

Unit 1 Fun with Friends

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

1. Josh 2. Ben 3. Emma 4. Adam
5. Amy 6. Molly 7. Tom 8. John



2 Match the words with the definitions.

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

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

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

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

Unit 1 Fun with Friends

Objectives of the day:

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

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

Open the day

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

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

Open the book!

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

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

2 Match the words with the definitions.

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

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

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

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

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

Close the day

◆ Play *Adjective Race*:

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

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

Objectives of the day:

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

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

Open the day

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

Open the book!

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

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

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

Open Day Tip Personal Glossary

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

My Space

◆ Answer the questions.

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

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

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

Close the day

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

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

4 Read, look and complete the song.

Then listen and check.  



Jill



Jim



Ted



Kyle



Kath



Max

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

He was soft and warm and slept on my bed.

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

A dog named (2) Max whose nose was wet.

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

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

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

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

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

He tells funny stories and makes us smile.

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

She's excellent at sports and totally cool.

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

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

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

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


My Space

◆ Answer the questions.

1. Do you make friends easily?
2. Who do you like spending time with?
3. Who are your close friends?

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

Should we go now?
You could buy one, too.

1 Listen and follow. 

Good Buddies Giants of the Deep

1 Hi, HELEN. WHAT ARE YOU DOING ON THE WEEKEND?

I'M VISITING THE SCIENCE MUSEUM! MY DAD'S TAKING ME. THERE IS AN EXHIBIT CALLED "GIANTS OF THE DEEP." IT'S ABOUT WHALES.

Wow! THAT SOUNDS AMAZING!



2 Hey! You COULD come!

I'D LOVE TO.

I'LL TELL MY DAD. WE COULD PICK YOU UP ON SATURDAY MORNING.

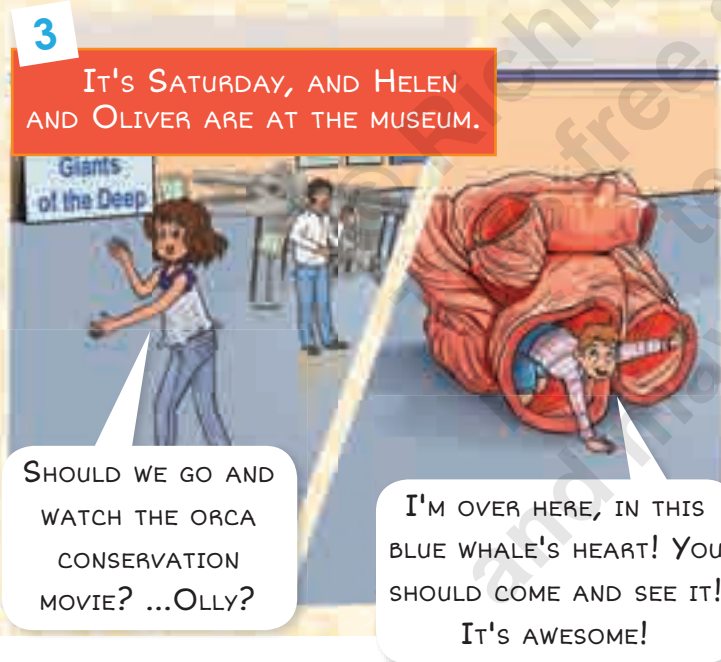
OK! I'LL ASK MY PARENTS IF I CAN GO.



3 It's SATURDAY, AND HELEN AND OLIVER ARE AT THE MUSEUM.

SHOULD WE GO AND WATCH THE ORCA CONSERVATION MOVIE? ...OLLY?

I'M OVER HERE, IN THIS BLUE WHALE'S HEART! YOU SHOULD COME AND SEE IT! IT'S AWESOME!



4 HELEN AND OLIVER EXPLORE THE EXHIBIT. THEY HAVE LOTS OF FUN...

LOOK AT THIS ORCA SKELETON!

IT SAYS ORCAS HAVE BETWEEN 40 AND 56 TEETH. AND THEY ARE EIGHT CENTIMETERS LONG! THEY LOOK SHARP.



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

3 Number the events in order.

- 2 The friends explore the exhibit.
- 4 Helen gives her friends a present.
- 1 Helen tells Oliver her plans.
- 3 They watch a 3D movie.

4 Ask and answer about your weekend plans.

What are you doing on the weekend?

I'm meeting my friends.

Objectives of the day:

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

Open the day

- ◆ "Positive Thinking 2" practice:

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

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

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

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

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

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

3 Number the events in order.

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

4 Ask and answer about your weekend plans.

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

Close the day

- ◆ **Play Sentence Charades:**

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

Objectives of the day:

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

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

Open the day

- ◆ "Positive Thinking 2" practice. (See page T16.)

Language Presentation

Making Suggestions: *Could, Should*

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

Open the book!

5 Read and circle the correct name.

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

Open to Learn

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

- ◆ **Imagine you are visiting the museum.**

Make suggestions using *could* or *should*.

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



Play the Suggestions Game!

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

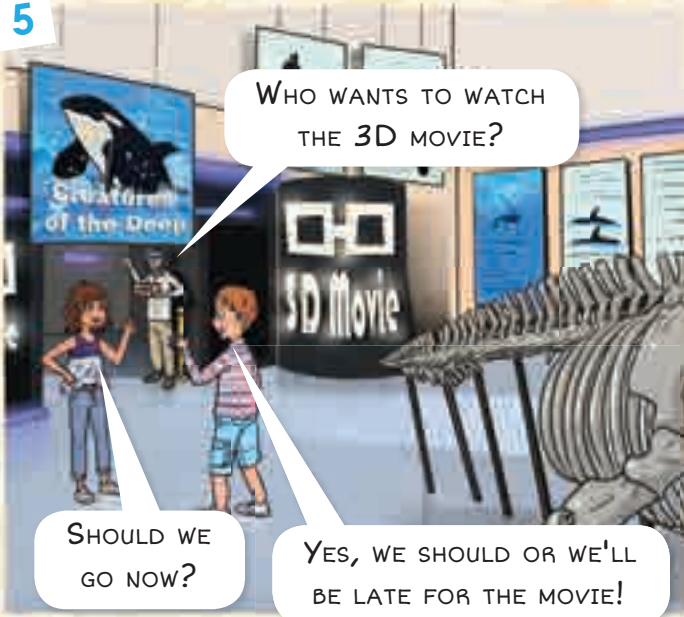
Close the day

- ◆ You can close the day by having students report their findings from the game. Encourage volunteers to answer each question aloud and say who else made a similar suggestion. *Should we watch a movie? No. We could go swimming. Who else suggested going swimming? David, etc.*



Practice Book: Assign Activity 1 on page 10 and Activities 2 and 3 on page 11 as homework.

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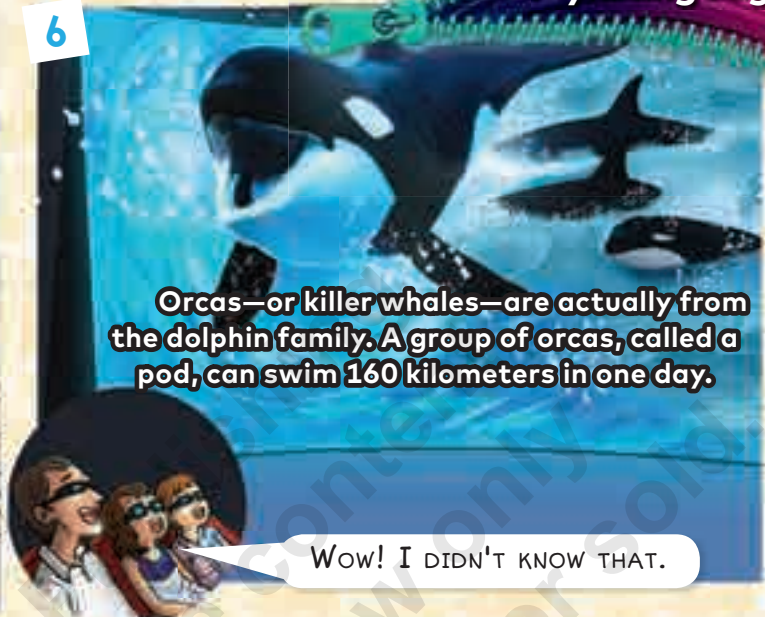


WHO WANTS TO WATCH THE 3D MOVIE?

SHOULD WE GO NOW?

YES, WE SHOULD OR WE'LL BE LATE FOR THE MOVIE!

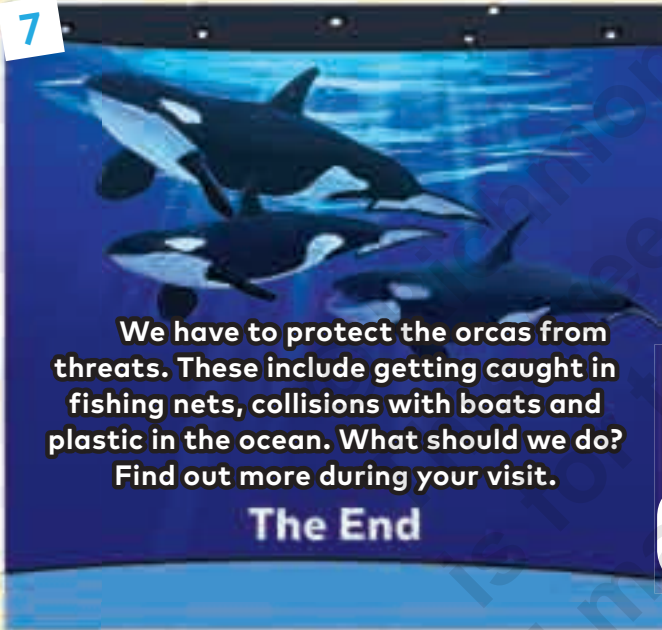
6



Orcas—or killer whales—are actually from the dolphin family. A group of orcas, called a pod, can swim 160 kilometers in one day.

Wow! I DIDN'T KNOW THAT.

7

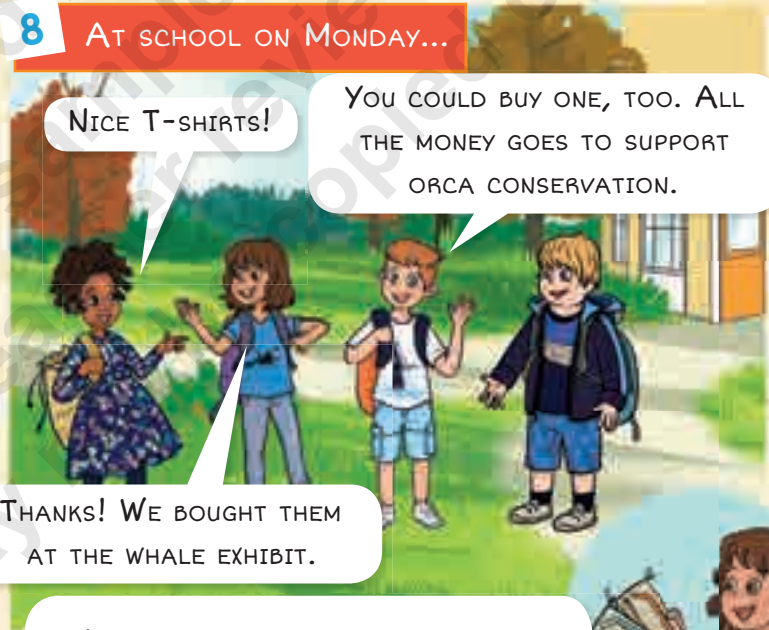


We have to protect the orcas from threats. These include getting caught in fishing nets, collisions with boats and plastic in the ocean. What should we do? Find out more during your visit.

The End

8

AT SCHOOL ON MONDAY...



NICE T-SHIRTS!

YOU COULD BUY ONE, TOO. ALL THE MONEY GOES TO SUPPORT ORCA CONSERVATION.

THANKS! WE BOUGHT THEM AT THE WHALE EXHIBIT.

AND WE BOUGHT YOU REUSABLE BAGS AND STRAWS! WE SHOULD ALL USE THEM. THERE'S TOO MUCH PLASTIC IN THE OCEAN!

5 Read and circle the correct name.

1. **Oliver** / **Helen** suggests going to the museum.
2. **Oliver** / **Helen** suggests seeing the whale's heart.
3. **Oliver** / **Helen** suggests watching the movie before it's too late.
4. **Oliver** / **Helen** suggests using reusable straws.


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

Play the suggestions Game!

Should we buy a T-shirt?

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

What do you want to see?
 Who wants to see a movie?
 My mom is driving me to the mall.

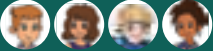



6 Listen to the next part of the *Good Buddies'* conversation and write the correct number next to each picture. 

1. Helen 2. George 3. Sarah 4. Oliver



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

1. Who wants to see a movie? 3. So what do you like, Oliver?
 2. Who likes ice cream? 4. What do you want to see?

←  **Good Buddies**
 Helen, Sarah, Oliver, You   

George
 Are we still meeting on Saturday? 6:31 p.m. ✓✓

Sarah
 Yes! My mom is driving me to the mall. Should we meet at the ice cream store? **2** 6:32 p.m. ✓✓

Oliver
 I don't. 6:32 p.m. ✓✓

Helen **3** 6:32 p.m. ✓✓

Oliver
 Pizza! We could go for a slice of pizza. 6:33 p.m. ✓✓

Sarah
 OK. Then what? **1** 6:33 p.m. ✓✓

George
 Me! That's a good idea. **4** 6:34 p.m. ✓✓

Helen
 Hmm, good question. Let's think about different movies. I can't wait! I really like hanging out with you guys! 6:35 p.m. ✓✓

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

Who likes burgers? Smoothies.

What do you like? What are you doing tomorrow?

Objectives of the day:

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

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

Open the day

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

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

Open the book!

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

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

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

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

Open to Learn

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



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

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

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

Close the day

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

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

Objectives of the day:

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

Open the day

- ◆ "Positive Thinking 3" practice:

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

- ◆ **Play The Name Game:**

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

- ◆ This is the first Time to Practice section for Level 5, so tell students that all the activities on these pages are geared towards their preparation for international certifications. Remember to point to the symbol next to each instruction for students to always recognize these types of activities. Finally, tell students that only these activities will have an example marked with number 0.

Open the book!

Listening

International Certification: Listening

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

1 Listen and draw lines. There is one example.

We suggest you guide students through this activity at this early stage of the year, as it follows international certification formats. In this activity, students are expected to listen for specific information. They will listen for descriptions so they can match names with the people in the picture. If necessary, you can read the names aloud before listening, as students may not be familiar with their pronunciation. Then have students read the instructions and look at the picture. Ask questions about where the people are and what they are doing. Play Track 8. Students listen in silence as they match the names with the pictures. Students will hear the dialogues twice, as they would in an actual exam. Check as a class.

Speaking

1 Ask and answer.

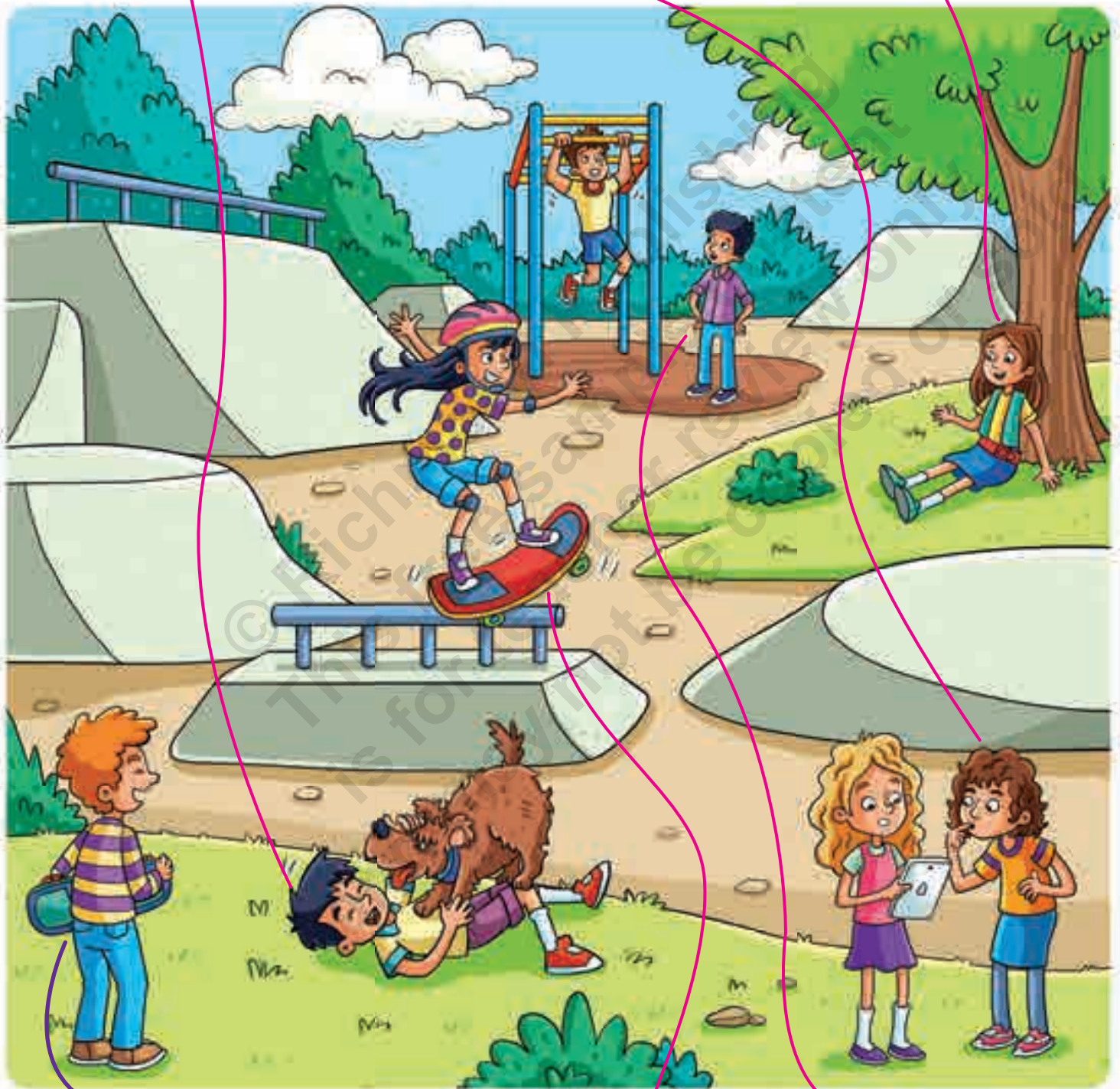
Tell students they are now going to keep talking about friends and what they do with them in their free time. Have them discuss the questions in pairs. After a few moments, you can ask them to call out the activities they do so that you can write them on the board.

Close the day

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

Listening

1 Listen and draw lines. There is one example.  



Harry

Sally

Jane

Steve

Ben

Betty

Andrew

Speaking

2 Ask and answer.

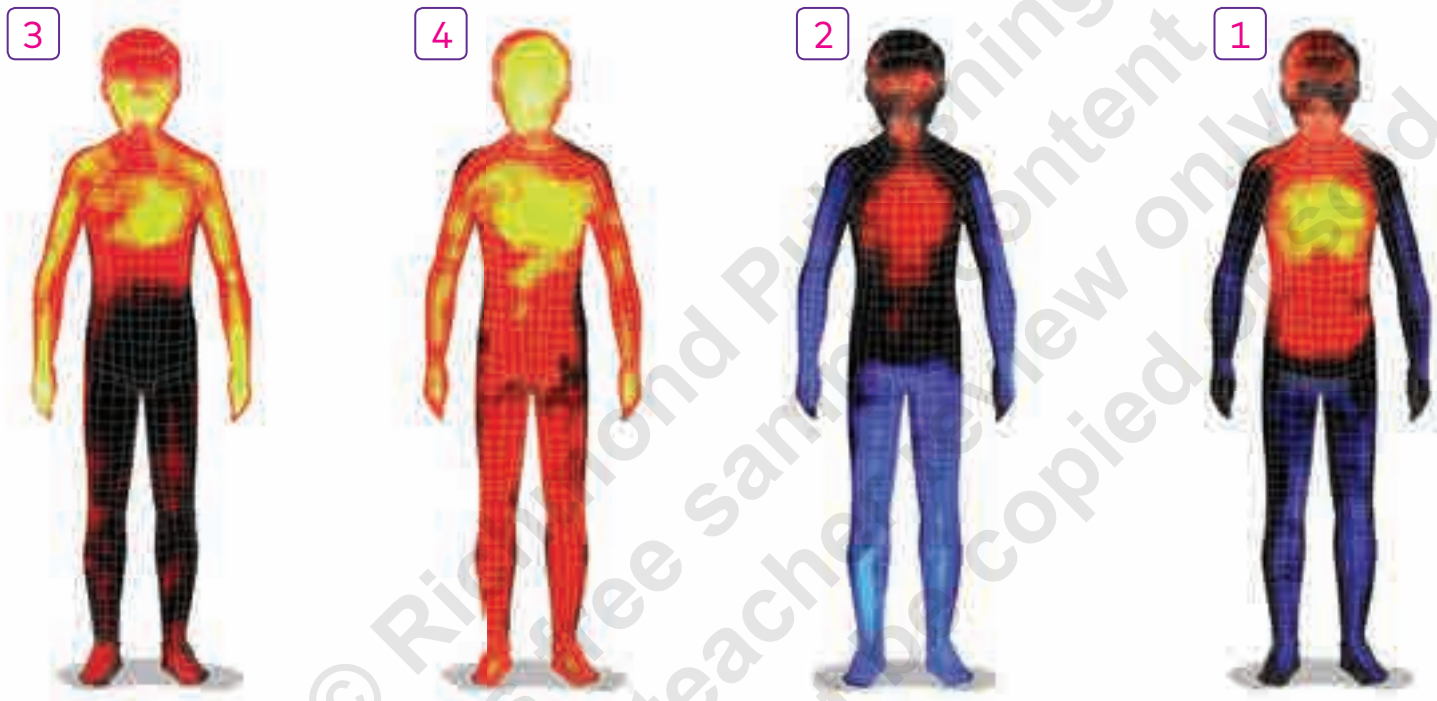
1. Where do you go with your friends?
2. What activities do you do with them?

Recognizing Body States and Moods



1 Listen and number the bodies. 

1. Nervous 2. Sad 3. Angry 4. Happy

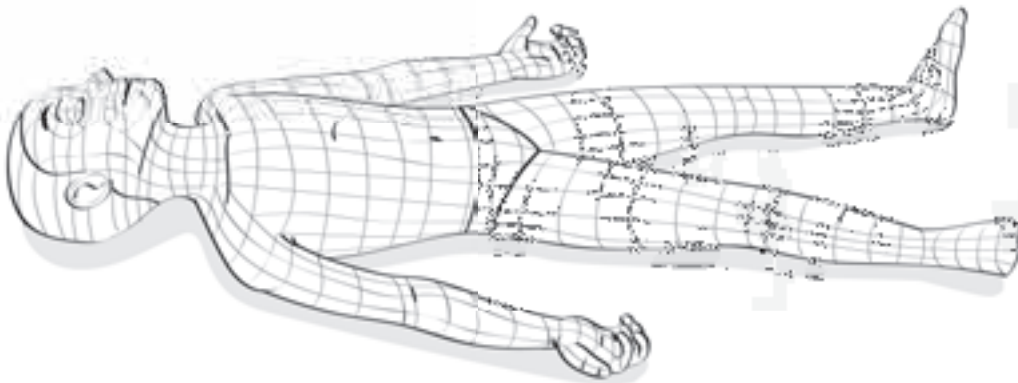


◆ Look at the pictures again and label the sentences with the emotions.

1. I have butterflies in my stomach. nervous
2. He lost his dog. He feels blue. sad
3. They are buzzing. They're full of energy. happy
4. His face was burning and his eyes were red! angry

2 Listen and follow the body scan instructions. 

◆ Color the body according to how you feel. Use the pictures in Activity 1 as reference.



Why is it important to recognize our body states?

Objectives of the day:

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

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

Open the day

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

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

Open the book!

Recognizing Body States and Moods

1 Listen and number the bodies.

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

- ◆ **Look at the pictures again and label the sentences with the emotions.**

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

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

2 Listen and follow the body scan instructions.

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

- ◆ **Color the body according to how you feel. Use the pictures in Activity 1 as reference.**

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

Critical Thinking

Why is it important to recognize your body states?

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

Close the day

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

Objectives of the day:

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

Open the day

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

Open the book!

1 Look and number the pictures with the feelings.

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

◆ Listen and repeat.

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

Open Day Tip **Respect for Other Classes**

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

2 Listen and underline the correct sound pattern.

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

3 Listen and circle the stressed syllable.

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

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

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

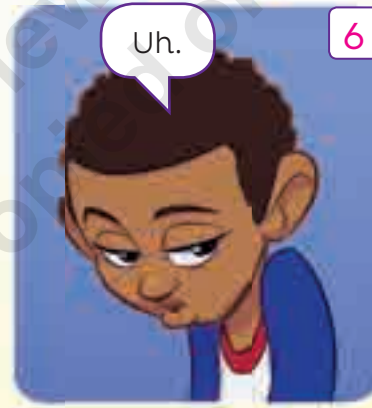
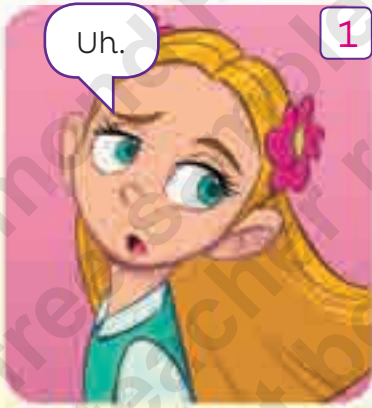
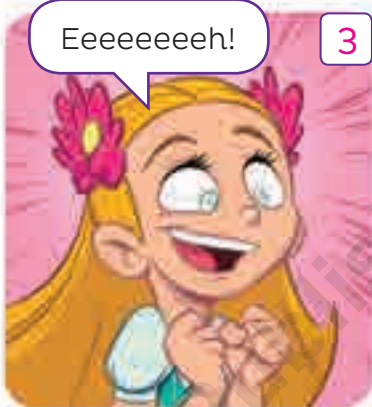
Finally, remind students to visit the online platform for more practice at home.



Close the day

- ◆ Have volunteers stand up to read their tongue twisters aloud and challenge the class to repeat them as fast as they can. Have them vote on the most difficult tongue twister to pronounce.

1 Look and number the pictures with the feelings.

1. Not excited 2. Not stressed 3. Excited
4. Stressed 5. Surprised 6. Not surprised




- ◆ Listen and repeat. 
- 2 Listen and underline the correct sound pattern. 

 1. vitamin / vitamin
 2. celebrate / celebrate
 3. president / president
 4. experiment / experiment

3 Listen and circle the stressed syllable. 



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

Butter problem,
problem butter.

Reading

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

Then read and check.



Fitting In

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

But during school vacation at the end of fourth grade, I received some bad news.

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

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

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

Then I noticed one girl in the group was sitting a little to one side. She was tall and slim, with long, curly brown hair and blue glasses. She was looking straight at me with a sad expression.

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

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

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

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

Dad was a good listener.

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

2 Number each section with the correct heading.


- | | |
|------------------------|----------------------------------|
| 1. Dad's Idea | 4. Feeling Good about the Future |
| 2. A Pleasant Surprise | 5. Getting Along with Alice |
| 3. Terrible News | 6. Feeling Lonely |

Objectives of the day:

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

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

Open the day

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

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

Open the book!**Reading****Reading Strategy****Skimming**

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

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

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

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

2 Number each section with the correct heading.

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

Close the day

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

Objectives of the day:

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

Open the day

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

Open the book!

International Certification: Reading

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

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

There are two examples. 

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


correct answer: *straight at*. Then have students complete the rest of the sentences individually before checking answers with the class.

4 In pairs, think of three ways you could help a new student fit in at your school.

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

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

Close the day

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

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

2 I agreed to give the club a try. But on my first visit I had a surprise. The girl from school with the sad expression was there, except now she didn't look sad at all. She was laughing and dancing with some other friends.

Then I got a bigger surprise. The girl waved at me! I breathed deeply and went over.

"I'm Alice," she said. "I saw you at school today. I'm sorry I didn't talk to you. And I'm sorry you ate lunch by yourself. It's just...well, sometimes it's hard to break away from my group of friends."

"What do they like to do?" I asked.

"Not much," Alice said. "They talk about TV and clothes most of the time. I prefer being here."

5 From that day, things began to improve at school. I got along with Alice, and we started hanging out at recess. One morning, one of Alice's other friends walked toward us. She looked annoyed.

"Alice!" she shouted, "Are you coming to the mall with us after school?"

Alice looked at me and then at her other friend.

"No," she said, "I'm going to the dance club." Her friend walked away and Alice looked sad again.

"If you want," I said, "we can practice dancing at lunch. And you can invite everyone else."

Alice's face brightened. "Good idea!" she replied.

4 Not everyone wanted to practice dancing, but some people did! So now I have a new group of friends with the same interests as me. They're not quite the same as Kim and Anna, but I think I've started fitting in.

3 Read the story again. Write some words to complete the sentences about the story.

You can use 1, 2, 3 or 4 words. There are two examples.

0. At the end of fourth grade, Olivia received some _____ bad news _____.
0. On her first day at her new school, Olivia had _____ butterflies in her stomach _____.
1. A girl with long, curly hair was looking _____ straight at _____ Olivia.
2. Olivia used to _____ go dancing _____ with Kim and Anna.
3. Alice was sorry Olivia _____ ate lunch _____ by herself.
4. Alice was _____ sad _____ when her friend walks away.
5. Olivia's new friends _____ aren't the same as _____ her old friends, but she is happy.

4 In pairs, think of three ways you could help a new student fit in at your school.



Writing

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

1. What is a pen pal?
2. Do you think this is a good way to make new friends?
3. How else can you stay in contact with friends who live far away?

2 Read the e-mail again. Choose the right words and write them on the lines. There is one example.

Dear Dawit,

September 7

How are you? My name's Liam and I'm (0) from Vancouver in Canada. I'm really happy (1) that our schools are taking part in an online pen pal program and that you are my new pen pal!

I'm eleven years old. How old are you? As you can (2) see from the picture, I'm short and well-built and have (3) straight, dark hair. I have a (4) younger sister. She is eight years old. I have a poodle named Boxer.

My (5) best friend is Lucas. We met at a tae kwon do club and we practice every day. We get (6) along really well and we always hang out together. We share other interests, too, like playing computer games and skateboarding. In fact, I'm (7) meeting him later. Who is your best friend? What do you do together?

I can't wait to find (8) out more about you. Our school lets us send our e-mails on Fridays, so I hope you read this soon. (9) Should we write each other more e-mails in the future? I would be happy to (10) if you want to!

Best wishes, Liam


- | | | |
|-------------|---------|-----------|
| 0. from | at | to |
| 1. when | that | how |
| 2. look | watch | see |
| 3. straight | wavy | curly |
| 4. bigger | taller | younger |
| 5. best | big | close |
| 6. about | along | to |
| 7. meet | meeting | will meet |
| 8. some | it | out |
| 9. Are | Have | Should |
| 10. if | so | should |



Objectives of the day:

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

Open the day

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

Open the book!**Writing****1 Read the e-mail quickly. Then discuss the questions.**


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

Open Day Tip Exam Activities

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

International Certification: Reading

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

2 Read the e-mail again. Choose the right words and write them on the lines. There is one example. 

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

Close the day

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



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

Objectives of the day:

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

Open the day

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

Open the book!

Writing

Writing Strategy

Writing Effective E-mails

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

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

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

◆ Read the body of Dawit's e-mail again and answer the questions.

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

4, elicit different ideas from the class and write different questions on the board. Students can use these ideas in their own e-mails.

4 In your notebook, write an e-mail to a new online pen pal. Follow the guidelines below and the models on pages 24 and 25.

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

Close the day

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

Open Day Tip Peer Correction

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

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

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

1. Body 2. Date 3. Signature 4. Closing 5. Greeting

October 12 **2**

Dear Liam, **5**

1 Thank you for the e-mail. I am excited to be your online pen pal. As you can see, it's taken me two weeks to answer because I only come to the internet café twice a month. I live in Addis Ababa, the capital of Ethiopia. I have sent you a picture, too. I'm ten years old and have short, dark, curly hair. I have three sisters. They are all older than me. I don't have any pets.

My best friend is Daniel. We play soccer together and also help each other with homework. We helped each other with these online pen pal e-mails and messages! Daniel is my best friend because he makes me laugh.

We can e-mail more if you want, but remember that I'll need to come to the internet café to write you back because we don't have an internet connection at school or home. Please write back soon. Tell me more about your city. What is Vancouver like?

Best wishes, **4**

Dawit **3**

◆ **Read the body of Dawit's e-mail again and answer the questions.**

1. Does Dawit answer all of Liam's questions?
2. How will Dawit and Liam continue their friendship?
3. What does Dawit want to know?
4. What other questions can they ask?

4 In your notebook, write an e-mail to a new online pen pal. Follow the guidelines below and the models on pages 24 and 25.

Writing Guidelines

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

Listening

1 Listen and mark (✓) the box. There is one example.  

0. Where are the friends going?



A



B



C

1. What does Frank want to see or do?



A



B



C

2. What is Frank going to wear?



A



B



C

3. What time is Frank meeting his friends?



A



B



C

4. Where are the tickets?



A



B



C

5. Who is Frank's best friend?



A



B



C

2 Discuss the questions.

1. What activities can you do with your friends where you live?
2. Which activities are the most popular? Why?

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

Objectives of the day:

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

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

Open the day

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

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

International Certification: Listening

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

Listening Strategy**Using Pictures**

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


Open the book!**Listening**

- 1 **Listen and mark (✓) the box. There is one example.**  

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

- 2 **Discuss the questions.**



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

- ◆ **Make suggestions for activities to do on the weekend with your friends.** 

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

Close the day

- ◆ "Body Scan" practice.

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

Objectives of the day:

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

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

Open the day

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

Open the book!

Speaking

1 Ask and answer questions to complete the information.

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

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

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



Open Day Tip Self-Reflection

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

Close the day

◆ Play Draw and Guess:

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

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

Time to Practice

You have now finished the first part of Topic 1 "Feeling Good!" It is now time to practice some skills using the certifications' format. In this unit, students will practice Reading and Writing skills as well as a Listening skill. Have students open their Practice Book to page 17. Read the example together with students and have them recognize that "with" is the best word to complete the sentence. Point out that there are no options to choose from and they should only write one word on each line. Tell them they will need to work individually to complete the rest of the e-mail in the same way. Then, on page 18, tell students they will listen to people talking about where they are going and they should match the places with the people. Tell them they should listen to the recording twice. Remind them that it is OK if they do not understand everything, as they will continue to get better. Finally, assign the two pages as homework or do the activities at the beginning of the next class.

Speaking

1 Ask and answer questions to complete the information.

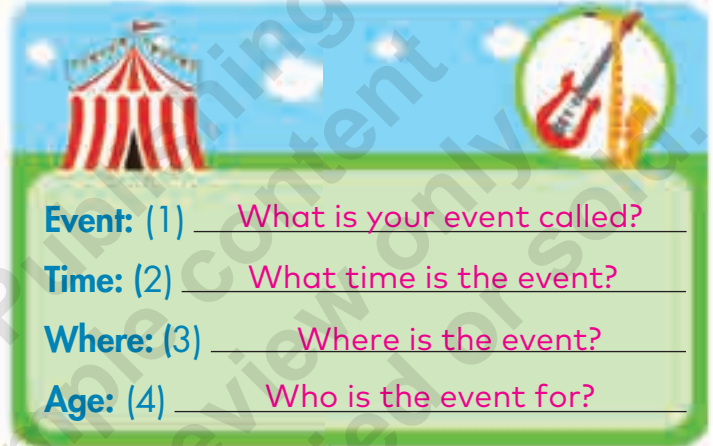
What is your event called?

Who is the event for?

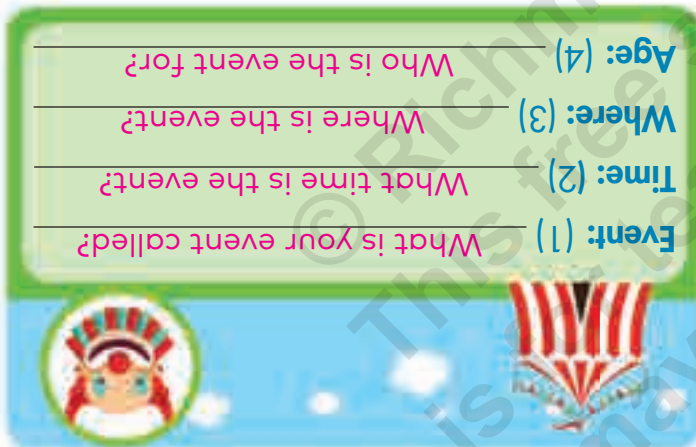
Student A



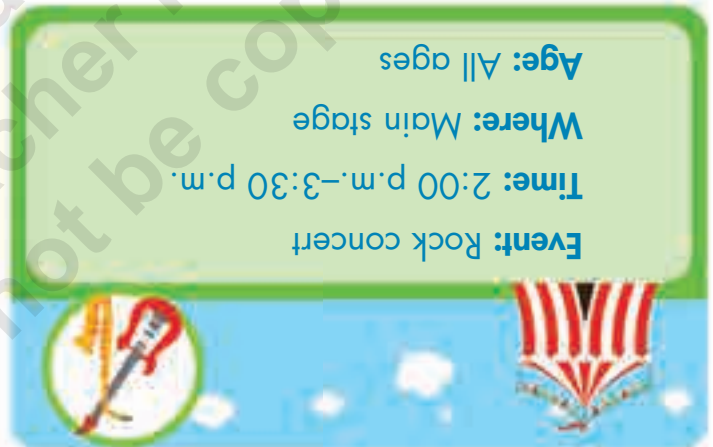
Event: Clown circus
Time: 12:00 p.m.–1:00 p.m.
Where: Big Top Tent
Age: 6 to 12-year-olds



Event: (1) _____
Time: (2) _____
Where: (3) _____
Age: (4) _____



Event: (1) _____
Time: (2) _____
Where: (3) _____
Age: (4) _____



Event: Rock concert
Time: 2:00 p.m.–3:30 p.m.
Where: Main stage
Age: All ages

Student B

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

Should we go to the clown circus?

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

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