



Teacher's notes

Reinforcement worksheet 1

- Pupils follow the drawing instructions. Elicit words they know for food and things in the kitchen. Ask what shape they have drawn (a bowl). They then complete the text at the bottom of the worksheet.

Key: bottle – cup, sandwiches – soup, vegetables – cheese, pasta – bottle, glass – box, vegetables – soup, sandwiches – salad, salad – pasta, cup – glass, box – cheese.

- **Optional follow-up activity:** Pupils think of a different shape/route and write the instructions for another member of class.

Reinforcement worksheet 2

- Pupils follow the example to write sentences about the pictures using the *want ... to do* structure. They then do the named activities noting the words they think of and the time taken. They can time each other in pairs for the counting and spelling activities.

Key: 2 The teacher wants the children to count from 50 to 1 in English.

3 The teacher wants the children to draw a house with five windows.

4 The teacher wants the children to spell the name of the school in English.

5 The teacher wants the children to write two words which rhyme with 'cat'.

6 The teacher wants the children to write four different fruit.

- **Optional follow-up activity:** In groups of four, pupils take it in turns to say e.g. *I took (amount of time) to (action)*. When they have all said their sentences, Pupil A says, e.g. *Maria sang the song most quickly*. For the next action, Pupil B has to say who did the action most quickly, etc.

Extension worksheet 1

- Pupils write the story with *want(s) ... to do* sentences.

Key: 2 He wants Dad to buy a ball.

3 Tom's dad doesn't want him/Tom to swim in the lake.

4 Tom wants the dog to get the ball.

- **Optional follow-up activity:** Pupils think of a title and write the dialogue to turn the story into a short play.

Extension worksheet 2

- This can be done as a listening exercise (Track 18) or a reading exercise. If you use the audio recording, pause after each frame while the pupils write. Pupils find the words in the story and replace them with their opposites to correct the story text.

Key: See Pupil's Book, page 77.

- **Optional follow-up activity:** In groups of four, pupils agree on a way to describe each frame, for example, *The picture where Lock is ...* Each pupil cuts out the six frames. The dealer shuffles them and deals three to each pupil. The rest are put in a pile in the middle. Pupils look at their own cards but do not show them to the group. Pupil A asks another pupil for a card using the description on which they have agreed. If the pupil has it, he/she must hand it over. Once a player has two frames the same, he/she puts them aside. If he/she does not have it, Pupil A has to pick up one of the cards from the pile. Play continues round the circle. The winner is the player with the most pairs at the end of the game.

Song worksheet

- Pupils replace the underlined words with the correct rhyming words to complete the song. They listen to the song (Track 19) to check their answers.

Key: See Pupil's Book, page 75.

- **Optional follow-up activity:** In groups, pupils think of as many words as possible to rhyme with the words they have paired.

Topic worksheet

- Pupils read about digestion and complete the activity.

Key: 1 bread – chicken – cheese, 2 pasta – fish – butter, 3 rice – eggs – oil.

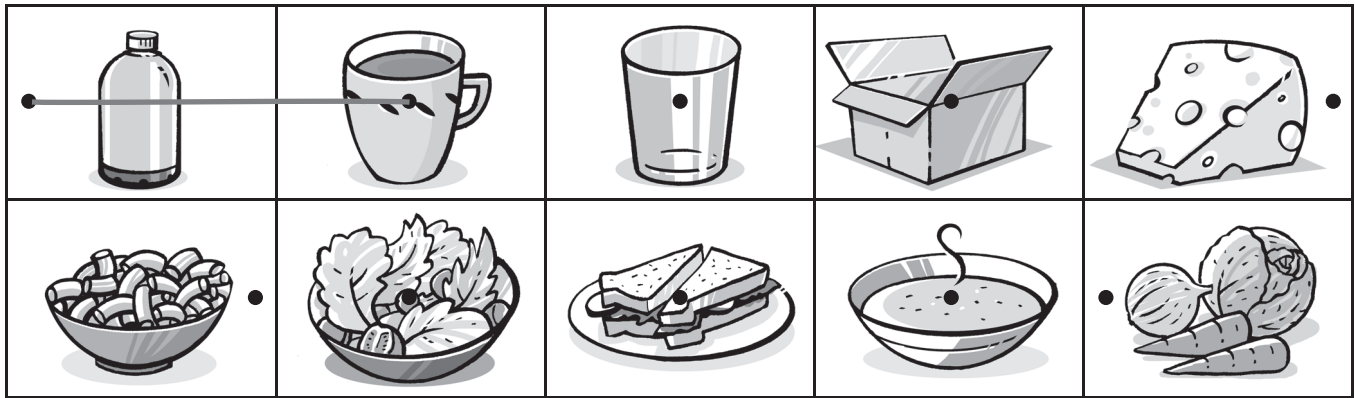
- **Optional follow-up activity:** Pupils use the second paragraph of the text to work out the longest time a meal is in the body.

Key: Two days, seven hours and forty seconds.

Unit 8

Reinforcement worksheet 1

Follow the instructions.



When you buy lemonade, it comes in this. Start here and draw a line to the thing that you use to drink hot drinks.

When you have a picnic, you normally eat these. Draw a line from them to the hot liquid that you eat with a spoon.

Some children say that they don't like these. Draw a line from them to the food made from milk.

Draw a line from the food that comes from Italy to the thing that you buy lemonade in.

You use this to drink cold drinks. Draw a line from it to the thing you use to carry a lot of bottles.

Draw a line from the food that some children don't like to the hot liquid that you eat with a spoon.

Draw a line from the food that you normally eat on a picnic to the food that you eat cold with meat.

Draw a line from the food that you eat cold with meat to the food from Italy.

Draw a line from the thing you use to drink hot drinks to the thing you use to drink cold drinks.

Draw a line from the thing you use to carry a lot of bottles to the food made from milk.

Complete the text.

I drew a line from the bottle to the cup, from the

and from the box to the cheese.

Reinforcement worksheet 2

Write sentences about the pictures.



Please write five words beginning with 'p'.

- 1 The teacher wants the
children to write five
words beginning with 'p'.



Please count from 50 to 1 in English.

- 2 The teacher wants



Please draw a house with five windows.

- 3 The teacher



Please spell the name of the school in English.

- 4 The teacher



Please write two words which rhyme with 'cat'.

- 5 The teacher



Please write four different fruit.

- 6 The teacher

Do the activities. How long do you take?

- 1 Words beginning with 'p': ... I took ... seconds.

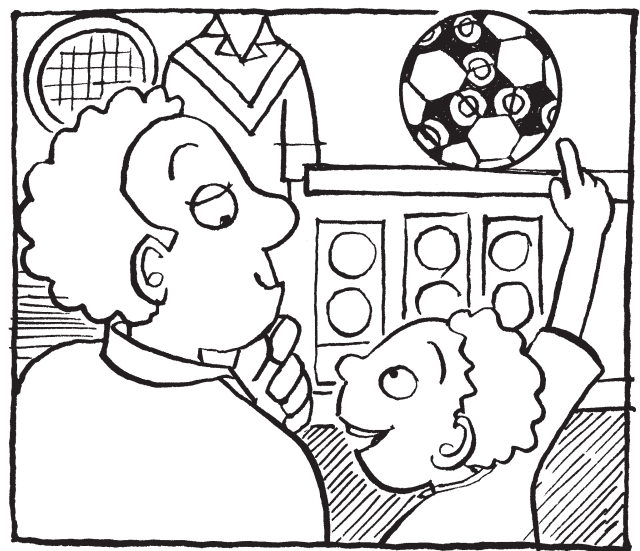
Extension worksheet 1

Write the story. Use 'want ... to' (✓) or 'doesn't want ... to' (X) and these words.

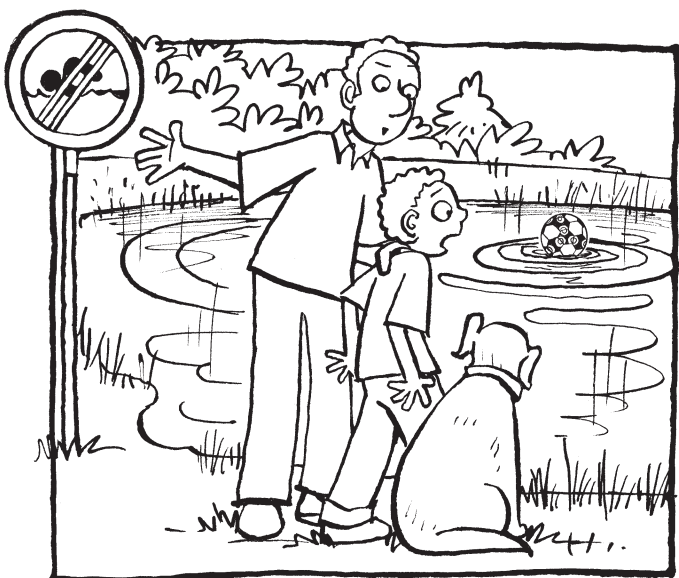
~~X dog / play with him~~ ✓ Dad / buy / ball X swim / lake ✓ get / ball



1 Tom doesn't want the dog to
play with him.



2 He



3 Tom's dad



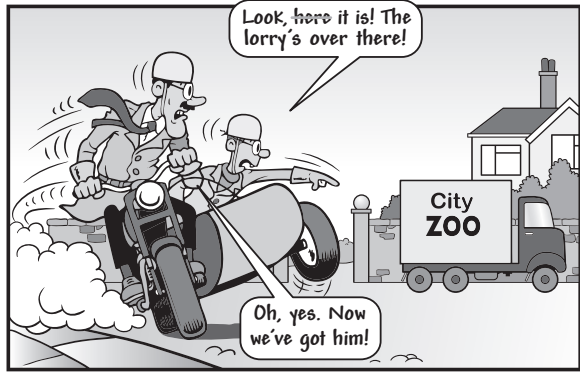
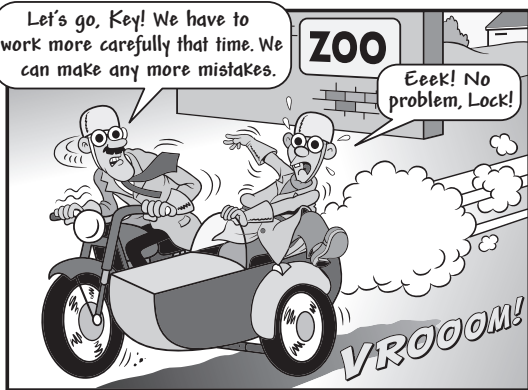
4 Tom

Extension worksheet 2



Find the words in the story. Cross them out and write the opposite.

here We haven't got that horrible Don't have
 women no thank you can didn't catch Yes?



there





The underlined words are wrong. Correct them with words that rhyme.



We bad had soup,
 He had pasta,
 We had salads and please
 We all wanted four ,
 We all red 'please'.
 We wave presents,
Sand cards which we played

We more fancy dress,
 We danced and we made

The party was could ,
 The party was eight
 And now it's time to fly.

The party was could ,
 The party was eight
 We'll see you moon ,
 Goodbye.

The drinks we bank ,
 The food she ate.
 The party was could ,
 The party was eight

We wave presents ...

How the party's over,
 Now it's time to buy
 See you moon ,
 Goodbye.

19 Listen and check. Sing.



Read about digestion.

What is digestion?

Our body needs to break our food down so that we can use it. This is called digestion. Digestion begins in the mouth. Our teeth cut the food into smaller and smaller pieces and then the tongue pushes the food to the back of the mouth. It goes down a tube called the oesophagus and into the stomach. In the stomach there are acids which break the food down more. Next the food moves into the small intestine, where the body takes the nutrients from our food. The body takes what it needs from what we eat and the rest goes into the large intestine and leaves the body.

How long does it take?

Our teeth take between five and thirty seconds to cut our food. It then takes ten seconds to travel down the oesophagus. The food is in our stomach for between three and four hours and then in the small intestine for three hours. Finally, it is in the large intestine for between eighteen hours and ... two days!



DO YOU KNOW THAT ... ?

Carbohydrates are in the stomach for the shortest time. Proteins are in the stomach longer and fats are there the longest.



Write these foods in order depending on the time they spend in the stomach.

1	cheese bread chicken	Shortest time	←————→	Longest time

				cheese
2	butter fish pasta	Shortest time	←————→	Longest time

3	eggs rice oil	Shortest time	←————→	Longest time

Word cards: Let's party!



bottle	pasta
bowl	salad
cheese	sandwich
coffee	soup
cup	tea
fruit	vegetables
glass	