

# Teaching notes for Photocopiables

## Unit 1 page 11

- Hand out a copy of Photocopiable 1 (see page T90) to each pupil. Pupils complete the timetable information in the top section of the photocopy as they wish.
- Make pairs. Pupils don't look at each other's papers. They take turns to ask and answer about Peter and Sally and complete the timetable at the bottom of the photocopy with their partner's information. Remind them to use the prompts in the speech bubbles. When they have finished, pupils look at each other's work to check.

## Unit 2 page 22 (see also page T22, Pupil's Book Activity 17 and 18)

- Copy Photocopiable 2 (see page T91) twice, onto thin card. Cut out the cards before the lesson. (If you have a class of, e.g. 26, you will only need to use 13 of the cards from Photocopiable 2 – two copies of each).
- Hand out one card to each pupil. On the board write in example speech bubbles *What are you going to do on ... ?* and *I'm going to ...*. Tell pupils they need to find the person who has the same plans as they have on their card. The pupils mingle and ask and answer questions to find out who their partner is. Monitor and make sure they are speaking English and not simply comparing cards. When pupils have found their partner, they check with you and then sit down. They will work together on Pupil's Book Activity 18.

## Unit 3, page 30

- Hand out a copy of Photocopiable 3 (see page T92) to each pair, part A to Pupil A, part B to Pupil B. Pupil A starts reading until he / she comes to a gap, and then Pupil B takes over. They continue like this until the end of the text. The first time, they don't try to write anything, but just read and listen to get the general sense of the text. The second time, they complete their text, writing in the words their partner says. At the end, they compare texts to check. See below for completed text.

## Unit 4, page 39

- Hand out Photocopiable 4 (see page T93), one copy cut in half for each pair. Demonstrate the activity on the board. Pupils work individually, keeping their work secret. They tick one thing each child in the table was doing when an earthquake struck (including themselves in the 'me' row).
- Pupils work in pairs. They take turns to exchange information about Harry, Katy, William and Betty and themselves, by asking and answering questions like the examples at the top of their table. They put a cross (x) in the appropriate box for their partner's answers. Monitor and check that they are not looking at each other's papers. When they have asked about all the children, they compare tables to check.



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## Text for Photocopiable 3

### London Bridge

The Romans made the first bridge in London over the River Thames. It was the only bridge over the Thames until 1750. London Bridge was also important because it had houses and shops on it. There were about 400 shops on the old bridge.

In the 1820s, a new London Bridge was built over the Thames. They pulled down the old bridge. In 1968 another London Bridge was opened. An American bought the old bridge and took it to Lake Havasu in Arizona, USA. Today lots of people visit the London Bridge in Arizona.

### Unit 5, page 47

- Hand out a copy of Photocopiable 5 (see page T94) to each pupil. Check pupils remember the clothing words. Individually, each pupil completes the table at the top of the page with materials that the different children's clothes are made of.
- Make new pairs. Pupils don't look at their partner's table. They take turns to ask and answer and to complete the table at the bottom of the page. Each time they have the same information as their partner, they call out *Snap!* Pupils compare their tables at the end.

### Unit 6, page 54

- Hand out a copy of Photocopiable 6 (see page T95) to each pupil. They study the pictures individually and think about their responses to the questions. After about three minutes, put pupils into groups of four for a discussion. Remind them of the structure to use, e.g. *I think it looks like a face*. Encourage pupils to discuss the drawings in detail, e.g. *These look like eyes and this looks like a nose*. Monitor groups as they are working. Pupils write their friends' ideas on the lines.
- After the groupwork, go through the worksheet with the class, discussing each picture.

### Unit 7, page 69

- Hand out a copy of Photocopiable 7 (see page T96) to each pair of pupils. Check all the words and discuss together the connections between the words in columns 1 and 2, e.g. *hair – fur, spots – stripes, birds – bats*, etc. and columns 3 and 4. Pupils then cut out the word cards and place them face down on their desks. They take turns to turn over two cards. The pupil who turned over the cards says the two words aloud. If they are a pair, he / she keeps them. If not, he / she turns them face down again and the other pupil has a turn. At the end, the pupil in each pair with the most pairs of cards is the winner.
- Pupils put their cards in envelopes at the end of the game. Collect the envelopes so the pupils can play again in another lesson.

### Unit 8, page 80

- Hand out a copy of Photocopiable 8 (see page T97) to each pair of pupils (one part to each pupil). Remind them how to do the crossword: they have to provide the definition for their partner and ask their partner for definitions to complete all the clues. Remind pupils not to look at each other's crosswords. Monitor and help where necessary. Pupils compare completed crosswords at the end.

**Key:** Across: 2 park, 7 spotted, 8 plant, 11 butterfly, 13 insect, 14 ground, 16 striped, 18 sea, 19 frog, 20 lake;  
Down: 1 trees, 3 field, 4 dinosaur, 5 countryside, 6 forest, 9 leaf, 10 river, 12 extinct, 14 grass, 15 wing, 17 duck

# Photocopiable 1

Name: .....

- 1 Peter and Sally are in different classes at the Park Road School. Complete their timetables for Monday. Use these words.

English	Maths	Science	Geography
History	Computer studies	Art	Music

	Peter	Sally
8.15		
9.10		
10.30		
11.25		
1.30		
2.25		
3.20		
4.15		

- 2 Ask and answer. Complete.

What has Peter got at quarter past eight?

He's got Music.

	Peter	Sally
8.15		
9.10		
10.30		
11.25		
1.30		
2.25		
3.20		
4.15		

## Photocopiable 2

Name: .....

  I'm going to play volleyball on Wednesday afternoon. I'm going to do my homework on Saturday morning.	I'm going to play volleyball on Wednesday afternoon. I'm going to have a party on Saturday morning.	I'm going to play volleyball on Wednesday afternoon. I'm going to go shopping on Saturday morning.
I'm going to play volleyball on Wednesday afternoon. I'm going to read a comic on Saturday morning.	I'm going to read a comic on Wednesday afternoon. I'm going to go shopping on Saturday morning.	I'm going to read a comic on Wednesday afternoon. I'm going to do my homework on Saturday morning.
I'm going to read a comic on Wednesday afternoon. I'm going to get up late on Saturday morning.	I'm going to read a comic on Wednesday afternoon. I'm going to go shopping on Saturday morning.	I'm going to go shopping on Wednesday afternoon. I'm going to play volleyball on Saturday morning.
I'm going to go shopping on Wednesday afternoon. I'm going to get up late on Saturday morning.	I'm going to go shopping on Wednesday afternoon. I'm going to read a comic on Saturday morning.	I'm going to go shopping on Wednesday afternoon. I'm going to watch TV on Saturday morning.
I'm going to have a party on Wednesday afternoon. I'm going to get up late on Saturday morning.	I'm going to have a party on Wednesday afternoon. I'm going to watch TV on Saturday morning.	I'm going to have a party on Wednesday afternoon. I'm going to read a comic on Saturday morning.

# Photocopiable 3

## A London Bridge

The ..... made ..... in London over .....  
 ..... bridge over the Thames ..... London  
 Bridge was ..... it had houses .....  
 ..... There were about .....  
 ..... the old bridge.  
 ....., a new London Bridge .....  
 over the Thames. .... the  
 old bridge. .... London bridge was  
 opened. .... old bridge and  
 took ..... Havasu ..... Arizona,  
 .. . Today lots of people ..... London Bridge  
 in .. .






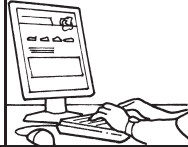


## B London Bridge

..... Romans ..... the first bridge .....  
 ..... the River Thames. It was the only .....  
 ..... until 1750. .... also  
 important because ..... and shops on it.  
 ..... 400 shops on .....  
 .....  
 In the 1820s, ..... was  
 built ..... They pulled down .....  
 ..... In 1968, another .....  
 ..... An American bought the .....  
 ..... it to Lake ..... in ....., USA. ....  
 ..... visit the .....  
 ..... Arizona.

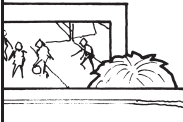





# Photocopiable 4

**A** **B:** What was Harry doing when the earthquake struck?  
**A:** He was watching TV when the earthquake struck.

	watch TV 	sing in the shower 	talk on the phone 	do homework 	read a book 	use the computer 
Harry	✓					
Katy						
William and Betty						
me						
my friend						



**B** **A:** What was Harry doing when the earthquake struck?  
**B:** He was talking on the phone when the earthquake struck.

	watch TV 	sing in the shower 	talk on the phone 	do homework 	read a book 	use the computer 
Harry			✓			
Katy						
William and Betty						
me						
my friend						

# Photocopiable 5

Name: .....

1 Write materials words in the boxes.

	ring	gloves	shoes	belt	coat
Richard					
Sarah					
Katy					

2 Ask and answer and complete.

What's Richard's ring made of?

It's made of plastic.

	ring	gloves	shoes	belt	coat
Richard					
Sarah					
Katy					

# Photocopiable 6

Name: .....

Ask three friends. Write your friends' answers.

1 What does this look like?



.....  
.....  
.....

2 What does this look like?



.....  
.....  
.....

3 What does this look like?



.....  
.....  
.....

4 What does this look like?



.....  
.....  
.....

5 What does this look like?



.....  
.....  
.....

6 What does this look like?




.....  
.....  
.....



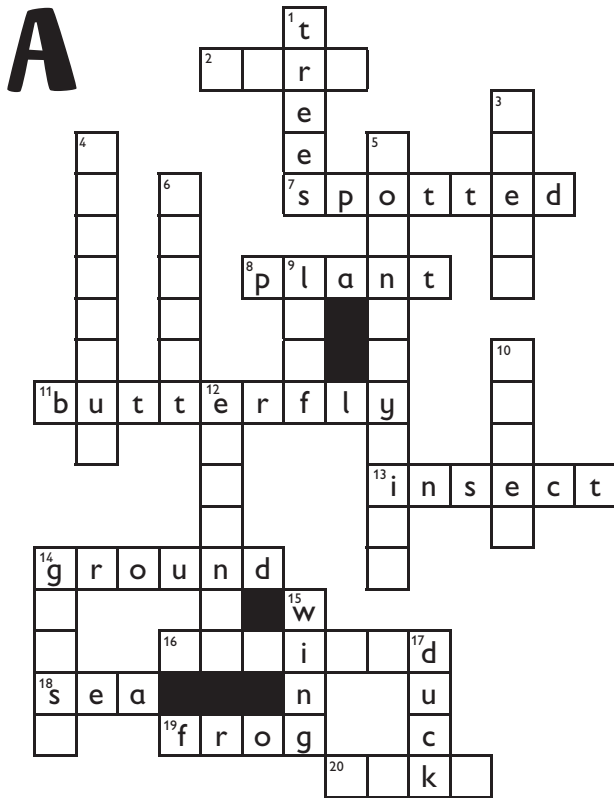
# Photocopiable 7

Name: .....



hair	fur	cats	dogs
spots	stripes	fish	frogs
bats	birds	teeth	tails
black	white	sharks	whales
fish	chips	gold	silver
salt	pepper	knife	fork
shoes	socks	pencil	paper

# Photocopiable 8

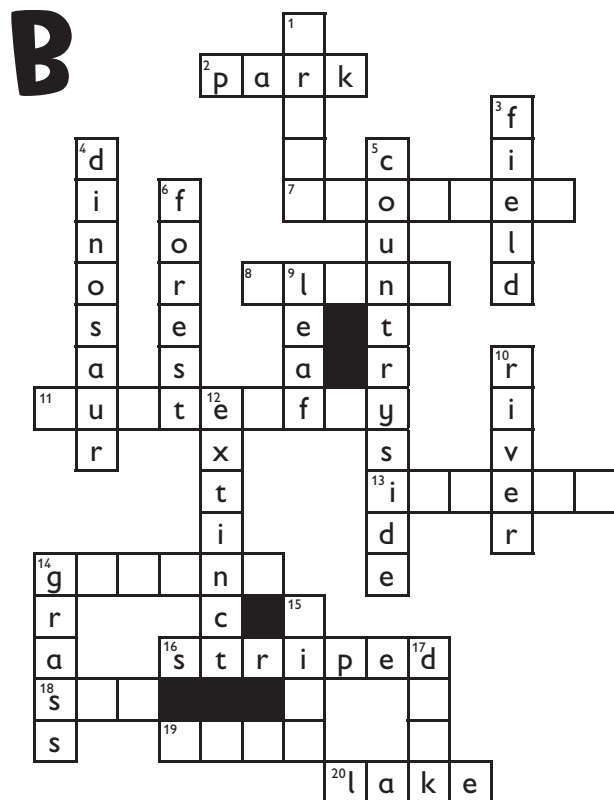


Down ↓

- 1 Very big plants. There are lots in a forest.
- 15 Most birds and insects use this to fly.
- 17 A bird which loves water. It lives near rivers and lakes.

Across →

- 7 An adjective to describe an insect with spots.
- 8 It lives and grows, but it isn't an animal. A flower's one.
- 11 It can fly, but it isn't a bird. It's beautiful and it loves flowers.
- 13 This isn't an animal or a plant. Lizards like to eat them.
- 14 This is the floor when we're outside.
- 18 A very big area of salt water.
- 19 This animal can swim and jump very well. It lives near rivers and lakes.



Down ↓

- 3 There's a lot of grass here. Cows and sheep are usually in one.
- 4 This animal was called 'The terrible lizard'. It's extinct now.
- 5 Not in the city. We can go here for a picnic.
- 6 There are lots of trees here.
- 9 This is green. We can see it on a plant.
- 10 There's water here, but it isn't the sea or a lake.
- 12 An adjective to describe plants or animals which don't exist any more.
- 14 Cows eat this.

Across →

- 2 In a town or a city, we can play here.
- 16 An adjective to describe an insect with stripes.
- 20 There's water here, but it isn't a river or the sea.

# Extra activities

## Welcome to our ezine

### Page 4

#### ● Extra activity 1: Making friends

Make pairs. If possible, pair pupils who don't know each other very well. Elicit some questions to find out personal information, e.g. *When's your birthday? Where do you live? Have you got brothers and sisters? What's your favourite band?* Either do this orally, or write the questions on the board. Individually, pupils choose and write six questions to ask their partner on a piece of paper. They then take it in turns to ask and answer. They write the answers under the questions. They write their friend's name at the top of the paper, decorate it and then display it on the board.

#### ● Extra activity 2: Word race

This is an extension of Activity Book page 4 Activity 1. Divide the class into groups of four. Give a large piece of paper to each group. They divide it into four. Tell pupils you will give them time limits to write other lists, as in Activity 1. Each time you say a category, give pupils two minutes to write as many words as they can think of in one part of the paper. Remind them to do it quietly so the other groups don't hear. At the end of the activity, groups swap papers with other groups. Brainstorm mind maps onto the board for each category. Pupils can be creative, but you must decide if their words are acceptable or not. The groups with the most words in each of the categories are the winners. Suggested categories: *things we eat, things we drink, things we carry, things we ride, things we play, things we look after.*

### Page 5

#### ● Extra activity 1: Profiles

Pupils use the information they found out about in Pupil's Book Activity 6 to write a short profile of their partner. They use the texts in Pupil's Book Activity 4 as a model. Remind them to use the third person, e.g. *She likes riding ...*. Pupils display their texts.

#### ● Extra activity 2: Mime game

Introduce the game by miming one of the activities from the lesson, e.g. *playing the guitar*. Choose eight pupils to come to the front. Together they very quietly choose eight activities to mime to the class. They take it in turns to mime the activities (they can include activities which are not from the lesson). The class watch and silently write the activities in their notebooks. They don't speak. Pupils swap notebooks. The eight pupils redo their mimes in turn and the class says the activity. Pupils correct their partner's work. Repeat with another eight pupils and eight new activities.

### Page 6

#### ● Extra activity 1: Ezine page

Pupils work in groups of four to create their own ezine page about their school, using the texts and pictures on the Pupil's Book page as a model. They should include drawings and text. Display the posters around the class. Decide who wins 'the prize'.

#### ● Extra activity 2: Dictionary game

Elicit all the school words from the lesson (including school subjects) and write them as a mind map on the board. Pupils copy the mind map into their notebooks. In pairs, pupils write each word from the mind map on a separate piece of paper. They then arrange the words in alphabetical order. Pairs check with pairs. In groups of four, pupils place one set of word cards

down on their desks. Hand out dictionaries: one for each pair. Pairs take turns to turn over a word. Both pairs then race to find the word in the dictionary. The pair who find the word first read out the definition and 'win' the word. The game continues until all the words have been won.

### Page 7

#### ● Extra activity 1: School song

Pupils work in groups of four to write a new verse for the School song. Monitor and help the different groups. Some groups may only want to change a few words; others may feel confident enough to rewrite the verse.

Groups perform their verses, e.g. Group A sing their verse; the whole class sings a chorus; Group B sing their verse; the whole class sings a chorus, and so on around the class.

#### ● Extra activity 2: Word poems

Demonstrate the activity for the class. Choose a subject and write the word vertically on the board with the first letter at the top and the last at the bottom. Elicit / Write a word or phrase for each one so the poem looks like this:

*Multiply*

*Add*

*That's*

*Hard for*

*Some people*

Pupils work in groups of four to create their own poems using other subjects. Groups display their poems for the class.

### Page 8

#### ● Extra activity 1: About our timetables

Pupils work in groups of four. They put their timetables on their desks and look for similarities and differences. They all stick their timetables on a large sheet of paper and write sentences underneath about what they found, e.g. *We all have two lessons of Maths a day. No one has Science lessons on Monday. Only (name) has Tennis on their timetable.* Groups take it in turns to come to the front, hold up their poster and read out their sentences to the class. Display the posters on the wall.

#### ● Extra activity 2: Writing together

Put pupils into pairs or groups of four. They read through the texts each of them wrote for Activity Book Activity 19 and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Tell pupils that this is a cooperative activity, not a competitive one: they are trying to help each other. Pupils then rewrite their own texts on a piece of paper.

### Page 9

#### ● Extra activity 1: Role play

Make groups of three. Pupils read through the Pupil's Book story in their groups. They take turns to be the three different characters. More confident pupils can role play the story for the whole class.

#### ● Extra activity 2: Fill in the words

Pupils close their Pupil's Books. Display a large sheet of paper with the gapped text (see page T9) on the board. Pupils work in pairs to complete the text with the key words. Give them a time limit. They write the missing words in a list in their notebooks. Pupils swap notebooks with other pairs for correcting. Check with the class.

**Key:** 1 writing, 2 understand / read, 3 Rosetta, 4 languages, 5 languages, 6 understand / read, 7 Rosetta, 8 understand / read, 9 hieroglyphics

# Unit 1

## Page 10

### ● Extra activity 1: Matching game

Dictate the following times to pupils: 2.15, 10.30, 4.10, 5.40, 6.45, 12.30, 11.25, 7.55. Hand out two sheets of coloured paper / card one white, one blue, to each pair. They divide and then cut each one into eight squares. On the white paper / card they write each time in words, e.g. *quarter past two*; on the blue one they draw clocks to show the different times.

Make groups of four. Pupils put their cards face down on the table and mix them around. They take turns to turn over one white and one blue card. The pupil says the time on each one aloud. If they match and the pupil has said them correctly, he / she keeps the pair. If they are not a match or if the pupil has made a mistake, then he / she turns the cards face down again. Play continues until all the cards have been matched.

### ● Extra activity 2: My day

Pupils work individually and write a sequence similar to Activity Book Activity 3 for their day in their notebooks. They write the sentences on different lines. At the end of each sentence, they draw a clock showing the time. They swap their notebooks with a partner and check each other's work.

## Page 11

### ● Extra activity: Talking about yesterday

Write *Today* in a box on the board with the following verbs underneath: *have, start, catch, finish, get dressed, go, begin, come, wake up, get up, eat, drink, put, take*. Write *Yesterday* in a box on the board and elicit one example from the list, e.g. *have-had*, and write *had* in the box. Pupils work in pairs to write the other words in the past. Elicit from pairs and complete the box on the board.

In their pairs, pupils write four sentences on strips of paper about the time they do / did things in the day: two in the present and two in the past. Collect the strips of paper. Make four teams. They line up, with the pupil at the front facing the board. Clean the board and write only *Yesterday* on one side and *Today* on the other. Read out a sentence at random. According to whether the sentence is in the present or the past, the pupils at the front of each team run and touch the correct word on the board. The first to do so wins a point for their team. The runners go to the back of the line. Continue with the other sentences until everyone has had at least one turn.

## Page 12

### ● Extra activity 1: TV programme survey

Elicit the question for finding out favourite programmes from pupils (*What's your favourite TV programme?*). Elicit possible responses, e.g. the name of the programme or *I don't have one*.

Pupils prepare a five-column x seven-row survey table. They write *Question* at the top of column 1, and *Name* at the top of the other four columns. Down the left-hand side they write six questions to ask their friends. Make sure they notice that we say *What's your favourite TV sports / cartoon / news / quiz programme?* But we say *What's your favourite TV series / documentary?* (without using *programme*).

Pupils move around the class, asking the six questions of four friends. They note their answers. Discuss with the class which their favourite programmes are.

### ● Extra activity 2: Making a TV programme

Pupils work in groups of four. They choose a TV programme they know well, e.g. a series, a quiz, a comedy or a news

programme. They write a short script, to include all four pupils in the group. They rehearse their scripts. Monitor and help groups at this stage, providing input on language and content. When all the groups are ready, they perform their programme extracts for the class. Photograph or film their efforts.

## Page 13

### ● Extra activity 1: Reading race

Make groups of four. Give each group their questions (see page T13) and give them reading time. Put copies of a newspaper TV schedule on the wall where groups cannot read them from their desks. Tell the class the rules and demonstrate the race with an example question.

Rules: The groups read the first question, then one pupil from each group goes to the TV schedule to find an answer. They have to remember the answer, come back to their group and tell them for them to record it on their paper. Only one pupil can be away from the group at any one time. Pupils take turns as the 'runner' and the 'writer'. Start the race. Note the time that each group finishes (let them all finish). Groups swap papers. Correct as a class for groups to mark each other's answers. The group with the most correct answers (including spelling) is the winner.

### ● Extra activity 2: Presentations

Pupils use the information from Activity Book Activity 14 to prepare and give short oral presentations to the class (one to two minutes). They should make notes before their presentation and can use these when they are speaking, but they shouldn't write the complete text to read aloud. You can spread the presentations over several days or pupils can present in small groups.

## Page 14

### ● Extra activity 1: Comparing information

Make new groups of four which do not contain any of the pairs from Pupil's Book Activity 17. Pupils use their notes about their friend to report to the group. They take turns to report one piece of information, e.g. *Luca watches TV seven times a week*. If another pupil has found out the same information about their friend, they can add it, e.g. *Oh, Gemma watches TV seven times a week too*. After they have all orally reported about their friends, tell groups to put away their notebooks. Hand out large sheets of paper to each group. They prepare group posters about their friends' TV habits, using the information from Activity 17. They can organise / present the posters in whatever way they like, apart from writing texts (which they are going to do for Activity 18). Pupils display their posters on the wall.

### ● Extra activity 2: Writing together

Put pupils into pairs or groups of four. They read through the texts each of them wrote for Activity Book page 14 Activity 19 and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Tell pupils that this is a cooperative activity, not a competitive one: they are trying to help each other. Pupils then rewrite their own texts on a piece of paper.

## Page 15

### ● Extra activity 1: Role play

Make groups of five. Pupils decide on their roles and then read through the Diggory Bones story in their groups. They extend parts of the story as they wish, e.g. the interview with Diggory. They prepare and practise their role plays as a group and perform their stories for the whole class.

- **Extra activity 2: The news**

Pupils work in pairs. They use the information from the previous episode, this episode and their imagination to extend the news item about the professor and the Baloney Stone, so that it lasts about one minute. Set up a news desk at the front of the class for the pairs to read their news items. Vote as a class for the best, funniest, most imaginative news item.

### Page 16

- **Extra activity 1: Our cartoon**

Pupils work in pairs or groups of four. Organise the groups so that there is a balance of different creativity, artistic ability, writing ability, etc. in each one. They discuss their ideas for a cartoon and then transfer their ideas to paper for presentation / display. Provide prompts on the board, e.g.

Name:

Themes:

Characters:

Technique: (cell animation, models, hand-drawn)

Example of storyline:

Example drawings of some of the characters:

Pupils present their ideas to the class. Vote for the best cartoon idea.

- **Extra activity 2: Class survey**

Pupils use the questionnaire from Activity Book Activity 1 as the basis of a class survey. Pupils work in pairs and ask each other the questions. They record the information. Make new groups of six. Pupils report the information they found out from their partner to the group. The group collates the information onto a grid. Collate the class survey onto the board.

### Page 17

- **Extra activity 1: My personal timeline**

Pupils work individually to make a timeline about their own lives. Brainstorm with the class some key points in pupils' lives, e.g. *starting school, moving house, learning to walk, learning to swim, starting English*. Pupils draw their own timeline on a large piece of paper with the heading *My personal timeline*, divide it into years and then write the information above or below the relevant sections. They illustrate the information. Pupils compare timelines.

- **Extra activity 2: CLIL vocabulary**

Elicit the new words and phrases from the two lessons on cartoons onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Cartoons*. They write the new words, phrases and expressions from the lessons, either as a mind map, or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt about how cartoons are made. I made my own flipbook*. If time, pupils can illustrate the page.

## Unit 2

### Page 18

- **Extra activity 1: Sentence parts**

Pupils work in pairs. They write at least six sentences using *going to*, to include questions, negatives and affirmatives. They write each one on a strip of paper and cut it up, as in Pupil's Book Activity 3. They swap their sentences with another pair, who try to sequence them correctly.

- **Extra activity 2: Number code**

Show pupils how to create their own number code for the letters of the alphabet. They write the letters A to Z in a row

and numbers above each letter in any order they want, e.g. just even numbers (A = 2, B = 4, C = 6, etc.), or starting at 26 (A = 26, B = 25, etc.). Pupils work in pairs. They make up their code and then each write a message in the code (by writing the numbers that represent the letters). Then they swap messages and decode them.

### Page 19

- **Extra activity 1: Song time**

Brainstorm ideas for other verses for the song, e.g. *going to work all night, and do it right / teach them sums, and make it fun*. Pupils work in threes. They rewrite a verse and illustrate it with an amusing picture. Groups sing their verses and display their work.

- **Extra activity 2: My diary**

Pupils write their own imaginary diaries (using Sam's in Activity Book Activity 7 as a model) for the next weekend. They include times and also add their own ideas. Pupils work in pairs. Pupils take turns to ask and answer about each other's diaries and write a note in their diary about what their friend is doing when.

### Page 20

- **Extra activity 1: Disappearing text**

This activity uses one of the texts from Pupil's Book Activity 8. Either write one of the shorter texts or part of one of the longer texts on the board in the lesson, or reveal the text you wrote on the board beforehand. Ask pupils to read it aloud in turn (books closed). Erase the words from the text. Ask pupils to read it aloud again, filling in the words which have been erased. Continue, erasing a different class of words each time until there are only a few words left, e.g. proper nouns.

- **Extra activity 2: Famous people's lives**

Elicit names of famous people from the pupils' home country, e.g. cooks, actors, writers, sportspeople. Choose one of the people you are familiar with and elicit what pupils know about his / her life. Write notes about the person's life on the board. Pupils use the notes to write a short biography of the person in their notebooks, similar to the ones on Pupil's Book page 20.

### Page 21

- **Extra activity 1: Predictions**

Pupils work in groups of six. They draw a table like the one in Pupil's Book Activity 14, putting their name at the top of the list and then their friends' names down the side. They have an extra column on the right (for the jobs). Brainstorm ideas onto a mind map about what pupils love doing, to give them ideas. Pupils write what they love doing in the column next to their own name. Elicit / Provide the questions: *What do you love doing? What are you good at?* Pupils take turns to ask the questions of the others in their group and to note the answers in the middle column. Pupils use the information to complete the third column alone. Then they discuss their predictions as a group, e.g. *I think you're going to be ...*. Discuss pupils' predictions for each other as a class.

- **Extra activity 2: Guess the job**

Play the CD from Pupil's Book Activity 11 again. Pupils work in pairs. They write a short dialogue, which gives clues about a job, but which doesn't say exactly what it is. Encourage pupils to be creative and funny. Pairs role play their dialogues for the class to guess the job.



## Page 22

### ● Extra activity: What's the job?

Pupils use the texts they wrote for Activity Book Activity 19 in a guessing game. They look back through their texts and cross out the actual job. Ask for six volunteers. They come to the front. The pupils take turns to read their texts aloud. The rest of the class listen in silence and write down what they guess the job is. They do this for all six. At the end, check the answers with the pupils at the front. Repeat with six more volunteers.

## Page 23

### ● Extra activity 1: Role play

Make groups of five. Pupils decide on their roles and then read through the story in their groups. They extend parts of the dialogue in their groups as they wish, e.g. Sir Doug can go to the library too. They prepare and practise their role plays as a group and perform their stories for the whole class.

### ● Extra activity 2: Job alphabet

Pupils divide a piece of paper into 26 squares. They write a letter of the alphabet in the corner of each square. The squares should be big enough to write at least one word in. At the top of the page, they write *Jobs*. Pupils look back through the unit to find all the jobs they can which begin with different letters of the alphabet. They write the words in the appropriate places. Pupils discuss and compare.

## Page 24

### ● Extra activity 1: Draw and label

Pupils copy the diagrams from Pupil's Book Activities 2 and 3 into their notebooks and label them. Underneath, they write about their own teeth, saying how many incisors, canines, premolars and molars they have actually got.

### ● Extra activity 2: Other animals and their teeth

Make groups of four. Pupils use reference books and / or the internet to find out other amazing facts about animals and their teeth. Before the activity, brainstorm some animals and questions with the class to give them ideas, e.g. *Do snakes have teeth? How big was a dinosaur tooth? Do any other animals clean their teeth? Can any animals regrow their teeth? What animals have tusks?*

Pupils find out the information in their groups and transfer it onto a poster. They can draw pictures of the animals. Display the posters on the wall. Pupils walk around the room and look at all the posters. They find what they think is the most amazing fact and write it in their notebooks.

## Page 25

### ● Extra activity 1: Brushing my teeth

Pupils write the text on brushing their teeth from Pupil's Book Activity 5 in the correct order in their notebooks. Once they have done this, they rehearse brushing their teeth in this way, allocating timings to the different activities.

### ● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the two lessons on teeth onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Teeth*. They write the new words, phrases and expressions from the lessons, either as a mind map, or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I did an experiment. I learnt about the different teeth people have. I know how to brush my teeth properly.*

# Review Units 1 and 2

## Page 26

### ● Extra activity 1: Songs and chants

Sing one of the songs or do one of the chants from Units 1 and 2.

### ● Extra activity 2: Phoning Peter

Tell pupils they are going to write the telephone conversation between Sarah and Peter (see Pupil's Book Activity 1). Give them time to re-read the conversation in the Pupil's Book first and elicit the things that Sarah needs to ask Peter. Write the beginning of the phone call on the board:

*Peter: Hello?*

*Sarah: Hi, Peter. It's Sarah. ...*

Pupils work in pairs to continue the conversation. Tell them to use their imagination. (Will Peter say 'yes' or 'no'? Has he got a different suggestion about where to go?) Monitor and help with language. Pupils practise their phone call. Ask volunteer pairs to perform their call for the class.

## Page 27

### ● Extra activity 1: Vocabulary review

Pupils look back through Units 1 and 2, checking they have noted all the key vocabulary in their vocabulary books. They write an example sentence for any words they find difficult to remember. Finally, they create mind maps for the unit themes: *TV programmes* and *Jobs*.

### ● Extra activity 2: Games and activities

Pupils choose one of the games or activities from Units 1 and 2 to do again.

# Unit 3

## Page 28

### ● Extra activity 1: Following directions

Organise the tables in the classroom so that there are 'roads' for pupils to walk along and corners and turnings. Place labels on some of the tables, e.g. *museum, station, supermarket*.

Demonstrate the activity by giving simple directions for a pupil to follow. In pairs, pupils write a short set of directions for another pupil to follow around the class. All pupils start with *You are outside / at the (place)* and they have to take the person to a certain place in the 'city' (classroom). They can choose where to start. Write prompts on the board, e.g. *Take the ... , Turn ...*. Pairs take turns to give directions to another pupil.

### ● Extra activity 2: Now draw the map

Pupils work in pairs and draw and label a map of the part of the city as described in Activity Book Activity 1. They can add to the map, but all the features mentioned in the text must be there and correct. Pupils swap maps. Read the text aloud to the class. They follow on the friend's map, as if they are the bus driver, to check.

## Page 29

### ● Extra activity 1: Correct the mistakes

Focus pupils on the map in Pupil's Book Activity 4. Tell them you are going to give them some directions to follow. Display the large sheet of paper (see page T29). Pupils read and follow the directions to find the mistakes. They check in pairs. Check with the class.

### ● Extra activity 2: How to get there

Tell pupils that a friend is going to visit their house or school and needs directions from, e.g. the train station, or the bus stop. Provide a simple email format on the board for them to complete:

Hi (name)  
It's great that you are coming to visit. Here are the directions  
so you can find my house / school easily.  
You start at ... (lines for directions)  
Here's my mobile number in case you get lost.  
Good luck and see you soon  
(Name)

### Page 30

#### ● Extra activity: London posters

Review what pupils thought were the most exciting things about London from the warmer and from the reading. Tell pupils they are going to make a poster, in groups of four. The poster is to promote London and to make people of their age want to go there, so it has to be exciting, colourful and interesting. Pupils can use reference books and the internet to find information. They can print pictures off the internet, but they have to write their own text. Give them planning and research time and then time to prepare their posters. Display the posters around the classroom or the school.

### Page 31

#### ● Extra activity 1: Drawing a map

Pupils draw a map to illustrate their directions from Pupil's Book Activity 14. They then write the directions underneath it.

#### ● Extra activity 2: Ten questions

In pairs, pupils make a quick mind map of all the jobs they can remember, then secretly choose one of them. Pairs take turns to come to the front. The rest of the class can ask ten *yes / no* questions to guess their job. If the class do not guess in ten, the pair of pupils gains 1 point. If the class do guess, the pair who guess correctly win 1 point.

### Page 32

#### ● Extra activity 1: Spelling

Pupils work in pairs. Pupil A closes his / her book. Pupil B says a word from Activity Book Activity 18. Pupil A says the word and tells Pupil B if it has the sound /s/, /ʃ/ or /tʃ/. Pupil A then writes the word in his / her notebook, thinking carefully about the spelling. Pupil B checks Pupil A's spelling. Then they swap roles. Repeat two or three times.

#### ● Extra activity 2: Pelmanism

Pupils close their books. Hand out a photocopy of the 12 words in Activity Book Activity 18 to pairs of pupils. They cut them into 12 cards. They put the cards face down on the desk. Pupils take turns to turn over two cards and say the words. If the words have the same sound (the ones that are underlined), he / she keeps the pair. If not, he / she turns them face down again. When most or all of the cards are paired up, pupils check with another pair.

### Page 33

#### ● Extra activity 1: Role play

Make groups of four. Pupils decide on their roles and then read through the story in their groups. They extend parts of the dialogue in their groups as they wish, e.g. Sir Doug can go to Egypt too / Brutus is doing a different job. They prepare and practise their role plays as a group and perform their stories for the whole class.

#### ● Extra activity 2: Following directions

Organise the tables in the classroom so that there are 'roads' for pupils to walk along and corners and turnings (similar to Extra activity 1 for page 28). Pupils make labels for places in the city and place them on some of the tables, e.g. *museum, station, supermarket*. Demonstrate the activity by giving simple

directions for a pupil to follow. In pairs, pupils write a set of directions for another pupil to follow around the class. Pupils can start the directions wherever they like, e.g. *You are outside the museum / at the school*, and they have to take their partner to a certain place in the 'city' (classroom). Write prompts on the board, e.g. *Take the ... , Turn ...*. Pairs take turns to give directions to another pupil.

### Page 34

#### ● Extra activity 1: Cavemen

Brainstorm with the class what they know about cavemen: what they wore, where they lived, what they ate, how they hunted, what they looked like, etc. Pupils use the information to write a short text in their notebooks about cavemen. They can personalise, e.g. imagine they are a caveman for a day.

#### ● Extra activity 2: The Industrial Revolution

Use pictures to brainstorm key aspects of the Industrial Revolution with the class (trains, factories, mechanisation, cities, speed and ease of travel). Pupils work in groups of four. They choose one aspect of the Industrial Revolution, e.g. the railways / the first steam train, and find out about it, using reference books / the internet. They present their information on a poster with pictures and a short text and groups take turns to talk to the class about what they learnt.

### Page 35

#### ● Extra activity 1: What we did for the project

Pupils reflect on and then write about what they did for the project: what they talked about, how they decided what to include and why, the process of drawing the city plan (was it difficult?), the name they chose and why.

#### ● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the two lessons on cities onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Cities*. They write the new words, phrases and expressions from the lessons, either as a mind map, or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt about the history of cities. I learnt about the Industrial Revolution. I created a plan for a new city in my group.*

## Unit 4

### Page 36

#### ● Extra activity 1: Role play

Display the CD script from Pupil's Book Activity 1 on the board. Make groups of four. Pupils take turns to be the different characters and role play the story.

#### ● Extra activity 2: Timeline

Pupils put the sentences from Activity Book Activity 3 on timelines, using the same colours as before.

### Page 37

#### ● Extra activity 1: Palms up or down?

Pupils work individually and write sentences about things they were doing / that happened to them during the previous week. Some must be true; others can be false. They write six sentences in all. Supply some examples, e.g. *I was shopping with my mum when I saw a tiger in a tree*. Make groups of four. Pupils take turns to read their sentences to the group. The pupils guess true or false, but they don't say it. They put one hand down on the table, palm up for true, palm down for false. Correct guesses win a point. Elicit the strangest true sentences from pupils at the end.

- **Extra activity 2: Survey**

Pupils prepare a five-column x seven-row survey chart in their notebooks. Pupils write six questions in the left-hand column, beginning *What were you doing at ... ?* and adding times. They interview four people, write their names at the top and then write their answers in the relevant column using the past continuous.

### Page 38

- **Extra activity 1: Important dates in my life**

Draw a life timeline on the board for an imaginary pupil (Sylvia). Mark six dates along the timeline, e.g. *Born on 27 June 1995, Baby brother born in 1998, Started school in September 2000, Learnt to swim in February 2001, Moved house on 31 October 2003, Got my pet dog Frankie on 25 December 2005.*

Elicit sentences from the class about Sylvia's life. Check they say the days correctly (use of *in, on*, pronunciation of months, ordinals, years, etc.). Pupils work individually. They draw a timeline for themselves in their notebooks and mark six points along it. Make groups of four. Pupils take turns to tell each other about the events in their lives. They find out if they have any dates or events in common. Pupils write sentences about the six events in their lives under the timeline.

- **Extra activity 2: Date bingo**

Write 16 complete dates on the board, e.g. *15 October 2003*. Pupils draw a 2 x 2 bingo grid in their notebooks and choose four dates. They write one in each square in their notebooks. Call out the dates at random. Pupils cross out ones that they hear. The first pupil to cross out all four is the winner, if they can then say all four dates correctly.

### Page 39

- **Extra activity: The other hemisphere**

Display a world map or show pupils a globe. Teach *the northern hemisphere* and *the southern hemisphere*. Ask pupils if they have ever visited friends or relations in the other hemisphere. If they have, ask them what the weather was like in the month they visited. Write the months of the year horizontally on the board. Above the months (for the northern hemisphere), mark in the seasons. Below the months (for the southern hemisphere), mark in the seasons. Ask pupils, e.g. *When it's summer for us, what season is it in the southern / northern hemisphere? (winter). What do you think people do then?* Repeat for another season. Pupils copy the chart into their notebooks. In pairs, they discuss what people do in the different months in the other hemisphere. Check pupils are using the present simple. Elicit their ideas.

### Page 40

- **Extra activity 1: Recording survey information**

Pupils write sentences about their three friends in their notebooks using the information they gathered in the survey in Pupil's Book Activity 15, e.g. *At 8.45 yesterday morning, Joanna was walking to school with her brother.*

- **Extra activity 2: Writing together**

Put pupils into pairs or groups of four. They read through the texts each of them wrote for Activity Book Activity 18 and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Tell pupils that this is a cooperative activity, not a competitive one: they are trying to help each other. Pupils then rewrite their own texts on a piece of paper.

### Page 41

- **Extra activity 1: Role play**

Make groups of three. Pupils decide on their roles. Play the CD of the Diggory Bones story. Pupils repeat in role. They read

through the story in their groups. They repeat twice more, changing roles each time.

- **Extra activity 2: Birthday chart**

Display the birthday chart (see page T41). Tell pupils when your birthday is, write the date and your name on a piece of paper and stick it in the appropriate segment of the birthday chart. Pupils work in pairs. They ask their friend when their birthday is and write their name and the date on a small piece of paper. Pupils then stick the paper in the correct part of the birthday chart. Discuss with the class, e.g. *Look. There are no birthdays in February. How many of you have birthdays in April?*

### Page 42

- **Extra activity 1: Catch me if you can**

Pupils work in pairs. Pupil A closes his / her book. Pupil B starts reading one of the texts from the Pupil's Book page. He / She makes a deliberate mistake, e.g. *The plates under the earth are always moving quickly*. When Pupil A correctly spots the mistake, he / she gains a point. Pupil B continues until the end of the text. Then pupils swap roles.

- **Extra activity 2: My own wordsearch**

Pupils look back through Unit 4 to find ten words connected with disasters. They make a wordsearch including the ten words and write the words underneath (scrambling the letters). Pupils swap wordsearches with their partner and find the ten words. Pairs then review the words from both wordsearches together.

### Page 43

- **Extra activity 1: Write about your volcano**

Pupils write a personal report on how they made the volcano in the lesson, including what was easy and what was difficult. They use the connectors *First, then, next, lastly*. Pupils write the first draft and then swap with a partner for correction. Pupils then write a revised draft.

- **Extra activity 2: CLIL vocabulary**

Elicit the new words and phrases from the two lessons on the Earth's surface onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *The Earth's surface*. They write the new words, phrases and expressions, either as a mind map, or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt how volcanoes got their name. I know what the Richter Scale measures. I made a volcano.*

## Review Units 3 and 4

### Page 44

- **Extra activity 1: Project Part 2**

Complete the project on volcanoes with the class.

- **Extra activity 2: Songs and chants**

Sing one of the songs or do one of the chants or rhymes from Units 3 and 4.

### Page 45

- **Extra activity 1: Vocabulary review**

Pupils look back through Units 3 and 4, checking they have noted all the key vocabulary in their vocabulary books. Pupils can check and compare. They write an example sentence for any words they find difficult to remember. Finally, they create mind maps for the unit themes: *City life* and *Disasters*.

- **Extra activity 2: Games**

Pupils choose one of the games from Units 3 and 4 to play.



## Unit 5

### Page 46

#### ● Extra activity 1: Role play

Display the CD script from Pupil's Book Activity 1 on the board. Make sure all the pupils can see it. Make groups of three. They take turns to role play the story, using mime, e.g. for the spider.

#### ● Extra activity 2: What's it made of?

Pupils work in groups of four. They each select six things (from their bags, their clothes, etc.) to ask questions about using *made of*. If they are not sure what the object is made of or how to say it in English, they can check with you / their dictionaries. Pupils take turns to ask their friends in their groups about the objects they have chosen, e.g. *What's my watch made of?* At the end of the activity, elicit what was the most common material in their group.

### Page 47

#### ● Extra activity: My imaginary house

Brainstorm ideas with pupils as to what houses are made of. Explore many different possibilities from around the world with the class. Individually, pupils draw a picture of an imaginary house or one from somewhere in the world and write a text about it, using the text from Activity Book Activity 6 as a model. Pupils swap texts and read about their partner's house.

### Page 48

#### ● Extra activity 1: Natural or manmade

Pupils each make a list of the clothes and objects that they are wearing, e.g. *watch, jewellery, glasses*. Next to the object, they write what it's made of. Then they categorise the information into two columns: *manmade* and *natural*, and see which they have more of. Pupils compare with their friends.

#### ● Extra activity 2: Odd ones out

Demonstrate the activity for pupils. Write on the board: *car, jewellery, ruler, shoes*. Elicit which is the odd one out: there may be more than one answer, e.g. shoes can't be made of metal, but the others can; cars can't be made of wood, but the others can. Pupils work in pairs. They write a list of six odd ones out (four choices in each line) on paper. In their notebooks, they write their answer for each one. They swap papers with another pair and take turns to say which they think is the odd one out for each line. Encourage pupils to be inventive. Monitor and help.

### Page 49

#### ● Extra activity 1: Finding out

Write a source material on the board, e.g. *wool*. Ask the class how many things they can think of that are made of wool, or have wool as part of their content. Elicit their ideas, e.g. *clothes, mattresses, blankets*. Make groups of four. Each group needs an encyclopaedia and / or access to the internet or school library. Give each group a source material to research: they have to find as many things as they can that are made of / contain that material. Suggested source materials: metal, trees, wool, animals (but not their fur / hair), plants or parts of plants (not trees). Pupils have about ten minutes to do their research. They collate their information onto a poster and present their findings to the class.

#### ● Extra activity 2: Material chains

Pupils work in groups of three to make material chains. They work on one piece of paper. They start with a material, e.g. wood, and draw an oval around it like a link in a chain in the centre of the paper. Pupils take it in turns to make another link,

either to the left or to the right, with something that's made of / from the material, e.g. paper, or that the object comes from. For example, the link from paper could be plants (leaves – papyrus) as paper can be made from that too. Give pupils thinking time as they play the game. It will encourage them to think laterally. Provide suggestions.

### Page 50

#### ● Extra activity 1: Picture a sound

Elicit words from the lesson with the phonemes /eɪ/ and /eə/. Write them on the board, including *take, break, great, wait, gate, ate, chair, pear, Clare, bear, wear* and *where*. Pupils work in pairs. Hand out eight pieces of card to each pair. They choose four of the words on the board. For each of the four words, one pupil writes the word on a piece of card and the other pupil draws a picture representing the word (e.g. Pupil A writes *bear* on a card, Pupil B draws a bear on a different card). Make sure pupils swap so that they each do two drawings and write two words.

Make groups of four. Pupils put their cards together so they have 16 cards. They mix them up, turn them face down and play a game of matching pairs: pupils take turns to turn over two cards. If they get a matching word and picture they say the word and take the two cards. If the cards don't match, they turn them over and it is the next pupil's turn.

#### ● Extra activity 2: Writing together

Put pupils into pairs or groups of four. They read through the texts each of them wrote for Activity Book Activity 19 and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Tell pupils that this is a cooperative activity, not a competitive one: they are trying to help each other. Pupils then rewrite their own texts on a piece of paper.

### Page 51

#### ● Extra activity 1: A different ending

Make groups of three. Play the CD of the Diggory Bones story. Pupils repeat in role. Pupils then work together to rewrite the final two frames. They write the new story in their notebooks. They then practise the role play. Groups perform their role plays for the whole class.

#### ● Extra activity 2: Who said it?

Pupils look back through the episodes of the Diggory Bones story. In pairs, they find six short phrases that people said. They write the phrases on six strips of paper. Collect the strips from pupils. Make four teams. Teams allocate numbers to their team members, starting from 1. If the smallest team has, e.g. six members, and the others have seven, then the larger teams will number 1–6 and then start at 1 again. Select a strip and call a number at random, e.g. *Four*. A team member with that number has to answer. Read out the quotation from the story. The first to answer correctly with the name of the speaker wins a point for their team. Repeat, calling a different number and reading a new quotation each time. If there are two number 1s in a team, only one can answer at any one time.

### Page 52

#### ● Extra activity 1: Alternatives to plastic

Refocus pupils on the question at the end of the text in the Pupil's Book (How many plastic things can you think of?). Put pupils into groups of four. Tell them to think about the time between when they got up this morning and now and to list all the plastic things they have used during that time. Provide dictionaries if they need them to check vocabulary. Pupils draw a line vertically down a sheet of paper. They head one side *Plastics* and list the plastic objects there. They head the other

side *Alternatives*. They try to think of an alternative material or object for each plastic one. For example, in the *Plastics* column they have written *cup*. In the *Alternatives* column they could write *glass*. At the end of the activity, elicit how many plastic objects they couldn't find alternatives for. Ask other groups for their ideas.

● **Extra activity 2: The most useful plastics**

If pupils did Extra activity 1, they work in the same groups of four. They look at the list of plastic items they wrote and rank them in order of how useful they are (1 is the most useful; 5 is the least useful). They should come to a group decision. If they didn't do Extra activity 1, pupils work in groups of four. They brainstorm all the plastic things they have used that day and then allocate them to the number scale 1–5.

Elicit ideas from groups and compare their rankings.

**Page 53**

● **Extra activity 1: Our ideas for reusing plastic**

Pupils write a personal report on the making of the photo frame. They can use the instructions to provide them with a framework.

On a piece of paper, pupils write up at least one more idea for reusing a plastic item. They write it as a set of instructions with simple pictures. Make a class book of ideas. Display the book and encourage pupils to try out their friends' ideas.

● **Extra activity 2: CLIL vocabulary**

Elicit the new words and phrases from the two lessons on plastics onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Plastics*. They write the new words, phrases and expressions from the lessons, either as a mind map or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt the names for different plastics. I know how plastic is recycled. I made a photo frame from recycled plastic.*

## Unit 6

**Page 54**

● **Extra activity: Feelie bag**

Put objects in a feelie bag before the lesson so pupils don't see them. Invite pupils to the front in turn. They put their hand in the feelie bag (without looking) and feel for one object. They describe it using the key language, e.g. *It feels like an animal.*

**Page 55**

● **Extra activity 1: What things looked like**

Pupils review what they and the class said for Pupil's Book Activity 6. In their notebooks, they write sentences for each picture in the activity, e.g. *I think picture 6 looks like (a door handle).*

● **Extra activity 2: Riddles**

Write the prompts for a riddle on the board like this:

*I look / sound / taste / feel like .....*

*I am .....*

*I come in ..... (colours).*

*You can .....*

*I always / sometimes / never .....*

*What am I?*

Pupils work in pairs. They write a riddle on a piece of paper. Pairs put their riddles on the walls. Number them. Pupils go around the classroom, reading the riddles and writing the number of the riddle and their guess of the answer in their notebooks. At the end of the activity, the pair who wrote each riddle give the correct answer so the class can check.

**Page 56**

● **Extra activity 1: My favourite pizza**

Pupils use the model in the reading text in Pupil's Book Activity 8 sections a, b and c to write an account of how to make their favourite pizza. They can illustrate their writing with a picture of their pizza.

● **Extra activity 2: Pizza role play**

The pupils are going to order their favourite pizza over the phone. Elicit a sample conversation onto the board for pupils to use, e.g.

*Hello. Ace Pizzas here.*

*Hi. I'd like to order a pizza, please.*

*Fine. Go ahead.*

*Well, I'd like (mushrooms, green pepper) and lots of (cheese) but no (onions). I don't like (onions).*

*Right. That's (repeats order but with a mistake).*

*No, I'd like (repeats again).*

*Got it. (repeats correctly)*

*Do you want anything to drink?*

*Yes, please. (An orange juice.)*

*And what's the address for delivery?*

*(gives address)*

*Fine. It'll be about quarter of an hour.*

Pupils prepare and then do their role plays in pairs. They can swap roles if time. More confident pupils can role play their conversations for the class.

**Page 57**

● **Extra activity 1: My favourite recipe**

Elicit and write up the key words from the recipe, e.g. *mix, put, roll, take, add, cut*. Add other words pupils might need, e.g. *weigh*. Ask pupils to get out the recipes they brought with them. Go around the room, looking at the different recipes. Choose the least complex ones. Pupils work in groups of four. They work together to write one or two of the recipes from their group in English. Help the groups with key words and simplify recipes if necessary. Groups swap their recipes with other groups and read the different recipes.

● **Extra activity 2: Recipe word maps**

Write *Ingredients* on one side of the board and *Processes* on the other. Draw a circle round each one. Elicit one or two ingredients from this and the previous lesson, e.g. *flour, eggs*, and start a mind map for *Ingredients*. Do the same for *Processes*, eliciting, e.g. *mix, cut*. In pairs, pupils make mind maps of all the ingredients and processes from this and previous lessons in their notebooks.

**Page 58**

● **Extra activity 1: /z/ and /s/ words**

After Activity Book Activity 13, pupils copy the /z/ and /s/ columns into their notebooks. They make pairs. One pupil (A) closes their book. Pupil B says a word from one of the lists, for their partner to say either *Daisy* or *Lucy*. Pupil B says six more words. Then they swap roles.

- **Extra activity 2: Writing together**

Put pupils into pairs or groups of four. They read through the poems each of them wrote for Activity Book Activity 16 and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Tell pupils that this is a cooperative activity, not a competitive one: they are trying to help each other. Pupils then rewrite their own poems on a piece of paper for display.

### Page 59

- **Extra activity 1: Role play**

Make groups of three. Pupils decide on their roles. Play the CD of the Diggory Bones story. Pupils repeat in role. They then read through the story in their groups. They repeat twice more, changing roles each time. Pupils decide on final roles and practise their role plays as a group and / or perform their role plays for the whole class.

- **Extra activity 2: Feelie bag**

Play the Feelie bag game again with pupils. See Extra activity for page 54.

### Page 60

- **Extra activity 1: Tricks of the eye**

Make pairs. Introduce the artist Escher and show pupils his pictures one at a time. First of all, show them a picture for only a short time. Ask them what they can see. Elicit descriptions from pupils. Then show them the picture for a longer time so that they can study the optical illusion. Discuss what the illusion is in the picture and how what they see is actually impossible.

- **Extra activity 2: Mobius strip**

Show pupils the Mobius strip you have made (see below) and how it only has one side and one edge. Draw a line along the middle of one side and show pupils where the line ends up. Tell pupils you are going to cut the strip along the middle. Ask them what they think will happen to it, e.g. will it fall apart / make two strips? Cut the strip in half along the line and show them how it becomes one loop with two half-twists in it.

Hand out a strip and some glue to each pupil. They take the strip of paper and join the ends to make a loop, after giving one end a half-twist so it joins up with the other one upside down. Pupils can then see how their strip only has one edge / side. If they want, they can also cut it along the middle to make one loop with two twists.

Pupils write in their notebooks about how they made the Mobius strip and what its properties are.

### Page 61

- **Extra activity 1: Write about your optical illusion**

Pupils write a personal report on how they made their optical illusion and what the trick was at the end. If they understand how it worked, they can write about this too in their report. They structure their report using the connectors *first*, *then*, *next*, *lastly*. Pupils write the first draft of their texts on paper and then swap with a partner. They correct and give suggestions to each other. Pupils then write a revised draft in their notebooks.

- **Extra activity 2: CLIL vocabulary**

Elicit the new words and phrases from the two lessons on optical illusions onto the board. In their vocabulary books, pupils write the heading *Optical illusions*. They write the new words, phrases and expressions from the lessons, either as a mind map or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I looked at pictures by different artists and saw optical illusions in their pictures. I made my own optical illusion.*

## Review Units 5 and 6

### Page 62

- **Extra activity 1: Picture a sound**

Pupils play the Picture a sound game again. See Extra activity 1 for page 50.

- **Extra activity 2: Songs and chants**

Sing one of the songs or do one of the chants from Units 5 and 6.

### Page 63

- **Extra activity 1: Vocabulary review**

Pupils look back through Units 5 and 6, checking they have noted all the key vocabulary in their vocabulary books. Pupils can check and compare. They write an example sentence for any words they find difficult to remember. Finally they create mind maps for the unit themes: *Material things* and *Senses*.

- **Extra activity 2: Games**

Pupils choose one of the games from Units 5 and 6 to play.

## Unit 7

### Page 64

- **Extra activity 1: Role play**

Display the CD script from Pupil's Book Activity 1 on the board. Make sure all the pupils can see it. Make groups of four. Play the CD again as they read silently. Pupils take turns to role play the story in their groups. More confident groups can perform their role plays for the class.

- **Extra activity 2: More sentence halves**

In pairs, pupils use the sentence stems from Pupil's Book Activity 3 and complete them with their own ideas. For sentence 1, they need to add *so* to the stem so it reads: *It's very hot, so ...*. Make groups of four (two pairs). Pupils take turns to read their *should / shouldn't* sentences to the other pair and check they make sense and are grammatically correct.

### Page 65

- **Extra activity 1: Written advice**

Elicit and write eight situations / prompts you used for Pupil's Book Activity 6 on the board. Pupils copy the prompts into their notebooks. For each prompt, they write one piece of advice with *should* and one with *shouldn't*. Encourage them to think of new ideas (not just to use the advice from the game).

- **Extra activity 2: Helping each other**

Elicit some other problems, using the ideas in Activity Book Activity 4 as examples. The problems can be real or funny. Using the texts from Activity Book Activity 4 as a model, pupils individually write a *Dear Pamela* letter on a piece of paper, leaving room for the answer at the bottom. Pupils fold their letters in half and swap letters with another pupil in the class. They write answers to each other's letters at the bottom of the paper, using *should* or *shouldn't*. Pupils swap letters again and read the answers.

## Page 66

### ● Extra activity 1: Where do they live?

Display a map of the world and elicit the names of the countries pupils read about in Pupil's Book Activity 7. Write them on the board. Ask pupils to come and show you where the countries are on the map. Hand out A4 world maps to pupils so they can find the countries on their maps. Pupils work individually. They write simple facts about each endangered animal from Pupil's Book Activity 7 on small pieces of paper. Provide a model for pupils on the board, e.g.

*Animal: Siberian tiger*      *Habitat: forests in Russia*

*Description: striped fur*      *Status: endangered*

Pupils do the same for each animal that's mentioned in the text. They stick the paper on the edge of the map and draw a line from the paper to the country on the map.

### ● Extra activity 2: Guessing game

Provide a definition of an animal for pupils to guess, e.g. *I'm thinking about a small animal. It's not an insect. It's got eight legs. It lives in houses and outside. Sometimes these animals are very hairy.* (spider). Pupils then work in pairs to write a definition on paper of another animal. They write the animal in brackets. Collect the pieces of paper for a team game. Make three teams. Pupils number the people in their team, starting at 1. Choose a definition and call out a number at random. The pupils with that number in the teams can answer. The others must keep silent. Read the definition and give the three pupils ten seconds to answer. Award one point for the first team member to answer correctly. Repeat with other definitions.

## Page 67

### ● Extra activity 1: The school environment

Focus pupils on the *You can ...* section of Pupil's Book Activity 12. Tell them to imagine they have to make suggestions about the school. Elicit some ideas for protecting habitat, recycling, etc. Pupils work in groups of four. They produce a poster for display in the school about ways of looking after the natural world in the school and protecting the environment. They present their ideas as in the model, i.e. *You can ...*. Groups present their posters to the class before they are displayed.

### ● Extra activity 2: Endangered animals

Divide the class into eight. Give each group one of the endangered animals from Activity Book Activity 11. They use reference books / the internet to find out as much as they can about it. They co-write a short text on the computer about the animal (description, habitat, why it's endangered, etc.) and insert a picture. Print out all the texts to make a class booklet.

## Page 68

### ● Extra activity 1: Find your partner

Hand out the pieces of paper (see page T68) to the pupils. Tell them not to shout out their word to the class or show their word to anyone. Clap your hands. Pupils walk around the room, whispering their word to pupils as they pass them. When they find their partner, they stand together at the side of the room. When everyone has found their partner, go quickly round the room asking pupils to say their word pairs. Tell them they must say the weak form of *and* and put the words in the right order, e.g. *fish and chips*, not *chips and fish*.

### ● Extra activity 2: Writing together

Put pupils into pairs or groups of four. They read through the letter each of them wrote for Activity Book Activity 18 and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Tell pupils that this is a cooperative activity, not a competitive one: they are trying to help each other. Pupils then rewrite their own letters on a piece of paper.

## Page 69

### ● Extra activity: Role play

Make groups of three. Pupils decide on their roles. Play the CD of the Diggory Bones story. Pupils repeat in role. They read through the story in their groups twice more, changing roles each time. Pupils decide on final roles and practise their role plays as a group and / or perform their role plays for the whole class.

## Page 70

### ● Extra activity 1: The extinction of the dinosaurs

Elicit from pupils what the text in the Pupil's Book tells us about the extinction of the dinosaurs. Remind pupils that this is 'the most popular idea' or theory, but that there are others too. Tell them they are going to find out about some of the other ideas or theories. Make groups of four and give each group a reference book / list of relevant internet sites and a large sheet of paper. Give groups a fixed time to do their research. They make notes on what they find out. Groups then prepare another mind map, but this time with *Extinction of the dinosaurs* at its centre. They present the information they found out on their mind maps and display them around the class. Give groups time to read other groups' information and then discuss the main findings as a class.

### ● Extra activity 2: Find out and write about an extinct animal

Elicit any extinct animals that pupils know. If they say *dinosaurs*, elicit different types and some information about them, e.g. what they looked like, what they ate. Find out if pupils know the names of any animals which have become extinct more recently, e.g. the dodo. Elicit and then write points on the board to help pupils with their research: *animal's name, type of animal, where it lived, what it looked like, what it ate, why it became extinct*. Hand out reference books. Pupils can work individually or in pairs. They write notes for each point about an extinct animal. Then they use their notes to write a text about the animal in their notebooks.

## Page 71

### ● Extra activity 1: Write about your fossil prints

Pupils write a personal report on how they made their fossil prints, what they used to make them, what was easy and what was more difficult. They use the connectors *first, then, next, lastly*. Pupils write the first draft and then swap with a partner for correction. Pupils then write a revised draft.

### ● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the two lessons on extinct animals onto the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Extinct animals*. They write the new words, phrases and expressions from the lessons, either as a mind map, or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt some of the reasons for animal extinctions. I read about fossils. I made some of my own fossil prints.*



## Unit 8

### Page 72

- **Extra activity 1: Find the present perfect**

Hand out photocopies of the CD script (see page T72) from Pupil's Book Activity 1. Tell pupils to underline all the uses of the present perfect in the text. They work in pairs. Display a large sheet of paper with the CD script on it and go through the answers carefully with the class, underlining the examples on the paper.

- **Extra activity 2: In my life**

Brainstorm with pupils some of the more unusual things they have done in their lives, e.g. won a swimming prize, climbed a mountain, been snowboarding. Pupils head the page in their notebooks *In my life* and then write at least six things they've done in their lives. Pupils then make groups of three and take turns to tell their friends things they've done. Discuss as a class by asking one pupil in a group to tell you some of the things the other pupils in their group have done, using *He / She has ...*

### Page 73

- **Extra activity 1: Talking about actions**

Refer back to Pupil's Book page 73 Activity 4 and say that you're going to play a game. Demonstrate, e.g. pick up a board pen to elicit *You're going to write on the board*. Write on the board to elicit *You're writing on the board*. Move away from the board to elicit *You've written on the board*. In groups of three, pupils think of at least two mimes they can do to practise this sequence of structures. They work quietly so the other groups don't hear. Groups take turns to mime one of their sequences. Then elicit sentences from the rest of the class for each stage of the action.

- **Extra activity 2: What we've done in the lesson**

Pupils work in pairs and write at least six sentences about what they have done in the lesson. Tell them to start at least one sentence with *I*, one with the name of one friend, one with the name of two or more friends and another with *We*. All the sentences should be in the present perfect. Put two pairs together so they can compare sentences.

### Page 74

- **Extra activity 1: When people do sports**

Pupils transfer the information in Activity 7 into a table in their notebooks, showing when people do different sports.

- **Extra activity 2: Unusual sports**

Find out if pupils know about any unusual sports from their region or other parts of the world. Make a list together, adding your suggestions. Tell them they are going to research an unusual sport. Pupils work in pairs. Pupils use reference books / the internet to find out information about their sport, e.g. which countries / seasons it's played in, how many people play it, where it's played, e.g. on a court, if it's a team sport, if it's played with rackets and / or balls, how it's scored. They write the name of the sport at the top of a poster and find a picture of the sport to put in the centre. Then they write the information they found out around the picture. Pupils display their posters.

### Page 75

- **Extra activity 1: Holiday stories**

Tell pupils you have some pictures for them about holidays and that they have to make up a story using the pictures. They can add scenes in between the pictures if they like (they don't need to draw them). Put pupils into fours and hand out a set of pictures to each group. They invent a story around the pictures, adding characters and names. They practise telling the story

using the past. Go round the class and listen to the groups' stories.

- **Extra activity 2: Mind maps**

Pupils extend the sports mind maps they started at the beginning of the unit to include all the sports words they learnt in the subsequent lessons.

### Page 76

- **Extra activity 1: Writing together**

Put pupils into pairs or groups of four. They read through the reports each of them wrote for Pupil's Book Activity 15 and try to correct any mistakes. Remind them to use pencil and not pen on each other's work. Tell pupils that this is a cooperative activity, not a competitive one: they are trying to help each other. Pupils then rewrite their own reports in their notebooks.

- **Extra activity 2: -ed endings**

Pupils work in pairs. They look back through the lesson and find all the verbs in the Pupil's Book and in the Activity Book which have *-ed* at the end of the past simple or past participle. For each verb, they work out whether the letters are pronounced /t/, /d/ or /ɪd/. They check their lists in pairs and then as a class.

### Page 77

- **Extra activity 1: Diggory's email**

Brainstorm ideas with the class about Diggory's email, e.g. it told Sir Doug what was happening, where they were, about Brutus, to come quickly, to bring the police. Remind pupils about 'Write it right: Emails' from the previous lesson. Pupils work in pairs to write the email from Diggory.

- **Extra activity 2: Role play**

Divide the class into nine groups. Each group takes one of the episodes of the Diggory Bones story from the Pupil's Book to review and to role play. If possible, let each group come up to the CD player in turn and listen to their episode again at low volume. Pupils practise and prepare their performance. Groups perform their role plays in sequence for the rest of the class.

### Page 78

- **Extra activity 1: Write about your logo**

Pupils write a personal report on how they decided on the design for their logo, e.g. what aspects of the city and its history influenced them in the design and what the different elements of their design represent. They include the actual design in their report and refer to various sections of it. Pupils write the first draft and then write a revised draft in their notebooks.

- **Extra activity 2: Paralympic sports**

Pupils find out and write about two Paralympic sports.

### Page 79

- **Extra activity 1: My medal**

Pupils use the reading text from the Pupil's Book as a model and write about the front and the back of their medals, describing what is on each side and why. They draw a picture of the designs for the front and back of their medal under the text.

- **Extra activity 2: CLIL vocabulary**

Elicit the new words and phrases from the two lessons on Olympic Games onto the board. In their vocabulary books, pupils write the heading *Olympic Games*. They write the new words, phrases and expressions from the lessons, either as a mind map, or as a list. They write some of the things they did in the lessons, e.g. *I read about the Olympic Games in different countries. I designed an Olympic logo with my friends. I learnt about the Paralympic Games. I designed a medal to match my logo.*

# Review Units 7 and 8

## Page 80

- **Extra activity: Songs and chants**

Sing one of the songs or do one of the chants from Units 7 and 8.

## Page 81

- **Extra activity 1: Vocabulary review**

Pupils look back through Units 7 and 8, checking they have noted all the key vocabulary in their vocabulary books. Pupils can check and compare. They write an example sentence for any words they find difficult to remember. Finally, they create mind maps for the unit themes: *Natural world* and *World of sport*.

- **Extra activity 2: Games**

Pupils choose one of the games from Units 7 and 8 to play.

# Values

## Page 82

- **Extra activity 1: Contract for the teacher**

Pupils work in pairs. They write a contract for the teacher, based on the one they wrote for Activity Book Activity 2. Monitor and help with new vocabulary. Choose your favourite sentences from the contracts and invite pupils to share them with the class.

- **Extra activity 2: Make rules**

Give out sentence halves (see page T82) to each pair of pupils (one set of 14 pieces of paper per pair). The pupils put the sentences together. Early finishers can write the completed sentences in their notebooks. Check with the class.

## Page 83

- **Extra activity 1: Which job?**

Give five pieces of paper to each pupil. Tell them to write a different job from the lesson on each piece of paper as follows: *doctor, nurse, ambulance driver, police officer, firefighter*. Say a sentence about one or more of the jobs. Pupils hold up one or more of their pieces of paper to match the sentence. Example sentences (answers in brackets): e.g. *They work in a hospital.* (*nurse, doctor*); *They sometimes work at night.* (*all the jobs*); *They rescue people from traffic accidents.* (*ambulance driver, firefighter, police officer*); *They have to drive quickly for work.* (*ambulance driver, firefighter, police officer*); *They operate on people.* (*doctor*); *They aren't afraid of heights.* (*firefighter*); *They run after thieves.* (*police officers*); *They interview people.* (*police officers*)

- **Extra activity 2: Role play emergency call**

Write the first line of an emergency phone call on the board, as follows:

*Hello. Which service do you need – police, fire or ambulance?*

Pupils work in pairs to write the rest of the conversation. Tell them that the operator (the first person to talk) needs to find out what has happened and where the person lives. Write some useful phrases for the operator on the board, e.g. *Don't worry. Please calm down. It's going to be OK.* Monitor and help with the writing. When you have checked their work, pupils role play their conversation in the same pairs. Ask volunteers to perform their role play for the class.

## Page 84

- **Extra activity 1: Quiz question**

Pupils work in pairs. They write a question about a moral dilemma, with three options (a, b, c), similar to the ones in the quiz in Pupil's Book Activity 1. Monitor and help with language. Pairs swap their questions with another pair, who decide which option they would choose. They exchange ideas.

- **Extra activity 2: Truth or white lie?**

You will need a large space such as a gymnasium for this activity. Draw a long white line or use white tape to separate the space into two halves. The pupils all stand on the line. Point to one side of the line and say *This side is for telling the truth*. Point to the other side and say *This side is for telling a little white lie*. Remind pupils what *white lie* means.

Describe a situation, similar to the ones in the Pupil's Book quiz Activity 1, e.g. *Your grandmother gives you a hat she has made for your birthday. You don't like it*. The pupils have to decide if they would tell the truth or tell a white lie in that situation, and jump to the appropriate side of the line. See how many pupils end up on each side of the line and ask individuals to explain their choice. Repeat with different situations.

## Page 85

- **Extra activity 1: Ask Betty and Robert**

Pupils do a role play in groups of three. One pupil plays the role of an interviewer on a TV programme. The other two pupils are Betty and Robert (the agony aunt and uncle from the Pupil's Book). Give pupils time to prepare for the role play – the 'interviewer' thinks of questions to ask Betty and Robert (about their lives, their work, the advice they give). Betty and Robert invent a personal life. Are they husband and wife, brother and sister or do they just work together? What did they study? Do they always agree on advice? Monitor and help with the planning stage. Pupils then act out the interview in their groups.

- **Extra activity 2: Posters**

Remind pupils of the subject of Richard's problem letter in the Pupils' Book (cheating). Pupils work in groups of three or four. Give each group a large piece of paper. Ask them to design a poster with the title *Don't cheat*. They draw a picture to illustrate a situation where someone is cheating (at school, in a game or a sport). They write a caption in English, e.g. *It's better to work hard*. Display the finished posters in the classroom.

# Extra project ideas

## Unit 1 Making models

### You will need:

Coloured plasticine or modelling clay for pupils to make their own *Wallace and Gromit*-type characters, a digital camera, a printer, large sheets of paper.

For this project, pupils work in pairs or small groups to make a group of model characters out of modelling clay. They make the characters, and produce a brief description of each character and possible ideas for stories.

Tell pupils what the focus of the project is (making plasticine models). If you have time to make a model of your own before the lesson, show it to them. Write the steps of the project on the board for pupils to copy into their notebooks:

*Step 1: Make pairs / small groups.*

*Step 2: Decide which characters you are going to make. You can invent them or use characters you've seen on TV.*

*Step 3: Brainstorm the characteristics of each character and typical storylines before you decide what the characters will look like. Make notes of your ideas.*

*Step 4: Divide up the characters into the number of people in your group. Ask your teacher for the clay / plasticine. Each person makes at least one model. Make name labels for your characters. Put each character on an empty table in turn and photograph it from different angles, using the digital camera. Print out some images for the poster.*

*Step 5: Each person writes a character sketch of their character on paper. Swap texts in your group and check for content and grammar.*

*Step 6: As a group, write a typical storyline for your group of characters. Write / Stick final versions of the texts and photos on large sheets of paper. Put the models on a table or a desk against the wall with the name labels and display the posters behind them.*

*Step 7: Present your models and your ideas to the class.*

Remind pupils that the characters need to be quite small so they don't take too long to make. Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Help pupils with their drafts. Provide models for texts on the board or on paper, as appropriate. Encourage pupils to swap their work for peer correction at Step 5.

Each group should have time to make their presentation to the rest of the class. Leave the posters and models on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see.

## Unit 2 Find out what's good for your teeth

### You will need:

Reference books, the internet, large sheets of paper, glue, coloured pencils and markers, paints, scissors, dictionaries.

For this project, pupils work in pairs or small groups to research food which is good for their teeth / less good for their teeth. They produce a poster which they display as they make their class presentation. Posters should be a mix of pictures and text (their own, not copied from the internet / reference books).

Tell pupils what the focus of the project is (food that is good for their teeth and food that is less good for their teeth). Write the steps of the project on the board for pupils to copy into their notebooks:

*Step 1: Make pairs / small groups.*

*Step 2: Plan your project as a group. Think about what you want to find out and how you want to display the information.*

*Step 3: Research different foods and dental health using the internet and reference books. Make notes about what you find out.*

*Step 4: Divide up the information into the number of people in your group. Each person finds pictures to illustrate their information. Plan the poster.*

*Step 5: Each person writes a draft of their text on paper. Swap texts in your group and check for content and grammar.*

*Step 6: Write final versions of the texts on paper. Stick the pictures and texts on the poster.*

*Step 7: Present your poster to the class.*

Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Help pupils with their drafts. Provide models for texts on the board or on paper, as appropriate. Encourage pupils to swap their work for peer correction at Step 5.

Each group should have time to make their presentation to the rest of the class. Leave the posters on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see.

## Unit 3 City research project

### You will need:

Reference books, the internet, paper, stapler, glue, coloured pencils and markers, scissors, dictionaries.

For this project, pupils work in pairs or small groups to research another famous city in the world and its history. They produce a booklet which they display as they make their class presentation. Booklets should be a mix of pictures and text (their own, not copied from the internet / reference books).

Tell pupils what the focus of the project is (a famous capital city and its history). If you have time to make a booklet of your own before the lesson, show it to them. Write the steps of the project on the board for pupils to copy into their notebooks. Brainstorm capital cities if appropriate.

*Step 1: Make pairs / small groups.*

*Step 2: Decide which capital city to research.*

*Step 3: Research the city using the internet and reference books. Make notes about what you find out. Don't forget to find out about its past as well as its present.*

*Step 4: Plan the booklet (how many pages, order of information, cover, etc.). Divide up the information into the number of people in your group. Each person finds pictures to illustrate their information.*

*Step 5: Each person writes a draft of their text on paper. Swap texts in your group and check for content and grammar.*

*Step 6: Write final versions of the texts. Arrange and make the booklet.*

*Step 7: Present your booklet to the class.*

Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Give them ideas for how to sequence the information in their booklets and for the covers. Help pupils with their drafts. Provide models for texts on the board or on paper, as appropriate. Encourage pupils to swap their work for peer correction at Step 5.

Each group should have time to present their information and booklet to the rest of the class. Leave the booklets on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see.

## Unit 4 A local disaster

### You will need:

Reference books, the internet, large sheets of paper, glue, coloured pencils and markers, scissors, dictionaries.

**Note:** This may be a topic that needs treating with sensitivity.

For this project, pupils work in pairs or small groups to research a disaster that has affected their country or region in the last 100 years. They produce a poster which they display as they make their class presentation. Posters should be a mix of pictures and text (their own, not copied from the internet / reference books).

Tell pupils what the focus of the project is (a disaster that has affected their country or region in the last 100 years). If you have time to make a poster of your own before the lesson, show it to them. Write the steps of the project on the board for pupils to copy into their notebooks. Provide information on disasters in the region for the class at the beginning of the lesson for them to choose and research. If groups particularly want to research a disaster that happened in another part of the world, they can do that.

*Step 1: Make small groups.*

*Step 2: Decide which disaster to research.*

*Step 3: Research the disaster using the internet and reference books. Make notes about what you find out, including facts and figures.*

*Step 4: Divide up the information into the number of people in your group. Each person finds pictures to illustrate their information. Plan the poster.*

*Step 5: Each person writes a draft of their text on paper. Swap texts in your group and check for content and grammar.*

*Step 6: Write final versions of the texts on paper. Stick the pictures and texts on the poster.*

*Step 7: Present your poster to the class.*

Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Help pupils with their drafts. Provide models for texts on the board or on paper, as appropriate. Encourage pupils to swap their work for peer correction at Step 5.

Each group should have time to make their presentation to the rest of the class. Leave the posters on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see.



## Unit 5 Recycling bins

### You will need:

Cardboard boxes, strong glue, paints, coloured pencils and markers.

For this project, pupils work in pairs or small groups to produce a recycling bin for their school. They produce a bin which they display as they make their class presentation. The bins will then be placed around the school for actual use.

Tell pupils what the focus of the project is (making recycling bins for the school). If you have time to make a bin of your own before the lesson, show it to them. Write the steps of the project on the board for pupils to copy into their notebooks. You will need to check that there is a local company (private or public) that will come and take the recycled material away.

*Step 1: Make pairs / small groups.*

*Step 2: Decide what your recycling bin is for and what it is going to look like.*

*Step 3: Decide where your bin is going to be placed in the school and check with the teachers / head teacher that this is OK.*

*Step 4: Divide up the tasks into the number of people in your group. It is important that each person takes part in making the bin, its lettering and logo and its decoration. You can use pictures to decorate your bin as well. Make your bin.*

*Step 5: As a group, write a draft of a text about the bin and about the importance of recycling, which will be displayed next to the bin. Check the text carefully for content and grammar.*

*Step 6: Write a final version of your text on paper.*

*Step 7: Present your bin to the class.*

*Step 8: Site your bin in the school and display the text. If possible, present your bin to the school beforehand, for example at a school assembly.*

Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Help pupils with their draft texts. Provide models for texts on the board or on paper, as appropriate.

Each group should have time to make their presentation to the rest of the class. Leave the bins on display in the classroom for a short period before they are sited around the school.

Arrange for the bins to be checked and emptied regularly.

## Unit 6 Menus

### You will need:

Sample menus for ideas, magazines with food pictures, cardboard, sticky plastic, glue, coloured pencils and markers, scissors, dictionaries, a printer.

For this project, pupils work in pairs or small groups to produce a menu for a restaurant which specialises in tasty, healthy food. They produce a menu which they display as they make their class presentation. Menus should include the restaurant name, be colourful, and include prices and a range of foods and drinks.

Tell pupils what the focus of the project is (to produce a menu for a restaurant which specialises in tasty, healthy food). If you have time to make a menu of your own before the lesson, show it to them. Write the steps of the project on the board for pupils to copy into their notebooks:

*Step 1: Make pairs / small groups.*

*Step 2: Decide what kind of healthy food you are going to offer in your restaurant. Decide on the categories on the menu, e.g. starters, main courses, snacks, desserts, drinks.*

*Step 3: Brainstorm food and drink ideas for each category. Remember the focus is health and taste. Make notes.*

*Step 4: Divide up the tasks into the number of people in your group. Each person finalises the dishes / drinks in their category, including names and prices. Plan the menu and decide on the name of the restaurant and its logo.*

*Step 5: Each person writes a draft of the dishes / drinks in their category, including the price, on paper. Swap texts in your group and check for content and grammar and if you agree on the names and prices.*

*Step 6: Agree the final contents and order of the menu. Write the final version on card and decorate the menu with pictures, etc. Turn the menu over, write the name of the restaurant and draw the logo. Cover both sides with sticky plastic.*

*Step 7: Present your menu to the class. Groups take time to study each other's menus.*

Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Help pupils with their drafts and with the prices.

Each group should have time to make their presentation to the rest of the class. Leave the menus on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see.

## Unit 7 Animal extinctions around the world

### You will need:

Reference books, a world map, the internet, large sheets of paper, glue, coloured pencils and markers, a printer, scissors, dictionaries.

For this project, pupils work in pairs or small groups to research animal extinctions, including highly endangered animals in different continents of the world. Each group will focus on a different part of the world. They produce a poster which they display as they make their class presentation. Posters should be a mix of pictures and text (their own, not copied from the internet / reference books).

Tell pupils what the focus of the project is (animal extinctions, including highly endangered animals in different continents of the world). If you have time to make a poster of your own before the lesson, show it to them. Write the steps of the project on the board for pupils to copy into their notebooks:

- Step 1: Make pairs / small groups.*
- Step 2: Decide which part of the world you are going to focus on. Your teacher will tell you what the choices are.*
- Step 3: Research the part of the world, using the internet and reference books to find out about animals in the region which have recently become extinct or which are highly endangered. Make notes about what you find out. Choose one or two animals.*
- Step 4: Divide up the information into the number of people in your group. Each person finds out more about their animal, e.g. what it eats / ate, its habitat, why it became extinct / is endangered.*
- Step 5: Share ideas, find pictures and plan the poster.*
- Step 6: Either alone or in groups, write a draft of the text for each animal, including what should be done to protect the animal now or to stop similar extinctions in the near future. Check the texts carefully for content and grammar.*
- Step 7: Write final versions of the texts on paper. Stick the pictures and texts on the poster.*
- Step 8: Present your poster to the class.*

Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Help pupils with their drafts. Provide models for texts on the board or on paper, as appropriate.

Each group should have time to make their presentation to the rest of the class. Leave the posters on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see.

## Unit 8 Olympic athletes in our country

### You will need:

Reference books, the internet, paper, stapler, glue, coloured pencils and markers, scissors, dictionaries, word processor, printer.

For this project, pupils work as a class to find out what the medal total was for their country in the last Olympic Games (Summer, Winter and Paralympics). Then pupils work in three groups (Summer, Winter and Paralympic Games) and each pupil researches one medal-winning athlete. Each group produces a booklet (each pupil is responsible for one page) which they display as they make their class presentation. Booklets should be a mix of pictures and pupils' own text.

Tell pupils what the focus of the project is (Olympic athletes from their country). If you have time to make a sample page of a booklet before the lesson about one local athlete, show it to them. Write the steps of the project on the board for pupils to copy into their notebooks:

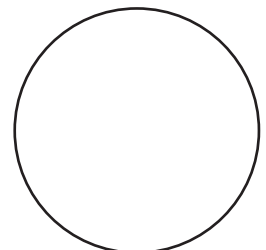
- Step 1: As a class, research what the medal total was for your country in the last Olympic Games. How many gold, silver and bronze medals were won? How many medals were won in the last Summer, Winter and Paralympic Games? Who won them? For what sports?*
- Step 2: Make three groups. Your teacher will give you your focus (Summer Games, Winter Games, Paralympic Games). Decide which medal-winning athletes you are each going to research.*
- Step 3: Research the person and their sport and find out as much as you can about their medal-winning performance, using the internet and reference books. Find out where they live in your country. Make notes about what you find out and find pictures to illustrate your page of the booklet.*
- Step 4: Share the information with the rest of your group. Plan the booklet so that you write a page each.*
- Step 5: Each person writes a draft of their text on paper. Swap texts in your group and check for content and grammar.*
- Step 6: Write or word process final versions of the texts and stick pictures on each page. Make the booklet and the cover.*
- Step 7: Present your booklet to the class, with each pupil talking about their athlete.*

Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Help pupils with their drafts. Provide models for texts on the board or on paper, as appropriate. Encourage pupils to swap their work for peer correction at Step 5.

Each group should have time to make their presentation to the rest of the class. Leave the booklets on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see. Invite one of the athletes featured in the booklets to the school, if possible, to talk to the pupils.

Name: .....

Listen and colour and write and draw. There is one example.



# Evaluation 2

## A

Boy's name	Jim
When / go on holiday	August
What / like best	swimming
Holiday fun / exciting	fun
What date / come home	24th

Girl's name	
When / go on holiday	
What / like best	
Holiday fun / exciting	
What date / come home	



Summer holidays



Winter holidays

## B



Summer holidays

Boy's name	
When / go on holiday	
What / like best	
Holiday fun / exciting	
What date / come home	



Winter holidays

Girl's name	Susie
When / go on holiday	January
What / like best	snowboarding
Holiday fun / exciting	exciting
What date / come home	13th





Name: .....

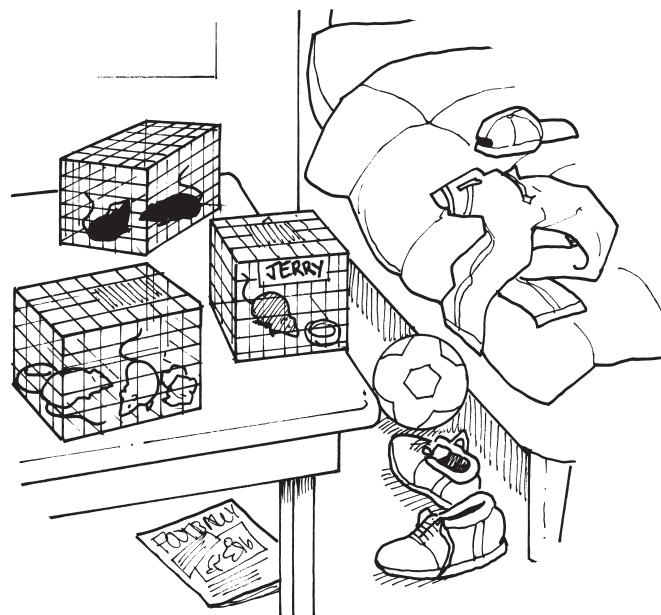
Look at the picture and read the story. Write 1, 2, 3 or 4 words to complete the sentences about the story.

### Sam and his pet mice

My name is Sarah and I have an older brother called Sam. He loves animals and he has lots of pets. He's got five mice and three rabbits. The rabbits live in the garden. They are black and their fur feels very soft. Sam keeps the mice in cages in his bedroom. His favourite mouse is grey. It's called Jerry. I like the rabbits, but I don't like the mice.

Last Saturday morning, Sam was in his bedroom playing with his mice. Suddenly, he came running downstairs into the living room. 'Mum, Dad, Sarah!' he shouted. 'I can't find Jerry.' Dad came in from the kitchen. 'Oh, dear,' he said. 'Tell us what happened.' 'I was playing with Jerry,' said Sam. 'And then I put him in his cage. After a few minutes, I looked for him in his cage and he wasn't there. I think I forgot to close the door.'

'I've got an idea,' I said. 'Jerry loves to eat carrots and cheese. Let's put a carrot and some cheese in his cage. When he gets hungry, he'll go home.' 'That's a good idea,' said Dad. Sam went into the kitchen and got some cheese and a carrot. He went upstairs to put them in Jerry's cage. Then we heard a noise. It sounded like Sam was laughing. 'Jerry's in his cage already,' he shouted. 'He's waiting for his dinner.'

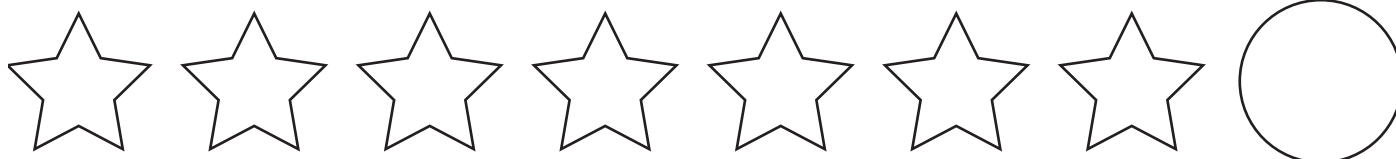


### Examples

Sarah has an older brother called Sam.  
Jerry is Sam's favourite mouse.

### Questions

- 1 Sam's mice live .....
- 2 Sarah prefers .....
- 3 Sam came running downstairs because .....
- 4 After playing with Jerry, Sam put .....
- 5 Sam didn't remember to .....
- 6 Jerry's favourite foods are .....
- 7 When Sam went into his bedroom, he saw .....

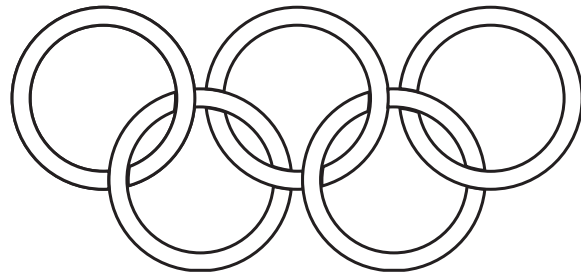
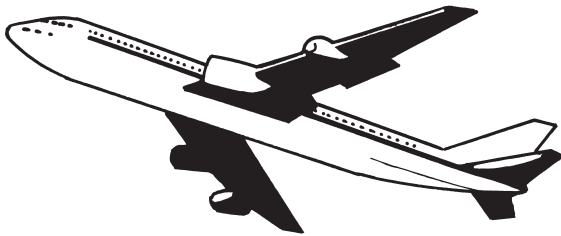






Name: .....

Read the letter and write the missing words. Write one word on each line.



Example

Dear Aunty Mary

I am writing to tell you about my trip to the Olympic Games. I went with my friend's family and we travelled there ..... plane. Everything was very exciting, but I liked the athletics ..... I am sending you a photo ..... I took of a medal ceremony. You can see that our country ..... all three medals: gold, silver and bronze. I had a fantastic time.

5 See you .....  
Paula

