

Unit 1 School Clubs

1 Look and guess what each club is about. Then listen and complete. 

act Play paint Grow Take Run

Green Fingers

(1) Grow
plants and flowers!
Get your hands
dirty every Monday
and Wednesday.

Creative Corner

(2) Take photos,
(3) paint pictures or
make a sculpture. Show
your creative side on
Tuesdays and Wednesdays.

STEM Club

Do experiments, build
robots and crack
codes. Come and
learn something new
every Wednesday
and Thursday.

Join Us in Our After-School Clubs!

Mon–Thur, 3:30–5:30 p.m. Grade 4 to Grade 6

Future Olympians

(4) Run in a race
to qualify for the state
junior track and field
finals. Athletics fun on
Tuesdays and Thursdays.

ON STAGE

Do you want to
(5) act in a play
at the end of the year?
Come and give it a try on
Mondays and Thursdays.

Table Wizards

(6) Play chess
and other board
games on Mondays
and Tuesdays. Who
will be king or queen?

2 Listen again and circle the correct options.

- George can't join **Creative Corner** / **Future Olympians**
because he would be tired.
- He can't join the STEM Club on **Wednesdays** / **Tuesdays**.
- He has never tried **acting** / **playing chess** before.
- He decides to join **Table Wizards** / **On Stage**.

Unit 1 School Clubs

Objectives of the day:

1. Practice listening for details.
2. Learn vocabulary related to after-school activities.

Materials: *School Clubs* Flashcards, Flashcard Activity 1A on page XV.

Open the day

- ◆ "Eagle Vision" practice.

Remind students of the correct body posture and ask them to observe their surroundings, paying attention to what is different from the previous class.

- ◆ Flashcard Activity 1A.

Open the book!

1 Look and guess what each club is about.

Then listen and complete. 

Have students look at all the club names on their own and then discuss in pairs what each club might be about. You can prompt the discussion by asking these questions: *Do these clubs meet during school hours?* (no) *How do you know?* (It says *after-school*. *After-school* means that they take place once regular classes are over.) *Do you think any of the clubs is about sports?* (Yes, *Future Olympians*.) *What do you think the black horse figurine refers to?* (chess) Have students read the words in the box. Play Track 4 twice for students to complete the sentences. To check, you can read the incomplete texts aloud for students to call out the answers, or you can have volunteers read one sentence each.

2 Listen again and circle the correct options.

Ask students to read the sentences and possible answers first. Then play Track 4 once for students to circle the answers. Check as a class or read the sentences aloud and have individual students say the answer.

Close the day

◆ Play *Charades*:

Have students play *Charades* with activities that can be done in a school club. Invite volunteers to come up and make a list of clubs on the board. Check spelling of the words with the class. Have one student silently act out one of the clubs, and have other students try to guess what club it is. You can play as a class, or you can have them play in groups of four. If they play in groups, make sure you include more and less advanced students in each group so that they can help each other.

Open Day Tip Observing Students

Activities in which students have to write words on the board are a good way for you to notice any sound-spelling issues or transference from their native tongue. It is a good idea to keep a record of these mistakes and to dedicate a few minutes at the end of each week to addressing the main problems.



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

Objectives of the day:

1. Learn vocabulary related to after-school clubs.
2. Express preferences related to the topic.

Materials: magazines, scissors, colored pens or crayons, sheets of poster paper (1 per student).

Open the day

- ◆ "Eagle Vision" practice.
- ◆ Elicit from the class the type of after-school activities available at their school or in their neighborhood or town. Write the list on the board. Form small groups and have students share which activities they participate in. Then have each group report back to the class.

Open the book!

3 Write the numbers to match the clubs with the pictures.

Ask students to cover the text on the left-hand side of the activity. Then have them discuss in pairs which clubs the pictures may refer to. Tell the class that each picture could be associated with several different words and encourage them to say all the words they can think of for each picture. Once students are ready, have them read the list of clubs on the left and match them with the pictures by writing the corresponding numbers in the boxes. To check, point to a picture and have them name the club aloud.

4 Choose clubs you would like to go to and write their names in the timetable.

Read the names of the clubs aloud or ask volunteers to read them for the class. Then ask students to think about which clubs they would like to join and to fill out the timetable. Invite volunteers to share their ideas with the class. Take a vote to see which club is the most popular. Finally, remind students to visit the online platform for more practice at home.

My Space

◆ Make a poster of your ideal after-school club. Then ask and answer.

Explain that now students are going to create a poster of their ideal after-school club. Invite them to choose any of the clubs they have seen throughout the unit, but also to think of other possibilities they might like. Distribute materials. At the end of the class, you can have volunteers hang up their posters around the classroom and explain their choices.

Close the day

- ◆ Form groups of five or six and have them sit in circles. Tell students that they are going to take turns naming club activities. When they forget or repeat an activity, they are out of the game. The last student to name activities in each group is the winner. The activity can continue until students can't think of any more activities or until there is a single winner in the class.



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

3 Write the numbers to match the clubs with the pictures.

1. gardening
2. track and field
3. art and photography
4. acting
5. science and technology
6. board games



4 Choose clubs you would like to go to and write their names in the timetable.

After-School Clubs Schedule			
Monday	Tuesday	Wednesday	Thursday
Green Fingers	Future Olympians	Green Fingers	Future Olympians
STAGE	Creative Corner	Creative Corner	STAGE
Table Wizards	Table Wizards	STEM Club	STEM Club

Monday	Tuesday	Wednesday	Thursday

My Space

- ◆ Make a poster of your ideal after-school club. Then ask and answer.

What is your ideal after-school club?

I would like to go to the STEM club because I love to build robots!



Have you ever tried gymnastics?
Yes, I **have**. / No, I **haven't**.

1 Listen and follow.

Good Buddies *The Wake-Up Club*

1 DAVID IS A NEW STUDENT AT FRANKLIN ELEMENTARY SCHOOL. HE MISSES HIS OLD SCHOOL.

Hi! You're the new boy in my class. I'm Emma.

Hi. I'm David.

What are you doing?

I want to join a club to make new friends.

3 HAVE YOU EVER TRIED GYMNASTICS?

No, I haven't!

Come to the *Wake-Up Club*! I go with Harry and Sophia.

2 WHICH CLUB DO YOU WANT TO JOIN?

MAYBE THE MUSIC CLUB. I'VE NEVER PLAYED THE VIOLIN OR THE DRUMS.

OH, NO! YOU CAN'T. IT'S FULL.

4 WHEN IS IT?

FROM MONDAY TO THURSDAY AT 7:30 A.M., BEFORE SCHOOL STARTS.

7:30 A.M! No way!

COME ON. GIVE IT A TRY. IT'S FUN!

2 Read again and write Yes or No.

1. The *Wake-Up* club is too early for David. Yes
2. Students use hop balls every day in the *Wake-Up* club. No
3. In the end, David is happy he joined the club. Yes

◆ Mark (✓) the purposes of the *Wake-Up* club.



to make friends



to use hop balls



to feel awake

Objectives of the day:

1. Understand the context for the use of the present perfect tense.
2. Read about after-school clubs.

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

Open the day

- ◆ "Eagle Vision" practice.
- ◆ Write the phrase *wake up* on the board. Ask students if they find it easy or difficult to wake up in the morning and why. Encourage them to talk about what they do to help them wake up in the morning. If time allows, students can vote on the best strategy for waking up.

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

Have students work in pairs and guess what is happening in each picture. This will help them better follow the story while listening. You can ask volunteers to explain what they think is happening: *Who do you think the main character is? How do you know? Is there more than one main character?* Accept any answers they give. Then play Track 5 once and ask students to follow along. Ask students whether their guesses were correct or not.

Open to Learn

To check that students understand the comic strip, you might like to draw their attention to the Open to Learn box. Explain that the structure presented there is used to describe activities experienced at any time in a person's life. You can elicit this information by asking questions related to the story, such as: *Has Emma ever tried gymnastics in her life? Has David? When?* You might like to personalize the questions and ask students about their own experiences until you are confident they have grasped the concept of the structure.

Language Presentation**The Present Perfect with Never.**

In this lesson, students will learn how to share experiences using the present perfect. We suggest you do Poster Activity 1A at this stage to make students feel more confident while doing the activities on this page.

2 Read again and write Yes or No.

To check reading comprehension, ask students to read the three sentences and then read the comic strip once more. Give them a few minutes to complete the activity. To check, draw a grid on the board (3 cells across, 4 down). Leave the first cell blank and then write Yes and No in the top row, and 1, 2 and 3 in the first column. Read each sentence and have students raise their hands for Yes or No. Record the number of votes for each answer and correct as needed. You may want to ask volunteers to share how they knew the answer using clues from the text.

◆ **Mark (✓) the purposes of the Wake-Up club.**

Ask students to close their books and engage in a discussion. Ask them what they think the Wake-Up club is for. Allow students to speak freely; there is no right or wrong answer. Then have them open their books and complete the activity. Check as a class.

Close the day

- ◆ In order to review past participles, write the verbs used in the unit so far on the board. Students can help you find them on pages 12 to 17. Have students call out the past participle form. Then call out any of the verbs from the list and have volunteers describe an experience, real or invented, using the present perfect: *I have played the piano*. Then have the class guess whether the statement is true or false.



Practice Book: Assign Activity 2 on page 10 as homework.

Objectives of the day:

1. Talk about personal experiences.
2. Exchange information about personal experiences.

Materials: *School Clubs* Flashcards, Flashcard Activity 1B on page XV; Reader.

Open the day

- ◆ "Eagle Vision" practice.
- ◆ In order to review the *Good Buddies* story, ask:
Does David like music? (Yes, he does.) *Has he ever played the violin or the drums?* (No, he hasn't.) *Has David tried gymnastics?* (No, he hasn't.) *Has David bounced on a hop ball before?* (No, he hasn't.) *Who helps David in the end?* (Emma)
- ◆ Flashcard Activity 1B.

Open the book!



Play Find Someone Who!

First, ask students to read the questions and elicit the form of the verb that would complete each one. (past participle) Give them two or three minutes to complete the questions and check as a class. Ask students if they have ever played a game called *Find Someone Who*. If they have, ask a volunteer to help you explain how to play it. If not, explain that they will have to move around the classroom asking questions and that when they find someone who has done one of the activities, they should write down his or her name. Read the examples and let them play. When time is up, ask students to sit down. Ask: *Who has... (played a musical instrument)?* and have students call out the names of their classmates. Then ask those students who have done each activity to briefly describe their experiences.



Reader



Have students open the Reader to page 5. Remind students of the predictions they made about the traditional games that might be mentioned in the text and write them on the board. (See page T13 for reference.) Play Track R1 and ask students to listen and follow along on pages 6 and 7. Then have the class name the games shown on the pages. (red rover, marbles, hopscotch and sack race) Put a check next to the ones they predicted and add any others to the list. Ask students what they think about the games: *Which games do you play? Why do you like it?* Then have students discuss, in groups, the games they have or haven't played.

Close the day

◆ Play I Think You Have Never:

This game will help you to learn how confident your students are using the present perfect tense. Pair up advanced and less advanced students so they can help each other. Ask students to write three statements about what their partners have or have never done. Encourage them to use their imaginations. Then each student says whether the statements about them are right or wrong. Model with a volunteer. Use simple statements like: *I think you have never had a cat. You are right. I think you have never swum in the sea. You are wrong. I have swum in the sea.*



Practice Book: Assign Activities 1 and 3 on pages 10 and 11 as homework.

5 THE FOLLOWING MONDAY...

I'M NOT SURE I WANT TO DO THIS.

Hi, DAVID!

OK, EVERYONE! TODAY IS BOUNCE DAY. LET'S WAKE UP OUR BODIES AND BRAINS!

6



7

ARE YOU OK?

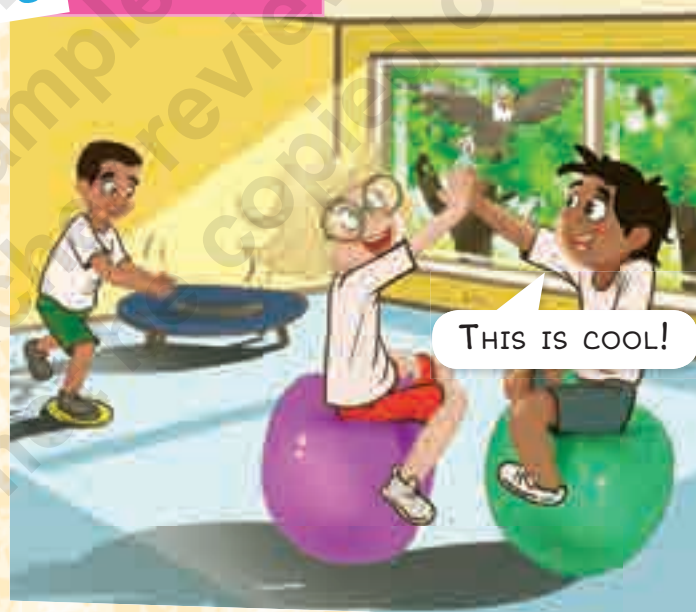
HA, HA. YES, THANKS. I'VE NEVER DONE THIS BEFORE.

EMMA HAS. SHE CAN HELP.

YES, I HAVE! COME ON, LET'S PRACTICE!

8

MOMENTS LATER...



Play Find Someone who!

Have you ever...	Name
1. <u>played</u> (play) a musical instrument?	
2. <u>used</u> (use) a hop ball?	
3. <u>joined</u> (join) a club?	

Have you ever used a hop ball?

Yes, I have.

No, I haven't.

I've **drawn** my own fantasy comic.
I **haven't won** the prize.

3 Listen and write the letter of the activity each character has done.

c



d



a



b



a



b



c



d



◆ **Listen again and answer the questions.**

1. Has Harry learned to play a tune on the guitar?
2. Has Sophia won a prize for her cake?
3. Has Emma won a gold medal in a race?
4. Has David drawn a fantasy comic?

Yes, he has.

No, she hasn't.

No, she hasn't.

Yes, he has.

◆ **Share your answers with a classmate.**

Sophia has never won a prize for her cake.

Emma has won a silver medal.

4 Listen and circle the correct options.



I'm in the sports club. I (1) **have run** / **ran** in lots of races.
Last summer, I (2) **have won** / **won** a prize in the
Under-ten State Championship. It (3) **has been** / **was** in
City Park. I (4) **won** / **have won** a silver medal.

5 In your notebook, write about a club or activity that you like.

- Something you have done in that club.
- When / Where did you do it?
- What happened?
- How did you feel?

Objectives of the day:

1. Listen for specific information.
2. Talk about personal achievements using the present perfect.
3. Write about an experience at a club or an after-school activity.

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

Open the day

- ◆ "Eagle Vision" practice.
- ◆ **Play Verb Ping Pong:**

Students stand in a circle and take turns saying a verb. The next student in the circle has to say that verb's past participle form, and then say a different verb. Students who make a mistake sit down. The last student standing is the winner.

Open the book!**Open to Learn**

Draw students' attention to the Open to Learn box. Students read both examples and identify the past participle forms of the verbs. Ask a volunteer to write the infinitive forms of those verbs (draw, win) on the board. Then ask students: *Have you... (won a prize)?* and have them stand up if they have, or remain seated if they haven't. Have a volunteer answer using a complete sentence. Write on the board: *I haven't won a prize. I have never won a prize.* Explain that when talking about achievements, these mean the same thing. Then write on the board: *I have done my homework. I have never done my homework.* Ask students if these two sentences mean the same and elicit the meaning of each sentence. Continue with a number of activities until you are confident that students are comfortable with the language.

3 Listen and write the letter of the activity each character has done.

Point to the pictures of the children and ask students to describe each one. (This is a girl. She has long brown hair and brown eyes.) Then tell them they are going to listen to the four children talking about their activities. They should listen carefully to identify which activity each child has done. Before playing the track, have students identify what achievement each picture below the children represents. Play Track 6 twice. To check,

call out the name of each child and have students tell you the corresponding letter and activity. (Sophia has made a cake.)

◆ Listen again and answer the questions.

Have students read the questions first. Allow them to try to answer the questions from memory. Then play Track 6. Do not check yet and move to the next activity.

◆ Share your answers with a classmate.

Read the examples of complete sentences related to the activity above. Then have volunteers form sentences about Harry and David using the model. You might invite students to make negative statements to practice the negative form of the present perfect at this point.

4 Listen and circle the correct options.

Give students one minute to read the text and look at the picture. Point out each option and elicit the verb tenses. (present perfect and simple past) Elicit when we use the simple past. (when we talk about an action that was completed at a specific point in the past) Then play Track 7 for students to listen and circle the correct options. Have volunteers read the complete sentences aloud.

Open Day Tip Peer Correction

Explain that it is important to know that students can learn from their classmates as well as their teacher. For this reason, allow students to correct each other often, always in a respectful manner. Try to encourage all students to participate in peer correction, not just the more advanced ones.

5 In your notebook, write about a club or activity that you like.

Ask students to think about a club or activity that they like and write about it by answering the questions in their books. To check, you can have volunteers share their experiences with the class or small groups.

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

Close the day

- ◆ Poster Activity 1B on page XXI.

  Practice Book: Assign Activities 4, 5 and 6 on pages 11 and 12 as homework.

Objectives of the day:

1. Practice the following speaking strategy:
 - Answer personal questions.
2. Exchange information about personal experiences and those of others.
3. Listen for specific information.

Materials: *School Clubs* Flashcards, Flashcard Activity 1C on page XV.

Open the day

- ◆ "Eagle Vision" practice.
- ◆ Form groups and have students mime a club or activity for their group to guess. Volunteers from each group can share the best mimes from their group with the class.
- ◆ Flashcard Activity 1C.

Open the book!

Speaking

Speaking Strategy

Answering Personal Questions

At this level students will be expected to understand and respond to personal questions on topics, such as school, weekends, friends and hobbies. It is important that students listen carefully to the questions and answer with complete sentences, adding as much detail as possible.

1 Choose an activity and complete the first chart.

Have students look at the pictures and read the captions in pairs. Ask questions to prompt students to talk about the activities shown in the pictures: *Have you ever done any of these activities? How did you feel? Would you like to?* Then ask them to choose one of the activities and complete the first chart. You can have students complete the chart in their notebooks so that they have more space to answer the last two questions.

◆ Take turns asking and answering. Then complete the second chart.

Tell students that they are now going to learn about a classmate's activity by asking each other questions and answering them with as many

details as possible. Read the questions in the speech bubbles aloud. Invite a volunteer to say what the difference is between the first and the remaining questions. (The first question can be answered only with *Yes* or *No*. The others require more specific information.) Have students ask each other questions in pairs and answer in full sentences. To check, ask some volunteers to talk about their classmates' activities.

Listening

International Certification: Listening

One of the tasks in the Listening section of international certifications for this level is the note-taking exercise. Students listen to a conversation between two speakers and write a word or a number next to five short prompts. Explain that it is important to read through the activity quickly before they listen so they know what type of information is missing for each prompt.

1 Listen and write. There is one example.



Have students look at the pictures and the prompts and discuss what type of information could be missing from each prompt. (the name of a teacher, the school object, etc.) Play Track 8 twice and have students complete the activity as they listen. To check, ask questions in place of the prompts and have volunteers call out the answers: *Who runs the club?* (Dr. Stevens)

Close the day

- ◆ Form groups with four or five students of different levels in each. Tell the class that each group is going to create a story about their experiences and achievements in a club. The first student in each group says a true or false statement about his or her personal experience in a club: *I have acted in a play.* Then subsequent students continue the story with one sentence each: *I joined the drama club two years ago. I haven't played a main character.* Practice continues until each student has spoken at least once, or the story comes to a close. You can have volunteers tell their completed stories to the class.

Speaking

1 Choose an activity and complete the first chart.

1



act in a play

2



win a prize

3



watch a scary movie

4



climb a tree

Your Activity

Activity	
Where?	
When?	
What happened?	
Feelings	

Your Classmate's Activity

Activity	
Where?	
When?	
What happened?	
Feelings	

◆ Take turns asking and answering. Then complete the second chart.

Have you ever acted in a play?

Where did you do it for the first time?

How did you feel?

Listening

1 Listen and write. There is one example.  



The STEM Club

0. Meets on Wednesdays at: 3:00 p.m
1. Person who runs the club: Dr. Stevens
2. Children learn about: robotics
3. Children need to bring: a notebook
4. Sometimes children do other: experiments
5. In the STEM Club, students can be: creative



Why is it necessary to think before we act?

- 1 Read and write **A** (Amygdala) or **P** (Prefrontal Cortex) according to which part of the brain is in control in each picture.

Conflict

Amygdala
(impulse)

Prefrontal Cortex
(analysis and decision)

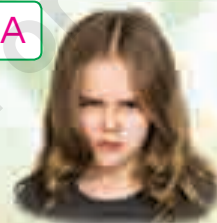
Balanced Response

The **amygdala** gives impulsive and immediate responses, such as fear and anger.

The **prefrontal cortex** helps us analyze our emotions and make good decisions.

Usually, the two parts work together. That is, we feel fear and anger, but we also try to control them.

A



P



- Read and write **A** (Amygdala) or **P** (Prefrontal Cortex).

1. You get angry with a friend, and you say something bad. **A**
2. You get angry with a friend, but you are careful about what you say. **P**
3. You are nervous about a presentation in class, but you do it anyway. **P**
4. You are nervous about a presentation in class, and you can't speak. **A**

- 2 Listen and follow.

How to Stay Calm

1



2



3



Objectives of the day:

1. Get acquainted with positive and negative emotions.
2. Learn about two brain parts: amygdala and prefrontal cortex.
3. Learn how to stay calm.

Materials: a picture of a brain with the locations of the amygdala and the prefrontal cortex marked.

Open the day

- ◆ "Eagle Vision" practice.
- ◆ Write the phrase *stay calm* on the board. Ask students what it means, and when it is most important to stay calm. Have volunteers tell the class about times when they have failed to stay calm and what happened as a result.

Open the book!

Exploring Our Brain

Critical Thinking

Why is it necessary to think before we act?

Have students work in groups. Draw their attention to the question and ask them to think of one reason why it is necessary to think before we act. Ask them to discuss their ideas and then share them with the class. Prompt ideas, such as: *We make sure not to say something hurtful. We have time to prepare what we want to say. We have time to calm down., etc.* If you would like to understand more about how mindfulness is related to the brain, we recommend you visit this website:

<https://blissfulkids.com/mindfulness-and-the-brain-how-to-explain-it-to-children/>

1 Read and write **A (Amygdala) or P (Prefrontal Cortex)** according to which part of the brain is in control in each picture.

Display the picture of the brain and tell students they are now going to learn about two important parts of our brain: *the amygdala* and *the prefrontal cortex*. Read the text aloud and ask them to follow along. You may want to tell students that the reactions of the amygdala to the emotions of anger and fear are impulsive, so we don't really think about them before we act. We can learn through mindfulness to delay our

immediate impulse to act and let the prefrontal cortex, the calm and thoughtful part of our brain, tell us how to respond best. Next, students do the activity. To check, make the faces the girl is making in the pictures and ask for the answers.

◆ Read and write **A (Amygdala) or P (Prefrontal Cortex)**.

Students do this activity on their own. They should read each sentence and think which of the two parts of the brain mentioned in the text above controls each reaction. Once they are ready, they can check their answers either in pairs or as a class.

2 Listen and follow.

Before doing the activity, ask students to discuss why staying calm is important. Explain that you are going to play an audio track with instructions for them to follow. Before you play Track 9, ask students to describe the pictures in pairs, as this might help them better understand the audio instructions. Then play Track 9 once. You can stop after each step if necessary to check that all students are doing it correctly. Once the functions are clear, play the audio once more for students to follow. Finally, ask students how the practice made them feel.

Close the day

- ◆ To continue reflecting upon emotions, tell students to draw images to represent the amygdala and the prefrontal cortex, considering the characteristics of each. For example, for the amygdala they might draw an angry person shouting and pulling their hair out or a fearful child imagining monsters under their bed. For the prefrontal cortex, they might draw a person thinking carefully or balancing angry and calm faces in their hands. Invite volunteers to share their pictures with the class.

Objectives of the day:

1. Practice pronunciation of *wh-* words.
2. Learn the difference between /h/ and /w/.

Materials: white sheets of paper cut into four pieces each (1 piece per student). You can use the IPA Pronunciation Guide on page A1 and the online platform as a guide.

Open the day

- ◆ "Eagle Vision" practice.

Before the practice, some volunteers can share their feelings with the class: *I feel sad this morning. I am very happy because it is my birthday.*, etc. Then do the mindfulness practice and ask: *Have your feelings changed? Were you able to notice more (different) things this morning than other days? Why do you think you can notice more things some days than others?*

- ◆ Ask students for the words in English they find most difficult to pronounce. Write their answers on the board. Then give students two minutes to make a tongue twister with the words listed. Invite volunteers to read their tongue twisters aloud.

Open the book!

1 Circle the *wh-* words in the rhyme.

Have students read the title of this page out loud (*Sounds Fun!*) and ask them what they think this page will be about. Explain that this section is going to help them with pronunciation and how sounds can be written in English. Write the word *rhyme* on the board. Elicit what it means or have students give rhyming words. Point out that a rhyme can also be a short poem that rhymes. Read the rhyme out loud to the class, putting additional emphasis on the /h/ and /w/ sounds while students circle the *wh-* words. You can use the IPA Pronunciation Guide on page A1 and the online platform as a guide. To check, have volunteers read the poem with the same emphasis on the circled words.

- ◆ **Listen and say the rhyme. Identify two ways of pronouncing *wh-*.** 

Tell students they are now going to hear the rhyme again and that they should try to identify two different ways of pronouncing *wh-*. Play the audio twice and have students discuss the two different ways in pairs. To check, ask: *Did you and*

your classmate agree on the two sounds? If there is disagreement, model /h/ and /w/ and have students repeat after you.

- ◆ **Put a piece of paper on your hand and say the *wh-* words from the rhyme. Which words make the paper move?**

Explain that when we pronounce some sounds, we push more air out of our mouths. Tell students that they are going to test that in this activity. Ask students to read the instructions and look at the picture for more information. Have them take out a piece of paper and read the rhyme out loud. (The /h/ sound should move the paper and the /w/ sound should not.) You can read the rhyme again to help them with pronunciation if necessary.

2 Match the *wh-* riddles to the pictures.

Write the word *riddle* on the board and explain that a riddle is a question that has a humorous or clever answer. Ask students to read the riddles and look at the possible answers. You can ask questions to help students match the answers: *Which of the three pictures has something that eats?* (the whale) *Which has holes?* (the basket) *Which is related to wheels?* (the parking sign) Have students match the riddles with the answers in pairs. To check, have pairs compare answers with other pairs.

- ◆ **Circle the *wh-* word in the riddles that has an "h" sound.** 

Have students read the riddles out loud and circle the *wh-* word with the /h/ sound. To check, ask a volunteer to say the word.

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

Close the day

- ◆ Have students create a riddle of their own in pairs or small groups including at least one *wh-* word. After a few minutes, have volunteers say their riddles aloud and have the rest of the class guess the answers.

1 Circle the *wh*- words in the rhyme.

Who and *what*, *when* and *where*?

Why and *whose* and *how*?

These are the words you need to use

When you want an answer now!

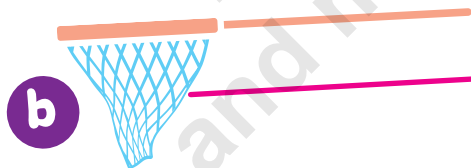
- Listen and say the rhyme. Identify two ways of pronouncing *wh*-. 

- Put a piece of paper on your hand and say the *wh*- words from the rhyme.

Which words make the paper move?

2 Match the *wh*- riddles to the pictures.

1 Big I am, but small I eat.
What am I?



2 With holes, I am *whole*.
What am I?



3 I may have a thousand wheels, but I do not move.
What am I?

- Circle the *wh*- word in the riddles that has an "h" sound. 

Reading

1 Look at the pictures and discuss how the boy feels.

Stage Fright

Jack was standing in front of his Grade 4 class. It was his turn to give a presentation. The topic was easy: *My Favorite Hobby*. Jack's favorite hobby was skateboarding. He had notes on why he liked skateboarding, when he started doing it and where he practiced. He was well prepared.

However, he felt anxious as he stood in front of the class. He opened his mouth, but no sounds came out. He felt hot. Then, he started shaking. His teacher, Ms. Davies, saw how uncomfortable he was.

"Don't worry, Jack," she said. "Go and sit down."

"Have you ever given a presentation?" Jack's friend Emily asked as he returned to his seat.

"No, I haven't," Jack replied, "And I never want to again!"



For the next few weeks, Jack didn't speak in class. He paid attention, but he never asked questions or talked in front of a group. When Ms. Davies asked for volunteers, he just stared at his desk.

2 Read the story and complete the sentences. You can use one to three words. 

0. Jack's favorite hobby is skateboarding.
1. Jack has never given a presentation before.
2. Ms. Davies invited the students' families to watch the Christmas play.
3. Ms. Davies asked Jack to play a tree.
4. Before the play, Jack realized he had never spoken in front of so many people.
5. After the play, Jack decided to join the drama club.

Objective of the day:

1. Practice the following reading strategy:
 - Checking context clues.

Open the day

- ◆ "How to Stay Calm" practice.

Have students discuss in small groups how they feel when they have to give a presentation in front of the class. Tell them that doing the "How to Stay Calm" practice described in Activity 2 on page 20 before a presentation will help them control their nervousness.

Open the book!**Reading****Reading Strategy****Checking Context Clues**

Tell students that to make reading easier, they should use the clues available around the text to get some ideas of what it is about. Titles, pictures, diagrams and captions can be used to get general ideas about the context before they begin to read.

1 Look at the pictures and discuss how the boy feels.

Have students look at the picture and describe what is happening. (The boy is speaking about his hobbies.) Then ask students to say how he is feeling. (nervous) Invite students who get nervous when speaking in public to raise their hands. Elicit what makes them nervous. (making mistakes, having their peers laugh at them, etc.)

International Certification: Reading

When students are faced with a gap-fill activity with no word box, both their lexical and grammatical competence is being tested. Therefore, they should read the text as a whole to get the main idea, and then complete the sentences with answers that make sense in the context of the incomplete sentence. In addition, activities like this will also have a word limit, so students should pay particular attention to the number of words they are allowed to use to complete the sentences. Students' answers should make grammatical sense and be within the word limit to be considered correct.

2 Read the story and complete the sentences.

You can use one to three words. 

Ask students to read the instructions and ask them: *How many words can you use in each answer?* (one, two or three words) Tell students that the pictures are context clues that help make understanding the text easier. Give students enough time to read the story. After that, give students a few minutes to complete the activity. Remind them that their completed sentences should make grammatical sense. To check, have volunteers read their completed sentences and have other students correct them.

Close the day

- ◆ To close the day, have students brainstorm a list of fears in their notebooks. (stage fright, spiders, heights, etc.). Then have students swap books and think of the most fun way to face those fears. (sing in the school assembly, make friends with a spider, wear a cape like a superhero, etc.) Have volunteers read out the best ways to face their fears.

Open Day Tip Students' Glossaries

It is important that students be responsible for the vocabulary they are going to study. Allow students to create their own glossaries either in the back of their notebooks or in a separate one where they can write the words they do not know. Encourage them to include the part of speech, a definition or synonym in English and a translation in their first language if they need to. They can use columns, a color code, or even have separate pages for different parts of speech. You can show them how to do this on the board, or you can create a couple of differently organized glossary pages as a model.



Practice Book: Assign Activities 1 and 2 on page 13 as homework.

Objective of the day:

1. Talk about feelings in a stressful situation.

Open the day

- ◆ "How to Stay Calm" practice.
- ◆ Write these two questions on the board and have students discuss in pairs: *What is one situation that makes you nervous or anxious? What do you do when you feel nervous or anxious? What strategies do you use to deal with nervousness?* Invite pairs to share some of their strategies with the class.

Open the book!

3 Read the story again and write the numbers to complete the sentences.

To check comprehension, begin sentences and have volunteers complete them: *Jack is nervous because... In the play, Jack played...* Next, ask students to match the sentence halves by writing the corresponding numbers on the lines. To check, have them compare answers with a classmate.

4 Describe how you feel when you speak in front of a group of people. Give reasons for your answer.

Create a simple 2-column chart with happy and sad faces at the top. Ask students whether they like to speak in front of a group of people and record the results on the board. Then ask students to discuss in small groups how they feel when they speak in front of people and what they can do to overcome any negative emotions. Invite volunteers who find it easy to give advice to the class.

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

Close the day

You can do either of the two activities below to close your class:

- ◆ To prepare students to settle into the next class, you can teach them a new mindfulness exercise. Tell students to close their eyes and breathe slowly, freeing their minds from any thoughts other than the word *in* as they breathe in, and *out* as they breathe out. Tell them that every time their minds begin to wander, they should focus only on breathing in and out, repeating the words silently to themselves.
- ◆ In small groups, have students discuss whether reading the story was easy or difficult and why. Encourage them to talk about how checking context clues, such as the pictures, helped them to understand what was happening in the story.



Practice Book: Assign Activity 1 on page 17 as homework.



Then, one day, Ms. Davies made an announcement. "It's time to start rehearsing for our Christmas play," she said. "Everyone will have a speaking part, and we will invite all of your families."

Jack was shocked. *I can't act in front of all those people!* he thought.

The play was *Robin Hood*. Jack was happy that he did not get any of the major roles. In fact, he didn't volunteer for any of the minor ones either. Eventually, Ms. Davies asked him to play a tree.

"Your only line is 'Whoosh!'" said Emily. "But you have to say it a few times and move with the wind!"

Jack wasn't so happy about that. "I will look ridiculous," he said, "and I'll get stage fright!"

"You will be in costume," Emily replied. "No one will know who you are."

That's true, Jack thought. *Maybe this won't be so bad after all.*

The big day arrived. Emily and Jack were backstage. Emily was in her Maid Marion costume and Jack was dressed as a tree.

"Have you memorized your lines?" Emily asked Jack.

"Very funny," Jack replied. "Whoosh!" They both laughed. Then Jack looked out at the audience.



The school gymnasium was full. "I've never spoken in front of so many people," he whispered to himself. When Jack was on stage, he looked at people's faces. They were having fun. *I've made things worse by not speaking in class,* he realized. *I'm even more nervous than I was before!*

He was thinking so much that he forgot his line, but luckily no one noticed.

"I have to face my fears," Jack said to Emily after the play. "So, I've decided to join the drama club to build up my self-confidence."

And in the following school year, that's what he did.

3 Read the story again and write the numbers to complete the sentences.

1. Jack felt anxious... 4 because he didn't speak in class.
2. The tree's only line... 3 you are too scared to go on stage.
3. Stage fright is when... 1 when he tried to give a presentation.
4. Jack thinks his problem got worse... 2 in the play was "Whoosh!"

4 Describe how you feel when you speak in front of a group of people.

Give reasons for your answer.

Writing

1 Write the numbers to match the children to the clubs.

1



I don't do enough exercise and I want to get healthy.

2



I enjoy thinking of ways to save the planet.

3



I want to learn digital skills.

4



I'd like to meet kids with similar interests.

3

Computer Club



Develop your problem-solving skills by learning how to program and much more!

1

Soccer Club

Practice three times a week at the sports center.



2

Conservation Club

Let's work together to clean our parks.



4

Kids ZONE

Different activities from 4:00 to 6:00 p.m. every day.



◆ Read the activities and write the name of the club.

creating digital music

making animations

designing webpages and logos



Computer Club

playing interactive games

basic coding

creating an avatar

◆ Brainstorm activities you can do in the other clubs.

Objective of the day:

1. Practice the following writing strategy:
 - Brainstorm ideas as part of the planning process.

Open the day

- ◆ "How to Stay Calm" practice.
- ◆ **Play Hangman:**

Write a number of lines on the board corresponding to the number of letters in one of the new words from this unit. Have students guess the letters one by one. If students say a letter that is not in the word or phrase, draw a section of the hangman. If the students have not guessed the word or phrase correctly before the hangman is completed, they lose the round. After the first round, you can have volunteers come up to the board and take charge of subsequent rounds of the game.

Open the book!**Writing****1 Write the numbers to match the children to the clubs.**

Read the *Computer Club* ad aloud and have students think of keywords related to it. (video games, programming, digital, etc.) Then have a volunteer identify which of the children might be interested by reading what he or she says. (Child 3 wants to learn digital skills.) Let students match the children to the remaining ads by writing the number of each child in the box of the corresponding ad. To check, have them get into pairs and start a dialogue. You can model it with a volunteer before they start. For example:

Student A: *I don't do enough exercise and I want to get healthy.*

Student B: *You should join the soccer club. We practice three times a week at the sports center.*

- ◆ **Read the activities and write the name of the club.**

Tell students to read the activities. Explain that they are clues that will help them guess the name of a club where you can do these activities. To check, have a volunteer call out the name of the club.

Writing Strategy**Brainstorming Ideas**

Tell students that before writing, it is a good idea to generate ideas freely. Brainstorming is a good way to do that. They can generate ideas through word association (video games—play, code) or through what they already know about a topic (soccer—practice, team). This way, when it comes to writing, all of their ideas are in one place in a way that makes sense to them.

- ◆ **Brainstorm activities you can do in the other clubs.**

Have students brainstorm activities they could do in the other clubs. Prompt them with questions: *What would you like to do in a club like that? What would you learn?* At the end, you may want to have students get into groups of four and discuss their answers.

Close the day

- ◆ Have students get into small groups. One of them will say the name of a club aloud, either from the unit or from their imagination. Then the group (including the speaker) will have to write down as many activities as possible in twenty seconds. Have them take turns until all group members have named at least one club. At the end, have volunteers share their answers and allow the rest of the class to correct and discuss them.



Practice Book: Assign Activities 1 and 2 on page 16 as homework.

Objective of the day:

1. Plan and write a diary entry about feelings.

Open the day

- ◆ "How to Stay Calm" practice.
- ◆ Write the word *creativity* on the board and elicit its meaning. Ask students to discuss whether they are creative and with what kinds of things (painting, writing, coding, etc.)

Open the book!**International Certification: Writing**

In the Writing section of international certifications at this level, students will find an activity in which they read a story and complete sentences using one, two, three or four words. There is one continuous text and one picture. The picture provides a context for the story but does not provide answers to the questions. Correct spelling is required at this stage.

2 Read and write the missing words.**Write one-word answers.**

Have students read the whole text and look at the picture first to get the main idea. Remind them to look at the words on either side of the gaps and think about the structures they need to complete (see International Certification box on page T22). The completed sentences must be grammatically correct and make sense. Ask them to write the missing words individually but check in pairs. If any of the pairs disagrees on an answer, ask them to discuss and analyze both options to see which one is correct. Once finished, read the text aloud, stopping at the missing words so students can call out the answers.

3 Think of a club you want to join and write notes in the chart.

Give students a minute to look at the chart. Then have them work individually to complete it. They can choose the same clubs they chose in previous activities or they can choose new ones. Ask them to write at least three notes in each section. Finally, ask a volunteer to share his or her information with the rest of the class, or you can replicate the chart on the board with the ideas called out by volunteers.

◆ In your notebook, write a diary entry about the club you want to join.

Ask students to take what they wrote in the chart and use it to now create a diary entry in their notebooks. Remind them that they should include all of the information in the notes they wrote in the chart, but in complete sentences. Invite volunteers to read their entries to the class.

Close the day

- ◆ Have students think about a club they would like to start at school. Ask them to fill out a chart like the one on this page with information about the new club: *What reasons could there be for other people to join? What activities would it include?* Remind students to include details about those activities, and how members should expect to feel: *happy, well-rested, energized, calm, etc.*



Practice Book: Assign Activities 1, 2 and 3 on page 14 as homework.

2 Read and write the missing words. Write one-word answers.

I wanted (0) to do something creative in my free time, so I

(1) have joined the art club at school. It is great fun!

Our teacher is Mr. Grayson, and he

(2) has given us a project to

do. We are making large butterfly sculptures out of old plastic sheets and spray paint. They are very colorful and

they are much bigger (3) than our

usual paintings. We (4) have to wear masks when we spray the plastic because the smell of the paint is very strong. I love art! It makes me

(5) feel calm and relaxed.



3 Think of a club you want to join and write notes in the chart.

Reasons for Joining	
Activities	Details About Activities
Feelings	

- ◆ In your notebook, write a diary entry about the club you want to join.

Listening

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

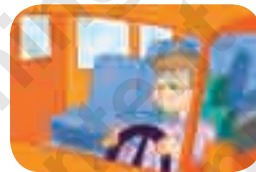
0. What is Jordan's dad's job?



A ☒



B ☐



C ☐

1. What did Jordan's dad want to be when he was seven?



A ☐



B ☐



C ☒

2. What school club did he join?



A ☒



B ☐



C ☐

3. What did he learn in the club?



A ☒



B ☐



C ☐

4. What did he study at university?



A ☐



B ☒



C ☐

5. What else does he like doing?



A ☐



B ☐



C ☒

2 Choose a club from this unit. Make a list of skills you can learn in it.

◆ Think of a job that matches some of the skills you listed. 

Objectives of the day:

1. Listen for specific information of all kinds.
2. Identify connections between clubs, skills and future professions.

Open the day

- ◆ "How to Stay Calm" practice.
- ◆ Have students discuss in pairs what they want to be when they grow up and which clubs could be related to the professions they chose. For example, if they want to be a doctor, they might want to join the STEM club.

Open the book!**Listening****International Certification: Listening**

In the Listening section of the international certifications at this level, students will find an activity in which they will listen to five separate dialogues where the speakers are clearly differentiated by age or gender. Students should answer the question about each dialogue by writing a check mark next to one of three picture options. Before listening to the audio, students might find it helpful to quickly read the questions and to think of words that could be used to describe each picture.

1 Listen and mark (✓) the correct box.

There is one example.  

Ask students to read the instructions and have a volunteer explain them to the class. Give students one minute to look at the pictures and say what they see in each one. Explain to students that they should read the questions before you play Track 11 twice. They should listen only for the specific information that each question requires. Point out the example and ask what Jordan's dad's job might be. (an engineer, a computer programmer, etc.) Play Track 11 twice for students to complete the task. To check, put students into groups and have them compare answers, justifying their answers with what they heard.

2 Choose a club from this unit. Make a list of skills you can learn in it.

Ask students to choose one of the clubs they have learned about in this unit and make a list of skills they could learn in it. Ask for a minimum of five skills. To check, have students walk around the classroom and find other students who have written the same skills, but for different clubs.

- ◆ **Think of a job that matches some of the skills you listed.**

Ask students to reread the skills they wrote down and think of a job that could match all or most of them. Ask some students to share their answers with the rest of the class.

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

Close the day

- ◆ **Play Charades:**

Have students play *Charades* with the jobs and skills they practiced on this page. If you're not sure how to play *Charades*, you can check the instructions on page T14.



Practice Book: Assign Activity 1 on page 15 and Activity 1 on page 18 as homework.

Objectives of the day:

1. Practice the following speaking strategy:
 - Follow-up questions.
2. Learn how to write a simple profile.

Materials: Reader; Practice Book (pages 17 and 18).

Open the day

- ◆ "How to Stay Calm" practice.
- ◆ Have students work in pairs to ask each other three questions about a club they have participated in or an activity they have enjoyed. Encourage them to use the present perfect tense to talk about their experiences.

Open the book!

Speaking

1 Read the profiles and discuss what clubs the children might enjoy joining.

Ask students to read the children's profiles and discuss in pairs which clubs each child might be interested in joining. Explain that, in addition to mentioning the names of the clubs, they should justify their answers by explaining why they think the children would enjoy those clubs.

◆ Listen and mark (✓) the correct club.

Have students identify the names of the students and the clubs. Then play Track 12 once for students to write a check mark next to the club to which each student belongs. Play the track again for students to check their answers.

2 Unscramble the questions.

Have students read the questions individually and unscramble them. You can time the activity to see who gets them all unscrambled correctly in the shortest amount of time. To check, have the winning three students read out their answers.

3 Write your profile and share it with a classmate.

Have students review the profiles in Activity 1 so that they can write their own profiles. When they are done, ask them to share them in pairs.

Speaking Strategy

Follow-Up Questions

Tell students that it is important to be an active listener in a conversation. One way to do that is to ask follow-up questions. Invite students to imagine what kind of additional details they might ask about. Give them some sample questions: *What games do you like? What do you like to paint?* etc.

◆ Role-play a conversation about joining a club. Follow the prompts.

Write the word *role-play* on the board and elicit what it means. Model role-playing with a volunteer using the prompts. Have students role-play the dialogues in pairs using their profiles.

Close the day

- ◆ Tell students to write a scrambled sentence from their role-plays and pass it to the classmate on their left to unscramble.



Reader 

Before opening the Reader, ask students what they recall about the text *Traditional Games*. (See page T17.) Allow them to refresh their memories if needed. Play Track R1 again from the beginning to page 9. Ask them to discuss in small groups what they thought about the games on those pages. Then have students get into small groups to discuss and rank which games look the most fun and easiest to learn.

Time to Practice

You have now finished the first part of Topic 1, "Clubs and Hobbies." 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. Have them look at the picture and read through the dialogue. Ask students what it is about. Next, tell students to read all of the responses and then match them to the questions in the conversation. Check as a class. Next, have students turn to page 18. Remind students that they might have to write a word or words in the text as well as coloring. Play Track 23 once through and tell students to color the items during the pause. Then play the track again and have students complete the task. Finally, assign the two pages as homework or do the activities at the beginning of the next class.

Speaking

1 Read the profiles and discuss what clubs the children might enjoy joining.



Name: Jayden Williams
Age: nine
Favorite school subject: math
Hobbies: computer games, technology
Skill: model building



Name: Zehra Demir
Age: ten
Favorite school subject: physical education
Hobbies: basketball, art
Skill: painting

◆ Listen and mark (✓) the correct club.

- | | | | |
|-----------|-------------------------------------|--|--|
| 1. Jayden | ☐ Computer | ☐ Art | ☒ STEM |
| 2. Zehra | ☐ Basketball | ☒ Soccer | ☐ Art |

2 Unscramble the questions.

1. joined / Have / a / school club / you / ? / ever

Have you ever joined a school club?

2. doing / you / What / ? / do / like

What do you like doing?

3. don't / you / ? / STEM Club / Why / join / the

Why don't you join the STEM Club?

3 Write your profile and share it with a classmate.

◆ Role-play a conversation about joining a club. Follow the prompts.

