





1 Unit record

Name: _____

Lesson	Lesson objective	How was my effort?  not very good  OK  fantastic	How could I do better? Tick ✓ and complete one activity for each lesson.
1	Let's _____ _____ _____		<input type="checkbox"/> Write a list of places that are in my town or city. <input type="checkbox"/>  006 Listen to the words again and repeat them. Ask my partner to test me. <input type="checkbox"/> Draw a map of a city and label the places.
2	Let's _____ _____ _____		<input type="checkbox"/> What facts do I know about my school? Write sentences with <i>for</i> or <i>since</i> . <input type="checkbox"/> Tell my partner how long I've known three different people. <input type="checkbox"/> Read the <i>Grammar reference</i> on page 124 of my Workbook.
3	Let's _____ _____ _____		<input type="checkbox"/> Write five sentences about things I've never done but I'd like to do one day. <input type="checkbox"/> Ask my partner <i>Have you ever ...?</i> questions to find three places he / she has visited. <input type="checkbox"/> Read the <i>Grammar reference</i> on page 124 of my Workbook.
4	Let's _____ _____ _____		<input type="checkbox"/> Act out the story with two friends. <input type="checkbox"/> Read the story to a friend or family member. <input type="checkbox"/> Tell my partner about a time when I helped someone.
5	Let's _____ _____ _____		<input type="checkbox"/> Listen and read again. Write two lists: 1 transport on Skye 2 transport in Bangkok. <input type="checkbox"/> With my partner, write lists of the good and bad things about living in the city and in the countryside. <input type="checkbox"/> How easy is it to travel from the place where I live to another place in my country? Research the quickest way to travel.
6	Let's _____ _____ _____		<input type="checkbox"/> Write a list of other people I'd like to interview. <input type="checkbox"/> Act out my interview with my partner. <input type="checkbox"/> Read my interview again and check the spellings are correct.

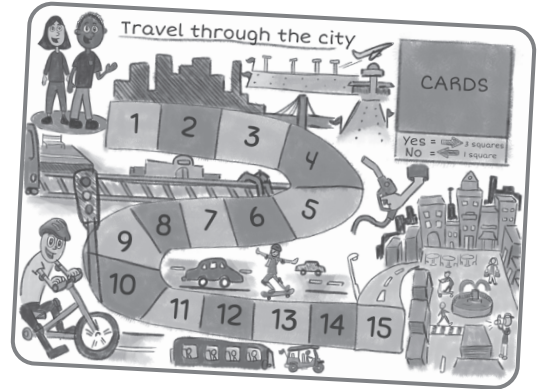
1 Project record

Name: _____

Project Make and play the *Travel through the city* board game.

1 Read and tick ✓.

- I can work in a group.
- I can follow rules and play a board game with a group.
- I can think of ideas.
- I can ask and answer questions.
- I can make a board game.
- I can be a good winner or a good loser.



2 Read what your teacher and your friend say about your work.

Two stars and a wish

	My teacher says:	My friend says:
★		
★		
★ ★ ★		




3 Think. Write about your work.

1 I enjoyed working on this project because _____

2 Next time, I will _____

2 Unit record

Name: _____

Lesson	Lesson objective	How was my effort?  not very good  OK  fantastic	How could I do better? Tick ✓ and complete one activity for each lesson.
1	Let's _____ _____ _____		<input type="checkbox"/> Write two lists: 1 seasonal activities I've done 2 seasonal activities I've never done. <input type="checkbox"/> With my partner, choose a season. Take turns to say words which describe that season. <input type="checkbox"/> Mime a seasonal activity for my partner to guess what I'm doing.
2	Let's _____ _____ _____		<input type="checkbox"/> Tell my partner three things I'm going to do tomorrow. <input type="checkbox"/> Write three predictions about things I will or won't do in my next lesson. <input type="checkbox"/> Read the <i>Grammar reference</i> on page 125 of my Workbook.
3	Let's _____ _____ _____		<input type="checkbox"/> Write three sentences with <i>as ... as</i> to compare the weather today with the weather yesterday. <input type="checkbox"/> Imagine I'm a weather presenter on TV. Tell my partner about the weather next week. Use <i>will / won't</i> . <input type="checkbox"/> Read the <i>Grammar reference</i> on page 125 of my Workbook.
4	Let's _____ _____ _____		<input type="checkbox"/> Look at the pictures again and read the story to myself. <input type="checkbox"/> Tell the story to someone without looking at my book. <input type="checkbox"/> Read the story again and think of a different title.
5	Let's _____ _____ _____		<input type="checkbox"/> Write sentences about the weather in Ho Chi Minh City and Tromsø. <input type="checkbox"/> Tell my partner about my favourite season and weather. <input type="checkbox"/> Research the weather in a different country. Tell my partner or a family member the information I learned.
6	Let's _____ _____ _____		<input type="checkbox"/> Write a list of places I've visited. Circle the places I'd like to write about in a travel blog. <input type="checkbox"/> Ask my partner to read my travel blog. Discuss how to make it better. <input type="checkbox"/> Read my travel blog again and check I've used the correct tenses.

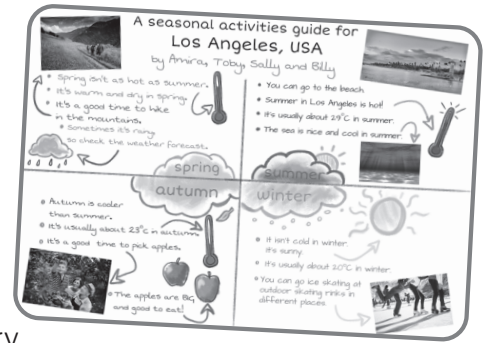
2 Project record

Name: _____


Project Make a seasonal activities guide.

1 Read and tick ✓.




- I can work in a group.
- I can think of ideas.
- I can make suggestions.
- I can research information.
- I can describe a place in my country or in a different country.
- I can describe my project to the class.



2 Read what your teacher and your friend say about your work.



Two stars and a wish






	My teacher says:	My friend says:
		
		
		

3 Think. Write about your work.

- 1 I enjoyed working on this project because _____
- 2 Next time, I will _____

3 Unit record

Name: _____

Lesson	Lesson objective	How was my effort?  not very good  OK  fantastic	How could I do better? Tick ✓ and complete one activity for each lesson.
1	Let's _____ _____ _____		<input type="checkbox"/>  057 Listen to the phrases again and repeat them. Ask my partner to test me. <input type="checkbox"/> Mime a way of helping the environment for my partner to guess the activity. <input type="checkbox"/> Write three lists: 1 activities I often do 2 activities I sometimes do 3 activities I never do.
2	Let's _____ _____ _____		<input type="checkbox"/> Tell my partner about three important things I've done this year. Use <i>already</i> or <i>just</i> . <input type="checkbox"/> Ask my partner questions with <i>yet</i> to find three things he / she has done this week. <input type="checkbox"/> Read the <i>Grammar reference</i> on page 126 of my Workbook.
3	Let's _____ _____ _____		<input type="checkbox"/> Write a list of three things I've done this week to reduce waste and pollution. <input type="checkbox"/> Make a poster about reducing waste and pollution. <input type="checkbox"/> Read the <i>Grammar reference</i> on page 126 of my Workbook.
4	Let's _____ _____ _____		<input type="checkbox"/> Look at the pictures again and read the story to myself. <input type="checkbox"/> Look at the pictures in the story again. Say a sentence to describe each picture. <input type="checkbox"/> With my partner, think of adjectives to describe Chan and Mali.
5	Let's _____ _____ _____		<input type="checkbox"/>  Watch the video again. Write sentences about the different types of energy. <input type="checkbox"/> Discuss with my partner how people in my country already use renewable energy and how people can use it more. <input type="checkbox"/> Research wind turbines in my country. Find out how many there are on land and in the sea. Tell my teacher.
6	Let's _____ _____ _____		<input type="checkbox"/> Write a list of ways to look after the environment. Circle the ideas I'd like to write about in a persuasive report. <input type="checkbox"/> Read my report again. Underline and count the sentences which give an opinion with <i>I think ...</i> <input type="checkbox"/> Decide with my partner whose report is the most persuasive.

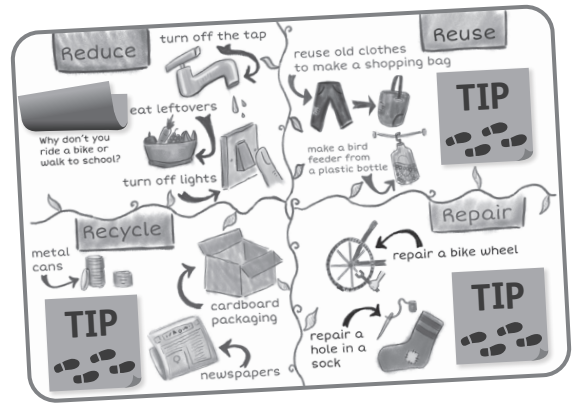
3 Project record

Name: _____

Project Make a poster about the four Rs.

1 Read and tick ✓.

- I can work in a group.
- I can think of ideas.
- I can use a mind map.
- I can talk about ways to help the environment.
- I can discuss poster design and make a poster.
- I can describe my project to the class.



2 Read what your teacher and your friend say about your work.

Two stars and a wish

	My teacher says:	My friend says:
★		
★		
★ ★ ★		




3 Think. Write about your work.

- 1 I enjoyed working on this project because _____
- 2 Next time, I will _____

4

Unit record

Name: _____

Lesson	Lesson objective	How was my effort?  not very good  OK  fantastic	How could I do better? Tick ✓ and complete one activity for each lesson.
1	Let's _____ _____ _____		<input type="checkbox"/> Make a poster about visiting the theatre. <input type="checkbox"/> Write the theatre words in alphabetical order in my notebook. <input type="checkbox"/> Write or say a sentence for each word.
2	Let's _____ _____ _____		<input type="checkbox"/> Ask past continuous questions to guess three things my partner was doing yesterday. <input type="checkbox"/> Play a game with my partner. I start a sentence with a past continuous action and my partner finishes the sentence with a past simple action. <input type="checkbox"/> Read the <i>Grammar reference</i> on page 127 of my Workbook.
3	Let's _____ _____ _____		<input type="checkbox"/> Mime doing an activity for my partner to guess the verb. <input type="checkbox"/> Write sentences about three things which happened today and how long ago they happened. <input type="checkbox"/> Read the <i>Grammar reference</i> on page 127 of my Workbook.
4	Let's _____ _____ _____		<input type="checkbox"/> Tell the story to someone without looking at my book. <input type="checkbox"/> Read the story again and think of a different title. <input type="checkbox"/> Tell my partner about a time when I was worried.
5	Let's _____ _____ _____		<input type="checkbox"/> How are the Sydney Opera House and the Greek Theatre in Taormina similar? How are they different? Discuss with my partner. <input type="checkbox"/> Write a list of the different types of show I can see at a theatre. Circle the shows I'd like to watch. <input type="checkbox"/> Tell my partner about a show I've seen at a theatre in my country.
6	Let's _____ _____ _____		<input type="checkbox"/> Look at activity 3 on Workbook page 49. Then read my review again and check I've included all six sections. <input type="checkbox"/> Read my review again and check I've used the correct tenses. <input type="checkbox"/> Ask my partner to read my review. Discuss how to make it better.

4 Project record

Name: _____

Project Act out a play.

1 Read and tick ✓.

- I can work in a group.
- I can read and understand a playscript.
- I can make decisions in my group.
- I can make suggestions.
- I can plan characters, costumes and props for a play.
- I can act out a play.



2 Read what your teacher and your friend say about your work.






Two stars and a wish		
	My teacher says:	My friend says:

3 Think. Write about your work.

- 1 I enjoyed working on this project because _____
- 2 Next time, I will _____

5 Unit record

Name: _____

Lesson	Lesson objective	How was my effort?  not very good  OK  fantastic	How could I do better? Tick ✓ and complete one activity for each lesson.
1	Let's _____ _____ _____		<input type="checkbox"/>  108 Listen to the words again and repeat them. Ask my friend to test me. <input type="checkbox"/> Write the words in alphabetical order in my notebook. <input type="checkbox"/> Write or say a sentence for each word.
2	Let's _____ _____ _____		<input type="checkbox"/> Write sentences about a dish using the present simple passive. Say the sentences for my partner to guess the dish. <input type="checkbox"/> Write sentences about food that is grown in my country. <input type="checkbox"/> Read the <i>Grammar reference</i> on page 128 of my Workbook.
3	Let's _____ _____ _____		<input type="checkbox"/> Write two lists of food from Lessons 1 and 3: 1 food I like 2 food I don't like. <input type="checkbox"/> Say three sentences about tomorrow with my partner. Use <i>I hope ...</i> , <i>I think ...</i> and <i>I know ...</i> . <input type="checkbox"/> Read the <i>Grammar reference</i> on page 128 of my Workbook.
4	Let's _____ _____ _____		<input type="checkbox"/> Act out the story with three friends. <input type="checkbox"/> Tell the story to someone without looking at my book. <input type="checkbox"/> Write some advice for someone who has lost a competition.
5	Let's _____ _____ _____		<input type="checkbox"/>  Watch the video again. Write three facts about bread in France and tell my partner. <input type="checkbox"/> Write sentences about: 1 how <i>naans</i> and <i>chapatis</i> are similar 2 how <i>naans</i> and <i>chapatis</i> are different. <input type="checkbox"/> Research a type of bread in another country. Tell my partner or a family member the information I learned.
6	Let's _____ _____ _____		<input type="checkbox"/> Read my recipe again and check the spellings are correct. <input type="checkbox"/> Ask my partner to read my recipe. Discuss how to make it better. <input type="checkbox"/> Write my recipe and draw pictures. Give the recipe to a friend or family member.

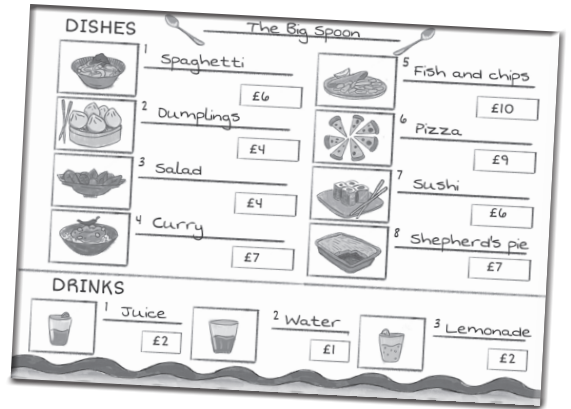
5 Project record

Name: _____

Project Make a menu for a restaurant and act out a role play.

1 Read and tick ✓.

- I can work in a group.
- I can brainstorm ideas with my group.
- I can design a restaurant menu.
- I can describe my menu to the class.
- I can act out a role play.
- I can order food and drink at a restaurant.



2 Read what your teacher and your friend say about your work.

Two stars and a wish






	My teacher says:	My friend says:
★		
★		
★ ★ ★		

3 Think. Write about your work.

- 1 I enjoyed working on this project because _____
- 2 Next time, I will _____

6 Unit record

Name: _____

Lesson	Lesson objective	How was my effort?  not very good  OK  fantastic	How could I do better? Tick ✓ and complete one activity for each lesson.
1	Let's _____ _____ _____		<input type="checkbox"/>  132 Listen to the phrases again and repeat them. Ask my partner to test me. <input type="checkbox"/> Write three lists: 1 activities I often do 2 activities I sometimes do 3 activities I never do. <input type="checkbox"/> Think of a school project I did in the past. Write a list of the technology I used and how I used it.
2	Let's _____ _____ _____		<input type="checkbox"/> Tell my partner the things I do if I'm tired, bored or hungry. Use the zero conditional. <input type="checkbox"/> Write two zero conditional sentences about how to stay safe when we use technology. <input type="checkbox"/> Read the <i>Grammar reference</i> on page 129 of my Workbook.
3	Let's _____ _____ _____		<input type="checkbox"/> Remember and write technology words in my notebook. Then look at Student Book page 74 and check my spellings are correct. <input type="checkbox"/> Find out when two technology items were invented. Ask my partner to guess the years. <input type="checkbox"/> Read the <i>Grammar reference</i> on page 129 of my Workbook.
4	Let's _____ _____ _____		<input type="checkbox"/> Look at the pictures again and read the story to myself. <input type="checkbox"/> Read the story again and think of a different title. <input type="checkbox"/> Tell my partner about the things which are important to me.
5	Let's _____ _____ _____		<input type="checkbox"/>  Watch the video again. Write three facts about technology for hobbies. <input type="checkbox"/> With my partner, discuss technology items which can help me with my hobby. <input type="checkbox"/> Research the things a smartwatch can do. Tell my partner.
6	Let's _____ _____ _____		<input type="checkbox"/> Write a list of technology items. Decide which to write about in my opinion essay. <input type="checkbox"/> Read my opinion essay again. Check I've given two different opinions and my personal opinion. Underline them. <input type="checkbox"/> Read my opinion essay to myself. Then read my essay to a family member.

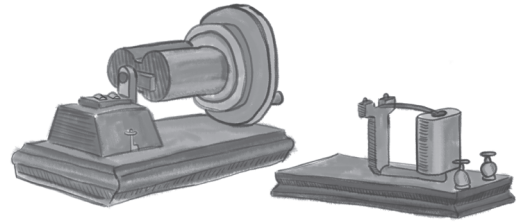
6 Project record

Name: _____

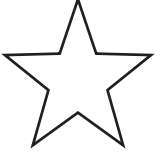


Project Present four technology items.

1 Read and tick ✓.

- I can work in a group.
- I can think of ideas.
- I can make suggestions.
- I can talk about how I use different technology items and why they're useful for me.
- I can take turns to talk in my group.
- I can describe my project to the class.



2 Read what your teacher and your friend say about your work.




My teacher says:		My friend says:
		
		
		

3 Think. Write about your work.

- 1 I enjoyed working on this project because _____
- 2 Next time, I will _____

7 Unit record

Name: _____

Lesson	Lesson objective	How was my effort?  not very good  OK  fantastic	How could I do better? Tick ✓ and complete one activity for each lesson.
1	Let's _____ _____ _____		<input type="checkbox"/> Write the camping words in alphabetical order in my notebook. <input type="checkbox"/> Write sentences about how I use the camping items: <i>I use a ... to ...</i> <input type="checkbox"/> Mime using a camping item for my partner to guess the word.
2	Let's _____ _____ _____		<input type="checkbox"/> Imagine I'm going to go to the beach. Write three sentences about the things I will or won't do if it's cold or hot. Use the first conditional. <input type="checkbox"/> Play a game with my partner. I say a first conditional sentence. Then my partner says the sentence again but he / she changes the order. <input type="checkbox"/> Read the <i>Grammar reference</i> on page 130 of my Workbook.
3	Let's _____ _____ _____		<input type="checkbox"/> Remember or imagine a hiking trip. Tell my partner the activities I did, the places I saw and the items I used. <input type="checkbox"/> Write rules for my school. Use modal verbs of obligation. <input type="checkbox"/> Read the <i>Grammar reference</i> on page 130 of my Workbook.
4	Let's _____ _____ _____		<input type="checkbox"/> Look at the pictures again and read the story to myself. <input type="checkbox"/> Tell the story to someone without looking at my book. <input type="checkbox"/> Read the story again and think of a different title.
5	Let's _____ _____ _____		<input type="checkbox"/> Read about Mount Fuji again. Write five facts and tell my partner. <input type="checkbox"/> Research a mountain or volcano in my country. Write a short description. <input type="checkbox"/> Tell my partner about my favourite place to hike.
6	Let's _____ _____ _____		<input type="checkbox"/> Ask my partner to read my story. Discuss how to make it better. <input type="checkbox"/> Read my story again. Underline the positive adjectives. Circle the negative adjectives. <input type="checkbox"/> Read my story to myself. Then read my story to a family member.

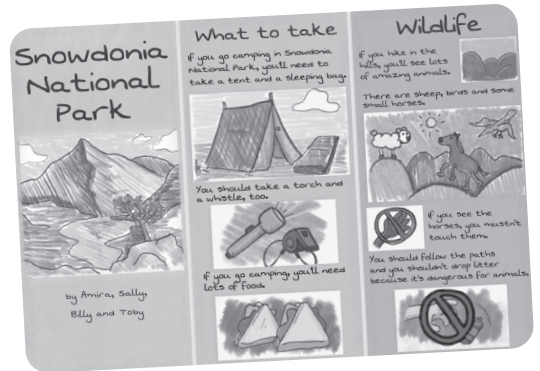
7 Project record

Name: _____

Project Make an information leaflet about a place in the countryside.

1 Read and tick ✓.

- I can work in a group.
- I can think of ideas with my group.
- I can choose important information for a leaflet.
- I can make a leaflet.
- I can take turns to talk in my group.
- I can describe my project to the class.



2 Read what your teacher and your friend say about your work.

Two stars and a wish






	My teacher says:	My friend says:
★		
★		
★ ★ ★		

3 Think. Write about your work.

- 1 I enjoyed working on this project because _____
- 2 Next time, I will _____

8 Unit record

Name: _____

Lesson	Lesson objective	How was my effort?  not very good  OK  fantastic	How could I do better? Tick ✓ and complete one activity for each lesson.
1	Let's _____ _____ _____		<input type="checkbox"/>  182 Listen to the words again and repeat them. Ask my partner to test me. <input type="checkbox"/> Write the space words in alphabetical order in my notebook. <input type="checkbox"/> My partner says a space word. I spell the word without looking at my book.
2	Let's _____ _____ _____		<input type="checkbox"/> Write three sentences about what life <i>may</i> , <i>might</i> or <i>could</i> be like in 2099. <input type="checkbox"/> Draw a space item. Ask my partner to guess the item using modal verbs of possibility and certainty. Then swap roles. <input type="checkbox"/> Read the <i>Grammar reference</i> on page 131 of my Workbook.
3	Let's _____ _____ _____		<input type="checkbox"/> Draw a picture of me doing an activity in a place I enjoy visiting. Write sentences with relative pronouns to describe my picture. <input type="checkbox"/> Say sentences with relative pronouns about a person in my school but don't say his / her name. Ask my partner to guess who it is. <input type="checkbox"/> Read the <i>Grammar reference</i> on page 131 of my Workbook.
4	Let's _____ _____ _____		<input type="checkbox"/> Act out the story with my partner. <input type="checkbox"/> Look at the pictures again and read the story to myself. <input type="checkbox"/> Tell my partner about a time when I saw something amazing.
5	Let's _____ _____ _____		<input type="checkbox"/> Listen and read again. Write a list of the things Mariekie and Sami saw in the night sky on their holidays. <input type="checkbox"/>  Watch the video again. Write sentences about the Dark Sky Park. <input type="checkbox"/> Tell my partner the things I've seen or things I'd like to see in the night sky.
6	Let's _____ _____ _____		<input type="checkbox"/> Look at activity 4 on Student Book page 106. Then read my news report again and check I've included all four sections. <input type="checkbox"/> Read my news report again and check the spellings are correct. <input type="checkbox"/> Write my report on a computer and print it. Draw a picture or find a photo online.

8 Project record

Name: _____

Project Make a space display.

1 Read and tick ✓.

- I can work in a group.
- I can research information.
- I can make decisions in my group.
- I can look at pictures and think about the information they show.
- I can make a display.
- I can describe my project to the class.



2 Read what your teacher and your friend say about your work.

Two stars and a wish

	My teacher says:	My friend says:




3 Think. Write about your work.

- 1 I enjoyed working on this project because _____
- 2 Next time, I will _____

9

Unit record

Name: _____

Lesson	Lesson objective	How was my effort?  not very good  OK  fantastic	How could I do better? Tick ✓ and complete one activity for each lesson.
1	Let's _____ _____ _____		<input type="checkbox"/> Make a poster about the Middle Ages. <input type="checkbox"/> Tell my partner the things I know about life in the past. <input type="checkbox"/> Write or say a sentence for each word.
2	Let's _____ _____ _____		<input type="checkbox"/> What things did I do when I was younger? Write three sentences with <i>used to</i> . <input type="checkbox"/> Write three <i>used to</i> questions about a famous person in the past. Then research and find out the answers. <input type="checkbox"/> Read the <i>Grammar reference</i> on page 132 of my Workbook.
3	Let's _____ _____ _____		<input type="checkbox"/> Write the life events in my notebook. Then write the date when I did them in the past or the date when I think I'll do them in the future. <input type="checkbox"/> Write three sentences using these verbs: <i>enjoy, prefer, want</i> . <input type="checkbox"/> Read the <i>Grammar reference</i> on page 132 of my Workbook.
4	Let's _____ _____ _____		<input type="checkbox"/> Look at the pictures in the story again. Say a sentence to describe each picture. <input type="checkbox"/> Read the story to a friend or family member. <input type="checkbox"/> With my partner, think of adjectives to describe Amelia Earhart.
5	Let's _____ _____ _____		<input type="checkbox"/> With a partner, write a list of reasons why tourists like to visit Turkey and Egypt. <input type="checkbox"/> How was life in the past in Cappadocia and in Deir el-Medina similar? How was it different? Discuss with my partner. <input type="checkbox"/> Think about a place in my country that tourists like to visit. Write a description.
6	Let's _____ _____ _____		<input type="checkbox"/> Write a list of interesting people from my country. Circle the people I'd like to write a biography about. <input type="checkbox"/> Look at activity 4 on Student Book page 120. Then read my biography again and check I've included all five sections. <input type="checkbox"/> Read my biography to my partner. Ask my partner to guess who the person is.

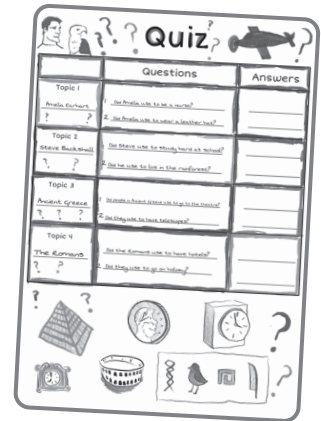
9 Project record

Name: _____

Project Make a quiz about life in the past.

1 Read and tick ✓.

- I can work in a group.
- I can make suggestions.
- I can write and answer quiz questions.
- I can check facts.
- I can ask questions and discuss the answers.
- I can take part in a quiz.



2 Read what your teacher and your friend say about your work.

Two stars and a wish

	My teacher says:	My friend says:





3 Think. Write about your work.

- 1 I enjoyed working on this project because _____

- 2 Next time, I will _____

10 Unit record

Name: _____

Lesson	Lesson objective	How was my effort?  not very good  OK  fantastic	How could I do better? Tick ✓ and complete one activity for each lesson.
1	Let's _____ _____ _____		<input type="checkbox"/>  233 Listen to the words again and repeat them. Ask my partner to test me. <input type="checkbox"/> Write a sentence for each adjective. Say when I felt this and what I was doing. <input type="checkbox"/> Mime an adjective for my partner to guess the word.
2	Let's _____ _____ _____		<input type="checkbox"/> Say a present simple or present continuous sentence to my partner. My partner tells me what I said using reported speech. Swap roles. <input type="checkbox"/> Listen to my teacher. Write a present simple or present continuous sentence that he / she says. Then tell my partner using reported speech. <input type="checkbox"/> Read the <i>Grammar reference</i> on page 133 of my Workbook.
3	Let's _____ _____ _____		<input type="checkbox"/> Tell my partner about my plans for this weekend. Use the present continuous. <input type="checkbox"/> Remember and write activities for helping at a community event in my notebook. Then look at Student Book page 126 and check my spellings are correct. <input type="checkbox"/> Read the <i>Grammar reference</i> on page 133 of my Workbook.
4	Let's _____ _____ _____		<input type="checkbox"/> Look at the pictures again and read the story to myself. <input type="checkbox"/> Tell the story to someone without looking at my book. <input type="checkbox"/> With my partner, think of someone who cares for people in our community. Talk about the things this person does.
5	Let's _____ _____ _____		<input type="checkbox"/> Tell my partner about a charity I know. <input type="checkbox"/> Read Antonio's letter again. Write a list of the things Antonio has to do as a junior lifeguard. <input type="checkbox"/> Write a list of places where I can work as a volunteer in my country.
6	Let's _____ _____ _____		<input type="checkbox"/> With my partner, discuss ideas for a personal narrative. <input type="checkbox"/> Read my personal narrative again and check I've included narrative language. <input type="checkbox"/> Read my personal narrative to myself. Then read it to a family member.

10 Project record

Name: _____

Project Plan an event for your community.

1 Read and tick ✓.

- I can work in a group.
- I can think of ideas.
- I can choose an event for my community.
- I can make a plan.
- I can take turns to talk in my group.
- I can describe my project to the class.



2 Read what your teacher and your friend say about your work.

Two stars and a wish		
	My teacher says:	My friend says:

3 Think. Write about your work.

- 1 I enjoyed working on this project because _____
- 2 Next time, I will _____