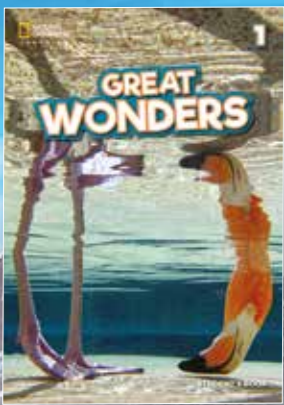


# GREAT WONDERS

A scenic view of a frozen lake with ice bubbles under a colorful sunset sky. The sky is a mix of pink, purple, and blue, with the sun setting behind dark mountains. The water is a deep blue, and the ice bubbles are a lighter, translucent blue. The text 'GREAT WONDERS' is written in a large, bold, white font with a blue outline and a pink shadow, positioned in the upper middle of the image.

**Course Information and Sample Pages from Level 1**

# Welcome to GREAT WONDERS



1 Look at the photo. Tick.

<input type="checkbox"/> blue	<input type="checkbox"/> white
<input type="checkbox"/> yellow	<input type="checkbox"/> pink



## Contents

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In *Great Wonders* young learners will travel the globe, discovering different countries, cultures, people and their customs along the way. Through spectacular video, inspiring photography and personalisation activities that get your students talking, and clearly structured methodology, *Great Wonders* provides a supported approach to all four skills.

- Captivating unit opening activities engage, focus and inspire your students.
- Gradual progression and support builds reading, listening, speaking and writing skills.
- *Say it Like This!* activities relate lesson content to students' lives and get them talking.
- *Video lessons* featuring authentic National Geographic content introduce the wonders of the world to your students.
- *Sounds of English* activities support pronunciation and sound recognition.

## Grammar and Vocabulary Support for every level!

Designed to meet the needs of students in Greece, *Great Wonders* includes everything you need to support your Senior A, B, C and D classes as they develop their English skills.

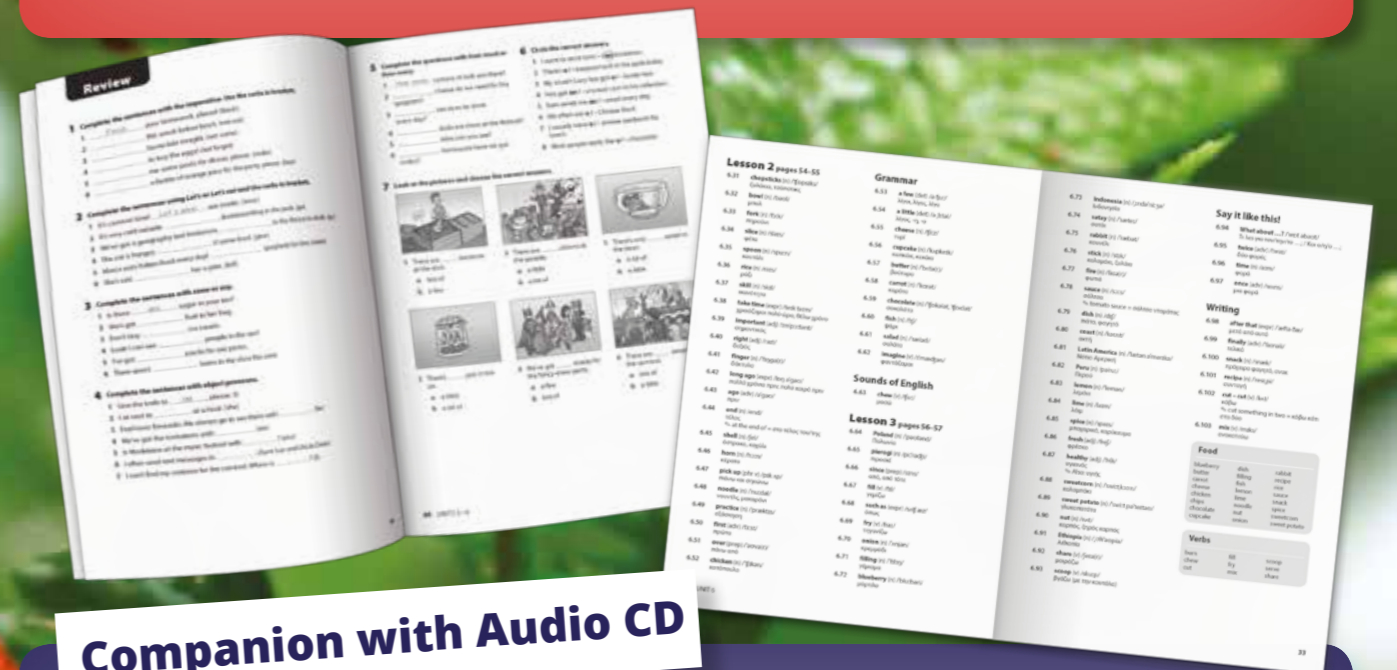
*Great Wonders* has a clearly structured approach and features explicit grammar instruction, providing grammar support for both students and teachers.

- Clearly signposted grammar boxes show examples, rules and explanations, gradually introducing learners to grammatical terminology.
- Beautiful photo illustrations present vocabulary visually.
- Exercises provide contextualised practice for new vocabulary, so learners can see how new words are used correctly.
- Workbooks practise, review and consolidate language learned in class.

## Grammar Book

*Great Wonders Grammar Book* is a four-level grammar course which has been designed to cover the grammar needs of students in A, B, C and D classes, providing them with additional presentation and practise of all the grammar they'll need to know. The Grammar Books can also be used to accompany any other A, B, C, or D English course.

- Syllabus matches the progression of *Great Wonders* 1, 2, 3 and 4 Student's Books.
- Clear presentation of grammar theory in Greek, with plenty of example sentences in English.
- A wide variety of tasks provide additional grammar practice.
- Speaking tasks promote communication.
- Alphabetical glossary of all vocabulary words found in the grammar book with accurate Greek translation enables students to focus on grammar, not vocabulary.



## Companion with Audio CD

*Great Wonders Companion* books consolidate and practise vocabulary which appears in the Student's Book. Useful word lists, Greek translations and useful tips on language usage help your students learn and remember key words and phrases.

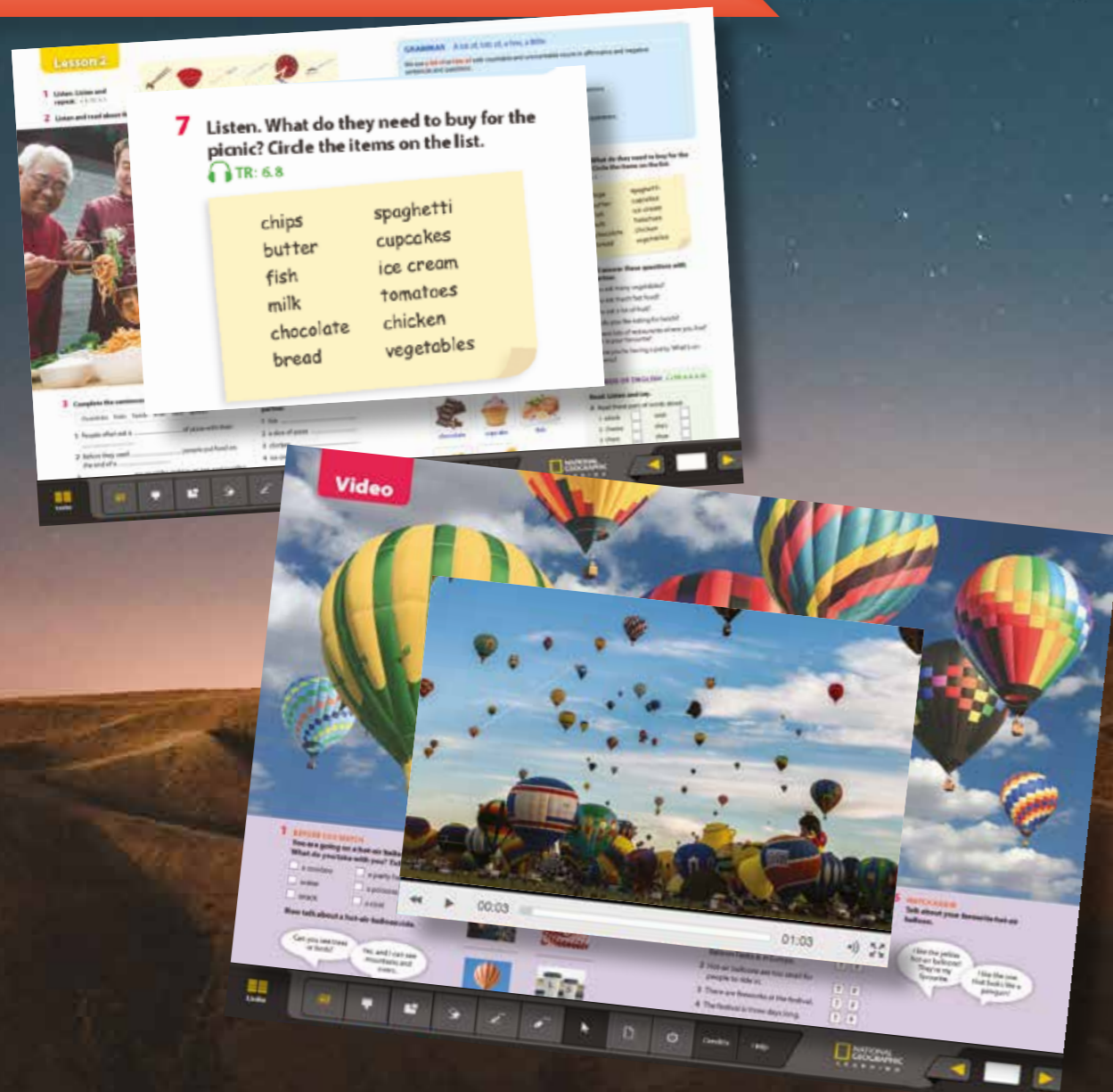
- Parts of speech and IPA given for each entry.
- Appropriate and accurate Greek translations.
- Word sets encourage students to learn related words and phrases.
- *Look!* Boxes provide useful tips for students on how language is used in the real world.
- Alphabetical word list at the back for easy reference.

## Technology Support

Interactive Whiteboard Software for each level incorporates all of the *Great Wonders* teaching resources.

- Fully interactive Student's Book pages allow teachers to make the most of integrated audio and video.
- Workbook and Grammar Book pages both with and without answers make self or peer-correction even easier!
- Teacher's Resource CD-ROM includes pacing guides, graphic organisers, wordlists, grammar charts, and more!

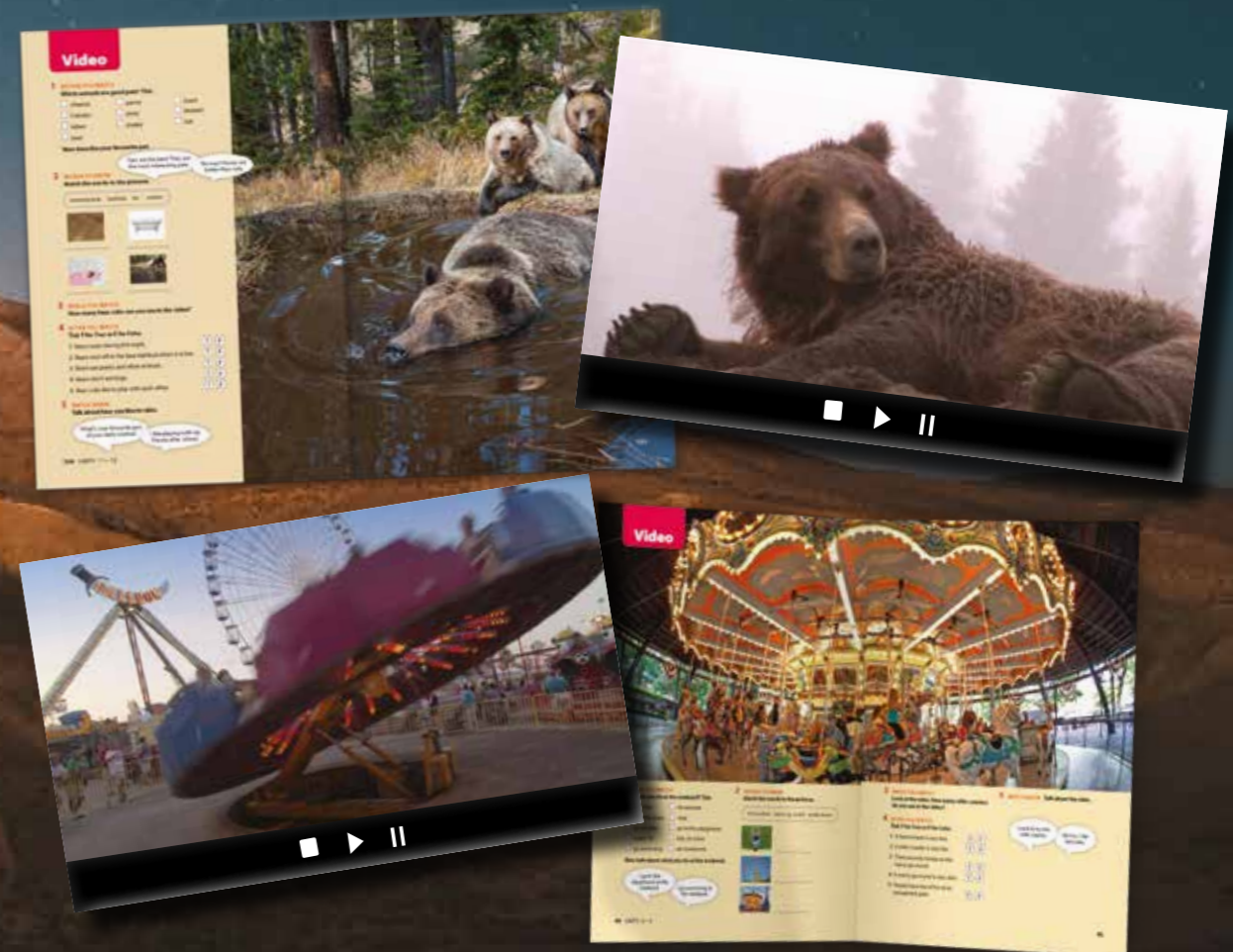
Visit [NGL.Cengage.com/happyworldgreatwonders](http://NGL.Cengage.com/happyworldgreatwonders) for even more activities and resources.



## New Video Lessons!

How do grizzly bears feed themselves? How do hot air balloons work? What can you see if you visit Mexico? Which animals can regenerate? *Video lessons after every second unit of Great Wonders make it even easier to take your students all over the world and find out fascinating facts along the way!*

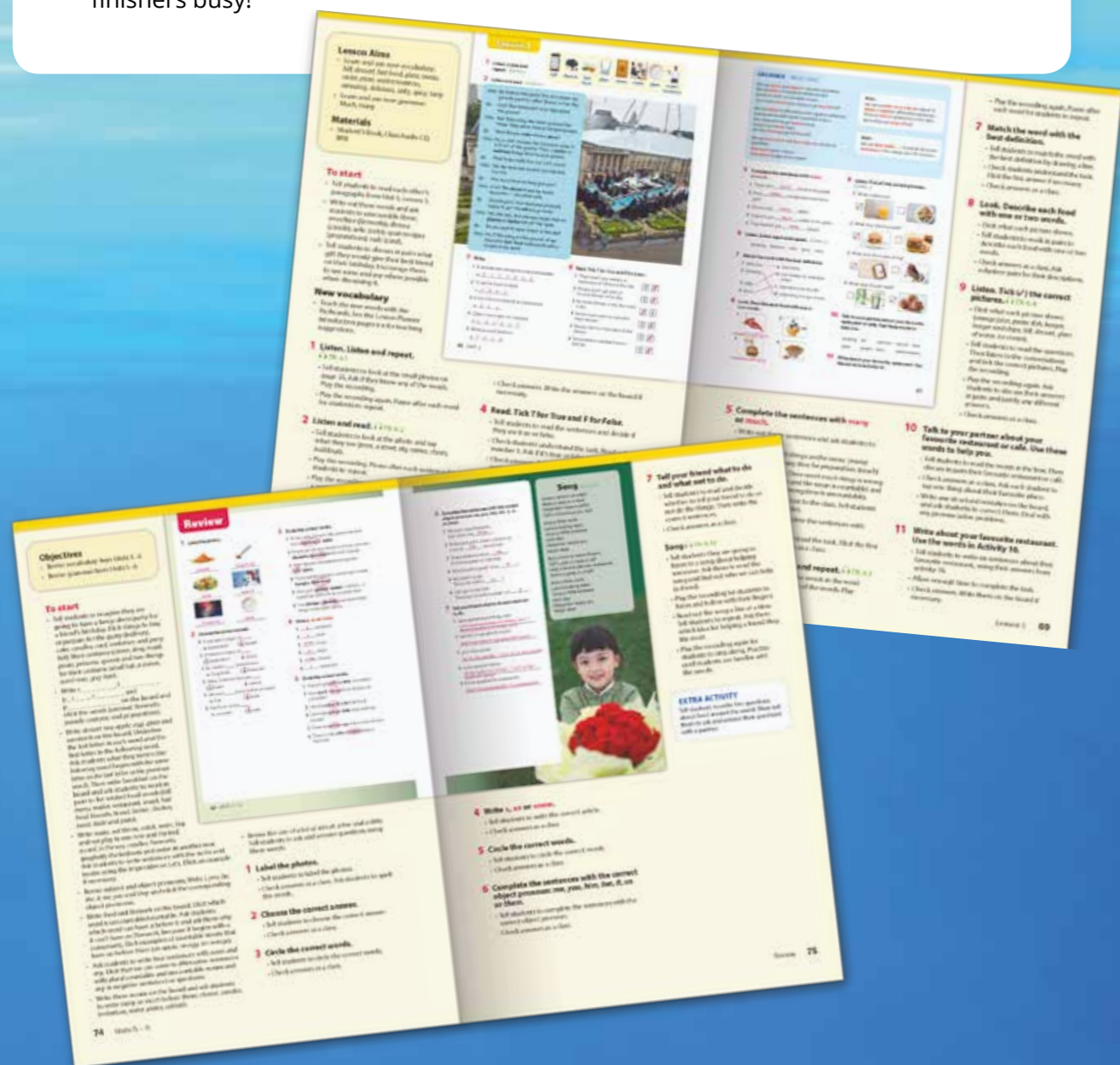
- *Video lessons* link with the unit themes, providing a fun and interesting way to review and consolidate vocabulary and grammar.
- *Before You Watch* activities focus students' attention and raise their interest in the topic.
- Simple *While You Watch* activities engage students while the video is shown and give them an authentic reason for listening.
- *After You Watch* activities encourage students to personalise what they have watched by relating the video to their own experiences.
- A variety of different task types, including true or false questions, matching and gap fills provide balance and maintain student interest.



## Teacher Support

The Lesson Planner includes step-by-step teaching notes and support for planning and teaching every lesson!

- *Teaching Tips* accompanying Unit Opener spreads give useful advice on topics such as using games in the classroom, learning new vocabulary, and introducing students to grammatical terminology.
- Overlaid answer keys make checking answers simple and easy!
- Wrap-around style with reduced Student's Book pages for easy reference.
- Extra activities provide opportunities to extend classroom practice – or keep fast finishers busy!



## Materials for Students and Teachers

### For Students

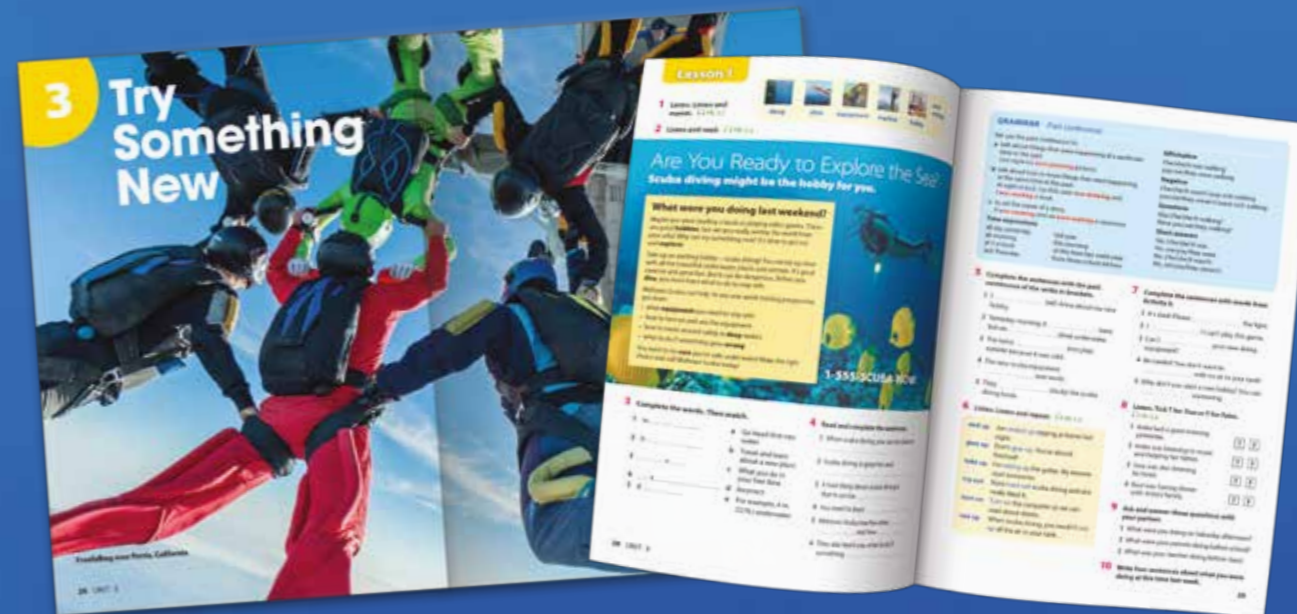
- Student's Book
- Workbook
- Grammar Book
- Companion Book

### For Teachers

- Lesson Planner with Class Audio CD, DVD and Teacher's Resource CD-ROM
- Interactive Whiteboard Software (delivered on USB)
- Posters

### Great Wonders

FOR STUDENTS	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Student's Book	9781473761070	9781473761087	9781473761094	9781473761100
Workbook	9781473761254	9781473761261	9781473761278	9781473761285
Grammar Book	9781473761445	9781473761452	9781473761469	9781473761476
Companion Book + Audio CD	9781473761872	9781473761889	9781473761896	9781473761902
FOR TEACHERS				
Lesson Planner + Class Audio CD + DVD + Teacher's Resource CDROM	9781473761377	9781473761384	9781473761391	9781473761407
Posters	9781473761568	9781473761575	9781473761582	9781473761599
Interactive Whiteboard Software (delivered on USB)	9781473761742	9781473761759	9781473761766	9781473761773



# Contents

<b>Unit 0</b>	<b>p 4</b>	Numbers, Time, Plurals, Articles, Demonstratives, Classroom Language Numbers 1–10,000, a/an/the, this/that, these/those
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Unit	Vocabulary	Grammar	Functional Language	Sounds of English
<b>1</b>  <b>Family and Friends</b> p 6	Family members Adjectives for people	Be (affirmative/negative, questions/short answers) Possessive adjectives Possessive 's	Making friends	Silent letters
<b>2</b>  <b>My Favourite Things</b> p 14	Toys Adjectives	Have got (affirmative/negative, questions/short answers) There is/There are Prepositions of place	Talking about family members	the
<b>Review Units 1 – 2 / Song</b> pp 22 – 23		<b>Video</b> pp 24 – 25		
<b>3</b>  <b>School Life</b> p 26	School subjects School equipment Verbs	Present simple (spelling rules / time expressions) Present simple (negative, questions/short answers) Adverbs of frequency	Talking about everyday life	oo sounds
<b>4</b>  <b>Free Time</b> p 34	Equipment for hobbies Kinds of entertainment Items on a calendar: week and year	Question words Can (affirmative/negative, questions/short answers) Object pronouns	Talking about hobbies	w sounds
<b>Review Units 3 – 4 / Song</b> pp 42 – 43		<b>Video</b> pp 44 – 45		
<b>5</b>  <b>Celebrate!</b> p 46	Parties and celebrations Fancy dress, costumes	Imperatives Object pronouns Countable and uncountable nouns Some, any	Making suggestions	s and sh sounds
<b>6</b>  <b>On the Menu</b> p 54	Food, drink and restaurant-related words	Much, many A lot of, lots of, a few, a little	Talking about food	ch and sh sounds
<b>Review Units 5 – 6 / Song</b> pp 62 – 63		<b>Video</b> pp 64 – 65		

Unit	Vocabulary	Grammar	Functional Language	Sounds of English
<b>7</b>  <b>Sport</b> p 66	Sports Verbs of motion	Present continuous (spelling rules/time expressions, negatives, questions and short answers, the future)	Talking about sport Dialogue	ee, ea, i sounds
<b>8</b>  <b>People and Places</b> p 74	Homes Buildings Jobs	Present simple and present continuous Must	Talking about places	Rhyming words (complete a poem)
<b>Review Units 7 – 8 / Song</b> pp 82 – 83		<b>Video</b> pp 84 – 85		
<b>9</b>  <b>Holidays and Travel</b> p 86	Means of transport Holiday equipment	Past simple: Be Past simple: Regular and irregular verbs	Talking about travel	-ed in past simple
<b>10</b>  <b>Performing Arts</b> p 94	Jobs in entertainment Music Films	Past simple: Regular and irregular verbs (negatives, questions and short answers)	Talking about famous people	c, g, s and y sounds
<b>Review Units 9 – 10 / Song</b> pp 102 – 103		<b>Video</b> pp 104 – 105		
<b>11</b>  <b>Animals</b> p 106	Wild and domestic animals Adjectives to describe animals	Comparatives Superlatives	Talking about animals	a and u sounds
<b>12</b>  <b>Weather and Nature</b> p 114	Weather Landscapes	Be going to Future simple	Talking about the weather	a sounds
<b>Review Units 11 – 12 / Song</b> pp 122 – 123		<b>Video</b> pp 124 – 125		

**Grammar References** pp 126 – 135

# On the Menu

Women preparing tamales and atole, Mexico City, Mexico

**1** What are the women doing? Tick.

- preparing a meal
- washing the dishes
- shopping for food

## Lesson 1

1 Listen. Listen and repeat.  TR: 6.12 Listen and read.  TR: 6.2

Nina: Ky, look at this photo! It's of a dinner my parents went to called 'Dinner in the Sky.'

Ky: Cool! The restaurant is so high above the ground!

Nina: Yes! They bring the table up above the trees. They serve food at 50 metres high.

Ky: Wow! Do you **order** from a **menu**?

Nina: No, a chef chooses the food and cooks it in front of the guests. Then, a **waiter** or **waitress** brings food to each person.

Ky: That looks really fun, but a bit scary!

Nina: Yes, my mum was scared, but she had fun, too.

Ky: How much food do they give you?

Nina: A lot! The **dessert** was my mum's favourite — chocolate cake.

Ky: Sounds good. Your mum was probably happy to get the **bill** and go home!

Nina: Yes, she was. And she was happy that no **glasses** or **plates** fell off the table.

Ky: Do you want to have dinner in the sky?

Nina: No, I like being on the ground, at my favourite **fast food** restaurant, with a burger in my hand!



## 3 Write.

- 1 A woman who brings food at a restaurant  
w \_\_\_\_\_
- 2 To ask for food or drink  
o \_\_\_\_\_
- 3 A list of food and drink at a restaurant  
m \_\_\_\_\_
- 4 Cake or ice cream, for example  
d \_\_\_\_\_
- 5 What you put drinks in  
g \_\_\_\_\_

## 4 Read. Tick T for True and F for False.

- 1 There aren't any waiters or waitresses at Dinner in the Sky.  T  F
- 2 People don't get a lot of food at Dinner in the Sky.  T  F
- 3 Ky thinks Dinner in the Sky looks scary.  T  F
- 4 Nina's mum was too scared to have dessert.  T  F
- 5 Glasses fell from the table at the dinner.  T  F
- 6 Nina wants to eat fast food in the sky.  T  F

## GRAMMAR Much, many

We use **much** and **many** to describe quantities. We use **much** in negative sentences and questions with uncountable nouns.  
*I don't want **much** juice. Have you got **much** food?*

We use **many** in affirmative and negative sentences and questions with plural countable nouns.  
*The restaurant has got **many** menus. I haven't got **many** chips. Are there **many** people at the café?*

We use **how much** and **how many** to ask about quantities.

***How much** water is there?  
**How many** burgers do you want?*

## Note:

We can use **lots of** or **a lot of** instead of **many** or **much** in affirmative sentences.  
*There are **lots of** sandwiches on the table. My brother eats **a lot of** food.*

## Note:

We use **How much** ... ? to ask about prices.  
***How much** is the orange juice? It's one euro.*

5 Complete the sentences with **many** or **much**.

- 1 There isn't \_\_\_\_\_ food on my plate.
- 2 How \_\_\_\_\_ sandwiches has Henry got?
- 3 Do you eat \_\_\_\_\_ cakes?
- 4 I haven't got \_\_\_\_\_ water in my glass.
- 5 They haven't got \_\_\_\_\_ sweets.


6 Listen. Listen again and repeat.  TR: 6.3

amazing delicious salty spicy tasty

## 7 Match the word with the best definition.

- |             |                                  |
|-------------|----------------------------------|
| 1 delicious | a very tasty                     |
| 2 amazing   | b not sweet; for example, crisps |
| 3 salty     | c can burn your mouth            |
| 4 spicy     | d surprising in a good way       |

## 8 Look. Describe each food with one or two words.

9 Listen. Tick (✓) the correct pictures.  TR: 6.4

1 What is delicious?



2 What does the boy want?



3 What does the waiter bring?



4 What does the girl want?



## 10 Talk to your partner about your favourite restaurant or café. Use these words to help you.

amazing bill delicious dessert food  
great people tasty waiter/waitress

## 11 Write about your favourite restaurant. Use the words in Activity 10.



## Lesson 2

1 Listen. Listen and repeat. TR: 6.5



2 Listen and read about the different ways people eat their food. TR: 6.6



## How We Eat

Around the world, people eat with **forks**, **spoons**, **chopsticks** or just their hands.

Eating foods like rice and vegetables with your hands is a skill that takes time to learn. It's important to eat only with the right hand, and that the food only touches the fingers. People who eat this way make the food into a small ball. Then they use their right hand like a spoon to put food in their mouth. It's more difficult than eating a **slice** of pizza with your hands.

Many people now eat meals with a fork and **knife**. Long ago, people ate with only a knife. They put food on the end of the knife and put it in their mouths. People began using forks in the 1600s.

Spoons are used for serving and eating food around the world. Early people used shells or animal horns to make spoons thousands of years ago.

Other people use chopsticks to eat. Chopsticks are good for picking up rice and noodles from a **bowl**. This is also a skill that needs practice! The Chinese first used chopsticks over 3,000 years ago.

3 Complete the sentences with words from the box.

chopsticks forks hands knife slice spoons

- 1 People often eat a \_\_\_\_\_ of pizza with their \_\_\_\_\_.
- 2 Before they used \_\_\_\_\_, people put food on the end of a \_\_\_\_\_.
- 3 \_\_\_\_\_ are good for picking up rice and noodles.
- 4 Early people used shells or animal horns to make \_\_\_\_\_.

4 Write what you use to eat each food. Then, compare with a partner.

- 1 rice \_\_\_\_\_
- 2 a slice of pizza \_\_\_\_\_
- 3 chicken \_\_\_\_\_
- 4 ice cream \_\_\_\_\_
- 5 noodles \_\_\_\_\_

## GRAMMAR A lot of, lots of, a few, a little

We use **a lot of** or **lots of** with countable and uncountable nouns in affirmative and negative sentences and questions.

*We haven't got **a lot of** bananas!*

*Have you got **a lot of** money?*

We use **a few** with countable nouns in affirmative sentences and questions.

*There are **a few** restaurants here.*

*Do you want **a few** chips?*

We use **a little** with uncountable nouns in affirmative sentences and questions.

*There is **a little** water.*

*Can I have **a little** cheese, please?*

5 Look at the picture and complete the sentences with **a lot of**, **a few** or **a little**.



- 1 There are \_\_\_\_\_ sandwiches.
- 2 There is \_\_\_\_\_ orange juice.
- 3 There are \_\_\_\_\_ bananas.
- 4 There is \_\_\_\_\_ water.
- 5 There are \_\_\_\_\_ cupcakes.

6 Listen. Listen and repeat. TR: 6.7



7 Listen. What do they need to buy for the picnic? Circle the items on the list.

TR: 6.8

chips	spaghetti
butter	cupcakes
fish	ice cream
milk	tomatoes
chocolate	chicken
bread	vegetables

8 Ask and answer these questions with your partner.

- 1 Do you eat many vegetables?
- 2 Do you eat much fast food?
- 3 Do you eat a lot of fruit?
- 4 What do you like eating for lunch?
- 5 Are there lots of restaurants where you live? Which is your favourite?
- 6 Imagine you're having a party. What's on the menu?

## SOUNDS OF ENGLISH TR: 6.9, 6.10

Read. Listen and say.

A Read these pairs of words aloud.

- |          |                          |       |                          |
|----------|--------------------------|-------|--------------------------|
| 1 which  | <input type="checkbox"/> | wish  | <input type="checkbox"/> |
| 2 cheese | <input type="checkbox"/> | she's | <input type="checkbox"/> |
| 3 chew   | <input type="checkbox"/> | shoe  | <input type="checkbox"/> |
| 4 chip   | <input type="checkbox"/> | ship  | <input type="checkbox"/> |
| 5 watch  | <input type="checkbox"/> | wash  | <input type="checkbox"/> |

B Now listen and tick the words you hear.

# Lesson 3

1 Listen and read about foods around the world. Which foods do you want to try? TR: 6.11

## Food Around the World



Poland is famous for its *pierogi*. Pierogi are a national dish of Poland since the 1200s. They're filled with many different things, such as cheese and potatoes or meat. They're delicious fried with butter and onion. Pierogi can even have sweet fillings, like blueberries.



In Indonesia, satay is very popular. Satay is meat, such as chicken or rabbit, on a stick. It's cooked over a fire. People like to eat satay with sweet or spicy sauces. You can buy it on the street in many parts of Indonesia. It's very tasty. Noodle and rice dishes are also popular in Indonesia.



On the coast of Latin America, in countries such as Peru, people eat a lot of fish. Ceviche is a famous dish made from fish with lemon or lime juice and spices. The fish is very fresh. It's very healthy food and it is delicious. People usually eat vegetable dishes at the same time, such as salad, sweetcorn, sweet potatoes, nuts or onions. Ceviche is now popular around the world.



In Ethiopia, people eat a lot of meat and vegetables in spicy sauces. Food is served on a large plate for friends and family to share. People use a special bread, called *injera*, as a spoon to eat these delicious dishes. They scoop up meat and vegetables and eat them with the bread.

2 Write the country next to the food: Poland, Indonesia, Peru or Ethiopia.

- 1 Its national dish is filled with things like cheese and potatoes. \_\_\_\_\_
- 2 In this country, people eat a lot of fish. \_\_\_\_\_
- 3 A popular dish in this country is cooked on a stick. \_\_\_\_\_
- 4 In this country, people use a special bread to eat meat and vegetables. \_\_\_\_\_
- 5 This national dish can have sweet or salty fillings. \_\_\_\_\_
- 6 Spicy sauces are popular in these countries. \_\_\_\_\_

### SAY IT LIKE THIS!

#### Talking about food

What's your favourite food?  
I love ...  
'What's your favourite food?' 'I love spaghetti.'  
What about ...?  
Mmm, it's delicious.  
'What about pizza?' 'Mmm, it's delicious.'  
How often do you eat ...?  
Every Saturday/week/day.  
Twice/Three times a week.  
'How often do you eat meat?' 'Three times a week.'

Talk to your partner about food. Practise the language above.

3 Listen and number the pictures in the correct order. TR: 6.12

- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_
- d \_\_\_\_\_
- e \_\_\_\_\_
- f \_\_\_\_\_

4 Read the dialogue with your partner. Then change the red words to make your own dialogue. Practise it with your partner.

- Jack: What's your favourite food?  
Polly: (1) **Chips**.  
Jack: How often do you eat (2) **them**?  
Polly: (3) **Once a month**.  
Jack: Who cooks (4) **them**?  
Polly: (5) **My mum**.  
Jack: (6) **Are they** healthy?  
Polly: (7) **No, they're not!**

WRITING Time words: Order of events

A Read about time words.

We use time words to describe the order of actions.

B Number these words in the correct order.

- then / after that   
finally   
first

C Complete the recipe with these words.

After that Finally First Then

### Banana Sandwich

You need two slices of bread, one banana, and a little butter.

- (1) \_\_\_\_\_ cut the banana into slices.
- (2) \_\_\_\_\_ put some butter on the bread.
- (3) \_\_\_\_\_ put the slices of banana between the two slices of bread.
- (4) \_\_\_\_\_ eat the sandwich!

D Write a recipe for your favourite snack. Use the questions below to help you.

- What's the name of the snack?  
What do you need?  
Which verbs do you need for your recipe?

cook cut make mix put use wash

E Read your recipe and check the time words.

## Video

**1 BEFORE YOU WATCH**

You are going on a hot-air balloon ride. What do you take with you? Tick.

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| <input type="checkbox"/> a cowboy | <input type="checkbox"/> a party hat |
| <input type="checkbox"/> water    | <input type="checkbox"/> a princess  |
| <input type="checkbox"/> snack    | <input type="checkbox"/> a coat      |

Now talk about a hot-air-balloon ride.

Can you see trees or birds?

Yes, and I can see mountains and rivers.

**2 WORDS TO KNOW**

Match the words to the pictures.

hot-air balloon   cloth   pilot   size

**3 WHILE YOU WATCH**

Say the colours and shapes of the balloons you can see in the video.

**4 AFTER YOU WATCH**

Tick T for True or F for False.

- |  |                            |                            |
|--|----------------------------|----------------------------|
| 1 The Albuquerque International Balloon Fiesta is in Europe. | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 2 Hot-air balloons are too small for people to ride in.      | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 3 There are fireworks at the festival.                       | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 4 The festival is three days long.                           | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 5 Hot-air balloons come in all shapes and sizes.             | <input type="checkbox"/> T | <input type="checkbox"/> F |

**5 WATCH AGAIN**

Talk about your favourite hot-air balloon.

I like the yellow hot-air balloons! They're my favourite.

I like the one that looks like a penguin!

# Review

## 1 Label the photos.



## 2 Choose the correct answer.

- A cupcake is a type of \_\_\_\_\_.  
a preparation    b dessert
- A festival is a type of \_\_\_\_\_.  
a celebration    b prince
- Be careful! \_\_\_\_\_ can burn you.  
a Chopsticks    b Fireworks
- Many costumes have got \_\_\_\_\_.  
a masks    b menus
- We use a \_\_\_\_\_ to put butter on bread.  
a fork    b knife
- Fast food can be \_\_\_\_\_.  
a colourful    b salty

## 3 Circle the correct words.

- At my party, I've got cake, party hats and lots of **balloons** / **stalls**.
- People go into the streets to throw colourful **desserts** / **powder** at the Holi Festival.
- After dessert, the waitress brings the **bill** / **glass**.
- This spaghetti dinner is amazing! It's really **hungry** / **delicious**.
- She's got a **pirate** / **queen** costume – a black hat, tall boots and a white shirt.
- The **chicken** / **parade** goes down High Street in the town centre.

## 4 Write a, an or some.

- \_\_\_\_\_ sandwich
- \_\_\_\_\_ drink
- \_\_\_\_\_ music
- \_\_\_\_\_ apple
- \_\_\_\_\_ cheese
- \_\_\_\_\_ restaurant

## 5 Circle the correct words.

- I haven't got **any** / **a little** chocolate!
- How **much** / **many** slices of pizza do you want?
- I don't eat **much** / **a lot** fast food.
- Can I have **a few** / **little** chips with my burger?
- There are **some** / **any** forks in the kitchen.
- There is only **a few** / **a little** salad in the bowl.

## 6 Complete the sentences with the correct object pronoun: me, you, him, her, it, us or them.

- My sister loves fireworks, but I don't like \_\_\_\_\_.
- That man's got a clown costume on. Look at \_\_\_\_\_. He's funny!
- That invitation is from \_\_\_\_\_. It's for my party on Saturday.
- This present is great! I love \_\_\_\_\_!
- We want to play! Throw the ball to \_\_\_\_\_!
- Let's go to that stall. There are colourful powders on \_\_\_\_\_.

## 7 Tell your friend what to do and what not to do.

- send grandma a birthday card  
\_\_\_\_\_
- eat lots of cupcakes for lunch  
\_\_\_\_\_
- go to the parade  
\_\_\_\_\_
- order salad for dinner  
\_\_\_\_\_
- throw spaghetti in a restaurant  
\_\_\_\_\_

## Song TR: 6.13

Send a card or an email.  
Make a cake or a meal.  
Celebrate! Have a party!  
Tell a friend how you feel.

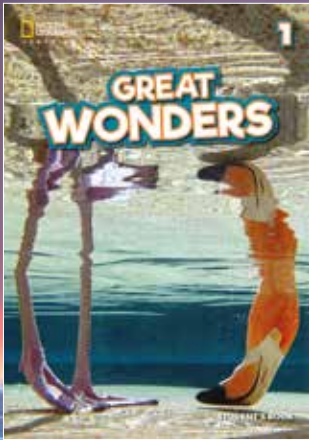
Give a little smile.  
Lend a helping hand.  
Show a little kindness  
each day.  
Happy me, happy you,  
happy days.

Buy a book or some flowers.  
Tell a joke or make a call.  
Help a friend with her homework.  
Share a game or a ball.

Give a little smile.  
Lend a helping hand.  
Show a little kindness  
each day.  
Happy me, happy you,  
happy days.



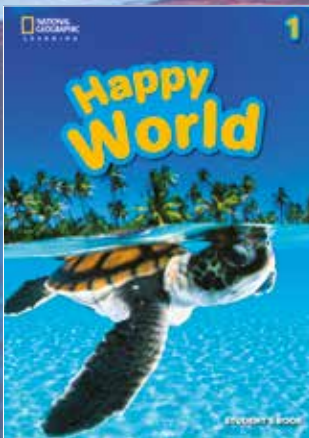
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