

# Starter Open Up

1 How well do you know Layla, Marc and Harry? Remember and write the names.

Marc Layla Harry

- 1 \_\_\_\_\_ bought new headphones over the summer.
- 2 \_\_\_\_\_ went to a music festival over the summer.
- 3 \_\_\_\_\_'s aunt and uncle live near the beach.
- 4 \_\_\_\_\_'s dad is really good at climbing.
- 5 \_\_\_\_\_ loves sailing.
- 6 \_\_\_\_\_ enjoys playing the guitar.



2 Write about people you know.

- 1 (kind) \_\_\_\_\_ is the kindest person I know.
- 2 (funny) \_\_\_\_\_
- 3 (interesting) \_\_\_\_\_
- 4 (confident) \_\_\_\_\_
- 5 (happy) \_\_\_\_\_
- 6 (cool) \_\_\_\_\_

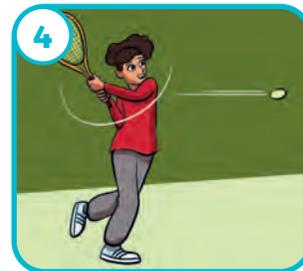
3 Look and write.



He's good at skateboarding. He wants to be better at rollerblading.

She's \_\_\_\_\_ dancing.

She \_\_\_\_\_ singing.



\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

1 Find and write the countries.



Morocco



\_\_\_\_\_



\_\_\_\_\_

U	E	M	O	R	O	C	C	O	H	D
T	G	U	S	G	W	T	D	A	I	Y
D	V	I	D	R	P	O	L	A	N	D
L	R	A	O	C	E	X	T	C	R	F
F	D	C	I	D	C	M	T	H	O	R
S	W	H	T	Z	U	R	H	D	C	A
I	F	I	R	H	S	C	E	S	C	N
D	G	N	B	L	W	A	U	V	L	C
B	V	A	L	R	I	P	S	N	C	E
Z	A	T	H	E	U	K	A	E	S	W



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

2 Look at the children in Activity 1. Write sentences.

- 1 He's Moroccan.
- 2 She's \_\_\_\_\_.
- 3 \_\_\_\_\_.

- 4 \_\_\_\_\_.
- 5 \_\_\_\_\_.
- 6 \_\_\_\_\_.

3 Read about Jayden. Talk about you.

Hi! I'm Jayden. I'm eleven years old. I'm from the UK. I live in London with my mum and two sisters. We've got a dog called Scruff. I love music and art. I'm good at painting! What about you?



4 Read and match. Colour for you.

- |                 |  |     |
|-----------------|--|-----|
| 1 Connect       | a I learn how to do new things.          | ☺☺☺ |
| 2 Take part     | b I am kind to other people.             | ☺☺☺ |
| 3 Take notice   | c I spend time with my friends.          | ☺☺☺ |
| 4 Keep learning | d I join in with activities.             | ☺☺☺ |
| 5 Care          | e I think about how things make me feel. | ☺☺☺ |

# 4 Our environment

1 Look. Find and write the words.



1 drop litter



2 swap \_\_\_\_\_



3 reuse \_\_\_\_\_



4 \_\_\_\_\_



5 turn off \_\_\_\_\_

F	R	E	C	Y	C	L	E	L	F
M	E	D	V	S	T	A	N	R	O
E	N	C	K	P	A	P	E	R	O
T	L	L	I	T	T	E	R	T	D
A	I	D	D	B	Y	V	F	A	E
L	G	R	U	B	B	I	S	H	G
F	H	O	W	E	S	L	C	T	L
C	T	P	X	W	M	U	S	L	A
H	S	A	F	S	F	R	G	K	S
A	Q	S	C	L	O	T	H	E	S



6 waste \_\_\_\_\_



7 \_\_\_\_\_



8 pick up \_\_\_\_\_



9 \_\_\_\_\_ plastic



10 \_\_\_\_\_

2 Write words and phrases from Activity 1.

- 1 We use this to make books. \_\_\_\_\_
- 2 Do this to make your town cleaner. \_\_\_\_\_
- 3 Do this to save energy. \_\_\_\_\_
- 4 This is what we throw away in the bin. \_\_\_\_\_
- 5 Do this to make new bottles. \_\_\_\_\_
- 6 We use this to make cars and bikes. \_\_\_\_\_

3 Answer for you. Use the words in the box and ideas from Activity 1. ✍

**always often sometimes never**

- 1 What do you do at home to help the environment?
- 2 What do you do at school to help the environment?
- 3 What do you do in your neighbourhood to help the environment?



I always print on both sides of the paper.

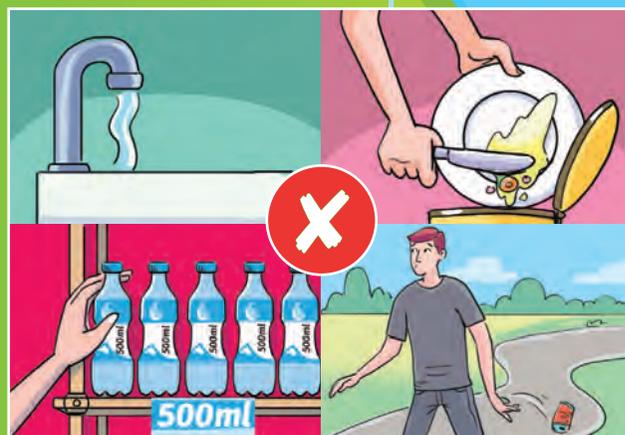
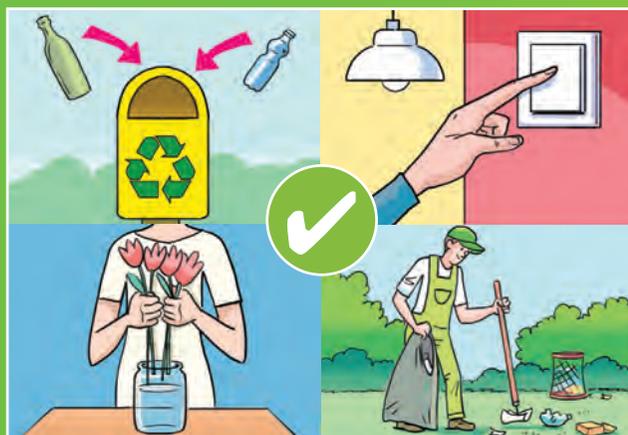


1  83 Listen and match.

- |                                  |                               |
|----------------------------------|-------------------------------|
| 1 Jack is putting a dirty bottle | a is made of wood.            |
| 2 You should wash glass bottles  | b in the recycling bin.       |
| 3 You shouldn't put paper        | c is made of plastic.         |
| 4 You should put card            | d in the black recycling bin. |
| 5 Jack's toothbrush              | e before you recycle them.    |
| 6 Alesha's toothbrush            | f in the blue recycling bin.  |

2 Look and write *should* or *shouldn't*.

## Look after our planet!



- |                             |  |
|-----------------------------|--|
| 1 You _____ waste water.    | 5 You _____ turn off lights.           |
| 2 You _____ reuse glass.    | 6 You _____ waste food.                |
| 3 You _____ drop litter.    | 7 You _____ recycle plastic and glass. |
| 4 You _____ pick up litter. | 8 You _____ use lots of plastic.       |

3 Write sentences with *should* or *shouldn't*.

- 1 I often buy plastic bottles of water. (reuse) You should reuse your plastic bottles.
- 2 I buy lots of new clothes. (swap) \_\_\_\_\_
- 3 I often put food in the bin. (waste) \_\_\_\_\_
- 4 I sometimes put metal things in the bin. (recycle) \_\_\_\_\_
- 5 I buy a lot of plastic things. (use) \_\_\_\_\_
- 6 I often have long showers. (waste) \_\_\_\_\_

**Open Up extra** Play a game. Say, e.g. A: waste food B: You shouldn't waste food! swap clothes. A: You should swap clothes!

Make a poster showing ways to help the planet.

**Grammar**  
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1 Read and match. 87 Listen and number the phrases in the order you hear them.

- 1 drop   
  turn off   
  recycle   
  pick up   
  reuse   
  waste

- plastic    your litter    the lights    food    litter    glass

2 Talk with your partner.



Do you reuse glass?

Yes, I do. We should always reuse or recycle glass. What about you?

3 88 Complete the new verses and sing.

We <sup>1</sup> *shouldn't* put paper and <sup>2</sup> \_\_\_\_\_ in bins.  
 Let's <sup>3</sup> \_\_\_\_\_ bottles, <sup>4</sup> \_\_\_\_\_ and tins.  
 We shouldn't <sup>5</sup> \_\_\_\_\_ water, and we all <sup>6</sup> \_\_\_\_\_ it.  
 Save water, <sup>7</sup> \_\_\_\_\_ energy, and save our <sup>8</sup> \_\_\_\_\_ !

**planet**  
**shouldn't**    **save**  
**waste**    **know**  
**recycle**    **boxes**  
**glass**

4 Take turns to ask and answer about what you did last week to help the environment.

Did you reuse any glass last week?

Yes, I did. I used a jar for my paintbrushes. Did you recycle ... ?

# Green School

## 1 90 Listen and read. What do the photos show?



Hi! I'm Bayu and this is my amazing school – Green School in Bali, Indonesia. Green School is big and beautiful. It's made of bamboo. There is lots of bamboo in Indonesia and it grows very quickly! The school gets energy from the sun and from water. There aren't any walls, so there is lots of light from the sun.

We have lessons every day, and we work in the school garden, too. We learn how to grow food in the garden. I know a lot about growing vegetables now. I know that you should look after your garden and you should water your plants when it doesn't rain. We also learn how to cook with the food we grow. Last year, we grew tomatoes and vegetables to make pizza. At the end of the year, we had a great pizza party!

At Green School, we learn that we shouldn't do things that are dangerous for wildlife. We learn about local animals and we look after our local birds. Eight years ago, there were only six Bali starlings left. Now, the numbers are growing because of Green School!



## 2 Read again and write *True* or *False*.

- 1 Bayu's school is made of wood. \_\_\_\_\_
- 2 They always turn on the lights in their classrooms. \_\_\_\_\_
- 3 The children don't waste the food they grow. \_\_\_\_\_
- 4 Bayu's class made pizza this year. \_\_\_\_\_
- 5 Green School helps birds like the Bali Starling. \_\_\_\_\_
- 6 There are only six Bali starlings in the world. \_\_\_\_\_

## 3 Think about your school or imagine a new school. Answer the questions.

- 1 How is your school special? \_\_\_\_\_
- 2 What unusual lessons do you have? \_\_\_\_\_
- 3 How does your school help the environment? \_\_\_\_\_
- 4 What are your favourite school activities? \_\_\_\_\_

## 4 Write about the school in your notes in Activity 3.

**Open Up extra** Why do you think green schools are important? Make notes and share your ideas. 

Make a list of rules for your class to help the environment. 

1 Remember the story. Complete.

make a wildlife area   ~~dig up the weeds~~   cut the grass  
grow vegetables   plant seeds   feed the birds



1 Max and his friends  
dig up the weeds  
in the old park.



2 They want to \_\_\_\_\_  
\_\_\_\_\_ in the park.



3 Zac shows Suzy how to \_\_\_\_\_.



4 A woman helps to \_\_\_\_\_  
\_\_\_\_\_.



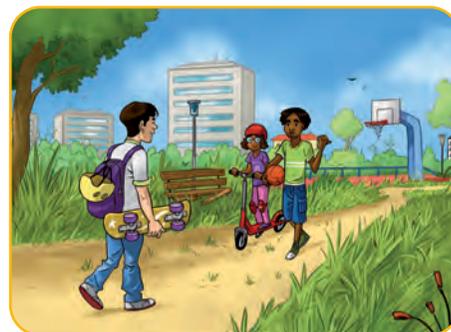
5 They leave some long  
grass to \_\_\_\_\_.



6 People \_\_\_\_\_  
in the new garden.

2 Correct the words in bold.

- 1 Zak and Max want to make a **skatepark**. \_\_\_\_\_
- 2 They ask the town **children** to use the old park. \_\_\_\_\_
- 3 Zak and Max learn about **cooking**. \_\_\_\_\_
- 4 Suzy **eats** some carrot seeds. \_\_\_\_\_
- 5 The boys leave some long **rocks** for the wildlife. \_\_\_\_\_
- 6 Now there are **birds** in the pond. \_\_\_\_\_



3 Think of a way for your school to help local wildlife. Write about your idea.

I think we should \_\_\_\_\_.

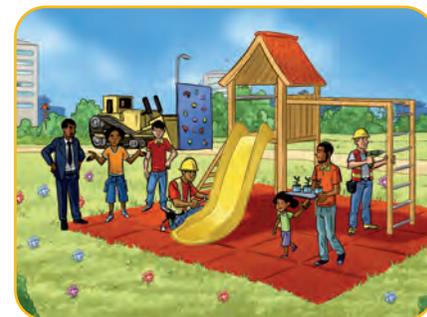
It's a good way to help \_\_\_\_\_.

It's a good idea because \_\_\_\_\_.

\_\_\_\_\_.

### 1 Remember the story. Read and match.

- |   |                                    |
|---|------------------------------------|
| 1 Max can't go to the skatepark because | a before they can grow vegetables. |
| 2 The boys have to ask the town leaders | b in small pots.                   |
| 3 The boys have to learn                | c all of the grass.                |
| 4 They have to dig up the weeds         | d he has to be with Suzy.          |
| 5 They have to plant some seeds         | e about gardening.                 |
| 6 They don't have to cut                | f to use the old park.             |



### 2 95 Listen and circle the correct words.

- Ruby **has to** ● **doesn't have to** work in the garden today.
- Ruby and her dad **have to** ● **don't have to** dig up the weeds.
- Ruby **has to** ● **doesn't have to** wear gloves to work in the garden.
- Ruby and her dad **have to** ● **don't have to** cut the grass.
- Ruby's dad **has to** ● **doesn't have to** plant some seeds today.
- Ruby and her dad **have to** ● **don't have to** make some holes.

### 3 Look and write sentences.

- I  feed the dog  *I have to feed the dog.*
- Ben  wash the dishes  \_\_\_\_\_
- We  tidy our rooms  \_\_\_\_\_
- You  water the plants  \_\_\_\_\_
- Mum  go to work  \_\_\_\_\_
- They  dig up the weeds  \_\_\_\_\_

### 4 Guess what your partner has to do after school today. Ask and answer.

Do you have to feed a cat?

No, I don't. We haven't got a cat!

**Open Up extra** Make a list of the things you have to do every day. Compare lists with a partner.

Choose a fruit or vegetable. Find out what you have to do to grow it. Tell the class.

**Grammar**

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1  99 Listen and match.

## Listening tip

Try to predict possible answers before you listen. Then listen and see whether your ideas were correct.



- |                                |                               |
|--------------------------------|-------------------------------|
| 1 The children are going to    | a people to help them.        |
| 2 Lisa has got enough          | b bins in the park.           |
| 3 There is too much            | c recycling bins in the park. |
| 4 The children have got enough | d clean up the park.          |
| 5 There aren't enough          | e bags for everyone.          |
| 6 The town leaders should put  | f work for four people.       |

## 2 Read the school blog. How is the school celebrating Earth Day?

## Woodland School Blog

As you know, Earth Day is on 22<sup>nd</sup> April, and our school is nearly ready!

On Earth Day, we're going to plant trees in our local forest. We've got enough trees for every student to plant one tree. Please remember to bring boots and gloves to school on Earth Day!

We've got enough posters to decorate the school building for Earth Day, but we haven't got enough signs to tell people to turn off lights and turn off taps when they aren't using them. We all waste too much energy and water, so we should remember to be more careful.

We also need more food for our Earth Day picnic in the playground. We've got enough cakes (and we've probably got too many biscuits! 😊), but we haven't got enough sandwiches! Please contact Mrs Morris if you can bring in sandwiches for the picnic. Remember, all food should be on reusable plates. We don't want to leave any litter!

Have a great Earth Day, everyone!

## Reading tip

Before reading: think about what kind of text is it, who wrote it and who they wrote it for.

## 3 Read again and circle the correct answers.

- |   |   |
|---|---|
| 1 The students need to bring ...        | 4 The picnic will be in the school ...                |
| a gloves      b posters      c trees    | a building      b playground      c forest            |
| 2 The school wants more ...             | 5 The school needs more ...                           |
| a posters      b signs      c energy    | a cakes      b biscuits      c sandwiches             |
| 3 The students need to stop wasting ... | 6 The school doesn't want to have any ... at the end. |
| a water      b food      c lights       | a rubbish      b food      c plates                   |

# My Learning



1



2



3



4

Say the words and phrases about the environment.



5



6

Write the words and phrases.



7



8



9



10

What are the children doing?

**Billy**

**Hannah**

**Carly**



**Zach**

**Sophie**

**Tom**

*Billy is making a wildlife area.*

Can you do these things yet? Think of ways to practise.



What things do you have to do at school?

**wear a uniform   tidy the classroom**  
**sit quietly   listen to the teacher**  
**put rubbish in the bin**  
**turn our phones off   clean the board**

We have to listen to the teacher.  
 We don't have to ...

Write sentences about helping the environment with *should* or *shouldn't*.

**computers   energy   glass**  
**plastic   wooden things   trees**  
**cars   paper   water**

*We should turn off computers at the end of each lesson!*

Choose an extra challenge for you!

Write five rules for a beach, park or library. Use *should*, *shouldn't*, *have to* or *don't have to*.

Write an online post inviting people to a community event you are organizing.

Your friend wants to help the planet. Write a message to your friend with some ideas.

1 Read the flyer. Why did the writer write this flyer?

# COMMUNITY CONCERT

- 25<sup>th</sup> June

We are planning a Community Concert in the park and we need your help! Can you sing or play an instrument? We need people to perform at the concert!

We have to sell tickets for the concert. Can you help?



Can you cook? We need people to make food for the stalls!

You don't have to be a singer or a chef! You can help in lots of other ways!

We have to clean up after the concert. We need you!

We have to decorate the park for the concert. Come and join in!

Email us at [communityconcert@coolmail.com](mailto:communityconcert@coolmail.com) for more details!



2 Read again and answer the questions. ✍

- 1 What kind of people does the writer need to find?
- 2 Who should reply to the flyer?
- 3 Do you think a community concert is a good idea? Why? / Why not?

3 Look at Activity 1 and complete the notes.

<b>Event</b>	
<b>Place</b>	
<b>Date</b>	
<b>People needed to</b>	sing, ...
<b>Contact information</b>	

4 Read the flyer again.

- 1 Circle the words used in the flyer.  
can ● should ● need ● have to ● could
- 2 Why do you think the writer uses short, simple sentences (e.g. *We need you! Can you help?*)?

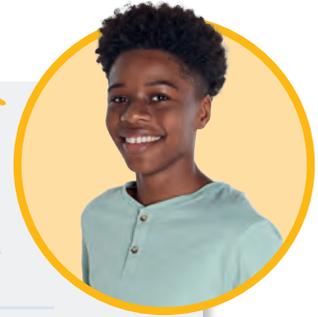
5 What other community events can you think of?

**6 Plan a community event. Make notes.**

<b>Event</b>	
<b>Place</b>	
<b>Date</b>	
<b>People needed to</b>	
<b>Contact information</b>	

**7 Use your notes to write a flyer.**

Use the flyer on page 44 to help you. Don't forget to use short, simple sentences!



A large rectangular area with horizontal blue lines for writing a flyer.

**8 Read your draft or swap with a friend. Check.**

- Does it include all the information from Activity 6?
- Does it include short, simple sentences and questions?
- Does it include *need*, *can* and *have to*?
- Is the spelling and punctuation correct?

**Punctuation tip**

We use an exclamation mark at the end of a sentence to show strong feeling, such as excitement.  
*We need you!*  
*Come and join us!*

**9 Write or type a final version of your flyer. Find photos or draw pictures to decorate it.**