

# open minds 5

## Student's Book

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# 2

# World citizens

## TO DO

- ▶ Learn names of countries and nationalities
- ▶ Use the Past Simple of *to be*
- ▶ Make and respond to suggestions
- ▶ Learn about friction
- ▶ Write and practise a dialogue
- ▶ Drink lots of water!

### 1 Discover Listen and share ideas. 2.1

Here's what's on my mind...  
My grandad is Argentinian. I worry about him because he's far away. What can we do to make the day-to-day life of older people a little bit easier? What do you think?



### 2 Look and match in pairs. Listen and check. Then listen and repeat. 2.2


Argentina Australia Canada China France Ireland Morocco Scotland the USA Wales



### 3 Look, listen and say. Then say for you. 2.3



He lives in Ireland, but he was born in the USA.

 Which words are similar in your language?

1 Read and listen.   2.4

# A NEW FLAG

South Africa has got a very colourful flag, but the design is quite new. It's from 1994. Before that year, South Africa's flag **was** different.

To design the new flag the first idea was to have a competition. People **were** very creative, with more than 7,000 ideas for a new flag. But choosing one design **wasn't** easy. In fact, it was impossible!

The organisers of the flag competition **weren't** sure what to do. They weren't able to choose one design from all the ideas.

Designing the flag was a job for one person. That person was Mr Fred Bronwell, the State Herald. A State Herald is someone who works with symbols and flags.

The Y shape on the flag is a symbol of unity. In 1994, it was the only flag in the world with six colours. The colours weren't official symbols and don't have an official meaning. This allows all the diverse people and cultures of South Africa to choose their own meaning for the flag.



2 Read again. Choose and copy the correct sentences in your notebook. 

- The new South African flag **was** / **wasn't** created in 1994.
- It **was** / **wasn't** easy to choose a new flag design.
- People **were** / **weren't** very creative with their flag ideas.
- The competition organisers **were** / **weren't** able to choose one idea.
- Designing a flag **was** / **wasn't** a job for just one person.
- In 1994, it **was** / **wasn't** the only flag in the world with six colours.

### Past simple to be

I / She / He / It	<b>was</b>	different.
You / We / They	<b>were</b>	very creative.
I / She / He / It	<b>wasn't</b>	sure what to do.
You / We / They	<b>weren't</b>	able to choose one design.





3 Read and guess if the sentences are true or false. Listen and check.  2.5



Nelson Mandela was a popular president of South Africa. His favourite poem was *Invictus*. It's about being strong.

- Nelson was Nelson Mandela's original name.
- He was born in June 1918.
- He was a lawyer.
- He was in prison for 27 years.
- He was the first Black president of South Africa.
- He wasn't a Nobel Prize winner.

4  Over to you! Share your opinion in pairs. 

I was surprised that a president was in prison!

Most of the facts about Nelson Mandela were new for me.

## 2 A helping hand

1 Before you read Look at the story. What is the problem?

2 Observe Read and listen. 2.6

1 It was recycling-bin day in Green Globe Estate. Jess and Simon live on Canada Road.



3 Mr Winn wasn't sure how to solve his problem.



3 After you read Explore Share your ideas.

What other challenges do older people have in their everyday life?

4 Read and say **True or False**.

- 1 Simon and Jess live on Morocco Street.
- 2 Mr Winn lives on the same street as Jess and Simon.
- 3 The children were worried about Mr Winn.
- 4 Mr Winn's son lives in France.
- 5 Mr Winn's daughter lives in Scotland.
- 6 Sand on the road was a good idea.

5 Look and say the correct addresses.



6 Over to you! What's your address? Tell a classmate.

7 Read and match the problems and responses.



- |   |   |
|---|---|
| 1 I can't fall asleep easily.           | a Really? I think they're beautiful!  |
| 2 I haven't got any good books to read. | b I've got some interesting ones. I can lend you some!                            |
| 3 I can't see the board in class.       | c What do you do before bed? It's important to do something that helps you relax. |
| 4 I feel sad and I don't know why.      | d You need to sit at the front. Maybe you need glasses.                           |
| 5 My lunch isn't in my bag!             | e I can share mine with you today. I'm not very hungry.                           |
| 6 I don't like the colour of my eyes.   | f It's OK not to feel happy all the time. You can talk to me about it.            |

## 2 Vocabulary and Functional Language

### 1 Read, listen and say. 2.7



I want to go to the cinema this weekend, but I want to see a foreign language film. What's the final choice and who comes with me?

A an Argentinian film with Alfie

B a Welsh film with Maya

C a Chinese film with Maya

### 2 Listen and repeat. 2.8



Chinese



French



Canadian



Welsh



Argentinian



Australian

### 3 Copy and complete the table in your notebook.

suggestion	positive response	negative response	unsure response

Why don't we ... ? No, thank you. I'm not sure. Maybe. That's a great idea! How about ... ?  
 Sadly, I can't. I love that idea! That sounds perfect. I'm afraid I can't. Let me think about it.

### 4 Listen and read. Act it out! 2.9

A: Dad, **how about** you make something different for dinner? How about French food?

B: **I'm not sure... maybe. Let me think about it.**

A: How about making Chinese food?

B: **That's a great idea.** But **sadly, I can't.**

I haven't got a Chinese recipe book.

A: **Why don't we** look for a recipe online?

B: **No, thank you.** I love the idea of international food, but **I'm afraid I can't** cook it.

A: I know! Let's order something!

B: **I love that idea! That sounds perfect!**

- Change the underlined words to write a new dialogue.

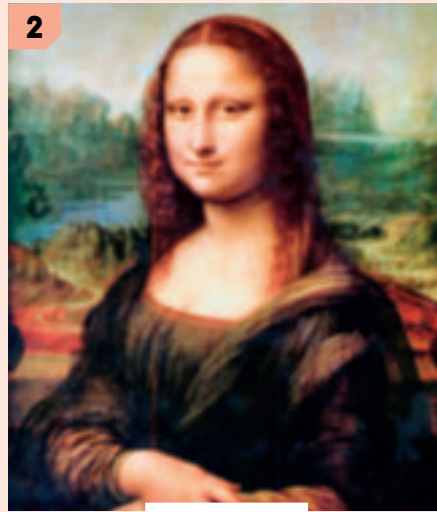




1 **Before you watch** Look and talk about the famous paintings in pairs.



Self-Portrait



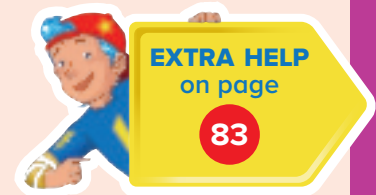
Mona Lisa



Girl with a Pearl Earring

2 **After you watch** Read and answer in your notebook.

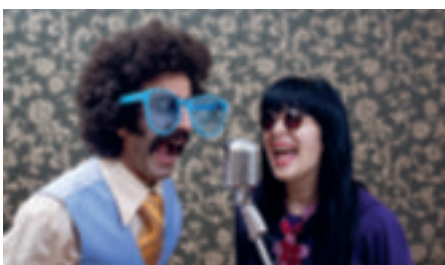
- 1 Was Frida Kahlo born in the 19<sup>th</sup> century?
- 2 Was she healthy?
- 3 Was *La Gioconda* another name for *Mona Lisa*?
- 4 Were Frida Kahlo and Leonardo da Vinci from the same country?
- 5 Was the girl with a pearl earring a real person?
- 6 Was the artist of *Girl with a Pearl Earring* a woman?



Past Simple <i>to be</i> questions		
Was	I / she / he / it	from Italy?
Were	you / we / they	from the same country?

Short answers		
Yes,	I / she / he / it	was.
No,		wasn't.
Yes,	you / we / they	were.
No,		weren't.

3 Use your imagination to talk about the photo.



Were they **cousins** / **a couple** / **friends**?

Their names were ... and ... .

She was from ... and he was from ... .

Were they at **a party** / **a wedding** / **home**?

In the photo she was ... because ... .

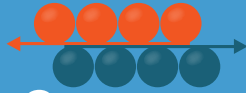
He was ... because ... .

1 **Predict** Watch and answer Ms Pepper's question.  

2 **Find out** Read and listen. When does friction happen?   2.10 

Reading

# Rough or smooth?



Friction happens when two surfaces make contact and move against each other. Friction slows this movement. The amount of friction depends on what the surfaces are made of.

When a surface is very rough, there is a lot of friction and the movement is slow. Look at the sole of your shoes, for example. We need friction between our shoes and the surface we walk on. We don't want to fall!

Sometimes we don't want friction. When we are skiing, we don't want slow movement, so we wear skis. But remember, it isn't safe when we walk on a smooth surface, like snow or ice, with shoes that have a smooth sole. This is because there's no friction.



The same happens with bicycle tyres. The tyres of road bikes are very smooth. When you ride a road bike on the street you can go very fast. The street is smooth and the tyres are smooth, so there's little friction.

The tyres of mountain bikes are rough. You ride mountain bikes on difficult surfaces, so it's important to have good friction. Again, it's because we don't want to fall.

3 **Read again. Copy and complete the sentences in your notebook.** 

- 1 There is a lot of friction when a surface is ... .
- 2 We need friction between our shoes and the surface we walk on so we don't ... .
- 3 It isn't safe to walk on snow or ice with shoes with a ... sole.
- 4 ... bike tyres are smooth so you can go fast.
- 5 ... bike tyres are rough to stop us falling on difficult surfaces.

4 **Listen and say the letters.**

Do the people want more or less friction?  2.11 


Listening



My **WORDS** friction rough smooth sole surface


Wordlist page 86 

## Speaking

- 5 **Reflect** Look and compare the friction of your shoes in pairs. 

Look! My shoes have got a smooth sole.

They're not good for walking on ice!

- 6 **Show and tell your family about friction.** 



Friction happens between two surfaces, for example, between my shoes and the street.


Show what you know at home!



## A dialogue

## Writing

A dialogue is a conversation between two or more people. Make sure it's clear who is speaking, use **contractions** (e.g. *I'm* instead of *I am*) and keep the language simple and natural.

- 1 **Read and choose.** 

**Tony:** Give me the remote control. I want to watch *The Loud House* on TV.

**Jill:** No, I'm watching *Henry Danger*.

**Tony:** But it was your turn to choose the programme yesterday. Now it's my turn!

**Jill:** You're right, but I really don't want to watch *The Loud House*.


**Tony:** Well, why don't we watch something that we both want to see?


**Jill:** Hmm, OK. How about *SpongeBob*?

**Tony:** OK. Let's watch that.



- At first, the children **agree** / **don't agree** on the TV show.
- In the end, they decide to choose a show **they both want** / **only Tony wants** / **only Jill wants** to see.

- 2 **Read the dialogue again.**  
What suggestions do Jill and Tony make? 

- 3 **Discuss in pairs.** 

- Do you always agree with your family and friends?
- Do you sometimes have disagreements with them?
- How do you generally resolve disagreements?



Listen, listen and listen!  
Be positive and smile.  
Don't cross your arms.  
Be receptive to new ideas.


# 2 Stop, think, create


Mindful me!


1 Read and follow the instructions. 

## How to practise open observation

- 1 For three minutes observe everything around you.
- 2 Everything can include your thoughts.
- 3 Observe and let them pass.
- 4 Refocus on what you see, feel, hear and smell.

  
Practise open observation every day for a week.

How does it make you feel? 

2 Observe your environment. Find things that can cause problems for older people. 

3  **Structure** Look, match and say. 

1



electric tin opener

2



jar opener

- a I love jam! This helps me open the container.
- b I can't reach my feet! This helps me put my shoes on in the morning.
- c I use this to help me hold my door key.
- d When something falls on the floor, I use this to pick it up.
- e This is very useful when I make tea. I don't burn myself.
- f This helps me open soup containers.

3



kettle tipper

4



shoehorn

5





key turner

6



grabber stick

4  **Apply** Invent a new object to help older people and present it to the class. 



- 1 Think of problems inside and outside the house.
- 2 Research. Ask older people what tips they have to make life more comfortable.
- 3 Choose one and think of a creative solution.
- 4 Make a visual presentation of your idea.
- 5 Watch the presentation video.
- 6 Present your idea to the class.

## Presentation tip

### Starting a presentation

Think about how to start your presentation. You can start with one of these ideas:

- ▶ A question
- ▶ A story
- ▶ The most interesting facts
- ▶ Something surprising

**1** Listen and choose. Copy the correct sentences in your notebook.  2.12 

- 1 There **were** / **weren't** any Argentinian football kits.
- 2 The football kits for the players from France **were** / **weren't** the correct size.
- 3 There **was** / **wasn't** a kit for the Irish player.
- 4 There **were** / **weren't** seven Canadian football kits.
- 5 The Australian and American players' kits **were** / **weren't** the right size.
- 6 The Chinese player **was** / **wasn't** happy with the Chinese kit.



**2** Play *Three in a line*. Say and describe the flag. 



Ireland! The Irish flag has got three vertical stripes. They are green, white and orange.



## After this unit...

I understand...

 **Conclude**

- the importance of road surfaces and objects that can help older people at home.

I can...

- name new countries and nationalities.
- use the verb *to be* in the past.

I know more about...

- famous people and paintings.
- friction.

## Share your opinion in pairs.

Yes, I can do all that!

I need to work more on the Past Simple.

I need to practise observation more.

I'm ready for the next unit!