

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.



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 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

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.



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Make a difference

PROJECT: THE BALLOON PROJECT
COUNTRY: ENGLAND

Hi, everyone!

We're really happy to be part of the 'Make a difference' project. We live in a town in the south-east of England. It's in the middle of beautiful countryside. Unfortunately, some species of birds are in danger. This is because there are fewer places for them to build nests and there are more predators like foxes, cats and dogs.

Last weekend, we paid some money to go up in a hot-air balloon and experience what it's like to be a bird. Here's a photo of what we could see from the air. It was amazing!

The money from the hot-air balloon ride will pay for some nest boxes for birds. These boxes provide a safe place for them to lay eggs. Here's a photo of a nest box for barn owls. It's really cool, isn't it?

We want to raise more money for nest boxes and hear about what you do to make a difference in your community. Please write and tell us.

Jess, Callum and Tom

- 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 12, am I?
- I'm 11, 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