

Around the world

page 6

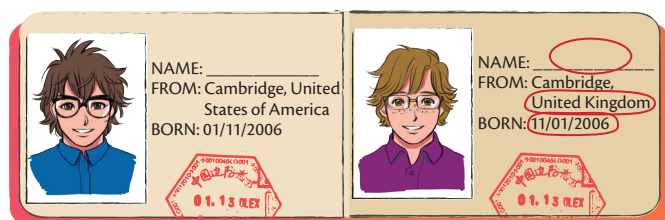
Meeting at the airport – A classification table

Look at the picture and complete the table. Order the characters by date of birth from oldest to youngest.

Jane: United Kingdom flag, 4th; *Ling*: Chinese flag, 10th June 2007, 6th; *Frida*: Mexico, 4th September, 3rd; *Cristiano*: Brazilian flag, 19th March 2007; *Harry*: United States, 1st November 2006, 2nd

Life skills – Attention to detail

Read the comic and write the correct name in each passport. Find seven differences in the passports. Pay attention to detail and think before you act!



Fun at home

- Compare the information in your passport/ID card with a member of your family.
- Think and discuss with your family other situations where it is important to pay attention to detail (in a test, when packing your schoolbag, when buying something, etc.).

page 7

Colourful art in Barcelona – Finding specific information

Read the blog and number the pictures.



Class chat – Compassion

Read and write a comment in the chat supporting Ling. How can you feel compassion for Ling?

Fun at home

- Discuss with your family your next trip and find some travel blogs to explore.

page 8

Creative writing workshop – A travel blog

Design and write your own travel blog about your city. Read the *Get Ready!* box to organise your text correctly: think of a name for your blog, introduce yourself (who you are, where you are from and why you are writing the blog), think of two places, include pictures, and close with a sentence inviting readers to comment on your blog. You can also use the reading text on page 7 as a model. Read the *Writing tips* box before you start writing: use ordinal numbers for the date and capital letters for cities.

Are you a Fun Kid?

Tick the sentences if you have learned the concepts: asking people where and when they were born, paying attention to detail, finding information when travelling to another city.

Fun at home

- Make a family photo album of your last holiday.

Family and pets

page 9

Heroes and Villains – Visual summary cards

Look at the cards and complete the profiles.

(Alexis) brother, sporty, clever, kind, kitten; (Julia) sister, funny, friendly, puppy; (Johnny) brother, artistic, naughty, shy, puppy; (Claudia) sister, talkative, hardworking, kitten

Life skills – Organisation skills

Which avatar is better for each game? Read the comic and complete the sentences with the comparative adjective. *friendlier, sportier, more artistic, more hardworking*

Fun at home

- Create an avatar for each member of your family to play as *Hero* or *Villain*.
- Think of a family event and organise the tasks for each member of the family.

page 10

Once upon a time – Identifying the parts of a fable

Read the fable and complete with the words that are crossed out. Then write the parts of the fable.

colony, hardworking, worker ant, food, winter, summer, sad, kind; (parts – from top to bottom) Characters, Introduction, Story, Moral

Class chat – Perseverance

Read and write a comment in the chat encouraging Harry to try again. Use expressions like *Come on!*, *Cheer up!*, etc.

Fun at home

- Is it better to be an ant or a grasshopper? Discuss the fable with your family.

page 11

Creative writing workshop – A fable

Write and draw your own fable. Read the *Get Ready!* box to organise your text correctly: think of a title, think of the animal characters, plan the different parts, and add a moral at the end. You can also use the reading text on page 10 as a model. Read the *Writing tips* box before you start writing: use the correct punctuation in dialogues (‘, ?, !).

Are you a Fun Kid?

Tick the sentences if you have learned the concepts: recognising adjectives to describe personality, organising tasks in a team, writing a fable.

Fun at home

- Act out the fable for your family and ask them to guess the moral.

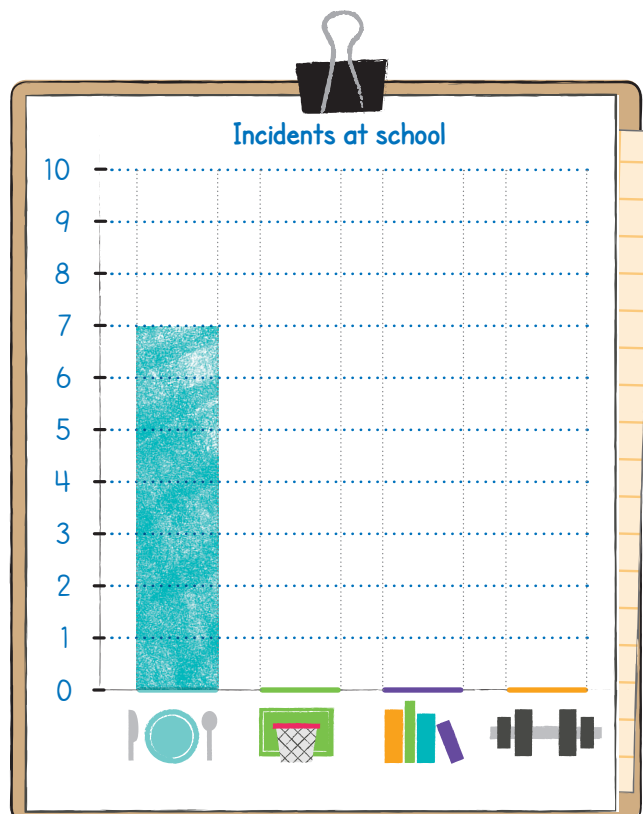
In the playground

page 12

Safe school – A bar graph

Where are there more incidents at school? Look, count and write the number. Complete the graph with the data.

Playground: 10, Library: 4, Gym: 8; shout: 6, use a mobile phone: 3, drop litter: 7, throw a ball: 8, cry: 5



Life skills – Incident prevention

Read the comic and match the characters with their sentences. Then draw the incident prevention sign.

Jake: We must make ...; Headmaster: You mustn't use your mobile... / There must be a sign...; Jane: We must keep the school...

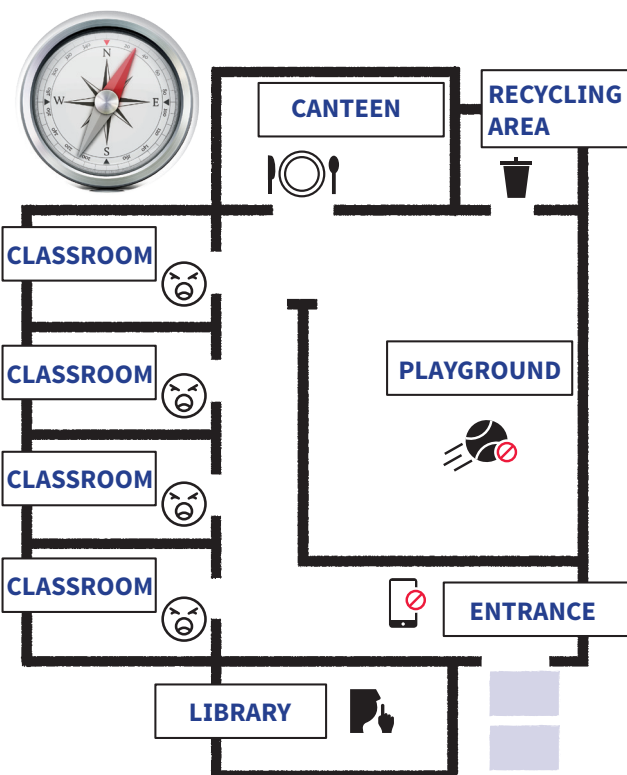
Fun at home

- Make a bar graph for the most common incidents in the Safe school activity.
- Make house rules for your family.

page 13

School signs – Describing, identifying and understanding symbols on a map

Read the description and write the names of the classrooms on the map. Complete the signs and rules with *must/mustn't* or an imperative. (Signs and rules) *must, mustn't, mustn't, must, be, drop*



Class chat – Feeling safe

Read and write a comment in the chat suggesting where to put the sign Harry is referring to. Think how important it is to feel safe at school.

Fun at home

- Draw a map of your house and write north, south, east and west.
- Ask your family where to put different home safety rules.

page 14

Creative writing workshop – A safe school map

Design a map for your ideal school. Describe where the classrooms are and insert signs and rules. Read the *Get Ready!* box to organise your text correctly: think of three classrooms and their position on the map; then think of a sign and a rule for each one. You can also use the reading text on page 13 as a model. Read the *Writing tips* box before you start writing: make the signs and rules simple and clear; use *must/mustn't* or the imperative to write the rules.

Are you a Fun Kid?

Tick the sentences if you have learned the concepts: understanding school rules, representing school rules visually in a sign, interpreting symbols on a map.

Fun at home

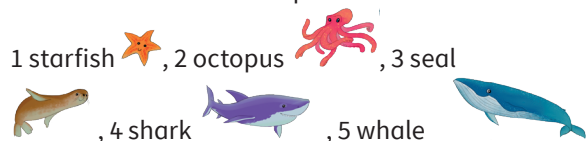
- Choose a classroom on your map and give directions to your family to leave the school in case of an emergency.

Under the sea

page 15

Animal search – A crossword

Read the clues and complete the crossword. Then number the animals. Circle the superlatives in the definitions.



(superlatives) *highest, softest, the most dangerous, strongest, heaviest*

Life skills – Be a responsible citizen

Read and put the comic in the right order. Write the message.

(from left to right) 3, 1, 2; *SAVE OUR OCEANS*

Fun at home

- ▶ Look for an environmental protection initiative to do with your family.
- ▶ Write a slogan with your family to protect our oceans.

page 16

Learning fun – Understanding key information

Read and complete the animal factfile with the words in the box.

mammals, breathe, secondary, climate, sea, longest, most

Class chat – Confusion

Read and write a comment in the chat helping Harry overcome his confusion. How do you feel when you try new things?

Fun at home

- ▶ Look at museum information in your city/town and decide with your family which one you would like to visit.

page 17

Creative writing workshop – An animal factfile

Write an animal factfile. Read the *Get Ready!* box to organise your text correctly: think of an animal, find information, take notes, add pictures, and give your personal opinion. You can also use the reading text on page 16 as a model. Read the *Writing tips* box before you start writing: check the accuracy of the facts before you write them, and use comparative and superlative adjectives.

Are you a Fun Kid?

Tick the sentences if you have learned the concepts: recognising and naming sea animals, collaborating to protect the environment, writing an animal factfile.

Fun at home

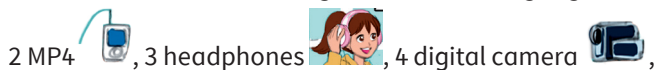
- ▶ Describe your animal to your family and ask them to guess what it is.

Gadgets

page 18

Connect with your family – A comparative list

Label the gadgets in the lists and number them in the picture. Circle the most useful gadget in blue, and the least useful one in red. Can you think of more gadgets?



Life skills – Good use of technology

What did Harry's family do yesterday evening? Read the comic and write *true* or *false*. Do you think Harry's family used technology correctly?

(sister) *true*, (mother) *false*, (Harry) *false*, (Grandpa) *true*

Fun at home

- ▶ Ask your family what gadgets they used yesterday evening and what they used them for.
- ▶ Correct the false sentences in the comic activity.
(mum) *I recorded my daughter.* (Harry) *I took photos with the digital camera.*

page 19

Shopping online – Finding specific information

Read the catalogue and answer the questions.

C, Friday, A, Monday, A and B, between Tuesday and Wednesday

Class chat – Responsibility

Read and write a comment about responsible shopping in the chat.

Fun at home

- ▶ Gather together all the gadgets your family uses. Do you need them all?

page 20

Creative writing workshop – A gadget catalogue

Design an online gadget catalogue. Read the *Get Ready!* box to organise your text correctly: design your own brand or logo, decide on one product category and three products, and write the characteristics (colour, size, etc.), price and customer rating for each product. You can also use the reading text on page 19 as a model. Read the *Writing tips* box before you start writing: put the pound sign (£) before the number.

Are you a Fun Kid?

Tick the sentences if you have learned the concepts: recognising different gadgets, using technology correctly, writing a product catalogue.

Fun at home

- ▶ Show your catalogue to your family and ask them which products they would buy and why.

The natural world

page 21

Lights, camera, action! – A graphic organiser

Look at and complete the director's graphic organiser. Then match the films and the scenes.

1 forest, island, volcano, Emma and Daniel; 2 river, mountain, waterfall, Daniel; 3 jungle, lake, Emma; (scenes - from left to right) 2, 1, 3

Life skills – Goal setting

Read the comic and complete steps 1–3 for Emma and Daniel. Have you set any goals for the near future? (Emma) plays at school, drama school; (Daniel) castings, studied in the evenings

Fun at home

- Think of an action film and find out where it was filmed.
- Talk to your family about achieving personal dreams. Complete a table (Steps 1–2) about your dreams.

page 22

The big heat – Understanding key points

Read the comic and put the summary in the correct order (1–4).

1 Daniel and Emma went to the Black Volcano..., 2 Emma hurt her ankle..., 3 Daniel walked quickly..., 4 Emma piloted a helicopter...

Class chat – Relief

Read the chat and write a comment saying at what point you felt relieved when you were reading the comic about Emma and Daniel.

Fun at home

- Choose an adventure film based on a book and watch it with your family. Was it a good ending? Did the hero achieve their goal?

page 23

Creative writing workshop – A comic

Plan, write and illustrate your own adventure comic story. Read the *Get Ready!* box to organise your text correctly: think of the type of story, a title, the characters and the setting. Remember what the parts of the story are: beginning, problem and end. You can also use the reading text on page 22 as a model. Read the *Writing tips* box before you start writing: start writing when you have an outline for the whole story.

Are you a Fun Kid?

Tick the sentences if you have learned the concepts: naming some geographical features, setting goals, writing an adventure comic story.

Fun at home

- Read your adventure comic story to your family. You can also act it out!

Helping at home

page 24

Family hotel – A rota

Look at the pictures and complete the rota. Then write the day of the week for each picture.

(Hotel Rota): cook, dry, put... out, sweep, water; (pictures from left to right) Saturday, Friday, Sunday

Life skills – Teamwork

Read the comic and circle the sentences that are false. Then write the correct sentences.

(false) Mrs Jones does. (correct) Mr Jones does.

2 (false) Lucy has to dry the dishes on Sundays.

(correct) ...on Saturdays. 3 (false) Matthew always has to water the plants. (correct) ... put the rubbish out.

Fun at home

- Tell your family the jobs that Peter has to do at the hotel.
- Make a list with the jobs your family did around the house last weekend.

page 25

Helping in a family fun hotel – Reading a letter describing a place

Read the letter, look at the photos, and write the words. Match the parts of the letter.

walls, towers, fire, candles; (parts of the letter) Date, Greeting, Description of the place, Opinion, Closing, Signature

Class chat – Surprise

Read and write a comment in the chat suggesting a special place to stay for a weekend. Remember that we use exclamation marks (!) to express surprise. Circle the exclamation marks in the letter and the chat. (letter) I hope you are well and your holiday in France was fun!, Lucy's family hotel is great!, just like in the past!, ... people like most about this place!, ... but I tidied my bedroom!, ... I am taking them home!, It is a unique holiday experience!, I hope to see you soon! (chat) It is amazing! It's a real castle!, Sounds good!, ... with everything you need!, You have to try!

Fun at home

- Look for a fun and different hotel or other place to stay with your family on your next holiday.

page 26

Creative writing workshop – An informal letter

Write a letter to a friend describing a special place where you are staying. Read the *Get Ready!* box to organise your text correctly: write the date, think of who you are writing to, describe the place, say something special about the place, give your opinion, say goodbye, and sign the letter. You can also use the reading text on page 25 as a model. Read the *Writing tips* box before you start writing: write the date on the right, use a comma after the name of the person you are writing to, and put adjectives before nouns.

Are you a Fun Kid?

Tick the sentences if you have learned the concepts: recognising jobs around the house, describing a place where we are staying, writing an informal letter.

Fun at home

- Tell your family about a weekend you spent with a friend and describe the place.

Feelings

page 27

Emotional library – A cause and effect organiser

Look at the picture, match the adjectives with the children, and complete the sentences. Then complete the organiser. Who is feeling these emotions and why?

(children from left to right) *tired, excited (Jane), worried, scared; 2 excited, 3 scared, 4 tired, 5 worried; (organiser) she is doing a project about monkeys – excited; she doesn't like spiders – scared; he stayed up late – tired; she can't find her glasses – worried*

Life skills – Decision making

Read the comic and order the steps to make a decision (1–3). Match the steps to the frames in the comic. How do Jane and Harry make the decision?

1 *Identify the decision...* (frame 1); 2 *List and study...* (frame 2); 3 *Select...* (frame 3); Jane and Harry make the decision following each step.

Fun at home

- Talk about how you are feeling today and ask your family how they are feeling.

page 28

Elephants in danger – Finding and understanding key information

Read and complete the poster with the words in the box. *excited, worried, extinction, competition, Create, save*

Class chat – Confidence

Read and write your opinion about the competition in the chat. Be confident and say what you think.

Fun at home

- Think of a fundraising proposal with your family.

page 29

Creative writing workshop – A competition poster

Make a poster for a fundraising competition. Read the *Get Ready!* box to organise your text correctly: you should include information about what the competition is for, how to participate and when. You can also use the reading text on page 28 as a model. Read the *Writing tips* box before you start writing: plan what your competition is about before you start writing, and remember to include your contact information.

Are you a Fun Kid?

Tick the sentences if you have learned the concepts: expressing feelings, recognising the steps to make a decision, writing a poster.

Fun at home

- Present your fundraising idea to your family and ask them to participate.

Outdoor sports

page 30

Summer camp – A brace map

Look at the pictures, write their names and then classify the sports. (poster) *canoeing, climbing, snorkelling, hiking, windsurfing, rowing; (map) Land: climbing, hiking; Water: canoeing, snorkelling, windsurfing, rowing*

Life skills – Handling disappointment

Read the comic and complete the sentences.

he didn't go to the school sports camp last summer, sign up for this year's camp

Fun at home

- Make a list of the watersports you like doing and another list with the ones you would like to try.

page 31

Sport training – Finding specific information

Read the training manual and match the numbers with their definitions.

206: bones in our skeleton, 10: minutes of fast walk, 12: repetitions of squats, 15: repetitions of press-ups, 30: minutes of warm-up every day

Class chat – Impatience

Read the chat and write a comment about what happened to Lucy. Did Lucy get a bit impatient about windsurfing?

Fun at home

- Ask your family what warm-up exercises they do before they do their favourite sport.

page 32

Creative writing workshop – A warm-up table

Write a warm-up table for your favourite sport. Read the *Get Ready!* box to organise your text correctly: choose a sport, make a list of the muscles, bones and joints you use, think of three warm-up activities and the number of repetitions for each, and draw a picture to represent each activity. You can also use the reading text on page 31 as a model. Read the *Writing tips* box before you start writing: remember how to write ordinal and cardinal numbers, and use frequency words (*once, twice, etc.*).

Are you a Fun Kid?

Tick the sentences if you have learned the concepts: talking about sports, handling disappointment, writing a warm-up table.

Fun at home

- Read your warm-up table to your family and ask them to do the activities.