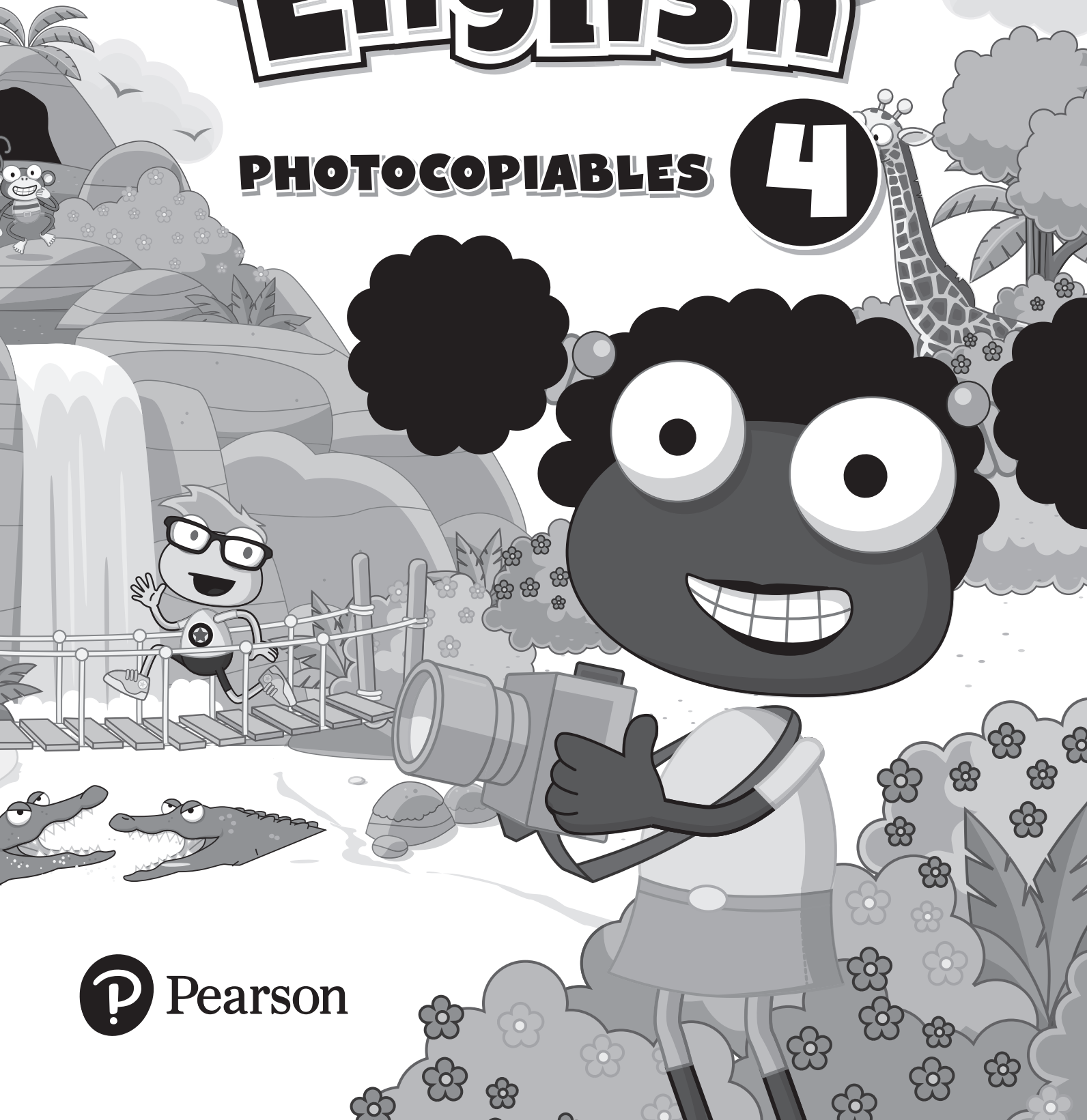


# Poptropica® English

PHOTOCOPIABLES

4



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# Poptropica® English

PHOTOCOPIABLES

4

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**Festival worksheets**

**Teaching notes**

Dear Parents:

Welcome to *Poptropica® English 4*! This year your child will enjoy different experiences with a new group of characters (Oliver, Sophie, Finley Keen and Uncle James) 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:

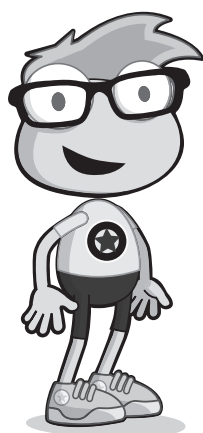
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Have fun!

The teacher





Place your  
photo here

# My English Language portfolio

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

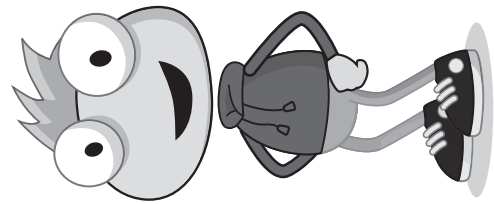
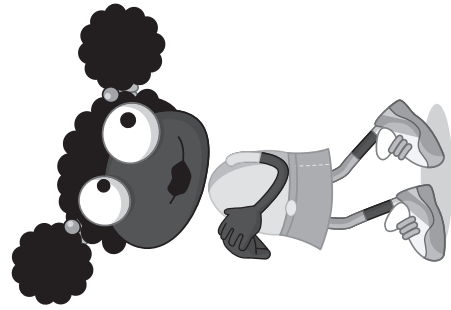
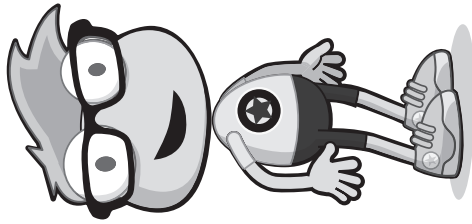
**Age:** \_\_\_\_\_

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

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

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

Look and match.



**Oliver**

**Sophie**



**Finley Keen**

**Uncle James**

# 1

# Free time

Cut and play.



skiing

cooking

watching TV



playing the guitar

playing computer games

skateboarding

riding my scooter

chatting online

# 1 Free time

## SONG

Play.

playing



riding



What do you  
like doing?



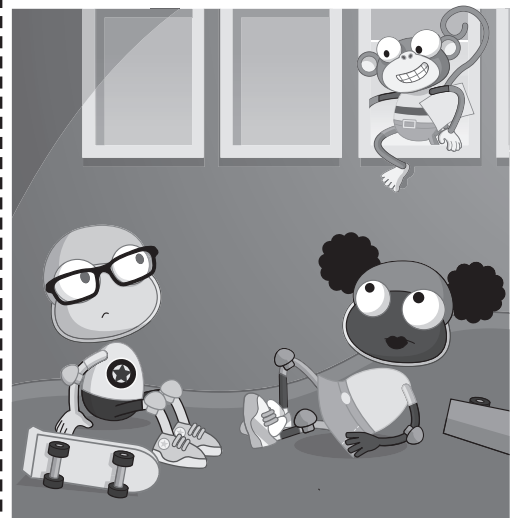
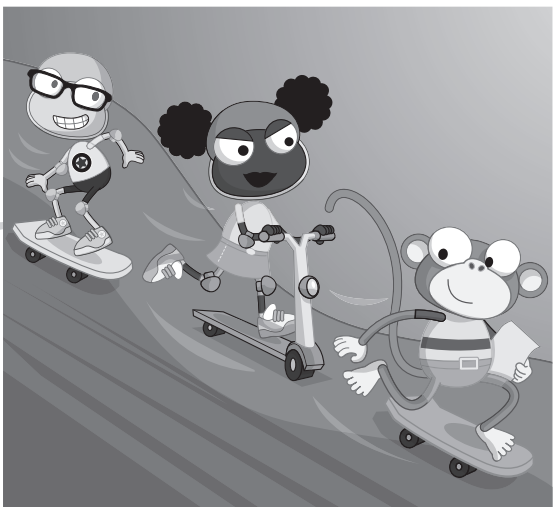
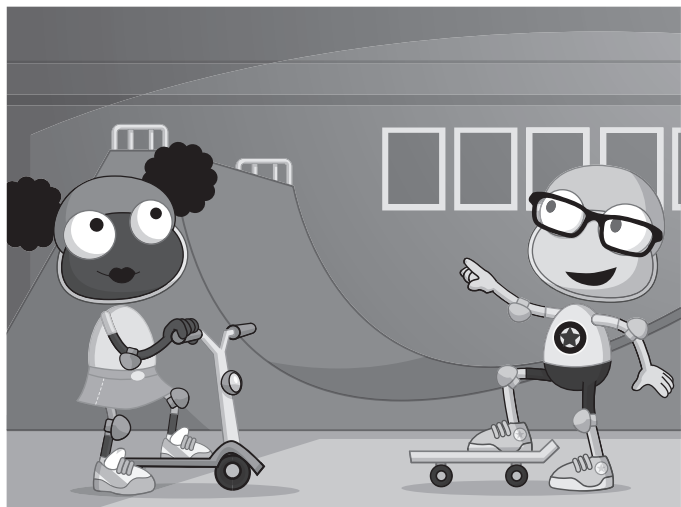
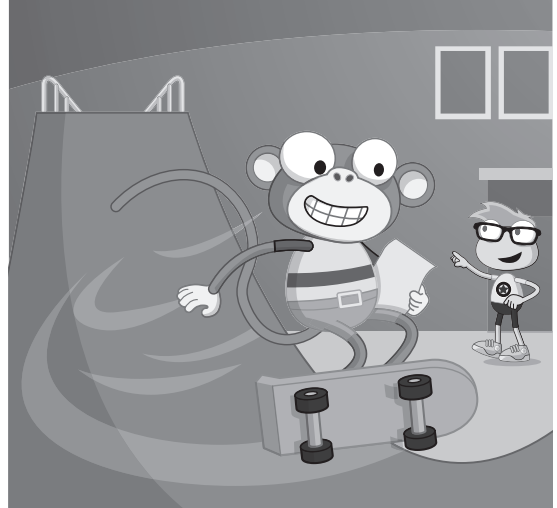
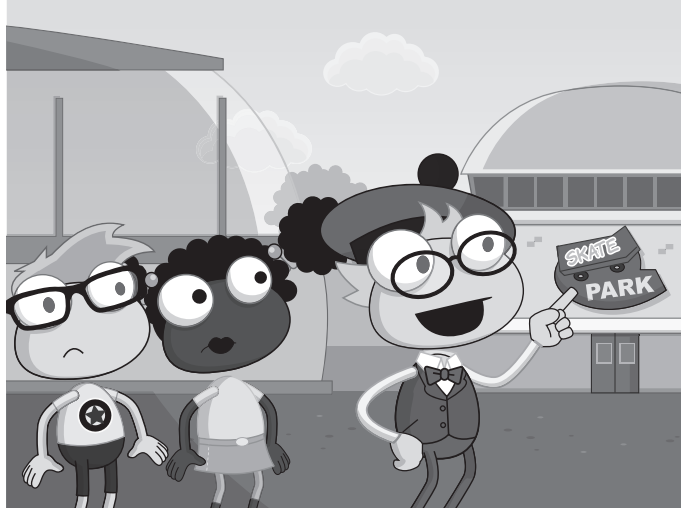
Do you like ...





# 1 Free time

Cut and order.



Cut and order.

**This is Rosa. Look at her house. It's a boat.**

**Rosa likes her boat. She doesn't like watching TV. She likes chatting online and playing the guitar.**

**She also likes riding her bike but not on the boat!**

**This is Will. This is his house.  
It's a lighthouse!**

**Will likes living in the lighthouse but he doesn't like climbing the stairs.**

**He likes playing computer games and watching TV. He likes cooking, too.**



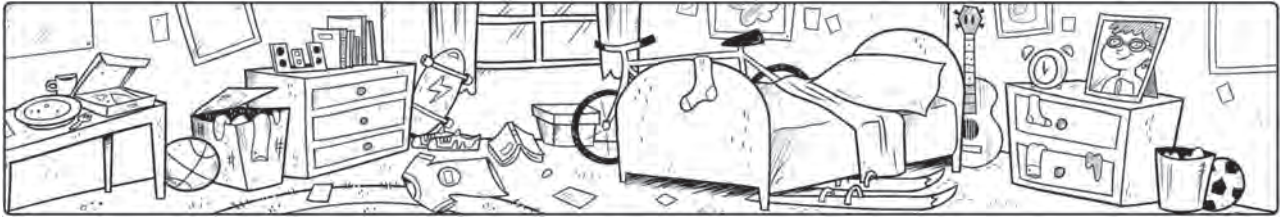
# 1 Free time

## Consolidation and extension Worksheet 1

Name: .....

Class: .....

1 Look, think and write. What does Peter Pitty like doing?

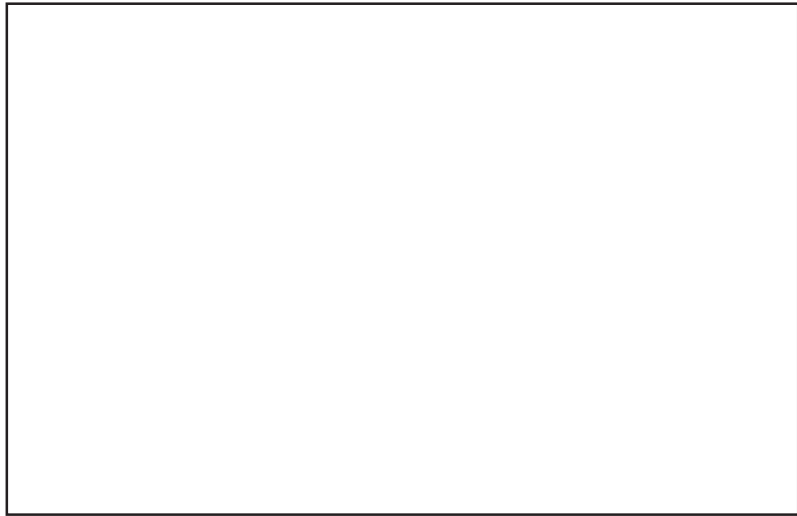


He likes \_\_\_\_\_  
\_\_\_\_\_.

2 Look again. Think and write.

He doesn't like \_\_\_\_\_.

3 Draw your bedroom with things you use for your hobbies.



4 Now write.

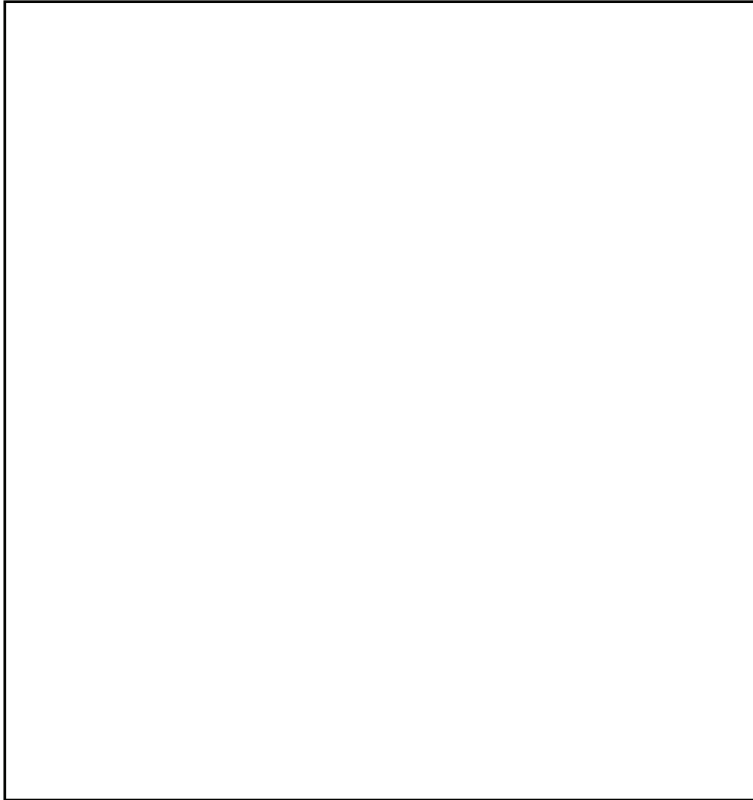
I like \_\_\_\_\_.

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

**Read, write and draw.**

What do you like doing?

**1**



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

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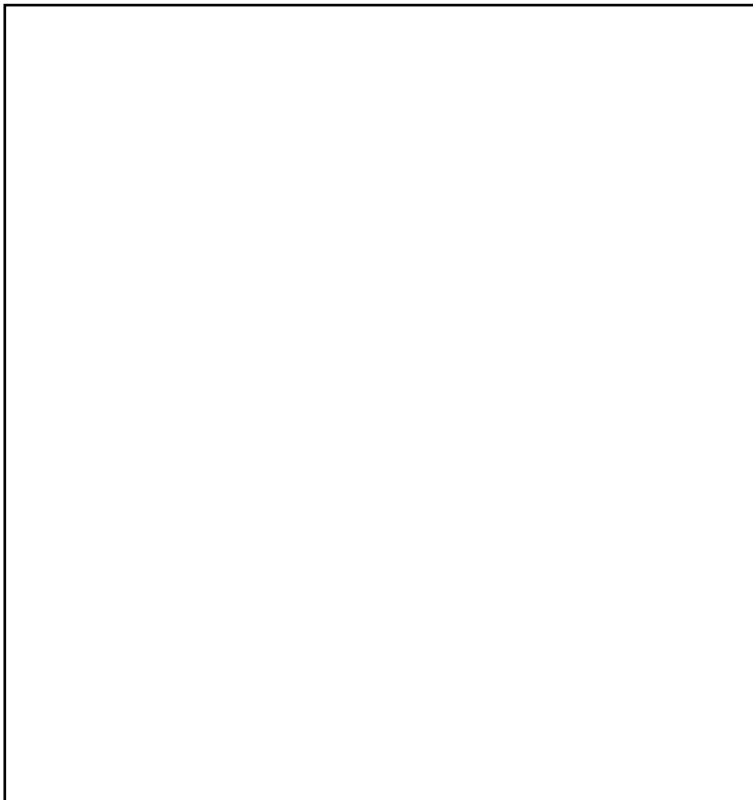
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**2**



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

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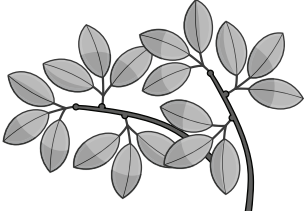
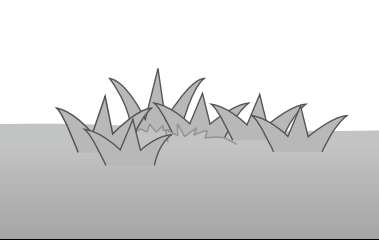
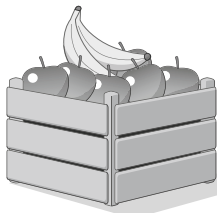
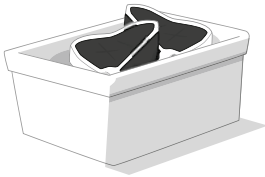
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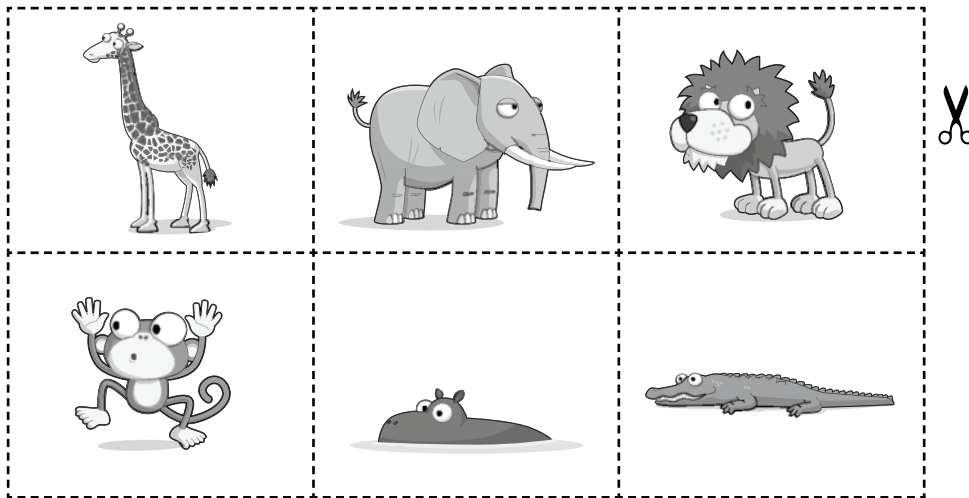
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# 2 Animals

Look and match. Then stick.

		eat	
		eat	
		eat	
		eat	



Write.

likes   strong   runs   fast   sleeping   eats   small



Lions live in Africa.



They're big and \_\_\_\_\_.

They like sleeping all day long.



They run very \_\_\_\_\_ to catch their \_\_\_\_\_.

What do they eat? They eat meat.

Crunch, crunch, munch!



Oscar lives with me.

He's a very \_\_\_\_\_ cat.

He \_\_\_\_\_ sleeping in my flat.

He \_\_\_\_\_ very fast to get his lunch.



What does he eat?

He \_\_\_\_\_ meat.














Cut and order.











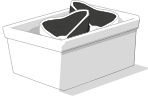
Ask and answer. Then complete.

**A**

						
Where do ... live?	Africa			rivers	Africa	
What do ... eat?						



**B**

						
Where do ... live?		trees	Africa and Asia			rivers
What do ... eat?						

## Consolidation and extension Worksheet 2

Name: .....

Class: .....

### 1 Look and circle eleven words from Unit 2. Then write.

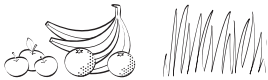


**Food**

**Animal**



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



### 2 Look and correct these false sentences.



- 1 Ants are birds. \_\_\_\_\_
- 2 Ants are big. \_\_\_\_\_
- 3 An ant can't climb trees. \_\_\_\_\_
- 4 An ant has got eight legs. \_\_\_\_\_

### 3 Write false sentences about a different animal.

\_\_\_\_\_

\_\_\_\_\_

# 3 Weather

Find ten words about weather. Write sentences.

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

What's the weather like today?

It's ...

---



---



---



---



---

# 3 Weather



Draw the activities you hear.

*Spring, summer, autumn, winter*  
*Four seasons in the year.*



It's spring! It's spring!  
It rains in the spring.  
I jump and splash in the rain.



It's summer! It's summer!  
The sun shines in the summer.  
I splash and swim in the sea.



It's autumn! It's autumn!  
The wind blows in the autumn.  
I fly my kite in the sky.



It's winter! It's winter!  
It snows in the winter.  
I laugh and play in the snow.



Write about your favourite season.

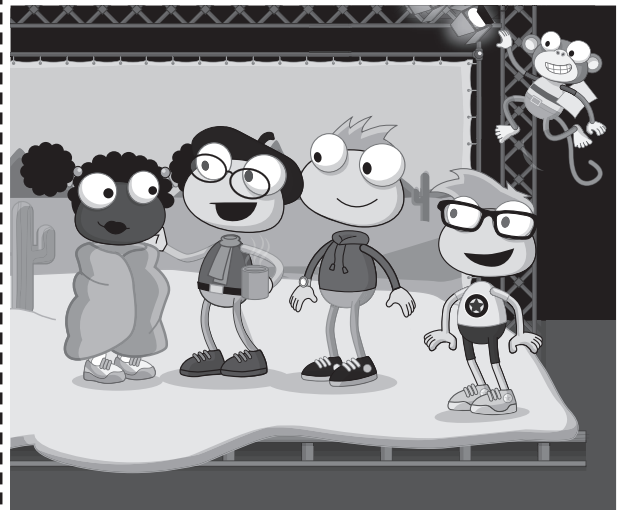
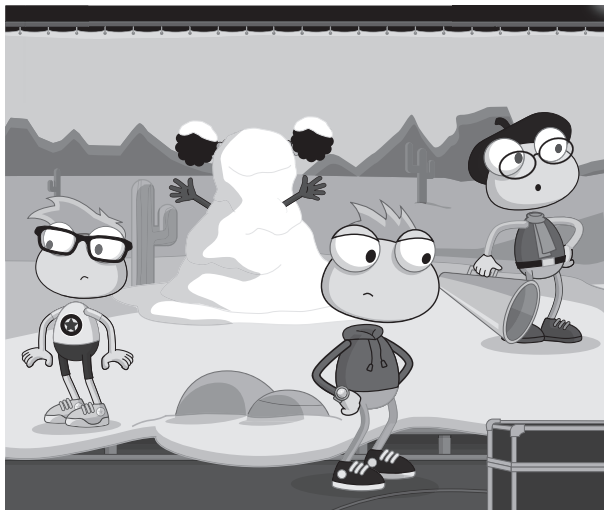
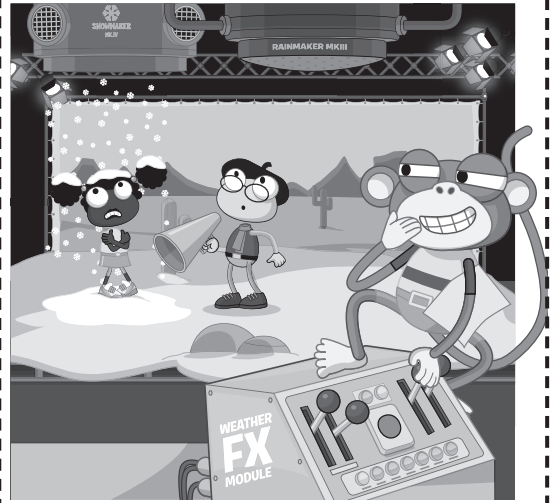
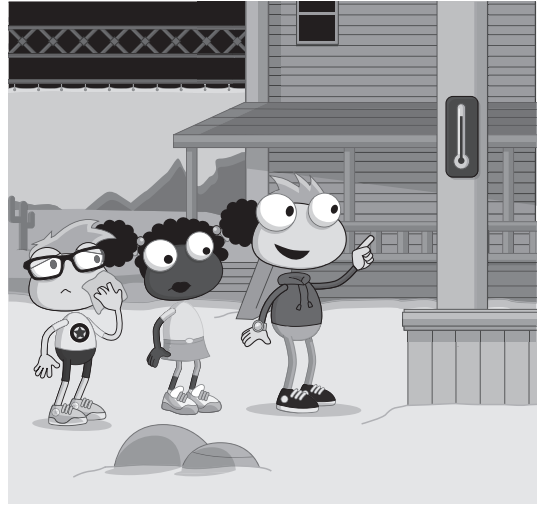
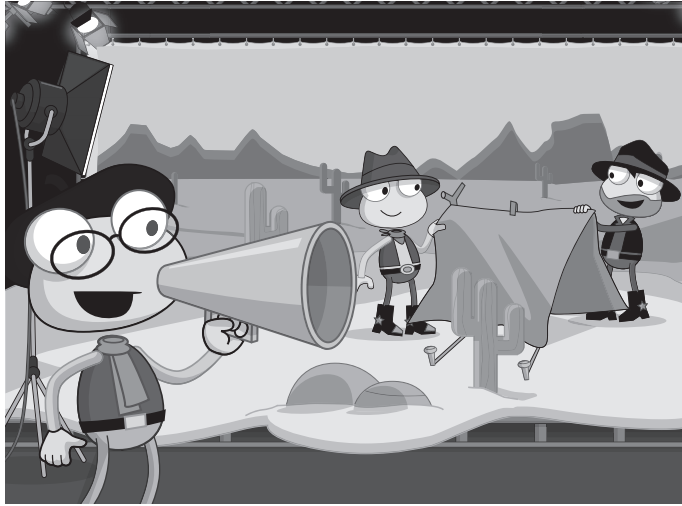
My favourite season is ... \_\_\_\_\_

It ... \_\_\_\_\_

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

# 3 Weather

Cut and order.





Cut and stick.

## HURRICANE!

This man likes storms. He's flying into a hurricane with his camera.

A hurricane is a big storm. There's a lot of wind and rain. The hurricane goes around in a big circle. It can knock down trees and houses. There are big waves on the sea, too.

The eye is the centre of the hurricane. It isn't windy there. Can you see the eye of the hurricane in the photo?

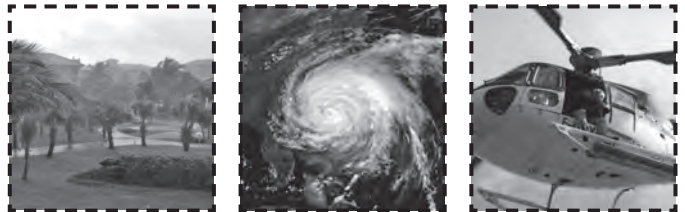
There are hurricanes in the summer and autumn.

Do you like storms?

When are there hurricanes?

What is a hurricane?

What's the eye of a hurricane?



Draw. Then write.

There are ... in ... (season).

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## Consolidation and extension Worksheet 3

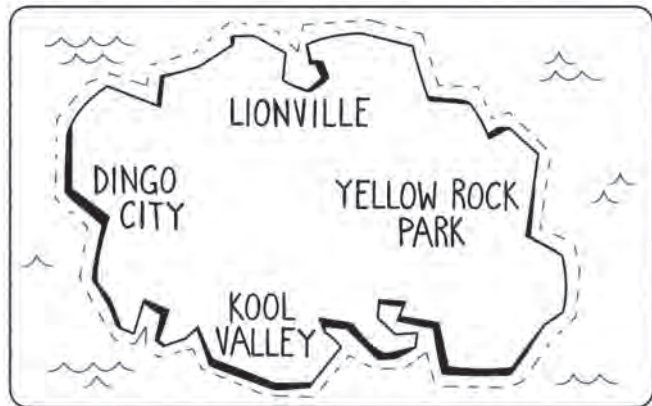
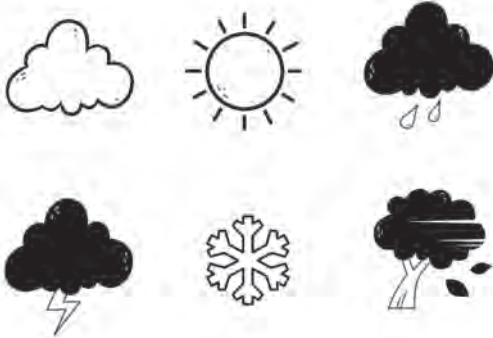
Name: .....

Class: .....

### 1 Complete.

- |  |   |
|--|---|
| 1 What's the _____ like?                   | 6 I fly my kite in the _____.             |
| 2 It's hot and sunny in the _____.         | 7 I play in the snow in the _____.        |
| 3 There are a lot of flowers in the _____. | 8 The _____ is the centre of a hurricane. |
| 4 In autumn it's _____.                    | 9 There's a lot of snow! It's _____.      |
| 5 It's _____ in winter.                    |   |

### 2 Draw the weather symbols on the map. Then write a forecast.



Today in \_\_\_\_\_ it's \_\_\_\_\_.

In \_\_\_\_\_ it's \_\_\_\_\_.

Here, in \_\_\_\_\_.

And in \_\_\_\_\_.

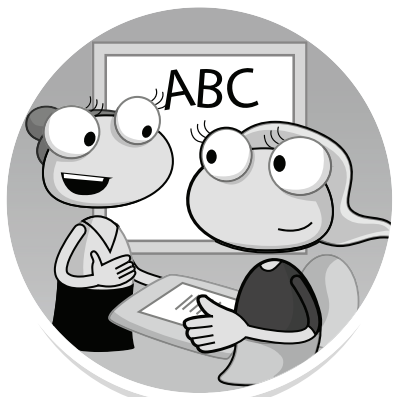
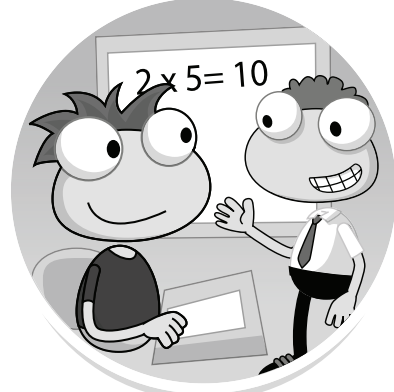
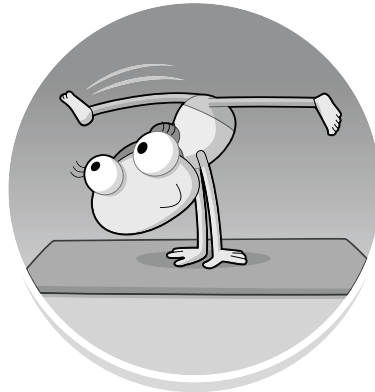
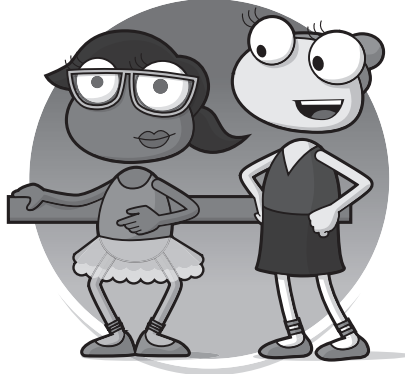
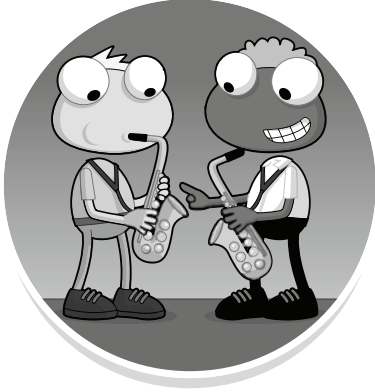
# Wider World 2

Play a game using a dice.

<b>Start</b>			
1 giraffes / eat?	What do lion cubs like doing?  They like playing.		
2	3 baby orangutans / eat?	4	5 lion cubs / like doing?
			6
10	9 giraffes / live?	8	7 orangutans / live?
11 giraffes / tall?			
12	13 orangutans / have got?	14	15 baby orangutans / drink?

# 4 My week

Cut and play. Then mime and guess.



Complete.

goes walk by bus school does park doesn't by bike

How does she go to school?

Does she go \_\_\_\_\_ or car?

Does she go by bus or does she \_\_\_\_\_?

Is it very far? Is it very far?

She goes to \_\_\_\_\_ by bus.

Yes, she goes to school by bus.

She doesn't go by bike or car.

She \_\_\_\_\_ to school by bus.

How does he go to the \_\_\_\_\_?

Does he go by bike or car?

Does he go \_\_\_\_\_ or does he walk?

Is it very far? Is it very far?

He goes to the park by bike.

Yes, he goes to the park by bike.

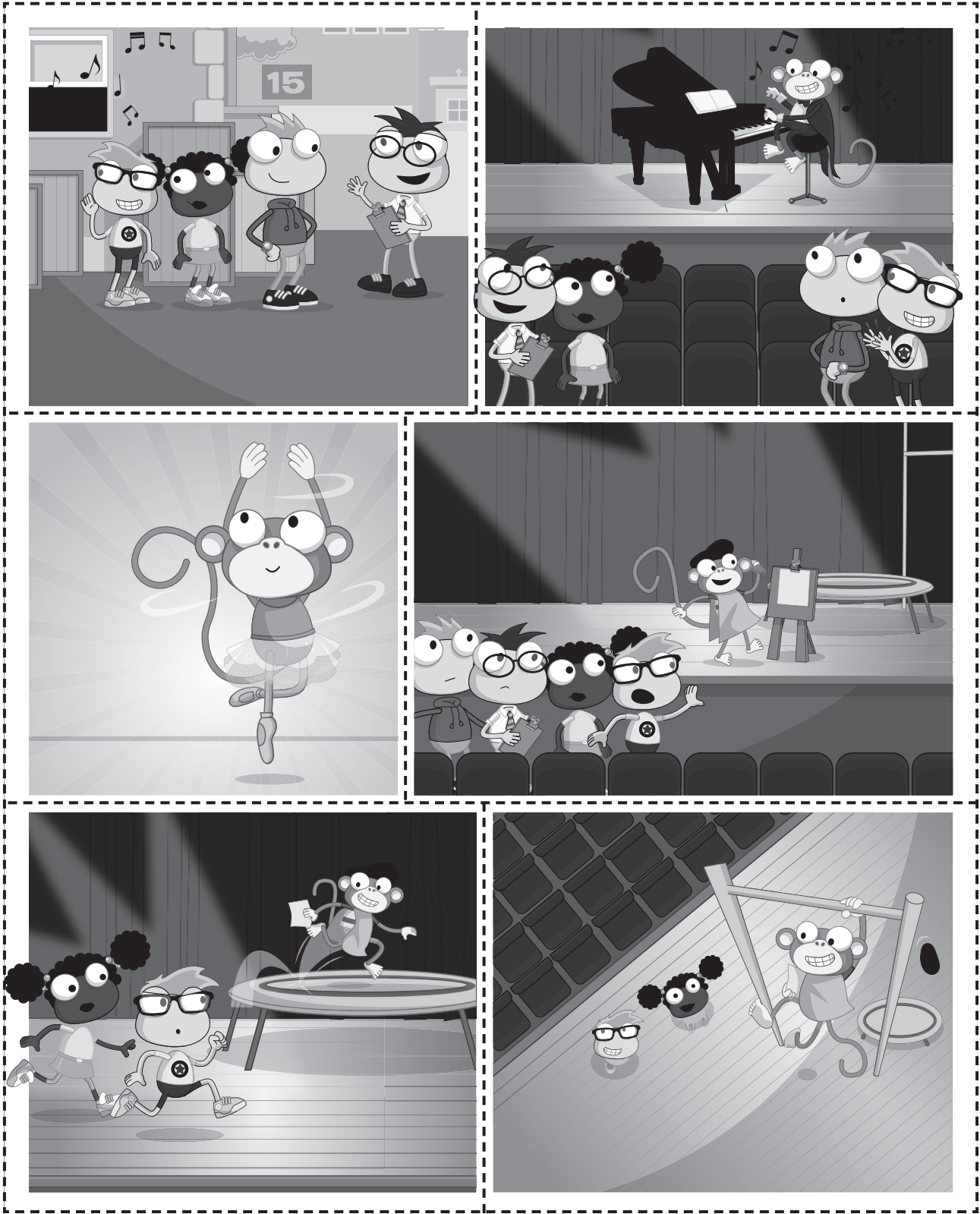
He \_\_\_\_\_ walk or go by bus.

He goes to the park by bike.



# 4 My week

Cut and order.





Read and write.

cold rivers school boat car plane snowmobile walk

## How do you go to school?

Lanau doesn't go to school by car. His family hasn't got a \_\_\_\_\_. There aren't many roads where he lives, but there are a lot of \_\_\_\_\_. So Lanau and his friends go to school by \_\_\_\_\_. Their school is on the water, too!



Ricky doesn't go to a \_\_\_\_\_! His school is very far away. He has classes at home - on the internet. On Fridays, his teacher goes to his house by \_\_\_\_\_.



Susanna lives in a \_\_\_\_\_ place. She doesn't \_\_\_\_\_ to school. She goes to school by \_\_\_\_\_. She likes riding her snowmobile. It's cool!



Draw. Then write about how you go to school.

I go \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Consolidation and extension Worksheet 4

Name: .....

Class: .....

1 Look at the timetable and write.



	Monday	Tuesday	Wednesday	Thursday	Friday
9.00	Music			Swimming	
10.30	Gymnastics	Ballet			Skateboarding
11.30			Karate		Karate
3.30		Music			

- 1 On Mondays, Linda \_\_\_\_\_.
- 2 On Tuesdays, she \_\_\_\_\_.
- 3 On Wednesday, she \_\_\_\_\_.
- 4 \_\_\_\_\_.
- 5 \_\_\_\_\_.

2 Write your timetable for the weekend.

	SATURDAY	SUNDAY
9.00		
3.30		
6.00		

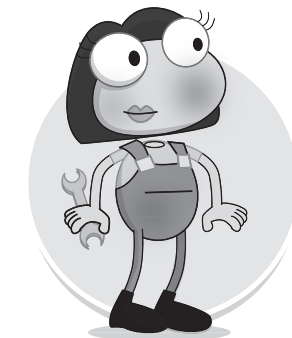
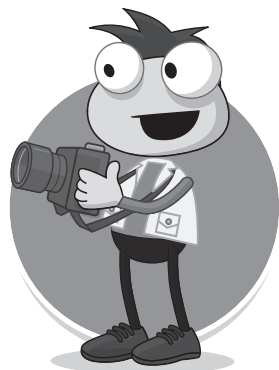
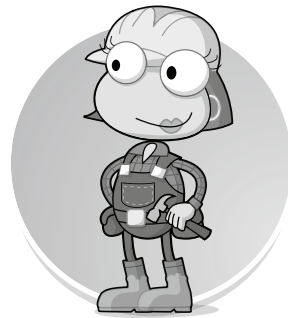
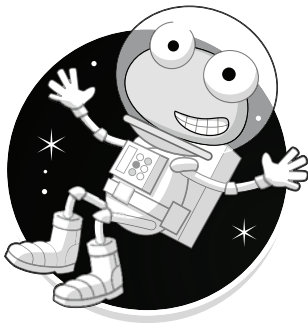
3 Now write about it. Use some of the words in the box.

walk bus train bike

On Saturday at \_\_\_\_\_, I \_\_\_\_\_  
 by \_\_\_\_\_  
 \_\_\_\_\_.

# 5 Jobs

Cut and play. Then mime and guess.



Cut and stick.

<p>1 Does he want to be a:</p> <p>No, he doesn't.</p>		<p>3 Does he want to be a:</p> <p>No, he doesn't.</p>	
<p>2 Does he want to be a:</p> <p>No, he doesn't.</p>		<p>4 Does he want to be a:</p> <p>Yes, he does.</p>	



What do you want to be?

---

Cut and order.



## Match.

1 She likes watching TV and she goes shopping.

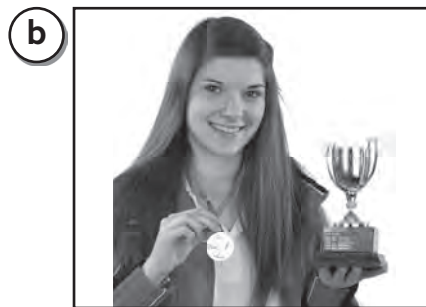
2 She wants to win three medals.

3 She wants to be the best!

4 She loves shoes!

5 She swims 70-80 km every week!

6 Sundays are a special day.



## Draw. Then write.

1

I want to be ...

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---

2

My favourite ... is ...

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3

He's/She's ...

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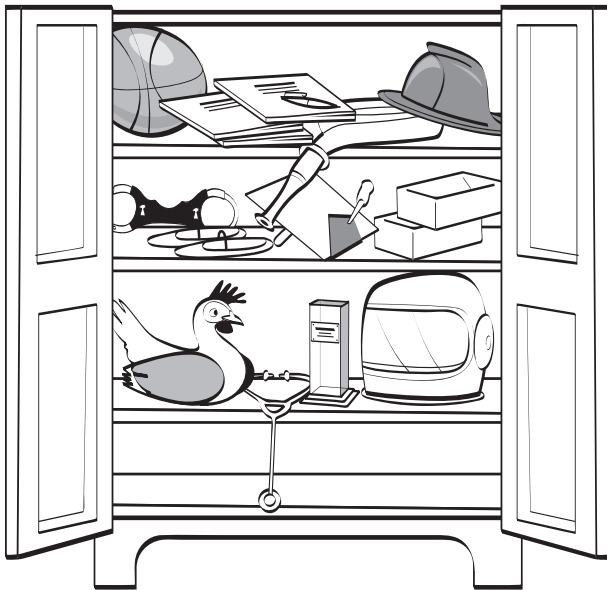
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## Consolidation and extension Worksheet 5

Name: .....

Class: .....

1 Look and find. Then write the jobs.



- 1 a \_ \_ \_ \_ a \_ \_
- 2 f \_ \_ \_ t \_ \_
- 3 \_ o \_ \_ e o \_ i \_ \_
- 4 b \_ \_ \_ d \_ \_ \_
- 5 \_ \_ \_ r \_ \_
- 6 \_ \_ \_ tb \_ \_ p \_ \_
- 7 f \_ \_ \_ ig \_ \_ \_
- 8 \_ \_ \_ t \_ \_
- 9 t \_ \_ c \_ e \_
- 10 \_ u \_ \_ d \_ \_

2 What do you want to be? Draw yourself in the clothes for your job, with things you need. Then write.



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

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

I want to be \_\_\_\_\_  
 \_\_\_\_\_.





# 6 Rainforest

Play *Battleships*.

	A	B	C	D	E	F
1						
2						
3						
4						
5						
6						

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**A:** Where's the waterfall?

**B:** It's in B3, near the river.

Cut and order.



Monkeys live in the forest  
And they can swing in the trees.  
They've got long arms and curly tails  
And they can swing in the trees.



Whales live in the sea  
And they can swim and sing.  
They've got strong tails and tiny eyes  
And they can swim and sing.



Eagles live in the mountains  
And they can fly in the sky.  
They've got sharp claws and silent wing  
And they can fly in the sky.

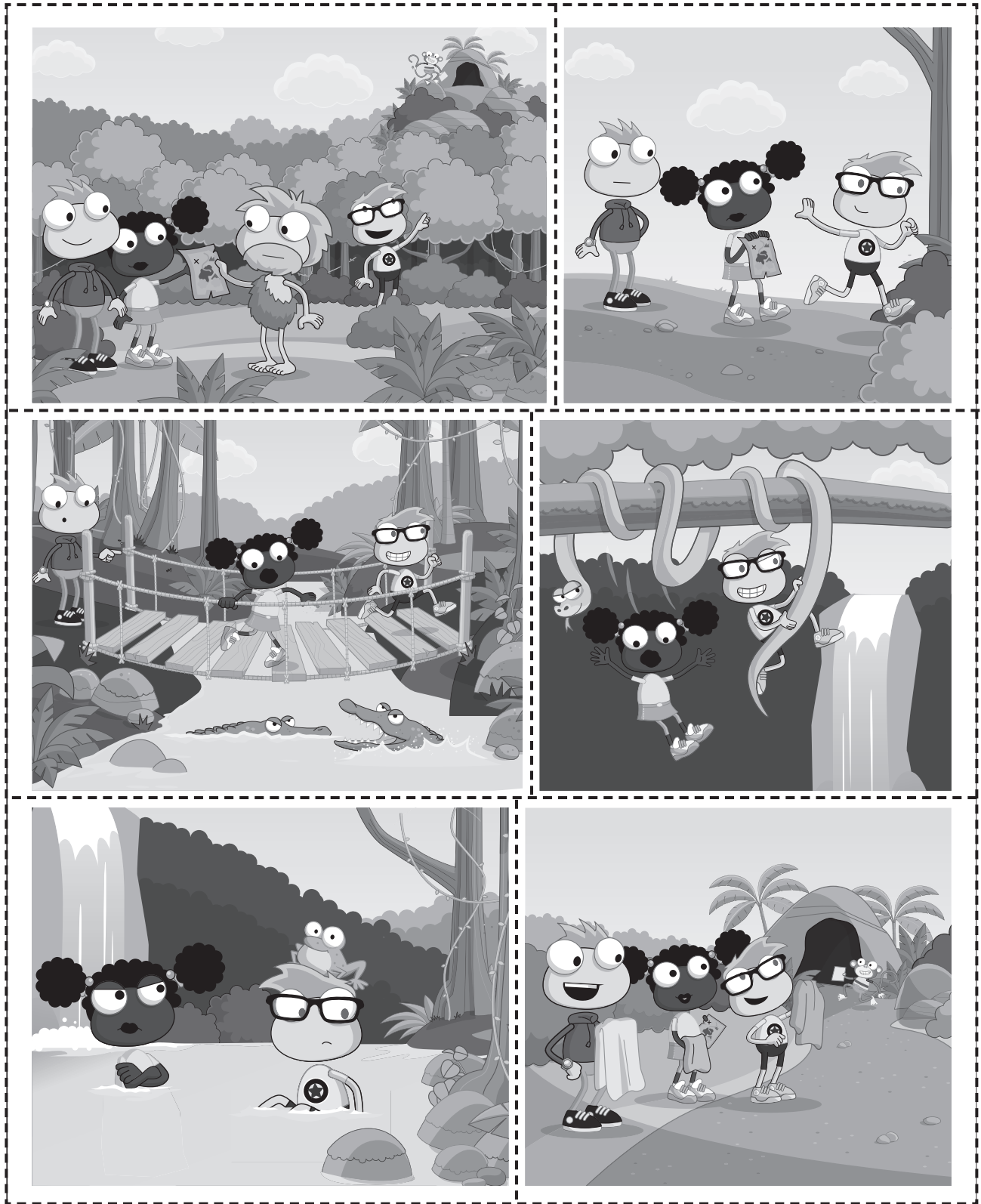


Animals live all around us,  
All around you and me.  
Animals live in the forest,  
The mountains and the sea.



# 6 Rainforest

Cut and order.

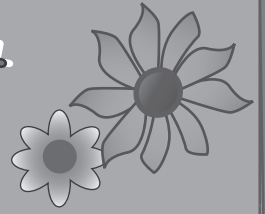


# 6 Rainforest

Find ten mistakes.



## The Amazon rainforest



It's hot and snowy in the Amazon rainforest and there are a lot of tall trees. The Amazon River runs next to the rainforest. It's very long. A lot of birds live in the rainforest and the river.



hummingbird

These birds are very tall. They drink milk from flowers. They like red, orange and pink flowers.



tapir

These animals have got short necks. They live next to the school. They eat leaves and fruit. They don't like bananas.

giant tarantula



These small spiders have got long legs. They live in holes in the ground. They can eat a bird or a lion.

It's hot and wet in the Amazon rainforest and there are a lot of tall trees.

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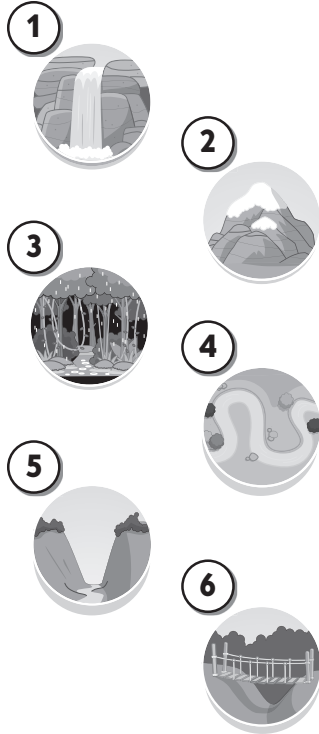
# 6 Rainforest

## Consolidation and extension Worksheet 6

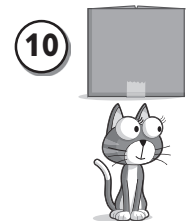
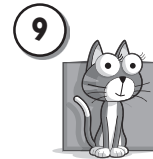
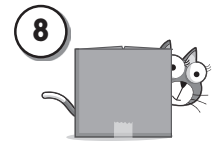
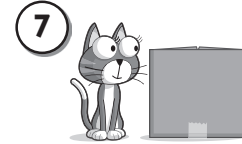
Name: .....

Class: .....

### 1 Look and write.



1 w \_\_\_\_\_  
 2 m \_\_\_\_\_  
 3 r \_\_\_\_\_  
 4 r \_\_\_\_\_  
 5 v \_\_\_\_\_  
 6 b \_\_\_\_\_  
 7 n \_\_\_\_\_ t \_\_\_\_\_  
 8 b \_\_\_\_\_  
 9 i \_\_\_\_\_ f \_\_\_\_\_ o \_\_\_\_\_  
 10 u \_\_\_\_\_



### 2 Read and answer.

This animal has got two strong legs, two long arms and a curly tail. It can run and jump. It can climb trees and walk. It eats insects and fruit but it doesn't like fish. What is it?

\_\_\_\_\_

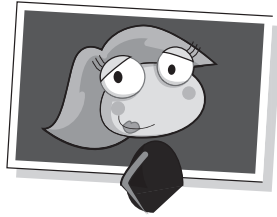
This animal has got strong wings and sharp claws. It can fly fast and it lives in the mountains. It eats small animals. What is it?

\_\_\_\_\_

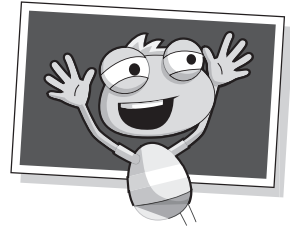
# 7 Feelings

Play Dominoes.

laughing



blushing



shouting



yawning



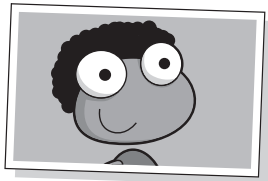
frowning



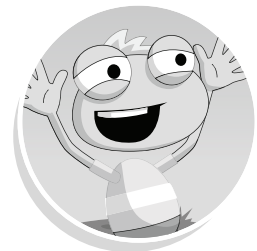
crying



shaking



smiling



# 7 Feelings

## SONG

Cut. Stick and answer.



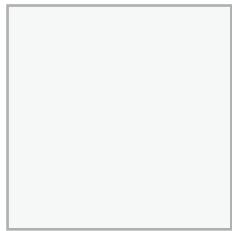
What makes you feel happy?  
What makes you feel happy?

\_\_\_\_\_ days and holidays  
Make me feel happy



What makes you \_\_\_\_\_ scared?  
What makes you feel scared?

Big storms and green monsters  
\_\_\_\_\_ me feel scared



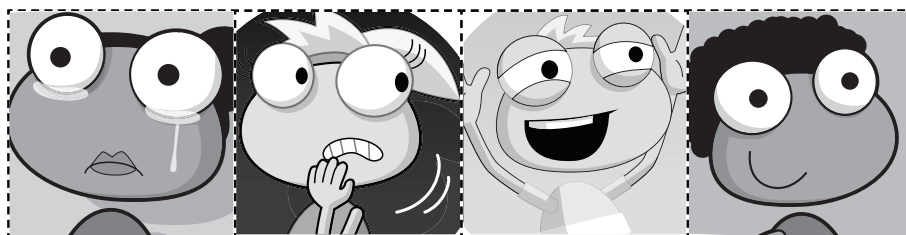
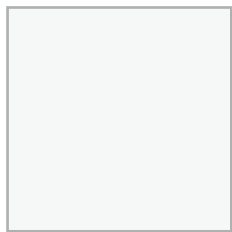
\_\_\_\_\_ makes you cry?  
What makes you cry?

Sad films and long goodbyes  
Make \_\_\_\_\_ cry



What \_\_\_\_\_ you laugh?  
What makes you laugh?

My friends and naughty monkeys  
Make me laugh





# 7 Feelings

Cut and order.

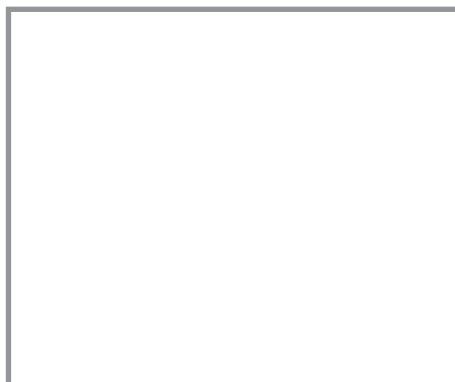
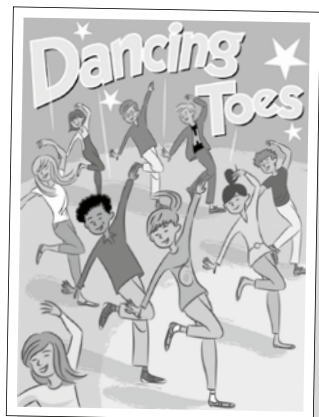
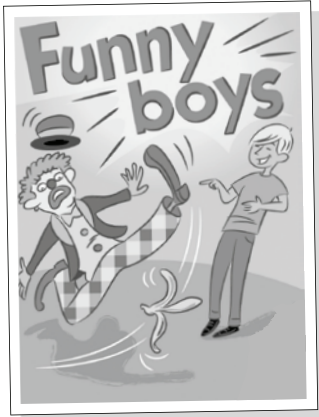




# 7 Feelings

Read. Then cut and stick.

crying    laugh    laughing  
sad    scared



There are two boys.  
They have a lot of fun.  
They're funny. They make  
me \_\_\_\_\_.

There's a big, green  
monster. The monster  
has got big, sharp teeth.  
It makes me  
feel \_\_\_\_\_.

It's the end of the film.  
They're at a train station.  
They're friends and  
they're saying goodbye.  
They're \_\_\_\_\_.  
It makes me  
feel \_\_\_\_\_. It makes  
me cry too.

There are a lot of people.  
They're \_\_\_\_\_.  
They're learning to dance.  
The music is great.  
It makes me feel  
happy. I want to sing  
and dance.



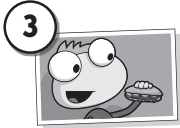
# 7 Feelings

## Consolidation and extension Worksheet 7

Name: .....

Class: .....

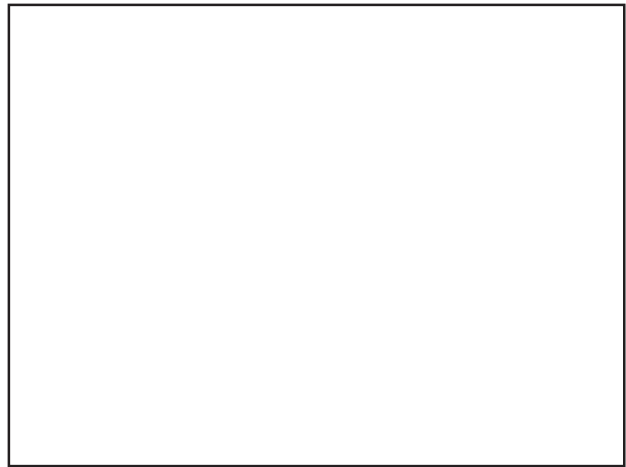
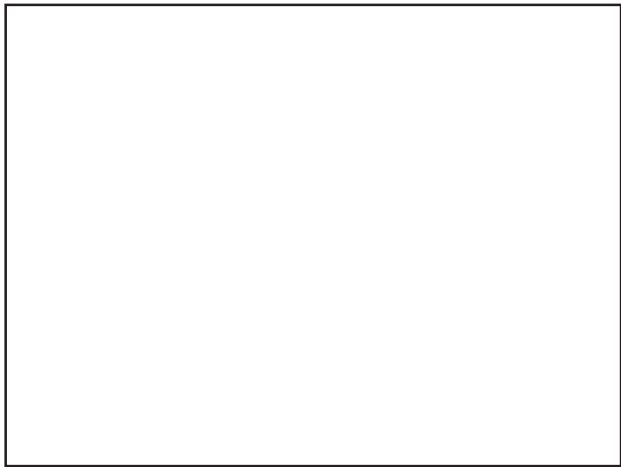
1 Look and write. Use the words in the box.



angry crying hungry scared smiling thirsty tired

- 1 She's sleeping because \_\_\_\_\_.
- 2 She's drinking because \_\_\_\_\_.
- 3 He's eating \_\_\_\_\_.
- 4 He's shouting \_\_\_\_\_.
- 5 He's \_\_\_\_\_ he's happy.
- 6 She's \_\_\_\_\_ because she's sad.
- 7 He's screaming because \_\_\_\_\_.

2 Draw the film posters.



\_\_\_\_\_ me feel scared.

\_\_\_\_\_ laugh.

Read. Then draw and write about yourself.

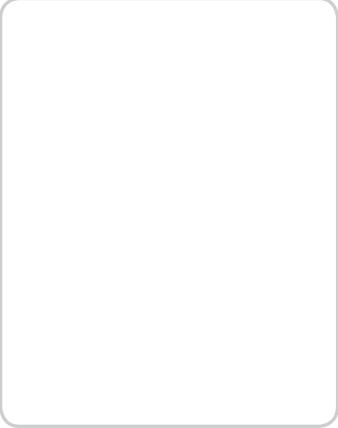
### Zhi's blog



I'm Zhi. I'm from China. Lunar New Year makes me feel happy because it's fun. It's in January or February and it's called the Spring Festival. There are dragons and pretty lanterns. We visit family and friends.

Zhi, 10, China

### \_\_\_\_\_ 's blog



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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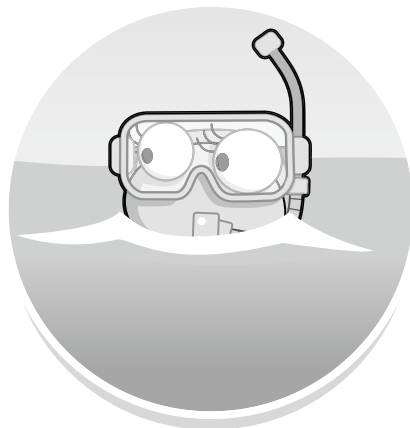
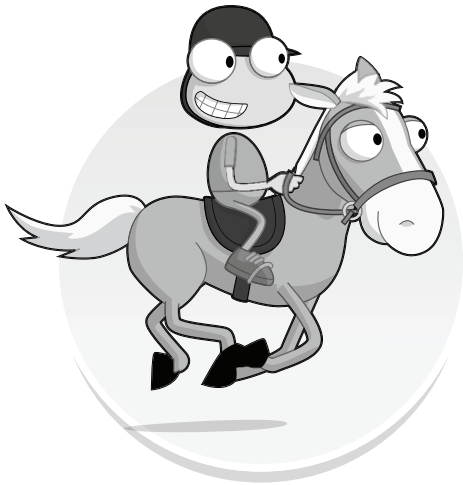
\_\_\_\_\_ (name, age, place)

... makes me feel happy because ...

It's in ...

There is/There are ...

Cut and play. Then mime and guess.

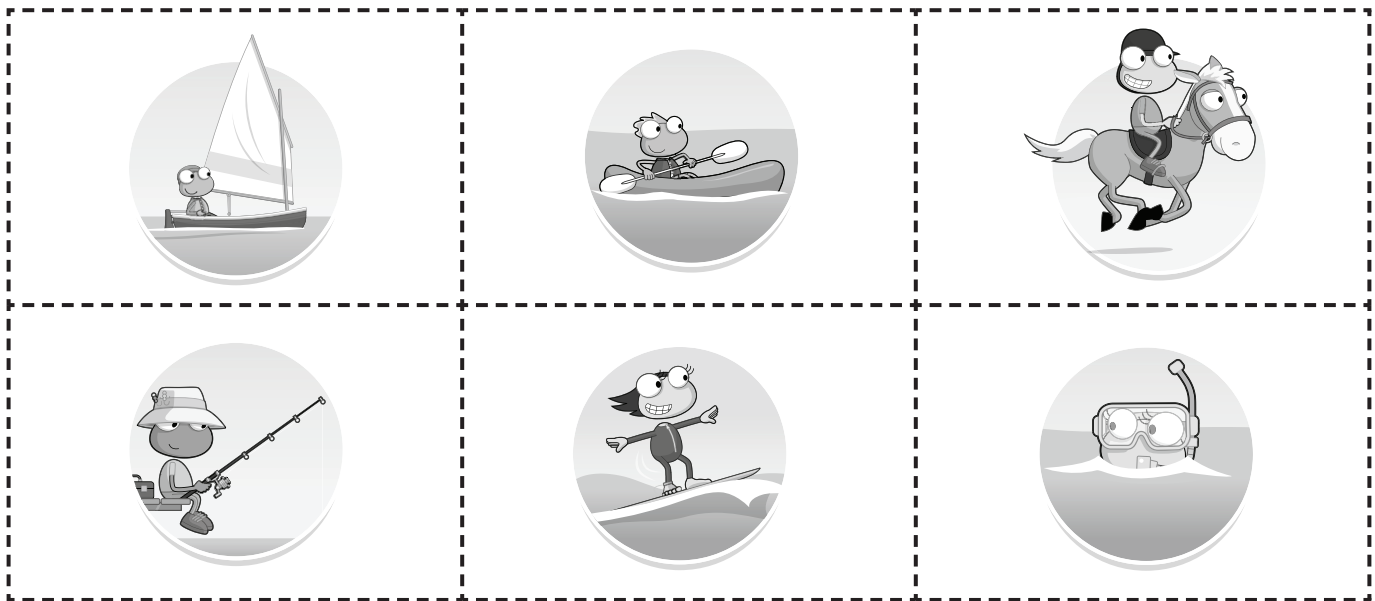


# 8 By the sea



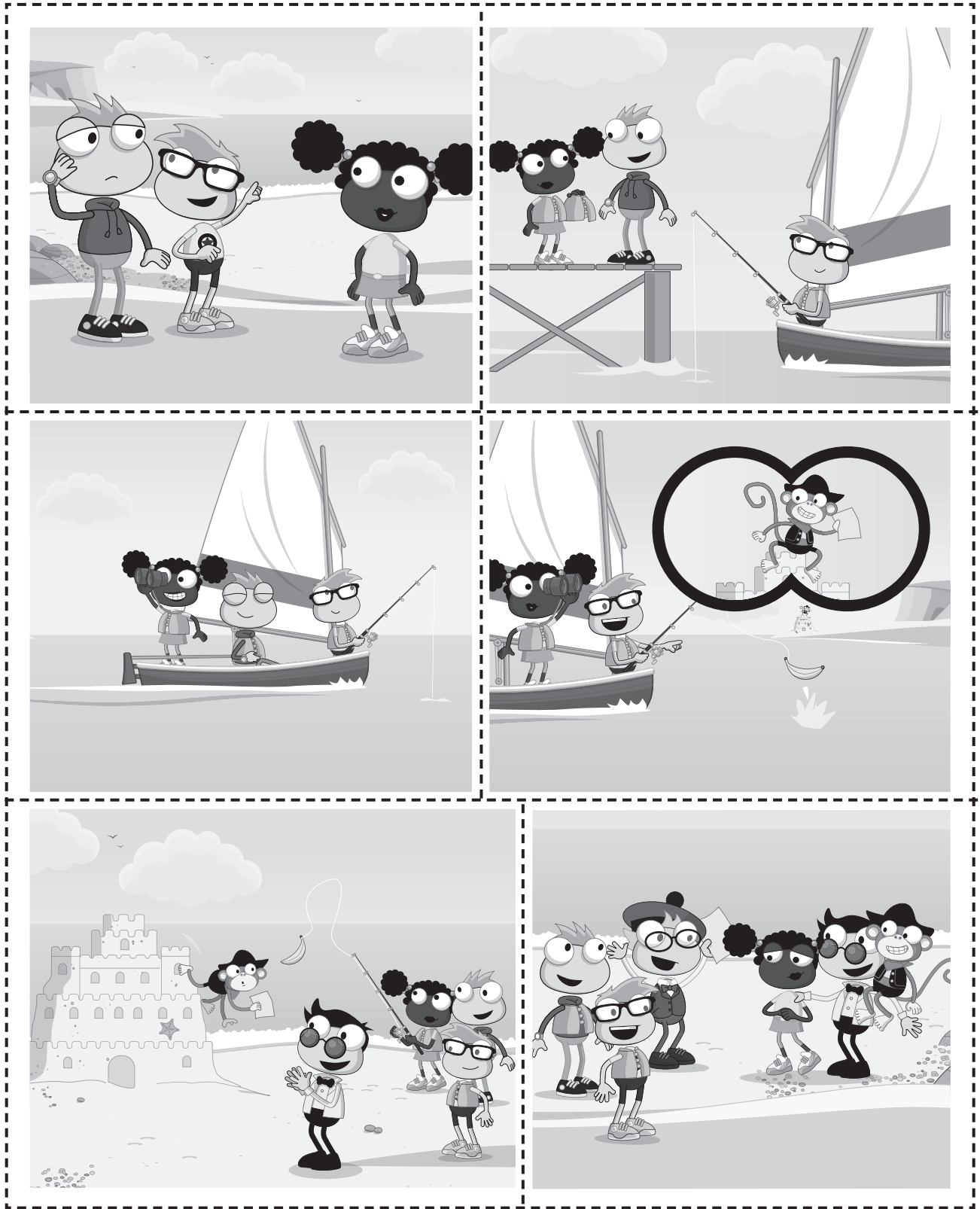
Cut and stick for you.

bored with	keen on	scared of	terrified of



# 8 By the sea

Cut and order.



Read and find the words.

F	X	F	N	S	I	E	L	N	T	U	C	W	E	S
B	U	T	T	E	R	F	L	Y	F	I	S	H	P	T
O	P	R	E	S	D	I	K	V	B	U	I	J	M	A
C	R	A	I	N	F	O	R	E	S	T	Z	L	T	R
G	S	T	A	R	F	I	S	H	K	Q	A	E	W	F
V	P	A	C	N	J	G	W	U	C	I	B	L	V	I
M	G	L	O	B	A	L	W	A	R	M	I	N	G	S
D	H	B	R	G	S	E	A	S	N	A	K	E	S	H
E	N	P	A	A	W	N	L	X	D	T	R	R	U	K
A	Y	G	L	C	L	Y	D	X	D	S	N	D	U	X
D	U	K	R	H	E	S	E	A	H	O	R	S	E	S
W	S	O	E	N	G	O	T	H	F	E	R	B	C	A
G	E	U	E	P	E	D	C	Q	L	X	D	Q	B	P
W	A	R	F	P	A	R	R	O	T	F	I	S	H	M
R	N	B	S	E	G	M	J	E	A	Z	C	P	Y	B



butterfly fish  
coral reefs  
dead  
global warming  
parrotfish

rainforest  
~~sea~~  
seahorses  
sea snakes  
starfish

# 8 By the sea

## Consolidation and extension Worksheet 8

Name: .....

Class: .....

### 1 Look and complete.

	<p>1 s _ _ _ _ _</p> <p>2 _ _ _ l _ _ _</p> <p>3 _ _ _ k _ _ _ _ _</p> <p>4 s _ _ _ i _ _</p> <p>5 _ _ _ e-r _ _ _ _</p> <p>6 f _ _ _ _ _</p> <p>7 _ _ _ b _ _ _</p>
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### 2 Now write.

- 1 Tom is surfing .
- 2 Maria \_\_\_\_\_ .
- 3 Mum \_\_\_\_\_ .
- 4 Maria \_\_\_\_\_ .
- 5 Tom \_\_\_\_\_ .
- 6 Dad \_\_\_\_\_ .
- 7 Tom \_\_\_\_\_ .

### 3 Write things you are keen on, bored with, scared of and terrified of.

- I'm keen on \_\_\_\_\_ . I'm \_\_\_\_\_ .
- I'm bored \_\_\_\_\_ . I'm \_\_\_\_\_ .



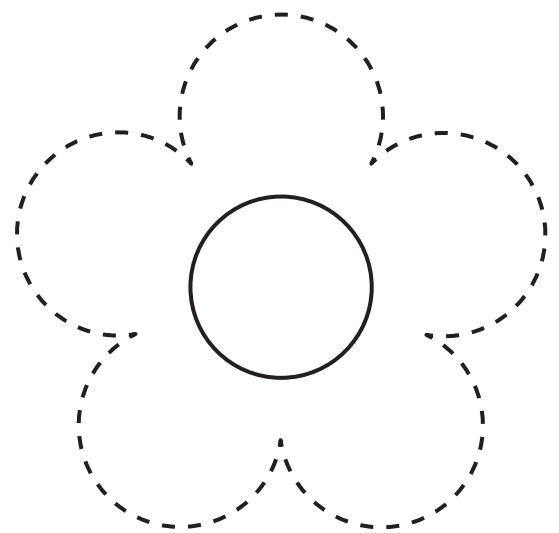
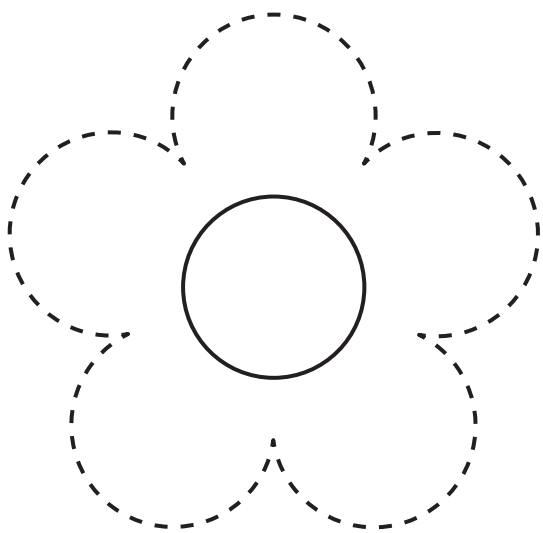
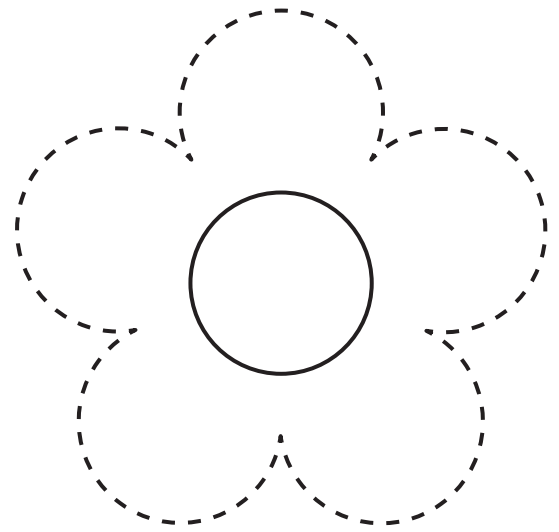
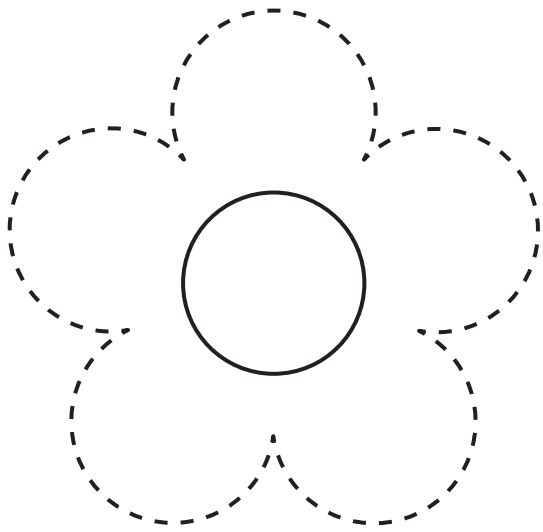
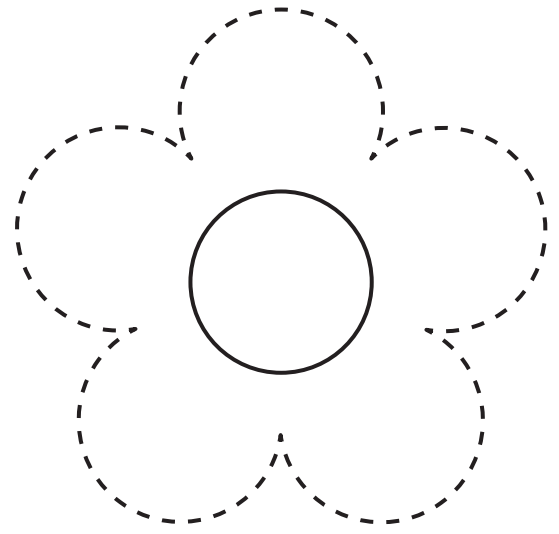
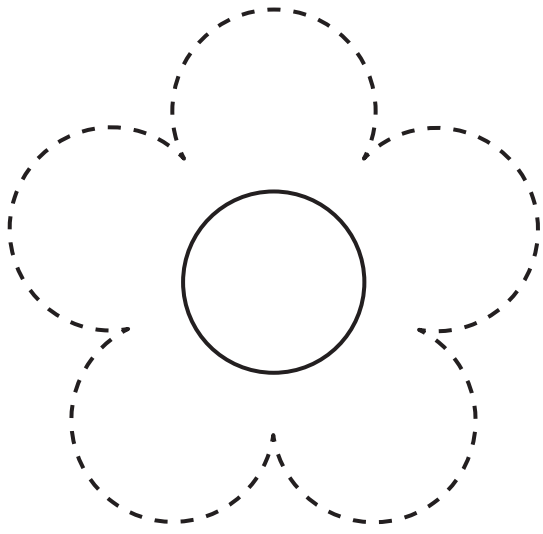


# Mother's Day

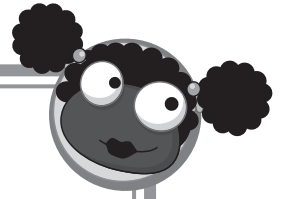
Make a Mother's Day card. Then cut and fold.



Colour and cut.



Make a certificate.



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Film Studio 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)

- Revise with the class the Welcome episode and focus their attention on the characters. Point to each of the characters and ask the pupils to say their names one by one. Explain that they must cut out the names and match them with the pictures. Check answers with the class.
- Ask the class questions about the characters and what they like: *Who's this? It's.... What does she like? She likes..., etc.*

## Unit 1

### 1.1 Cut and play. (Lesson 3)

- Pupils work in pairs or small groups. Give each pair a photocopiable.
- Pupils cut out the cards and lay them face down on the table. Pupils play *Matching pairs*.

### 1.2 Play. (Lesson 3)

- Give each pupil a copy of the photocopiable and ask them to cut out the pictures.
- Play audio CD1:20 and mime the actions with the class to make meaning clear. The pupils look at the pictures and describe them.
- Play the song and ask pupils to hold up the correct picture or word card, when the activity is mentioned.

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

- Cut out enough frames so that there is one per pupil, and distribute these around the class. You may want to play the audio for the story at the start of the class.
- Pupils with the same picture work in groups and decide a single word or phrase to describe the frame. Write the words on the board.
- As a class groups try to arrange themselves in the correct order. Write the new order of words on the board. Play the audio to check.

- You may want to ask the class to think of a new story using the words they have identified, or to write a new script for their frame.

### 1.4 Cut and order. (Lesson 7)

- Show the page with the cut outs of the two texts to the class. Explain the meaning of the word *jigsaw*. Tell the pupils that they are going to cut out the pieces of the texts and then they must reconstruct the two texts. They work individually and try to put the pieces together. Walk around the class and help them when necessary. Check that they have been able to reconstruct the texts. They then glue the pieces in the correct order. Ask pupils about the clues they followed to put the pieces together.

### 1.5 Consolidation and extension worksheet 1

#### 1 Look, think and write. What does Peter Pitty like doing?

- Pupils find things that show what Peter Pitty likes doing.

**Answer key:** Pupils need to find: a pair of skis, a football, a basket ball, a bike, a skateboard, some books, a picture with a photo of a boy with a towel wearing swimming goggles, a guitar

- Pupils write what Peter Pitty likes doing.

**Answer key:** He likes skiing, playing football, playing basketball, riding his bike, skateboarding, reading, swimming and playing the guitar.

#### 2 Look again. Think and write.

- Pupils decide what Peter Pitty doesn't like doing.

**Answer key:** He doesn't like cooking and cleaning.

#### 3 Draw your bedroom with things you use for your hobbies.

- Pupils draw their bedroom with things that relate to their hobbies.

#### 4 Now write.

- Pupils complete the sentences. Then they show their pictures and read their sentences to the class.

## Wider World

### WW.1 Read, write and draw.

- Pupils draw a picture of themselves or stick a picture describing what they do at the weekend (play football, swim, etc.). Tell them to complete the sentences in each caption providing personal information. Tell them to reread the texts in Wider World if necessary.
- Allow pupils time to think about the information they are going to provide. Let them complete the sentences. Then ask individual pupils to read out their sentences. You can collect their work and display it in the classroom, if you like.

## Unit 2

### 2.1 Look and match. Then stick. (Lesson 3)

- Talk about animals and what they eat. Say a few mistakes and ask the pupils to correct you. Then tell the pupils to match to the corresponding pictures of food. Check answers with the class.
- Ask the pupils to stick the animal pictures in the correct spaces opposite the pictures of food.

**Answer key:** Giraffes and elephants eat leaves. Hippos eat grass. Monkeys eat fruit. Lions and crocodiles eat meat.

### 2.2 Write. (Lesson 3)

- Play audio CD1: 40. Pupils listen and follow the words, identifying the information about animals in the song. Then they read the text and write the correct word from the word bank. You can check the answers by singing!

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

- See activity 1.3.

### 2.4 Ask and answer. Then complete. (Lesson 7)

- Pupils work in pairs or small groups. Give each pair an A and B worksheet.
- Model the questions at the top of the page. Decide as a class whether to draw or write the answers.
- Make sure pupils don't show each other the worksheets until the end of the activity, when they check their answers together.

### 2.5 Consolidation and extension worksheet 2

1 Look and circle eleven words from Unit 2. Then write.

- Pupils find the words in the word search. They then write the food and animal words in the spaces.

**Answer key:** FOOD: meat, grass, leaves, insects, fruit  
ANIMAL: crocodile, lion, monkey, giraffe, hippo, elephant

2 Look and correct these false sentences.

- Pupils read and correct the sentences.

**Answer key:** 1 Ants aren't birds. /Ants are insects.  
2 Ants aren't big. /Ants are small. 3 An ant can climb trees. 4 An ant hasn't got eight legs. /An ant has got six legs.

3 Write false sentences about a different animal.

- Pupils write similar false sentences about an animal of their choice. Their partner corrects them.

## Unit 3

### 3.1 Find ten words about the weather. Write sentences. (Lesson 3)

- Pupils look at the word puzzle and try to identify the words about weather. Then they have to write sentences in the spaces below. Check answers.

**Answer key:** warm, humid, wet, stormy, lightning, thunder, temperature, degrees, cold, hot

### 3.2 Draw the activities you hear. (Lesson 3)

- Play audio CD1:58. Pupils listen and follow the words, identifying the information about the seasons in the song. Then they read the text and draw a picture for each season in each frame. When they have finished, ask a few pupils to show their pictures to the class.

**Write about your favourite season.**

- Pupils write about their favourite season, using the prompts from the song.

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

- See activity 1.3.

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

- Focus pupils' attention on the layout of the text and ask, *What is it about?* Let the pupils answer: *Hurricanes*. Ask, *What's missing?* Elicit answers from the class: pictures and headings (in L1).
- The pupils read the text. Then they cut out the photos and the headings and try to place them in the correct place. They check results looking at the text in the Pupil's Book. Check as a class. Then they glue them.

**Draw. Then write.**

- Pupils draw a picture describing a natural thing that happens in a particular season. This could be a disaster or something positive. Tell them to complete the sentences in each caption providing information. Help the class to find information on the internet if necessary.
- Ask individual pupils to read out their sentences. You can collect their work and display it in the classroom, if you like.

### 3.5 Consolidation and extension worksheet 3

1 Complete.

- Pupils read the and complete the sentences.

**Answer key:** 1 weather, 2 summer, 3 spring, 4 windy, 5 cold, 6 autumn, 7 winter, 8 eye, 9 snowy

2 Draw the weather symbols on the map. Then write a forecast.

- Pupils draw the weather symbols and complete the forecast. They compare their forecasts in pairs or read them to the class.

## Wider World

### WW.2 Play a game using a dice.

- Ask pupils to work in small groups. Give each group a game sheet and a dice. Give each pupil a counter (or ask them to use a small object from their pencil case).

- Read the question prompts and check that pupils understand.
- Begin the game. Pupils take turns to throw their dice and move forward. They make questions and answers with the words on the square they land on. If the question is correct, they move forward one space. If it is wrong, they move back one space.
- Go round the class, helping and checking.

## Unit 4

### 4.1 Cut and play. Then mime and guess. (Lesson 3)

- Pupils work in pairs or small groups. Give each pair a photocopiable, and revise the actions.
- Pupils cut out the cards, shuffle them and place them face down on the table.
- Then play a miming game. Pupil A picks a picture card without showing their partner. They mime the action and pupil B guesses. Then they swap.

### 4.2 Complete. (Lesson 3)

- Play audio CD2:08. Pupils listen and identify the times in the song. Then play the song again. Pupils read the text and write the missing words. When they have finished, ask a few pupils to say the results. Check as a class.

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

- See activity 1.3.

### 4.4 Read and write. (Lesson 7)

- Focus pupils' attention on the layout and the title of the text and ask, *What is it about?*
- The pupils read the text. They then fill in the gaps, using the word bank. Play audio CD2:17 to check the answers. Pupils can say the missing words, speaking over the audio.

### Draw. Then write about how you go to school.

- Pupils draw a picture of how they get to school. Then they write sentences using the prompts.
- Ask individual pupils to read out their sentences. You can collect their work and display it in the classroom, if you like.

### 4.5 Consolidation and extension worksheet 4

#### 1 Look at the timetable and write.

- Pupils complete the sentences with Linda's daily activities.

**Answer key:** 1 On Mondays, Linda has Music lessons at nine o'clock and she does gymnastics at half past ten. 2 On Tuesdays, she has ballet lessons at half past ten and she has Music lessons at half past three. 3 On Wednesday, she does karate at half past eleven. 4 On Thursday, she goes swimming at nine o'clock. 5 On Friday, she goes skateboarding at half past ten and she does karate at half past eleven.

#### 2 Write your timetable for the weekend.

- Pupils write their own timetables for Saturday and Sunday.

#### 3 Now write about it. Use some of the words in the box.

- Pupils use their timetables and words from the word bank to write sentences about their weekend.

## Unit 5

### 5.1 Cut and play. Then mime and guess. (Lesson 3)

- Pupils work in pairs or small groups. Give each pair a photocopiable and revise the jobs.
- Pupils cut out the cards, shuffle them and place them face down on the table.
- Then play a miming game. Pupil A picks a picture card without showing their partner. They mime the job and pupil B guesses. They then swap.

### 5.2 Cut and stick. (Lesson 3)

- Give a photocopiable to each pupil and have them cut out the job picture cards.
- Play audio CD2:27. Pupils listen and follow the words, identifying the jobs in the song.
- Play the song and ask pupils to hold up the correct picture card, when the job is mentioned.
- Then play the recording again and ask the pupils to cut and stick the pictures in the correct order that they appear in the song.

**Answer key:** farmer, builder, teacher, doctor

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

- See activity 1.3.

### 5.4 Match. (Lesson 7)

- Tell pupils that they have to read and match each sentence with a picture, according to the texts in the lesson. They work individually. Walk around the class and help them when necessary. Check answers.

**Answer key:** 1c 2b 3b 4c 5a 6c

### Draw. Then write.

- Pupils draw a picture describing their heroes. Tell them to complete the sentences in each caption providing personal information. Tell them to read again the texts in *Wider World* if necessary.
- Ask individual pupils to read out their sentences. You can collect their work and display it in the classroom, if you like.

### 5.5 Consolidation and extension worksheet 5

#### 1 Look and find. Then write the jobs.

- Pupils look for the hidden items that represent jobs. Then they write the jobs.

**Answer key:** 1 astronaut 2 film star 3 police officer 4 ballet dancer 5 farmer 6 basketball player 7 firefighter 8 doctor 9 teacher 10 builder



2 What do you want to be? Draw yourself in the clothes for your job, with things you need. Then write.

- Pupils think about their favourite job, draw themselves in the clothes of that job and write about it. They then compare jobs in pairs or read them to the class.

## Wider World

### WW.3 Ask. Then cut and stick.

- Pupils cut out the job they want and glue it in the table next to 'Me'.
- Model the question and answer, and then have the pupils walk around and ask their classmates to complete the table.

## Unit 6

### 6.1 Play Battleships. (Lesson 3)

- Explain to the class that they are going to play a game called Battleships.
- Organise the class in pairs. Tell them to cut out the labelled pictures. They have to take turns to place the pictures in the squares they want without showing their partners. Then they give instructions to their partner to put the words in the same squares. For example: 'Nest' is in A1.
- Direct the pupils' attention to the model dialogue. Tell them to take turns to ask and answer questions about the pictures using the prepositions.
- Pairs should then join with another pair, with one pupil keeping the grid empty for writing on. Pair A pick a square, e.g. B3. If pair B has an object in that square, they say, *Hit! The (nest)!* If there isn't anything in the chosen square, they say, *Miss!* Pair A then put a tick or cross on their blank grid, and pair B have a turn. The winner is the first pair to hit all nine of their opponents' pictures.

### 6.2 Cut and order. (Lesson 3)

- Give each pupil a copy of the photocopiable and ask them to cut out the paragraphs of the song.
- Play the song (CD2:47) and ask pupils to order the texts as they are mentioned.
- Check as a class.

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

- See activity 1.3.

### 6.4 Find ten mistakes. (Lesson 7)

- Focus pupils' attention on the layout and the title of the text. Ask, *What is it about?* Let the pupils answer, *The Amazon rainforest.*
- Tell pupils there are 10 mistakes and show them the model answer. Give them time to find the mistakes, they can check against the text in the Pupil's book.

- Pupils write the corrected sentence under the picture. If you like, you can ask them to create new mistakes to test a partner.

**Answer key:** It's hot and wet in the Amazon rainforest. The Amazon River runs **through** the rainforest. A lot of **animals** live in the rainforest and the river. Humming-birds: These birds are very **small**. They drink **nectar** from flowers. They like red, orange and **yellow** flowers. Tapirs: These animals live next to the **river**. They **love** bananas. Giant tarantula: These **big** spiders have got long legs. They can eat a bird or a **mouse**.

## 6.5 Consolidation and extension worksheet 6

### 1 Look and write.

- Pupils look at the pictures and complete the words.

**Answer key:** 1 waterfall 2 mountain 3 rainforest  
4 river 5 valley 6 bridge 7 next to  
8 behind 9 in front of 10 under

### 2 Read and answer.

- Pupils read the quizzes and write the answers.

**Answer key:** monkey, eagle

## Unit 7

### 7.1 Play Dominoes. (Lesson 3)

- Explain to the class that they are going to play a game called *Dominoes*. Check if they have played this game before. Organise the class in pairs. Tell them to cut out the counters. They have to take turns to place counters next to the matching pictures and the corresponding words. The winner is the pupil who gets rid of the counters first.

### 7.2 Cut. Stick and answer. (Lesson 3)

- Play audio CD3:07. Pupils listen and stick the matching pictures into the spaces. Play the recording again and help pupils to fill in the words in the gaps.

**Answer key:** Sunny, What, me, feel, makes.

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

- See activity 1.3.

### 7.4 Read. Then cut and stick. (Lesson 7)

- The pupils look at the pictures and read the texts. Help them to fill in the missing words from the wordbank. They then put each text in the corresponding place. Check with the class. If you like, you can ask pupils to write an alternative text for a picture of their choice. They then stick the texts.

**Answer key:** laugh, scared, crying, sad, laughing



## 7.5 Consolidation and extension worksheet 7

### 1 Look and write. Use the words in the box.

- Pupils look at the pictures and complete the sentences with the words in the word bank.

**Answer key:** 1 She's sleeping because she's tired.  
2 She's drinking because she's thirsty.  
3 He's eating because he's hungry.  
4 He's shouting because he's angry.  
5 He's smiling because he's happy.  
6 She's crying because she's sad.  
7 He's screaming because he's scared.

### 2 Draw the film posters.

- Pupils draw and colour a scary and a funny film poster and complete the sentences about them. They then compare posters in pairs or tell the class.

## Wider World

### WW.4 Read. Then draw and write about yourself.

- Pupils draw a picture of themselves and then describe what makes them feel happy. Tell them to complete the sentences in each caption providing personal information. Tell them to reread the texts in Wider World.
- Ask individual pupils to read them out. You can collect their work and display it in the classroom, if you like.

## Unit 8

### 8.1 Cut and play. Then mime and guess. (Lesson 3)

- Pupils work in pairs or small groups. Give each pair a photocopyable and revise the actions.
- Pupils cut out the cards, shuffle them and place them face down on the table.
- Then play a miming game. Pupil A picks a picture card without showing their partner. They mime the action and pupil B guesses. They then swap.

### 8.2 Cut and stick for you. (Lesson 3)

- Pupils cut out the pictures and stick them according to their own opinions and feelings for each activity.
- Ask randomly to students: *What are you bored with? What are you keen on?...*

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

- See activity 1.3.

### 8.4 Read and find the words. (Lesson 7)

- Pupils work in pairs or small groups. Give each pair a photocopyable.
- Pupils look at the wordsearch and try to find the words from the 'Save the Reefs' text on page 78 of the Pupil's book.

**Answer key:** butterfly fish, rainforest, starfish, seahorses, parrotfish, coral reefs, sea, dead, global warming, sea snake

## 8.5 Consolidation and extension worksheet 8

### 1 Look and complete.

- Pupils look at the pictures and complete the words.

**Answer key:** 1 surfing 2 sailing 3 snorkelling  
4 swimming 5 horse-riding 6 fishing  
7 climbing

### 2 Now write.

- Pupils look Activity 1 and complete the sentences with the correct form of the activities.

**Answer key:** 1 Tom is surfing. 2 Maria is sailing.  
3 Mum is snorkelling. 4 Maria is swimming.  
5 Tom is horse-riding. 6 Dad is fishing.  
7 Tom is climbing.

### 3 Write things you are keen on, bored with, scared of and terrified of.

- Pupils complete the sentences with what they are keen on, bored with, scared of and terrified of doing.

## 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 What's your favourite? Ask and answer. (Harvest Festival)

- Direct pupil's attention to the model dialogue at the top of the page.
- You may need to help pupils with names for some fruits and vegetables. Try to elicit vocabulary from the class, and write new words on the board.
- Pupils mingle and ask each other about their favourite fruits and vegetables.

### F.2 Make a Mother's Day card. Then cut and fold. (Mother's Day)

- Pupils cut, fold and decorate their own Mother's Day card using the instructions provided.

### F.3 Colour and cut. (May Day)

- Pupils colour the flowers.
- Encourage pupils to think of a creative idea for the shapes, such a crown of flowers.
- Have pupils cut out the shapes, then you can attach them to some string and decorate the classroom for May Day.

