

# Poptropica® English

PHOTOCOPIABLES

3



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# Poptropica® English

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3

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Dear Parents:

Welcome to *Poptropica*® *English 3*! This year your child will enjoy different experiences with a new group of characters (Katy, Kim, Captain Conrad, President Pop, PROD1 and PROD 2) 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:

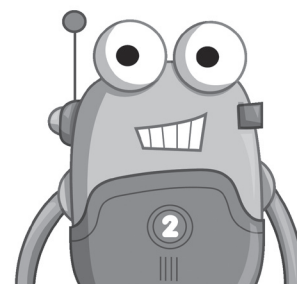
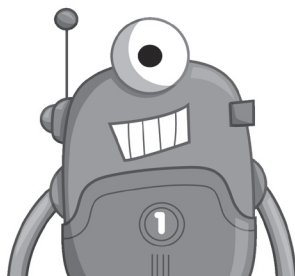
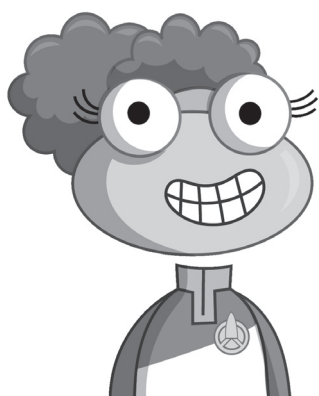
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Have fun!

The teacher





Place your  
photo here

## **My English Language portfolio**

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

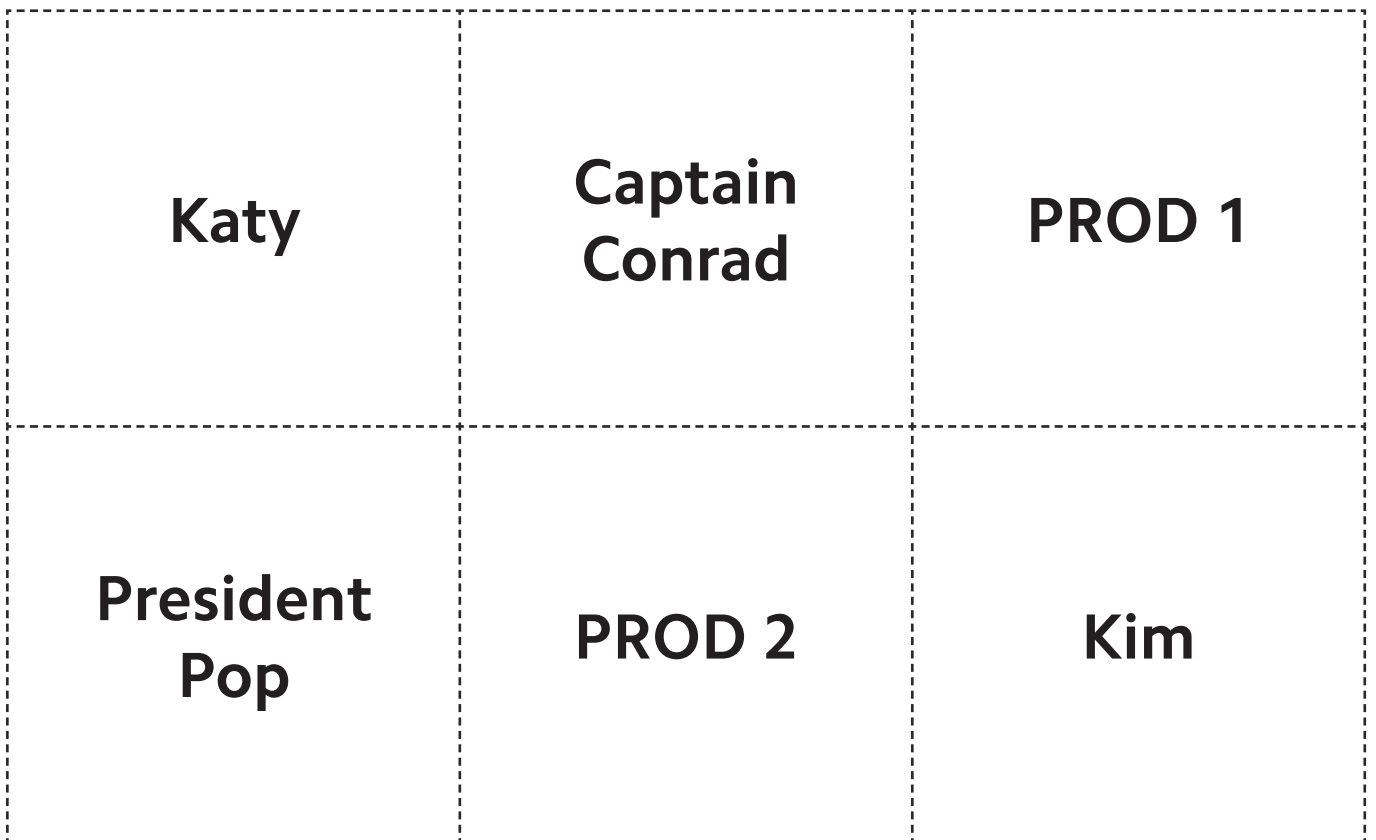
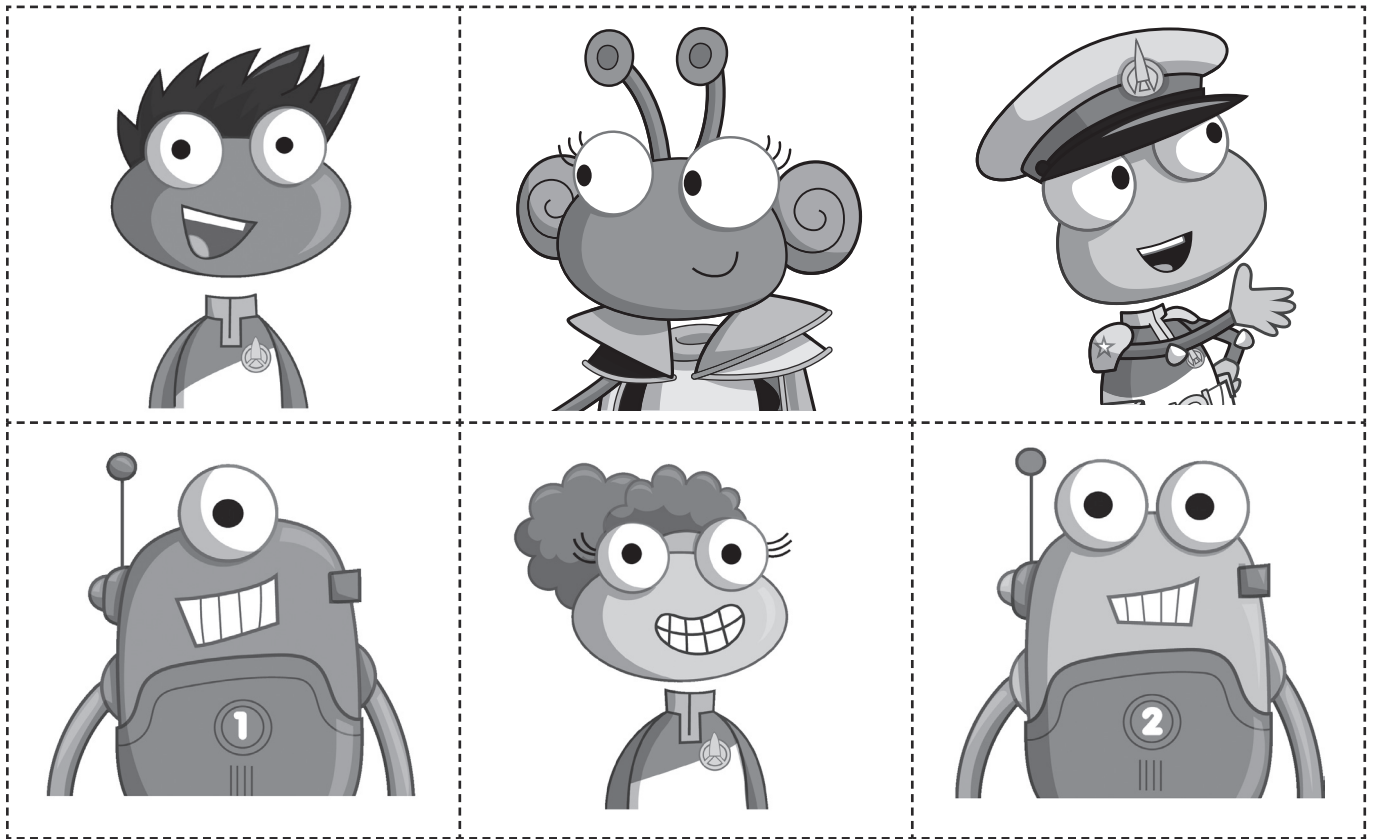
**Age:** \_\_\_\_\_

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

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





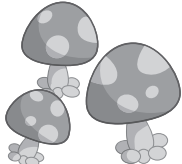

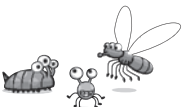
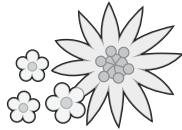








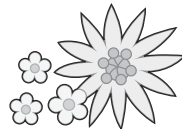


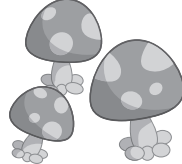
**Teacher:** \_\_\_\_\_

Look and match.



# 1 Nature


Play Dominoes.


flowers 	animal 	mushrooms 
pond 	sun 	rock 
animal 	trees 	birds 
sun 	rock 	insects 
trees 	birds 	clouds 
flowers 	insects 	mushrooms 
pond 	clouds 	


# 1 Nature

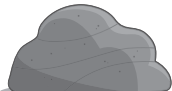
## SONG


Write the numbers.


a 


b 

c 

d 

e 

f 

g 

7

How many birds are there?  
There are seven birds.  
There are \_\_\_\_\_ mushrooms.  
There are \_\_\_\_\_ rocks.  
Seven, six, five,  
Stamp stamp stamp!

How many animals are there?  
There are \_\_\_\_\_ animals.  
There are \_\_\_\_\_ trees.  
There are \_\_\_\_\_ clouds.  
Four, three, two,  
Clap, clap, clap!


How many ponds are there?  
There's \_\_\_\_\_ pond.  
One blue pond.  
Only one blue pond,  
jump, jump, splash!



# 1 Nature

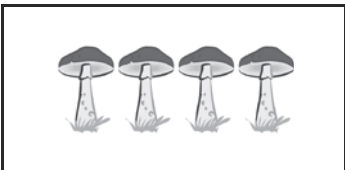
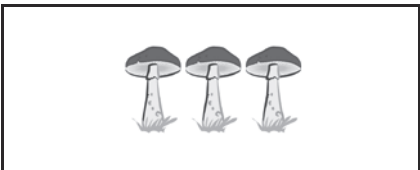
Cut out and order.

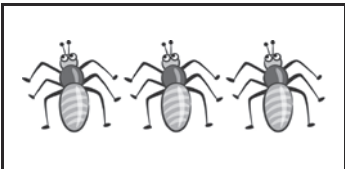
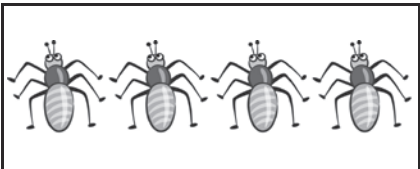


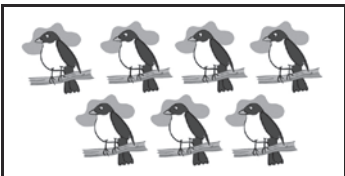
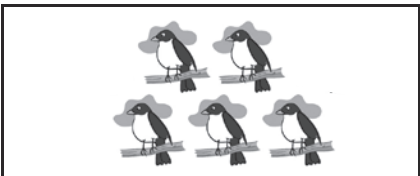
Do the sums. Write the answers.

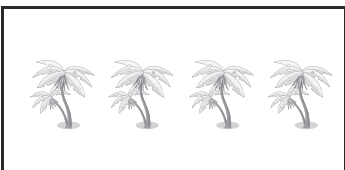
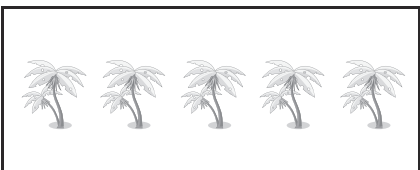
a  +  = five clouds

b  +  = \_\_\_\_\_

c  -  = \_\_\_\_\_

d  +  = \_\_\_\_\_

e  -  = \_\_\_\_\_

f  +  = \_\_\_\_\_



## Consolidation and extension Worksheet 1

Name: .....

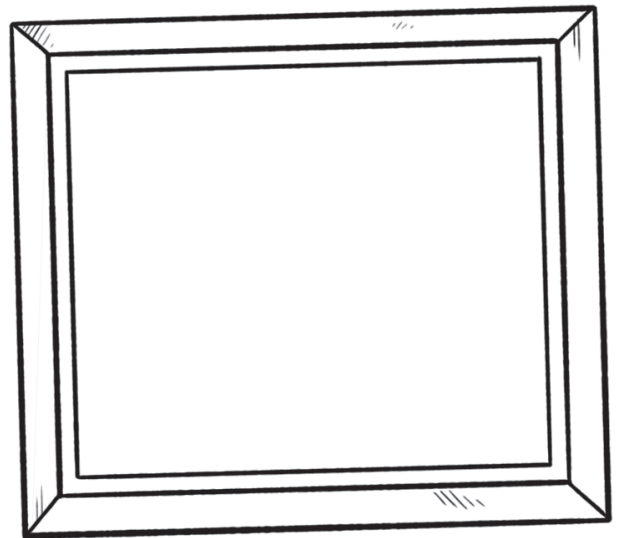
Class: .....

1  Find and count. Then write.



- 1 ten rocks
- 2 \_\_\_\_\_ insects
- 3 \_\_\_\_\_ flowers
- 4 \_\_\_\_\_ birds
- 5 \_\_\_\_\_ mushrooms
- 6 \_\_\_\_\_ clouds

2  Draw and colour your planet.



3  Now write.

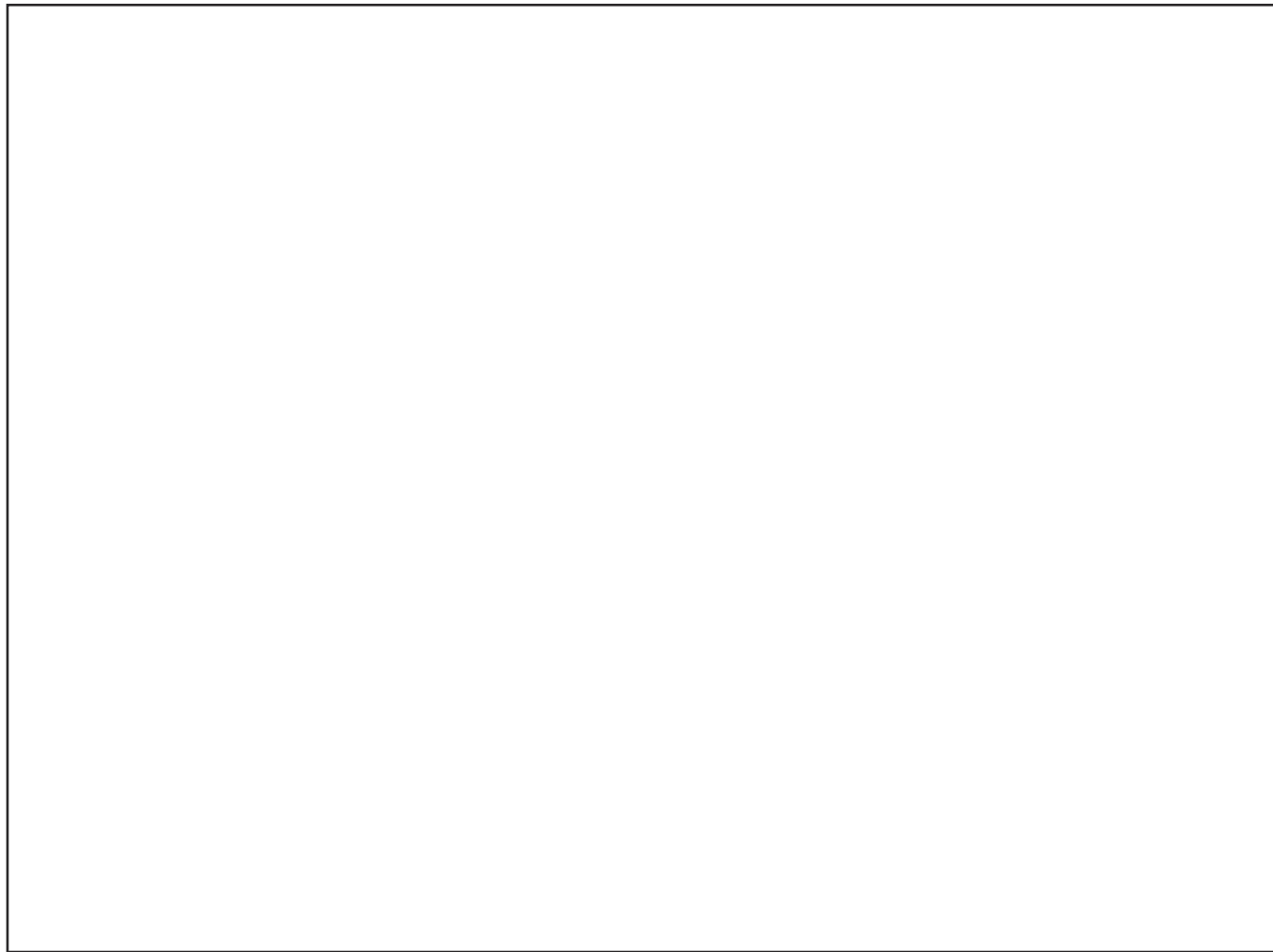
This is \_\_\_\_\_.

There are \_\_\_\_\_.

There are \_\_\_\_\_.

There's a \_\_\_\_\_!

**Draw and write.**



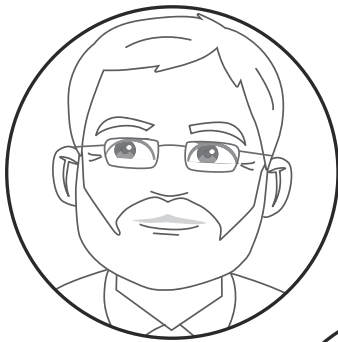
My name is \_\_\_\_\_.

I am \_\_\_\_\_.

I play \_\_\_\_\_.

I love \_\_\_\_\_.

## Read and colour.



Granddad



Dad



Mum



Aunt Jane



Granny

- 1 Granddad: grey hair, a short beard, small glasses
- 2 Granny: short brown hair, brown eyes
- 3 Mum: long, blond hair, blue eyes
- 4 Dad: black hair, a black moustache, thick eyebrows
- 5 Aunt Jane: red hair, blue eyes, a small nose

## Write the names.

- 1 He's got a black moustache. He hasn't got glasses.
- 2 She's got red hair and a small nose.
- 3 He's got grey hair and a short beard.
- 4 She's got brown hair. She hasn't got long hair.
- 5 She's got blond hair. She's got blue eyes.

Dad

---



---



---



---



---



Write the words.

green eyes      red hair      long neck      big teeth  
 small nose      ~~long hair~~



Who is it? Who is it? Who is it?



Have you got <sup>1</sup> long hair ?



Yes, I have. Yes, I have.

Have you got a <sup>2</sup> \_\_\_\_\_ ?

Yes, I have.



Have you got <sup>3</sup> \_\_\_\_\_ ?

No, I haven't. No, I haven't.

Have you got <sup>4</sup> \_\_\_\_\_ ?



Yes, I have.

Have you got a <sup>5</sup> \_\_\_\_\_ ?



Yes, I have. Yes, I have!

Have you got <sup>6</sup> \_\_\_\_\_ ?

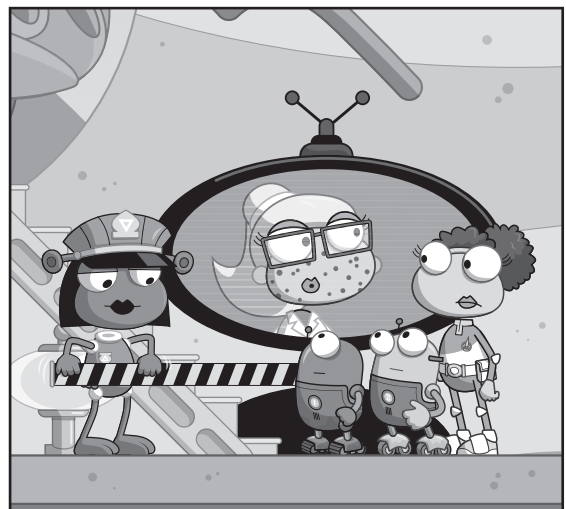
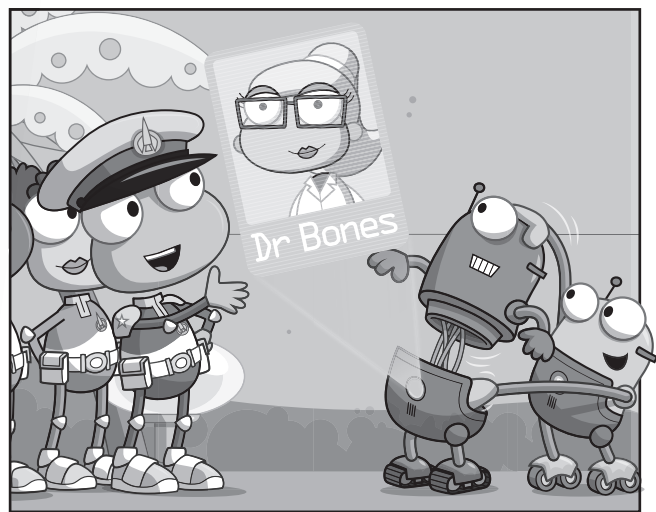
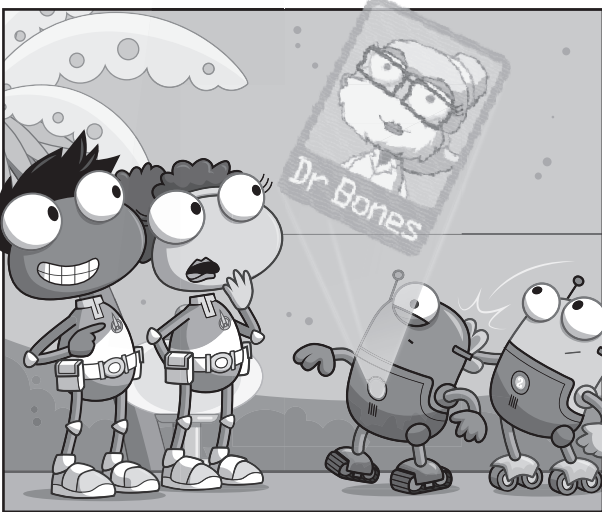


Yes, I have.

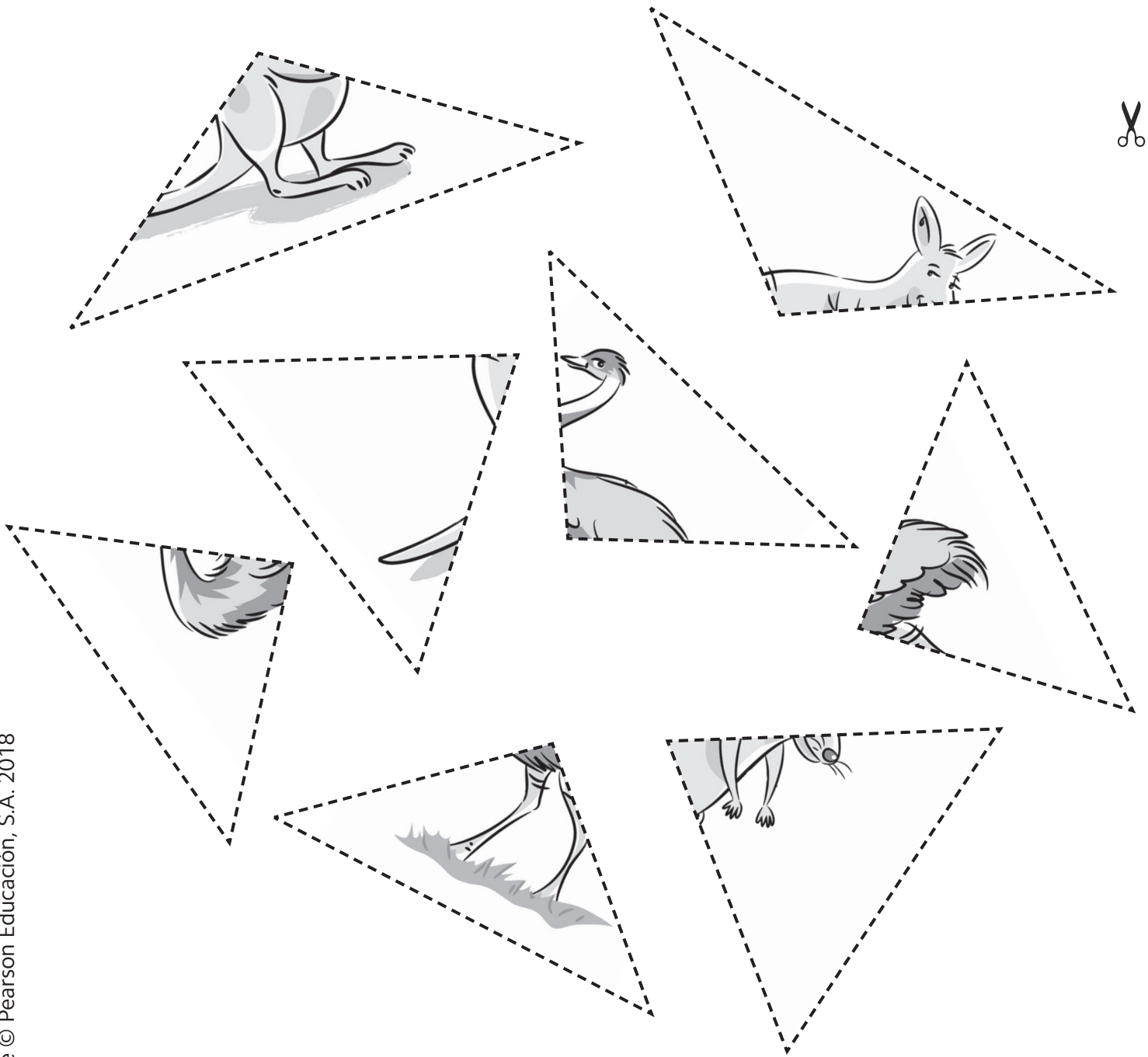
Who is it? Who is it? Who is it?



Cut out and order.



Make two Australian animals.



Answer the questions.

1 Has the kangaroo got two long legs?

Yes, it has.

2 Has the kangaroo got small feet?

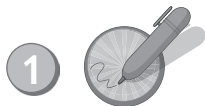
3 Has the emu got big eyes?

4 Has the emu got feathers?

## Consolidation and extension Worksheet 2

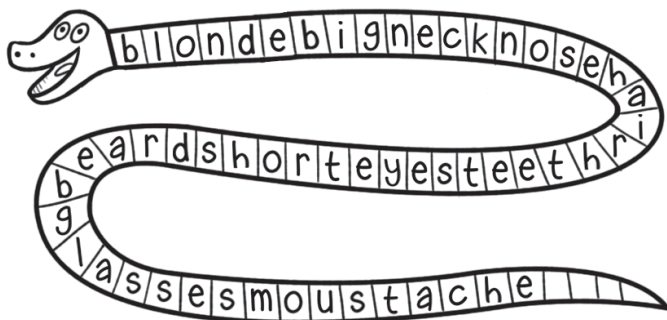
Name: .....

Class: .....



Look and circle eleven words. Then write.

blonde



\_\_\_\_\_

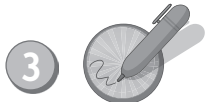
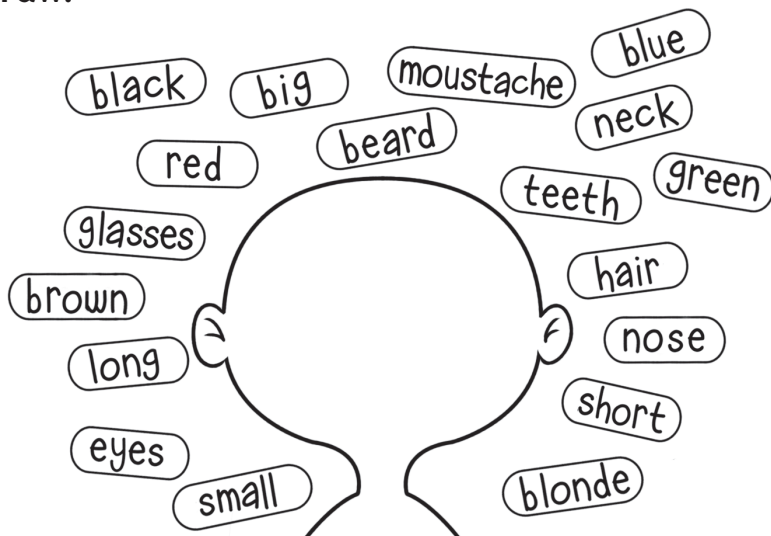
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Read, choose and draw. Then colour.



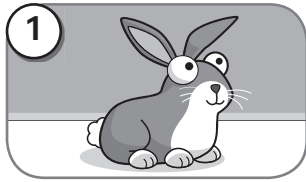
Now write.

I've got \_\_\_\_\_

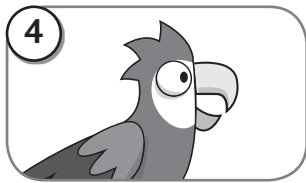
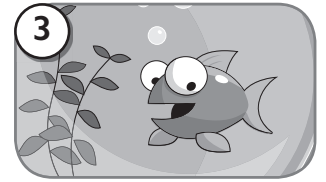
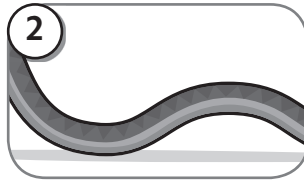
\_\_\_\_\_

\_\_\_\_\_

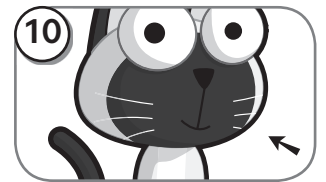
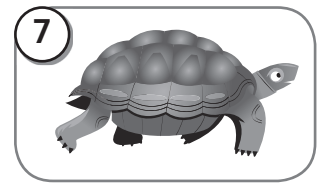
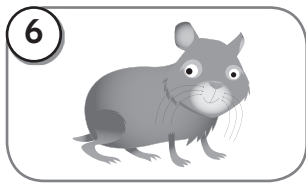
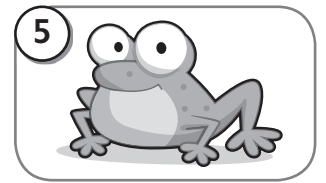
Find the animal words. Then write.



rabbit






x	w	i	n	g	s	n	w
o	w	m	t	f	i	s	h
y	h	l	c	r	g	u	i
p	a	r	r	o	t	a	s
o	m	a	s	g	i	d	k
z	s	f	n	s	b	q	e
i	t	u	a	t	b	e	r
t	e	r	k	u	a	p	s
h	r	z	e	b	r	i	m
t	o	r	t	o	i	s	e











Draw.

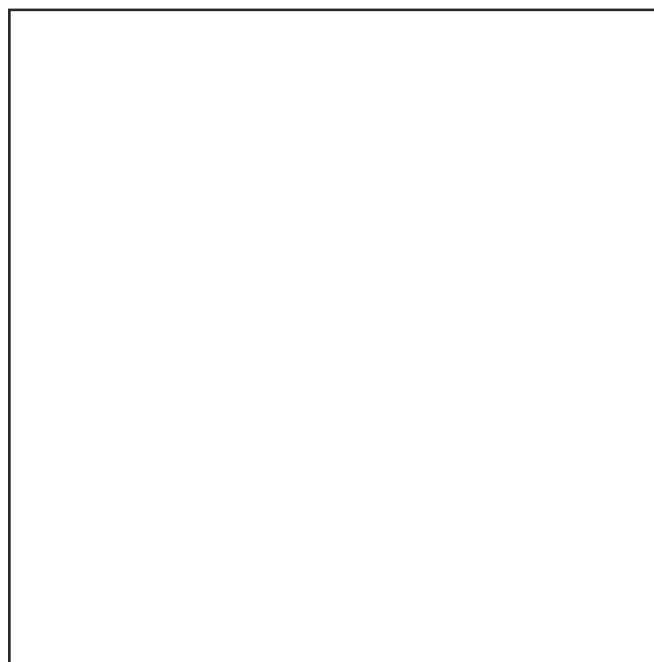
  Pets, pets, pets are great fun!  
There's a pet for everyone!   
Have they got a tortoise?  
Yes, they have!  
It's got pretty eyes and ugly legs.  
It's great fun! It's great fun!

 Have they got a cat?   
No, they haven't.  
Have they got a dog?  
No, they haven't.

Have they got a hamster?  
Yes, they have!  
It's got pretty eyes and a small nose.  
It's great fun! It's great fun!  



Draw a new pet. Write.

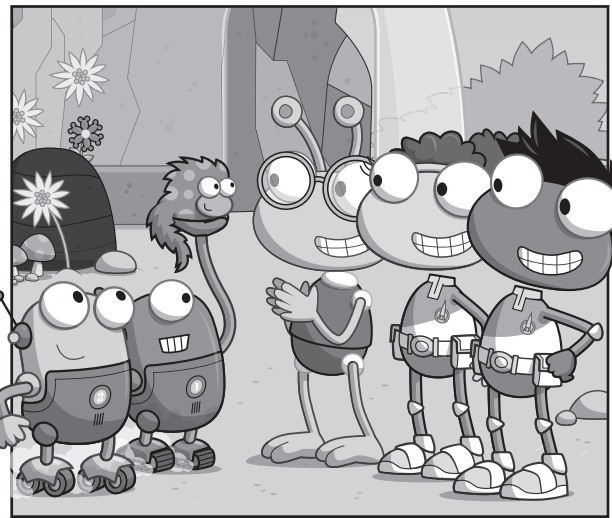
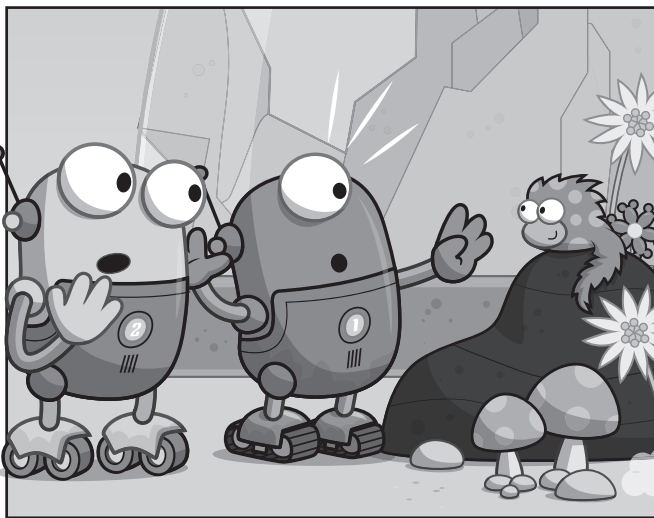
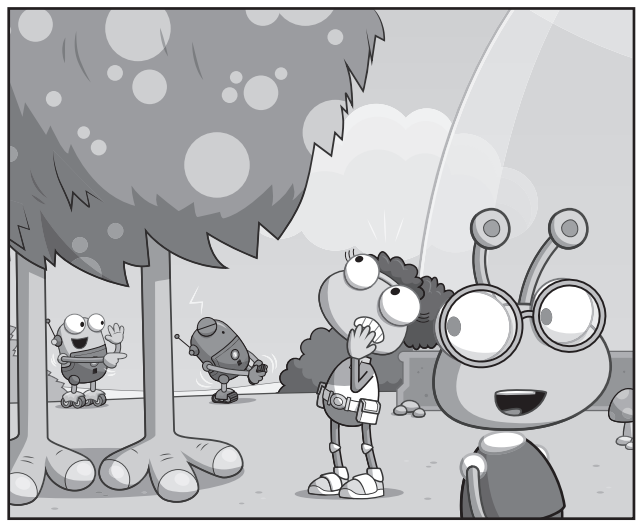
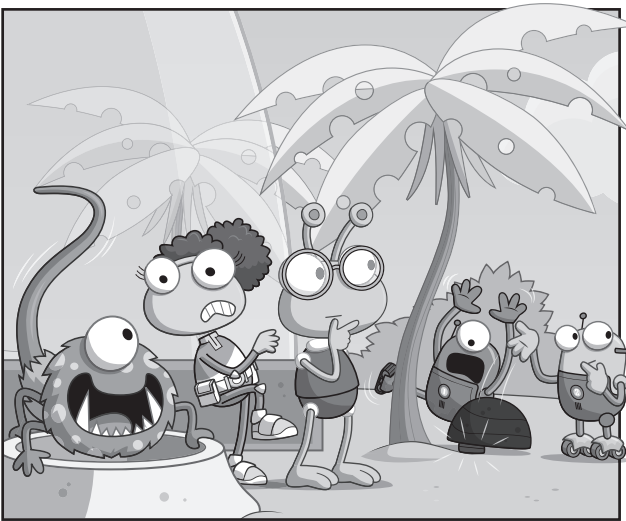
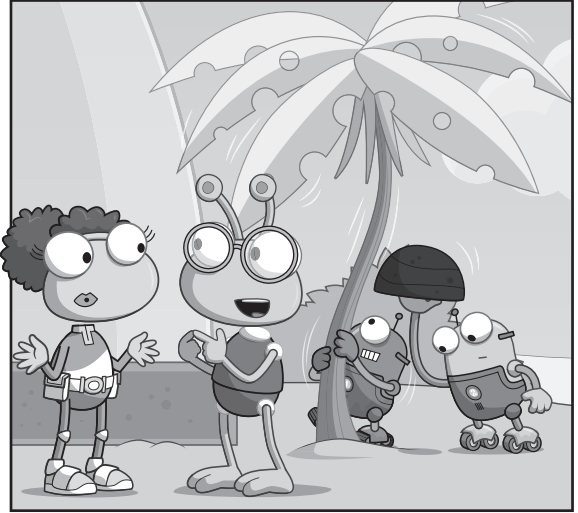


They've got a \_\_\_\_\_

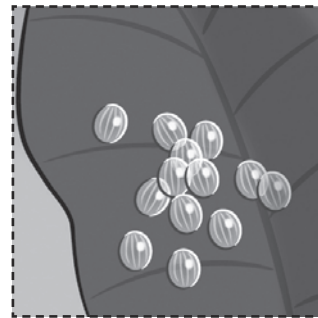
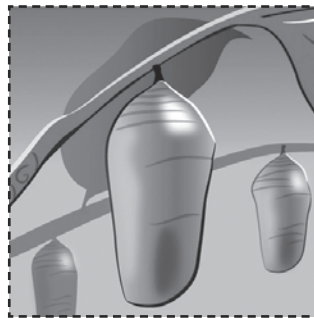
It's got \_\_\_\_\_

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

Cut out and order.



## Match and stick.



1 First, there are small eggs.



2 Next, there are caterpillars.  
They've got many legs and big eyes.



3 Then, there are cocoons.



4 Finally, there are butterflies.  
They've got wings with many colours.

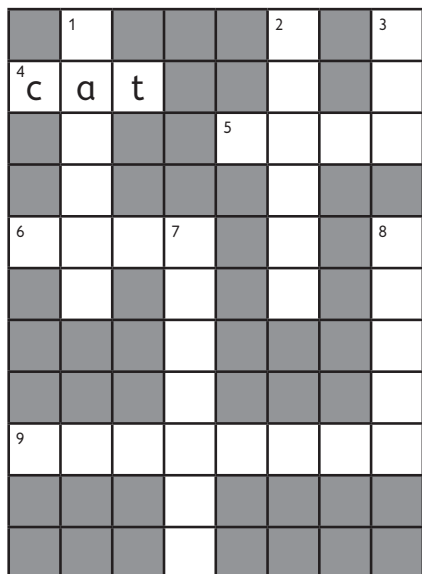


## Consolidation and extension Worksheet 3

Name: .....

Class: .....

**1**  Complete the crossword.



4 c \_ \_  
 5 f \_ \_ \_  
 6 f \_ \_ h  
 9 t \_ \_ \_ o \_ \_ e



1 r \_ \_ b \_ \_  
 2 \_ a \_ \_ o \_  
 3 \_ o \_  
 7 h \_ \_ \_ \_ \_ r  
 8 \_ n \_ \_ e

**2**  Read and answer. What is it?

- This animal has got a pouch, fur, big ears and small eyes. It's in a tree.
- This animal has got wings, short legs and a short tail. It's in a pond.
- This animal is green. It's got a long tail and it's got four legs.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3**  Choose two animals and write more quizzes for a friend.

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Draw and write.

## My pet



I've got a \_\_\_\_\_.

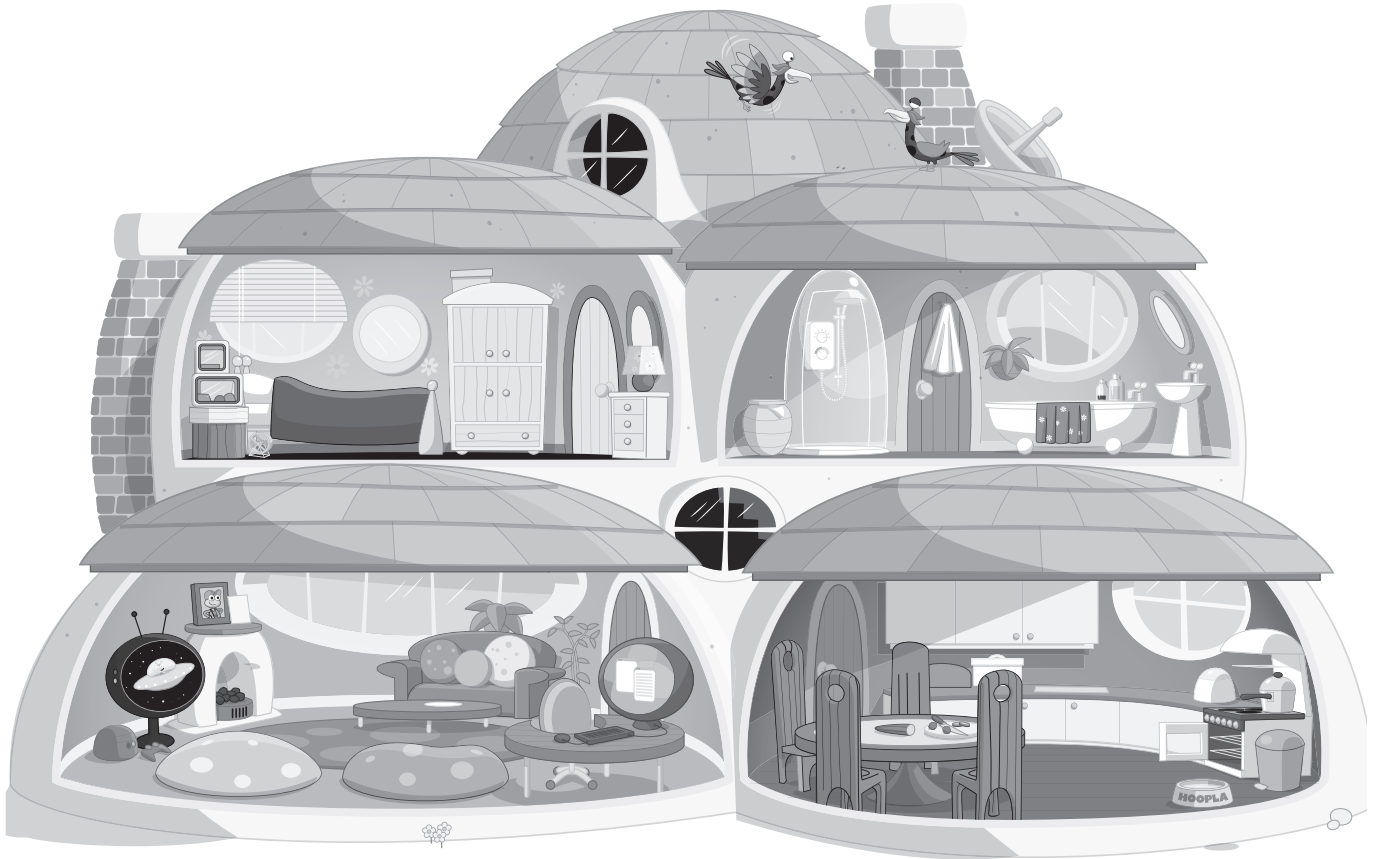
He / She has got \_\_\_\_\_

\_\_\_\_\_.

He / She can \_\_\_\_\_.

His / Her name is \_\_\_\_\_.

Read. Then write.



bathroom

bedroom

kitchen

living room

- 1 The bed is in the \_\_\_\_\_.
- 2 The cooker is in the \_\_\_\_\_.
- 3 The shower is in the \_\_\_\_\_.
- 4 The sofa is in the \_\_\_\_\_.
- 5 The wardrobe is in the \_\_\_\_\_.

Ask and answer your friend.

Where's the bed?

It's in the bedroom.



Answer the questions.

Animals, animals  
everywhere,  
With animals here  
and animals there,  
In, on, under, there.  
Animals, animals  
everywhere.

Where's the frog?  
It's in the bath.  
In the bath?  
That's a laugh!

Where's the snake?  
It's on the chair.  
On the chair?  
Oh! Take care!

Where's the hamster?  
It's under the lamp.  
Under the lamp?  
Turn, jump, stamp!

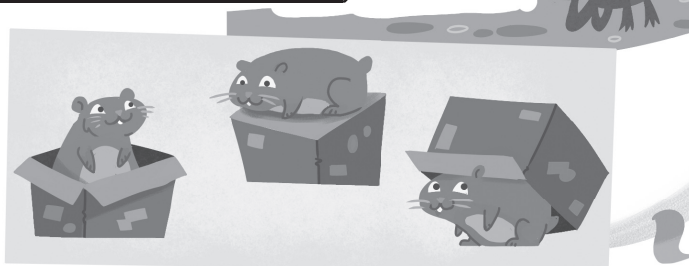
1 Where's the cat?

It's under the chair.

2 Where's the parrot?

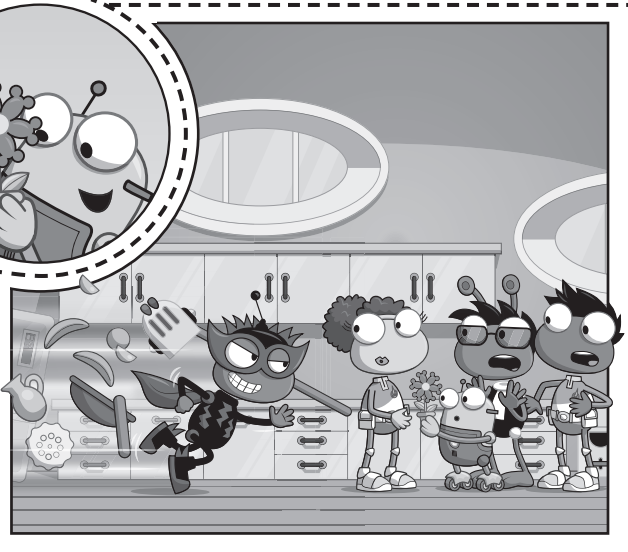
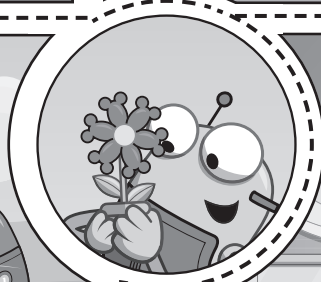
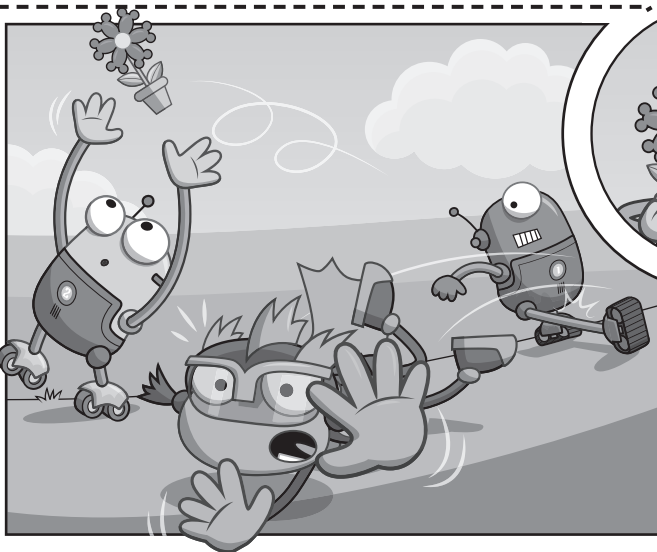
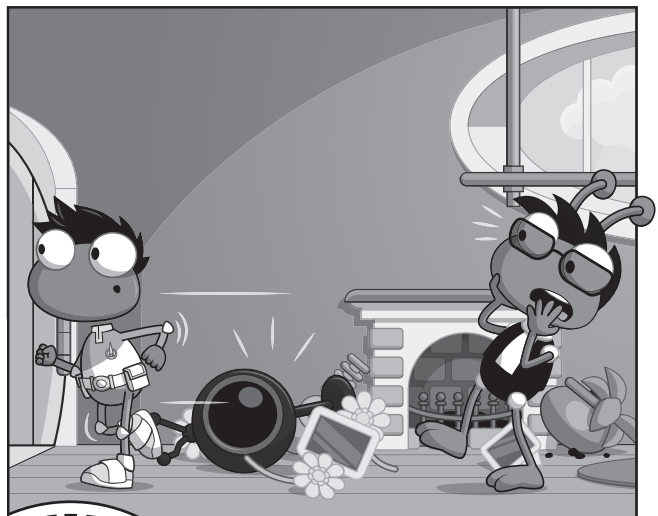
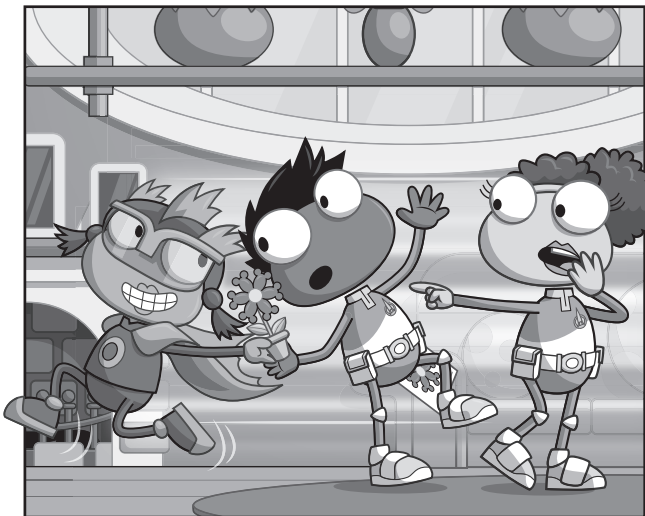
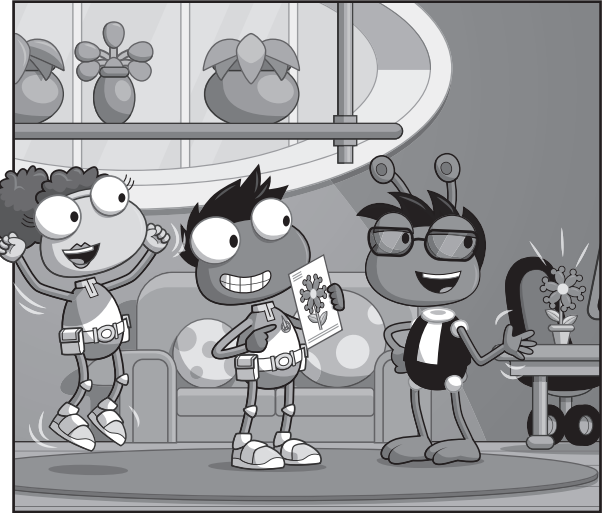
3 Where's the rabbit?

4 Where is the tortoise?



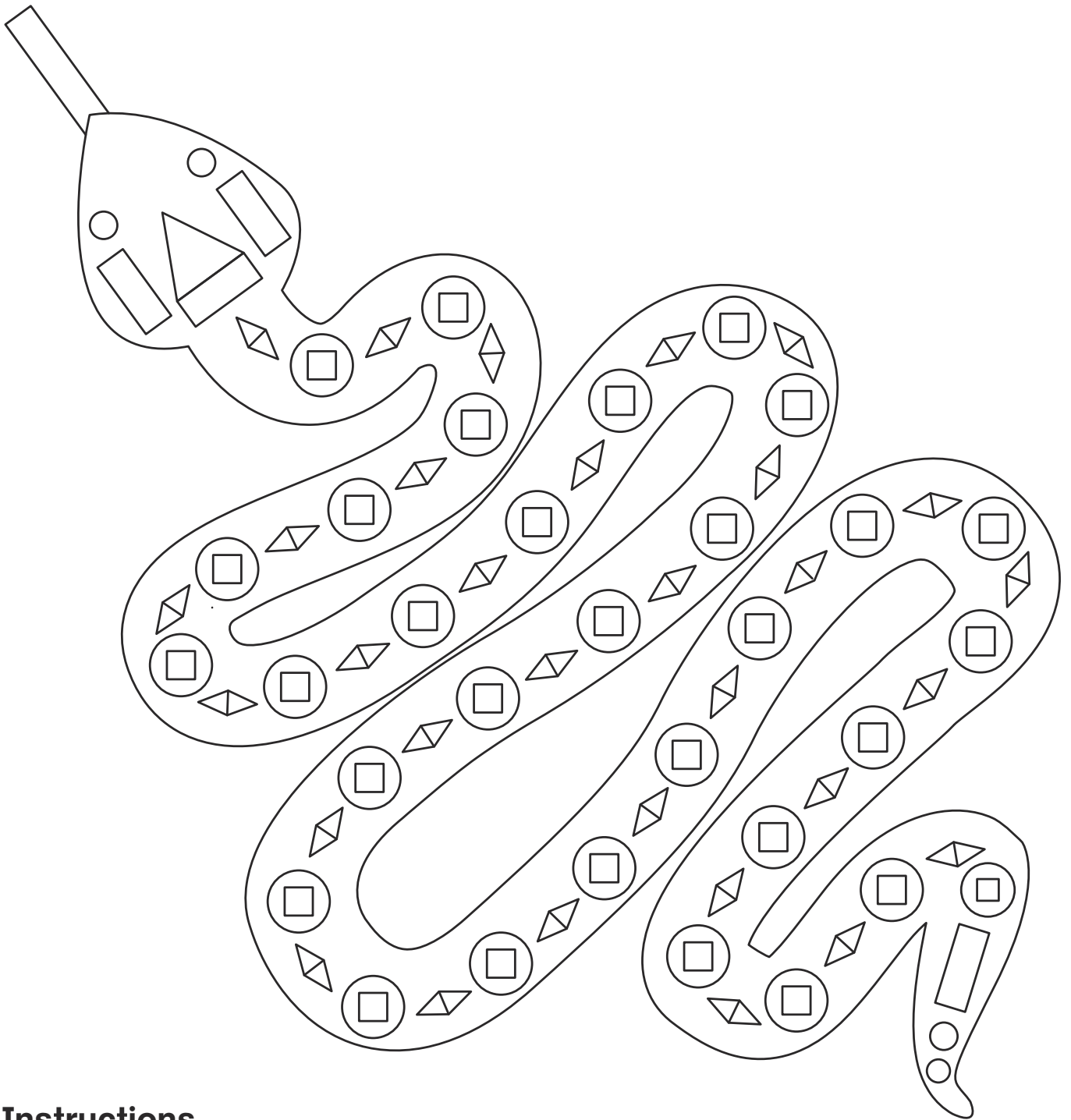


Cut out and order.





Make a mosaic.



### Instructions

Colour the triangles yellow.

Colour the rectangles red.

Colour the circles blue.

Colour the squares green.

## Consolidation and extension Worksheet 4

Name: .....

Class: .....

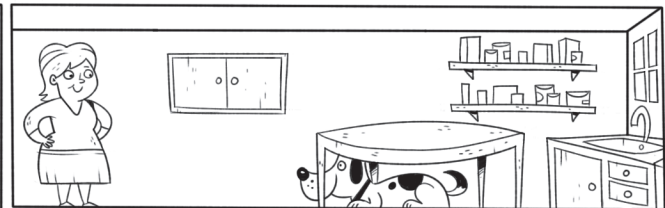
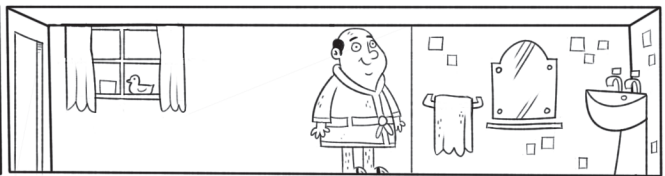
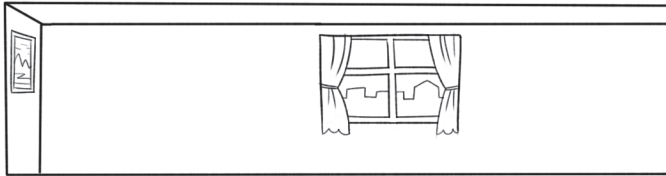


**1** Look and label the rooms.  
Then look and draw in  
the correct room.

- cooker TV wardrobe
- bed shower sofa chair

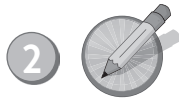
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\_\_\_\_\_

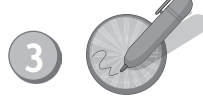


\_\_\_\_\_

kitchen



**2** Draw your house.



**3** Now write about it.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

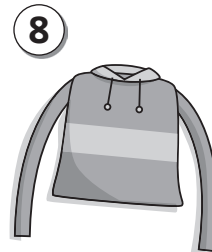
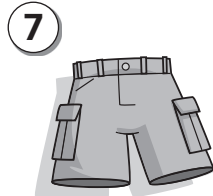
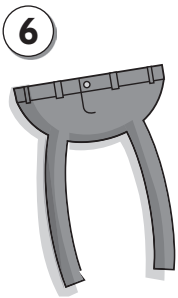
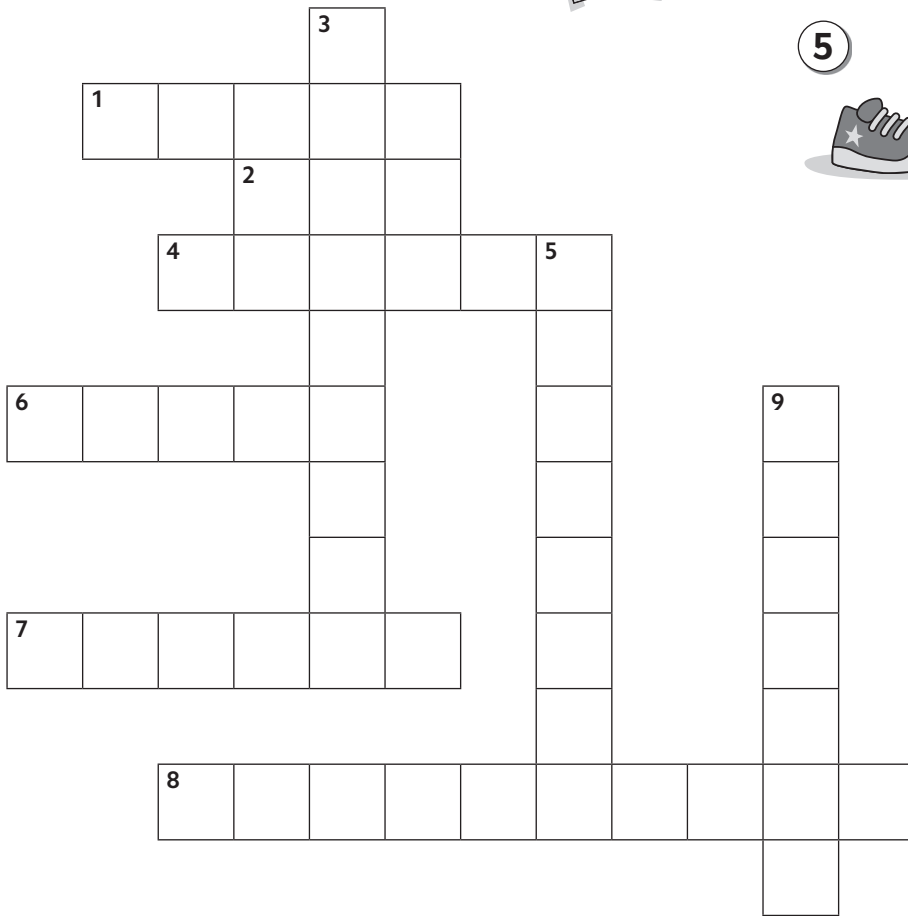
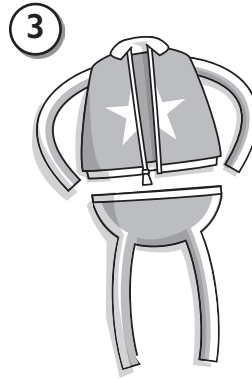
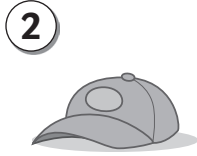
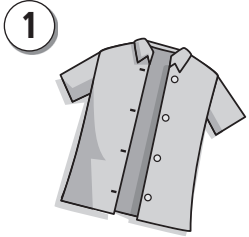
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_




\_\_\_\_\_

Write the words.









Tick.






  
*Where's my red scarf?*  
*Where's my red scarf?*

  
*I've got my old blue jeans,*  
*my coat and my T-shirt.*  
*But not my red scarf!*  

*Not my red scarf!*


  
 My sister's in the bedroom.  
 What's she wearing?  
 She's wearing my socks.  
 Is she wearing my scarf?  
 No, she isn't. No, no, no!

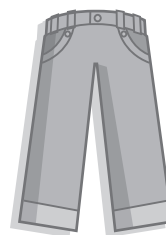

  
 My brother's in the garden.  

 What's he wearing?  
 He's wearing my trainers.  
 Is he wearing my scarf?  
 Yes, he is. Yes, yes, yes!


  
 Hey, that's my scarf!















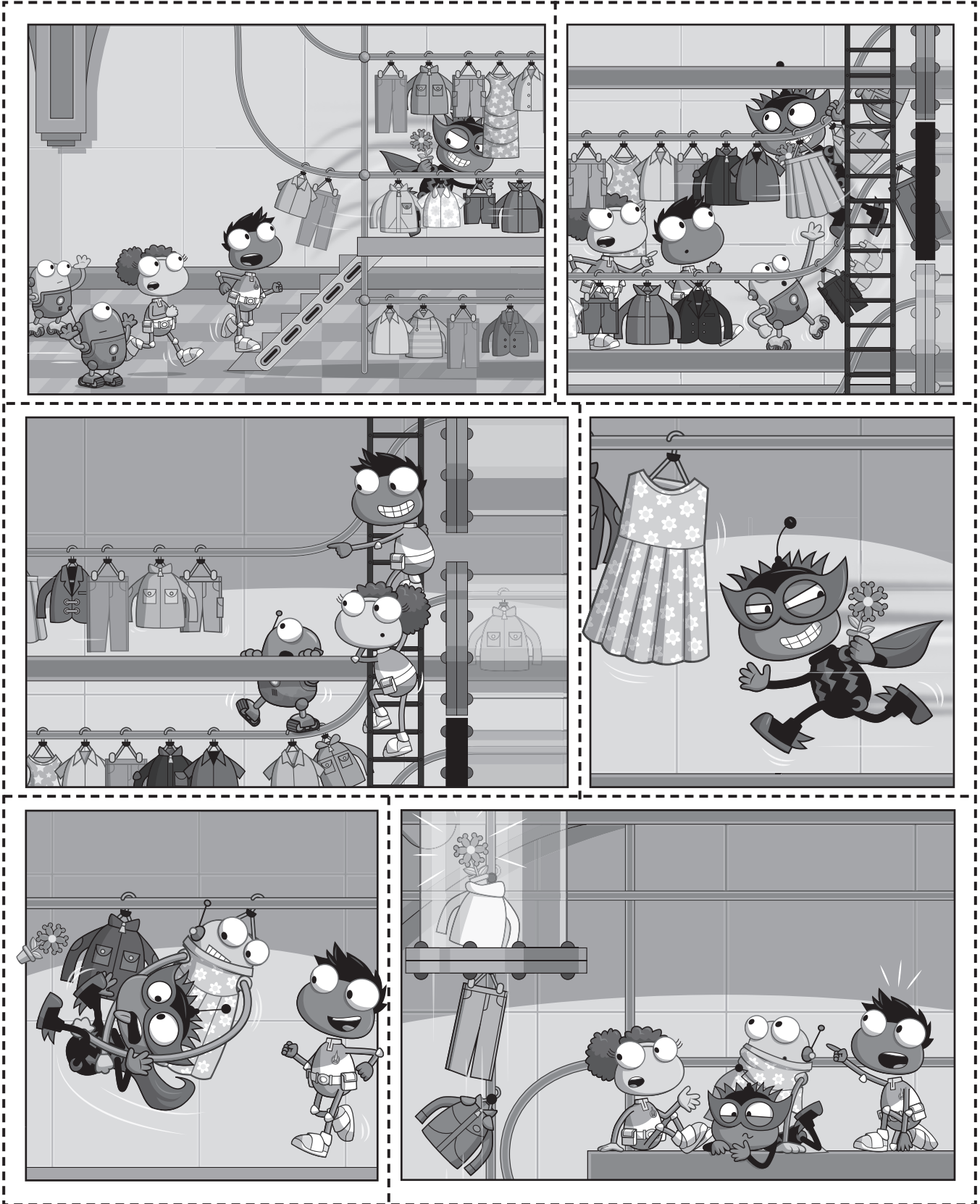



What are you wearing? Write.

I'm wearing \_\_\_\_\_

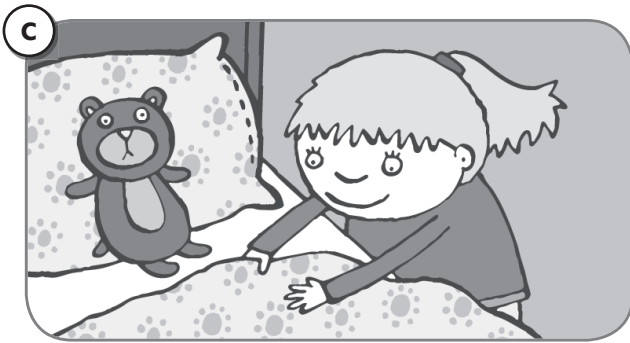
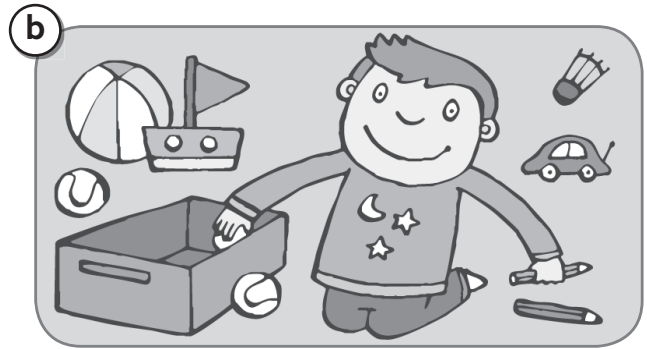
\_\_\_\_\_.

Cut out and order.



Look and write.

tidy the bedroom    make the bed  
wash the dishes    lay the table



## Consolidation and extension Worksheet 5

Name: .....

Class: .....

1



Look and find. Then write.



7

socks

shorts

shoes

trainers

jackets

scarf

coats

shirts

skirts

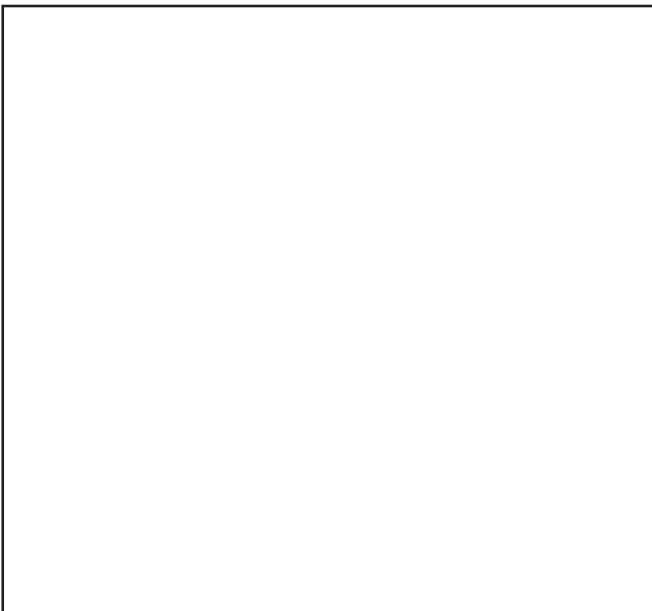
tracksuit

sweatshirts

2



This is the Funny Dress show! What are you wearing?  
Draw and colour. Then write.




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Draw your dream school uniform. Write.

## My school uniform



This is my school uniform.

I'm wearing \_\_\_\_\_










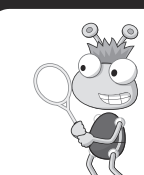

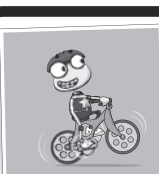





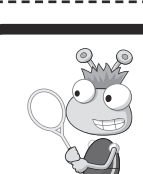



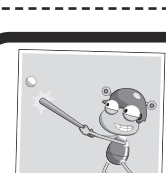
\_\_\_\_\_

\_\_\_\_\_.



# 6 Sports



## Play Dominoes.




 run	 jump	 climb trees 
 ride a bike	 catch a ball	 play football
 play tennis	 play basketball	 do taekwondo
 play badminton	 run	 jump
 climb trees	 ride a bike	 catch a ball
 play football	 play tennis	 play basketball
 do taekwondo	 play baseball	 play badminton







Write.

a ball      climb      play

 She's very tall, very tall.   
 Can she <sup>1</sup> \_\_\_\_\_ basketball?  
 Can she? Can she? Can she?  
 Yes, she can.  
 Oh yes, she can.

 She's got strong hands.    
 Can she catch <sup>2</sup> \_\_\_\_\_ ?  
 Can she? Can she? Can she?  
 Yes, she can.  
 Oh yes, she can.

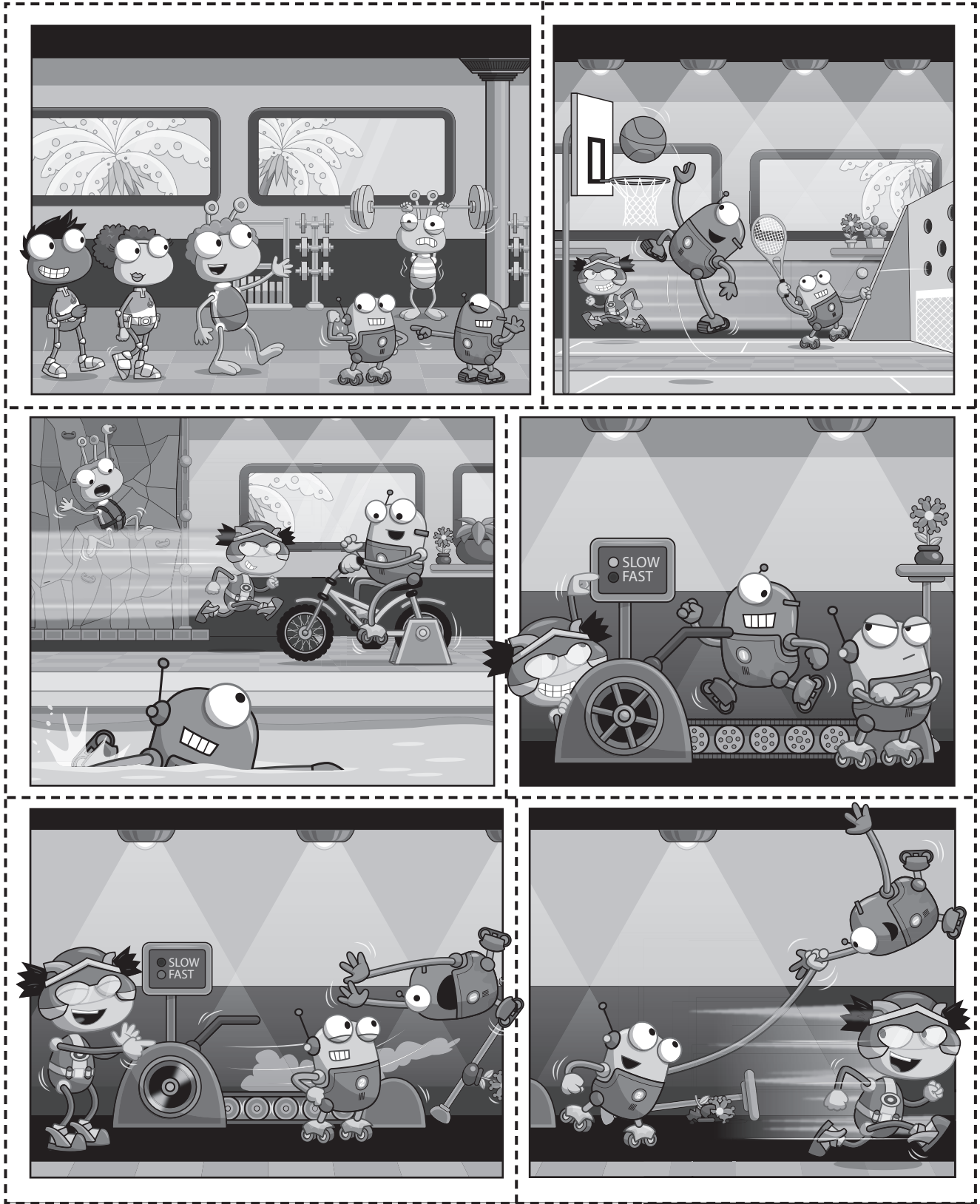
 He's got strong legs.    
 Can he <sup>3</sup> \_\_\_\_\_ a tree?  
 Can he? Can he? Can he?  
 Yes, he can.  
 Oh yes, he can.  
 Oh, no, he can't.    
 No, he can't. 

**Answer the questions.**

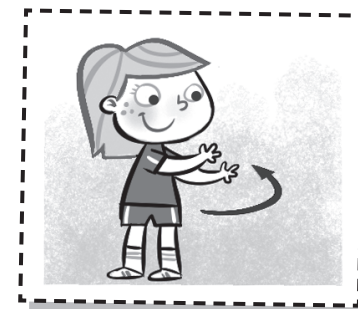
- 1 Can she play basketball? \_\_\_\_\_.
- 2 Can she catch a ball? \_\_\_\_\_.
- 3 Can he climb a tree? \_\_\_\_\_.

# 6 Sports

Cut out and order.



Match.



Turn around.

Twist your body to  
the right.

Bend your knees.

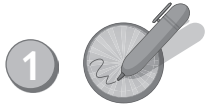
Twist your body to  
the left.

Stretch your  
arms up.

## Consolidation and extension Worksheet 6

Name: .....

Class: .....



**1** Look and find. Then circle and write.

	N	R	I	D	E	R	U	N	R	S	
_____	F	O	O	T	B	A	L	L	O	P	_____
_____	B	A	S	K	E	T	B	A	L	L	_____
_____	T	E	N	N	I	S	S	W	I	M	_____
_____	C	A	T	C	H	S	J	U	M	P	_____
_____	B	I	K	E	P	L	A	Y	C	S	_____



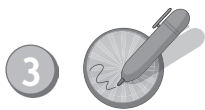
**2** Read and answer.

This animal has got two strong legs, two arms and a curly tail. It can run and jump. It can climb trees and walk. It can play with a ball but it can't swim.

What is it? \_\_\_\_\_

This animal has got four legs and a tail. It can run fast, it can jump and it can swim but it can't climb trees.

What is it? \_\_\_\_\_



**3** Write more quizzes for your friends.

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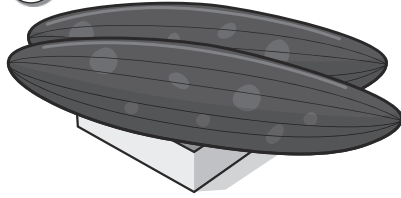
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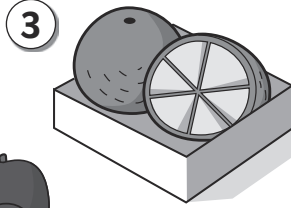
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Write the words.

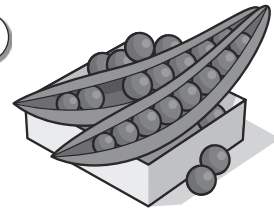
1



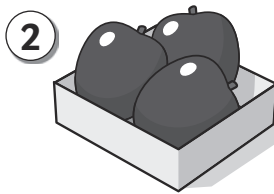
3



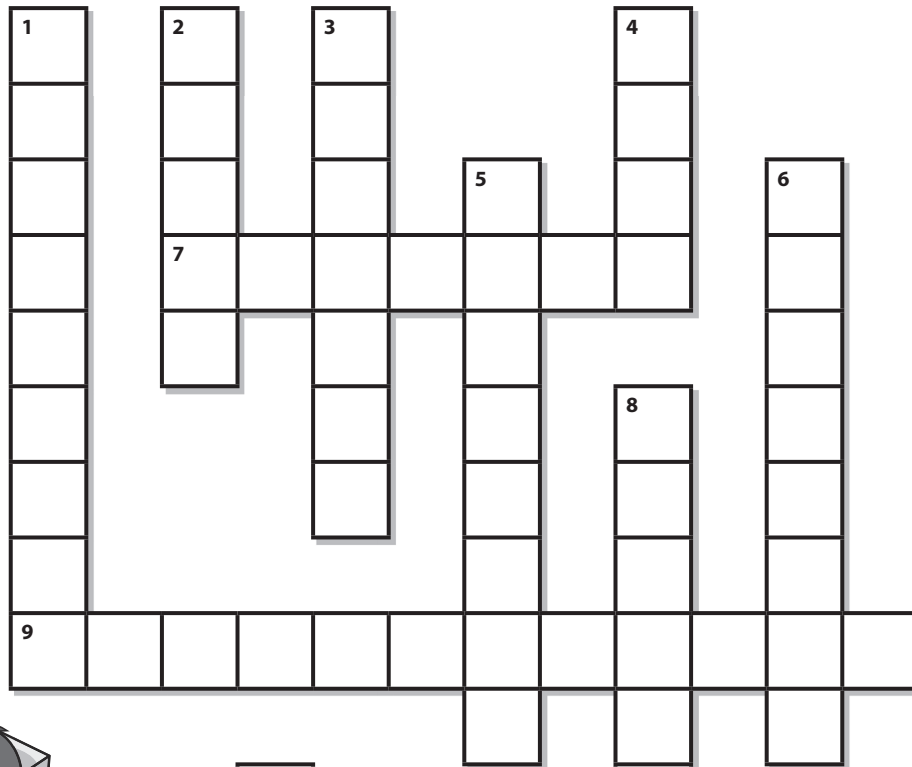
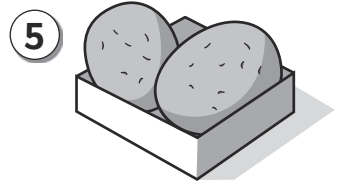
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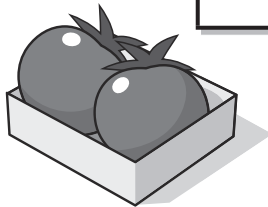
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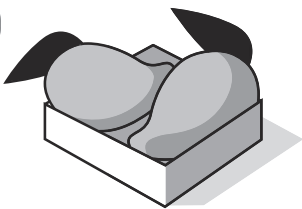
5



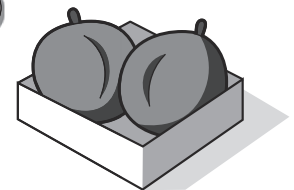
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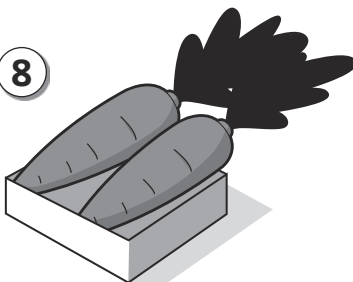
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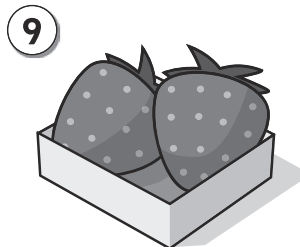
10



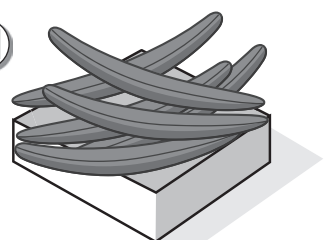
8














9



11

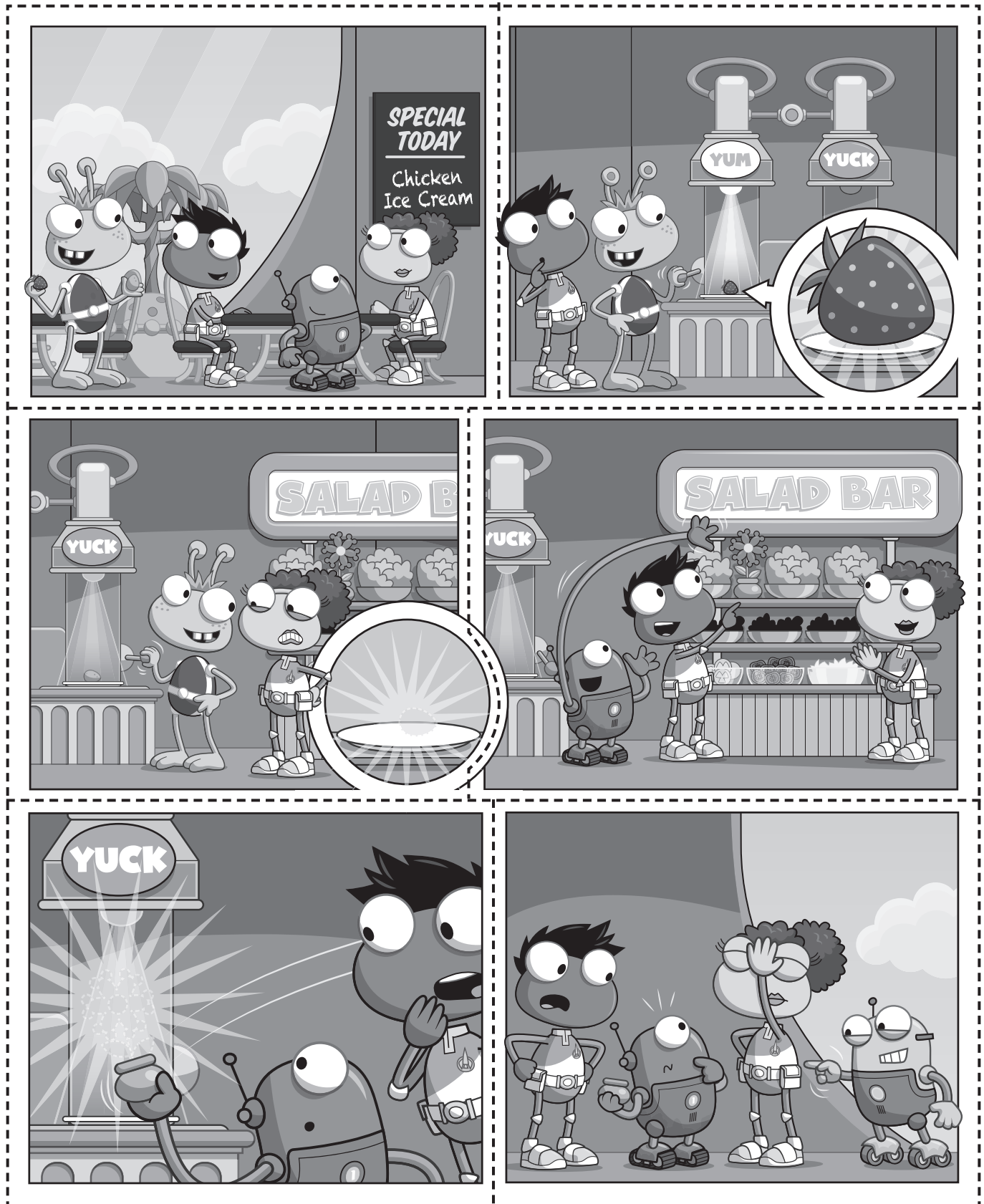


Order.

	Yes, she does.	
	Does she like carrots?	
	Yuck, yuck, yuck.	
	No, I don't!	
	Yes, I do!	
	No, she doesn't.	
	Does she like peaches?	
	Yum, yum, yum.	
	Yuck, yuck, yuck.	
	Yes, he does.	
	No, I don't!	
	Does he like peas?	
	No, he doesn't.	
	Yum, yum, yum.	
	Does he like potatoes?	
	Yes, I do!	



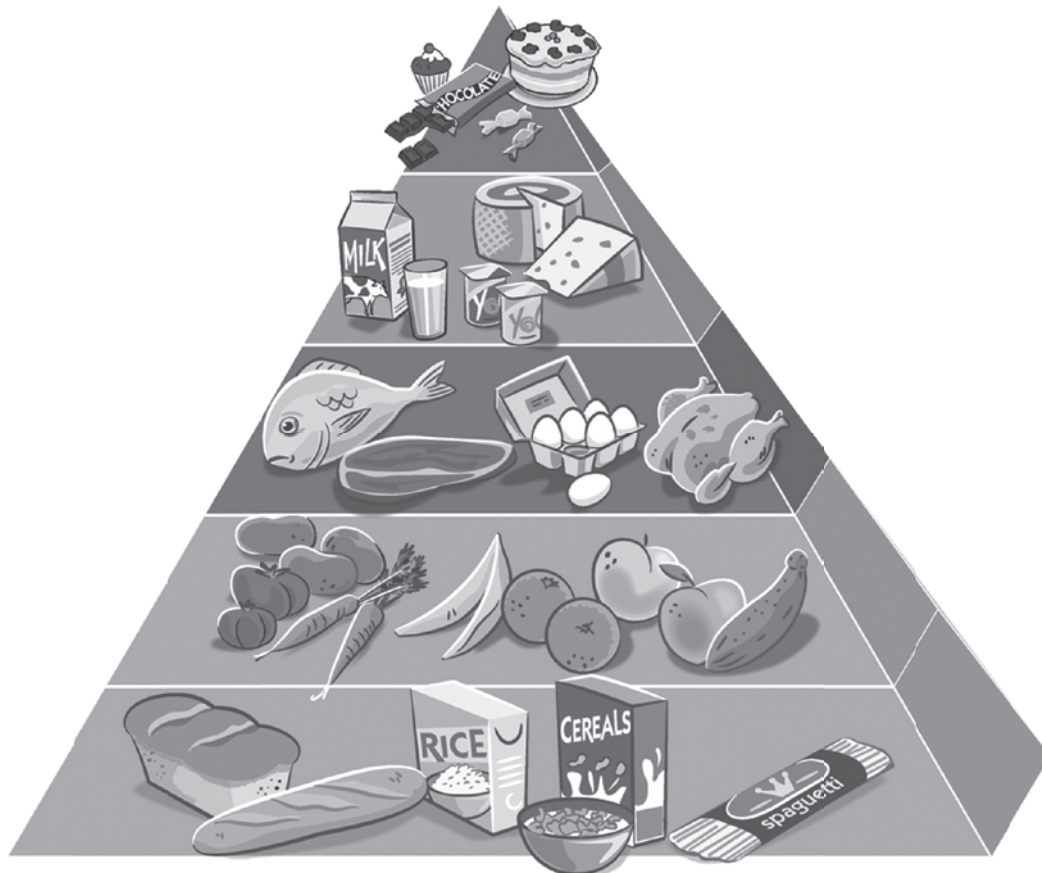
Cut out and order.





Cut out and stick.

grains	protein	dairy	fruit and vegetables	fats and sugars
--------	---------	-------	----------------------	-----------------



Write.

yoghurt    plums    carrots    sweets    meat  
 pasta    milk    ~~cakes~~    eggs    rice    bread

Fats and sugars:       cakes      

Dairy: \_\_\_\_\_

Protein: \_\_\_\_\_

Fruit and vegetables: \_\_\_\_\_

Grains: \_\_\_\_\_

## Consolidation and extension Worksheet 7

Name: .....

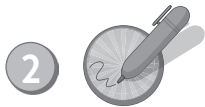
Class: .....



1 Circle the food you like. Then draw the food you like and don't like in the baskets.



peas  
beans  
tomatoes  
strawberries  
cucumbers  
plums  
apples  
oranges  
carrots  
potatoes  
peaches  
fish



2 Plan a menu for your family.

MENU

Breakfast

Lunch

Dinner

SHOPPING LIST

peas	potatoes
beans	peaches
tomatoes	cereal
strawberries	milk
cucumbers	eggs
plums	cheese
apples	meat
oranges	fish
carrots	chicken
	pasta

Draw and write.

## Food in my country

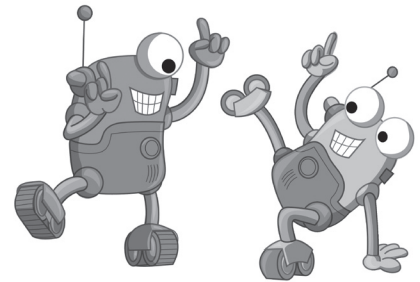
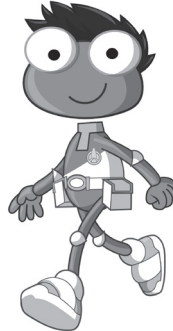
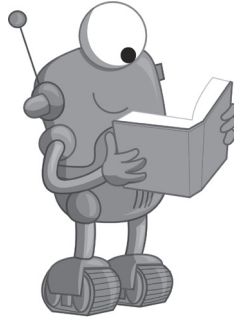
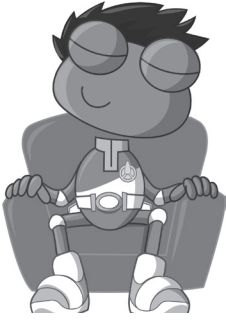
A traditional dish in my country is \_\_\_\_\_.

My favourite food is \_\_\_\_\_.

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

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

Play Pairs.



sleeping

reading

eating



drinking

walking

dancing

doing  
homework

listening to  
music

cleaning

Write the words.

walking    swimming    jumping    running    ~~sleeping~~Are you <sup>1</sup> sleeping ?

No, I'm not.

Are you <sup>2</sup> \_\_\_\_\_ ?

Yes, I am.

I'm <sup>2</sup> \_\_\_\_\_ very high.

I can touch the sky.

Are you <sup>1</sup> \_\_\_\_\_ ?

No, I'm not.

Are you <sup>3</sup> \_\_\_\_\_ ?

Yes, I am.

I'm <sup>3</sup> \_\_\_\_\_ in the park  
with my friend, Mark.Are you <sup>1</sup> \_\_\_\_\_ ?

No, I'm not.

Are you <sup>4</sup> \_\_\_\_\_ ?

Yes, I am.

I'm <sup>4</sup> \_\_\_\_\_ on the grass,  
very, very fast.Are you <sup>1</sup> \_\_\_\_\_ ?

No, I'm not.

Are you <sup>5</sup> \_\_\_\_\_ ?

Yes, I am.

I'm <sup>5</sup> \_\_\_\_\_ in a pool.  
It's very, very cool.

Ask and answer.

dancing    listening to music    eating  
cleaning    reading    drinkingAre you *sleeping*?

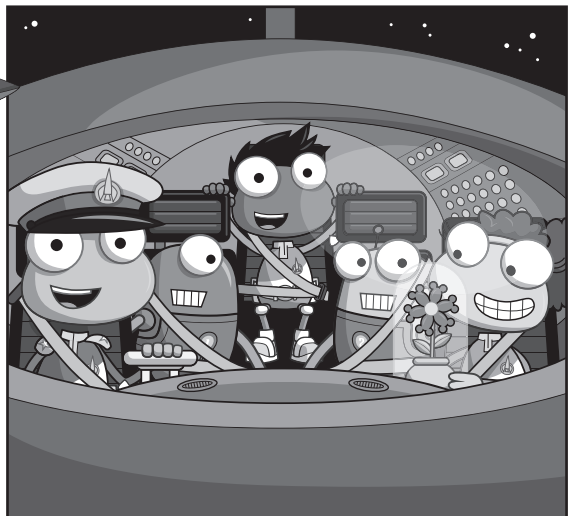
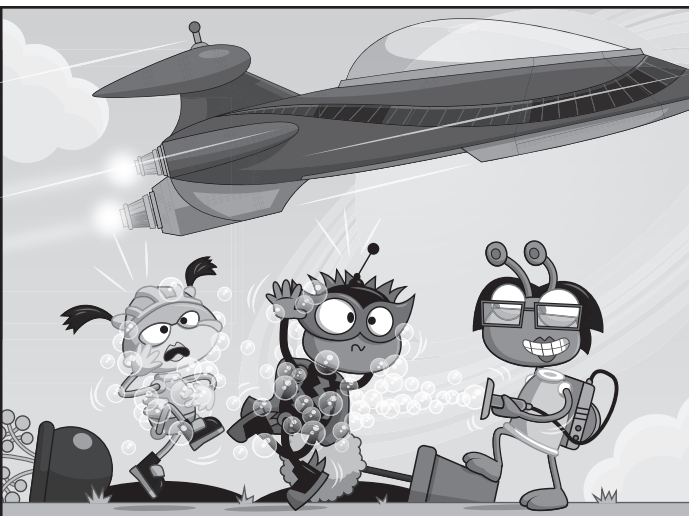
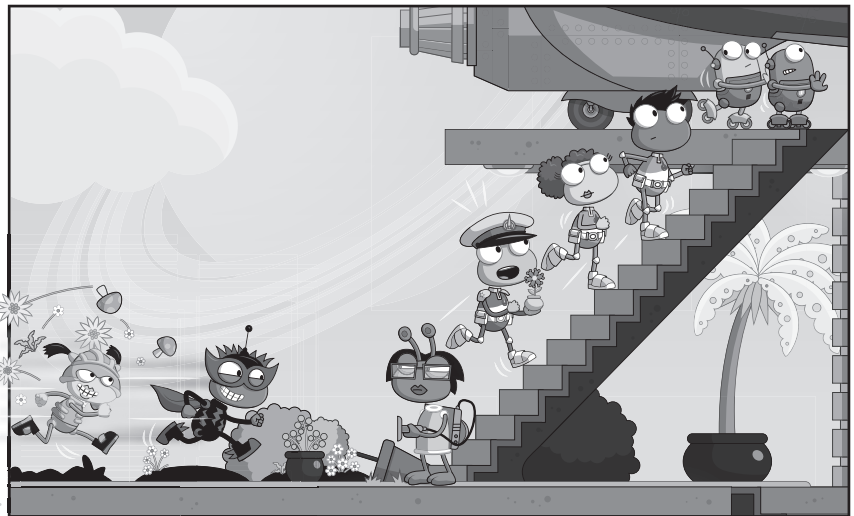
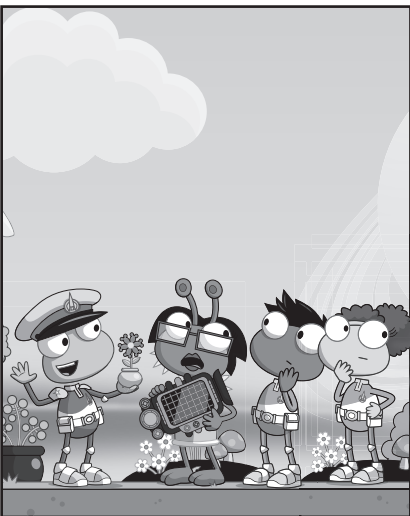
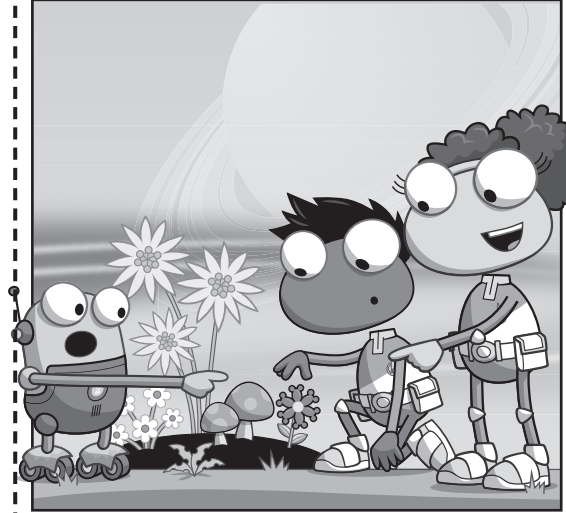
No, I'm not.

Are you *dancing*?

Yes, I am.

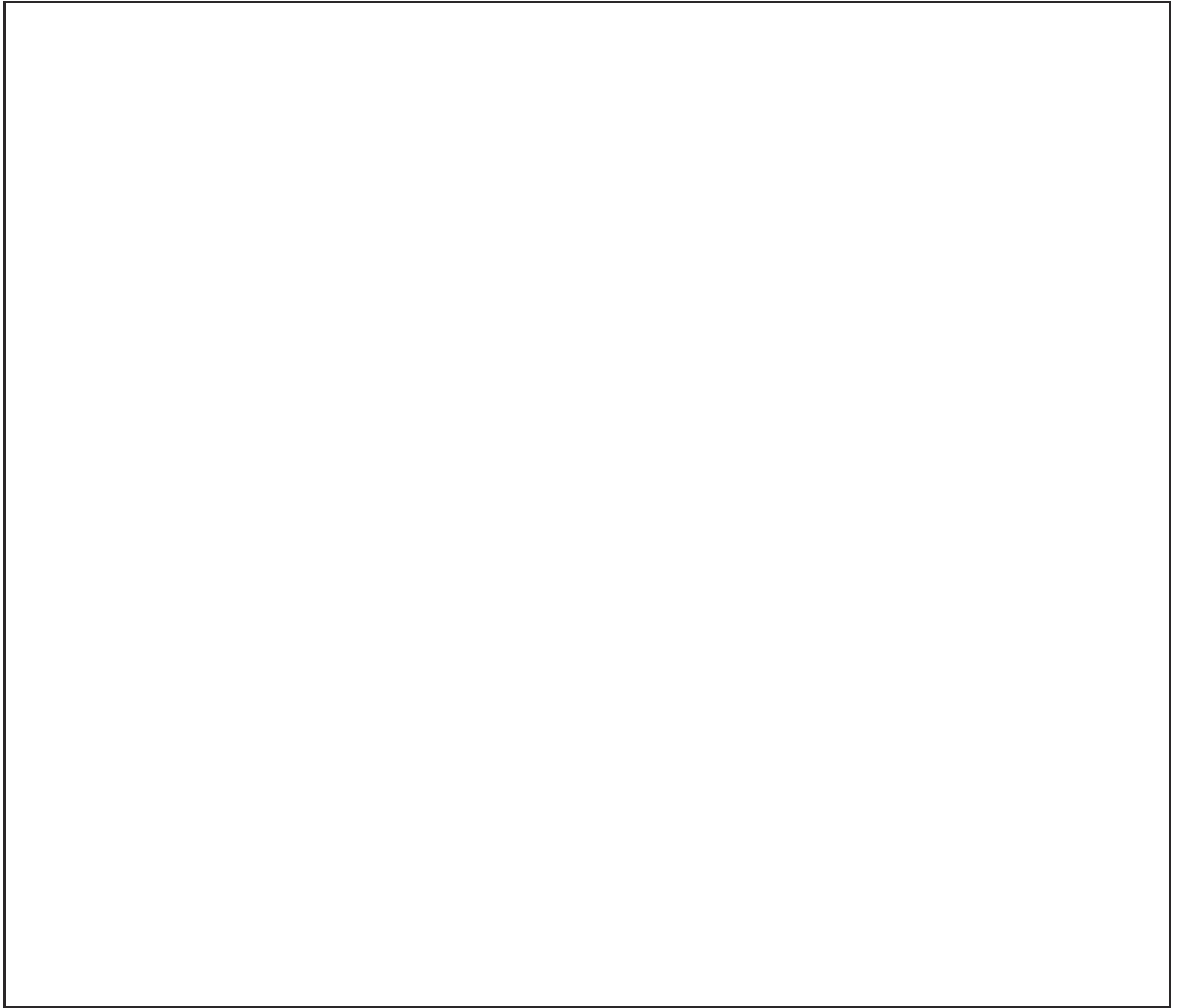
# 8 Things we do

Cut out and order.



# 8 Things we do

Draw and write.


A dashed-line box for writing. On the left side, there is a dashed circle. On the right side, there is a small icon of a pair of scissors. Inside the box, there are five horizontal solid lines for writing.











## Consolidation and extension Worksheet 8

Name: .....

Class: .....

1  Look and complete.

	r e a d i n g		l a
	a g		p y t s
	i		l p
	s m		

2  You are in the park. What are you doing? Draw.



3  Now write.

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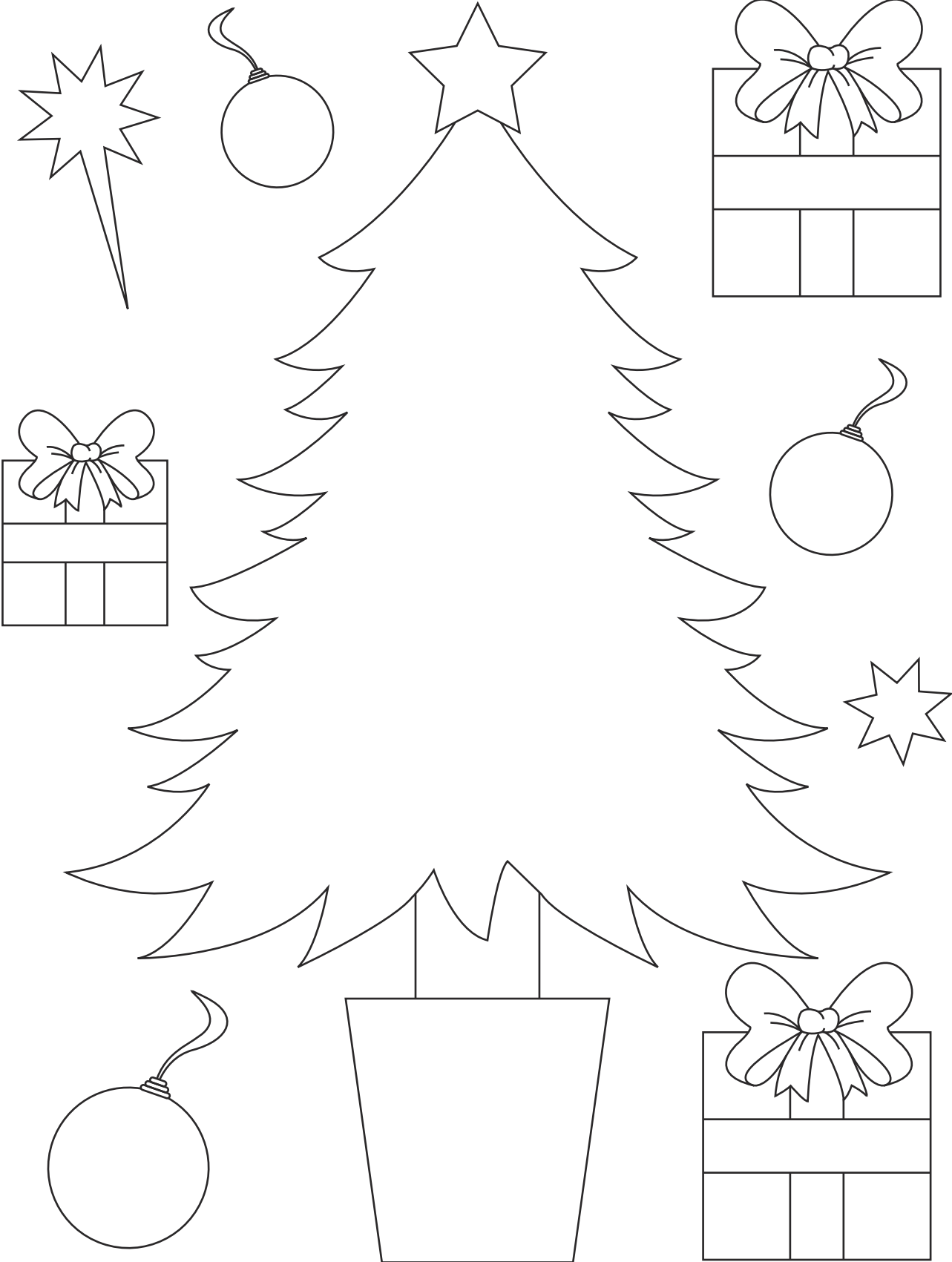
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Decorate the Christmas tree.



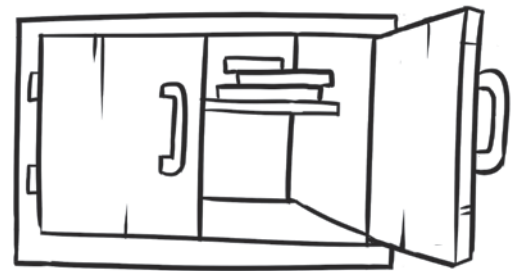
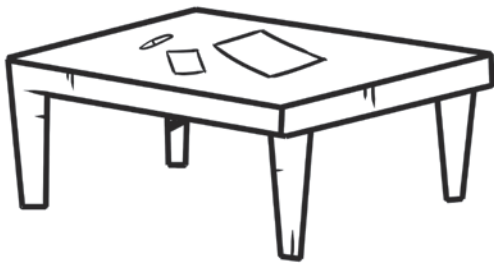
Look and write.



Easter

basket

Read the sentences. Then draw and colour.



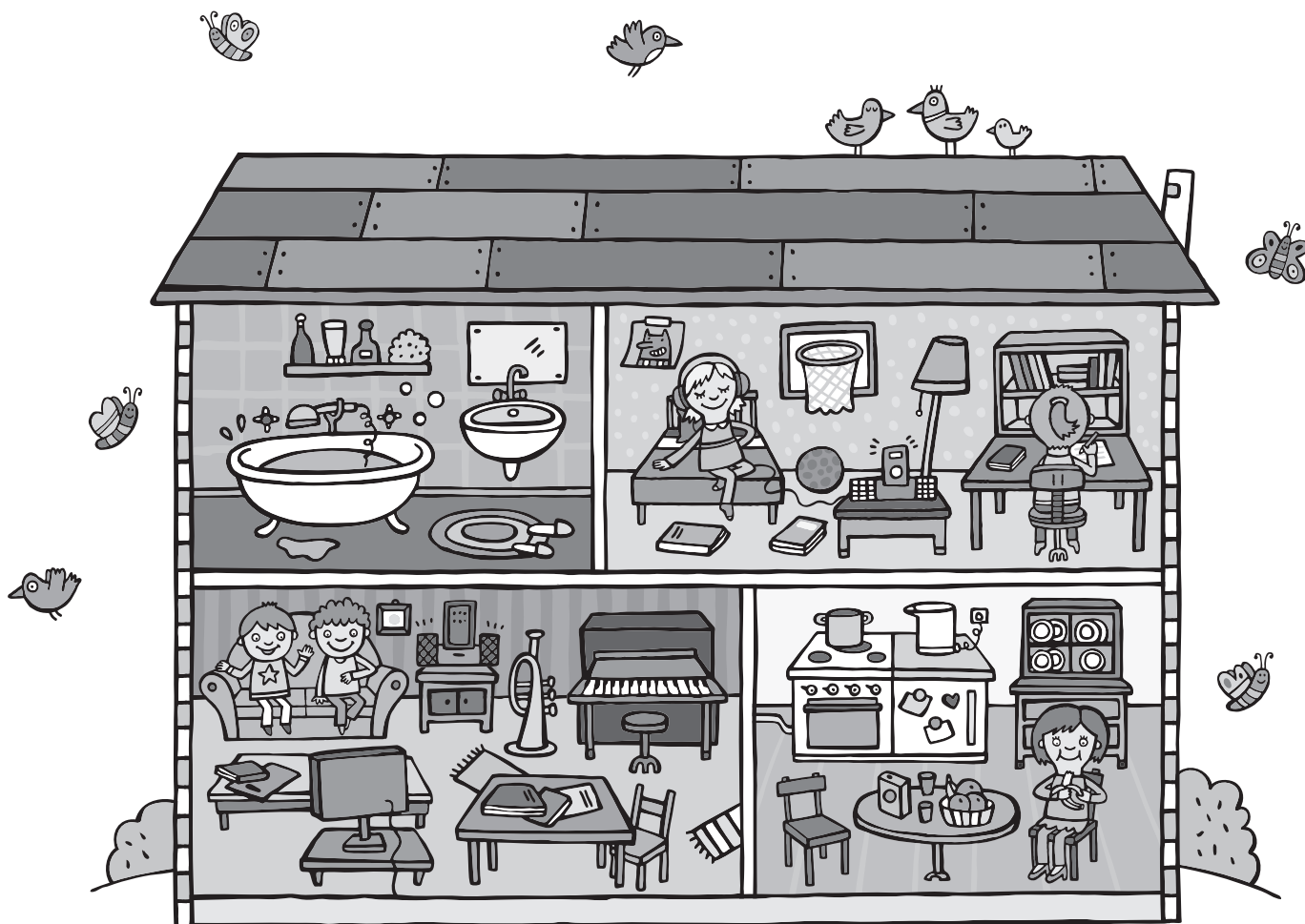
The purple egg is on the chair.

The yellow egg is in the backpack.

The pink egg is under the table.

# April Fools' Day

Can you fool me?



She's eating in the kitchen

True!

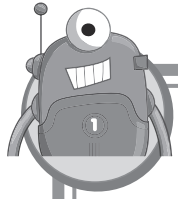
They are listening to music.

False!

There are two books in the bathroom.

False!

Make a certificate.

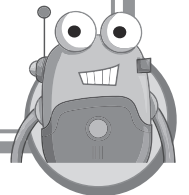


**Well Done!**

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Space Island



## 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 match. (Lesson 1)

- Pupils work in pairs. Each pair gets a photocopiable.
- Pupils cut out the pictures and names.
- Pupils lay out the pictures on their table. They work together to find the correct name for each character and put it below the picture.
- Check answers with the class.
- Give each pair a piece of plain paper for them to glue down the pictures and their names.

## Unit 1

### 1.1 Play *Dominoes*. (Lesson 3)

- Explain to the class that they are going to play a game called *Dominoes*.
- Ask pupils to work in pairs. Give each pair a sheet of dominoes and ask them to cut them out.
- Players take turns. The winner is the player who puts down all of his/her dominoes first.

### 1.2 Write the numbers. (Lesson 3)

- Play the song (CD1, Track 16) pausing for pupils to write the correct number next to each picture.

Answer key: a4 b1 c3 d5 e7 f2 g6

- Ask pupils to look at the words to the song. They write the missing numbers in word form.

Answer key: 1 seven 2 six 3 five 4 four 5 three 6 two 7 one

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

- Ask pupils to work in pairs. Ask them to cut out the story cards and try to put them in order without looking at the story in the Pupil's Book.
- Play audio of the story for pupils to listen and check. Check the answers with the class.

### 1.4 Do the sums. Write the answers. (Lesson 7)

- Ask pupils to work in pairs. Together, pupils do the sums and write the correct number at the end of each one.

Answer key: a five clouds b four flowers  
c one mushroom d seven insects  
e two birds f nine trees

## 1.5 Consolidation and extension worksheet 1

### 1 Find and count. Then write.

- Tell pupils that they have to find the hidden items. Then they count and complete the information.

Answer key: 2 five insects 3 fourteen flowers  
4 eight birds 5 eight mushrooms  
6 three clouds

### 2 Draw and colour a planet.

- Pupils imagine a planet, then name, draw and colour it.

### 3 Now write.

- Pupils write about their planet.

## Wider World

### WW.1 Draw and write.

- Ask pupils to think about the games that they enjoy playing. Tell pupils they are going to write a text are about this.
- Pupils complete the sentences about themselves.
- Collect the work and display it in the classroom.

## Unit 2

### 2.1 Read and colour. (Lesson 3)

- Give each pupil a copy of the photocopiable. Pupils read the descriptions and colour in the pictures. Do the first example together. Ask them what colour they think grandad's beard is (*it's grey*).
- Give pupils a few minutes to complete the activity, and then compare their answers with a partner.

### Write the names.

- Working with their partner, ask pairs to read the sentences and write the correct names. Check the answers as a class.

Answer key: 1 Dad 2 Aunt Jane 3 Grandad  
4 Granny 5 Mum

### 2.2 Write the words. (Lesson 3)

- Play CD1, Track 33 for pupils to listen, paying attention to the words for physical appearance in the song.
- Play the song again for pupils to listen and write the missing words. Check the answers with the class.

Answer key: 1 long hair 2 small nose 3 red hair  
4 green eyes 5 long neck 6 big teeth

### 2.3 Cut out and order. (Lesson 5)

- See activity 1.3.

### 2.4 Make two Australian animals. (Lesson 7)

- Ask pupils to work in pairs. Give a copy of the photocopiable to each pair.

- Focus the pupils' attention on the pieces of the pictures. Explain that pupils must cut out the triangles and make two separate pictures from the pieces.
- Walk around the class as pupils make the pictures and help where necessary.

Answer the questions.

- Ask pupils to read the questions about the pictures and write their answers.

Answer key: 1 Yes, it has. 2 No, it hasn't.  
3 No, it hasn't. 4 Yes, it has.

## 2.5 Consolidation and extension worksheet 2

1 Look and circle eleven words. Then write.

- Pupils circle and write the words in the wordsnake.

Answer key: blonde, big, neck, nose, hair, teeth, eyes, short, beard, glasses, moustache

2 Read, choose and draw. Then colour.

- Pupils create a new character for the book by choosing from the elements they have on the page, then draw and colour.

3 Now write.

- Pupils describe their character, starting with *I've got*.

## Unit 3

### 3.1 Find the animal words. Then write. (Lesson 3)

- Ask pupils to look at the pictures and identify the different animal body parts.
- Pupils find and circle the words for each picture in the grid. They then write the words on the lines next to the pictures. Check the answers with the class.

Answer key: 1 rabbit 2 snake 3 fish 4 parrot 5 frog 6 hamster 7 tortoise 8 fur 9 wings 10 whiskers

### 3.2 Draw. (Lesson 3)

- Play audio (CD1, Track 53) for pupils to listen, paying attention to the animal words. Ask pupils, *Which animals have you got? (a tortoise and a hamster)*.
- Pupils read the text and draw the two animals as they are described in the song.

Draw a new pet. Write.

- Ask pupils to draw another animal and complete the description. Ask a few pupils to show their pictures and read out their descriptions.
- Display the pictures in the classroom.

### 3.3 Cut out and order. (Lesson 5)

- See activity 1.3.

### 3.4 Match and stick. (Lesson 7)

- Pupils look at the pictures and read the texts about the life cycle of a butterfly.

- Ask pupils to cut out the pictures and put each one into the square next to the corresponding text.
- Check the answers with the class. Then ask pupils to glue their pictures in place.

## 3.5 Consolidation and extension worksheet 3

1 Complete the crossword.

- Pupils complete the words and write them in the puzzle.

Answer key: Across 4 cat 5 frog 6 fish 9 tortoise  
Down 1 rabbit 2 parrot 3 dog  
7 hamster 8 snake

2 Read and answer. What is it?

- Pupils look at the quizzes and guess the animals.

Answer key: 1 koala 2 duck 3 iguana

3 Choose two animals and write more quizzes for a friend.

- Pupils write similar quizzes to give other pupils to solve.

## Wider World

### WW.2 Draw and write.

- Ask pupils to imagine that they have got a new pet. This can be any kind of animal that they know the word for in English. They draw a picture of their pet.
- Ask pupils to complete the sentences. They write down what type of animal their pet is, what it looks like and what it likes/doesn't like to eat.
- Ask some of the pupils to read their texts to the class.

## Unit 4

### 4.1 Read. Then write. (Lesson 3)

- Pupils work in pairs. Give each pair a copy of the photocopiable. Pupils work together to complete the sentences. Check the answers as a class.

Answer key: 1 bedroom 2 kitchen 3 bathroom  
4 living room 5 bedroom

Ask and answer your friend.

- Ask pupils to work in pairs. They ask and answer questions about the picture, following the example.

### 4.2 Answer the questions. (Lesson 3)

- Give each pupil a copy of the song. Play CD2, Track 07. Pupils listen and follow the words, paying attention to words for objects.
- Play the song again, pausing for pupils to answer the questions. Check the answers with the class.

Answer key: 2 It's on the lamp. 3 It's in the hat.  
4 It's under the table.



## 4.3 Cut out and order. (Lesson 5)

- See activity 1.3.

## 4.4 Make a mosaic. (Lesson 7)

- Give each pupil a copy of the photocopiable. Ask pupils to look at the picture of the snake. Read the instructions and check that they understand.
- Pupils colour the shapes according to the instructions.
- Ask some of the pupils to hold up their pictures and describe them to the class.
- Display the work in the classroom.

## 4.5 Consolidation and extension worksheet 4

### 1 Look and label the rooms. Then look and draw in the correct room.

- Pupils look at the picture and label the rooms in the house. Then they look at the word bank and draw the missing items in the correct rooms.

### 2 Draw your house.

- Pupils draw and colour their house.

### 3 Now write about it.

- Volunteers describe (their) pictures to the class.

## Unit 5

### 5.1 Write the words. (Lesson 3)

- Give a copy of the puzzle to each pupil. Ask pupils to look at the pictures. Point to each one and ask, *What's this?/What are these?*
- Pupils complete the puzzle by writing the words in the correct places in the grid. Allow pupils to compare their answers with a partner. Check the answers.

Answer key: 1 shirt 2 cap 3 tracksuit 4 jacket  
5 trainers 6 jeans 7 shorts 8 sweatshirt  
9 uniform

### 5.2 Tick. (Lesson 3)

- Give each pupil a copy of the song.
- Play audio (CD2, Track 25). Pupils follow the words, paying attention to words for the different clothes.
- Play the song again, pausing for pupils to tick the clothes that they hear. Check the answers.

Answer key: scarf, jeans, T-shirt, socks, trainers

### What are you wearing? Write.

- Pupils complete the sentence.

### 5.3 Cut out and order. (Lesson 5)

- See activity 1.3.

### 5.4 Look and write. (Lesson 7)

- Pupils look at the photos and write the corresponding chore from the box.
- Check the answers.

Answer key: a wash the dishes b tidy your bedroom  
c lay the bed d make the bed

## 5.5 Consolidation and extension worksheet 5

### 1 Look and find. Then write.

- Ask pupils to look for the hidden items in the picture. Then they count how many of each there are and write the answers in the spaces.

Answer key: 2 shoes 4 trainers 2 jackets 1 scarf  
4 coats 6 shirts 2 skirts 3 sweatshirts  
1 tracksuit 1 shorts

### 2 This is the Funny Dress show! What are you wearing? Draw and colour. Then write.

- Pupils imagine they are going to take part in the Funny Dress show then draw themselves in their costume and describe it for the class.

## Wider World

### WW.3 Draw your dream school uniform. Write.

- Give each pupil a copy of the photocopiable.
- Ask pupils to imagine their dream school uniform. They can choose any of the clothes from the unit and any colours they like. They draw a picture of themselves wearing the uniform.
- Ask pupils to complete the text about the school uniform they are wearing in the picture.
- Ask some of the pupils to read their texts to the class.
- Collect the work and display it in the classroom.

## Unit 6

### 6.1 Play Dominoes. (Lesson 3)

- Ask pupils to work in pairs. Give each pair a sheet of dominoes and ask them to cut them out.
- Pupils deal out the dominoes equally.
- Pupil A puts down a domino. Pupil B puts down a domino that has a word or picture that matches either end of the domino on the table.
- Players continue to take turns putting their dominoes down in this way. If pupils don't have a domino with a word or picture that matches, they miss a go.
- The winner is the player who puts down all of his/her dominoes first.

### 6.2 Write. (Lesson 3)

- Give each pupil a copy of the song.
- Play audio (CD2, Track 45). Pupils listen and follow the words, paying attention to the words for different sports facilities.
- Play the song again, pausing for pupils to write the missing words. Check the answers with the class.

Answer key: 1 play 2 a ball 3 climb

Answer the questions.

- Pupils read the questions and answer them, referring back to the words in the song as necessary.

Answer key: 1 Yes, she can. 2 Yes, she can.  
3 No, he can't.

### 6.3 Cut out and order. (Lesson 5)

- See activity 1.3.

### 6.4 Match. (Lesson 7)

- Pupils work in pairs. Give each pair a photocopiable. They cut out the photos and sentences.
- Pupils work together to match the photos and sentences. Check the answers.

### 6.5 Consolidation and extension worksheet 6

1 Look and find. Then circle and write.

- Tell pupils to look at the letters in the grid and circle the hidden words.

Answer key: ride, run, football, basketball, tennis,  
swim, catch, jump, bike, play

2 Read and answer.

- Pupils look at the quizzes and guess the animals.

Answer key: 1 monkey 2 dog

3 Write more quizzes for your friends.

- Pupils write more quizzes for fellow pupils.

## Unit 7

### 7.1 Write the words. (Lesson 3)

- Give a copy of the puzzle to each pupil. Ask pupils to look at the pictures. Point to each one and ask, *What's this?/What are these?*
- Pupils complete the puzzle by writing the words in the correct places in the grid. Allow pupils to compare their answers with a partner's. Check the answers.

Answer key: 1 cucumbers 2 plums 3 oranges  
4 peas 5 potatoes 6 tomatoes  
7 mangoes 8 carrots 9 strawberries  
10 peaches 11 beans

### 7.2 Order. (Lesson 3)

- Play audio (CD3, Track 08). Pupils listen to the words, paying attention to the food words.
- Ask pupils to work in pairs. Give each pair a copy of the photocopiable. Pupils cut up the song as indicated.
- Play the song again, pausing after each verse for pupils to order the lines.
- Play the song again for pupils to check their answers.
- Check the answers with the class.

### 7.3 Cut out and order. (Lesson 5)

- See activity 1.3.

### 7.4 Cut out and stick. (Lesson 7)

- Ask pupils to work in pairs. Give a copy of the photocopiable to each pair.
- Focus on the wordcards and the food pyramid. Tell pupils to cut out the words and put them next to the correct sections. Check the results.
- Ask pupils to glue the wordcards next to the food pyramid.

Write

- Read the example with the class. Ask pupils to use the rest of the words in the word bank to write examples for each food group.

### 7.5 Consolidation and extension worksheet 7

1 Circle the food you like. Then draw the food you like and don't like in the baskets.

- Ask pupils to look at the word bank and write what they like and what they don't like in each basket. Then they draw the food items in the baskets.

2 Plan a menu for your family.

- Ask pupils to look at the list of food. They choose the food they like and write the menu for each meal.

## Wider World

### WW.4 Draw and write.

- Give each pupil a copy of the photocopiable.
- Ask pupils, *What do people eat in your country? What's your favourite food? What food do/don't you like?*
- Ask pupils to complete the sentences about food.
- Ask some of the pupils to read their texts to the class.
- Collect the work and display it in the classroom.

## Unit 8

### 8.1 Play Pairs. (Lesson 3)

- Divide the class into groups of four. Explain that pupils are going to play *Pairs*. The object of the game is to collect pairs of matching wordcards and flashcards.
- Pupils cut out the cards, shuffle them and deal them, face down, into a five by four rectangle on their table.
- Players take turns to turn over two of the cards. If a flashcard matches a wordcard, the player keeps the cards and has another go. If they don't match, the player turns the cards face down again and it's the next player's go.
- The game continues in this way until all the cards have been won. The winner is the player with the most cards at the end of the game.



## 8.2 Write the words. (Lesson 3)

- Play CD3, Track 27. Pupils listen and follow the words, paying attention to the action words.
- Tell pupils that they are going to listen to the song again and write the missing words.
- Explain that they will need to use each of the words in the word bank more than once.
- Play the song again, pausing for pupils to write.

Answer key: 1 sleeping 2 jumping 3 walking  
4 running 5 swimming

Ask and answer.

- Pupils ask and answer questions using words from the word bank.

## 8.3 Cut out and order. (Lesson 5)

- See activity 1.3.

## 8.4 Draw and write. (Lesson 7)

- Give each pupil a copy of the photocopiable and explain that they are going to send a message, but they don't know who will receive it.
- Pupils draw a balloon, a rocket or another flying machine.
- Pupils write a short message in English on the tag. They should write about themselves and about where they live. They may want to ask a question to the message finder.
- Pupils share their pictures and decide which flying machine they want to take their message. Display the pictures in the classroom, and secure the messages with ribbons and pins.
- Alternatively, you could attach the labels to balloons and release them outside. You will need string to tie the labels to the balloons. Remember to write the school's contact details on the back of the label. Helium-filled balloons will travel further, but on a windy day, any balloon can travel a long way.

## 8.5 Consolidation and extension worksheet 8

### 1 Look and complete.

- Ask pupils to look at the pictures and complete the words for the actions.

Answer key: eating, running, swimming, cleaning,  
playing tennis, sleeping

### 2 You are in the park. What are you doing? Draw.

- Ask pupils to imagine things they are doing in the park.

### 3 Now write.

- When pupils have finished, they write full sentences about what they are doing in their pictures.

## Goodbye unit

### G.1 Make a certificate.

- 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 Decorate the Christmas tree. (Christmas)

- If possible, photocopy the template onto card and give each pupil a copy. If this is not possible, give each child a copy of the template and a large piece of card. Ask them to copy the template onto the card.
- Pupils cut out the Christmas tree and the decorations. They colour the tree and the decorations and decorate them with glitter.

Pupils glue the decorations to their tree.

- Ask some of the pupils to hold up their tree and tell the class about it.

### F.2 Look and write. (Easter)

- Ask pupils to look at the pictures and write the words in the spaces below.

Answer key: Easter basket, Easter bunny, lollipops,  
Easter eggs

Read the sentences. Then draw and colour.

- Look at the pictures with the class and elicit the vocabulary. Then read the sentences. Pupils draw and colour according to the descriptions.

### F.3 Can you fool me? (April Fools' Day)

- Pupils work in pairs. Give each pair a copy of the photocopiable.
- Explain to pupils that they are going to test another team's memory of the picture.
- Demonstrate the activity using the speech bubbles at the bottom of the page. Have the whole class turn over their paper so they can't see the picture. Read the speech bubble and then have pupils guess *true* or *false*. If they guess the answer right, say *hurray!*
- Give pairs enough time to write lots of sentences. Remind them some sentences should be true, and some should be false.
- Put each pair together with another team for the game.
- Give two minutes to memorise the picture and then play. Teams get one point for each time they fool another team.

