

### Around the world

#### page 6

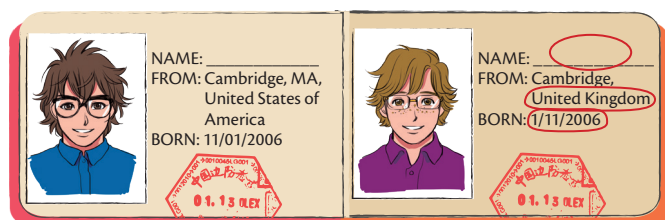
##### Meeting at the airport – A classification chart

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

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

##### Life skills – Attention to detail

Read the comic strip 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

##### Colorful 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 organize 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 capitals and commas for the date and capital letters for cities.

##### Are you a Fun Kid?

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

##### Fun at home

- Make a family photo album of your last vacation.

### Family and pets

#### page 9

##### Heroes and Villains – Visual summary cards

Look at the cards and complete the profiles.

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

##### Life skills – Organization skills

Which avatar is better for each game? Read the comic strip and complete the sentences with the comparative adjective. *friendlier, more athletic, 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 organize 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 such as *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 organize 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?

Mark the sentences if you have learned the concepts: recognizing adjectives to describe personality, organizing tasks in a team, writing a fable.

##### Fun at home

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

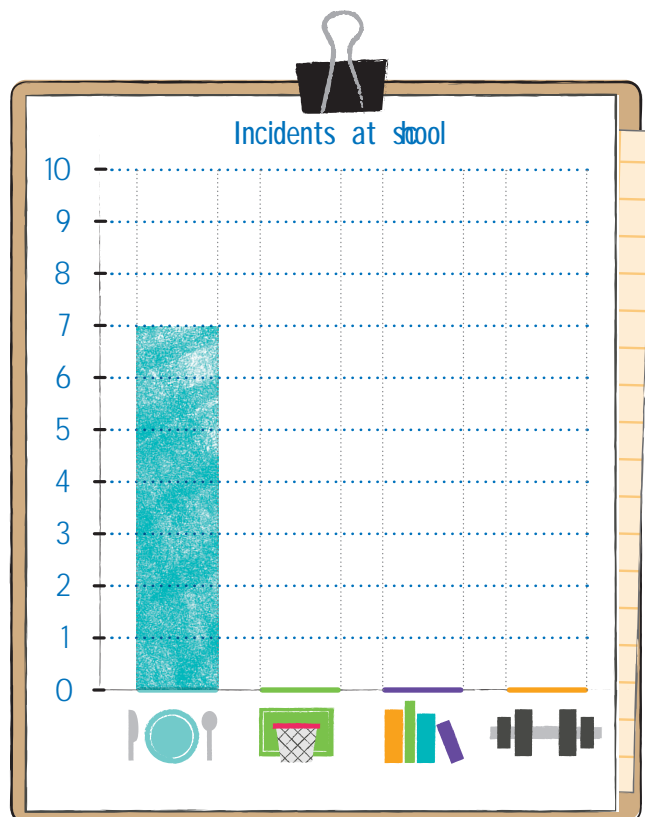
### On the playground

#### 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 cell phone: 3, litter: 7, throw a ball: 8, cry: 5



##### Life skills – Incident prevention

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

Jake: We must make ...; Headmaster: You must not use your cell... / There must be a sign...; Jane: We must keep the school...

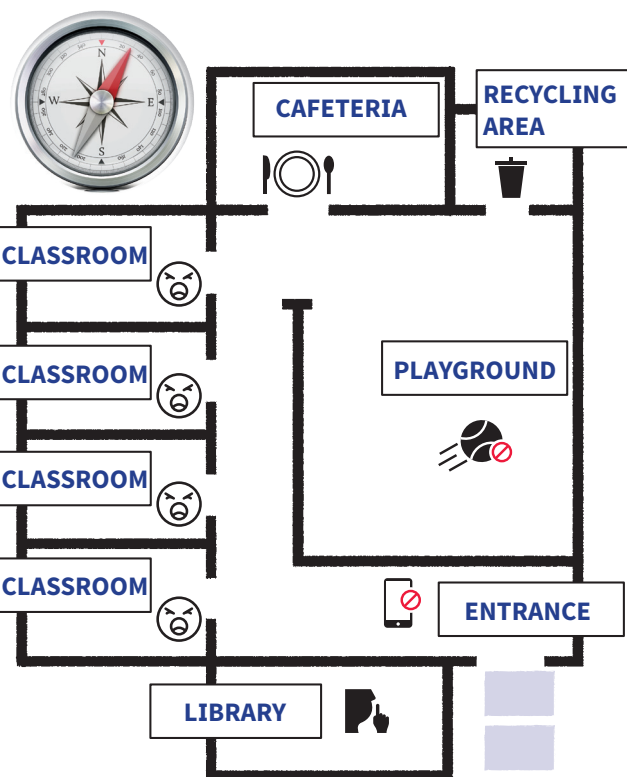
##### Fun at home

- 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/must not* or an imperative. (Signs and rules) *must, must not, must not, must, be, put*



##### Class chat – Feeling safe

Read and write a comment in the chat suggesting where to put the sign Harry is referring to. Think about 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 organize 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/must not* or the imperative to write the rules.

##### Are you a Fun Kid?

Mark 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

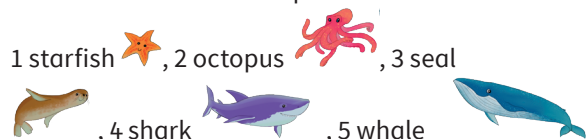
- Choose a classroom on your map and give directions to your family to leave the school in case of an emergency.

### 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 strip 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 organize 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?

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

##### Fun at home

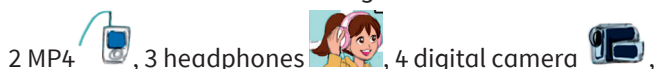
- ▶ Describe your animal to your family and ask them to guess what it is.

### Gadgets

#### page 18

##### Connect with your family – A comparative list

Label the electronic devices 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 devices?



##### 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 electronic devices they used yesterday evening and what they used them for.
- ▶ Correct the false sentences in the comic activity.  
(mom) *I recorded my daughter.* (Harry) *I took photos with the digital camera.*

#### page 19

##### Shopping online – Finding specific information

Read the catalog 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 electronic devices your family uses. Do you need them all?

#### page 20

##### Creative writing workshop – An electronics catalog

Design an online electronics catalog. Read the *Get Ready!* box to organize your text correctly: design your own brand or logo, decide on one product category and three products, and write the characteristics (color, 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 dollar sign (\$) before the number.

##### Are you a Fun Kid?

Mark the sentences if you have learned the concepts: recognizing different electronic devices, using technology correctly, writing a product catalog.

##### Fun at home

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

### The natural world

#### page 21

##### Lights, camera, action! – A graphic organizer

Look at and complete the director's graphic organizer. Then match the movies 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 strip 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) auditions, studied in the evenings

##### Fun at home

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

#### page 22

##### The big heat – Understanding key points

Read the comic strip 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 movie based on a book and watch it with your family. Was there a good ending? Did the hero achieve their goal?

#### page 23

##### Creative writing workshop – A comic story

Plan, write, and illustrate your own adventure comic story. Read the *Get Ready!* box to organize 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?

Mark 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 task list

Look at the pictures and complete the task list. 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 strip 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) ... take the trash 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 vacation 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 vacation 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 vacation.

#### 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 organize 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?

Mark the sentences if you have learned the concepts: recognizing 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 organizer

Look at the picture, match the adjectives with the children, and complete the sentences. Then complete the organizer. 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*; (organizer) *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 strip and order the steps to make a decision (1–3). Match the steps to the frames in the comic strip. 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 organize 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?

Mark the sentences if you have learned the concepts: expressing feelings, recognizing 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 strip 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

##### Sports training – Finding specific information

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

*206: bones in our skeletons, 10: minutes of speed walking, 12: repetitions of squats, 15: repetitions of push-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 little impatient about windsurfing?

#### Fun at home

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

#### page 32

##### Creative writing workshop – A warm-up chart

Write a warm-up chart for your favorite sport. Read the *Get Ready!* box to organize 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?

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

#### Fun at home

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