

# Level Up

## Level 6

### Unit 1: A song and a dance

Dear parents and guardians,

Welcome to Unit 1, *A song and a dance*. In this unit your child is learning vocabulary for **music**, such as *jazz* and *hip-hop*. Ask him/her to tell you about the kind of music he/she enjoys. Your child is also looking at **adjectives to describe personality**, such as *bossy* and *generous*. Your child can tell you the meaning of the new adjectives. In **Jim's Big Blog**, Jim writes about strange musical instruments. Ask your child which of the three instruments he/she finds most interesting.

In Unit 1 your child is looking at **adjectives with prepositions**, such as *excited about* and *interested in*. Ask him/her to make sentences using these phrases, e.g. *I'm interested in playing and listening to music*. Your child is also looking at **short answers with *so* or *neither***, e.g. *I like classical music. So do I!* To practice this language he/she can write a short dialog about music, using the sentences in exercise 1 on page 9 to help him/her.

That's not the end of Unit 1! Your child is also reading ***The concert***, the story of two friends who enter a singing competition. Ask him/her to tell you about this story and then discuss the importance of self-confidence. Your child is also learning about the life of the famous composer **Ludwig Van Beethoven**. Don't forget the special **Mission!** Your child's mission is to write a concert review! Finally, remember to do the activities in **The Home Booklet**. You can also look at the **Online Activities** – there are lots of exciting games, grammar and vocabulary exercises to do.

We hope you like the unit!

Caroline and Michael



# Level UP

## Unit 2: Big wide world

Dear parents and guardians,

Welcome to Unit 2, *Big wide world*. In this unit your child is looking at vocabulary for **continents, language and culture**. He/She can practice this by telling you what he/she knows about the continents of the world, e.g. *In South America, Spanish and Portuguese are spoken in many countries. Music and soccer are very popular in this continent.* Your child is also learning vocabulary for **places around us**, such as *seaside, valley and cliffs*. Ask him/her to say which of these places can be seen in your country or the region where you live.

In Unit 2 your child is studying **relative clauses**. Ask him/her to tell you the difference between these sentences: 1. *My friend who lives in Germany speaks four languages.* 2. *My friend, who lives in Germany, speaks four languages.* (Answer: In Sentence 1 the information about the friend living in Germany is essential to the meaning of the sentence– “who lives in Germany” tells us which friend we are thinking about. In Sentence 2 the information about the friend living in Germany is not essential– “who lives in Germany” simply gives us some extra information.) Your child is also doing **more ... than, fewer ... than, less ... than, the most, the fewest, the least**. He/She can practice this by comparing things and people in your house, e.g. *My bedroom has fewer windows than my sister's.*

That's not the end of Unit 2! Your child is reading ***Festivals around the world***, a magazine article about festivals in Asia, Europe and South America. Ask him/her to tell you this story and then discuss the importance of embracing other cultures. Your child is also learning about **coral reefs**. Of course, there's a special **Mission** too! Your child's mission is to share ideas to protect the environment! Finally, remember to do the activities in **The Home Booklet**. You can also look at the **Online Activities** – there are lots of fun games, grammar and vocabulary exercises to do.

Enjoy the unit!

Caroline and Michael



# Level Up

## Unit 3: Shopping around

Dear parents and guardians,

Welcome to Unit 3, *Shopping around*. In this unit your child is learning **shopping words**, such as *dollars* and *pounds* and vocabulary to describe **shopping around**, such as *secondhand* and *for sale*. Encourage him/her to describe something he/she bought recently. In **Jim's Big Blog**, Jim and Jenny discuss things you can buy online. Ask your child which of the items he/she would buy.

In Unit 3 your child is looking at **verb + gerund**, **verb + infinitive**, e.g. *I want to go to the shopping mall*, *because I feel like buying some new shoes*. Ask your child to talk about what he/she wants to do this weekend and what he/she feels like doing next week. Your child is also looking at **gerunds as subjects and objects**, e.g. *Shopping is my favorite thing to do on Saturday mornings*. *I enjoy searching for secondhand books*. Ask your child to practice this by completing the following sentences: *Shopping is ... / I enjoy searching for ...*

That's not the end of Unit 3! Your child is reading *Where's Wanda?*, a story about a boy trying to find a five-dollar bill. Ask him/her to tell you what happens in the chapter and then discuss the importance of valuing the gifts you receive. Your child is also learning about the **history of money**. The special **Mission** is to present tips on shopping! Finally, remember to do the activities in **The Home Booklet**. You can also look at the **Online Activities** – there are lots of enjoyable games, grammar and vocabulary exercises to do.

Have fun with the unit!

Caroline and Michael



# Level UP

## Unit 4: Getting about

Dear parents and guardians,

Welcome to Unit 4, *Getting about*. In this unit your child is studying vocabulary for **traveling by plane**, such as *arrivals* and *flight*, and for **getting around**, such as *backpacker* and *guide book*. Ask him/her to tell you the meaning of the new words and phrases.

In Unit 4 your child is doing a **review of passive forms**, e.g. *New York's JFK airport was opened in 1948*. To practice this, ask him/her to put the following sentences into the passive: *They opened the school in 1990. They closed the airport in 2005.* (Answers: *The school was opened in 1990. The airport was closed in 2005.*) Your child is also studying **phrasal verbs and the object**, e.g. *I put my sunglasses on*. Ask him/her to explain how that example sentence can be rewritten. (Answers: *I put on my sunglasses. I put them on.*)

That's not the end of Unit 4! Your child is reading *How we got back from our vacation*, the opening chapter of a science-fiction novel about a family that travels back in time. Ask him/her to tell you this story and then discuss the importance of staying calm. Your child is also learning about **the great aviator Amy Johnson**. The special **Mission** is lots of fun – your child's mission is to write a travel guide! Finally, remember to do the activities in **The Home Booklet**. You can also look at the **Online Activities** – there are lots of great games, grammar and vocabulary exercises to do.

We hope you like the unit!

Caroline and Michael





# Level UP

## Unit 5: Study smarter

Dear parents and guardians,

Welcome to Unit 5, *Study smarter*. In this unit your child is learning vocabulary for **education**, such as *certificate* and *grade*. Ask him/her to tell you about any projects, tests and essays he/she has done in school recently. Your child is also looking at vocabulary for **personal feelings**, such as *delighted* and *confused*. Your child can tell you the meaning of the new adjectives. He/She can also tell you when he/she last had these feelings, e.g. *I was excited when Laura told me about her party*. In **Jim's Big Blog**, Jim writes about four different ways of studying. Ask your child to talk about his/her preferred way of studying.

In Unit 5 your child is looking at **simple past and present perfect time phrases**, such as *last week* and *just*. Ask him/her to make sentences using these time phrases: e.g. *Three weeks ago, we studied the history of Ancient Egypt. For three weeks, we've learned about the pharaohs!* Your child is also looking at the **past perfect**, e.g. *I'd worked hard for the test, so I was delighted to pass it!* Ask your child to describe the difference between the simple past and the past perfect (Answer: the past perfect is used to talk about an action that happened before the one described by the simple past).

That's not the end of Unit 5! Your child is reading *My first camping trip*, the story of two friends, who get a little scared while camping. Ask him/her to tell you about this story and then discuss the importance of dealing with fear. Your child is also learning about **education in the past**. Don't forget the special **Mission!** Your child's mission is to write a quiz! Finally, remember to do the activities in **The Home Booklet**. You can also look at the **Online Activities** – there are lots of exciting games, grammar and vocabulary exercises to do.

We hope you enjoy the unit!

Caroline and Michael



# Level UP

## Unit 6: Good job!

Dear parents and guardians,

Welcome to Unit 6, *Good job!* In this unit your child is looking at vocabulary for **occupations** and **work**. He/She can practice this by describing the occupations in the unit and then saying which he/she finds the most interesting. In **Jim's Big Blog**, Jim finds out about the jobs people want to do when they grow up. Ask your child which of these jobs he/she would most like to do: candy store assistant, computer programmer, hotel designer or pretending to be a dinosaur!

In Unit 6 your child is studying **modals of probability/deduction**, e.g. *Did you hear the knock on the door? It has to be the mail carrier.* Ask them to tell you about the different ways these modal verbs are used. Your child is also learning about the **present perfect progressive**, e.g. *Amelia's been studying for the tests.* He/She can practice this by telling you what they've been doing in school this week.

That's not the end of Unit 6! Your child is reading *The Daydreamer*, a story about a boy whose daydreams lead to a part-time job. Ask him/her to tell you this story and then discuss the importance of taking the initiative. Your child is also learning about the three main **economic sectors**. Oh, we almost forgot – the special **Mission!** Your child's mission is to write about their dream job! Finally, remember to do the activities in **The Home Booklet**. You can also look at the **Online Activities** – there are lots of fun games, grammar and vocabulary exercises to do.

Enjoy the unit!

Caroline and Michael



# Level UP

## Unit 7: It's the law!

Dear parents and guardians,

Welcome to Unit 7, *It's the law!* In this unit your child is studying vocabulary for **reporting the news**, such as *article* and *interview*, and learning **reporting verbs**, such as *suggested* and *asked*. Ask him/her to tell you whether he/she reads the news online and what stories he/she tends to read. In **Jim's Big Blog**, Jim writes about an American judge named Michael Cicconetti, who is famous for punishing criminals in unusual ways. Ask your child what he/she thinks of the judge.

In Unit 7 your child is learning **reported speech** and **reported questions**: e.g. *Alba said she played the guitar. I asked if she had an electric guitar.* To practice this, ask your child to say something and then report it, e.g. Your child says, "*I like music,*" then reports that sentence by saying, "*I said I liked music.*" Your child asks, "*Do you like reading?*", then reports that question by asking, "*I asked if you liked reading.*"

That's not the end of Unit 7! Your child is reading an article in ***The Hours***, an imaginary online news site. The story is about the arrest of a cyber criminal. Ask him/her to tell you this story and then discuss the importance of being honest. Your child is also learning about **forensic science**. Don't forget the special **Mission!** Your child's mission is to write a newspaper review! Finally, remember to do the activities in **The Home Booklet**. You can also look at the **Online Activities** – there are lots of great games, grammar and vocabulary exercises to do.

We hope you like the unit!

Caroline and Michael



# Level Up

## Unit 8: Fantastic flavors

Dear parents and guardians,

Welcome to Unit 8, *Fantastic flavors*. In this unit your child is learning vocabulary for a **three course meal** and **describing food**, such as *starter* and *spicy*. Encourage him/her to describe a meal he/she enjoyed recently. He/She can also talk about his/her favorite things to eat.

In Unit 8 your child is looking at **reflexive pronouns**, e.g. *I often make myself a sandwich*. Ask your child to talk about the food he/she cooks and makes himself/herself. Your child is also looking at **too and enough**, e.g. *This cake is too hot to eat, but that one is cool enough now*. Ask him/her to describe food using both the vocabulary on Page 98 and *too* and *enough*, e.g. *I think coffee is too bitter*.

That's not the end of Unit 8! Your child is reading *The girl who turned blue*, a short play about a girl who tries to improve her brain power. Ask him/her to tell you what happens in the chapter and then discuss the importance of hard work. Your child is also learning about **food labels**. The special **Mission** is to write a café review! Finally, remember to do the activities in **The Home Booklet**. You can also look at the **Online Activities** – there are lots of enjoyable games, grammar and vocabulary exercises to do.

Have fun with the unit!

Caroline and Michael





# Level UP

## Unit 9: Raining cats and dogs

Dear parents and guardians,

Welcome to Unit 9, *Raining cats and dogs*. In this unit your child is studying vocabulary for **the weather**, such as *weather forecast*, *temperature* and *degrees*. He/She is also looking at **weather adjectives**, such as *humid* and *mild*. Ask him/her to describe the weather throughout the year in your country and to talk about the kind of weather he/she most enjoys. In **Jim's Big Blog**, Jim and Jenny write about what they would ask for if they had three wishes. Ask your child which of these wishes he/she prefers.

In Unit 9 your child is doing a **review of first and second conditionals**, e.g. *If it's hot at the weekend, we'll go to the beach. I wouldn't be happy if it were hot all the time*. Ask your child to tell you the difference between these conditionals. (Answer: We use the first conditional to talk about something that might happen in the future. We use the second conditional to talk about things that aren't likely to happen.) Your child is also studying ***I wish ...***, e.g. *I wish the weather were nicer today. I wish we lived in a big city*. Ask him/her to make three wishes. (He/She can reread the wishes in Jim's blog to give them ideas.)

That's not the end of Unit 9! Your child is reading ***Lost in the hills***, a story about three friends who get lost on a trip. Ask him/her to tell you this story and then discuss the importance of being aware that your decisions can affect other people. Your child is also learning about **wild weather**. The special **Mission** is lots of fun – your child's mission is to present a weather forecast! Finally, remember to do the activities in **The Home Booklet**. You can also look at the **Online Activities** – there are lots of great games, grammar and vocabulary exercises to do.

Enjoy the final unit!

Caroline and Michael

