

### Pupil's Book

Students show how much topic-related vocabulary they already know.

The course characters explain the **theme of the blog project** they are going to do, which contextualizes the topic of the unit.

A reading text from the visiting bloggers introduces **new grammar in a fun and engaging context.**

Twelve items of vocabulary are introduced. **Clear models of pronunciation** are given.

A **listening task** reinforces understanding of the new vocabulary and develops listening skills.

The students use a **recycled structure** to do a **personalised speaking task** in pairs.

The students are introduced to **The Big Question** which will develop their **thinking skills**.

**Grammar Connect** highlights examples of the new grammar in the text and summarises the grammar in tables.

**Make Connections** asks students to **work out patterns in language** by looking at the grammar tables.

A speaking task **practises the new grammar**, as a game or a personalised task.

The collage shows several pages from the Pupil's Book. The top left page is titled 'Around my town' and features a grid of 12 images of different locations in a town, with a listening task below it. The top middle page is 'Lesson 1' and includes a listening task and a 'Heres Connect' box. The top right page is 'Lesson 2' and features a reading text, a 'Grammar Connect' section with tables, and a 'Make Connections' section with a game. The bottom left page is 'The Big Question' and features a character and a question. The bottom right page is 'Grammar Connect' and features a table summarizing the new grammar.

## Workbook

Clear summary dictionaries for **students to write the new vocabulary** items.

A **speaking activity** to practise the new vocabulary in a game.

The students **practise writing simple definitions** of the vocabulary.

**More writing practice** focuses on the reviewed structure.

**4 Around my town** Workbook

**1** Complete the dictionary. Listen and check.

**My dictionary**

Word	Picture	Definition
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

**2** Ask and answer. Use the words in the table. Use the questions.

**3** Complete the sentences. Choose one more phrase and write a definition.

**4** Order and write the questions. Write answers for you.

**Finish!** Choose three more words from Activity 1 and write definitions.

**GRAMMAR CONNECT**

**1** Read about the Dragon again (Puff's Book page 30). Complete the sentences with *was*, *isn't*, *were* or *weren't*.

**2** Where were they? Listen and number.

**3** Write sentences about the pictures in Activity 2.

**4** Write about you and your friends.

**Finish!** Think about last weekend. Write four sentences, e.g. I wasn't at school.

A Grammar Connect box provides a **clear summary of the new grammar**.

**Writing practice at sentence level** of the new grammar.

**Reading, writing and listening practice** of the forms of the new grammar.

All lessons have activities for **fast finishers** at the bottom of the page. These can also be given as homework tasks.

## Pupil's Book

Each unit tells a **different genre of story**

**Thinking skills** questions encourage students to think about the story they are going to read and help develop their prediction skills.

The **hero or heroes of the story** are introduced by the visiting bloggers.

The stories have **engaging and vibrant illustrations or photos**. These make the story rich for description and discussion and help involve the students. The pictures and dynamic recordings support the students' understanding of the narrative.

The stories are about **motivating topics with an inspiring storylines** that will appeal to students.

After you read questions **check students' comprehension** of the stories.

Further thinking skills questions **encourage students to be critical** and think about the message or content of the story and give their opinion.

**LESSON 3** *Story*

**Heroes Connect say:**  
Original: Have you got a Chinese hero to tell us about?

**The Dragons say:**  
Yes, we have. Here's an amazing story from our country.

**Look, think and answer?**

- Look at the picture. What do you think the story is about?
- Is this a historical experience, a comedy or a serious story?
- Who do you think the hero is?

**Listen and read.**

**Read and say that to follow.**  
Comment the below sentences.

- The story happens in Shanghai.
- Li Hui is a very brave boy.
- At the beginning of the story, Li Hui was in the classroom.
- Li Hui's parents weren't safe.
- Li Hui was at the Olympics in Beijing.

**Read, think and answer?**

- Do you like the story? Why/Why not?
- How do you think Li Hui feels in picture 1, picture 2, picture 3 and picture 4?
- Why do you think the Chinese team cheered Li Hui to walk with them?
- Li Hui is a hero for his brave. What do you think he's doing?
- Do you know any other famous heroes? If there is a hero!

**Key learning outcomes:** Read, think and answer questions about a story.

**WALL OF FAME**  
From the classroom to the Olympics

**1** Li Hui and his friends are talking during the break at school. They're talking and laughing. Then they hear a noise and the ground starts to shake.

**2** The noise gets louder and the classroom gets stronger. Suddenly, guys of the ceiling fall down. The walls start to bend. The classroom is in the street.

**3** The story begins in a school hall when Chengguo called Wang Li Hui to the sports hall. After school, Li Hui goes home and walks to school with his friend.

**4** The earthquake begins. Li Hui's school has been and his parents. Li Hui is difficult to see. Many of his friends are injured. They can't move. Some of them are sleeping.

**5** Li Hui goes into the street together. He wants to help people of the hands.

**6** The time Li Hui comes to get out of the school, he wants to go into the school again but the teachers orders to get out.

**7** Li Hui is a hero for his brave. He wants to help people of the hands.

**8** Li Hui is a hero for his brave. He wants to help people of the hands.

**9** Li Hui is a hero for his brave. He wants to help people of the hands.

**10** In the summer, the Chinese Olympic team choose Li Hui to walk in front of them at the Olympics in Beijing. He walks with his team in a red and white uniform.

**11** Li Hui is a hero for his brave. He wants to help people of the hands.

**12** Li Hui is a hero for his brave. He wants to help people of the hands.

**13** Li Hui is a hero for his brave. He wants to help people of the hands.

**14** Li Hui is a hero for his brave. He wants to help people of the hands.

**15** Li Hui is a hero for his brave. He wants to help people of the hands.

**16** Li Hui is a hero for his brave. He wants to help people of the hands.

**17** Li Hui is a hero for his brave. He wants to help people of the hands.

**18** Li Hui is a hero for his brave. He wants to help people of the hands.

**19** Li Hui is a hero for his brave. He wants to help people of the hands.

**20** Li Hui is a hero for his brave. He wants to help people of the hands.

**21** Li Hui is a hero for his brave. He wants to help people of the hands.

**22** Li Hui is a hero for his brave. He wants to help people of the hands.

**23** Li Hui is a hero for his brave. He wants to help people of the hands.

**24** Li Hui is a hero for his brave. He wants to help people of the hands.

**25** Li Hui is a hero for his brave. He wants to help people of the hands.

**26** Li Hui is a hero for his brave. He wants to help people of the hands.

**27** Li Hui is a hero for his brave. He wants to help people of the hands.

**28** Li Hui is a hero for his brave. He wants to help people of the hands.

**29** Li Hui is a hero for his brave. He wants to help people of the hands.

**30** Li Hui is a hero for his brave. He wants to help people of the hands.

**31** Li Hui is a hero for his brave. He wants to help people of the hands.

**32** Li Hui is a hero for his brave. He wants to help people of the hands.

**33** Li Hui is a hero for his brave. He wants to help people of the hands.

**34** Li Hui is a hero for his brave. He wants to help people of the hands.

**35** Li Hui is a hero for his brave. He wants to help people of the hands.

**36** Li Hui is a hero for his brave. He wants to help people of the hands.

**37** Li Hui is a hero for his brave. He wants to help people of the hands.

**38** Li Hui is a hero for his brave. He wants to help people of the hands.

**39** Li Hui is a hero for his brave. He wants to help people of the hands.

**40** Li Hui is a hero for his brave. He wants to help people of the hands.

**41** Li Hui is a hero for his brave. He wants to help people of the hands.

**42** Li Hui is a hero for his brave. He wants to help people of the hands.

**43** Li Hui is a hero for his brave. He wants to help people of the hands.

**44** Li Hui is a hero for his brave. He wants to help people of the hands.

**45** Li Hui is a hero for his brave. He wants to help people of the hands.

**46** Li Hui is a hero for his brave. He wants to help people of the hands.

**47** Li Hui is a hero for his brave. He wants to help people of the hands.

**48** Li Hui is a hero for his brave. He wants to help people of the hands.

**49** Li Hui is a hero for his brave. He wants to help people of the hands.

**50** Li Hui is a hero for his brave. He wants to help people of the hands.

**51** Li Hui is a hero for his brave. He wants to help people of the hands.

**52** Li Hui is a hero for his brave. He wants to help people of the hands.

**53** Li Hui is a hero for his brave. He wants to help people of the hands.

**54** Li Hui is a hero for his brave. He wants to help people of the hands.

**55** Li Hui is a hero for his brave. He wants to help people of the hands.

**56** Li Hui is a hero for his brave. He wants to help people of the hands.

**57** Li Hui is a hero for his brave. He wants to help people of the hands.

**58** Li Hui is a hero for his brave. He wants to help people of the hands.

**59** Li Hui is a hero for his brave. He wants to help people of the hands.

**60** Li Hui is a hero for his brave. He wants to help people of the hands.

**61** Li Hui is a hero for his brave. He wants to help people of the hands.

**62** Li Hui is a hero for his brave. He wants to help people of the hands.

**63** Li Hui is a hero for his brave. He wants to help people of the hands.

**64** Li Hui is a hero for his brave. He wants to help people of the hands.

**65** Li Hui is a hero for his brave. He wants to help people of the hands.

**66** Li Hui is a hero for his brave. He wants to help people of the hands.

**67** Li Hui is a hero for his brave. He wants to help people of the hands.

**68** Li Hui is a hero for his brave. He wants to help people of the hands.

**69** Li Hui is a hero for his brave. He wants to help people of the hands.

**70** Li Hui is a hero for his brave. He wants to help people of the hands.

**71** Li Hui is a hero for his brave. He wants to help people of the hands.

**72** Li Hui is a hero for his brave. He wants to help people of the hands.

**73** Li Hui is a hero for his brave. He wants to help people of the hands.

**74** Li Hui is a hero for his brave. He wants to help people of the hands.

**75** Li Hui is a hero for his brave. He wants to help people of the hands.

**76** Li Hui is a hero for his brave. He wants to help people of the hands.

**77** Li Hui is a hero for his brave. He wants to help people of the hands.

**78** Li Hui is a hero for his brave. He wants to help people of the hands.

**79** Li Hui is a hero for his brave. He wants to help people of the hands.

**80** Li Hui is a hero for his brave. He wants to help people of the hands.

**81** Li Hui is a hero for his brave. He wants to help people of the hands.

**82** Li Hui is a hero for his brave. He wants to help people of the hands.

**83** Li Hui is a hero for his brave. He wants to help people of the hands.

**84** Li Hui is a hero for his brave. He wants to help people of the hands.

**85** Li Hui is a hero for his brave. He wants to help people of the hands.

**86** Li Hui is a hero for his brave. He wants to help people of the hands.

**87** Li Hui is a hero for his brave. He wants to help people of the hands.

**88** Li Hui is a hero for his brave. He wants to help people of the hands.

**89** Li Hui is a hero for his brave. He wants to help people of the hands.

**90** Li Hui is a hero for his brave. He wants to help people of the hands.

**91** Li Hui is a hero for his brave. He wants to help people of the hands.

**92** Li Hui is a hero for his brave. He wants to help people of the hands.

**93** Li Hui is a hero for his brave. He wants to help people of the hands.

**94** Li Hui is a hero for his brave. He wants to help people of the hands.

**95** Li Hui is a hero for his brave. He wants to help people of the hands.

**96** Li Hui is a hero for his brave. He wants to help people of the hands.

**97** Li Hui is a hero for his brave. He wants to help people of the hands.

**98** Li Hui is a hero for his brave. He wants to help people of the hands.

**99** Li Hui is a hero for his brave. He wants to help people of the hands.

**100** Li Hui is a hero for his brave. He wants to help people of the hands.

## Workbook

A variety of reading and writing activities check understanding of the story and the language used in it.

Reading and writing tasks help to **reinforce the grammar** introduced in the previous lesson.

Students **write a short summary and review** of the story. Then they are encouraged to give a **personal response** to the story.

**Additional thinking skills questions** to widen students' critical thinking.

**5 Star** **From the classroom to the Olympics**

1 Read the story again. Answer the questions.

- How old is Lin Hao in the story?
- At the beginning of the earthquake, what does Lin Hao hear?
- How many children does Lin Hao carry out of the school?
- When does Lin Hao find his family?
- What do you think an earthquake looks like?
- Do you like stories about real people? Why? Why not?

2 Read and complete these sentences from the story.

1 When \_\_\_\_\_ had moved, \_\_\_\_\_

2 He \_\_\_\_\_ really strong, Lin Hao.

3 When Lin Hao \_\_\_\_\_ hurt, \_\_\_\_\_

4 He heard when \_\_\_\_\_ was!

5 \_\_\_\_\_ you crossed at the beginning of the earthquake!

3 Complete and colour the stars. Tell people at home about the story.

**WALL OF FAME** Story review

The title of the surprise story is \_\_\_\_\_

The main character is \_\_\_\_\_

The story is set in (place) \_\_\_\_\_

The story is about \_\_\_\_\_

\_\_\_\_\_ is a hero because \_\_\_\_\_

My favourite part of the story is \_\_\_\_\_

I think the story is \_\_\_\_\_ and I give it \_\_\_\_\_ stars ☆☆☆☆☆

**Finished?** Choose six words from the story. Translate them using your dictionary.

The fast finishers task develops students' vocabulary and dictionary skills.

## Pupil's Book

Students listen to and read a short dialogue which contextualises new language.

The **Grammar Connect** section shows examples of new grammar and then summarises it in a table.

**Make Connections** invites students to see and discover language patterns.

A catchy, modern song makes the language memorable.

Questions introduce the life skill which is being presented and practised in the lesson.

The course characters illustrate the life skill through a fun, real-world photo story.

Students read and are encouraged to think of **tips** to help them to apply this life skill in their lives.

Students have the opportunity to apply the life skill and are presented with useful language for a speaking task.

**LESSON 4 Grammar and pronunciation**

1 Listen and read. Where was Sophie on lunchtime? What was she doing?

Jack: Hi, Sophie. Where were you at lunchtime? Were you at home?

Sophie: Yes, I was. I was on the internet, took these photos of things.

Jack: About this hot thingy after the earthquake?

Sophie: Yes, it was.

Jack: Oh, that's terrible. And was that thingy before the earthquake?

Sophie: No, it wasn't. That was thingy five years after the earthquake.

Jack: That was bad. It's a new term now.

**GRAMMAR CONNECT**

2 How many questions in the past can you find in Activity 1?

3 Listen, follow and repeat. Ask and answer.

**Use the structure of the questions.**

Where	was I / he / she / it	yesterday?	at the beach on Wednesday?
Where	was you / we / they	last week?	at home at school on Sunday?

4 Ask and answer. Copy and complete the table.

Hi, Maria. Where were you on Saturday morning?

Was I hurt? No, I was.

What	where?	When?
1 Maria		
2		
3		

5 Sing *Where were you?* (Pupil's Book page 79)

Students practise speaking in pairs and **personalise the language**.

**Oral fluency** is developed through practice of connected speech, stress, rhythm and intonation.

**LESSON 5 Life skills**

**Being organised**

1 Watch Do you use a diary? What things do you write in it?

2 Listen Listen and read. What does Sophie forget? Why?

3 Read the diary. Pop when to do the tasks with a partner.

4 Read, think and discuss.

5 Why is it important to use a diary?

**Plan for writing a diary**

- Write important information in your diary immediately.
- Plan when to do different tasks.
- Put your diary in your school bag every night.

**Useful language**

Let's see Peter's birthday present list together. Good idea. I'm not sure. I think I have a better idea. I agree. I disagree.

Students **reflect on the life skill** and think about what they have learnt.

## Workbook

A listening task **practises aural comprehension** of the new grammar.

Well-supported reading and writing tasks practise the written production of the new grammar.

Activities help consolidate and practise **pronunciation and improve fluency**.

A Grammar Connect box provides a **clear summary of the new grammar**.

**GRAMMAR CONNECT** *Grammar and pronunciation*

Read and remember. Circle and complete.

- Use the correct form of the verb when you ask questions in the past.
- Was / Were you at school yesterday? Was / Were he at school on Friday?
- We couldn't see questions in the past with Where.

Where \_\_\_\_\_ you yesterday? Where \_\_\_\_\_ he on Friday?

1 Where were they on Saturday? Listen and write the names.

2 Look at Activity 1. Complete the questions and the answers.

3 Listen and repeat. Does your friend sound the same or different?

4 Complete the questions. Ask your partner and write the answers.

**Finished?** Write three questions with Where were you ...? for your teacher. Can you guess the answer?

A writing task gives opportunities for students to **personalise the new grammar at sentence level**.

**Being organised!**

1 Listen to the interview. Write the answers. Is he organised?

2 How organised are you?

3 Ask and answer the interview questions with a partner. Are your answers the same or different?

4 Read and match the parts of the sticky notes.

5 Think about what you need to do tonight and of the weekend. Complete.

**Finished?** Write the 12 months of the year. Use a dictionary to check spelling.

An activity to develop listening skills.

A variety of tasks ensure that students exercise and **think about** this lesson's life skill.

## Pupil's Book

The four skills are carefully integrated to provide a richer, more authentic contact with English.

The **Stage 1** activities help students to develop their reading skills. These include **pre-reading** and **while-you-read** reading tasks.

**Reading tips** provide simple strategies to help students read confidently.

**Six new items of vocabulary** are introduced in context through the reading text. The vocabulary can also be presented using the Digital Flashcards

Students are introduced to a range of **real-world reading texts** which reflect their interests and experiences.

The **Stage 3** activities scaffold a **real-world writing task**.

A shorter text provides a **writing model** for the students to follow.

**Guided questions** help students to **identify key text features**.

The screenshot shows two pages from a Pupil's Book. The left page is titled 'DISCOVER CHINA' and features a 'Reading' section with tasks like 'Look at the brochure quickly and answer the questions' and 'Listen and read the brochure'. It also includes 'Listening' and 'Speaking' activities. The right page is titled 'OXFORD IN A DAY' and features a 'Writing' section with a task to 'Present your day tour to the class'. It also includes a 'Speaking' activity and a 'Presentation tip'.

The **Stage 2** activities help students to develop their **listening skills**. Students listen to a range of real-world texts for **specific information** and **global understanding**.

Students are directed to the **Workbook** to prepare their piece of writing.

**Writing tips** provide students with language support for writing their text.

**Presentation tips** XXXX

## Workbook

A **range of activities** encourage students to think about and practise the Lesson 6 vocabulary.

A variety of activities allow students to **respond to the text** in a **personal, critical and creative** way.

A fun and motivating **investigation task** helps to create a **home-school link**.

**Digital tips** help students to **find, evaluate, select** and **use online information**.

**Reading and digital literacy**

**1 Vocabulary** Read, think and complete the table.

Transport	Where	Speed	Place
1. motorbike	in cities	fast	on land
2. ...	...	...	in the air
3. ...	under the ground	...	...
4. ...	on land	very fast	...
5. ...	...	...	on water

**2 Read** think and write (Hug's Book page 46). Ask and answer.

- Which is more exciting, the Great Wall of China or the Shuangcheng? Why? Is more exciting because you can ...
- Which is more interesting, Changsha or Chengde? Why?
- Which attraction do you want to visit? Why? I want to visit ... because ...
- Which type of transport do you want to use? Why?

**3 Investigate China** Use the Internet (at school or at home).

- Show and colour the Chinese flag.
- How many people live in China?
- What are two typical dishes in China?

Find out three interesting facts about pandas.

**Digital tip:** Check your information. Reproduce it, save, share and archive.

**Finished?** Order the types of transport in Activity 1 from the fastest to the slowest.

**Writing**

**1** Work with a partner and investigate a city. Copy and make notes in your notebook.

Notes: photos to visit, City, food to buy, transport, shopping I can see.

**2** Work with a partner. Make notes for your brochure.

\_\_\_\_\_ in a Day  
(Shanghai) Do you visit it.

**In the evening**  
Time: \_\_\_\_\_  
Activity 1: \_\_\_\_\_  
Activity 2: \_\_\_\_\_

**Lunchtime**  
Time: \_\_\_\_\_  
Location: \_\_\_\_\_

**In the afternoon**  
Time: \_\_\_\_\_  
Activity 1: \_\_\_\_\_  
Activity 2: \_\_\_\_\_

**3** Write your brochure for a day tour in your notebook. Use your plan.

**Writing tip:** It is important to make notes, but after a week, I take the notes out ... Parents ...

**4** Show your brochure to another pair. Ask questions and write the answers.

- Is your brochure interesting?
- Which is the best part of your brochure?
- What suggestion can you make?

**Finished?** Order the letters and write the cities: do/shan, sheng, soft, nán, zhu, xi/da.

Students **investigate** or **brainstorm** ideas for their writing.

Students plan their writing text. Easy-to-follow prompts provide students with plenty of support.

Students share and discuss their work with another student or pair.

**Writing tips** remind students about useful language and help them with the presentation of their work.



## Pupil's Book

Prompts help students to create their own **definitions** of the **key vocabulary** and play a game.

Students work **cooperatively** to **review the unit grammar** through a game.

**Deeper understanding** is checked through a dialogue. Students use **contextual clues** to guess the missing words.

Students **review the unit vocabulary** through a listening task. They **listen for the main idea, infer** and **make deductions**.

**UNIT REVIEW**

1 Listen, look and choose. Say the place or the type of transport.

2 Use the photos in Activity 1 to play a definitions game. Work with a partner.

In this place you can... The type of transport you get... We go to...

In this place there is a... The type of transport is... It is...

3 Play a memory game with a partner. Ask and answer.

Match with Clive on Saturday morning!

Clive	Ben	Pat and Sue
Saturday morning	Ben	Pat and Sue
the sea at the beach	the beach	the park
the sea on Saturday morning	the park	the beach
the park on Saturday morning	the beach	the park
the beach on Saturday morning	the park	the beach

4 Read and predict the missing words. Listen and check. Ask out.

Emily: I'm bored. Do you want to go to the sea? **Ben:** Yes, I do!

Emily: How early? **Ben:** Three o'clock.

Emily: What about the **Pat and Sue:** I'll go with you.

Emily: I'll go with you. **Ben:** I'll go with you.

Emily: I'll go with you. **Ben:** I'll go with you.

Emily: I'll go with you. **Ben:** I'll go with you.

**While you watch activities** develop **visual literacy** by encouraging students to listen and watch for information.

In each unit, students watch a **vlog** made by the course characters. This **fun and interactive video reinforces and extends the unit content** and exposes learners to more **authentic, real-world English**.

**Heroes Connect says:** Hello! Welcome back to the Heroes Connect Vlog!

**Where you watch:**

1 Look at the photo and read the words. What do they mean? What do you think the vlog is about?

treasure hunt      questions      clues      prize

**Where you watch:**

1 Watch the vlog. Why are these pictures important in the treasure hunt?

2 Watch the vlog again. Read and complete the sentences with was, wasn't.

The Queen **was** at the...      The treasure **was** at the...  
 The map **was** on the right of the...      The instructions of the... **was** the...  
 Clive **was** at the...      At the end, Clive and Sophie **was**...

**Where you watch:**

1 Work with a partner. Write questions for a treasure hunt of your school.

**Talk time**

Ask Ben: How many...?      Ben: ...  
 Ask Pat: How many...?      Pat: ...  
 Ask Sue: How many...?      Sue: ...

2 What's your favourite part of the vlog? Discuss with a partner.

My favourite part of the vlog is when...

**Before you watch activities** prepare students for viewing by **generating ideas and raising interest**.

**A Talk Time activity** gives students the opportunity to do a **real-world speaking task** from the video. **Everyday English** is highlighted and practised in this section.

## Workbook

A full-page unit review **checks and reinforces** the unit vocabulary and grammar.

Fun, game-like activities **motivate students to remember and write** the new vocabulary items.

An **enjoyable quiz** encourages students to remember and discuss **informational content** from the unit.

Students **work cooperatively** to check their learning.

**Heroes Connect says:** What can you remember about our **Research my town** big project? **Work with a partner and do this quiz. Good luck!**

**1 Use the code to write words from Unit 4. (Clue! on 5, on 6, on 7, on 8, on 9.)**

1 12-19-24-6-16    2 24-19-27-18    3 12-5-14-16    4 24-19-25-23-13-23-24    5 19-10-10-13-7-9  
 6 23-24-5-23-25-9    7 7-8-6-14-6    8 5-22    9 12-13-11-12    10 20-6-4-8    11 24-22-5-13-18

**2 Complete the sentences for you and a partner. Use was, wasn't, were or weren't.**

1 I \_\_\_\_\_ of the shopping centre on Sundays.  
 2 My partner \_\_\_\_\_ of school yesterday.  
 3 We \_\_\_\_\_ in the playground before the lesson.  
 4 I \_\_\_\_\_ of the cinema last night.  
 5 My partner \_\_\_\_\_ of school on Sundays.

**3 Write the questions. Ask and answer.**

1 you / school / yesterday    *Where*  
 2 where / your hands / Saturday    *When*  
 3 where / you / 5 o'clock / this morning  
 4 you / home / Sunday

**4 Listen to the questions. Circle the correct answers.**

1  Chengdu     Beijing     Shanghai     200 km/h     300 km/h     400 km/h  
 2  school     the beach     the cinema     five     six     ten  
 3  Beijing     Chengdu     Shanghai     swimming     painting     sailing

**5 Listen and check your answers for Activity 4.**

**6 Think about your learning in Unit 4 and complete.**

**Tell a partner.**

1 I give the big present.    *star* ☆☆☆☆☆  
 2 My favourite activity is golf.    ☆☆☆☆☆  
 3 How I am.    ☆☆☆☆☆  
 4 In Unit 5, I need to.    ☆☆☆☆☆

**Next lesson**

**Tell people at home about your favourite activity in Unit 4.**

Students **reflect** on their learning and set a **personal learning objective** for the next unit.