

Learning Path

Warm up

Divide the class into teams. Give each team a piece of paper and ask them to nominate a scribe. Write three headings on the board: *Countries*, *Continents* and *Oceans*. Brainstorm an example for each category and write them under the headings. Then give the teams a few minutes to write as many words as they know for each one. Ask the teams to read out their words, then write them under the headings, correcting the English names where necessary. Explain that this is just to find out what they already know.

1 Listen and share ideas. 2.1

Ask the children about the older people they have in their lives. These can be family members or neighbours.

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

Display a world map and help the children to locate their country first and then the countries from the lesson.

Answers

1 Ireland 2 China 3 Argentina 4 Scotland 5 Wales
6 the USA 7 Morocco 8 Australia 9 Canada 10 France

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

Encourage the children to find the countries where they were born on the map and celebrate the diversity of locations.

Answers

1 Ireland; the USA 2 Argentina; Scotland 3 France; Morocco 4 Wales; China

Say which words are similar in your language(s).

Connecting to their own language(s) helps children remember new vocabulary.

Fast Finishers

The children write down five countries they would like to visit and what they would like to see there. Give an example: *France - the Eiffel Tower*.

Wrap up

Silently mouth one of the words from the lesson. The first child to guess the word comes to the front and mouths another word for the class to guess.

Extra activity

Put the children into teams. Describe one of the flags from the lesson and ask them to write the name of the country. You could describe the local flag too. Award points for correct answers and extra points for correct spelling.

► **Activity Book** page 14

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?

Materials

- Teacher's i-solutions
- A world map
- Pieces of paper

Student's Book Transcript page 98

Activity Book Answer Key page 118

2 Vocabulary and Grammar

Learning Path

Warm up

Display the world map. Point to a country from Lesson 1 and ask the children to name the country. Review all the countries from the lesson, as well as their own country. Point to South Africa and ask them to guess which country it is.

1 Read and listen. 2.4

2 Choose and copy the correct sentences in your notebook.

Answers

1 was 2 wasn't 3 were 4 weren't 5 was 6 was

Grammar presentation

Read the grammar table or watch the visual grammar presentation with the children.

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

Answers

1 False 2 False 3 True 4 True 5 True 6 False

4 Share your opinion in pairs.

Fast Finishers

The children choose a family member or friend and write a sentence using *was born*.

Wrap up

With books closed ask the children what they can remember about South Africa and Nelson Mandela. Encourage them to work as a class and share their ideas. Ask questions to prompt them if necessary.

Extra activity

The children design a flag for their school. Encourage them to use symbols or colours that have a meaning for the school. Display their flags and vote on the top three favourites.

► **Activity Book** page 15, grammar reference, page 63

📁 **Teacher's Resources:** Grammar worksheet

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	was	different.
You / We / They	were	very creative.
I / She / He / It	wasn't	sure what to do.
You / We / They	weren't	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 *Invisible*. 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.

Past Simple to be: It (was) different. They (weren't) sure what to do. • Lesson 2

Materials

- Teacher's i-solutions
- Teacher's Resources
- A world map

Student's Book Transcript page 98

Activity Book Answer Key page 118

Activity Book Transcript page 124

2 A helping hand

Learning Path

Warm up

Name a country and ask the children to put up their hand (and leave it up) if they know somebody from that country, or somebody who lives there. Name another country and ask them to put up a hand again, so that some children have both hands up. Name a third country and if they know someone from there, ask them to stand up. Continue naming countries until a few children are standing. Ask volunteers to name the person and the country.

1 Look at the story. What is the problem?

Answer

Old Mr Winn is on the icy street.

2 Read and listen. 2.6

Give the children time to read the story quietly to themselves several times.

3 Share your ideas.

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

Answers

1 False 2 False 3 True 4 True 5 False 6 True

5 Look and say the correct addresses.

Put the children into groups. Call out a name on one of the envelopes. A member of each team comes to the board and writes the correct name of the country on the board. Award a point for each correct spelling.

Answers

Australia; France; Morocco; Wales; Canada

6 What's your address? Tell a classmate.

7 Read and match the problems and responses.

Invite pairs to act out the problems and responses.

Answers

1 c 2 b 3 d 4 f 5 e 6 a

Fast Finishers

The children write the names of all the countries they remember from the story.

Wrap up

Write the names on the board: *Jess*, *Simon* and *Mr Winn*. Put the children into teams with their books closed. Say a line from the story. Teams discuss who said it and one member goes to the board and writes the name. The first team to write the correct answer wins a point.

► **Activity Book** page 16

📖 **Teacher's Resources:** Story worksheet

2 A helping hand

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

2 Observe Read and listen. 2.6

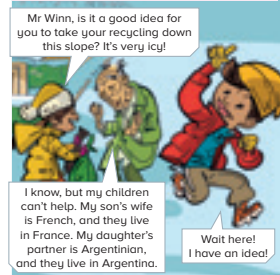
1 It was recycling-bin day in Green Globe Estate. Jess and Simon live on Canada Road.



2 Look. There's Mr Winn. He lives on Morocco Street, but he's Chinese. Oh no! What's he doing?



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



4 Look, Mr Winn! Sand on the road means there is more friction between the road and your shoes.



3 After you read Explore Share your ideas.

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

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Lesson 3 • Language in context



SDG 9 Industry innovation and infrastructure

Materials

- Teacher's i-solutions
- Teacher's Resources

Student's Book Transcript page 98

Activity Book Answer Key page 118

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. |



Social and Emotional Learning

Effective communication

This lesson focuses on developing the children's ability to ask for help with confidence and clarity. The children may first need help recognising when they need support. Explain that this could be when they:

- feel confused or overwhelmed
- make repeated mistakes despite trying
- don't know where to start with a task or problem

It's important to normalise the act of asking for help by reinforcing that it is a strength, not a weakness. One effective way to do this is by sharing both real and fictional stories about characters who ask for help and succeed. These narratives can shift perceptions around speaking up.

A simple and effective classroom strategy to promote help-seeking is the use of reversible table cards. One side might read 'I need help', while the other says 'I can help'. This visual tool encourages children to self-advocate when they're stuck and empowers peers to offer support. A classroom environment where asking for and giving help is a natural, everyday occurrence contributes to inclusivity.

2 Vocabulary and Functional Language

Learning Path

Warm up

Ask some questions about the story to elicit nationality words. For example, *What nationality is Mr Winn?* (Chinese) *What nationality is his daughter's partner?* (Argentinian) Write the answers on the board. Ask the children to guess the words for people from China, Wales and Argentina. Ask them to open their books and check their answers.

1 Read, listen and say. 2.7

Answer B

2 Listen and repeat. 2.8

3 Copy and complete the table in your notebook.

Call out a phrase and ask the children to say what type of response it is.

Answers

suggestion: Why don't we...? How about...?

positive response: That's a great idea! I love that idea! That sounds perfect.

negative response: No, thank you. Sadly, I can't. I'm afraid I can't.

unsure response: I'm not sure. Maybe. Let me think about it.

4 Listen and read. Act it out! 2.9

Change the underlined words to write a new dialogue.

Fast Finishers

With another fast finisher, the children write a short dialogue about watching a film from another country.

Wrap up

Put the children into teams. Name a country and ask the team to discuss the name for the nationality. One person from the team comes to the board to write the word. When they have all finished, check the words and spellings and award points. Continue playing, but each time a different team member has to come and write.

Extra activity

Write the ten phrases for a positive, negative and unsure response on the board. Then make suggestions and ask volunteers to choose a response. For example, *How about watching a film in French?*

► **Activity Book** page 17

📄 **Teacher's Resources:** Vocabulary and Functional Language worksheet

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



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.



22 Lesson 4 • Nationalities • Making and responding to suggestions

Materials

- Teacher's i-solutions
- Teacher's Resources

Student's Book Transcript page 99

Activity Book Answer Key page 118

Activity Book Transcript page 124

Learning Path

Provide the children with the Unit 1 **Flip this Lesson** worksheet available on the iBook, a few days before the lesson.

Warm up

Write the names *Frida Kahlo*, *Leonardo da Vinci* and *Johannes Vermeer* on the board. Ask the children if they know what connects them. (They are well-known artists) Encourage the children to tell you everything they know about them. Leave the names on the board.

1 Look and talk about the famous paintings in pairs.

Elicit descriptions of the artworks, for example about the clothes the women are wearing, the expressions on their faces, and the background of the paintings. Have a vote to find out the children's favourite painting.

2 Read and answer in your notebook.

Answers

1 No, she wasn't. 2 No, she wasn't. 3 Yes, it was.
4 No, they weren't. 5 No, she wasn't. 6 No, he wasn't.

Extra help on page 83

The video script is available as an aid or to use for further activities.

Grammar presentation

Read the grammar table or watch the visual grammar presentation with the children.

3 Use your imagination to talk about the photo.

Ask the children to talk in small groups, then invite volunteers to share their ideas with the class.

Fast Finishers

The children copy and label the painting they like the best.

Wrap up

Put the children into pairs or small groups. Return to the names on the board. Ask the children to discuss what they now know about the three artists. Ask them to write down two or three facts about each person. Invite them to share their facts with the class.

Extra activity

Ask the children to draw a portrait of their partner, then paint or colour it. Create a portrait gallery in the class.

► **Activity Book** page 18, grammar reference, page 63

📁 **Teacher's Resources:** Culture worksheet

International artists and subjects

Flip this lesson
Culture and Grammar 2

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



1
Self-Portrait



2
Mona Lisa



3
Girl with a Pearl Earring

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

- 1 Was Frida Kahlo born in the 19th 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?

EXTRA HELP on page 83

Past Simple to be questions			Short answers	
Was	I / she / he / it	from Italy?	Yes,	was.
			No,	wasn't.
Were	you / we / they	from the same country?	Yes,	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 ...

Past Simple questions with to be: Was she (happy)? Were they (from the same country)? • Lesson 5 23

Materials

- Teacher's i-solutions
- Teacher's Resources

Student's Book Transcript page 99

Activity Book Answer Key page 118

2 Integrated skills

Learning Path

Warm up

Review the story from Lesson 3. Ask *What was the weather like? What nationality was Mr Winn? Why is sand on the road good?*

1 Watch and answer Ms Pepper's question.

Pause the video after the question for the children to answer before continuing with the video.

2 Read and listen. When does friction happen? 2.10

Answer

Friction happens when two surfaces make contact and move against each other.

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

Answers

1 rough 2 fall 3 smooth 4 road 5 mountain

4 Listen and say the letters. Do the people want more or less friction? 2.11

Answers

a more e more f more d less b less c less

My words

By using the glossary, the children develop autonomy to find the meaning of new words.

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

6 Show and tell your family about friction.

Fast Finishers

Write the following words on the board: *water slide, car tyres, tennis ball, running shoes, the wheels on a suitcase*. Children classify them into 'more friction' or 'less friction'.

Wrap up

Show the students a movement to indicate 'a lot of friction', for example rubbing your hands together, and another movement to indicate 'little friction', for example sliding one hand quickly over the other. Say different things and ask the children to do the correct movement. For example, *the tyres on a mountain bike* (a lot of), *ice skates* (little), *sand* (a lot of), *a train on its tracks* (little), *car tyres* (a lot of).

► **Activity Book** page 19

2 Integrated skills



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.

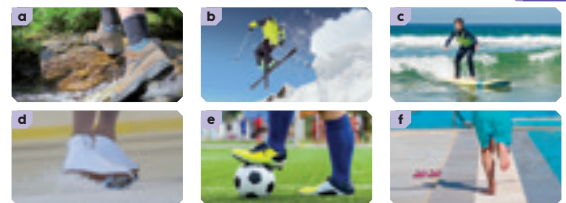
3 Read again. Copy and complete the sentences in your notebook.

- There is a lot of friction when a surface is ...
- We need friction between our shoes and the surface we walk on so we don't ...
- It isn't safe to walk on snow or ice with shoes with a ... sole.
- ... bike tyres are smooth so you can go fast.
- ... 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 **WOR**Ds friction rough smooth sole surface

Wordlist page 86

24 Lesson 6 • STEAM: Technology • Reading • Listening

Materials

- Teacher's i-solutions

Student's Book Transcript page 99

Activity Book Answer Key page 118

Activity Book Transcript page 124

2 Integrated skills

Learning Path

Warm up

Ask the children if they can remember the phrases for making suggestions from Lesson 4. Let them look back to find the answers. Write them on the board: *How about...? Why don't we...?* Ask volunteers to make suggestions using the phrases.

1 Read and choose.

Explain that we can use the word *friction* to describe the feeling between people when they have a disagreement. Ask the children to explain why there is friction between Tony and Jill.

Answers

1 don't agree 2 they both want

2 Read the dialogue again.

What suggestions do Jill and Tony make?

Answers

Why don't we watch something that we both want to see? How about *SpongeBob*?

3 Discuss in pairs.

Attitude tips

Fast Finishers

The children copy the attitude tips and draw an icon to represent each one. This could be a collaborative poster for the classroom.

Wrap up

Put the children into pairs or small groups. Give them a few minutes to think of a scenario where there is a disagreement. The children act out the issue and use the suggestion phrases to make a compromise or to stop an escalation of the argument. They can use their imagination to play different characters. Volunteers can perform for the class.

► **Student's Book** Mediation pages 74-75

► **Activity Book** page 20

📄 **Teacher's Resources:** Writing worksheet

Integrated skills 2

5 Reflect Look and compare the friction of your shoes in pairs. 🗣️ Speaking

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

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.



- 1 At first, the children **agree** / **don't agree** on the TV show.
- 2 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? 🗣️

- 1 Discuss in pairs. 🗣️
- 1 Do you always agree with your family and friends?
- 2 Do you sometimes have disagreements with them?
- 3 How do you generally resolve disagreements?



Attitude tips

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

► Now go to page 20 in the **Activity Book** and write your dialogue.

Speaking • Writing • Lesson 7

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Materials

- Teacher's i-solutions
- Teacher's Resources

Activity Book Answer Key page 118

2 Stop, think, create

Learning Path

Warm up

Start a stopwatch and ask the children to put up their hand when they think three minutes have passed. Note who is the closest. Practise a few times until the children begin to get more of a feel for how long three minutes is.

1 Read and follow the instructions.

Remind the children that during the mindfulness activities it is important to feel calm and relaxed. It is an opportunity to open their minds. Let the children sit comfortably and practise some deep, slow breathing together. Tell them that they should remain calm and quiet during this process to help themselves and others do the open observation.

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

3 Look, match and say.

Ask the children if they have seen any of these items or anything similar.

Answers

1 f 2 a 3 e 4 b 5 c 6 d

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

Encourage a supportive classroom atmosphere by asking children to pay attention to other groups, applaud their work and to provide only positive feedback or suggestions for improvement.

Presentation tip

Fast Finishers

The children quietly practise open observation.

Wrap up

Tell the children to look at the items in Activity 3 again. Say you are going to describe a problem and ask them to suggest one of the solutions (or a different one). For example, mime and say *I have a bad back and I can't put my shoes on.*

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.

<p>1  electric tin opener</p> <p>3  kettle tipper</p>	<p>2  jar opener</p> <p>4  shoehorn</p> <p>5  key turner</p>	<p>6  grabber stick</p>	<p>a I love jam! This helps me open the container.</p> <p>b I can't reach my feet! This helps me put my shoes on in the morning.</p> <p>c I use this to help me hold my door key.</p> <p>d When something falls on the floor, I use this to pick it up.</p> <p>e This is very useful when I make tea. I don't burn myself.</p> <p>f This helps me open soup containers.</p>
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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

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Lesson 8 • Mindfulness • Learning situation • Presentation

Materials

- Teacher's i-solutions
- A stopwatch

2 Review

Learning Path

Warm up

Start with a picture dictation. Ask the children to draw the flag you describe. For example, say *This country's flag is red and it's got four small yellow stars and a big yellow star*. The children draw the flags and then write the country underneath.

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

Answers

1 weren't 2 weren't 3 wasn't 4 were 5 were 6 was

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

Fast Finishers

The children look at the picture in Activity 1 and identify the countries for the football kits they can see.

Wrap up

Divide the class into teams and ask the children to get a pen and paper. Do a unit quiz and give points for correct answers. If necessary the children can have their books open. For example, *What is the nationality of a girl from Wales?* (Welsh) *Who was a famous president from South Africa?* (Nelson Mandela) *What road do Jess and Simon live on in the story?* (Canada Road)

Extra activity

Divide the class into groups. Give each group a lesson from the unit. Ask groups to write a quiz for another group. Give some examples from Lesson 1: *Where is the girl's grandad from in Activity 1?* (Argentina) *How many babies are there on the page?* (One) *How many flags have got the colour blue?* (Five) When the children have written down three or four questions, ask them to swap quizzes with another group.

► **Student's Book** Term 1 Project pages 28-29

► **Activity Book** page 21

Teacher's Resources:

Unit Test
Unit Evaluation Checklist
End-of-term 1 Test

Show what you know!

Review 2

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...

- 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.

Conclude

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!

Unit Review • Lesson 9

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Materials

- Teacher's i-solutions
- Counters or small pieces of paper (several for each child)

Student's Book Transcript page 99

Activity Book Answer Key page 118

Activity Book Transcript page 124