

Level Up

Level 5

Unit 1: In style

Dear parents and guardians,

Welcome to Unit 1, *In style*. In this unit your child is learning vocabulary for **clothes**, such as *raincoat* and *sweater*, and **parts of clothes**, such as *sleeves* and *collar*. He/She can practice this language by telling you about the clothes he/she likes wearing. In **Jim's Big Blog**, your child is also reading about "online shopping fails." Ask him/her if he/she has got a similar story to tell about things going wrong when buying clothes online.

In Unit 1 your child is studying **comparative adjectives, adverbs and as ... as**, e.g. *The white blouse was nicer than the blue one and it wasn't as expensive as the red one. I bought it quickly!* Ask him/her to tell you how this grammar is used. Your child is also studying the **simple present with future meaning**, e.g. *Our flight leaves at 9 a.m.* He/She can practice this by telling you about the schedules for any buses or trains he/she often catches or about any flights your family may have booked, e.g. *The bus to school leaves at 8 a.m. Our flight to the USA leaves at 7a.m.*

That's not the end of Unit 1! Your child is reading ***King Canute's day at the beach***, the well-known story about the king who believed he could stop the tide. Ask him/her to tell you this story and then discuss the importance of dealing with frustration. He/She is also learning about **clothes throughout history**. Of course, there's a special **Mission** too! Your child's mission is to write a review of a store! 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.

We hope you enjoy the unit!

Caroline and Michael



Level UP

Unit 2: Future technology

Dear parents and guardians,

Welcome to Unit 2, *Future technology*. In this unit your child is learning vocabulary related to **technology**, such as *software* and *hardware*, and **verbs for using computers**, such as *upload* and *download*. Your child can practice this language by telling you the technology he/she uses and what he/she likes and dislikes about using it.

In Unit 2, your child is doing **the first conditional**: e.g. *If I finish my homework, I'll come with you to the movies!* Ask him/her to practice this grammar by completing the following sentences with his/her ideas: *If it's hot at the weekend ... / If I pass all the tests ... / If I work hard at school ... / If I exercise every day ...* Your child is also studying the difference between **zero** and the **first conditional** sentences, e.g. *If I eat too much, I feel full. / If I eat too much at Pablo's party, I'll feel full.* Ask your child to explain the difference between these two kinds of conditional.

That's not the end of Unit 2! Your child is reading *The IAST Times*, a news report about a girl who wins a design-an-app competition in school. Ask him/her to tell you this story and then discuss the importance of dealing with jealousy. Your child is also learning about **how to make an app**. Don't forget the special **Mission!** Your child's mission is to recommend a new piece of technology! 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: Jim-nastics

Dear parents and guardians,

Welcome to Unit 3, *Jim-nastics*. In this unit your child is studying vocabulary for **sports**, such as *diving* and *boxing*. He/She can practice this language by telling you if he/she has ever played or watched the sports on page 31. Your child is also studying vocabulary for **sporting actions, people and equipment**, such as *coach* and *helmet*. Ask him/her to tell you the meaning of the new vocabulary. In **Jim's Big Blog**, Jim writes about three unusual sports. Ask your child to tell you about the most unusual sports he/she knows.

In Unit 3 your child is learning the **passive (simple present)**, e.g. *Soccer is played in every country in the world*. Ask him/her to explain when the passive is used. Your child is also studying **modal verbs**, such as *would*, *might* and *can*. Ask him/her to write and read aloud a short dialog using these verbs (they can follow the example dialog in exercise 2 on page 35).

That's not the end of Unit 3! Your child is reading *The Spartan Princess*, a comic- book story about a princess in Ancient Greece who finds a way to compete in the Olympic Games. Ask him/her to tell you this story and then discuss the importance of showing perseverance. He/She is also learning about **how athletes prepare for sports**. The special **Mission** in this unit is lots of fun – your child's mission is inventing a new sport! 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.

Have fun with the unit!

Caroline and Michael



Level Up

Unit 4: Be careful!

Dear parents and guardians,

Welcome to Unit 4, *Be careful!* In this unit your child is learning vocabulary for **accidents and illnesses**, such as *injured* and *patient*, and vocabulary for **health and medicine**, such as *bandage* and *pills*. He/She can practice this by talking about the last time they were sick.

In Unit 4 your child is looking at the **present perfect with *how long, for and since***, e.g. *How long have you been sick? For the last two days.* Ask him/her to practice this grammar by writing a short dialog between two people meeting each other for the first time – one could ask the other questions, such as: “How long have you lived here?” and “How long have you been at this school?” Your child is also studying the **present progressive for future plans**, e.g. *I’m playing soccer with Jess and Miguel on Sunday at 12 pm.* Ask your child to tell you about any future plans they have made.

That’s not the end of Unit 4! Your child is reading *The \$20,000 adventure*, a story about a sick boy, who finds himself trying to escape from two dangerous criminals. Ask him/her to tell you this story and then discuss the importance of dealing with fear. Your child is also learning about **changes in medicine** from the 1700s to the present day. Don’t forget the special **Mission!** Your child’s mission is to find out about the emergency services! 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 5: Fun foods

Dear parents and guardians,

Welcome to Unit 5, *Fun foods*. In this unit your child is learning vocabulary for **cooking ingredients**, such as *garlic* and *oil*, and **cooking actions and equipment**, such as *fry* and *frying pan*. He/She can practice this language by telling you about the food they like eating/cooking. In **Jim's Big Blog**, Jim finds out how to make three unusual dishes. Ask your child if they know of an unusual dish like the ones Jim describes.

In Unit 5 your child is studying ***rather*** and ***prefer***, e.g. *Karen prefers carrots to broccoli*. Ask him/her to tell you how this grammar is used. Your child is also studying **the passive (simple past)**, e.g. *This sandwich wasn't made from bread. It was made from two cookies and some ice cream*. He/She can practice this by telling you how different dishes are made, e.g. *The egg was fried inside an onion ring to make it round*.

That's not the end of Unit 5! Your child is reading ***The very, very, interesting journal of Juana Sánchez***, a story, in the form of a journal about a girl who gets very annoyed with her brother's obsession with his YouTube channel. Ask him/her to tell you this story and then discuss the importance of apologizing and showing empathy. Your child is also learning about **food groups**. Oh, we almost forgot - the special **Mission**! Your child's mission is to take part in a cooking competition! 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 enjoy the unit!

Caroline and Michael



Level UP

Unit 6: Environmentally friendly

Dear parents and guardians,

Welcome to Unit 6, *Environmentally friendly*. In this unit your child is looking at vocabulary for the **home**, such as *dishwasher* and *garbage can*. He/She can practice this by talking about the things in your house, e.g. *We've got air conditioning and curtains in every room*. Your child is also learning vocabulary for **the environment**, such as *pollution* and *rain forest*.

In Unit 6 your child is studying *a lot of, lots of, a few, a little, many, much*. Ask him/her to use this language to describe your house, e.g. *There are a lot of windows. There are many rooms*. Your child is also studying **tag questions**, e.g. *You can play the piano, can't you?* He/She can practice this by thinking of three or four questions with tags to ask you.

That's not the end of Unit 6! Your child is reading *The fall of a Mayan city*, the story of a king who wonders why his city has become silent and empty. Ask him/her to tell you this story and then discuss the importance of looking after the environment. Your child is also learning about **ecosystems in the city**. 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 enjoyable games, grammar and vocabulary exercises to do.

Have fun with the unit!

Caroline and Michael



Level UP

Unit 7: Feeling it

Dear parents and guardians,

Welcome to Unit 7, *Feeling it*. In this unit your child is learning vocabulary for **feelings and emotions**, such as *relaxed* and *worried*, and vocabulary for **wellbeing**, such as *breathe deeply* and *go jogging*. They can practice this by talking about what they do to exercise and feel better. In **Jim's Big Blog**, Jim helps his friends with their problems! Ask your child if he/she agrees with Jim's advice.

In Unit 7 your child is looking at ***don't need to***, ***have to***, ***should***, and ***ought to***, e.g. *You don't need to worry if you are prepared for the test*. Ask him/her to tell you how we use these verbs. Your child is also looking at ***such ... that/so ... that***, e.g. *I played tennis for so long that my legs and arms ached*. To practice this language he/she can describe things that happened last week, e.g. *It was so hot last week that I felt sleepy all the time*. *I studied English for such a long time that I got 100% on the test!*

That's not the end of Unit 7! Your child is also reading ***The cowboy who cried wolf***, a retelling of Aesop's famous fable. Ask him/her to tell you this story and then discuss the importance of telling the truth. Your child is also learning about **emotional awareness**. Don't forget the special **Mission!** Your child's mission is to make a "feelings" wheel! 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 8: Pretty cities

Dear parents and guardians,

Welcome to Unit 8, *Pretty cities*. In this unit your child is learning vocabulary to describe **a tour of a city** and **visiting new places**, such as *gallery, sightseeing, and subway*. Encourage him/her to describe a city he/she knows well or has been to recently. In **Jim's Big Blog**, Jim writes about his and Jenny's recent trip to London. If your child has been to London, ask him/her to describe the trip. If he/she has not been to London, ask him/her what he/she would like to do and see in the city.

In Unit 8 your child is studying **indirect questions**, e.g. *Do you know where the theater is?* Ask your child to show you the difference between direct and indirect questions. Your child is also looking at ***used to /didn't use to***, e.g. *We used to live in South America*. Ask your child to tell you about things he/she did routinely when younger, but which he/she doesn't do today, e.g. *I used to play with toy robots*.

That's not the end of Unit 8! Your child is also reading ***The case of the Butterfly Diamond***, the first chapter of a novel about a secret detective, who gets a message from an anxious friend, telling him that an important diamond has been stolen. Ask him/her the importance of managing stress. Your child is also learning about **responsible tourism**. The special **Mission** in this unit is very exciting – your child is planning a city visit! 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 9: Lights, camera, action!

Dear parents and guardians,

Welcome to Unit 9, *Lights, camera, action!* In this unit your child is learning vocabulary for **TV and movie genres**, such as *comedy* and *drama* and for **television**, such as *channel*, *studio* and *performance*. He/She can practice this by talking about the kinds of movie and TV programs he/she enjoys watching.

In Unit 9 your child is studying **causative have/get**, e.g. *We're having a cake made for Dad's birthday*. Ask him/her to use this language to describe what he/she needs to have done, e.g. *I need to have my haircut*. *I need to get my teeth checked*. Your child is also doing **the second conditional**, e.g. *If you were rich, what would you do?*. He/She can practice this by talking about what movie he/she could make if he/she could go to Hollywood and be a director.

That's not the end of Unit 9! Your child is reading ***The Monster in our Homes***, a poem about the dangers of watching too much TV. Ask him/her to tell you whether he/she agrees with what the poem says and then discuss the importance of identifying and expressing an opinion. Your child is also learning about **special effects in movies**. Of course, there's a special **Mission** too! Your child's mission is to make a scene for a movie or TV show! 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 final unit!

Caroline and Michael

