?

No, I didn't.

When did you have music class?

At 8:45.

What did you do in music class?

I played an instrument.

My school timetable game

**START
HERE**

**take the bus
to school**
↓

health class
↓

music class

English class

**ride my bike
to school**

history class

PE class

art class

**eat lunch in
the canteen**
↓

**geography
class**
↓

ICT class

science class

**have break
time in the
playground**

maths class

**take the bus
home**

**ride my bike
home**

eat a snack
↓

FINISH

**watch a
cartoon**

do homework

1

2

3

1

2

3

1

2

3

1

2

3

1

2

3

1

2

3

1

2



Working together

- 1** With a friend, choose where you want to work together.

at school at home in your city or town

- 2** Think of an activity you want to do.

**plant a vegetable garden have a party clean up the park
make cards for people make safety posters**



Let's do an activity at school!

That's a good idea! What activities could we do at school?

We could make safety posters for students.

That's true. We could also plant vegetables for the canteen.

- 3** Think of ways to work together. Complete the mind map.

For the party: two people make the pizzas, two people make the lemonade ...



My calligraphy

- 1** Make your own beautiful writing. Choose what you want to write with.

a pencil coloured pencils a pen coloured pens a brush and ink / paint

- 2** Write this sentence in the frame below. Use interesting calligraphy.

Writing in English is fun!

- 3** Now write your name in the frame. Use the same calligraphy style.

- 4** Tell your partner about your calligraphy.



I used coloured pens to write my calligraphy.

The colours that I used are red, green, and black.

I wanted my letters to look big and beautiful.



- 5** As a class, talk about the calligraphy.

I think Maria's calligraphy is the most colourful.

I think Yoon's calligraphy is the most interesting.

The best school day ever!

- 1 Plan the best day at school with your favourite classes and activities.
- 2 Choose the subjects you want to study.

music PE health ICT art science
geography history maths English

- 3 What activities do you want to do?

do a project do an experiment play an instrument write a story make a poster

- 4 What other interesting activities would you like to do?

have break time make lemonade have a barbecue go hiking visit a museum

- 5 With your team, write your activities in the timetable.

Morning subjects and activities	
Music	write a song and choose the instruments to play
Lunch:	
Afternoon subjects and activities	

- 6 Present your schedule to the class.

In music, we're going to write a song and then sing it!

In science, we're going to make paper planes and then fly them.



What can you see?

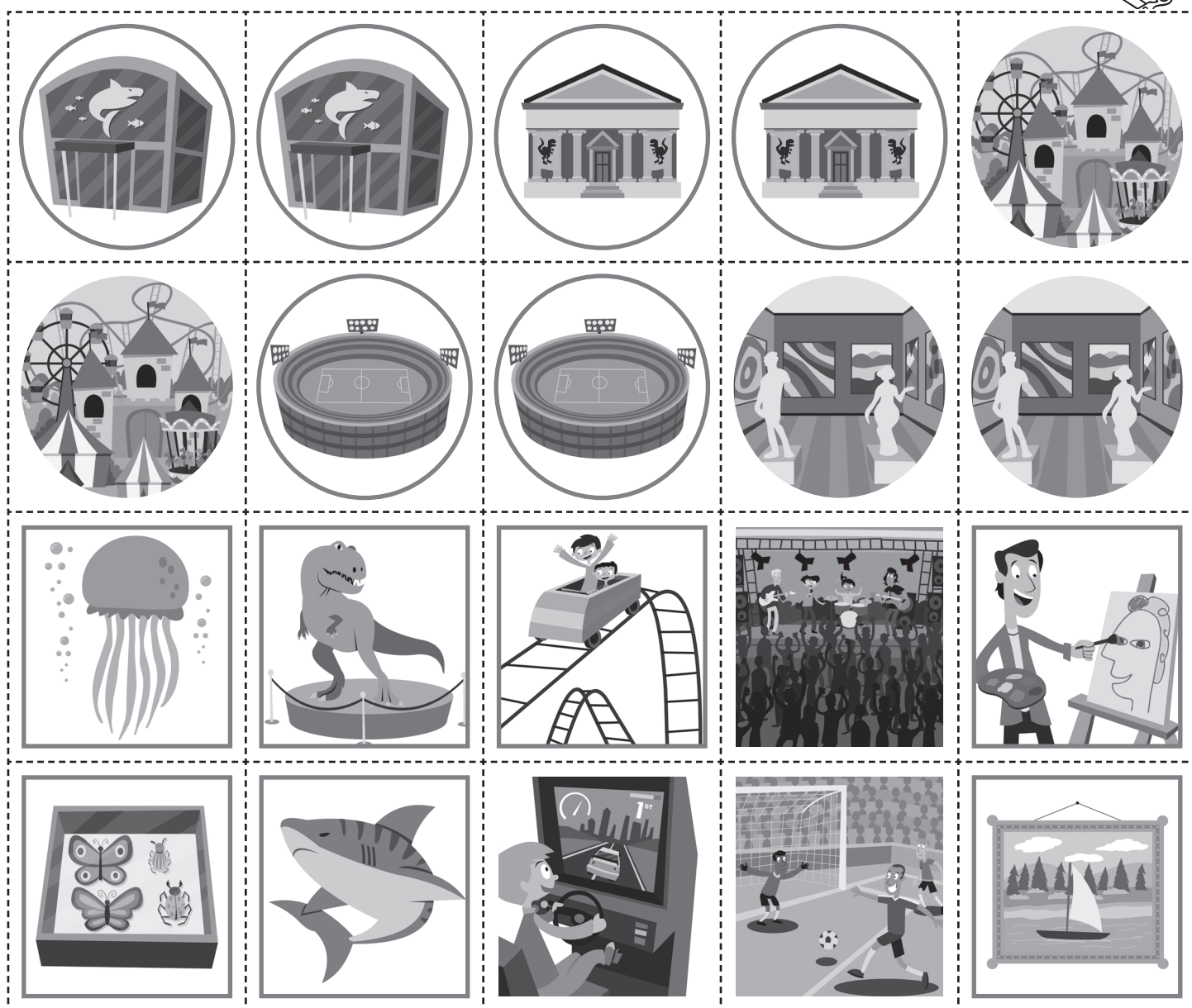
Make and play the *What can you see?* game with your friend.

How to play

- Cut out the cards.
- Separate the cards into *places* ● and *what you can see* ■.
- Mix the cards and put them face down on the desk, with *places* on the left and *what you can see* on the right.
- Choose one card from each set and make a sentence.
- If the cards match, take the cards. If they don't match, turn the cards face down and choose again.

This is an aquarium. And this is a jellyfish. I can see a jellyfish at an aquarium.

This is an art gallery. And this is a football game. I can't see a football game at an art gallery.



Complete a *Busy day* challenge

- 1 Cut out the two charts. Take one, and give one to your partner.
- 2 Take turns reading the correct lines. Add a tick (✓) as you read each line.
- 3 Where did Amy and Meg go? Number the places in the correct order.

a theme park _____
 b shopping centre _____
 c cafe _____
 d stadium _____
 e toy shop _____

f home _____
 g art gallery _____
 h bus stop 1 _____
 i ice cream shop _____
 j aquarium _____

- 4 Ask and answer questions about Amy and Meg's busy day.

Why did they go to the theme park?

They went to ride on the roller coaster.

Student A

1. First, Amy and Meg went to the bus stop ...



... to buy shoes for Meg. Then, they went to the ice cream shop ...

... to eat lunch. Then, they went to the theme park ...

... to buy a toy for Amy's brother. Then, they went to the aquarium ...

... to see interesting paintings. Then, they went to the stadium ...

Student B

... to see the beautiful jellyfish. Then, they went to the cafe ...

... to eat ice cream. Then, they were very tired, so they went home!

... to take a bus into the city. Then, they went to the toy shop ...



... to watch a football game. Then, they went to the shopping centre ...

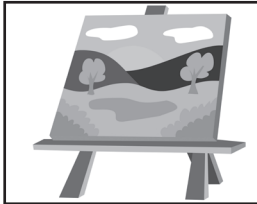
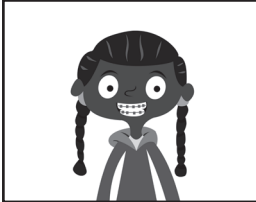
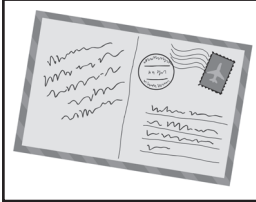
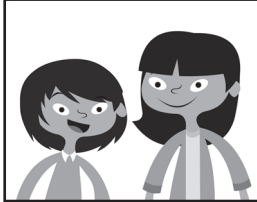
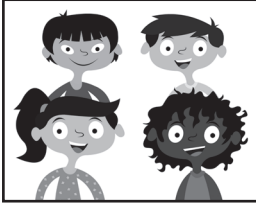
... to ride on the roller coaster. Then, they went to the art gallery ...

Who is it?

- 1 Make and play the *Who is it?* game. Cut out the cards. Mix them up. Hand them out to the team members.
- 2 Read #1 below. Put down the three cards that match the underlined words. Say the final sentence as you point to the cards.

- 1 Jack is an artist. He loves his grandma. So he painted her a picture.
- 2 Polly likes to bake. So she baked her family a chocolate cake.
- 3 Sandra's father likes coffee. So Sandra made him a mug in art class.
- 4 Ken likes to write to his uncle. He sent him a postcard this morning.
- 5 Jin Hee and Haru are sisters. They cooked their mother dinner last night.
- 6 The students wanted to thank the teachers. They gave them thank-you cards.

This is Jack. And this is Jack's grandma.
And this is a picture. He painted her a picture.

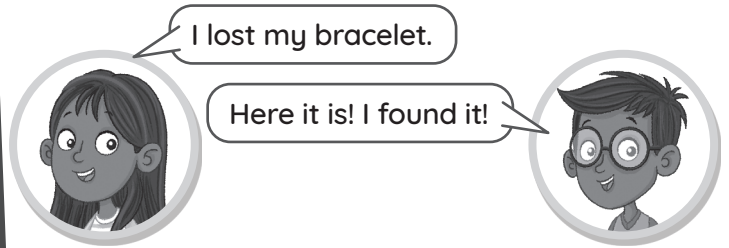
				
Jack	Jack's grandma	picture	Polly	Polly's family
				
chocolate cake	Sandra	Sandra's father	mug	Ken
				
Ken's uncle	postcard	Jin Hee and Haru	Jin Hee and Haru's mother	dinner
				
students	teachers	thank-you cards		

Lost and found

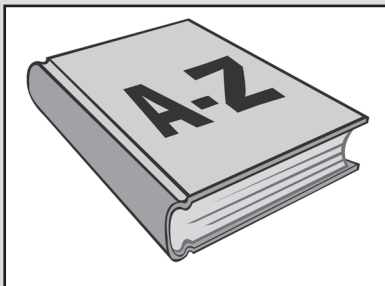
Make and play the *Lost and found* game.

How to play

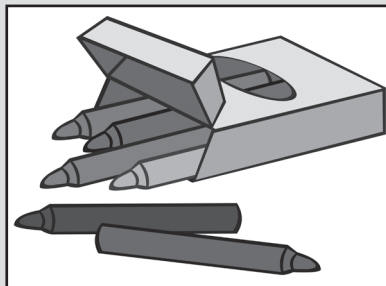
- Cut out the cards. Mix and put them face down on the desk.
- Student 1 turns over the first card. Say what you see.
- Race to find the word in the wordsearch. The first person to circle the word turns over the next card.



m	b	a	s	k	e	t	b	a	l	l	b	w	z	p
i	l	w	m	z	c	a	s	h	s	u	v	k	j	n
x	v	g	l	a	s	s	e	s	k	n	p	r	s	y
h	u	i	t	c	x	y	r	o	a	h	l	o	j	c
c	r	a	y	o	n	s	x	s	t	q	j	l	m	k
l	d	e	b	x	g	r	w	y	e	u	f	l	w	k
j	o	v	y	f	x	a	j	e	b	m	c	e	v	a
l	l	x	b	z	b	w	p	d	o	b	q	r	j	v
t	l	d	i	c	t	i	o	n	a	r	y	b	p	p
r	c	b	i	k	e	g	l	p	r	a	p	l	h	e
m	a	o	v	y	j	u	y	u	d	c	b	a	o	n
u	m	u	y	a	p	i	j	s	l	e	h	d	n	c
g	e	g	a	q	f	t	q	k	c	l	a	e	e	i
a	r	m	o	e	h	a	m	s	t	e	r	s	g	l
j	a	n	i	q	m	r	h	s	g	t	t	j	k	v



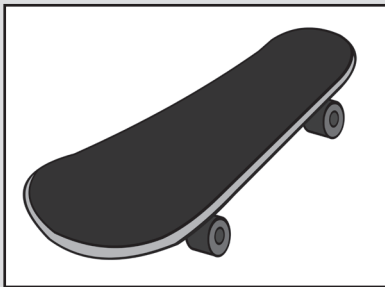
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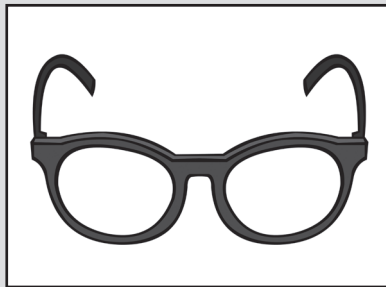
crayons



doll



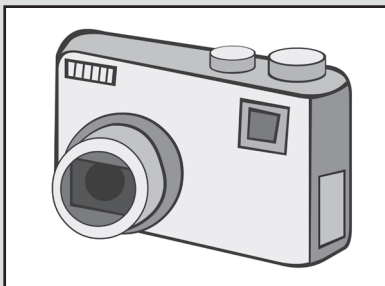
skateboard



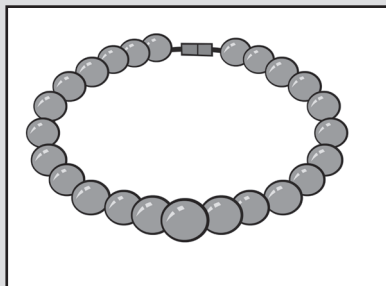
glasses



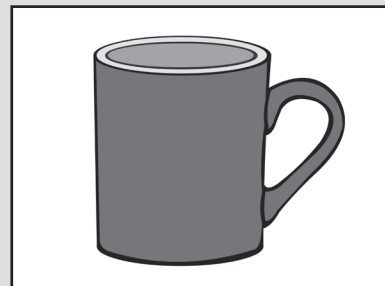
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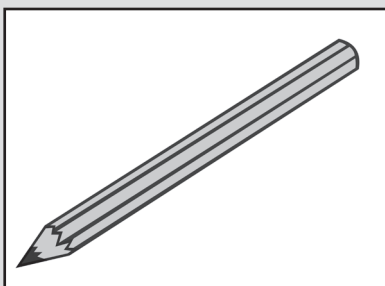
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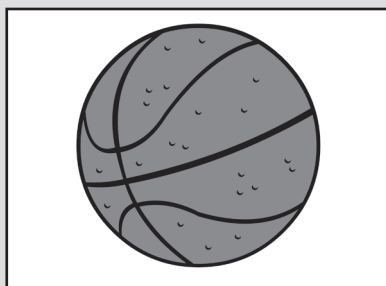
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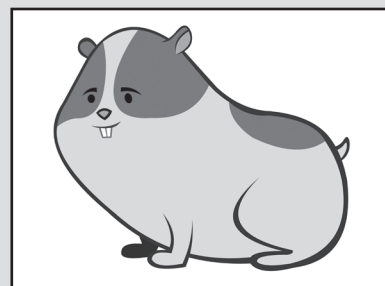
mug



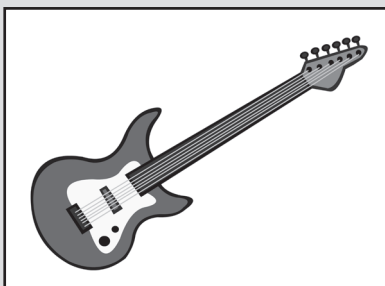
pencil



basketball



hamster



guitar



bike



rollerblades

Make a festival fact file

1 Think of the festivals in your country. When do they happen? Write.

Festival name	Month

2 Choose one festival for each season. Complete the chart.

Season	Spring 🌸	Summer ☀️	Autumn 🍁	Winter ❄️
Festival name				
Month				
What does it celebrate?				
What can you see there?				
What can you do there?				
What can you eat and drink?				



Let's write about the Sapporo Snow Festival.

That's a good idea. It happens in winter.
The month is January or February.

This festival celebrates all of the snow we have in winter.

You can see beautiful ice statues at the festival
and eat delicious Japanese food!

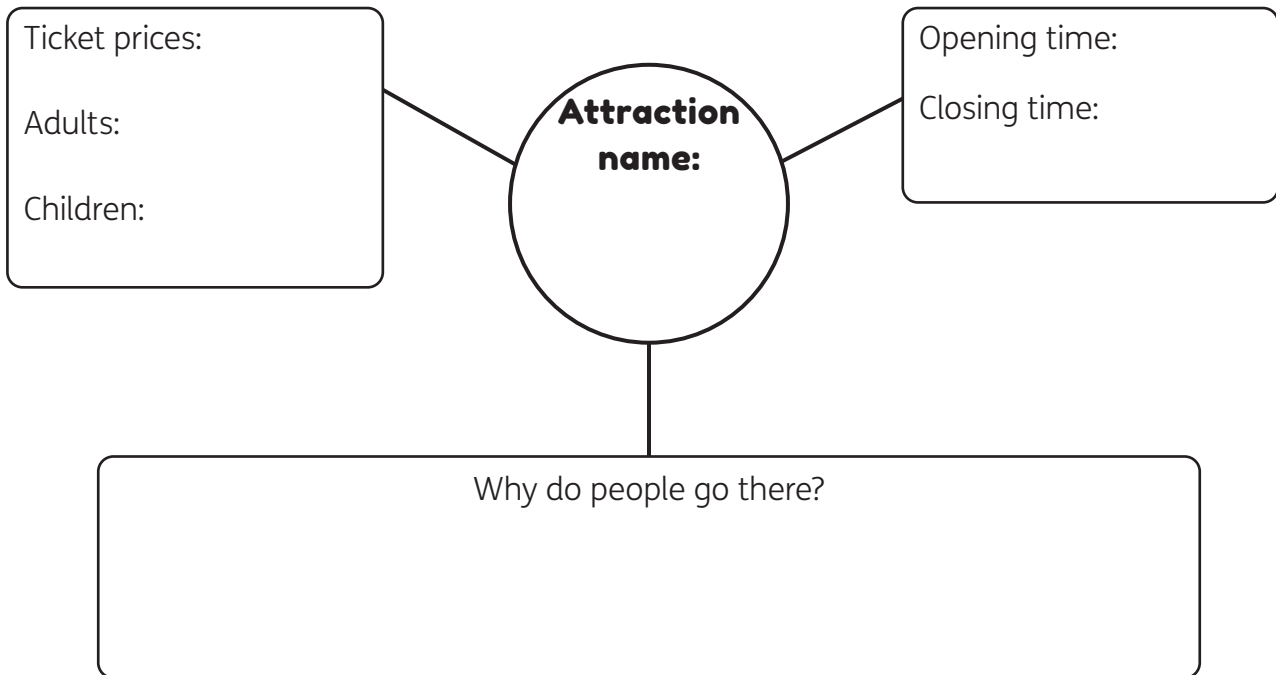


Our city's best attraction

- 1** Think about where you live. Choose one attraction to talk about, or write your own ideas.

art gallery science museum natural history museum
theme park aquarium stadium park

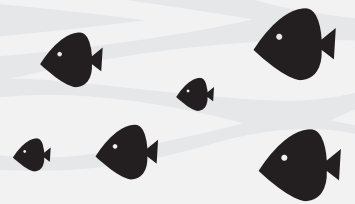
- 2** Think about the attraction. Complete the mind map with information.



- 3** Make a poster about the attraction. Draw a scene. Write information. Present your poster to the class.

Visit the Glenview Aquarium!

See the beautiful fish! Learn about sea life!
Open every day from 10.00 a.m. to 6.00 p.m.
Adults: \$8.00 Children: \$4.00



Please visit the 'Glenview Aquarium'.
It's a great place for adults and children.

People go to the aquarium to see the beautiful
fish there. They also go to learn about sea life.

It opens at 10.00 a.m. every day. It closes at 6.00 p.m.

The ticket price is \$8.00 for adults and \$4.00 for children.

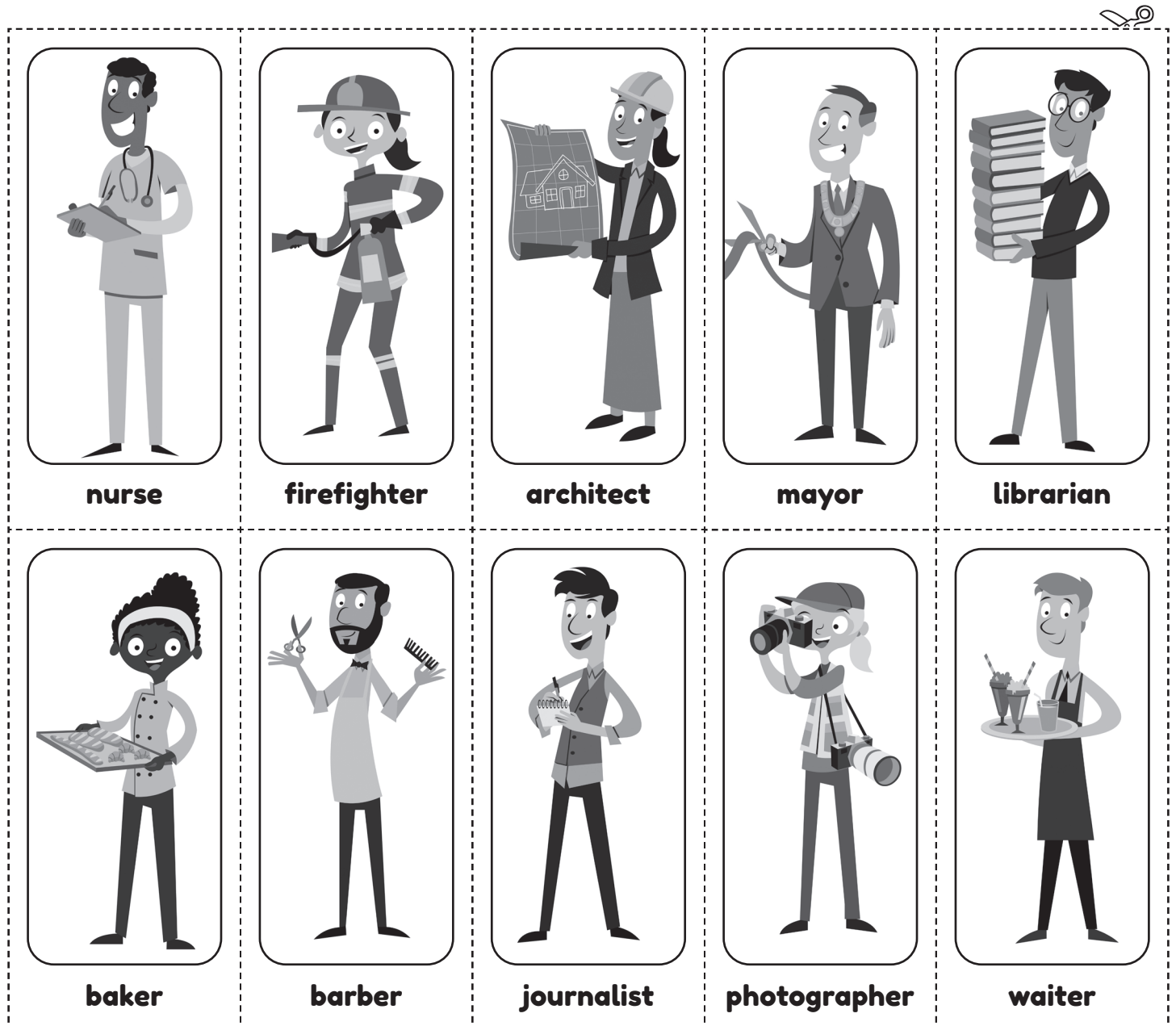
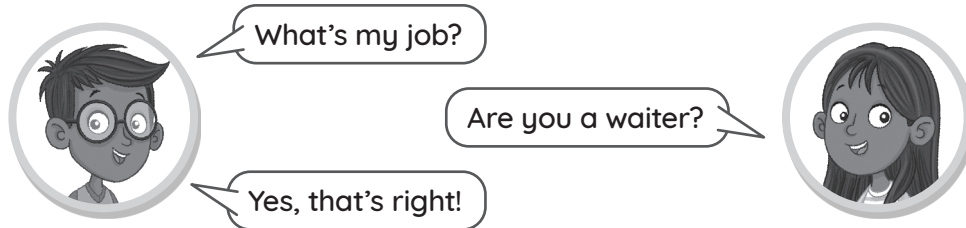


What's my job?

Make and play the *What's my job?* game with your friends.

How to play

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



What were they doing?

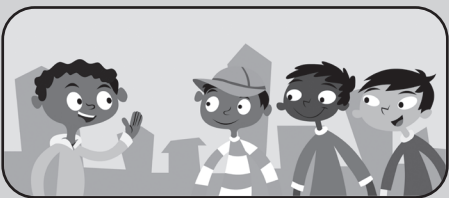
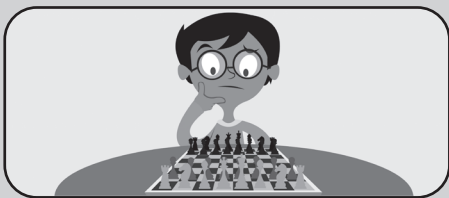
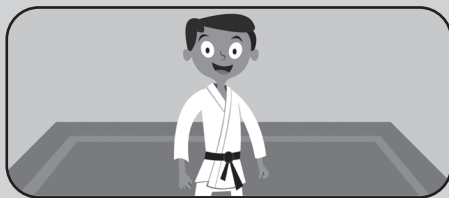
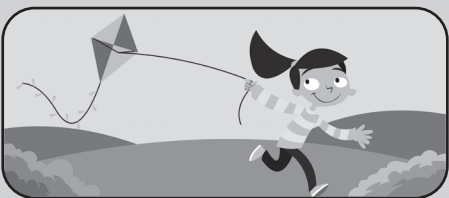
- 1 Complete the *What were they doing?* game. Cut out the twelve cards and hand them out to the team members.
- 2 Ask and answer questions. Complete the sentences.

watching TV playing football eating lunch meeting friends playing chess
doing judo flying a kite brushing his teeth doing her homework
skateboarding baking cupcakes playing outside

Dan was _____ at 8.00 a.m. Alex was _____ at 2.00 p.m.
Jessie was _____ at 9.00 a.m. Annie was _____ at 3.00 p.m.
Tom was _____ at 10.00 a.m. Ahmed was _____ at 4.00 p.m.
Lisa was _____ at 11.00 a.m. Fred was _____ at 5.00 p.m.
Yumi was _____ at 12.00 p.m. Samantha was _____ at 6.00 p.m.
Mia was _____ at 1.00 p.m. John was _____ at 7.00 p.m.

What was Dan doing at 8.00 a.m.?

Oh, I have the card. He was brushing his teeth at 8.00 a.m.

 John 7.00 p.m.	 Mia 1.00 p.m.	 Yumi 12.00 p.m.
 Alex 2.00 p.m.	 Fred 5.00 p.m.	 Ahmed 4.00 p.m.
 Lisa 11.00 a.m.	 Dan 8.00 a.m.	 Samantha 6.00 p.m.
 Annie 3.00 p.m.	 Tom 10.00 a.m.	 Jessie 9.00 a.m.

People were working!

- 1** Write a new verse for the Lesson 3 song. Choose three more jobs from the list below.

artist journalist mayor architect librarian teacher
student police officer taxi driver farmer dentist pilot
chef doctor scientist vet sports coach ambulance driver

- 2** Choose or write activities for these three jobs.

painting pictures cooking pasta driving a taxi interviewing people
doing homework putting away books teaching children
helping animals helping people designing houses



Let's choose a police officer.
What was she doing in the song?

She was helping people.



- 3** Put the words in the song. Can you sing it?

When I walked through our town, people were working.
Inside, outside, people were working.
Upstairs, downstairs, people were working.
They were working very hard.

Verse:

The _____ was _____.

The _____ was _____.

The _____ was _____.

They were working hard ... for our town.



- 4** Try again with other jobs. Make the song as funny as you can!

Don't be late!

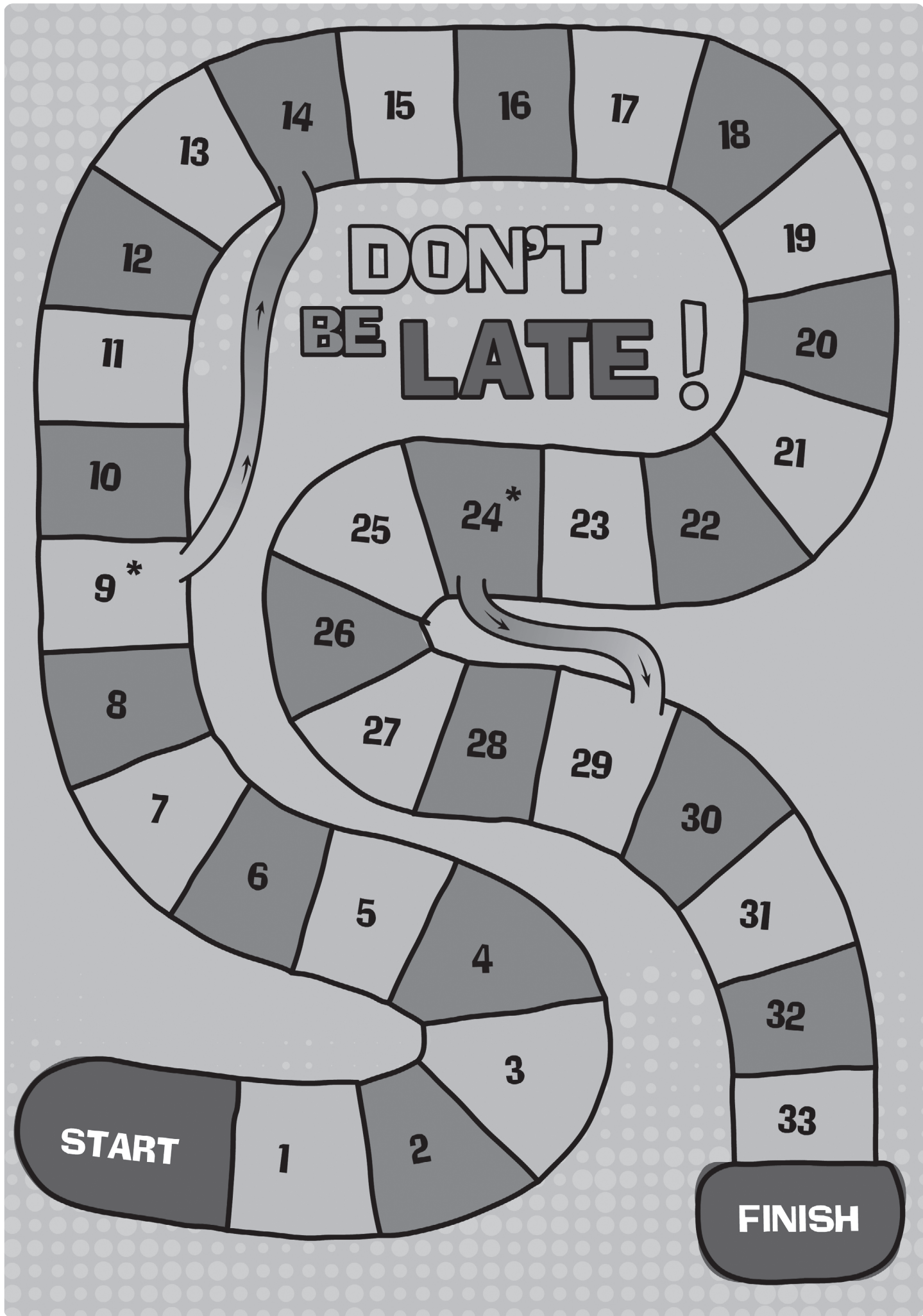
Play the *Don't be late!* board game with your friends.

How to play

- Cut out the game pieces and the cards. Mix the cards and put them face down next to the board.
- Pick up a card, read it, and move your game piece.
- The first person to reach *FINISH* is the winner!



You put your backpack by the door. Go ahead three spaces!	You had a shower before bed. Go ahead one space!	You went to bed early. Go ahead two spaces!	You took out your school clothes. Go ahead one space!
You did your homework. Go ahead two spaces!	You went straight to school. Go ahead one space!	You practised the piano before your lesson. Go ahead two spaces!	You made a timetable. Go ahead three spaces!
You got to the bus stop on time. Go ahead two spaces!	You did your project. Go ahead three spaces!	You forgot your backpack. Go back one space!	You went to bed late. Go back two spaces!
You didn't do your homework. Go back three spaces!	You watched TV. You didn't get ready for school. Go back one space!	You missed the bus. Go back two spaces!	You stopped to play in the park before school. Go back two spaces!



Famous buildings

- 1 Read and complete the *Famous buildings* activity.
- 2 Cut out the information cards. Give one to each team member.
- 3 Ask and answer questions. Complete the fact file.

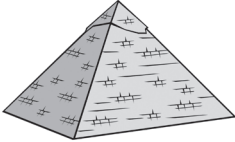
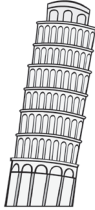


Where is the Great Pyramid of Giza?

It's in Egypt.

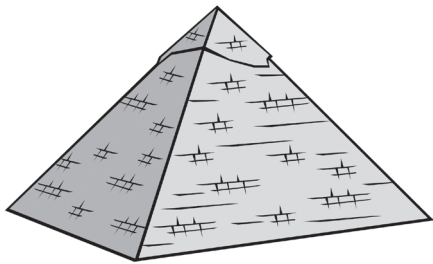


FACT FILE

				
What is the name of the building?	The Great Pyramid of Giza	The Leaning Tower of Pisa	The Tokyo Skytree	The Shanghai Tower
Where is the building?				
When was it built? (or) How old is it?				
How high is it?				
Tell me something interesting about it.				

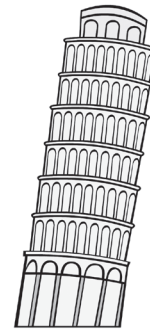
The Great Pyramid of Giza

The Great Pyramid of Giza is in Egypt. It is over 4,500 years old! The pyramid is 146 metres high. People used two million (2,000,000) blocks of stone to make it.

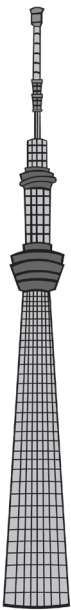


The Leaning Tower of Pisa

The Leaning Tower of Pisa is in Italy. It is 650 years old! The tower is 60 metres high. It has got eight floors. You can climb the 294 steps to get to the top of the tower.



The Tokyo Skytree



The Tokyo Skytree is in Japan. It was built in 2012. It is 634 metres high. At this time, it is the world's highest tower. You can go up 451 metres in a lift to see the city of Tokyo from the top.

The Shanghai Tower



The Shanghai Tower is in China. It was built in 2014. It is 632 metres high. It has got 128 floors. At this time, it is the world's second-highest skyscraper. You can go up in a lift at 40 miles per hour (65 kilometres per hour) to get to the top.

What is your job?

- 1 Think about jobs in your community. Talk about the jobs you would like to have.
- 2 Complete the chart. Use information from the unit – and your imagination!

My job in the community

What is your job?	I'm a _____.
What do you do in your job?	
What time do you start and end your work each day?	
Do you work alone or with other people?	
Do you work inside or outside?	
Why do people come to see you?	

3 Ask and answer with your team.

- 1 Who starts work first? Who finishes work last?
- 2 Who works alone? Who works with the most people?
- 3 Who works inside? Who works outside? Who does both?
- 4 Who would you come to see the most in a year?
- 5 Who do you think is the most tired at the end of the day?



Who do you think is the most tired at the end of the day?

Jen is a nurse. I think she is the most tired.

But Tom is a teacher. Maybe he is the most tired.



Fast and slow

- 1 Think of different ways to travel. Write notes.

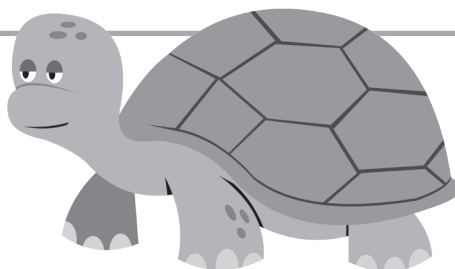
jetpack, boat,

- 2 Which is the fastest? Which is the slowest? Talk with your partner.
Then complete the *Fast and slow* list.

I think a jetpack is faster
than a hoverboard.

I think a monorail is slower
than a high-speed train.

slowest



1

2

3

6

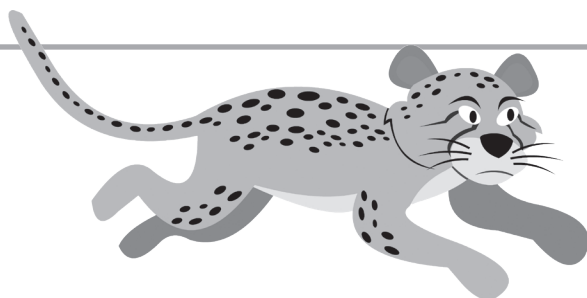
5

4

7

8

9



fastest

Funny sentences

Make and play the *Funny sentences* game with friends.

How to play

- Cut out the cards from the sheet.
- Separate the cards into *Places*, *People / Animals*, and *Transport*.
- Put the cards face down. Put *Places* ■ on the left, *People / Animals* ● in the middle, and *Transport* ► on the right.
- Turn over the top card from each pile and say funny sentences.
- Every student makes three sentences. Which is the funniest?

I will go to Mars with a sloth on a hoverboard.

I won't go to school with a penguin on a high-speed train.

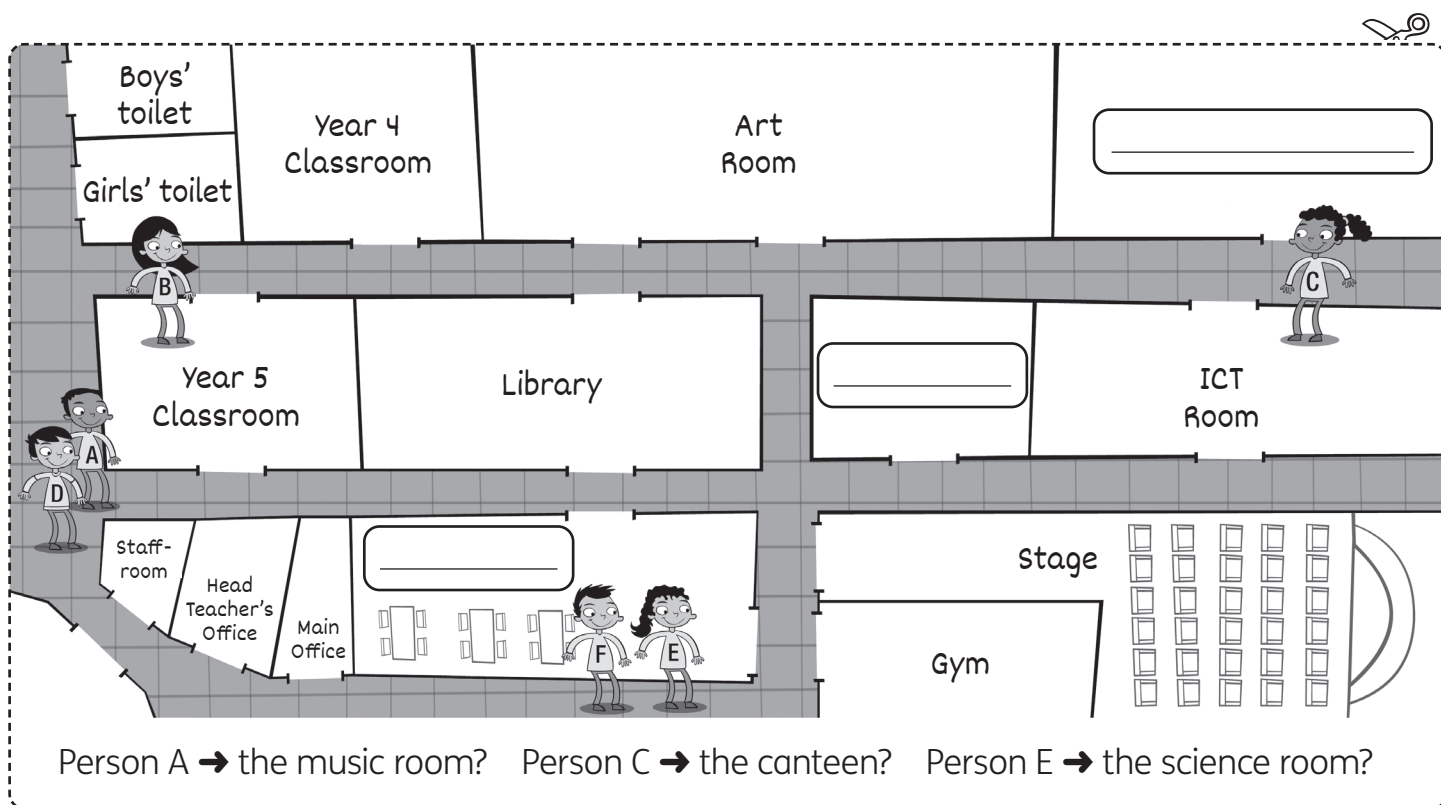
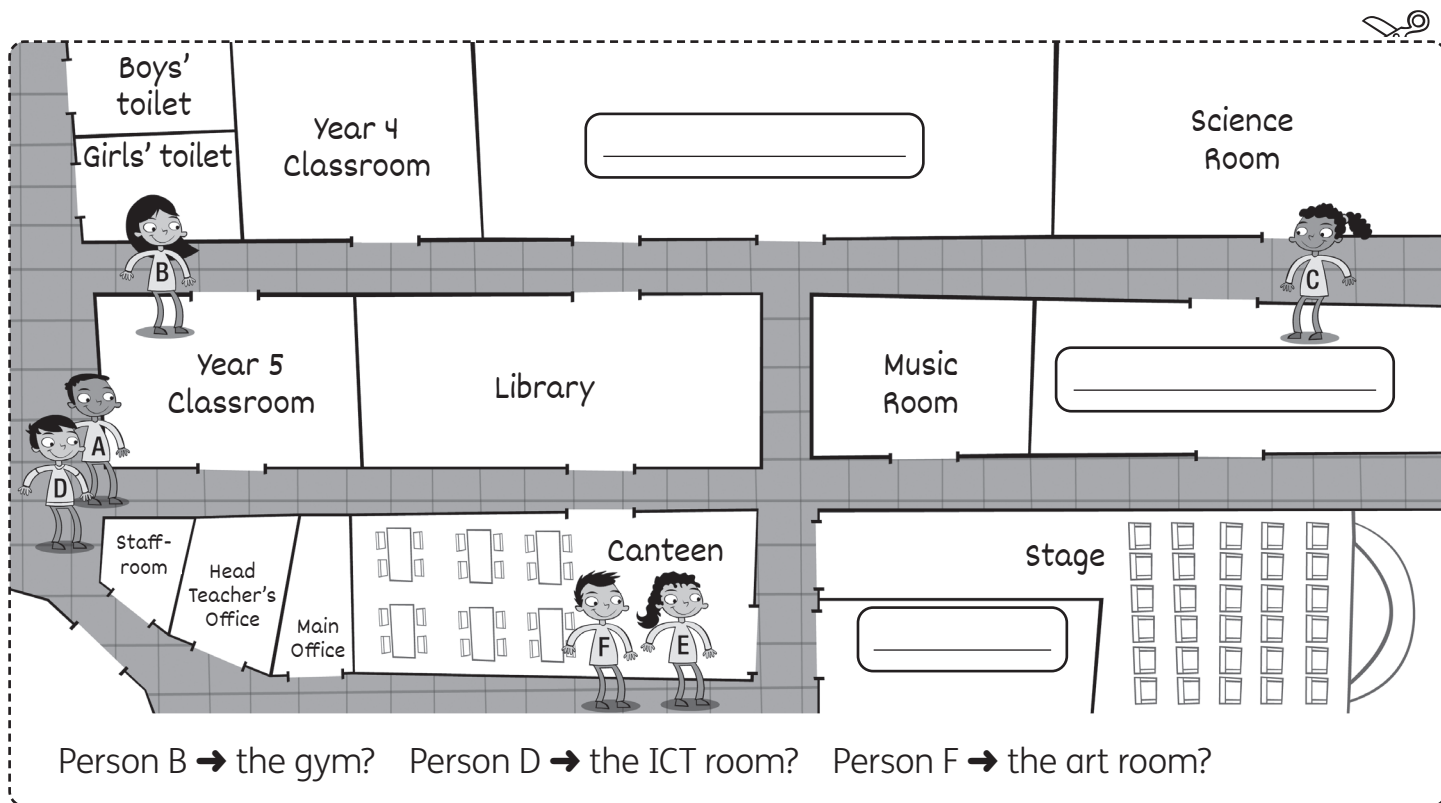
Canada	my friend	on a hoverboard
Australia	a penguin	by jetpack
my friend's house	my teddy bear	in a flying taxi
the aquarium	a giant tortoise	on a supersonic jet
school	a sloth	on a high-speed train
Mars	my cousin	in a self-driving car
the supermarket	a lion	in a spaceship

How do I get to...?

- 1 Cut out the maps. Each person takes one.
- 2 Look at the people listed at the bottom of your map. Where do they want to go? Ask your partner for directions. Draw a line on your map. Complete the maps by following directions.

Excuse me. I'm person C.
How do I get to the canteen?

The canteen? Go straight ahead, and then turn left ...



Simon says

Play *Simon says* with friends.

How to play

- One person has the Action List. They read out the actions.
- Everyone else does the actions, but only if the leader starts with 'Simon says...'.- Anyone who does the action when the leader has NOT said 'Simon says' is out of the game.
- Take turns being the leader.



Simon says, 'Jump nine times!'

Wash your hands slowly!

Oh! I didn't say 'Simon says'. You're out!

Action List

Stand up slowly.	Cook dinner.
Jump nine times.	Turn around slowly.
Drive a car.	Look up.
Dance.	Look down.
Catch a ball.	Play basketball.
Turn around quickly.	Stand up quickly.
Swim.	Drink water.
Climb a tree.	Read a book.
Brush your teeth quickly.	Go fishing.
Look left.	Wash your hands slowly.
Look right.	Paint pictures.

Comparing transport

- 1 Work with a partner. Compare transport in three places. Complete the chart together.
- 2 Ask and answer about your favourite transport in each place.



What is your favourite kind of transport in Thailand?

I think the tuk-tuk would be my favourite.

What is your favourite kind of transport in Morocco?



A camel!

	Thailand	Morocco	Where I live
1. land transport			
2. water transport			
3. fast transport			
4. my favourite kind of transport			



A new way to travel

1 Design a new kind of transport for the future. Work with a partner.

2 Where will it travel?

in the air on land on water under water

3 What kind of transport will it be like?

car spaceship train bus truck jet boat bicycle

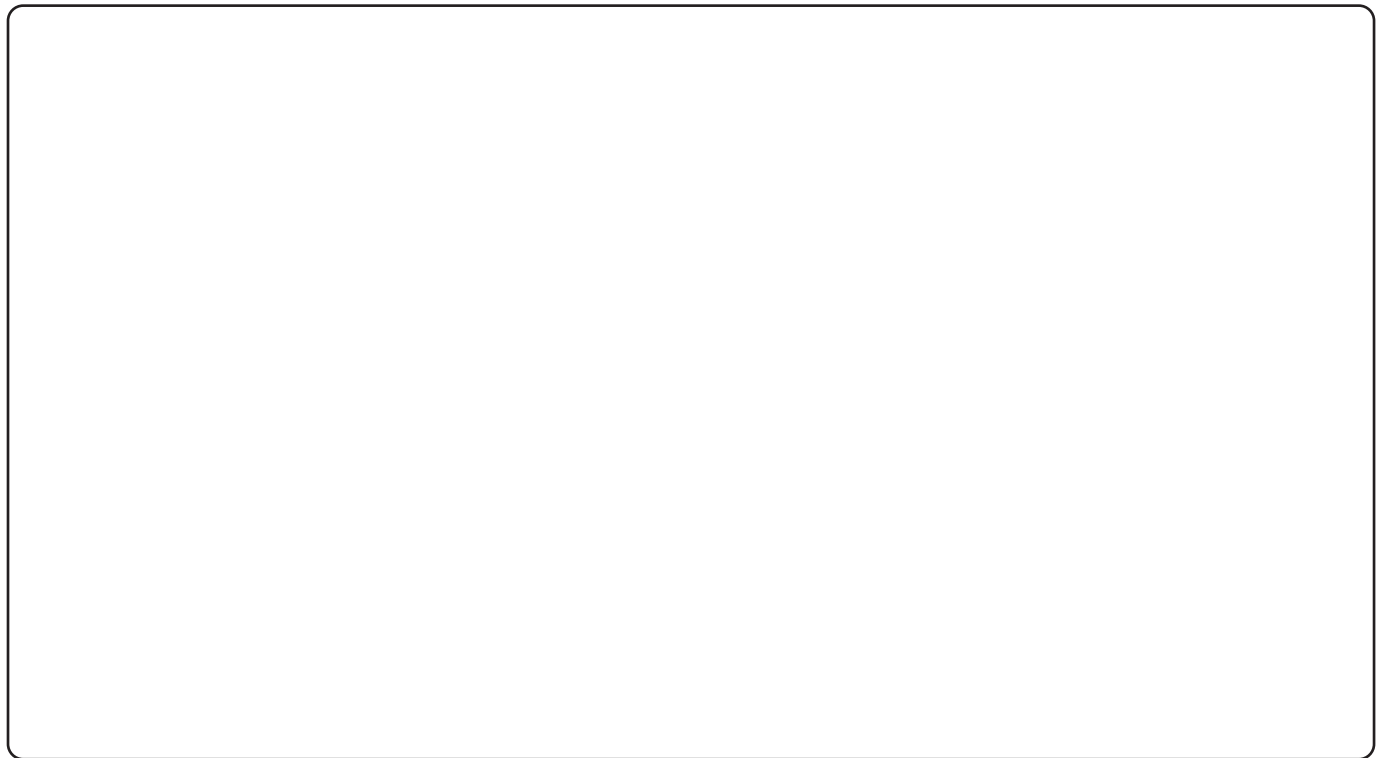
4 How many people will travel in it?

one two three four five six many

5 How fast will it go?

_____ kilometres per hour / _____ miles per hour

6 Draw a picture of your new kind of transport. Name it. Then present it to the class.



Our new kind of transport is called a 'heli-boat'. It is like a helicopter and a boat.

It will travel quickly on water. When it gets to land, it will fly up in the air.

Six people will travel in it. It will go 50 kilometres per hour on water, and 200 kilometres per hour in the air.

Make your own band

- 1 Think of a name for your band.

Our band is called _____.

- 2 Choose five instruments for your band.

trumpet guitar flute drum clarinet
piano
recorder trombone saxophone
violin tambourine

- 3 Who is in your band?

- 4 When is your next show?

Our next show is on _____ at _____.

- 5 Fill in the poster. Ask your friends to come to the show.

Our band is called The Crazy Cats.
We play the guitar, the flute ...

Our next show is on March 12th at
8.00 p.m. Please come to our show!

BAND NAME



MEMBERS' NAMES

NEXT SHOW

WHERE:
CITY STADIUM

WHEN:

AT:

DON'T MISS IT!

Can you play...?

- 1 Complete a musical instrument survey.
- 2 Write ten instruments in the chart below.
- 3 Ask and answer the questions. Write the number of people who answer, 'Yes, I can'. Use IIII.

	Yes, I can.
1 Can you play the _____?	
2 Can you play the _____?	
3 Can you play the _____?	
4 Can you play the _____?	
5 Can you play the _____?	
6 Can you play the _____?	
7 Can you play the _____?	
8 Can you play the _____?	
9 Can you play the _____?	
10 Can you play the _____?	

- 4 Talk about what you learned in the survey.



Everyone in our group can play the recorder.

Nobody in our group can play the violin.

Two people in our group can play the piano.



Make a materials chart

- 1 Find and write classroom items made of the materials in the chart.
- 2 When an item is made of two or more materials, write the item under those materials.

metal	plastic	cardboard	rubber	wood	glass
scissors	scissors				

- 3 Tell the class about your items. Who found the most items?



We found two items made of wood: the table and the door.

I found an item made of metal and plastic: my scissors!

We put twenty-two items in the chart!



Give compliments

- 1 Match the activities and compliments.
- 2 Practise with your partner.

I took a test.

I can see that you tried your best.

Activities we do at school

I took a test.

I ran a race.

I wrote a story.

I made a poster.

I gave a speech.

I played in a concert.

I helped a friend.

Compliment: something nice you can say

You used a loud voice. I liked that.

Your letters are colourful and strong.

Great! You ran faster than last week.

I like how you played your clarinet.

You were kind.

I can see that you tried your best.

I think the best part of your story is...

- 3 Tell your partner what you are proud of. Give compliments.

I helped my grandma with her computer.

You were kind. You're a good grandson!

- 4 Make a certificate for your partner.

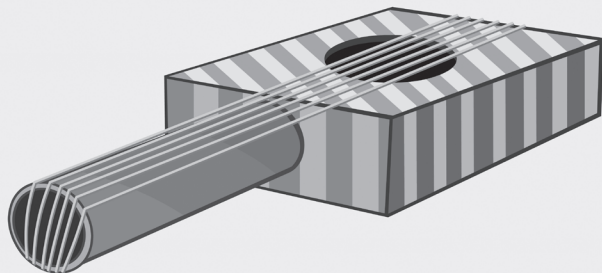
A certificate template with a star border and a large star in the top left corner. The main area is blank with three horizontal lines for writing.

Make your own instrument

1 Choose one idea. Make your own musical instrument.

Cardboard guitar

1x cardboard cereal box 1x cardboard tube
6x rubber bands

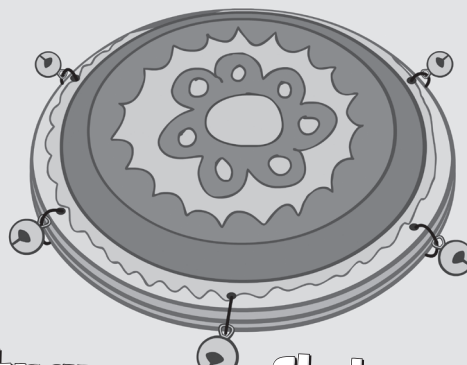


- Find an empty cereal box. Cut a hole in the top for your cardboard tube.
- Glue the tube to the top of your box.
- Cut a hole in the front of the box.
- Put the rubber bands around the box.
- Decorate and play your guitar!

Paper plate tambourine

2x paper plates paints string 5x bells

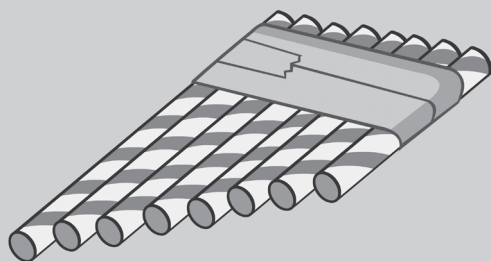
- Stick two paper plates together.
- Paint the plates with bright colours.
- Make five holes around the edges.
- Tie bells onto each hole with string.
- Play your tambourine!



Drinking straw pan flute

8x straws scissors glue sticky tape ruler

- Use a ruler to measure different length straws.
- Cut the ends off the straws.
- Stick the straws together using the sticky tape.
- Glue the bottom of each straw together to seal it.



2 Draw and label your instrument. Ask and answer with a friend.

bells paper plate straws rubber band cardboard box cardboard tube



Did you make a cardboard guitar?

How did you make it?

Yes, I did!

First, I got an empty box,
then I cut a hole in the top.

3 Play your instrument for the class.

What's that sound?

- 1 Make a musical instrument quiz.
- 2 Choose eight instruments to write about.

- 3 Write a sentence about each instrument. Make some of the sentences true, and make some of them false.

A violin is made of brass. (false)

The pan flute comes from Peru. (true)

Musical Instrument Quiz

	True	False
1. _____		
2. _____		
3. _____		
4. _____		
5. _____		
6. _____		
7. _____		
8. _____		

- 4 Ask your questions to another team. Then take their quiz. Which team is the winner?

I ♥ video games!

- 1 Complete an interview about video games.
- 2 Write the answers in the chart.

What is the name of your favourite game?

It's called 'Powerful Penguins'.

We Love These Video Games!

Student names:	_____	_____	_____	_____
1 What is the name of your favourite game?				
2 Do you play it alone or with others?				
3 Is the game on a DVD or is it online?				
4 Do you have an avatar for this game?				
5 Do you use a controller to play, or do you use a keyboard / mouse?				
6 Is it easy or difficult to play?				

My week and your week

- 1

Complete a chart about your week. Tick (✓) the activities you have done. Cross (✗) the activities you haven't done.
- 2

Compare things you have done this week with three friends. Tick (✓) and cross (✗) the activities they have and haven't done.



I've watched a film this week.

I haven't written a letter this week.

I have, too.

I haven't, either.



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Student names:	Me						
1 listen to music							
2 write a letter							
3 send messages							
4 read a book							
5 play the piano							
6 watch a film							
7 do homework							
8 eat vegetables							
9							
10							



Are you ready for school?

- 1 Complete the *Ready for school?* list. Tick (✓) the activities you usually do before school.
- 2 Ask your partner questions. Tick (✓) the activities for your partner.

It's time for school. Have you brushed your teeth?

Yes, I have. / No, I haven't.



Ready for school?

	Me	My partner
have a shower		
eat breakfast		
brush your teeth		
clear the table		
load the dishwasher		
do your homework		
pack your backpack		
brush your hair		
clean your room		
read comics		

Our strengths

- 1** Choose activities that you do well.

drawing running using computers
doing art playing video games
playing chess cooking tidying up



- 2** What do you practise doing each week?

playing the piano speaking French playing football
doing gymnastics painting cooking

- 3** What are **your** strengths?

I'm a good listener. I help my family.
I help my friends. I'm a happy person. I ask many questions.

- 4** Interview your friend about his or her strengths. Write the answers.
Then draw a picture of you and your friend doing something well.

My interview with _____

1. What activities do you do well?

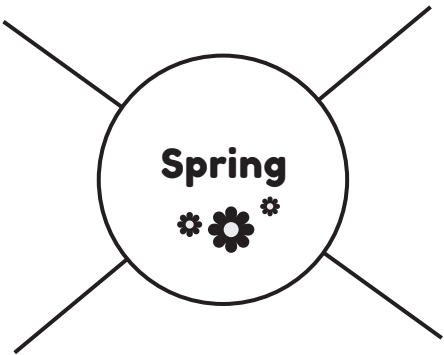
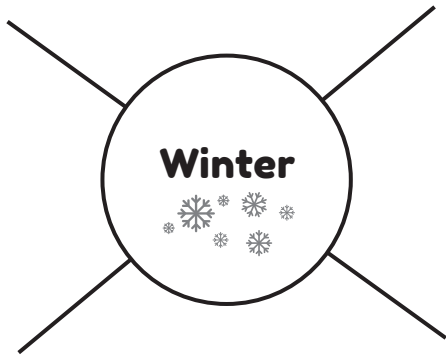
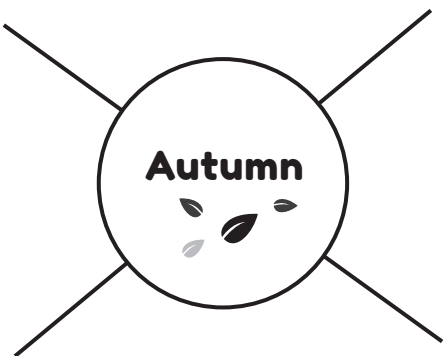
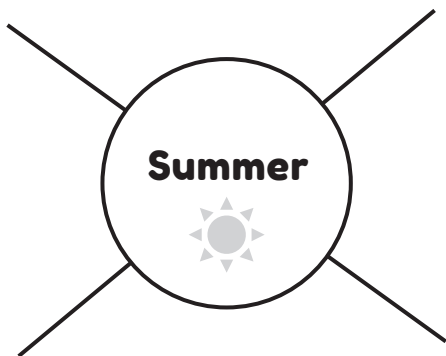
2. What do you practise doing each week?

3. What are your strengths?

4. What do you think are MY strengths?

A game for each season

1 As a team, think of outdoor games you like to play. Talk about games for each season. Complete the mind maps.



2 Choose one game for each season and complete the chart.

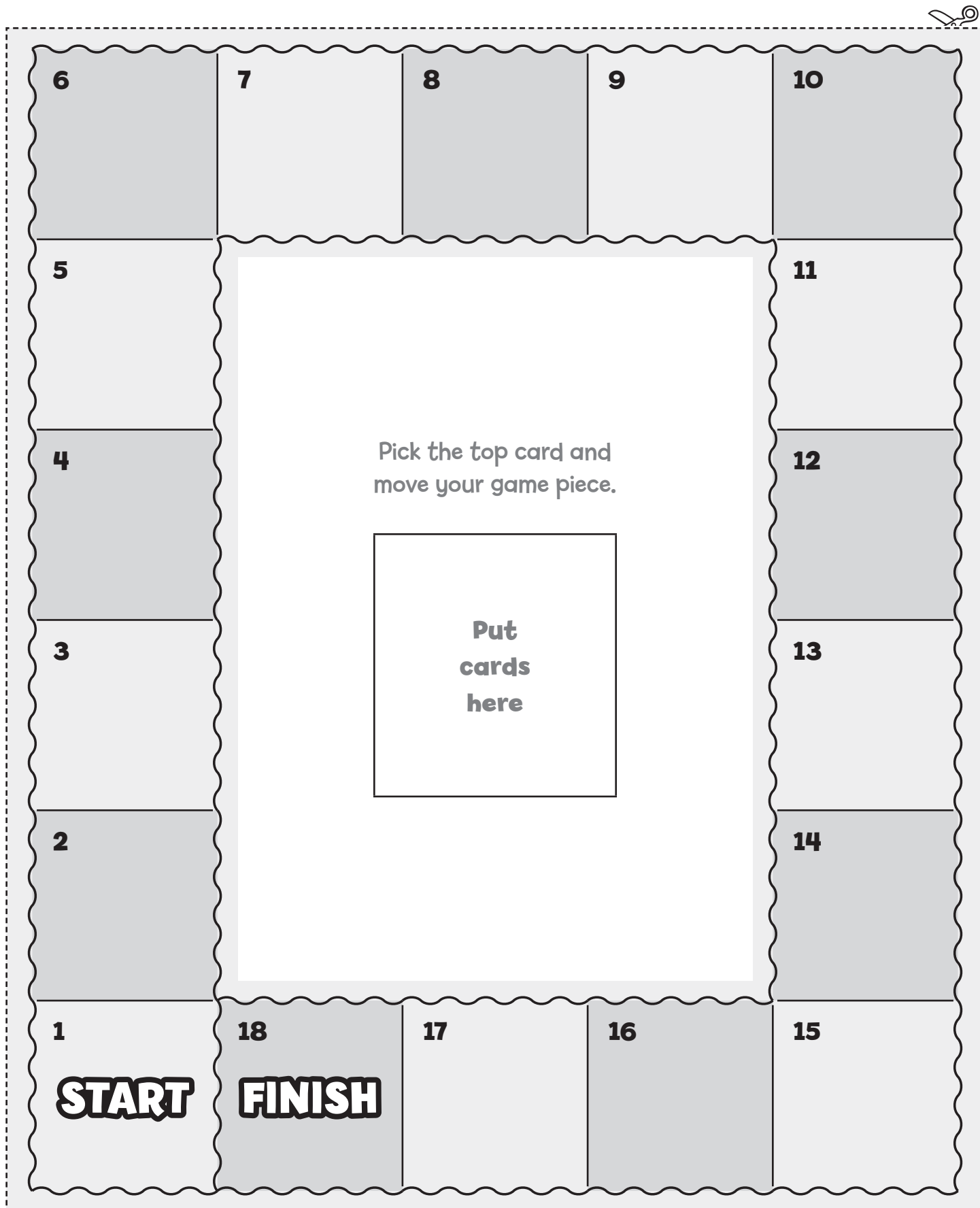
Season	Name of game	Number of players	What do you need to play?
Spring			
Summer			
Autumn			
Winter			

Make a board game

How to play

- Make and play a board game with three friends. Each player writes two more cards.
- Cut out the cards, the game pieces and the board. Mix the cards and put them face down in the centre of the board.
- Take turns to pick up cards and follow the instructions to move your game piece along the board. The first person to reach *FINISH* is the winner!

You've picked the correct dinosaur. Go ahead one space!	The robot has hidden your shoes. Go back three spaces!	You've collected all the bananas. Go ahead three spaces!	Someone has moved your coins. Go back two spaces!
You haven't kept your avatar in the castle. Go back one space!	You've scored ten points. Go ahead two spaces!	You've raced your car too slowly. Go back one space!	You've guessed the correct answer. Go ahead one space!



Health check!

- 1 Do the health check survey.
- 2 Make a group of three or four. Write your names in the chart below.
- 3 Ask and answer questions. Write a tick (✓) or a cross (✗) in the chart.



Have you had a backache this school year?

Yes, I have. / No, I haven't.



- 4 Share your answers with other groups. Which group is the healthiest?

Student name:				
1. backache				
2. stomach ache				
3. headache				
4. toothache				
5. cold				
6. fever				
7. sore throat				
8. cough				

A cartoon illustration of a boy with dark hair and glasses, holding his head with both hands, looking distressed.A cartoon illustration of a girl with dark hair in a bun, sitting at a table and eating from a bowl with chopsticks. There is a glass of water next to her.

What's the matter?

- 1 Do the *What's the matter?* role play with a partner.
- 2 Take turns. One person is the *school nurse* and the other person is the *student*.
- 3 Ask and answer. Add your own ideas.

Hello. What's the matter?

I've got a cold. What should I do?

You should go to bed.

Should I exercise?

No. You shouldn't exercise.

Thank you for your help.



Ache or pain	What you should do ✓	What you shouldn't do ✕
cold	go to bed	exercise
flu	stay at home for a week	go to school this week
fever	go to the doctor	visit friends
cough	cover your mouth	run in PE class
sore throat	drink lots of water	sing in music class
headache	sit quietly	play an instrument
stomach ache	eat white rice	eat ice cream
earache	stay inside	go outside
backache	put ice on your back	pick up big things
toothache	go to the dentist	eat cake or biscuits

What might happen?

1 Make and play the *What might happen?* game.

How to play

- Cut out the cards.
- Mix and put them face down on the desk.
- Pick up the top card. Read the situation and show the picture. Your partner talks about what might happen.
- Swap roles for the next card.

Jack is playing near a hot oven.

He might burn his finger or his hand.



Jack is playing near a hot oven in the kitchen.



Jane is riding her bike with her hands in the air.



Ethan is picking up big stones to decorate his mother's garden.



Carlos is eating a huge pizza and a bowl of ice cream.



Sally is playing outside in the snow without a coat or warm boots.



Soo Min is playing the drums very loudly in her bedroom.

2 Think of your own situations and talk about what might happen.

Real friends

- 1 Read the five problems in the chart below.
- 2 With your partner, decide on ways to be real friends. Write your ideas in the chart.



Your friend has got the flu. She has to stay at home for a week.

We will call her every day to see how she feels.



Problem	As real friends, what will you do?
1. Your friend has got the flu. She has to stay at home for a week.	
2. Your friend fell in a playground and bruised his knee.	
3. Your friend has got a stomach ache. She has to walk home with a heavy backpack.	
4. Your friend has got a fever at school, but she doesn't want to tell the teacher.	
5. Your friend has got a toothache, but he doesn't like going to the dentist.	

- 3 Talk about your ideas together as a class.

Helping animals

- 1 Work with a partner. Make a list of animals in your country to help.

cats, horses,

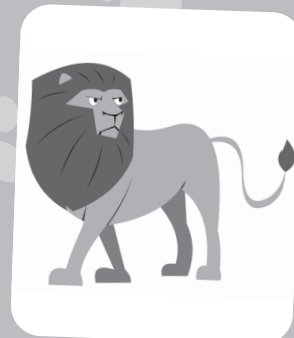
- 2 Write the animal names in the chart below.
- 3 Imagine you are a vet. Circle the group of animals you want to help. Your partner's group may be different.
- 4 Why do you want to help this animal group? Give two reasons. Talk about them with your partner.

Reason 1: _____

Reason 2: _____

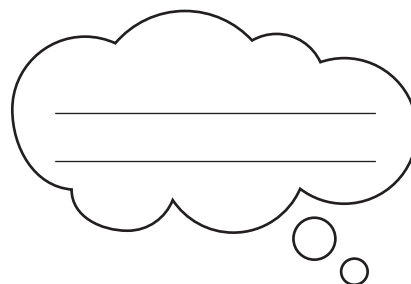
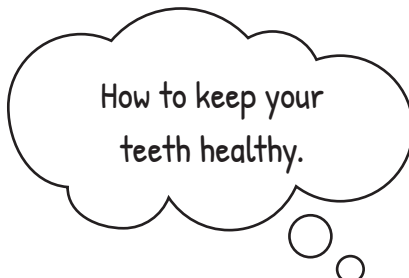
Animals in my country

Farm Animals	City Animals (Pets)	Wild Animals



Make a health and safety poster

- 1** Think of a title for your poster.



- 2** Make a list of things you SHOULD do to stay safe and healthy.

●	You should wear a helmet.
●	You should eat fruit and vegetables.
●	_____

- 3** Make a list of things you SHOULDN'T do to stay safe and healthy.

●	You shouldn't ride your bicycle too quickly.
●	You shouldn't eat food with too much sugar.
●	_____

- 4** Make a list of safety rules from your ideas above.

●	Wear a helmet. It will keep your head safe.
●	Don't ride your bicycle too quickly. You might fall and hurt yourself.
●	_____

- 5** Make your poster. Include your title and rules to stay safe and healthy.
Draw pictures or glue photos on your poster.

Plan for adventure!

- 1** With your partner, plan five adventures.
- 2** Use the chart to think of exciting things you want to do together.

We want to...

go on a journey to...	Africa
take a tour of...	a rainforest
swim with...	sea turtles
cycle...	down a mountain
sail...	on a lake
watch...	whales
see	the Northern Lights
_____	_____
_____	_____

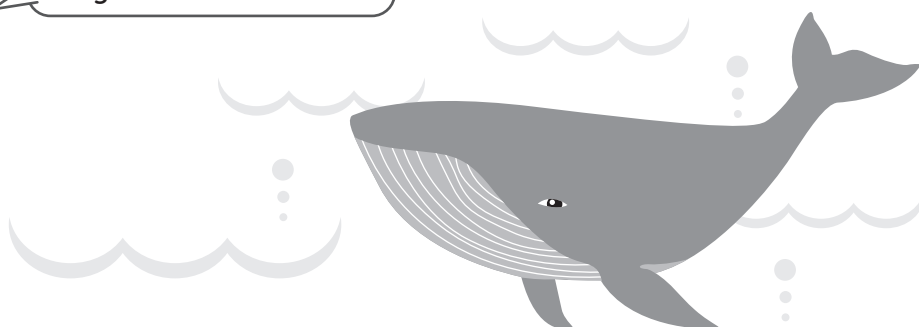
- 3** Circle your five favourite adventures.
- 4** Ask and answer with friends. Ask one question for each adventure.



We want to watch whales in the sea!

Wow! Where would you do that?

Maybe in New Zealand.



Have you ever ... ?

Make and play the *Have you ever ... ?* game.



Have you ever swum with dolphins?

Yes, I have! /
No, I haven't.



How to play

- Write four more activities.
- Cut out the cards and put them face down.
- Pick up a card and ask a question.
- Write the letter in the chart when someone has done an activity.

Student name:				
Activities she / he has done:				

A swim with dolphins (swum)	B go to Canada (been)	C watch whales in the sea (watched)	D take a tour of a museum (taken)
E climb a mountain (climbed)	F eat octopus (eaten)	G sail on a boat (sailed)	H cycle in a park (cycled)
I drink pineapple juice (drunk)	J go to bed after 12.00 a.m. (gone)	K fly a kite (flown)	L make a snowman (made)
M	N	O	P

My partner's trip

- 1** Think of an interesting trip you have taken. Where did you go?

I've been to _____.

- 2** Interview your partner about a trip. Ask and answer these questions.



When did you go?

What did you see there?

Who did you go with?

What was the most interesting thing you did?



- 3** Write a short report about your partner's trip and draw a picture to illustrate your report. Tell the class about it.

My partner has been to _____. He / she went there ...

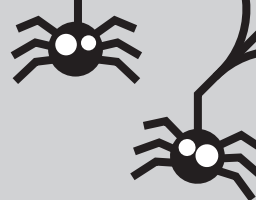
Frightening things

- 1 Do the *Frightening things* quiz.
- 2 Take turns asking the questions. Circle the answers under the names.
- 3 Talk about your answers with another group. What are the three most frightening things?

Is anyone here frightened of spiders?

I'm not. When a spider is in our house, I take it outside.

Is anyone here frightened of...



	Name: _____	Name: _____	Name: _____	Name: _____
spiders?	I am. I'm not.	I am. I'm not.	I am. I'm not.	I am. I'm not.
snakes?	I am. I'm not.	I am. I'm not.	I am. I'm not.	I am. I'm not.
high places?	I am. I'm not.	I am. I'm not.	I am. I'm not.	I am. I'm not.
flying in a plane?	I am. I'm not.	I am. I'm not.	I am. I'm not.	I am. I'm not.
bad weather?	I am. I'm not.	I am. I'm not.	I am. I'm not.	I am. I'm not.
roller coasters?	I am. I'm not.	I am. I'm not.	I am. I'm not.	I am. I'm not.
scary films?	I am. I'm not.	I am. I'm not.	I am. I'm not.	I am. I'm not.

Skiing or surfing?

- 1 Complete a diagram about skiing and surfing. Work with a partner.
- 2 Compare your results with another pair of students.



Number one says 'outdoors'.
Is it for skiing or surfing?

They are both outdoor sports.
So, it goes under 'both'.



1 outdoors

2 sea

3 Norway

4 children

5 snow

6 fun

7 boots

8 swimsuit

9 sea turtle

10 in nature

11 Hawaii

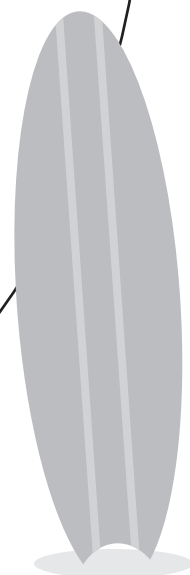
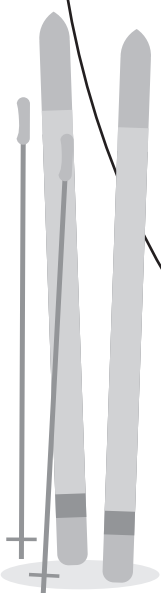
12 warm drinks

skiing

both

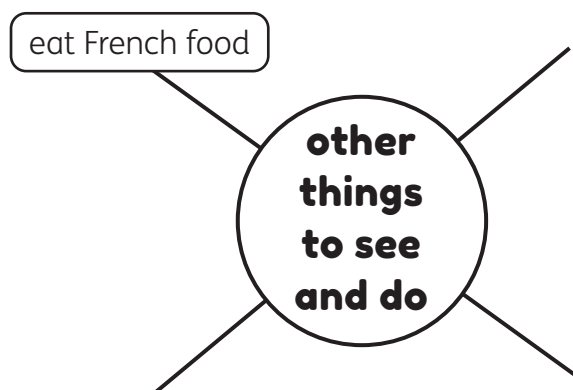
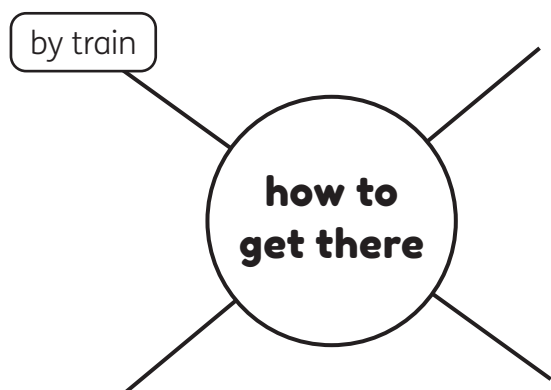
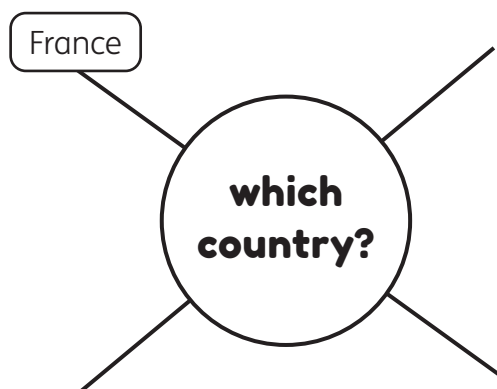
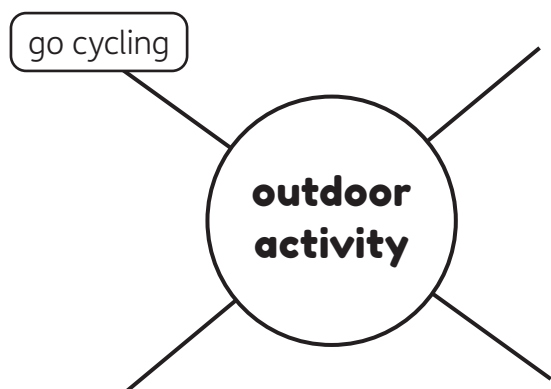
surfing

outdoors



Plan an adventure tour

- 1** Use the mind maps to plan a tour with your group.



- 2** Complete the sentences.

What outdoor activity is your group going to do?

Our group is going to

In which country will you do this activity?

We will do this activity in

How will you get there?

We will get there by

What other things will you see and do there?

We will also

- 3** Present your ideas to the class. Answer their questions.