

**1** Look at the photo and read. Answer the questions. 

- 1 What can you see in the photo?
- 2 What are the people going to do?
- 3 Have you ever had a ride in a hot-air balloon?
- 4 Would you like to have a ride in a hot-air balloon? Why? / Why not?

**2**  **Communicate** Read about the hot-air balloon rides. Answer the questions.

- 1 When can you have a hot-air balloon ride?
- 2 How long does the ride last?
- 3 Can children ride alone?
- 4 Which animals will people help if they have a hot-air balloon ride?

**3** How old are Tom, Jess and Callum? Listen and read. Act out. 

**4** Which six things do the children see during the hot-air balloon ride? Listen and find out. 

statue skate park bridge  
 block of flats stadium  
 department store tunnel  
 factory square cycle path

**5**  **Communicate** Ask and answer questions about where you live.

Are there any statues in our town?

Yes, there are a few statues in our town.



**Objectives** In this unit, I will ...

- name things I see in a town or city.
- listen to descriptions and identify people.
- use question tags.
- learn about global e-projects.

## HOT-AIR BALLOON RIDES

Saturday 9am-12pm

Enjoy an amazing bird's eye view of our town.

You must be over seven years old to have a ride and children must be with an adult.

This exciting ride lasts 15 minutes and costs £25 for adults and £15 for children. All the money is for our local bird conservation project.

Come and have fun and help protect the environment!



Hi, everyone. What are your names?

I'm Tom. These are my friends, Callum and Jess.

Which school do you go to?

We go to Bluebell Primary School.

Really? How old are you?

I'm 12 and they're 11.

Oh dear. You aren't old enough to have a ride on your own.

Don't worry. My dad is here, too.

Great! Are you ready then?

Absolutely!



1 Read and identify the person in the queue.

Emma usually **plays** tennis on Saturday morning, but today she's **waiting** in the queue to have a ride in the hot-air balloon. She **likes** photography so she's **carrying** a camera. She **wants** to take lots of photos when she's in the air. Can you see her?

2 Listen and identify other people in the queue.



3 Read and answer these questions about Activity 1. 

- 1 What's Emma's routine on Saturday morning? Do we use the present simple or the present continuous to talk about routines?
- 2 What's Emma doing now? Do we use the present simple or the present continuous to talk about things that are happening now?
- 3 Do we use the verbs *want* and *like* in the present simple, present continuous or both?

4  **Thinking skills** Look at the verbs. Which ones can only be used in the present simple? Which ones can be used in the present simple and the present continuous?

~~dislike~~ climb work understand believe  
swim know want prefer eat travel go

Only present simple	Present simple and present continuous
dislike	

5  **Communicate** Ask and answer the questions. Then think of another question to ask your partner.

- 1 Which activities do you dislike doing? Why?
- 2 Do you prefer taking photos or making videos? Why?
- 3 Do you think hot-air balloons are dangerous? Why? / Why not?
- 4 What do you want to do this weekend? Why?

1 Listen and read. Answer the questions.



**Mr Owen:** What did you do at the weekend, Jess?  
**Jess:** I had a hot-air balloon ride in the park.  
**Mr Owen:** Really? Was there a special reason for the ride?  
**Jess:** Yes, the money from the hot-air balloon rides is going to be used to protect wild birds.  
**Tom:** It's a great project. We'd like to find out how other people help in their communities.  
**Mr Owen:** I know about a global project called 'Make a difference'. Schoolchildren from different countries write and share their ideas about helping in the community. Their logo is a hot-air balloon. Why don't you join?  
**Callum:** It sounds amazing! And we can learn about life in other countries, too.



- 1 Who was in the park at the weekend?
- 2 Why was the hot-air balloon ride a good idea?
- 3 What's the global project called?
- 4 What can you do if you join the project?

2 Quickly read about the schools in the *Make a difference* project. How many schools are in Europe? Where are the other schools?

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Make a difference
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## Welcome to the *Make a difference* project!

**Do you know that there are schools around the world that are helping their local communities? Here's a list of the exciting projects organised by schools participating in the *Make a difference* project:**

**Project:** Posters for passengers  
**Country:** Belgium  
**Official languages:** French, Dutch, German

**Project:** Theatre fun  
**Country:** Japan  
**Official language:** Japanese

**Project:** An 'almost new' sale  
**Country:** the USA  
**Official language:** English

**Project:** Sport for everyone  
**Country:** China  
**Official language:** Chinese

**Project:** Reading is cool!  
**Country:** Egypt  
**Official language:** Arabic

**Project:** Let's clean up!  
**Country:** Ecuador  
**Official language:** Spanish

**Project:** A community garden  
**Country:** Mexico  
**Official language:** Spanish

**Project:** A helping hand  
**Country:** Scotland  
**Official languages:** English, Gaelic, Scots

**Project:** Computer lessons  
**Country:** Sweden  
**Official language:** Swedish

Why don't you join our project and tell us how you're making a difference in your community? You can practise your English, too. To join, your class teacher must complete the online form at [register@makeadifference.com](mailto:register@makeadifference.com)

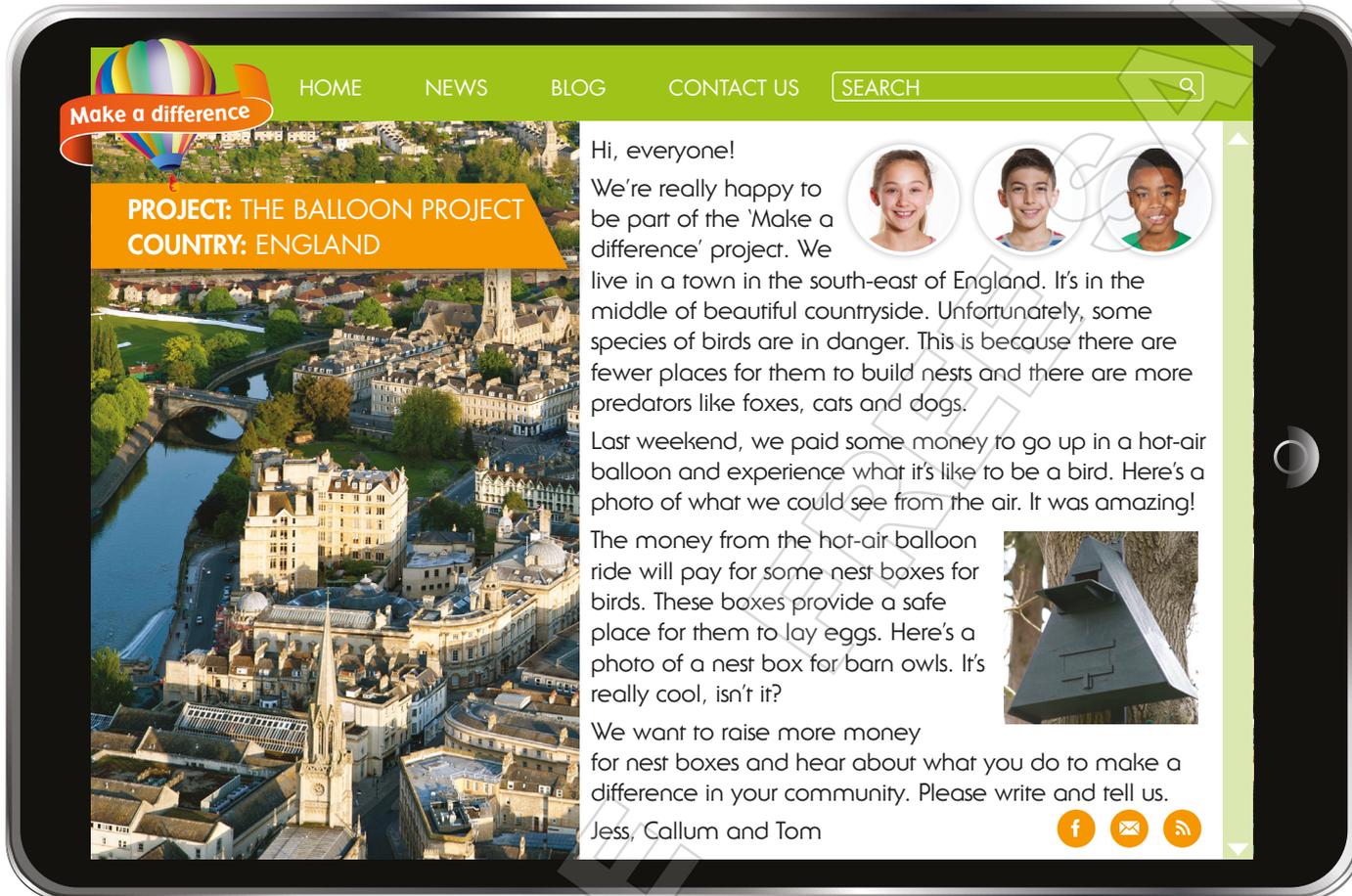
3 **Communicate** Play a memory game in pairs. Ask and answer.

Which languages are spoken in Scotland?

English, Gaelic and Scots are spoken there.

**Key learning outcomes:** listen to and answer questions about helping communities; review countries and languages spoken there; ask and answer questions about languages

- 1 Look at the photos. What do you think the children have written about their *Make a difference* project? 
- 2 Read and find out.



- 3 Read and think. Choose.

### Think about grammar



#### Question tags

Negative question tag:

*The children live in a big town, don't they?*

Positive question tag:

*Cats aren't predators, are they?*

- 1 When the sentence is **affirmative**, the question tag is *negative / positive*.
- 2 When the sentence is **negative**, the question tag is *negative / positive*.

- 5  **Communicate** Ask and answer.

You've got three brothers and sisters, haven't you?

No, I haven't. I've got one brother and one sister.

- 1 You've got **?** brothers and sisters, haven't you?
- 2 You enjoy playing **?**, don't you?
- 3 You can't **?**, can you?
- 4 Your favourite food is **?**, isn't it?
- 5 You don't like **?**, do you?
- 6 You're feeling **?**, aren't you?

#### Remember!

- I'm not I2, am I?      • I'm I1, aren't I?

- 4 Look at the text in Activity 2 again. Find an example of a question tag.

Key learning outcomes: read and understand an information text about a balloon project in England; use question tags to check information