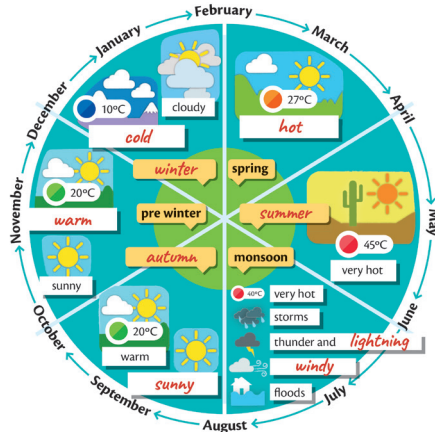


### Seasons and weather

#### page 6

##### Indian holiday – A circle map

Jane went to India in the summer holidays. Complete the circle map about the weather with the words in the box.



What was the weather like in the monsoon season?

##### Life skills – Planning

Read the comic and say if the statements are true (T) or false (F).

F, T, T, F

##### Fun at home

- ▶ Play a guessing game with your family about the weather in India. One person says a sentence about the weather and the other person guesses the season.
- ▶ Choose where you would like to go on holiday with your family and find information about the weather in that place.

#### page 7

##### Shadows around us – Finding specific information in an invitation

Read the invitation and match the titles in the box with the pictures. The acronym *RSVP* stands for a French phrase; it means 'Please reply'.

(from top to bottom) *Light from above, Light from the right side, Light from the left side, Light from behind*

##### Class chat – Envy

Read the chat and write a comment to help Sally manage her envy. In cases like this, encourage people to think about what they do well.

##### Fun at home

- ▶ Take a photo of the same object from different angles and compare the shadows they produce.

#### page 8

##### Creative writing workshop – An invitation

Write an invitation to an art exhibition. Read the *Get Ready!* box to organise your text correctly: think of a theme for the exhibition, write some information about the event, decide on the time, date and place, give additional information (price, contact details, etc.), draw

or look for pictures, and give each of them a title. You can also use the reading text on page 7 as a model. Read the *Writing tips* box before you start writing: use abbreviations like *RSVP*, *pm*, etc.

##### Are you a Fun Kid?

Tick the sentences if you have learned the concepts: using a circle map to learn about weather, planning actions, writing an invitation.

##### Fun at home

- ▶ Read your invitation to your family. You can think of names for the exhibition photos together.
- ▶ Look for an art exhibition to go to with your family.

### Camping

#### page 9

##### Smart pack – A step ladder chart

Read the instructions with the steps for packing a rucksack and complete the step ladder chart with the words in the box. Then number the items you need to go camping.

(ladder from bottom to top) *suitable pack, heavy things, light things, outside pockets, things outside; 1 blanket, 2 rucksack, 3 map, 4 cup, 5 water bottle, 6 bowl, 7 torch, 8 plate, 9 sleeping bag, 10 tent*

##### Life skills – Organisation skills

Read the comic and complete the sentences.

*to show, to pack, wanted, to give, forgot*

##### Fun at home

- ▶ Make a list of the things you need to take to school tomorrow. Then make a step ladder chart showing the steps you need to follow to pack your backpack.

#### page 10

##### Camping food – Following the steps in a recipe

Read the recipe and the sentences. Then write the quantities. *60 cm, 100 ml, 30 cm*

##### Class chat – Disappointment

Read the chat and write a comment to help Jane handle her disappointment.

##### Fun at home

- ▶ Cook the *Grilled chicken with herbs* recipe the next time you go camping with your family.
- ▶ Estimate the quantities of the ingredients you need to make an omelette.

#### page 11

##### Creative writing workshop – A recipe

Write a camping recipe. Read the *Get Ready!* box to organise your text correctly: choose a recipe, think about the ingredients and utensils you need, estimate the quantities, and write the steps. You can also use the reading text on page 10 as a model. Read the *Writing tips* box before you start writing: use abbreviations for time and measurements.

### Are you a Fun Kid?

Tick the sentences if you have learned the concepts: using a step ladder chart to learn how to pack a backpack, being organised, writing a recipe.

### Fun at home

- Cook your own recipe and invite your family to try it.

## Talent show

### page 12

#### 'Who's good at?' party – A bridge map

Read, look and complete the bridge maps with the words in the box.

1 *telling jokes, doing tricks, juggling, street dancing*; 2 *telling jokes, juggling, street dancing, doing tricks*

### Life skills – Perseverance

Read and put the comic in the right order. How is perseverance shown in the comic?

(from left to right) 3, 1, 2; Harry urges Jane to practise to improve and offers to help her with rehearsals.

### Fun at home

- Make a bridge map with the talents in your family, showing who is best at what. Then make medals for the best at each category.

### page 13

#### School Olympics – Understanding specific details in a sports review

Read and complete the sports review with the words in the box. (*Running*) *speed*, (*Skating*) *balance*, (*Acrobatics*) *strength*, (*Street Dancing*) *stamina*

### Class chat – Confidence

Read the chat and write a comment to help Lisa feel confident.

### Fun at home

- Say who was the best in the athletics competition.
- Think of other sports where you need to have stamina, strength, balance and speed.

### page 14

#### Creative writing workshop – A competition review

Write a review for a competition. Read the *Get Ready!* box to organise your text correctly: think about the type of competition and the categories, write who did best in each category and why, and finish the article with a positive closing statement. You can also use the reading text on page 13 as a model. Read the *Writing tips* box before you start writing: use *best at/better than* when comparing.

### Are you a Fun Kid?

Tick the sentences if you have learned the concepts: using a bridge map to make comparisons, being perseverant, writing a competition review.

### Fun at home

- Organise a competition at home and write a review pretending to be a journalist.

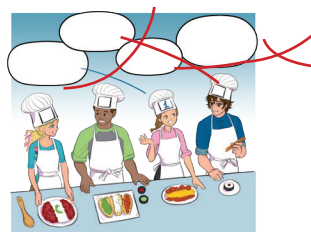
## International food

### page 15

#### International chef's competition – Visual summary cards

Look at the picture and match each chef with the right speech bubble. Then complete the visual summary cards and number the chef hats. Which international food do you like best?

(cards) 1 *Spain, rice, vegetables*; 2 *Sushi, fish*; 3 *Peru, beans*; 4 *Tacos, tortillas*



### Life skills – Diversity

Read and put the comic strip in the correct order. Then answer the questions. (from left to right) 3, 1, 2; (sentences) *To try a stew from Russia. No, he didn't. Yes, he was.*

### Fun at home

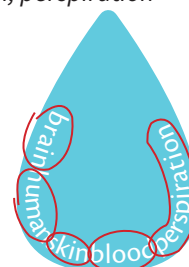
- Look for an international recipe and cook it for your family.
- Make a visual card with the recipe. Use the examples from the *International chef's competition* activity as a model.

### page 16

#### We are water – Understanding key information in an explanatory text

Find the words in the water drop puzzle. Then use them to complete the sentences in the explanatory text.

(bottle) (*Statement*) *human*; (*Reason 1*) *blood*; (*Reason 2*) *brain*; (*Reason 3*) *skin, perspiration*



### Class chat – Irritation

Read the chat and write a comment to help Harry feel less irritated. Why do you think Harry is irritated?

(possible answer) Harry is irritated because he had arranged to meet his friends in the library and none of them showed up.

### Fun at home

- Keep a record of the amount of water each person in your family drinks and put it on the fridge to remind everyone to drink at least 6-8 glasses a day.

### page 17

#### Creative writing workshop – An explanatory text

Write an explanatory text about why we need food.

Read the *Get Ready!* box to organise your text correctly: read the text in the *Reading* section and think about why food is important for humans, look for information in an encyclopaedia or on the Internet, and write three different reasons in the corresponding boxes; then give each reason a heading. You can also use the reading text on page 16 as a model. Read the *Writing tips* box before you start writing: remember that headings should be short and clear. (*We need food to live; We need food to grow; We need food to keep healthy*)

### Are you a Fun Kid?

Tick the sentences if you have learned the concepts: organising food information in visual cards, appreciating diversity, writing an explanatory text.

### Fun at home

- Put a note on the fridge with suggestions for healthy eating. Put it next to the note about drinking water.

## Music


### page 18

#### 'The six spiders' practice – A spider map

Look at the band and read the sentences. Then complete the spider map. Do you play an instrument?

( John) keyboard, beautifully; (  Suzy) flute, quietly;

( Mathew) drums, loudly; (  Jane) violin, quickly;

( Jack) trumpet, badly

### Life skills – Teamwork

Read the comic and make the sentence.

*Harry plays the guitar more beautifully than Lucy.*

### Fun at home

- Look at 'The six spiders' practice activity and say who plays what instrument and how they play it.
- Talk with your family about who speaks more loudly and more quietly at home.

### page 19

#### Show time – Understanding key information from a comic story

Read and complete the comic story with the words in the box.

*pitch, thin, vibrate, high, beautifully, quickly*

### Class chat – Relief

Read the chat and write a comment on how you feel about what Lucy says. How do you think the band feels about what happened to Harry?

### Fun at home

- Make a list of things that make very high and loud sounds.

### page 20

#### Creative writing workshop – A comic story

What do you think happens next at the school show?

Continue the story from the *Reading* section. Read the *Get Ready!* box to organise your text correctly: choose a title for your comic story; include information on what happens at the school show, how each band plays, and who wins the competition; remember the parts of a story (beginning, problem, end). You can also use the reading text on page 19 as a model. Read the *Writing tips* box before you start writing: remember to use adverbs (*badly, beautifully, loudly, quietly, etc.*) to describe the band's performance.

### Are you a Fun Kid?

Tick the sentences if you have learned the concepts:

Learning about musical instruments using a spider map, working as a team, writing a comic story.

### Fun at home

- Have fun with a musical competition at home and give prizes for the loudest, quietest, quickest and slowest sounds.

## Now and then

### page 21

#### Past and present – A timeline

Look, read and complete the timeline about technology.

What could and couldn't you do in the 1960s?

(following the timeline) *newspaper, encyclopaedia, letter, email, online games, website, text messages, ebook*

### Life skills – Creative thinking

Read the comic and complete the conversation with the words in the box.

*websites, text, letters, creative, invent, couldn't*

### Fun at home

- Ask your parents what they could and couldn't use when they were your age.
- Imagine you are in the 1960s. Write a letter to your grandparents about what a school day is like, and tell them what you used to search for information.

### page 22

#### Museum workshops – Understanding specific information in a registration form

Read and complete the registration form to participate in the museum's workshops. Then match the photos with the right workshop title.

(*Personal information*) Complete this section with the following information: Name, Address, City, Postcode, Country, Telephone number, Email address; (*Other information*) In this section, tick the exhibitions you visited that day, and who you went to the museum with. (*Suggestions*) In this section, include suggestions for workshops, the museum, etc.



Uses of tools in Egyptian times



History of board games



Roman statues

#### Class chat – Curiosity

Read the chat and write a comment about feeling curious. Are you curious about things from the past?

#### Fun at home

- Talk to your family about primary sources that you have seen in a museum you have visited.
- Think about the primary sources for information technology.

### page 23

#### Creative writing workshop – A registration form

Write a registration form for two workshops at a museum. Read the *Get Ready!* box to organise your text correctly: choose a name for your museum, and decide what you are going to sign up for and what details you need to know; remember the parts of a form. You can also use the reading text on page 22 as a model. Read the *Writing tips* box before you start writing: check the spelling and grammar, and remember that a registration form should look neat and clean.

#### Are you a Fun Kid?

Tick the sentences if you have learned the concepts: organising information in a timeline, being creative, writing a registration form.

#### Fun at home

- Tell a family member to fill out your registration form.
- Choose a museum to visit with your family. Look at the primary sources there are.

### The environment

### page 24

#### Think green – A tree map

Look at the pictures and complete the tree map.

(green from top to bottom) glass, wind, water, bags; (red) rubbish, electricity, water, plastic

#### Life skills – Initiative

Read and put the comic strip in the correct order. Then write the words in the banner. (from left to right) 3, 2, 1; REUSE, REDUCE, RECYCLE

#### Fun at home

- Make a sign with the 'three Rs' for your house.
- Organise an 'Eco-friendly week' at home and give a prize to the greenest family member.

### page 25

#### We are green blog – Understanding specific information in a blog

Read and sort the letters to complete the section in the blog about recycling glass.

bins, recycling, machine, sand, melts, environment, green

#### Class chat – Surprise

Read, tick and write the comment you find most surprising.

#### Fun at home

- With your family, find a blog about recycling other materials: paper, cardboard or metal.

### page 26

#### Creative writing workshop – A recycling blog

Write a recycling blog. Read the *Get Ready!* box to organise your text correctly: choose a recycling process (paper, cardboard or metal), research the recycling process you have chosen, think of a title, write a few opening lines and then the steps in the recycling process, draw or look for pictures, and finally write a conclusion. You can also use the reading text on page 25 as a model. Read the *Writing tips* box before you start writing: write the steps of the process in the correct order.

#### Are you a Fun Kid?

Tick the sentences if you have learned the concepts: comparing information in a tree map, showing initiative, writing a recycling blog.

#### Fun at home

- Look for a recycling centre you can visit with your family.

### Space

### page 27

#### Space mission – A circle map

Jane is going to take part in the *Space Mission* play at school. Look at the pictures and complete the circle map. astronaut, spacesuit, spacecraft, space station, stars, planets, the moon



### Life skills – Responsibility

Read the comic and say if the statements are true (T) or false (F). Do you think Harry is being responsible? What about Jane?

T, F, T

### Fun at home

- Tell your family what three things you think the astronaut in the play is going to see.
- Make a circle map about what you are going to be when you are older.

### page 28

Meet my planet – Understanding specific information in a playscript

Read and choose the correct words in the playscript.

*Mars, planet, smallest, system, Earth, moon, moons*

### Class chat – Enthusiasm

Read the chat and write a comment about feeling enthusiastic.

### Fun at home

- Act out the scene with two other members of your family.

### page 29

### Creative writing workshop – A playscript

Write the playscript for Scene 2 of *Space Mission*. Read the *Get Ready!* box to organise your text correctly: read Scene 1 again before you start writing Scene 2, think about where the scene takes place, decide which actors are going to participate, and write the dialogue. You can also use the reading text on page 28 as a model. Read the *Writing tips* box before you start writing: write notes to tell actors how they should say each line, what they are doing, sound effects, etc.

### Are you a Fun Kid?

Tick the sentences if you have learned the concepts: organising information in a circle map, being responsible, writing a playscript.

### Fun at home

- Read the script to your family and ask them for suggestions.

## Celebrations

### page 30

### Summer holiday – A crossword

Read the clues, look at the picture and complete the crossword. 1 fireworks 2 float 3 pirate 4 clown 5 dragon 6 mask

### Life skills – Coping with stress

Read the comic strip and complete the sentences.

*who, which, where*

### Fun at home

- Describe to your family the costume which Jane and Harry wore on the summer float in the *Summer holiday* activity.
- Write sentences with other celebration words and make a crossword for your family to solve.

### page 31

### Have a healthy and safe party – Understanding specific information to follow safety instructions

Read and complete the health and safety instructions.

*floats, funfair, gunpowder, fuse, metal salts, explodes*

### Class chat – Gratitude

Read the chat and write a comment about what you are grateful for.

### Fun at home

- Make a list of safety instructions for home.
- Make a list of all the things you are grateful for this year.

### page 32

### Creative writing workshop – A safety poster

Write a safety poster for a party. Read the *Get Ready!* box to organise your text correctly: think about the type of party you are going to make the poster for and about the recommendations you are going to suggest; find or draw some pictures. You can also use the reading text on page 31 as a model. Read the *Writing tips* box before you start writing: write the correct information in each part of the poster.

### Are you a Fun Kid?

Tick the sentences if you have learned the concepts: learning about celebrations using a crossword, showing gratitude, writing a safety poster.

### Fun at home

- Find a summer funfair to go to with your family.
- Enjoy your holidays!