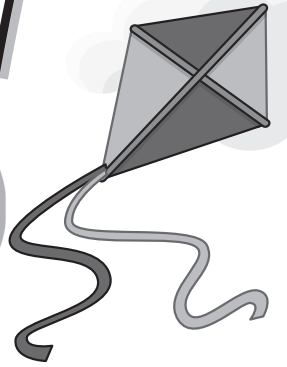


# Poptropica<sup>®</sup> English

PHOTOCOPIABLES

2



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# Poptropica® English

PHOTOCOPIABLES

2

## Contents

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**Teaching notes**

Dear Parents:

Welcome to *Poptropica*<sup>®</sup> *English 2*! This year your child will enjoy different experiences with a new group of characters (Charlie, Rose, Ola and Uncle Dan) and will become familiar with different topics, expressions and vocabulary in English.

The course material is based around the characters, with stories, songs, games and projects to immerse your child in activities in English. With the Online World as well as teachers' digital resources, colourful posters, cards and games for the classroom, your child will have an enjoyable experience of learning through play.

You can see the contents of the whole course on pages 2–3 of the Pupil's Book.

In this unit / term / course children will learn:

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Have fun!

The teacher





Place your  
photo here

## **My English Language portfolio**

**Name:** \_\_\_\_\_

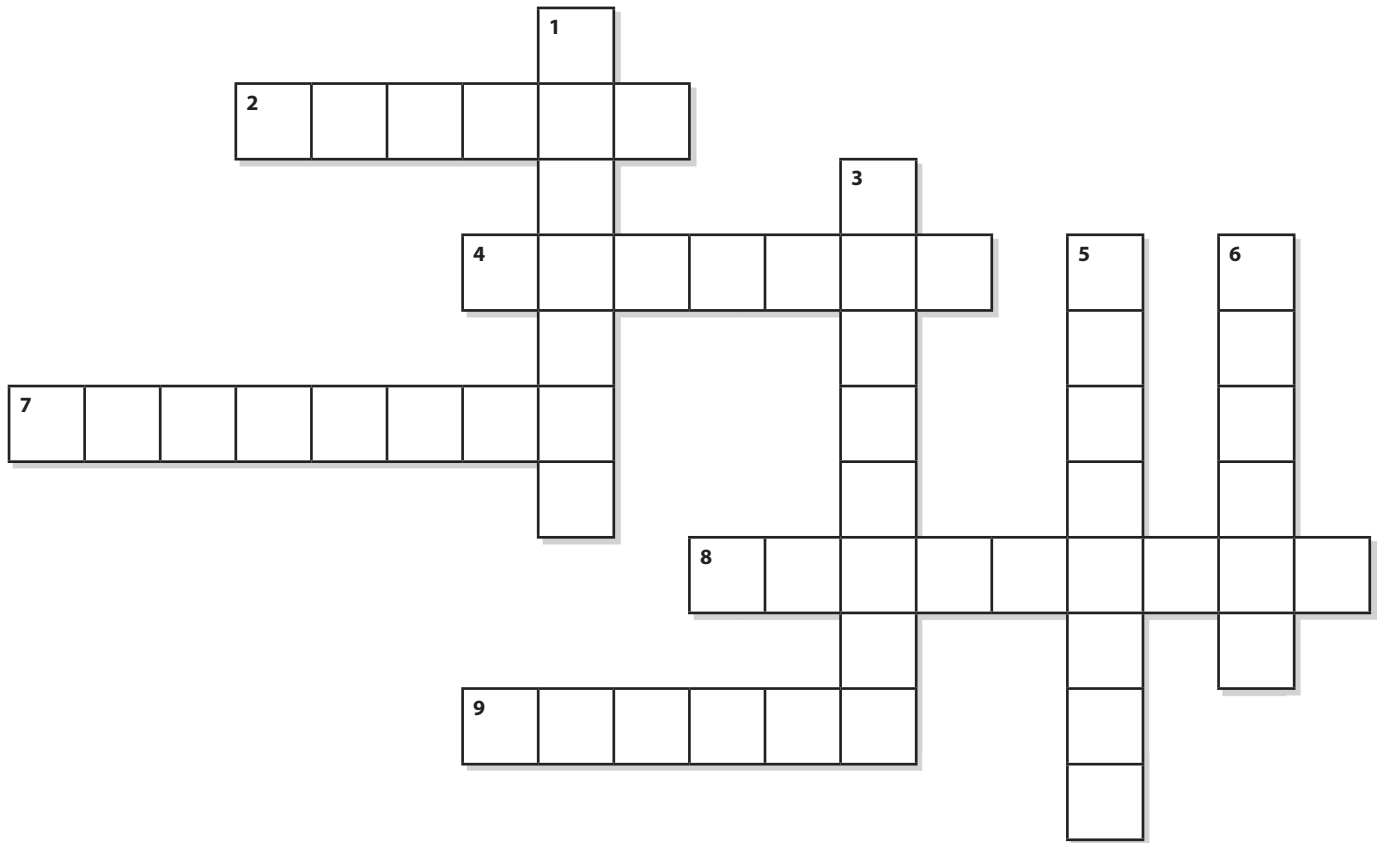
**Age:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

Read and write.



## ACROSS

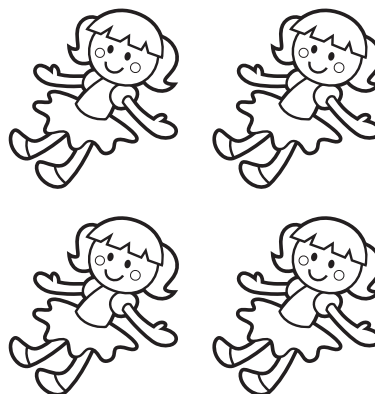
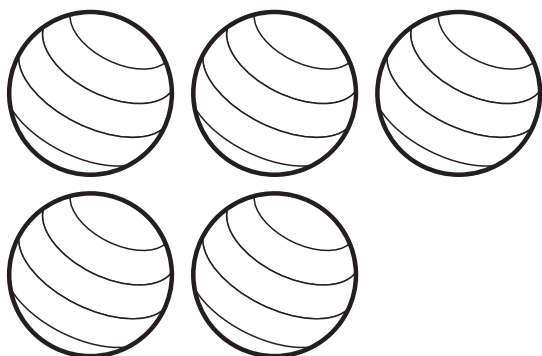
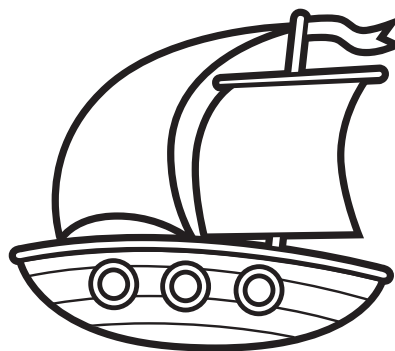
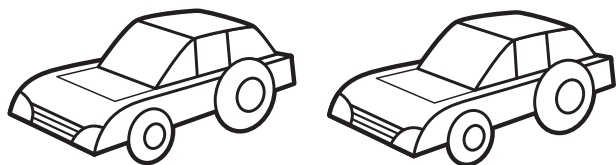
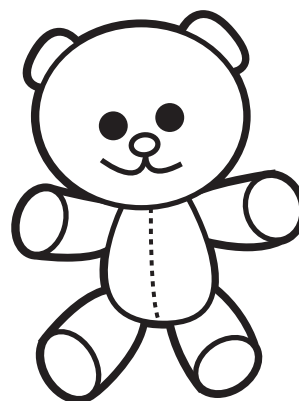
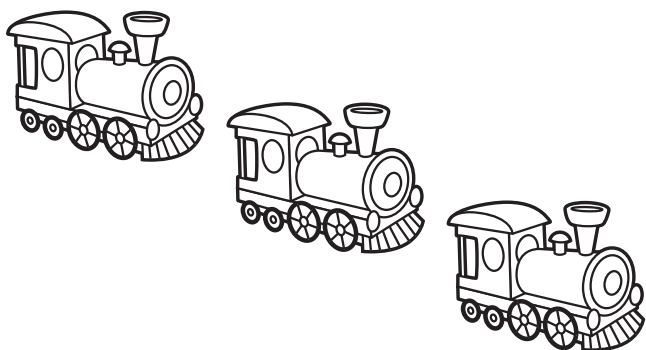
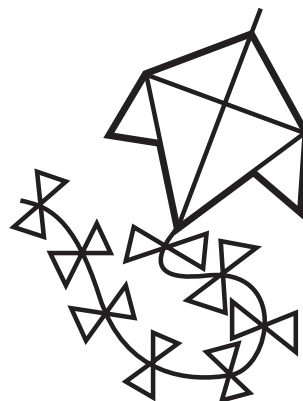
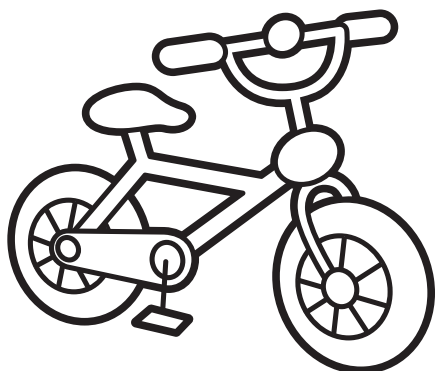
- 2 The first day of school
- 4 The day after Monday
- 7 The month with Christmas
- 8 The day before Thursday
- 9 No school today!

## DOWN

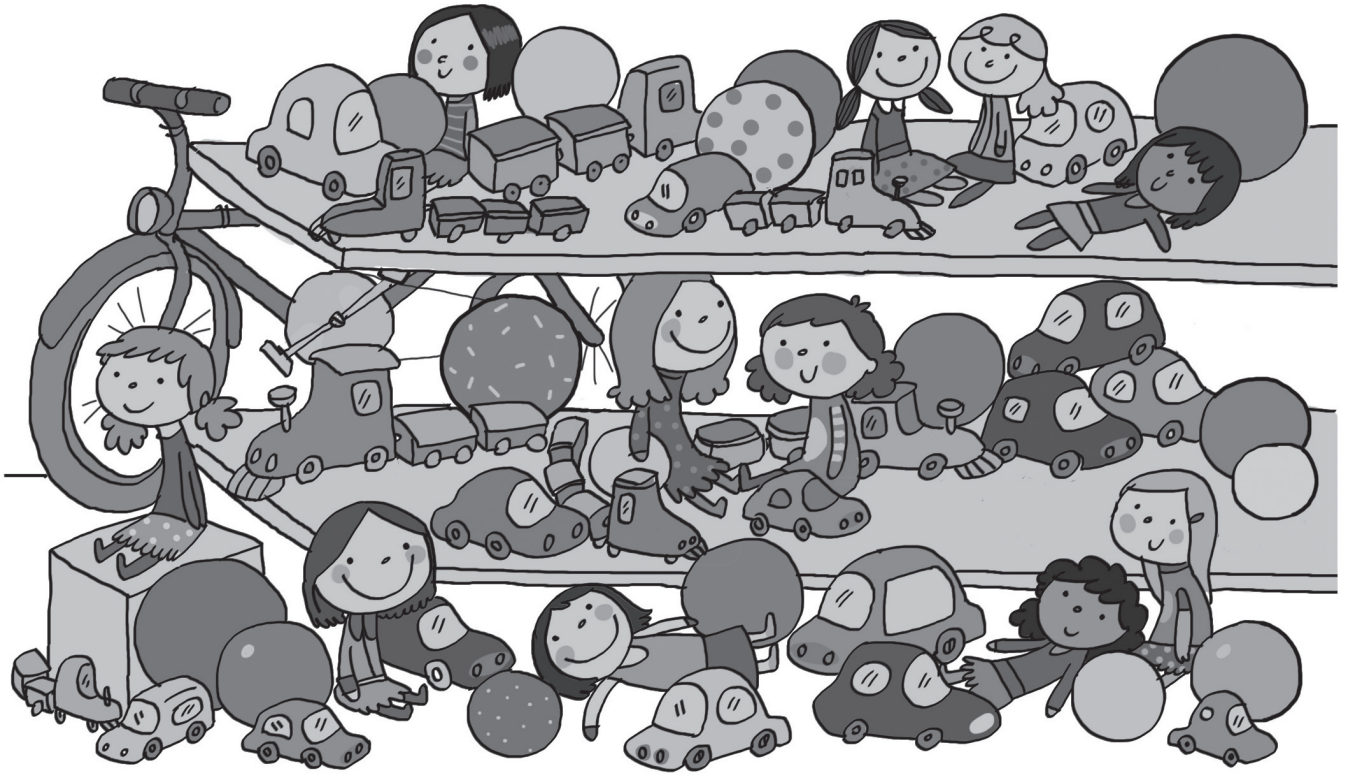
- 1 The first month of the year
- 3 The day before Sunday
- 5 The day after Wednesday
- 6 The day before Saturday

# 1 My toys

Play a game.



Look and complete.



Trains, trains. How many trains?  
How many trains can you see?  
\_\_\_\_\_ trains.

I can see \_\_\_\_\_.



Cars, cars. How many cars?  
How many cars can you see?  
\_\_\_\_\_ cars.

I can see \_\_\_\_\_.



Balls, balls. How many balls?  
How many balls can you see?  
\_\_\_\_\_ balls.

I can see \_\_\_\_\_.



# 1 My toys

Cut and order.





Write some sums for your friend.



	<b>+</b> plus	<b>-</b> minus	<b>=</b> equals
①	<b>10</b> +		=
②		+	=
③		+	=
④		-	=
⑤		-	=
⑥		-	=

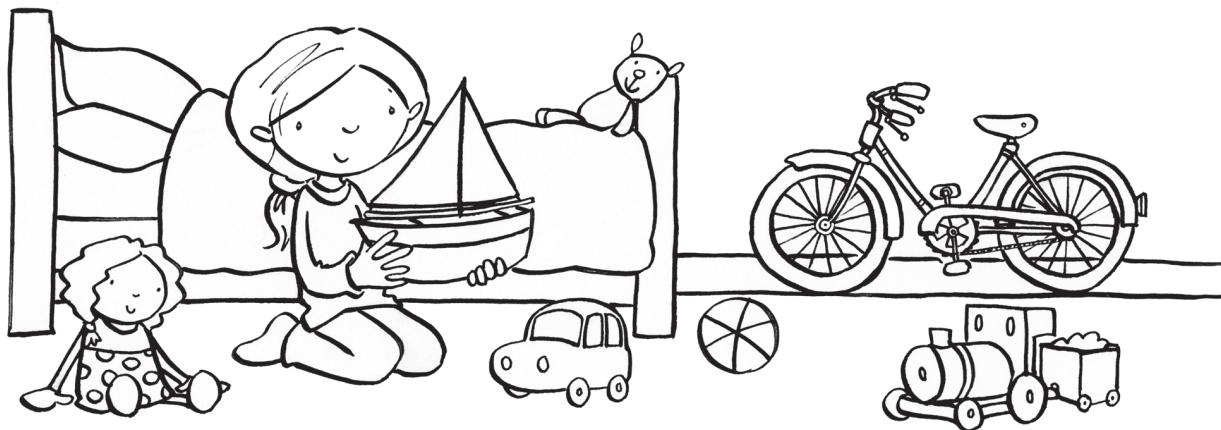
# 1 My toys

## Consolidation and extension Worksheet 1

Name: .....

Class: .....

1   Read. Then find and colour.



It's a boat. It's orange.

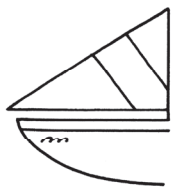
It's a ball. It's red.

It's a bike. It's blue.

It's a doll. It's purple.

2   Draw. Then write.

car boat train doll



1 It's a \_\_\_\_\_.



2 It's a \_\_\_\_\_.

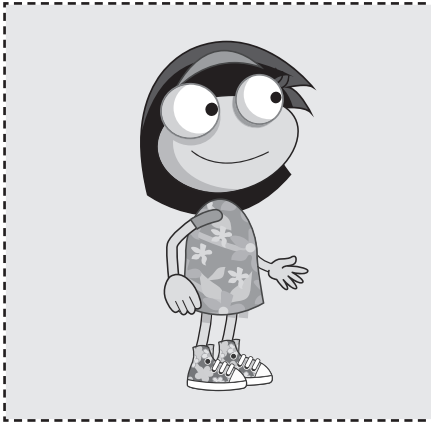


3 It's a \_\_\_\_\_.

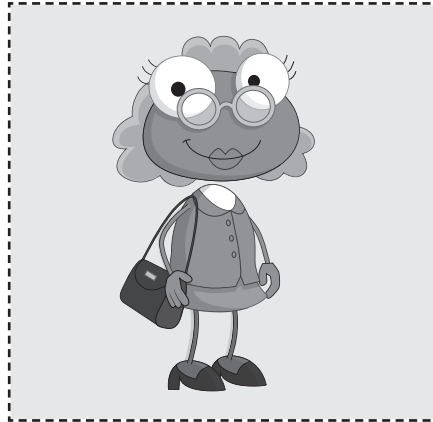


4 It's a \_\_\_\_\_.

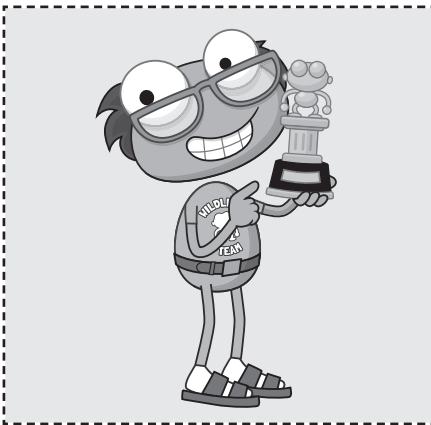
Complete the family words. Then play a game.



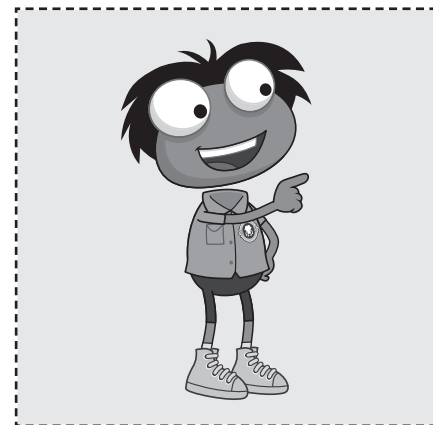
s \_ s t \_ r



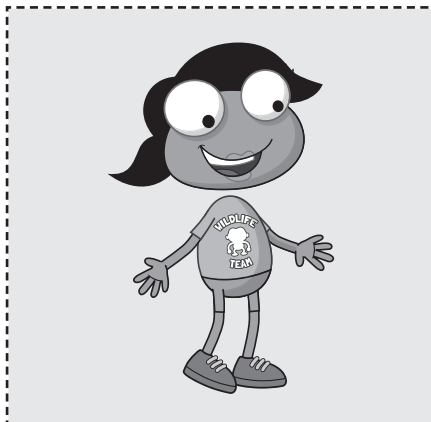
g r \_ n n \_



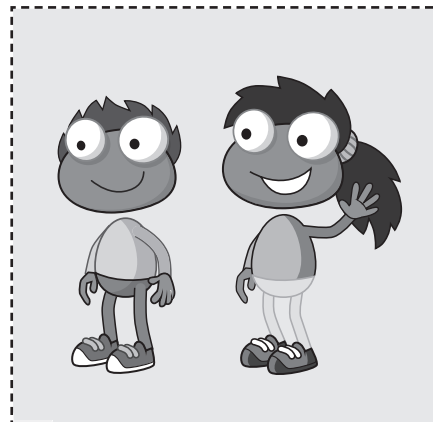
g r \_ n d \_ d



\_ n c l \_



\_ \_ n t



c \_ \_ s \_ n s



# 2 My family

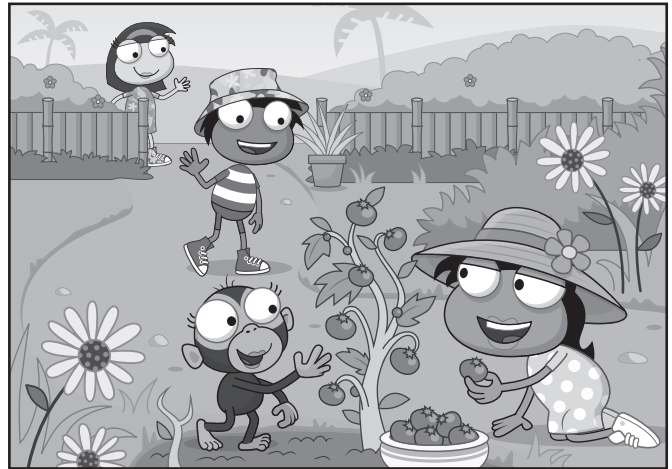
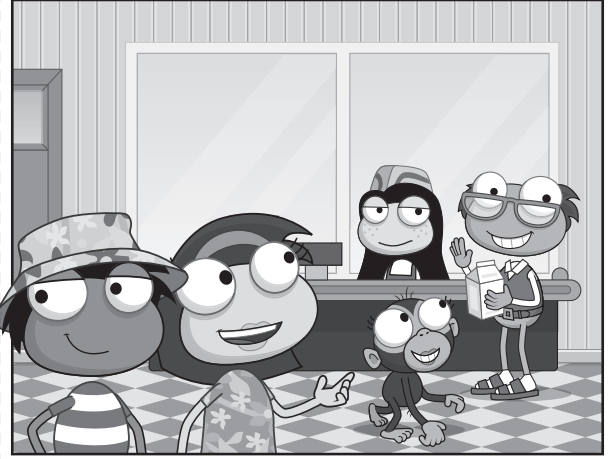
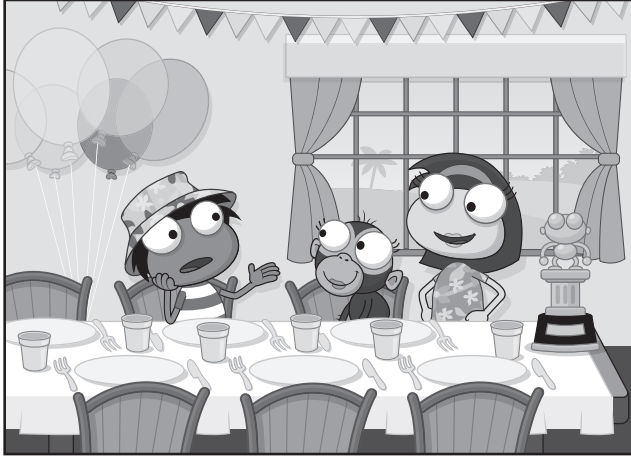
SONG

Find the differences and say.



# 2 My family

Cut and order.





Cut and match. Then write the names.

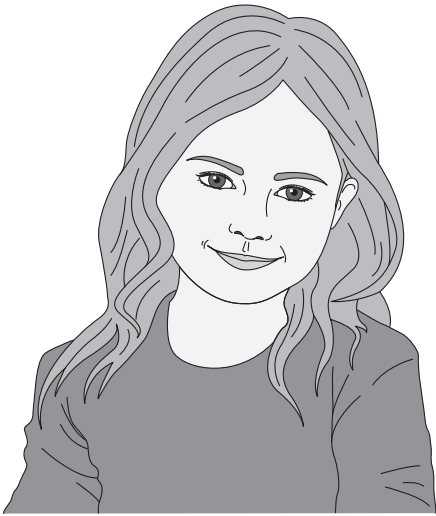
These are my grandparents.  
My granddad's name is Tom.  
My granny's name is Emily.

These are my parents.  
My mum's name is Susan.  
My dad's name is John.



This is my baby brother.  
His name's Jack.  
He's one year old!

And this is me!  
My name is Sophie.  
I'm eight years old.



## Consolidation and extension Worksheet 2

Name: .....

Class: .....

1  Write.

sister brother dad mum grandad granny



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

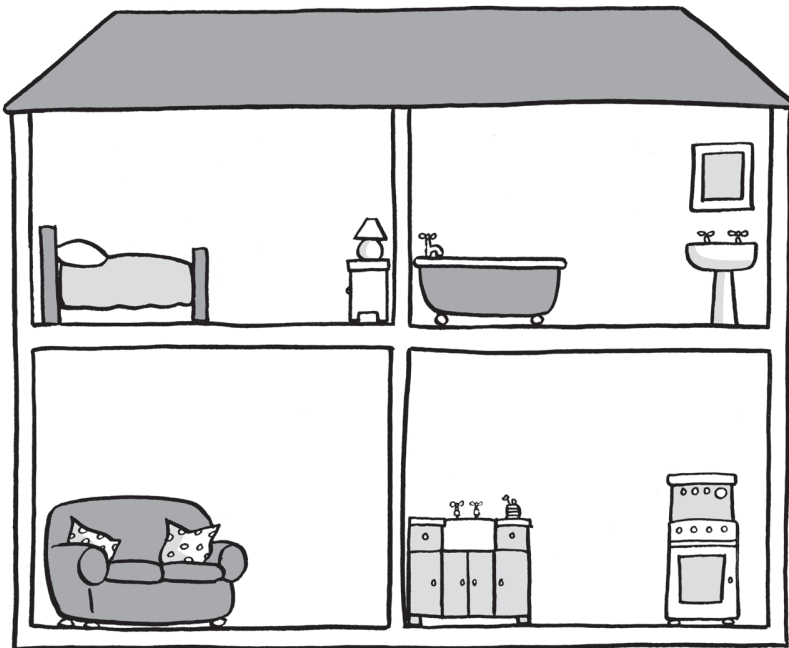


5 \_\_\_\_\_



6 \_\_\_\_\_

2   Draw and write.



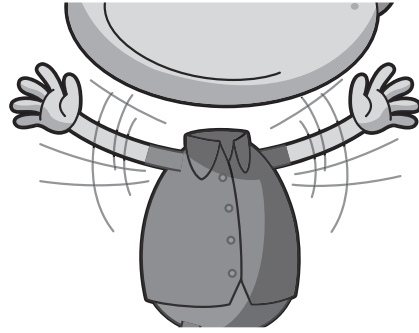
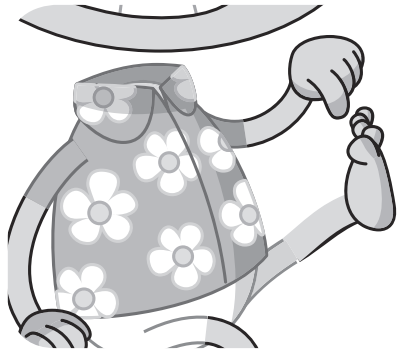
- 1 Where's my mum?  
She's in the \_\_\_\_\_.
- 2 Where's my brother?  
He's in the \_\_\_\_\_.
- 3 Where's my granny?  
She's in the \_\_\_\_\_.
- 4 Where's my dad.  
He's in the \_\_\_\_\_.
- 5 Where's my sister?  
She's in the \_\_\_\_\_.
- 6 Where's my grandad?  
He's in the \_\_\_\_\_.



# 3

# Move your body

Mime and guess. Then cut and play.



# 3

# Move your body



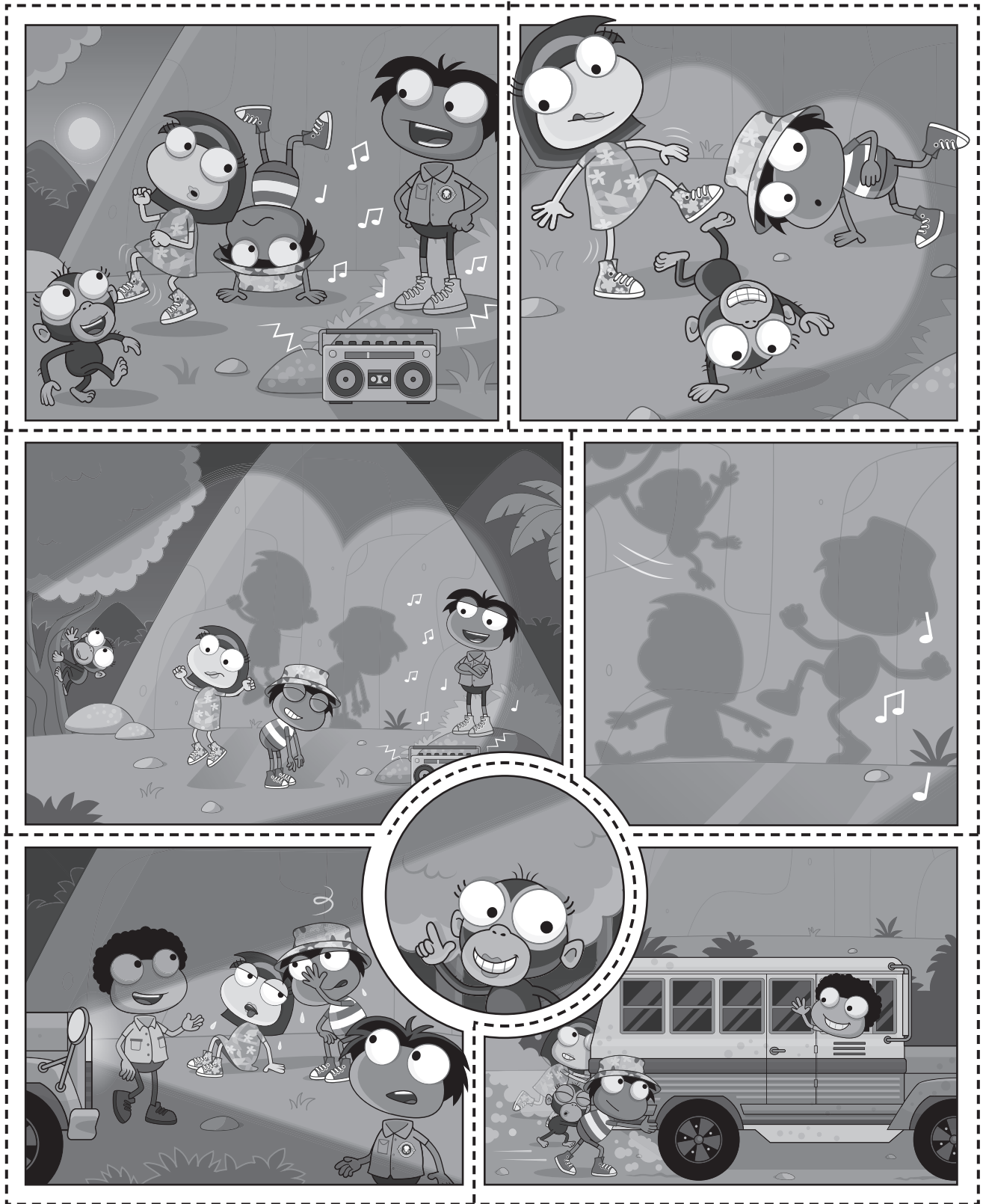
Play the game.

	<p>1 Can you touch your toes?</p>	<p>2 Can you clap your hands?</p>	<p>3</p>
<p><b>KEY:</b> Yes, I can = Move forward one square No, I can't = Go back one square</p>			<p>4 Can you stamp your feet?</p>
<p>8 Can you point your fingers?</p>	<p>7</p>	<p>6</p>	<p>5 Can you move your legs?</p>
<p>9</p>			
<p>10 Can you wave your arms?</p>	<p>11</p>	<p>12</p>	<p>13 Can you nod your head?</p>
			<p>14</p>
	<p>16 Can you shake your body?</p>	<p>15</p>	

# 3

# Move your body

Cut and order.



## 3

## Move your body

Play *Do or say*.

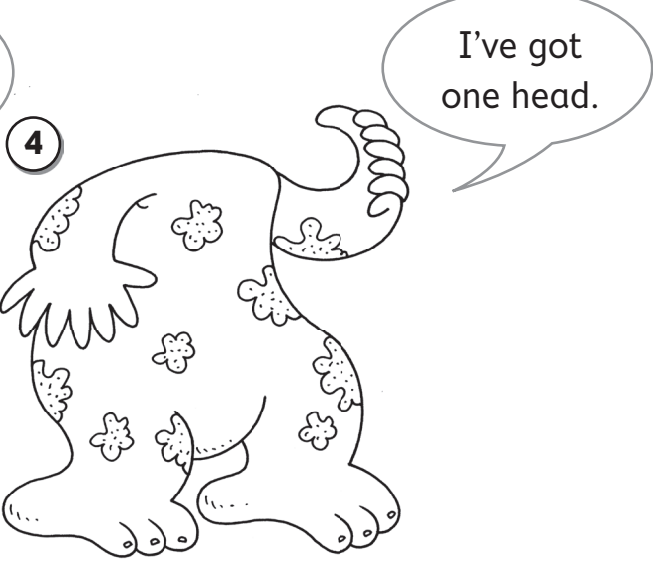
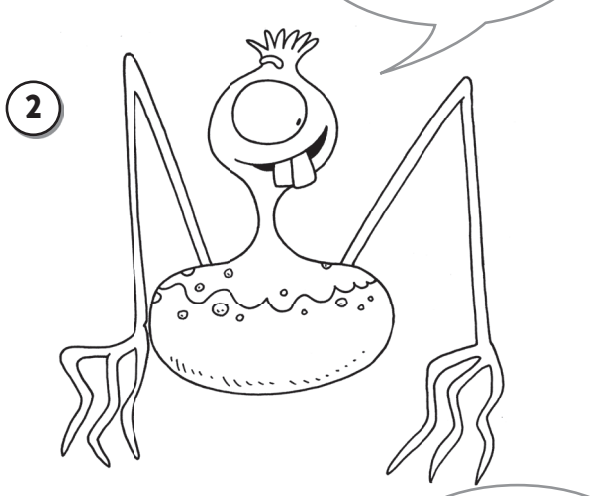
	1	2	3	4	5	6
1	Clap your hands.	Stand up.	Miss a turn!	Ask a question: dance	Jump!	Shake your head.
2	Wave your hands.	Nod your head!	Stand your feet.	You get three points.	Turn round.	You lose two points.
3	Miss a turn!	Ask a question: jump	Walk.	Swim!	Dance!	Hop!
4	Point to your head.	Hop!	Dance!	Shake your body.	Kick your feet.	You get three points.
5	Move your toes.	Nod your head.	Point to your body.	Ask a question: wave	Climb.	Point to your fingers.
6	Move your legs.	Shake your feet.	Ask a question: touch	Run.	Sit down.	You lose two points.

## Consolidation and extension Worksheet 3

Name: .....

Class: .....

1  Read and draw.



2  Look at Activity 1. Then read and ✓ or ✗.

1 I've got seven toes.

2 I've got two long arms.

3 I've got two heads.

4 I've got three legs.

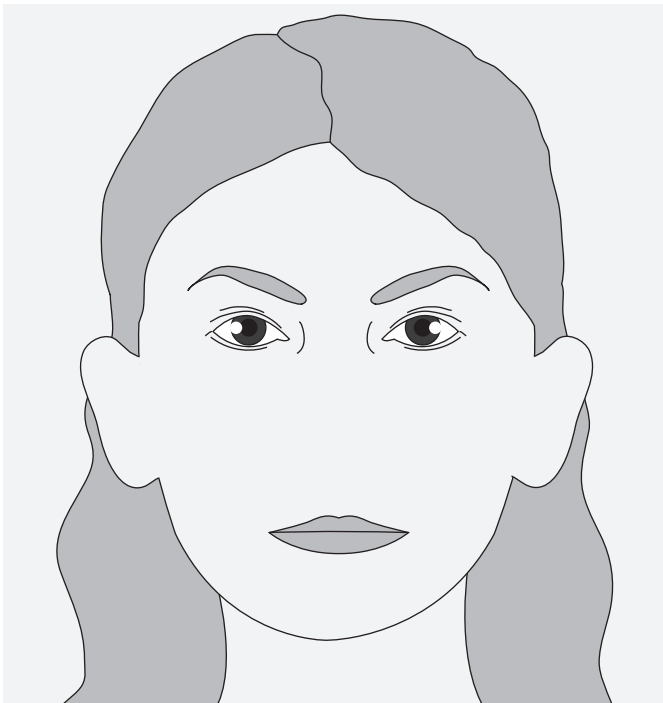
What's missing? Read and draw.



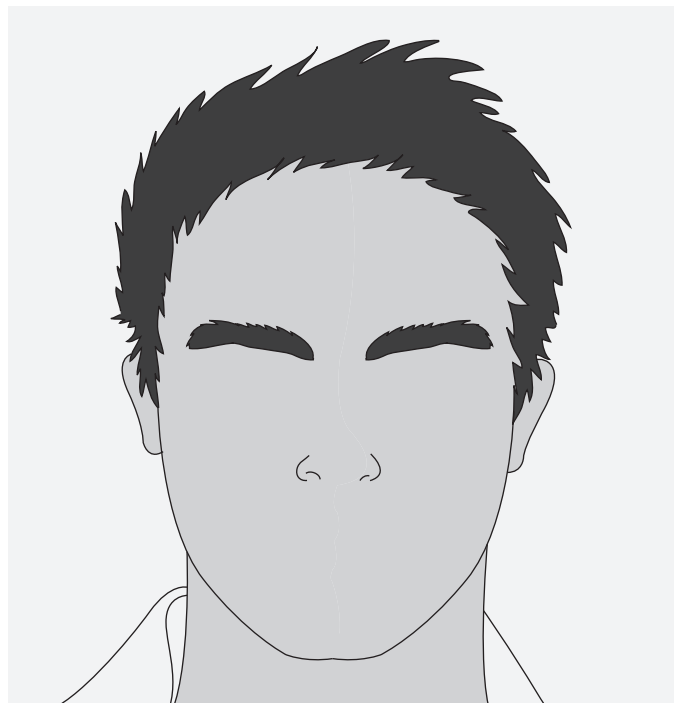
I've got big eyes and a small nose.  
I've got small ears. I've got a big  
mouth and long hair.



I've got short hair and big ears.  
I've got small eyes and a small nose.  
I've got a big mouth.



I've got long hair and a big nose.  
I've got small eyes and a small mouth.  
I've got big ears.



I've got a small nose and a big mouth.  
I've got big eyes and small ears.  
I've got short hair.



Look and write.

house

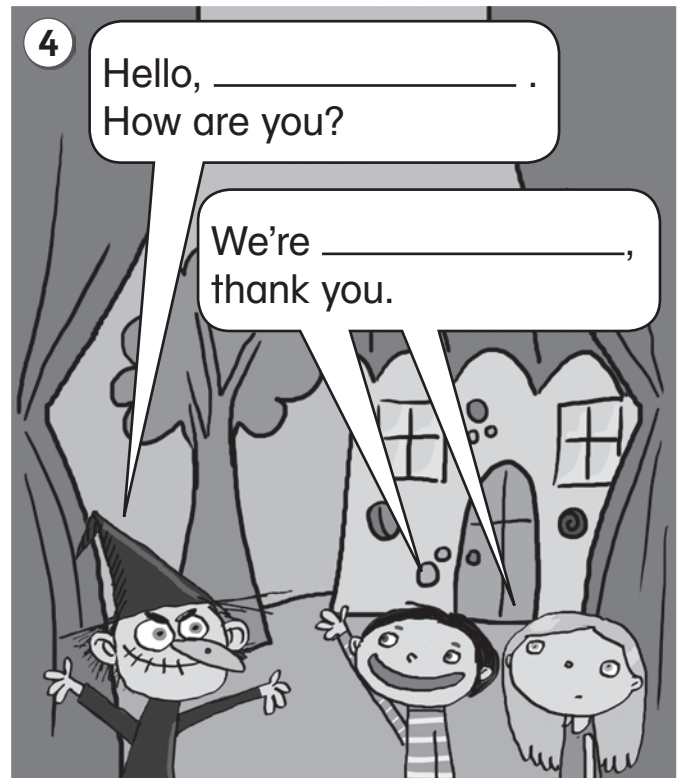
brother

fine

that

name's

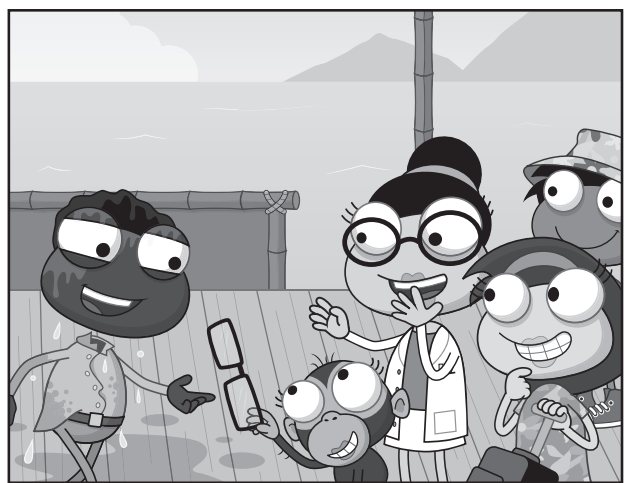
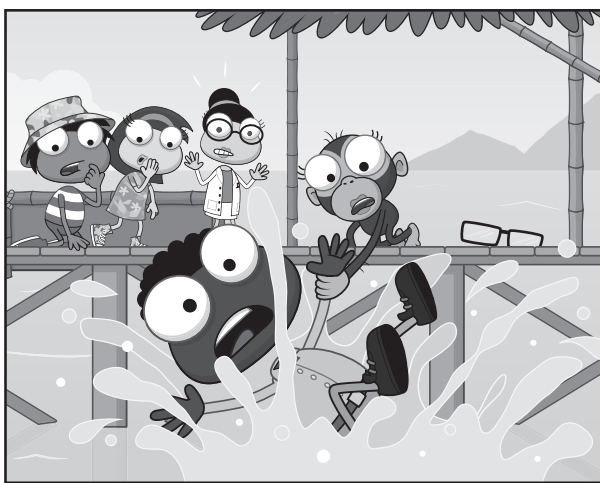
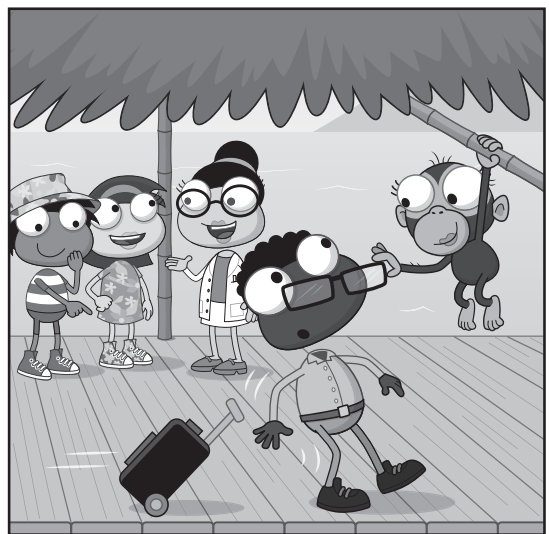
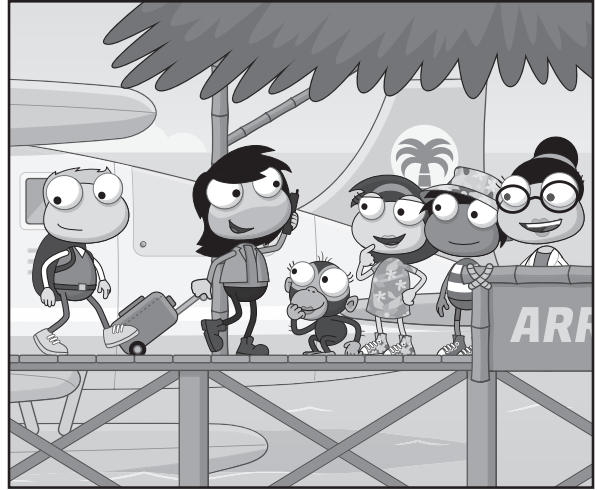
children



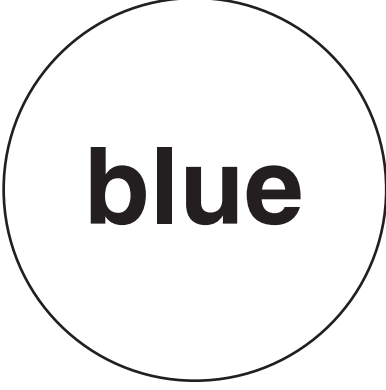
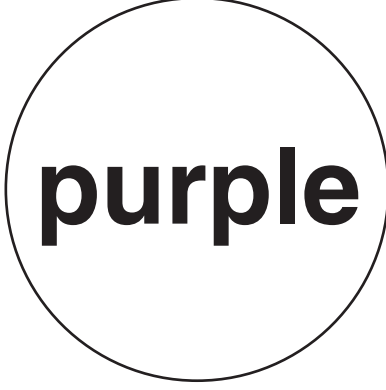
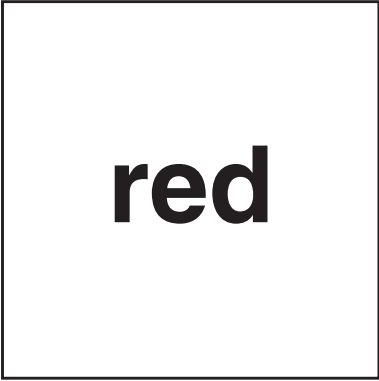
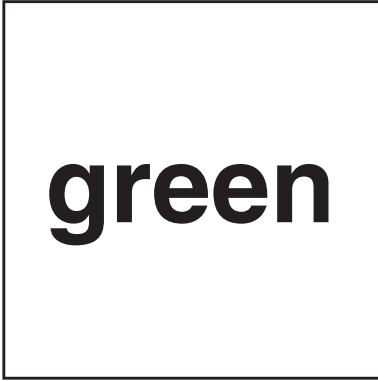
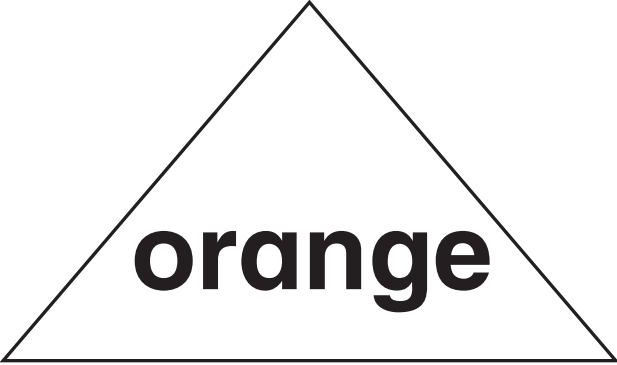
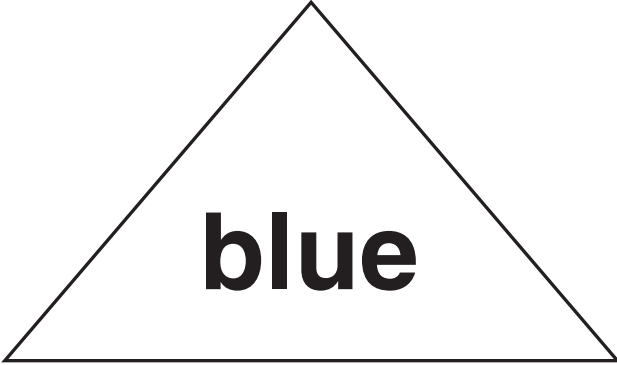

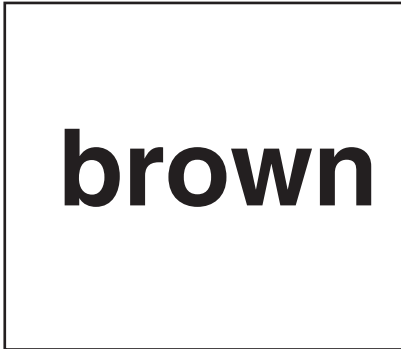



# 4 My face

Cut and order.



Read and colour. Then cut and play.

 <p><b>blue</b></p>	 <p><b>purple</b></p>
 <p><b>red</b></p>	 <p><b>green</b></p>
 <p><b>orange</b></p>	 <p><b>blue</b></p>
 <p><b>pink</b></p>	 <p><b>brown</b></p>



## Consolidation and extension Worksheet 4

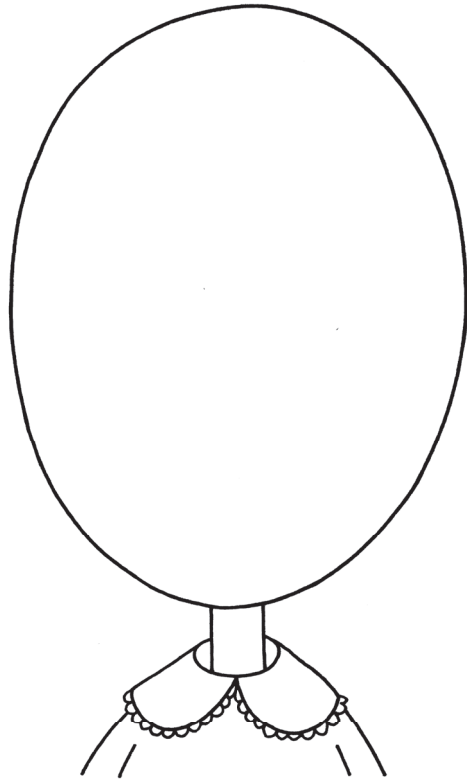
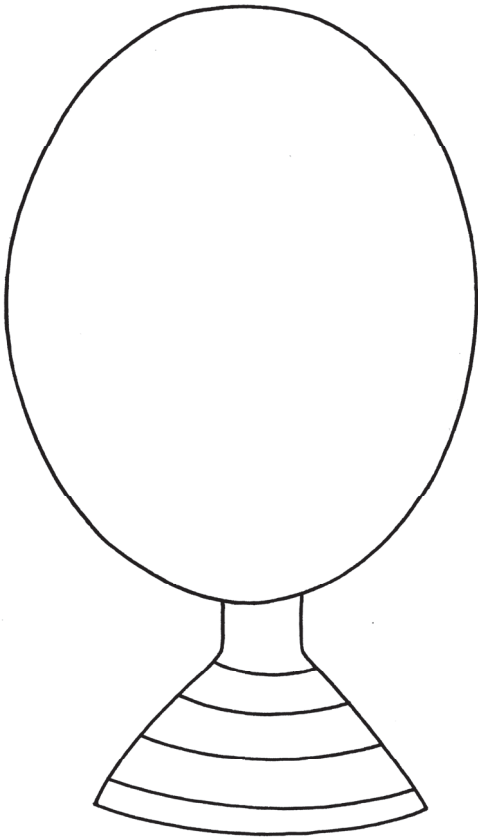
Name: .....

Class: .....

1

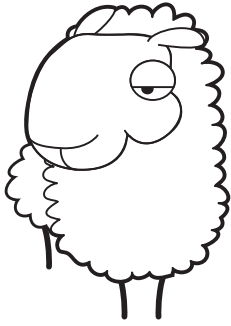


Say and draw. Then circle and write.

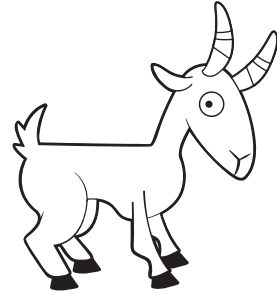


- 1 He's / She's got \_\_\_\_\_ eyes.
- 2 He's / She's got \_\_\_\_\_ hair.
- 3 He's / She's got a \_\_\_\_\_ nose.
- 4 He's / She's got a \_\_\_\_\_ mouth.
- 5 He's / She's got \_\_\_\_\_ ears.

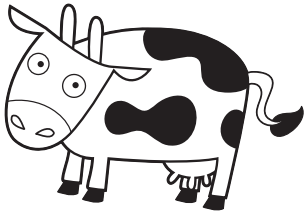
Write colour words. Then colour.



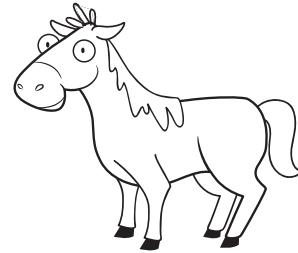
It's a \_\_\_\_\_ sheep.



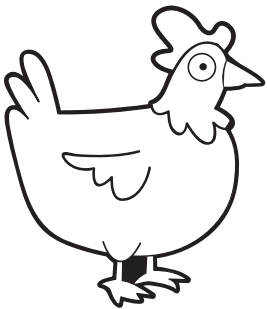
It's a \_\_\_\_\_ goat.



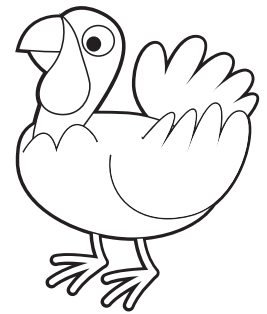
It's a \_\_\_\_\_ cow.



It's a \_\_\_\_\_ horse.



They're \_\_\_\_\_ hens.



They're \_\_\_\_\_ turkeys.



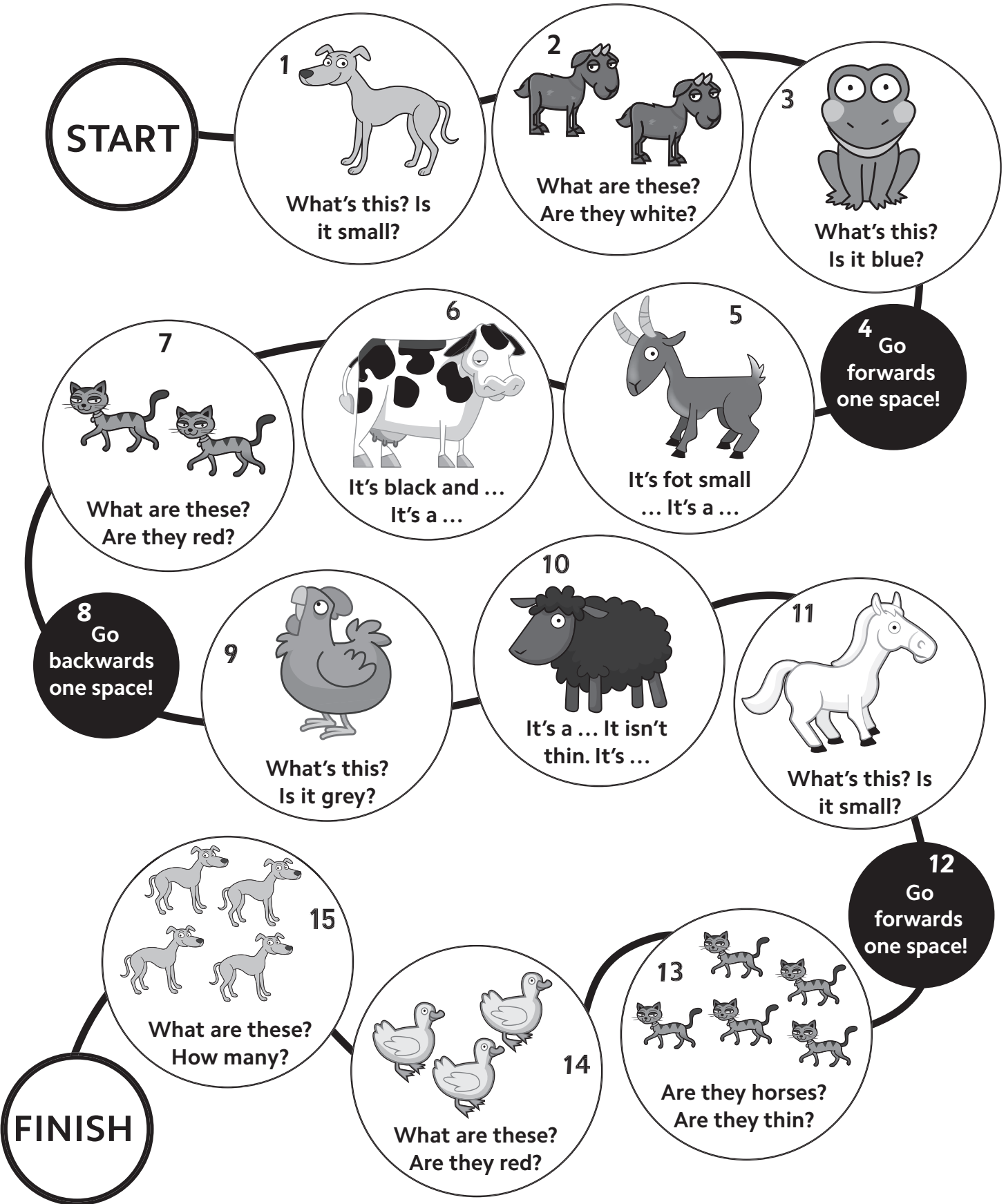
They're \_\_\_\_\_ ducks.



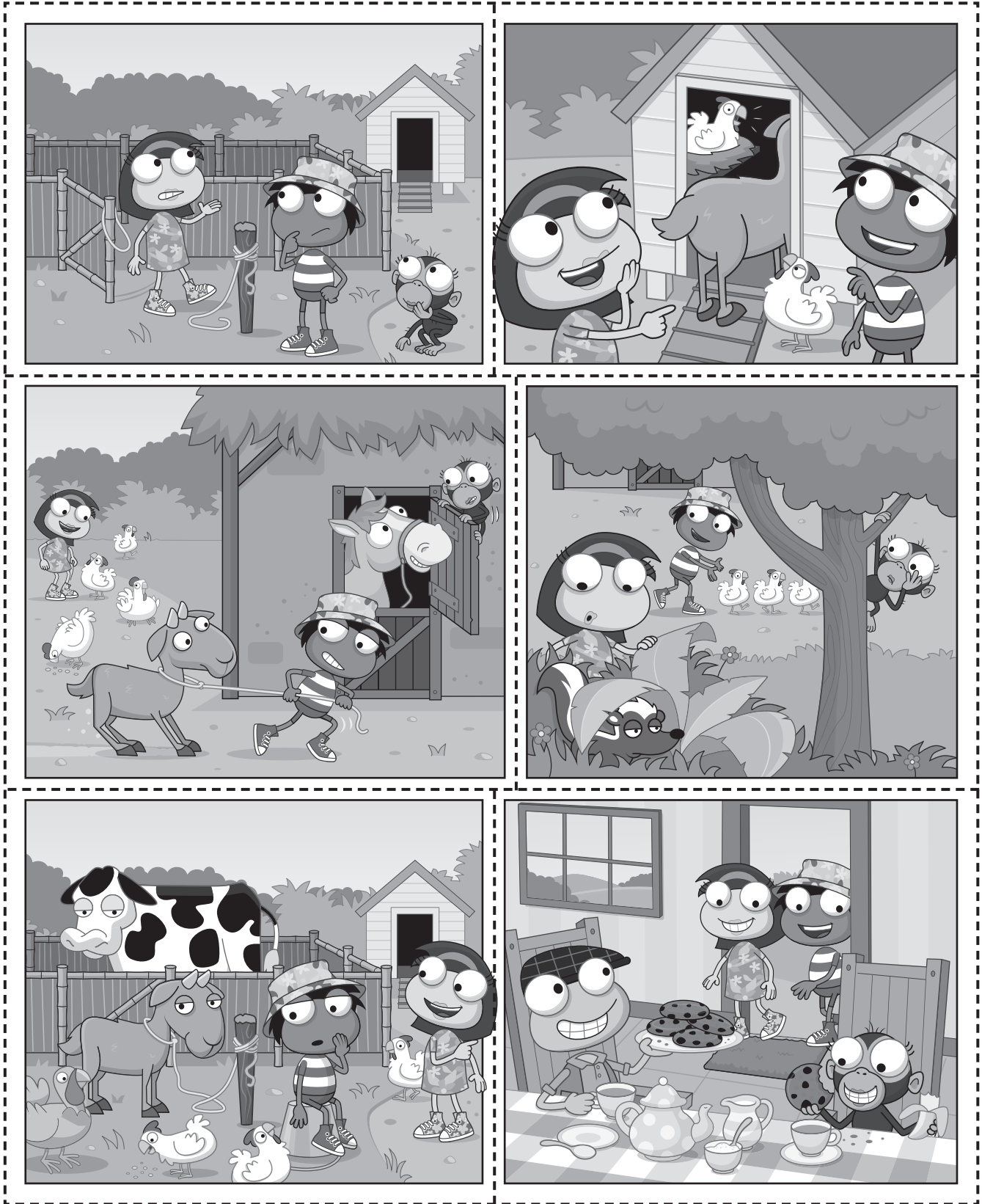
They're \_\_\_\_\_ parrots.

SONG

Play the game.



Cut and order.



Make animal factfiles.

### My animal factfile

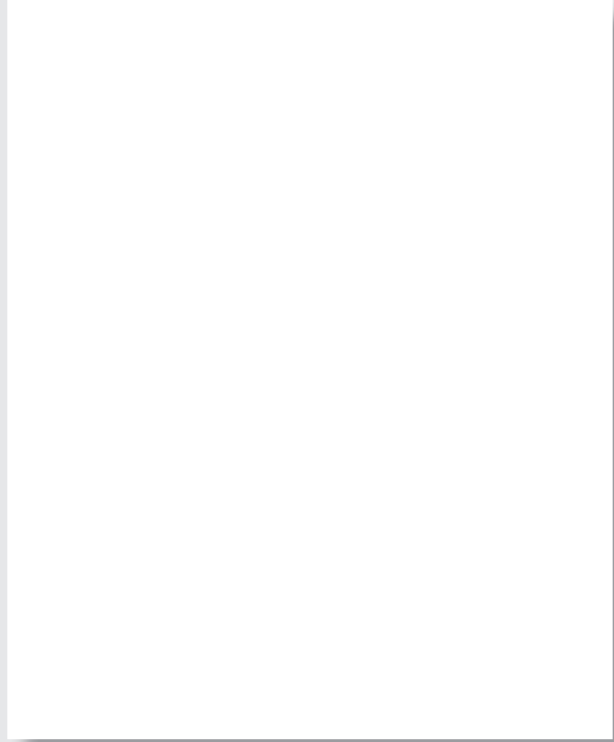
It's \_\_\_\_\_ .

It's got \_\_\_\_\_ .

It's \_\_\_\_\_ in the day.

It's \_\_\_\_\_ at night.

It's a \_\_\_\_\_ .



### My friend's animal factfile

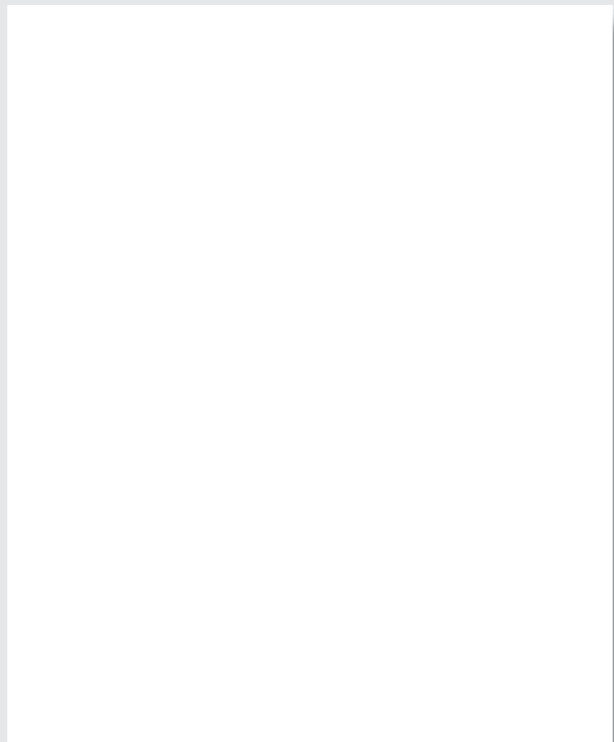
It's \_\_\_\_\_ .

It's got \_\_\_\_\_ .

It's \_\_\_\_\_ in the day.

It's \_\_\_\_\_ at night.

It's a \_\_\_\_\_ .





## Consolidation and extension Worksheet 5

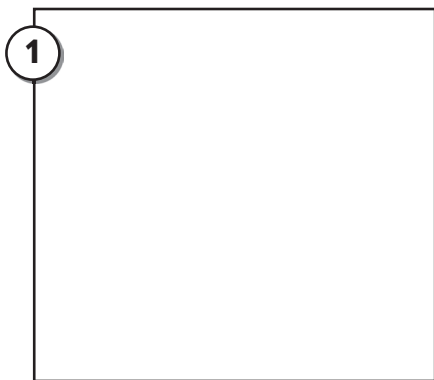
Name: .....

Class: .....

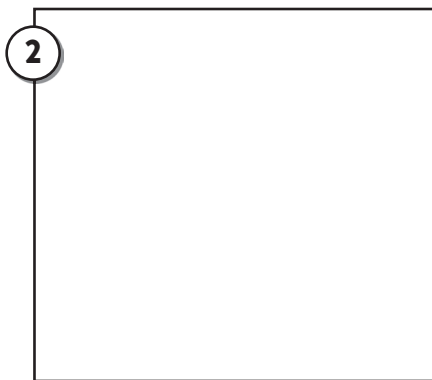


**1** Read and write. Then draw.

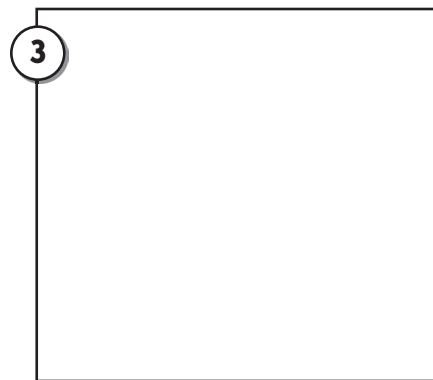
duck horse sheep



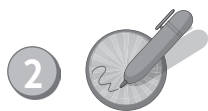
It's big.  
It's got four legs.  
It's got long legs.  
It's a \_\_\_\_\_.



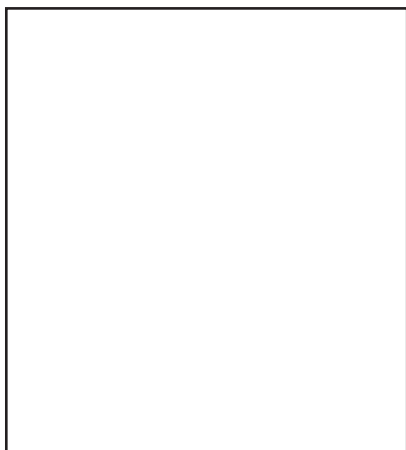
It's small.  
It's got two legs.  
It's got short legs.  
It's a \_\_\_\_\_.



It's big.  
It's got four legs.  
It's got short legs.  
It's a \_\_\_\_\_.

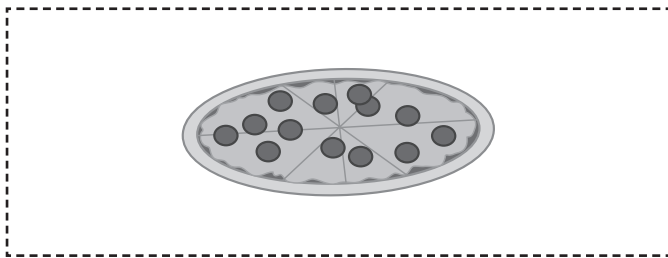


**2** Write. Then draw.

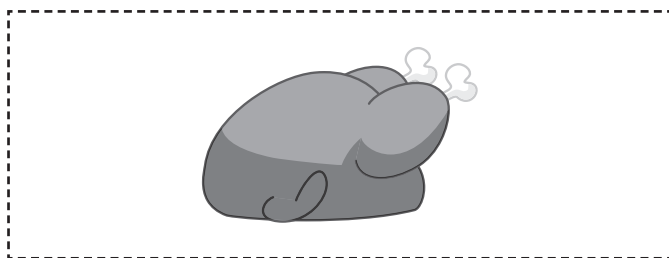


It's \_\_\_\_\_.  
It's got \_\_\_\_\_.  
\_\_\_\_\_  
\_\_\_\_\_

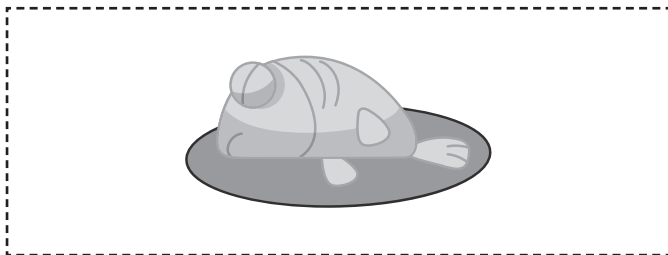
Complete. Then cut and play.



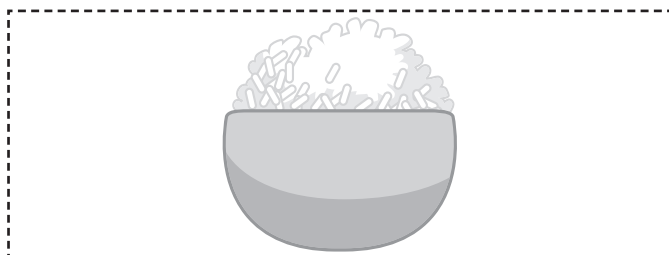
p \_ z z \_



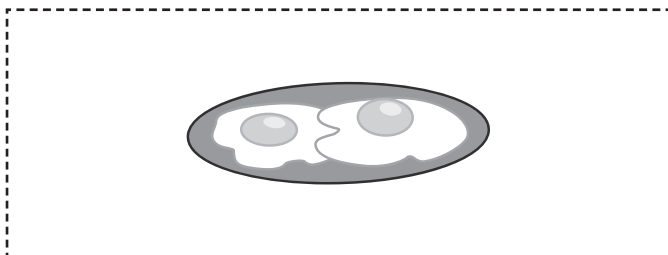
ch \_ ck \_ n



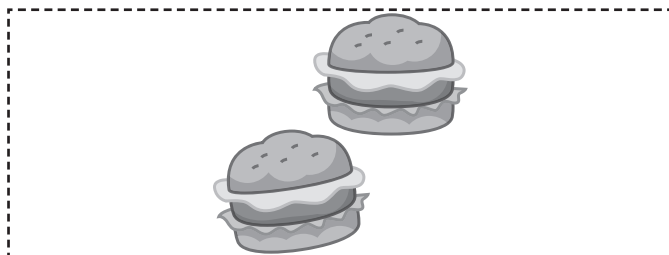
f \_ sh



r \_ c \_



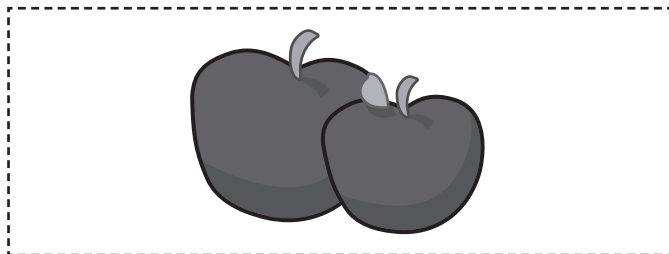
\_ g g s



b \_ r g \_ r s



b \_ n \_ n \_ s



\_ p p l \_ s

Look and complete.



I like food, I like food, I like food.  
How about you?



I like cheese and \_\_\_\_\_, too.  
I like bananas, how about you?  
I like \_\_\_\_\_, my favourite dish!  
But I don't like \_\_\_\_\_.



I like bread and apples, too.  
I like \_\_\_\_\_, how about you?



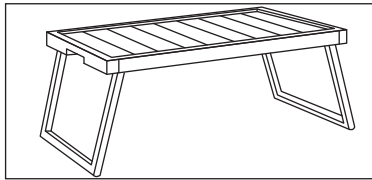
I like fish, it's very nice,  
But I don't like \_\_\_\_\_!



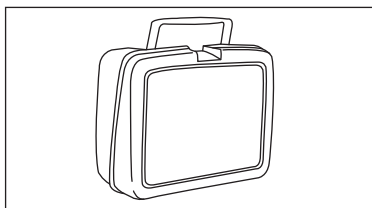
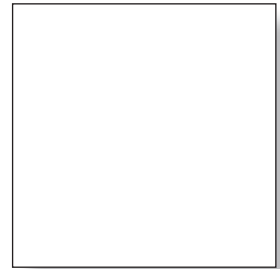
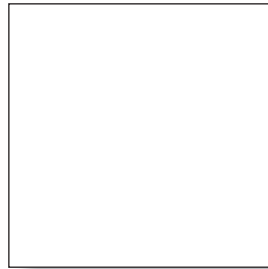
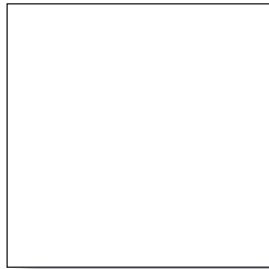
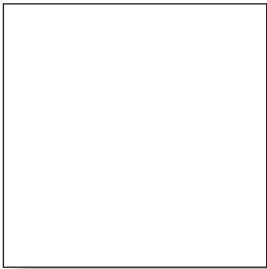
Cut and order.



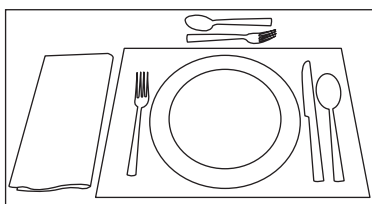
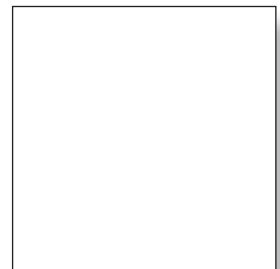
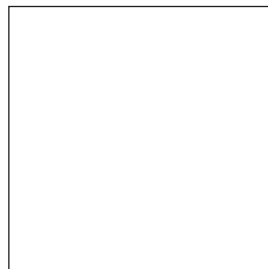
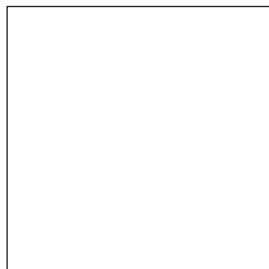
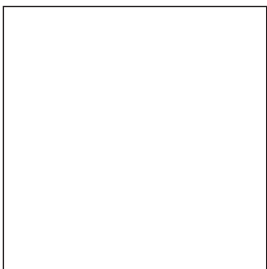
Draw four food items. Then play meal-time bingo!



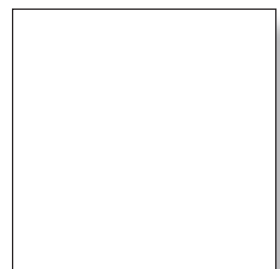
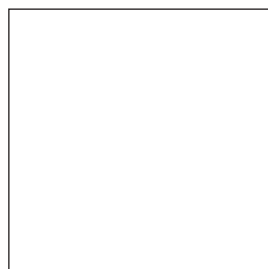
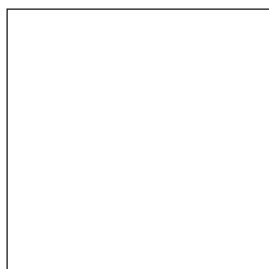
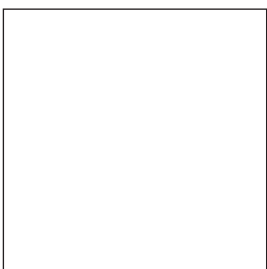
breakfast



lunch



dinner

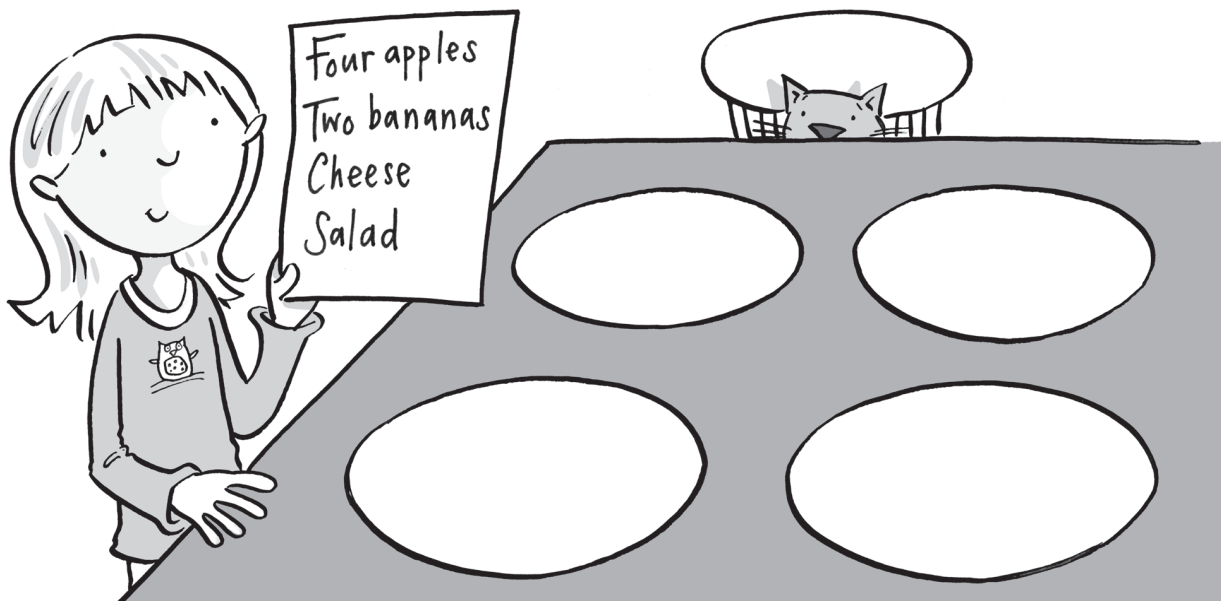



## Consolidation and extension Worksheet 6

Name: .....

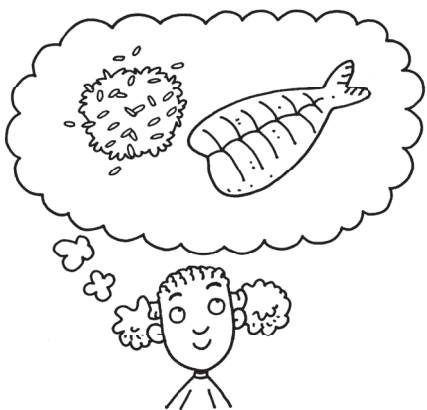
Class: .....

1   Read and draw.



2   Look. Then read and write.

fish pizza eggs rice



I like \_\_\_\_\_  
and \_\_\_\_\_.



I don't like \_\_\_\_\_  
and \_\_\_\_\_.



# 7 Clothes

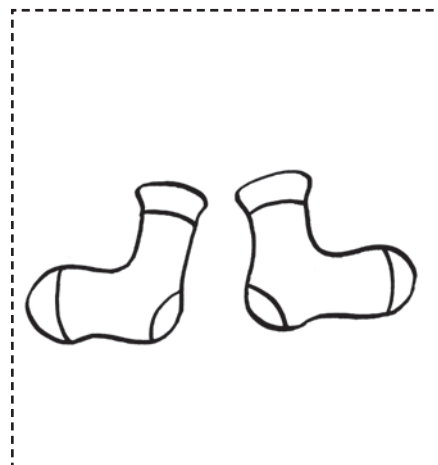
Complete. Then cut and play.



T - sh \_ rt



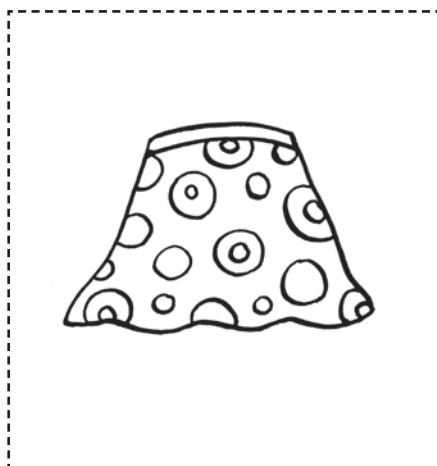
dr \_ ss



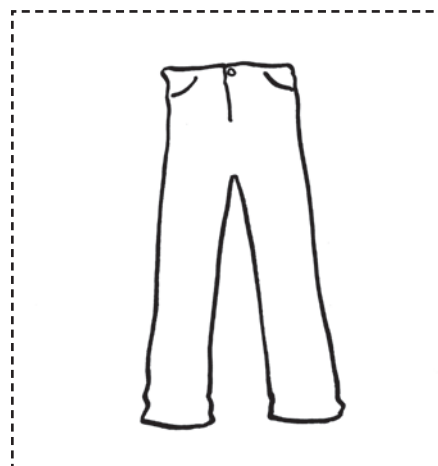
s \_ cks



sh \_ \_ s



sk \_ rt



tr \_ \_ s \_ rs



h \_ t



j \_ ck \_ t

# 7 Clothes

## SONG

Play a dice game.

**Start**

1 Put on ...

2 I'm wearing ...

3 ... red T-shirt

4 Put on ...

5 I'm wearing ...

6 I'm wearing ...

7 purple trainers

8 I'm wearing ...

9 I'm wearing ...

10 blue trousers

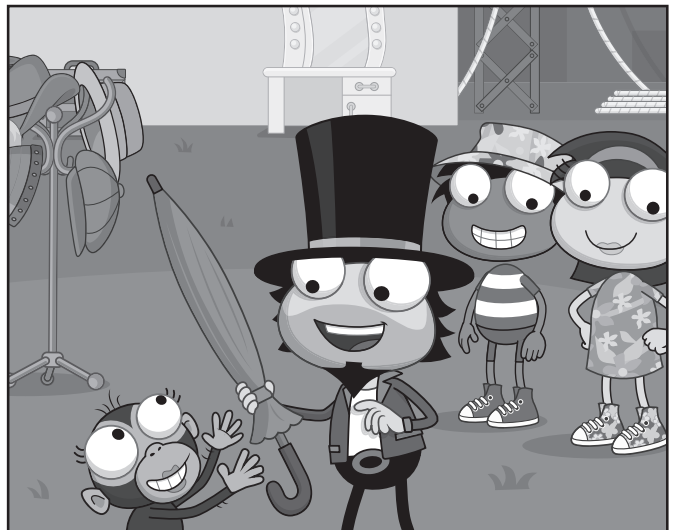
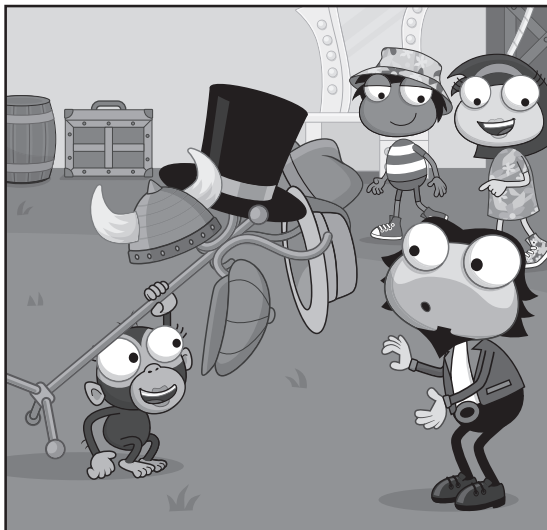
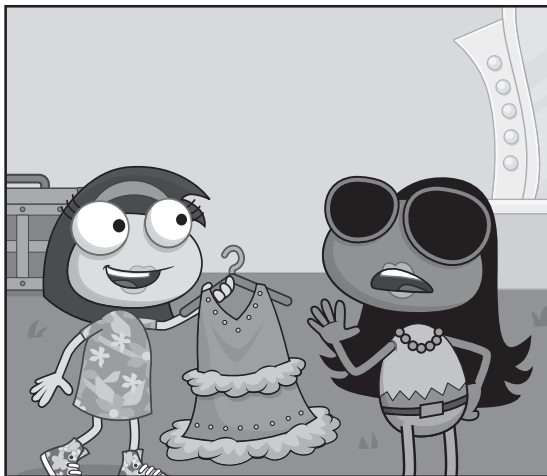
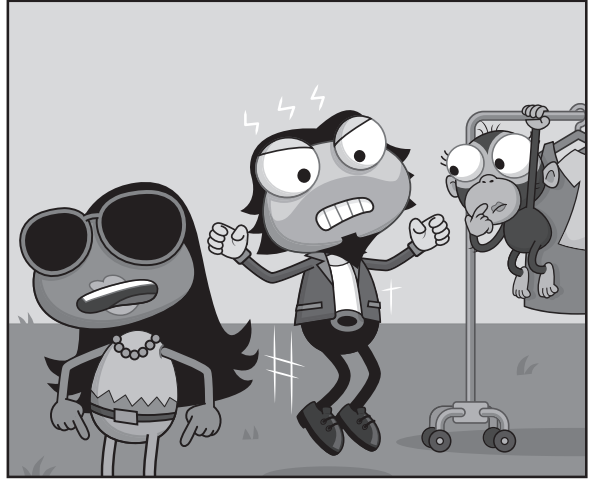
11 Take off ...

12 It's time for ...

**Finish**

# 7 Clothes

Cut and order.



# 7 Clothes

Look and draw. Then write.

1



I'm a \_\_\_\_\_. I'm wearing

\_\_\_\_\_.

2



I'm a \_\_\_\_\_. I'm wearing

\_\_\_\_\_.

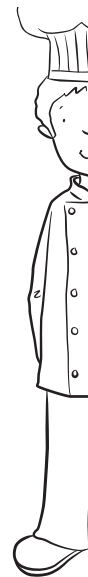
3



I'm a \_\_\_\_\_. I'm wearing

\_\_\_\_\_.

4



I'm a \_\_\_\_\_. I'm wearing

\_\_\_\_\_.

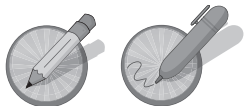
# 7 Clothes

## Consolidation and extension Worksheet 7

Name: .....

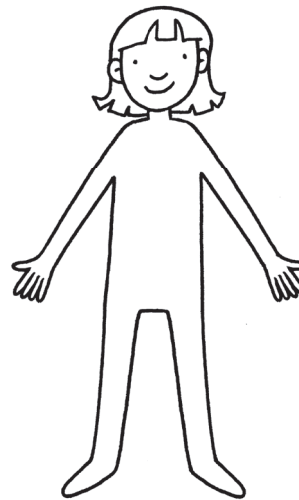
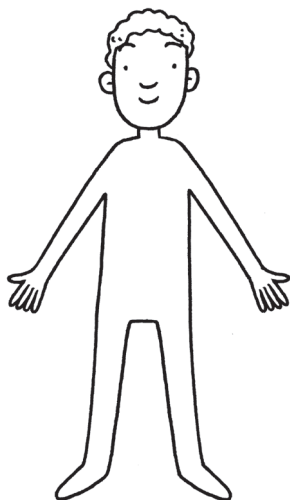
Class: .....

1



Draw and colour. Then write.

a jumper shoes a T-shirt trousers a skirt boots



1 I'm wearing \_\_\_\_\_,  
\_\_\_\_\_ and \_\_\_\_\_.

2 I'm wearing \_\_\_\_\_,  
\_\_\_\_\_ and \_\_\_\_\_.

2



Read. Then find and colour.



- a blue dress
- a purple skirt
- black shoes
- a yellow T-shirt
- orange trousers
- a green jumper

Write. Then cut and play.



s \_ n n y



w \_ n d y



r \_ \_ n y



s n \_ w y

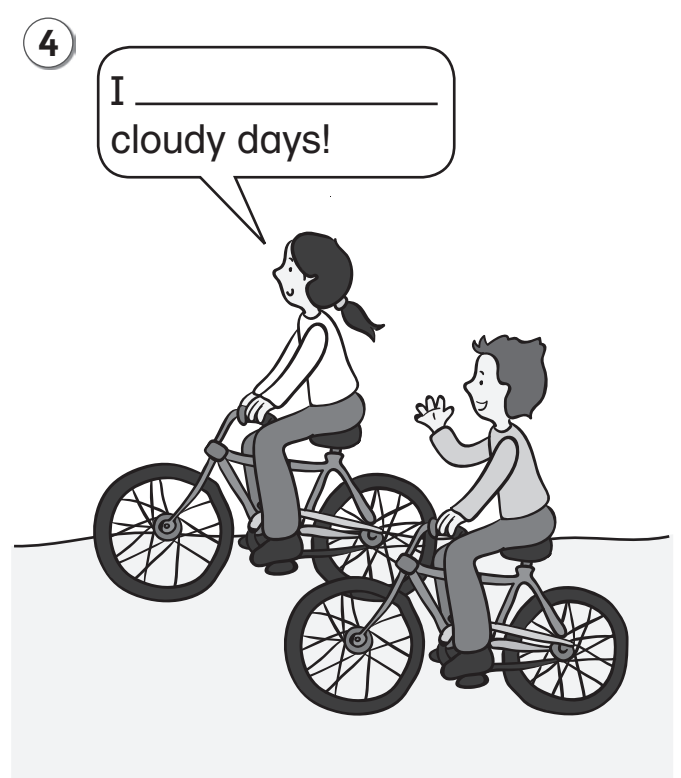


cl \_ \_ d y

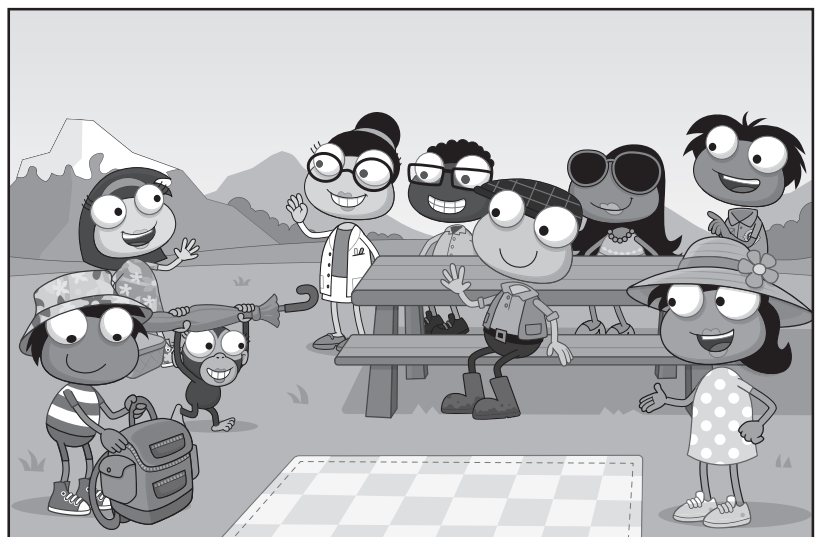


Read and complete.

like cloudy Sunday ride weather day



Cut and order.



Make a weather prediction.

	Prediction	Weather
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

## Consolidation and extension Worksheet 8

Name: .....

Class: .....

1



Read and write. Then play.

T-shirt sunny living room boat dress rainy garden train

1



It's .....

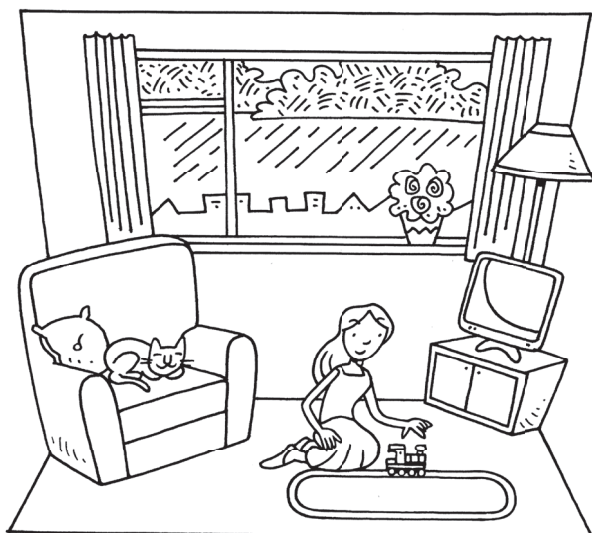
He's in the .....

He's got a .....



I'm wearing a .....

2



It's .....

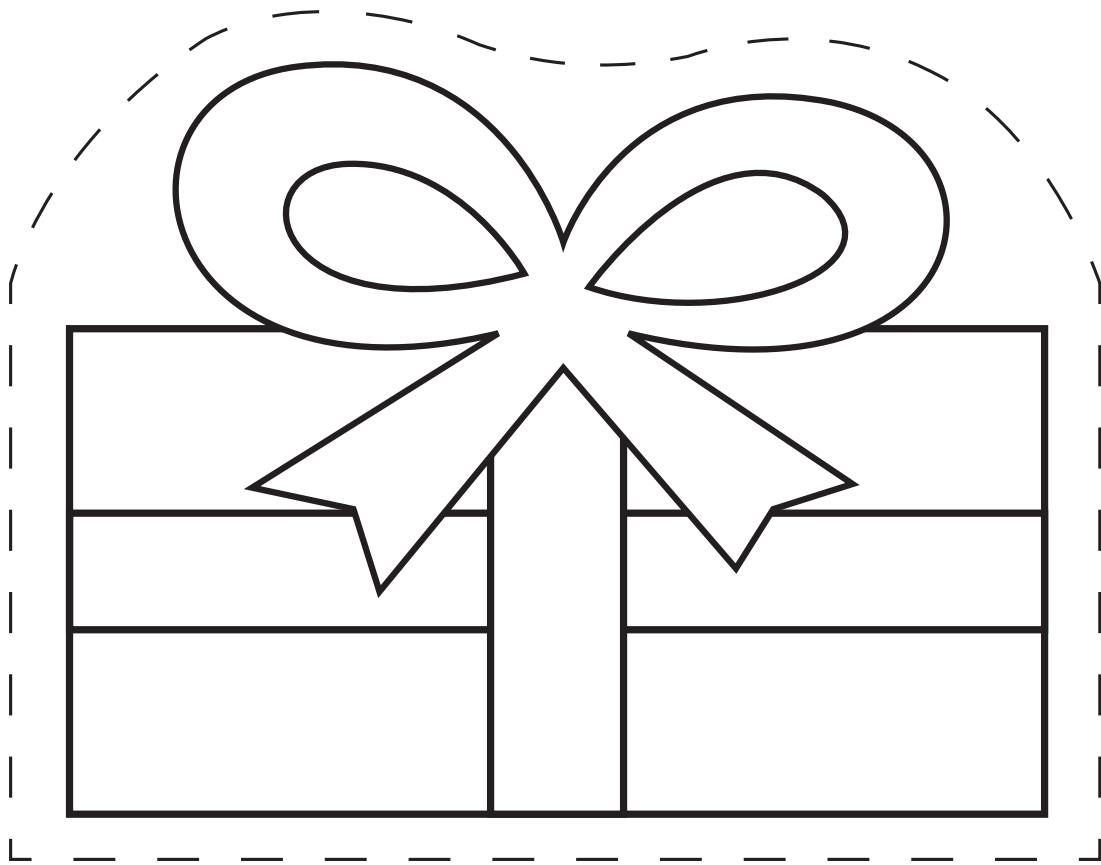
She's in the .....

She's got a .....



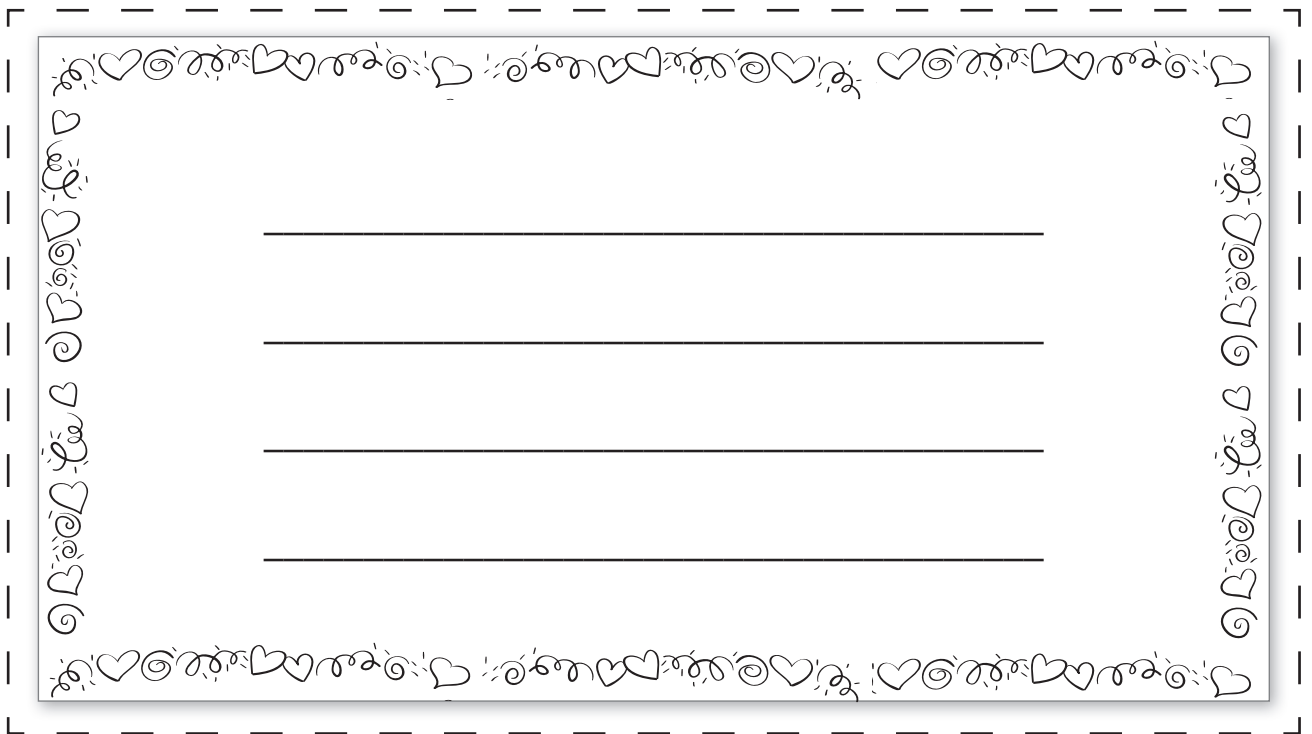
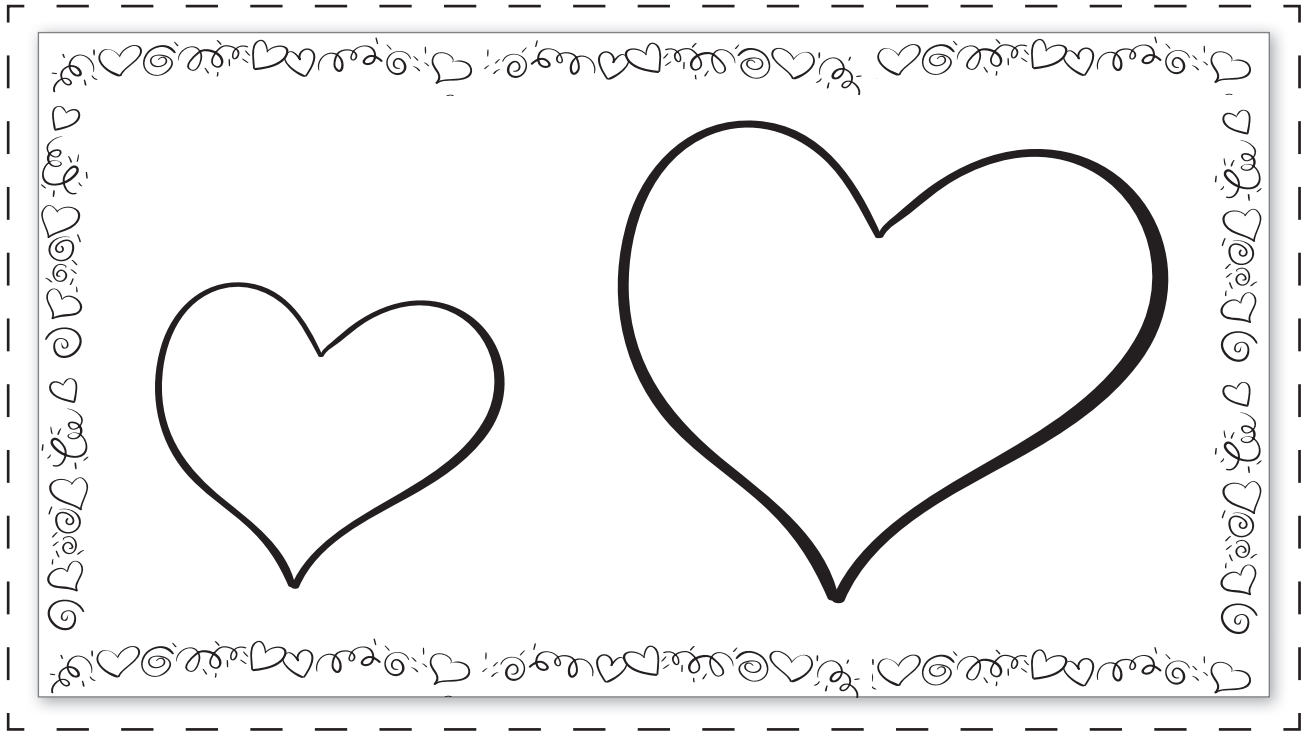
I'm wearing a .....

Make a Christmas present.



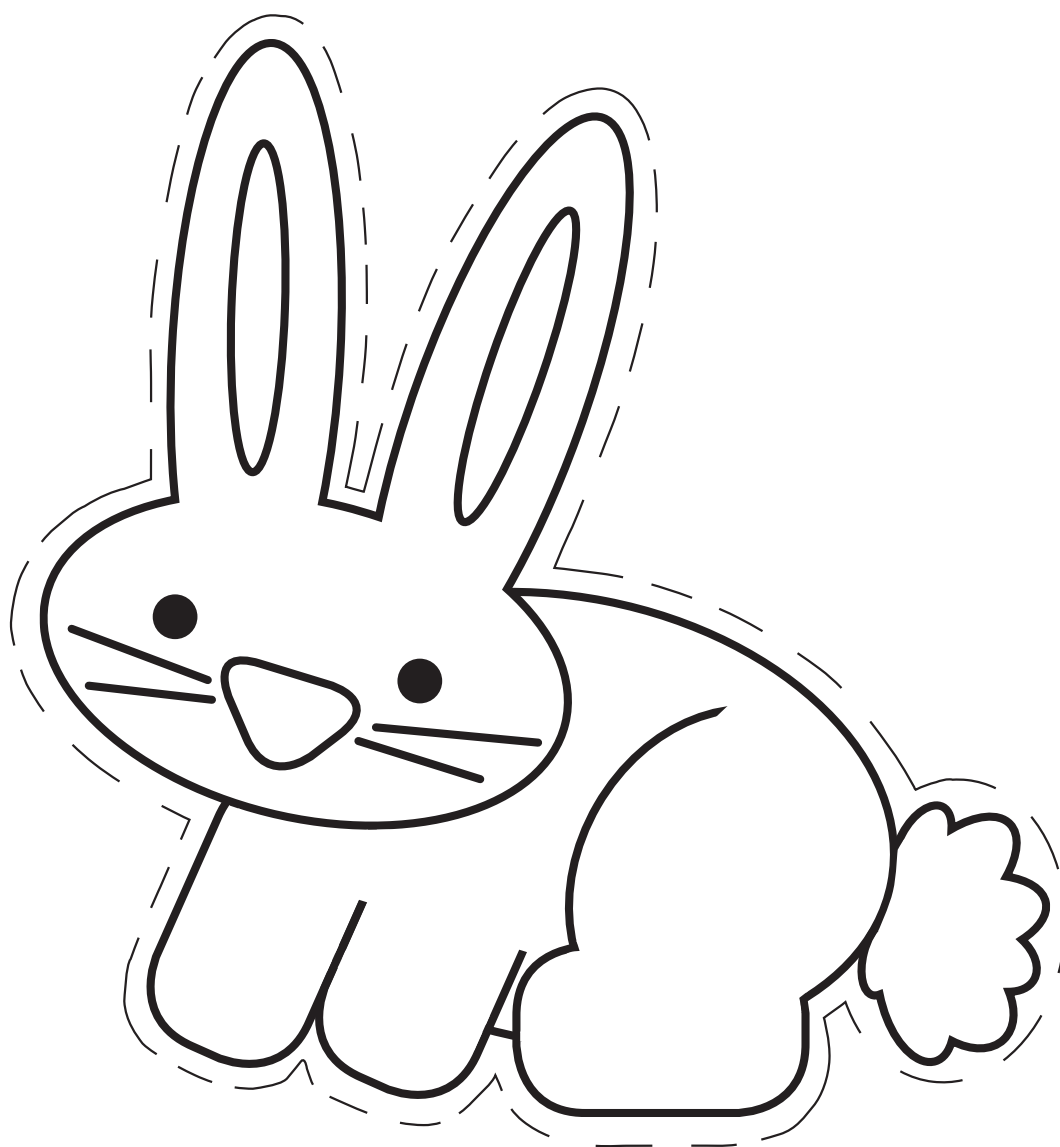
# Valentine's card

Make a Valentine's card.

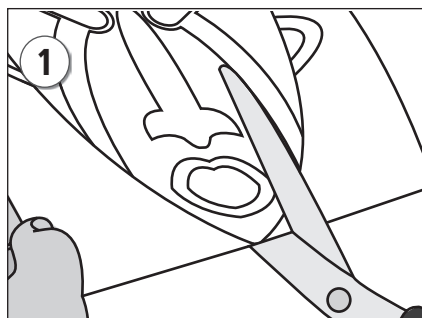




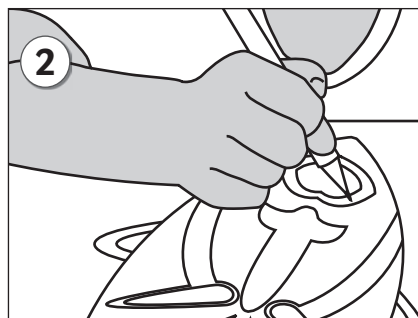
Make a bunny puppet.



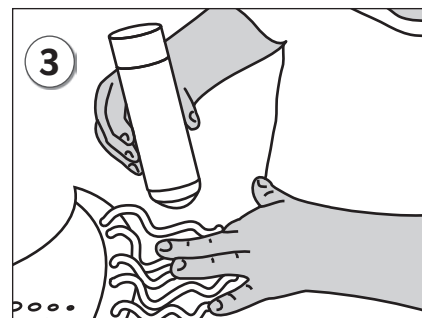
Make a mask.



Cut.



Colour.



Stick.

Draw. Then circle and write.

This is \_\_\_\_\_.



He's/She's a \_\_\_\_\_.

He's/She's \_\_\_\_\_ years old.

He/She lives in \_\_\_\_\_.

He/She can \_\_\_\_\_ and

\_\_\_\_\_.

He/She likes \_\_\_\_\_ and

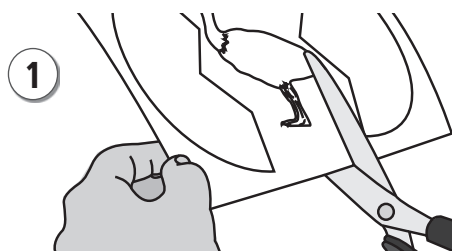
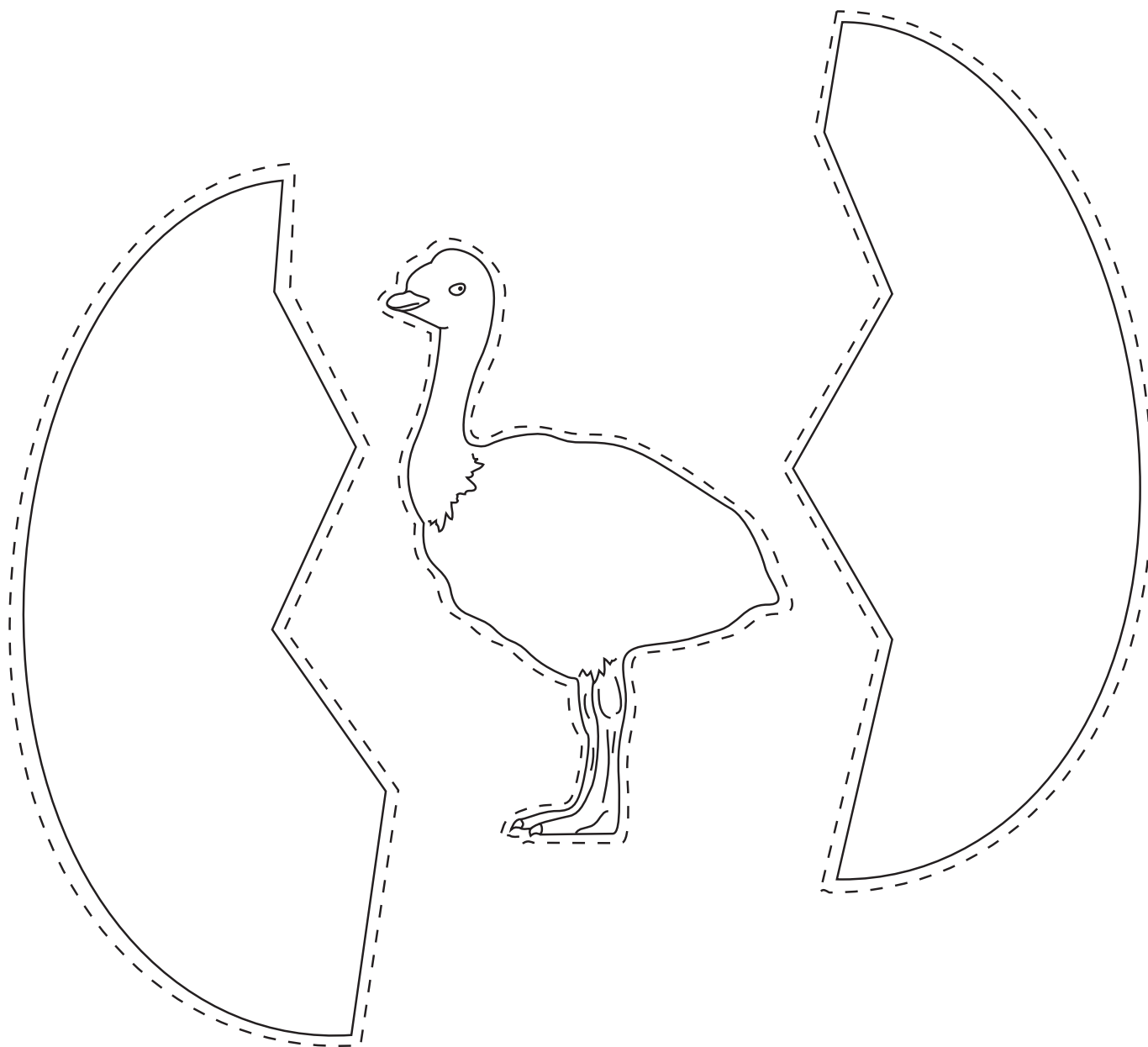
\_\_\_\_\_.

His/Her favourite \_\_\_\_\_ is

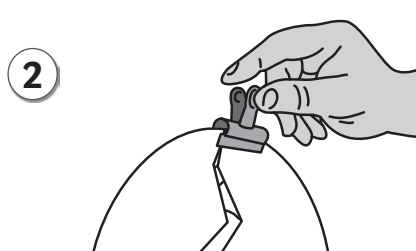
\_\_\_\_\_.

He's/She's great!

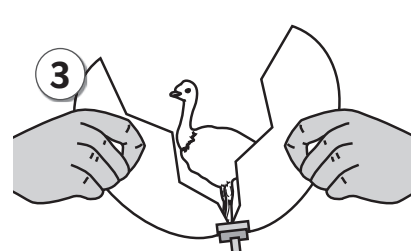
Make an ostrich egg and chick.



1  
Cut.



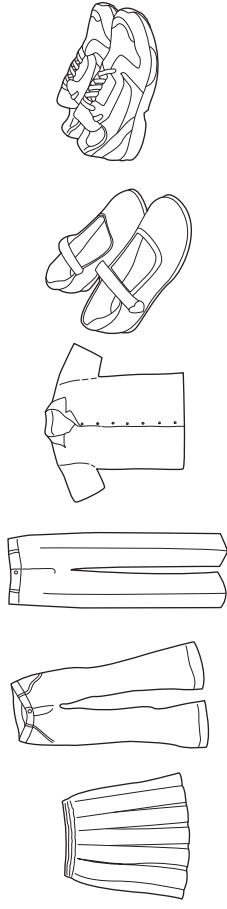
2  
Join.



3  
Play.

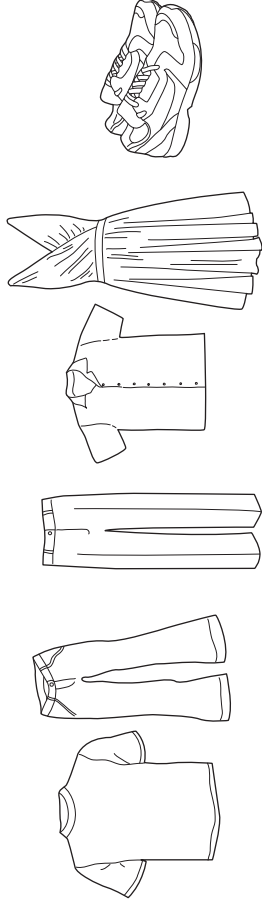
## Read and circle. Then ask and answer.

1 What do you wear for school?



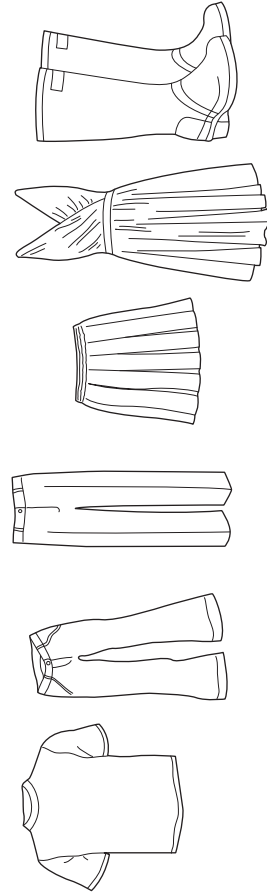
skirt jeans trousers shirt shoes trainers

2 What do you wear on Saturdays?



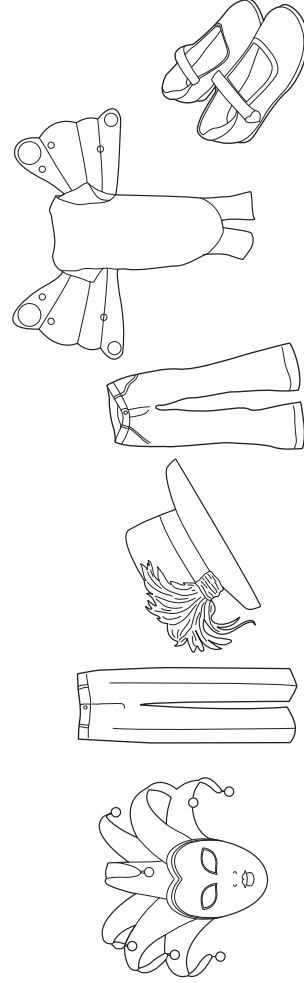
T-shirt jeans trousers shirt dress trainers

3 What do you wear to a birthday party?



T-shirt jeans trousers skirt dress boots

4 What do you wear for a festival?



mask trousers hat jeans costume shoes

Make a certificate.



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Tropical Island





## What can you do in English? Ask and say. Then ✓.

Can you name six toys?

Can you count to twenty?

Can you talk about your family?

Can you talk about your house?

Can you say what you can do?

Can you say what your friend can do?

Can you name the parts of your body?

Can you name the parts of your face?

Can you name three shapes?

Can you talk about your favourite animal?

Can you say the food you like for breakfast?

Can you say what you are wearing today?

Can you say what the weather is like today?

## Letter to parents

- Make a master copy of this letter as you start each unit and complete it with the details of what pupils will learn in the new unit. Then copy and send a letter home with each child for their parents to read about what they will be learning in the next few weeks.

## Portfolio cover

- Pupils colour and decorate a cover for their Portfolio. They draw or stick a photo of themselves into the space provided and complete the details about themselves. Pupils will add to their Portfolio as they go through the course.

## Welcome unit

### W.1 Look and write. (Lesson 2)

- Check pupils understand before and after, first and last. Translate if necessary and write on the board.
- Pupils work in pairs to complete the word puzzle.

Answer key: 2 Monday 4 Tuesday 7 December  
8 Wednesday 9 Sunday

## Unit 1

### 1.1 Play a game. (Lesson 1)

- Pupils cut the cards out and then use them to play a game of *Snap!* or *Matching*.
- In Lesson 2, pupils can reuse this photocopiable to play a game of *What's this?*

### 1.2 Look and complete. (Lesson 3)

- This is an information gap activity. Pupils look at the picture and remember the song. Then they complete the missing words from the song.
- You may want to play the song again to help them identify the missing words.

Answer key: Seven, seven trains, Fifteen, fifteen cars, Sixteen, sixteen cars

### 1.3 Cut and order. (Lesson 5)

Pupils can use the sets of storycards in various ways.

- Hold up the picture. Pupils have one set each or one between pairs. Play the story recording again. Pupils listen and hold up the correct story card.
- Sequencing. Pupils have one set each or one between pairs or small groups. Play the story recording again. Pupils listen and put the story cards in the correct sequence. Alternatively, they sequence the story cards first, then listen and check they are right.

- Matching. Make enough sets of story cards so that each pupil in the class will have one card. Distribute the cards to the class. Pupils have to arrange themselves into story groups, with one of each frame per story. They then put the story in order. (Note some pupils may need to have more than one picture so that all the stories are complete.)
- Completing speech bubbles. Pupils make and write the speech bubbles, using the story text in the PB or words on the board to help them.

*The procedure and suggested activities for the mini-story cards are the same for all units.*

### 1.4 Write some sums for your friend. (Lesson 6)

- Make sure pupils understand the mathematical symbols for plus (+), minus (-) and equals (=). Pupils then use the photocopiable to make up some simple sums for their partner to solve.

### 1.5 Consolidation and extension worksheet 1

#### 1 Read. Then find and colour.

- Pupils read sentences about the toys and colour them accordingly.

#### 2 Draw. Then write.

- Pupils complete the partial drawings of toys, then complete the sentence below the drawing by writing the name of the toy in the gap.

Answer key: 1 boat 2 car 3 train 4 doll

## Unit 2

### 2.1 Complete the family words. Then play a game. (Lesson 1)

- Pupils complete the captions. Use the cards to play *Noughts and Crosses*.
- In Lesson 2, pupils cut the photocopiable up and use it to create Charlie's family tree. Show pupils how to show the relationship of each person to Charlie. Pupils then stick these into position on a separate piece of paper. They then draw Charlie into the family tree.

### 2.2 Find the differences and say. (Lesson 3)

- Pupils look at the two houses and identify which house matches the one described in the song first.
- Pupils then say what differences they can find.

Answer key: The song describes the first picture. In the second picture, the brother is in the bedroom, and the sister is in the kitchen. Granny is in the kitchen, there is no-one in the bath. Grandad is playing cards with mum in the living room. Dad is in the living room, hanging a picture.

## 2.4 Cut and match. Then write the names. (Lesson 6)

- Pupils read and match the texts to the correct pictures.

Answer key: 1d Tom and Emily 2b Susan and John  
3c Jack 4a Sophie

## 2.5 Consolidation and extension worksheet 2

### 1 Write.

- Pupils write the names of the family members on the line below each character.

Answer key: 1 mum 2 grandad 3 sister 4 dad  
5 granny 6 brother

### 2 Draw and write.

- Pupils read the questions and draw the family members in any room they wish. Pupils then complete the sentences.

## Unit 3

### 3.1 Mime and guess. Then cut and play. (Lesson 1)

Pupils cut and make a set of action cards. They use these to play a game of *Act it out!*

In Lesson 2, pupils can play a game of *Matching pairs*. Encourage pupils to use *He/She can (clap her hands)*. when they find a matching pair.

### 3.2 Play the game. (Lesson 3)

- Pupils use a dice and counters. In pairs, they put their counters on Start. They take turns to roll the dice and move along the board. They read the question on the square they land on. If the answer is *Yes, I can*. they go forward one square. If the answer is *No, I can't*. they go back one square. The winner is the first to reach *Finish*.

### 3.4 Play do or say. (Lesson 6)

- Pupils play in pairs, using a dice. They take turns, rolling the dice twice to get a grid reference, e.g. 5, 6 – column number 5 (vertical) and row number 6 (horizontal). Pupils go to that square. They read and follow the instructions or make a question with the words given. Pupils get a point for each instruction followed correctly. When pupils land on a points square, they add or deduct points accordingly. Set a time limit. The winner is the pupil with the most points.

## 3.5 Consolidation and extension worksheet 3

### 1 Read and draw.

- Pupils read the sentences and complete the drawings of the monsters.

### 2 Look at Activity 1. Then read and ✓ or ✗.

- Pupils read the sentences about the monsters in Activity 1 and put a tick or a cross in the box accordingly.

Answer key: 2✓ 3✓ 4✗

## Unit 4

### 4.1 What's missing? Read and draw. (Lesson 1)

- Pupils read the texts and draw in the missing features.

- In Lesson 2, pupils do a colour dictation activity. They make sentences, e.g. *I've got a red head*. Their partner listens and colours accordingly.

### 4.2 Look and write. (Lesson 3)

- Pupils complete the speech bubbles with the correct words from the word bank. Pupils can then listen and read the dialogue in pairs. If they know the story of Hansel and Gretel, they can then write the traditional story ending. Alternatively, they can make up their own ending.

### 4.4 Read and colour. Then cut and play. (Lesson 6)

- Copy and cut out the cards – one per pupil. Pupils read the colour words and colour the shapes. They then have to find others in the class with the same shape. They do this by walking round the class, asking *Have you got a (blue circle)?* When they find other pupils with the same shapes, they go round together until they have found all of them.

- Alternatively, pupils use the cards for *Snap!*

- In Lesson, pupils reuse this photocopiable for a game of *Shapes sequences*.

## 4.5 Consolidation and extension worksheet 4

### 1 Say and draw. Then circle and write.

- Pupils choose facial features for the faces and describe them to a partner. They then draw these features on the faces. They choose one of the drawings, circle He's or She's and fill in the blank with correct information to complete the sentences.

## Unit 5

### 5.1 Write colour words. Then colour. (Lesson 1)

- This is an information gap activity. Pupils choose and write colour words for four of the animals. They then dictate these to their partner for them to colour the animal in. Each pair should choose four different animals.

- In Lesson 2, pupils can reuse the photocopiable for Animal Bingo. Read the descriptions of animals, including colours, e.g. *It's a brown goat*. Pupils cross off their animals if their coloured animals match the sentences. The first pupil to cross off all their animals is the winner.

### 5.2 Play the game. (Lesson 3)

- Pupils roll a dice to move along the game board. They complete the descriptions or answer the questions.

## 5.4 Make animal fact files. (Lesson 6)

- Pupils choose an animal to research, draw and write about, using the texts in Lesson 7 as a model. They then work in pairs. They read the information about their animal to their partner, so their partner can complete the second factfile and guess the animal.

## 5.5 Consolidation and extension worksheet 5

1 Read and write. Then draw.

- Pupils read the sentences below each box and write an animal word from the word bank in the gap. They then draw the animal in the box.

Answer key: 1 horse 2 duck 3 sheep

2 Write. Then draw.

- Pupils draw an animal of his/her choice in the box and write sentences about the animal.

## Unit 6

### 6.1 Complete. Then cut and play. (Lesson 1)

- Pupils complete the food captions. They then cut out the food cards and play Yuk and yummy. Pupils revise *Do you like...? (Yes, I do./No, I don't.)*
- In Lesson 2, pupils report on their friends' choices *He/She likes/doesn't like... Does he/she like...?*

### 6.2 Look and complete. (Lesson 3)

- This is an information gap activity. Pupils look at the picture and remember the song. Then they complete the missing words from the song.
- You may want to play the song again to help them identify the missing words.

Answer key: chicken, pizza, fish, salad, rice

### 6.4 Draw four food items. Then play meal-time Bingo! (Lesson 6)

- Pupils work in groups of three. They each choose one meal card and draw four items they like eating for that meal.
- Pupils then place their cards from photocopiable 6.1 face down in front of them. They take turns to choose and turn over a card. If they turn over a card for a food they are collecting, they say *I like (chicken) for (lunch)*. and place the food onto their meal card. If they turn over a food they are not collecting, they say *I don't like (pizza) for breakfast*. and put the card face down in the same place. The first pupil to collect all their meal items is the winner.

## 6.5 Consolidation and extension worksheet 6

1 Read and draw.

- Pupils read the food words on the girl's card and draw the food on the table.

2 Look. Then read and write.

- Pupils look at the food in the thought bubbles and complete the sentences below the boy and girl with words from the word bank.

Answer key: girl: rice, fish boy: pizza, eggs

## Unit 7

### 7.1 Complete. Then cut and play. (Lesson 1)

- Pupils complete the captions and cut out the cards. They can then combine their cards and use them for a game of *Snap!*, *Matching pairs* or *Sequences*.
- In Lesson 2, pupils can colour in the cards and use them for a game of *Clothes bingo*. Ask questions using clothes and colour combinations, e.g. *Are you wearing red shoes?* Pupils turn over their cards if they have chosen these colours. The first pupil to turn over all their cards calls out *Bingo!*

### 7.2 Play a dice game. Say and colour. (Lesson 3)

- Pupils play in pairs. They take turns to roll the dice and make sentences using the prompts in each box.

### 7.4 Look and draw. Then write. (Lesson 6)

- Pupils complete the drawings. They then complete the speech bubbles with the correct occupation and what the characters are wearing.

## 7.5 Consolidation and extension worksheet 7

1 Draw and colour. Then write.

- Pupils draw three items of clothing on the boy and girl. They then complete the sentences by filling in a clothes word in each gap.

2 Read. Then find and colour.

- Pupils read the descriptions of the clothes, find them in the picture and colour them the correct colour.

## Unit 8

### 8.1 Write. Then cut and play. (Lesson 1)

- Pupils complete the captions and cut out the cards. Pupils use them to play *Miming pairs*.
- In Lesson 2, pupils use the cards to play *Choose and ask*. They choose a weather card, and then find someone who likes that weather type, or someone who feels the same about the weather type as they do.

### 8.2 Read and complete. (Lesson 3)

- Pupils complete the speech bubbles, with the correct words from the word bank.

## 8.4 Make a weather prediction. (Lesson 6)

- Pupils make a prediction by drawing a weather symbol next to each day of the week. Display the charts in the classroom and compare pupil's predictions with the real weather each day.

## 8.5 Consolidation and extension worksheet 8

1 Read and write. Then play.

- Pupils complete the sentences by choosing words from the word bank at the top of the activity. Pupils then play a guessing game in pairs by saying sentences about one of the pictures (*It's sunny*). (Picture 1).

Answer key: 1 sunny, garden, boat, T-shirt  
2 rainy, living room, train, dress

## Goodbye unit

### G.1 Make a certificate. (Lesson 2)

- Write pupils' names on the certificates. Congratulate pupils for completing the course and distribute the certificates. You could also organise this as part of an end of year party or awards ceremony.

## Festivals

### F.1 Make a Christmas present. (Christmas)

- Pupils cut out and colour the Christmas present and draw something on the back of it to give to a friend or family member.

### F.2 Make a Valentine's card. (Valentine's Day)

- Pupils cut, colour and complete a Valentine's card. They can give it to another pupil in the class or take it home for their family.

## F.3 Make a bunny puppet. (Easter)

- Pupils use the template to make a bunny puppet. They then use this puppet to act out the Easter bunny song.

## Wider World

### WW.1 Make a mask.

- Print this page on A3 paper to make the masks the correct size.
- Pupils cut and use the template to make their own African-style mask.
- Alternatively, pupils can use the drawing for inspiration to design their own masks.

### WW.2 Draw. Then circle and write.

- Pupils create their own fact file of their favourite sports personality. They draw or stick pictures into the picture box and complete the sentences.

### WW.3 Make an ostrich egg and chick.

- Pupils make a card that opens to reveal an ostrich chick. They cut out and stick the templates onto cardboard and follow the instructions on the photocopiable to make the card.

### WW.4 Read and circle. Then ask and answer.

- Pupils read and circle the clothes they wear for the different occasions. They then ask their partner the same questions and compare their answers.

