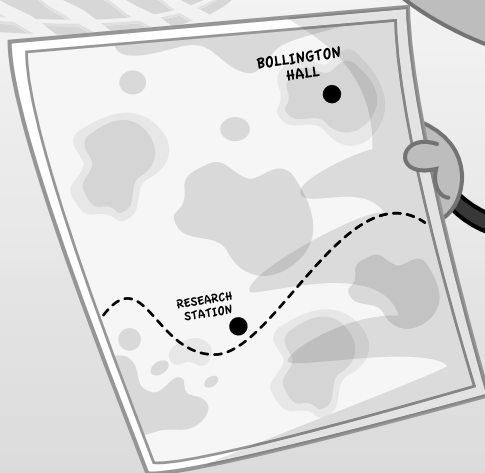
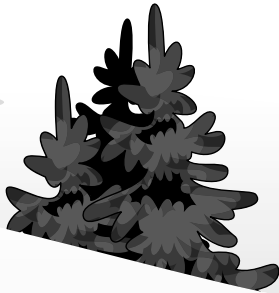


# Poptropica® English

PHOTOCOPIABLES

5



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# Poptropica® English

**PHOTOCOPIABLES**

**5**

## Contents

**Letter to parents**

**Portfolio**

**Unit worksheets**

- Vocabulary
- Vocabulary and Grammar
- Song
- Story
- CLIL
- Consolidation and extension

**Wider World worksheets**

**Festival worksheets**

**Teaching notes**

Dear Parents:

Welcome to *Poptropica*<sup>®</sup> *English 5*! This year your child will enjoy different experiences with a new group of friends (Mike, Polly and Gizmo the dog) 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 Island Adventure Game 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:

---

---

---

Have fun!

The teacher





Place your  
photo here

# My English Language portfolio

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

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

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

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

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

Cut out and match. Then act out.

1



Where are  
the Queen's  
diamonds.  
Smith?

Well done, Smith!  
They're my diamonds  
now.

2



They're in  
the town,  
boss.

Classy!

3



This is a job  
for the Ice  
Detectives.

Can you see  
anything?

4



What's that,  
Gizmo?

Quick!  
Follow it!


# 1 Friends

Find each word in the dictionary. Write the meaning in the box.

	
spiky hair	

	
bald	

	
handsome	

	
beautiful	

	
good-looking	

	
cute	

	
straight hair	

# 1 Friends

Put the letters in the correct order to make words.

ysosb \_\_\_\_\_

ayzl \_\_\_\_\_

ysh \_\_\_\_\_

rcleev \_\_\_\_\_

tryosp \_\_\_\_\_

nkdi \_\_\_\_\_

Look and make sentences with *He's/She's/They're...* or *He's/She's/They've got...* and the words in the box.

dark hair   blonde hair   friendly   straight hair   curly hair   sporty



Read and classify.

friend   handsome   sister   good-looking   face   hair   eyes   bald  
moustache   cute   beard

ADJECTIVES	NOUNS





Complete.

You've got me



And I've got you.



You help, you listen

And I do, too.

We're friends. We're friends.



You're \_\_\_\_\_ at home.

You're \_\_\_\_\_ at school.

But you're \_\_\_\_\_ and \_\_\_\_\_



And very \_\_\_\_\_.



We're friends. We're friends.

You're sometimes \_\_\_\_\_

But I don't mind.



I like you



Because you're \_\_\_\_\_.

We're friends. We're friends.

We're friends. We're friends.

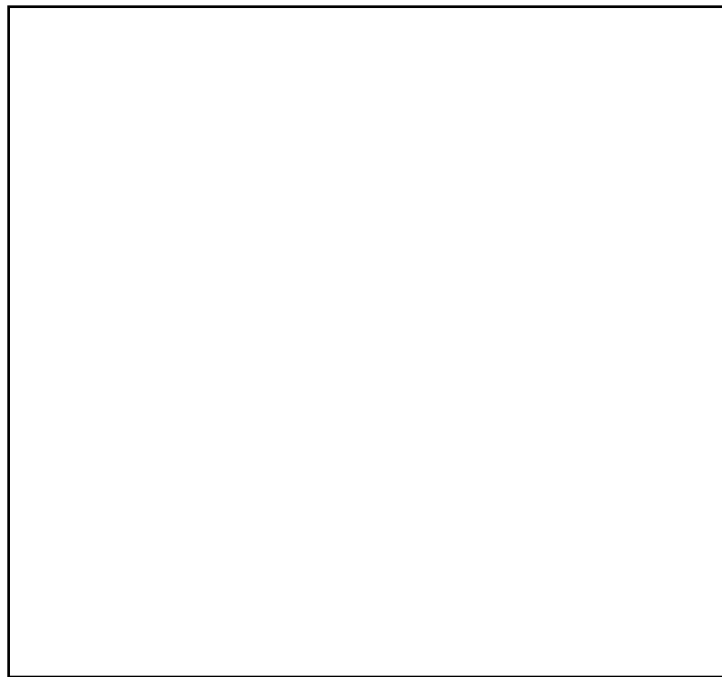


# 1 Friends

Complete the speech bubble.



Draw your favourite character. Then describe. What is he/she like?  
What does he/she look like?



My favourite character is \_\_\_\_\_.

He/she has got \_\_\_\_\_

and \_\_\_\_\_

but \_\_\_\_\_.

He/she is \_\_\_\_\_

and \_\_\_\_\_

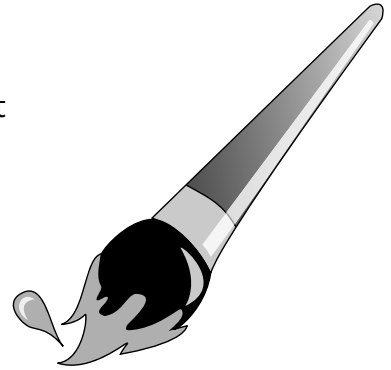
but \_\_\_\_\_.

Read. Then circle *T* (True) or *F* (False).

### My self-portrait

My self-portrait mixes my two favourite styles of art: abstract and expressionism. There are a lot of bright colours which is typical of abstract art. I use a bright yellow paint to show that I've got blonde hair. I also use warm colours to show positive feelings. I never use cool colours. I think this self-portrait shows that I am feeling happy.

By Chrissie



- |   |       |
|---|-------|
| 1 Chrissie doesn't like abstract art.         | T / F |
| 2 Her self-portrait is very colourful.        | T / F |
| 3 Abstract art usually use bright colours.    | T / F |
| 4 The painting includes lots of cool colours. | T / F |
| 5 Chrissie uses warm colours for her hair.    | T / F |

# 1 Friends

## Consolidation and extension Worksheet 1

Name: .....

Class: .....

### 1 Write the words.

1 ogdo-olokign good-looking

2 pskyi airh \_\_\_\_\_

3 dbla \_\_\_\_\_

4 targisht irha \_\_\_\_\_

5 aebluutif \_\_\_\_\_

6 ucrly irah \_\_\_\_\_

### 2 Write about your best friend.

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

He's/She's \_\_\_\_\_ and \_\_\_\_\_ but he's/she's \_\_\_\_\_.

He's/She's my best friend, he's/she's very \_\_\_\_\_ and his/her name is \_\_\_\_\_.

### 3 Look, read and choose. Tick (✓) a or b.



a



b

I've got long, dark curly hair.  
My friends say I'm tall. I'm thin,  
too. I'm wearing trousers,  
a jacket, a hat and trainers.  
I'm not wearing gloves and  
sunglasses.

### 4 Describe the other girl.

---

---

## Find someone who ...

<p>has got a big family.</p> <p><i>Have you ...?</i></p> <p>_____</p>	<p>has got an older brother.</p> <p><i>Have you ...?</i></p> <p>_____</p>	<p>has got a small family.</p> <p><i>Have you ...?</i></p> <p>_____</p>	<p>has got an older sister.</p> <p><i>Have you ...?</i></p> <p>_____</p>
<p>looks like his/her mum or dad?</p> <p><i>Do you ...?</i></p> <p>_____</p>	<p>hasn't got any brothers or sisters.</p> <p><i>Have you ...?</i></p> <p>_____</p>	<p>lives with grandparents.</p> <p><i>Do you ...?</i></p> <p>_____</p>	<p>has got a baby brother or sister.</p> <p><i>Have you ...?</i></p> <p>_____</p>
<p>lives with his/her family in a house.</p> <p><i>Do you ...?</i></p> <p>_____</p>	<p>has got a younger sister.</p> <p><i>Have you ...?</i></p> <p>_____</p>	<p>has got a younger brother.</p> <p><i>Have you ...?</i></p> <p>_____</p>	<p>lives with his/her family in a flat.</p> <p><i>Do you ...?</i></p> <p>_____</p>
<p>is kind and helpful at home.</p> <p><i>Are you ...?</i></p> <p>_____</p>	<p>would like to have a big family.</p> <p><i>Would you ...?</i></p> <p>_____</p>	<p>is bossy at home.</p> <p><i>Are you ...?</i></p> <p>_____</p>	<p>would prefer to only have sisters.</p> <p><i>Would you ...?</i></p> <p>_____</p>
<p>would like to have a lot of brothers or sisters.</p> <p><i>Would you ...?</i></p> <p>_____</p>	<p>would like to not have any brothers or sisters.</p> <p><i>Would you ...?</i></p> <p>_____</p>	<p>would prefer to only have brothers.</p> <p><i>Would you ...?</i></p> <p>_____</p>	<p>would like to have a small family.</p> <p><i>Would you ...?</i></p> <p>_____</p>

Write a sentence using each phrase.

<p>brush my teeth</p> 	
<p>make my bed</p> 	
<p>wash my face</p> 	
<p>tidy my room</p> 	
<p>do my homework</p> 	
<p>meet my friends</p> 	
<p>be on time</p> 	
<p>take notes in class</p> 	

Put the letters in the correct order to make words.

enrev \_\_\_\_\_

lulyasu \_\_\_\_\_

efnto \_\_\_\_\_

seositmem \_\_\_\_\_

ylwsaa \_\_\_\_\_

How often do you ...? Complete the table. Then ask and answer.

always often sometimes never usually







go to school by bus	go to the park	eat dinner	watch TV when having dinner	go to bed before 9.00 p.m.

Read and classify.

brush usually wash always tidy chocolate butter  
never cooker often fridge sometimes

NOUNS	VERBS	ADVERBS

Number the lines in order.

	I usually make my bed,	—
	I always wash my face before school.	—
	And I sometimes help my mum.	—
	But I never, never tidy my room.	—
	Never, never tidy my room.	—
	But I never brush my hair so I look cool.	—
	I never, never tidy my room.	—
	My sister tidies her room.	—
	My brother tidies his room.	—
	My friends tidy their rooms,	—
	But not me. Oh, no! Not me.	—
	Never, never tidy my room.	—
	Never, never tidy my room.	—
	But where is it? Well, I don't know.	—
	Where's my sister's kite? Is it under the bed?	—
	Because I never, never tidy my room.	—
	And on the chair, what's that? A monster's head!	—
	My brother's ball is here, too.	—
	Never, never tidy my room.	—





Classify the food from the list.

apple orange pizza cereal chocolate hamburguer milk  
 egg sweets bread fish coke coffee carrots tomatoes  
 cake orange juice hot dogs

	HEALTHY	UNHEALTHY
Breakfast		
Lunch		
Dinner		

## Consolidation and extension Worksheet 2

Name: .....

Class: .....

### 1 Look and write.

<p>1 My mum <del>often</del> brushes</p> <p>2 They often meet</p> <p>3 The cat always washes</p> <p>4 You usually tidy</p> <p>5 He sometimes does</p> <p>6 She never makes</p>	<p>his</p> <p>her</p> <p>her</p> <p>your</p> <p>their</p> <p>its</p>	<p>room in the evening.</p> <p>homework in his bedroom.</p> <p><del>teeth after lunch.</del></p> <p>friends in the park after school.</p> <p>bed before breakfast.</p> <p>face after its dinner.</p>
--	--	--

- 1 My mum often brushes her teeth after lunch. \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

### 2 Write about what your family does at the weekend.

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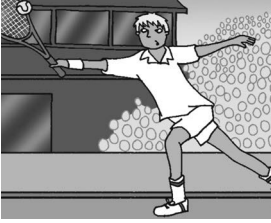


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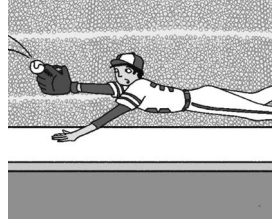


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Write a sentence using each phrase or word.



hitting



catching



kicking



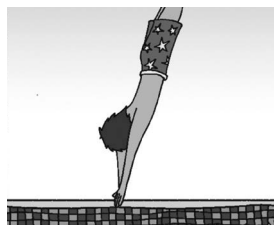
climbing



throwing



running races



diving

# 3 Free time

Put the letters in the correct order to make words or phrases.

lignartmnop \_\_\_\_\_ giapyl n scehs \_\_\_\_\_  
 ngiward \_\_\_\_\_ yalpgni eht sumrd \_\_\_\_\_  
 lrelorngibdla \_\_\_\_\_ ktbadnsaeorig \_\_\_\_\_  
 tagcni \_\_\_\_\_

What are they doing? Tell a partner.



Read and classify.

hitting kicking sofa throwing catching bicycle  
 races reading poetry score playing the drums  
 trampolining artist acting rollerblading ski  
 team player making park

NOUNS	VERBS



Complete the lines.



Come and have fun at \_\_\_\_\_.



Come here and \_\_\_\_\_.

Drawing, trampolining, rollerblading,



At the Fun Club, the \_\_\_\_\_.



What do you like doing?

Do you like playing the drums?

Or skateboarding or acting?



There's fun \_\_\_\_\_.



What are you \_\_\_\_\_?



Are you good at \_\_\_\_\_?

We love Fun Club!



It's fun here. Yes! Yes! Yes!



# 3 Free time

Complete the speech bubbles.



Draw your favourite character doing a different activity for each day of the week. Then describe.

Monday	Wednesday	Friday	Saturday

- 1 \_\_\_\_\_ loves \_\_\_\_\_ on Mondays.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

# 3 Free time

Complete the survey for you and four friends.

Do you like...	Me	_____	_____	_____	_____
musical films?					
singing?					
listening to violin music?					
playing the drums?					
listening to a trumpet?					
playing the piano?					



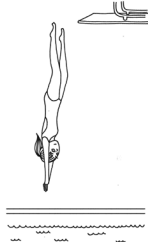
# 3 Free time

## Consolidation and extension Worksheet 3

Name: .....

Class: .....

### 1 Look and write.



1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

### 2 Write questions.

1 do you doing like What ?

What do you like doing?

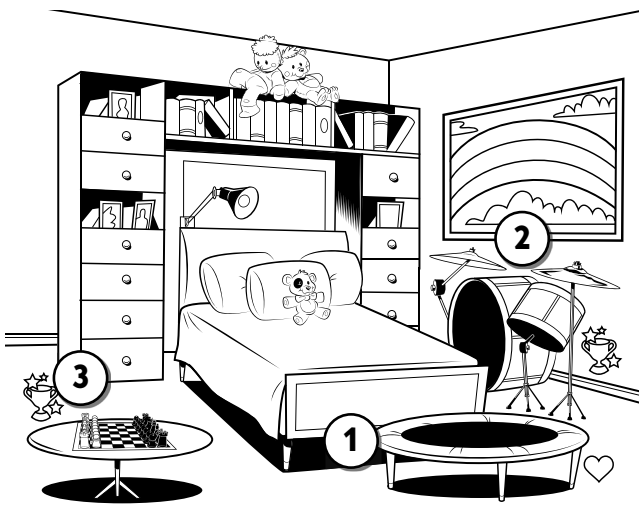
2 at Is diving good he ?

\_\_\_\_\_ ?

3 throwing Are they good at ?

\_\_\_\_\_ ?

### 3 Look and write.



1 ♡ Emma \_\_\_\_\_

2 🏆 \_\_\_\_\_

3 🏆 \_\_\_\_\_

### 4 Now write about you!

\_\_\_\_\_

## Find someone who ...

is good at trampolining. <i>Are you ...?</i> _____	is good at skateboarding. <i>Are you ...?</i> _____	is good at acting. <i>Are you ...?</i> _____	is good at running. <i>Are you ...?</i> _____
is good at rollerblading. <i>Are you ...?</i> _____	is good at playing the drums. <i>Are you ...?</i> _____	is good at acting. <i>Are you ...?</i> _____	is good at hitting a ball. <i>Are you ...?</i> _____
enjoys diving. <i>Do you ...?</i> _____	would like to do a mud race. <i>Would you ...?</i> _____	likes eating cheese. <i>Do you ...?</i> _____	would like to play polo. <i>Would you ...?</i> _____

Match the countries to their flags.



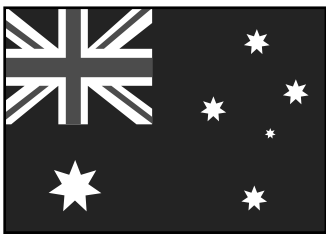
a

1 the United States



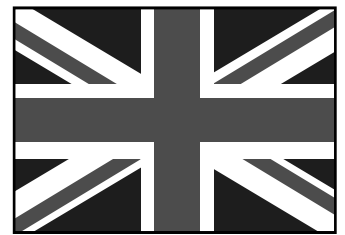
f

2 the United Kingdom



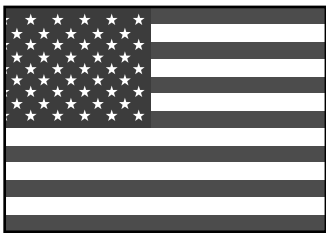
b

3 Mexico



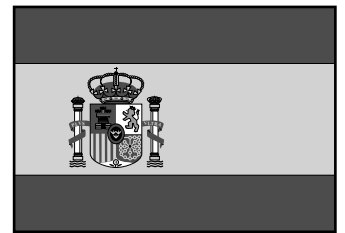
g

4 Argentina



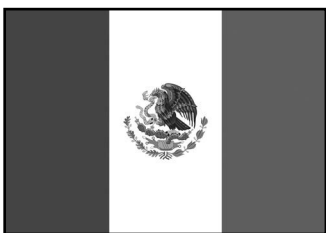
c

5 China



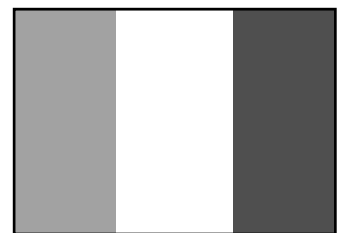
h

6 Australia



d

7 Brazil



i

8 Spain



e

9 Italy



j

10 Egypt

Put the letters in the correct order to make words.

trdees \_\_\_\_\_

ydimarp \_\_\_\_\_

eustta \_\_\_\_\_

iyct \_\_\_\_\_

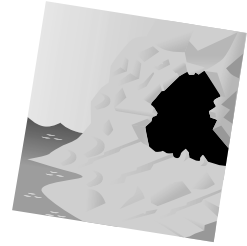
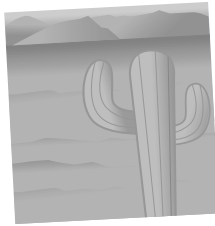
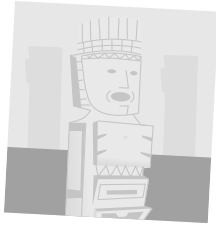
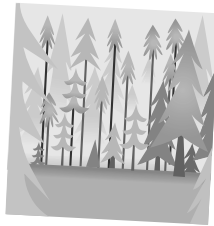
aecv \_\_\_\_\_

nacolv \_\_\_\_\_

setofr \_\_\_\_\_

kael \_\_\_\_\_

Look at the pictures and ask and answer using *Is there ...? / Are there ...?*



Read and classify.

desert statue cave big small lake pyramid far interesting  
volcano close

ADJECTIVES	NOUNS

Number the paragraphs in order.



Tell me about your country.

I can tell you a lot.



Is there a desert?

Yes, there is. It's hot, hot, hot!



The drums are calling.



My home is calling.

I want to be there – in Mexico.



Are there any old cities?

Yes, there are. It's true.

With wonderful big pyramids

And statues, too.



Are there any volcanoes?

Yes, there are ... and there are lakes,

Caves, forests and mountains.



It's a beautiful place.



Complete the speech bubbles.



Choose a character from the story and draw him/her travelling in another country. Then write questions about places in that country and ask a partner.

desert pyramid statue city cave volcano forest lake

- 1 Are \_\_\_\_\_ in \_\_\_\_\_ ?
- 2 Is there a \_\_\_\_\_ in \_\_\_\_\_ ?
- 3 \_\_\_\_\_ ?
- 4 \_\_\_\_\_ ?
- 5 \_\_\_\_\_ ?

# 4

# Around the world

Match the activities with each season.

ride on skidoos   go to the beach   do sports on grass  
wear a coat   drink cool water   play in the snow   wear shorts

WINTER	SUMMER

Think of activities to do in spring and autumn.

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## Consolidation and extension Worksheet 4

Name: .....

Class: .....

### 1 Look and find six countries.

1 xeMcio      Mexico

2 npiaS      \_\_\_\_\_

3 niCha      \_\_\_\_\_

4 usAliarta      \_\_\_\_\_

5 niatirB      \_\_\_\_\_

6 gpEty      \_\_\_\_\_

### 2 Write the questions and answers about Ice Island. Use *there are/aren't* and *some/any*.

1 caves	✓
2 polar bears	✓
3 elephants	✗

4 statues	✓
5 penguins	✓
6 deserts	✗

1 Are there any caves on Ice Island?  
Yes, there are some caves.

2 \_\_\_\_\_ ?

3 \_\_\_\_\_ ?









4 \_\_\_\_\_ ?

5 \_\_\_\_\_ ?

6 \_\_\_\_\_ ?



Find these words in the dictionary. Write the meaning in the box.

<p>jacket</p> 	
<p>swimsuit</p> 	
<p>scarf</p> 	
<p>sandals</p> 	
<p>wallet</p> 	
<p>sunglasses</p> 	
<p>umbrella</p> 	
<p>gloves</p> 	

# 5 Shopping

Put the letters in the correct order to make words.

kdar \_\_\_\_\_

tihgl \_\_\_\_\_

htigt \_\_\_\_\_

pchae \_\_\_\_\_

gygab \_\_\_\_\_

viexepnse \_\_\_\_\_

What do they look like? Tell a partner.



Read and classify.

dark tight expensive umbrella gloves light  
sandals jacket baggy cheap

ADJECTIVES	NOUNS



Complete.



That \_\_\_\_\_'s too short



And the colour's too light.

That \_\_\_\_\_'s too \_\_\_\_\_



And the size isn't right.



Chorus:

I only like wearing ...



\_\_\_\_\_ trousers, \_\_\_\_\_ trousers,

\_\_\_\_\_ trousers, \_\_\_\_\_ trousers.



Baggy trousers are \_\_\_\_\_,



Baggy trousers are cool.

Baggy trousers rule!



That \_\_\_\_\_'s too \_\_\_\_\_.



Those shorts are too long.

The shoes are too dark.

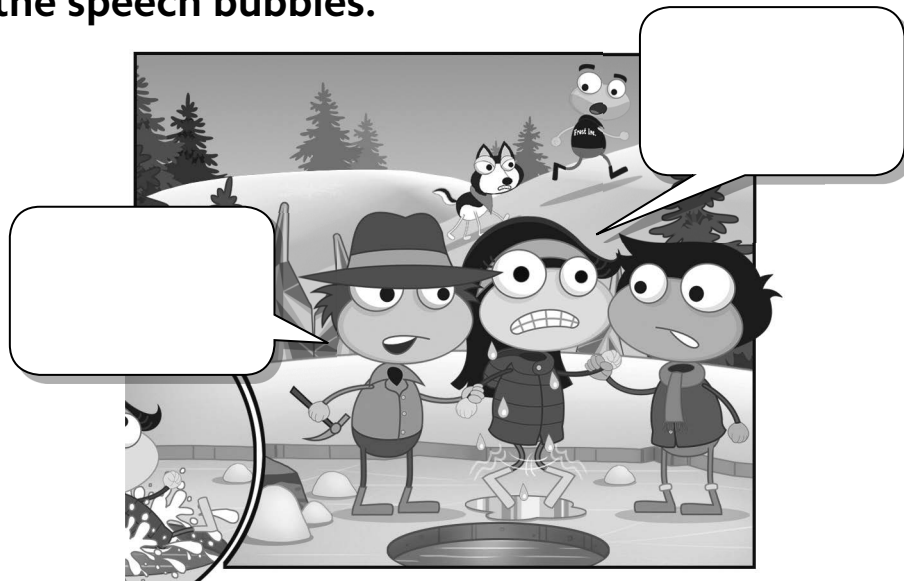


And the size isn't right.

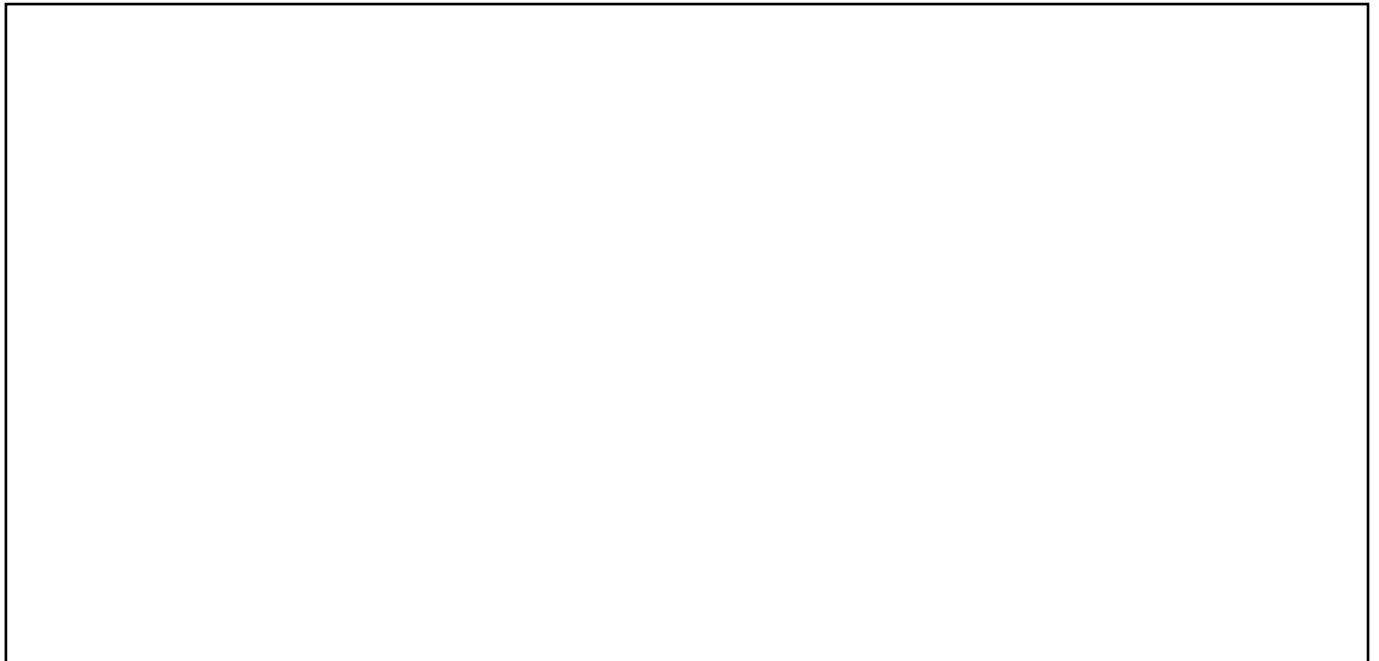


# 5 Shopping

Complete the speech bubbles.



Draw your favourite character wearing your favourite clothes.  
Then describe.



My favourite character is \_\_\_\_\_.

He/she is wearing baggy / tight \_\_\_\_\_

and expensive \_\_\_\_\_.

He/she is \_\_\_\_\_

and \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_.

# 5 Shopping

## Read and match.



### AT THE DEPARTMENT STORE

Shop Assistant: Good morning! Can I help you?

Customer: (1)

Shop Assistant: OK! What kind of shoes? Walking, climbing or dancing?

Customer: (2)

Shop Assistant: So you need trainers with soles that are soft in the middle. Here you are.

Customer: (3)

Shop Assistant: They're thirty pounds.

Customer: (4)

Shop Assistant: Sure. Here you go.

Customer: (5)

Shop Assistant: You're welcome!

- A Dancing shoes, please.
- B How much are these trainers?
- C Good morning! I need new shoes.
- D Thanks for your help.
- E Can I buy these trainers, please?

# 5 Shopping

## Consolidation and extension Worksheet 5

Name: .....

Class: .....

### 1 Read and guess.

- |   |                |
|---|----------------|
| 1 You wear these on your feet in summer.            | <u>sandals</u> |
| 2 You wear these to protect your eyes from the sun. | s _____        |
| 3 You wear this to go swimming.                     | s _____        |
| 4 You wear this around your neck.                   | s _____        |
| 5 You wear these on your hands in the winter.       | g _____        |

### 2 You've got £150. Look and tick for Dylan. Write how much.



How much are Dylan's new clothes? \_\_\_\_\_

### 3 Write about Dylan's new clothes.

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## Find someone who ...

<p>likes baggy trousers.</p> <p><i>Do you like ...?</i></p> <hr/>	<p>likes cheap clothes.</p> <p><i>Do you like ...?</i></p> <hr/>	<p>likes dark sunglasses.</p> <p><i>Do you like ...?</i></p> <hr/>	<p>likes light clothes.</p> <p><i>Do you like ...?</i></p> <hr/>
<p>has got an expensive jacket.</p> <p><i>Have you got ...?</i></p> <hr/>	<p>has got tight jeans.</p> <p><i>Have you got ...?</i></p> <hr/>	<p>has got a floral swimsuit.</p> <p><i>Have you got ...?</i></p> <hr/>	<p>has got a market near where they live.</p> <p><i>Have you got ...?</i></p> <hr/>
<p>buys bread at a bakery.</p> <p><i>Where do you ...?</i></p> <hr/>	<p>usually buys food at a market.</p> <p><i>Do you usually ...?</i></p> <hr/>	<p>thinks that markets are interesting.</p> <p><i>What do you think about ...?</i></p> <hr/>	<p>thinks that buying food in the market is cheap.</p> <p><i>What do you think about ...?</i></p> <hr/>

# 6 Party time

Write three sentences about the people in your family.

cousin		
uncle		
aunt		
grandad		
granny		
parents		
grandparents		
children		



# 6 Party time

Put the letters in the correct order to make ordinal numbers.

sftir \_\_\_\_\_

nteht \_\_\_\_\_

hevtnes \_\_\_\_\_

tntwhieeh \_\_\_\_\_

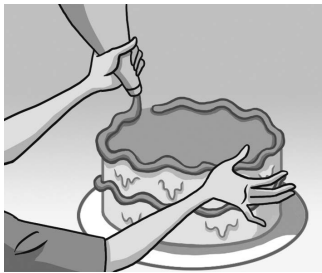
xtenehsi \_\_\_\_\_

fwhtelt \_\_\_\_\_

ufohrt \_\_\_\_\_

desnoc \_\_\_\_\_

Complete with *was* or *were*.



The cake \_\_\_\_\_  
big.



It \_\_\_\_\_  
grandad's birthday.



The children \_\_\_\_\_  
happy.



The cat \_\_\_\_\_  
hungry.

Read and classify.






aunt were problem party was birthday cake uncle  
house eat hungry children granny small present big

ADJECTIVES	NOUNS	VERBS

# 6 Party time



Number the lines in order.

	There was singing and dancing, music and fun.	<input type="checkbox"/>
	'Happy New Year!' I said, too.	<input type="checkbox"/>
	It was the thirty-first of December, snowy and white.	<input type="checkbox"/>
	I went to a party that cold winter's night.	<input type="checkbox"/>
	I remember it well, oh yes, I remember it well.	<input type="checkbox"/>
	There were games. There were drinks for everyone.	<input type="checkbox"/>
	Then ... ten, nine, eight, seven, six, five, four, three, two, one.	<input type="checkbox"/>
	We said, 'Goodbye' to the old year.	<input type="checkbox"/>
	We said, 'Hello' to the new.	<input type="checkbox"/>
	It was twelve o'clock! Another new year!	<input type="checkbox"/>
	My friends, new and old, said, 'Happy New Year!'	<input type="checkbox"/>
	I remember it well, oh yes, I remember it well.	<input type="checkbox"/>

# 6 Party time

Remember the story. Explain what each character said or where he/she went and what there was/were.

There was \_\_\_\_\_

The children were \_\_\_\_\_

The thief said \_\_\_\_\_

They went \_\_\_\_\_

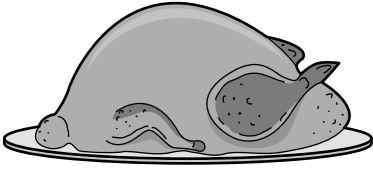
The ribbon was \_\_\_\_\_



# 6 Party time

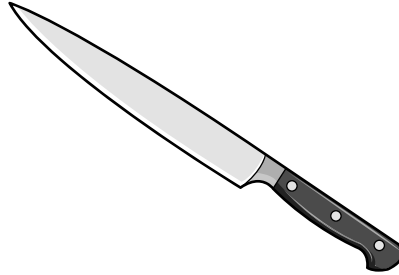
Read and match.

1



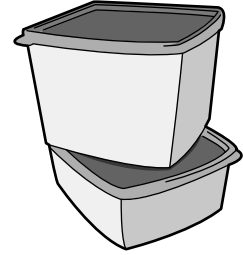
turkey

2



knife

3



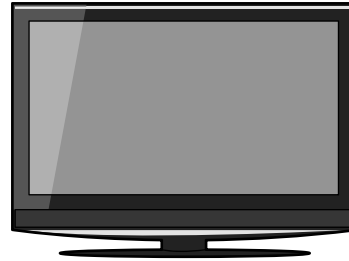
containers

4



thermometer

5



television

**Don't forget these things at your Thanksgiving party!**

**A** After your Thanksgiving dinner, you can use some of these to keep left-over food in the fridge. You can have a turkey sandwich the day after.

**B** People from the United States also celebrate by watching the famous parade in New York. It's a wonderful show with balloons, music and a lot of fun!

**C** This is the most traditional food. The original settles had it with pumpkin and corn, nowadays people eat it with stuffing and potatoes.

**D** You need to use a good one to cut the turkey!

**E** You should use one of these to make sure that the turkey is cooked and ready!

## Consolidation and extension Worksheet 6

Name: .....

Class: .....

### 1 Read and write the dates.

December was a fun month last year! My grandad's birthday party was on 14th December. There was a very big cake! My birthday party was 10 days before Grandad's. It was great! There was a very big cake, too. My sister's birthday party was three days before my birthday party. There was a cake of course! My cousin's birthday was two days after my sister's birthday. We went to the cinema, said 'Happy birthday!' and, yes, there was a big cake, too! I love cake!




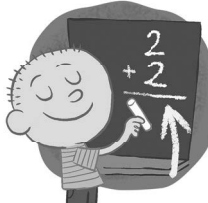




- 1 My birthday party was on \_\_\_\_\_.
- 2 My sister's birthday party \_\_\_\_\_.
- 3 My cousin's birthday \_\_\_\_\_.

### 2 Read, think and write.

- My **first** letter is in book **but not** in cook. \_\_\_\_\_
- My **second** letter is in is **but not** in yes. \_\_\_\_\_
- My **third** letter is in run **but not** in fun. \_\_\_\_\_
- My **fourth** letter is in to **but not** in on. \_\_\_\_\_
- My **fifth** letter is in he **but not** in me. \_\_\_\_\_
- My **sixth** letter is in dog **but not** in got. \_\_\_\_\_
- My **seventh** letter is in May **but not** in my. \_\_\_\_\_
- My **eighth** letter is in day **but not** in date. \_\_\_\_\_

Write me! \_\_\_\_\_

Find each word in the dictionary. Write the meaning in the box.

 <p>interesting</p>		 <p>difficult</p>	
 <p>boring</p>		 <p>easy</p>	
 <p>exciting</p>		 <p>romantic</p>	
 <p>scary</p>		 <p>funny</p>	

Put the letters in the correct order to make words.

trA \_\_\_\_\_

ortyiHs \_\_\_\_\_

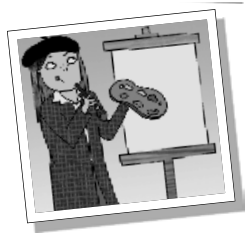
sMtah \_\_\_\_\_

pyGhoarge \_\_\_\_\_

EP \_\_\_\_\_

eeSccin \_\_\_\_\_

Which of these subjects did you have last week? Were they interesting/boring/easy/difficult? Tell a partner.



Read and classify.

study exciting easy Geography boring difficult  
were lesson History scary teach learn

ADJECTIVES	NOUNS	VERBS



Complete the lines.



Maths, Science, \_\_\_\_\_



PE, Art, \_\_\_\_\_.



A lot of subjects every day.

Is school \_\_\_\_\_? No way!



Last year, Maths wasn't \_\_\_\_\_.



The lessons weren't always \_\_\_\_\_.

But now I can do all \_\_\_\_\_.

Maths is for everyone.



(Chorus)

Last year, PE was \_\_\_\_\_.

PE lessons weren't my thing.



But now it's my favourite \_\_\_\_\_.



I can play football and swim.



(Chorus)







## 'Beat the clock' word search!

film hollywood desert kilometres city horses  
kangaroo school home radio teacher children farm

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

### Complete the sentences.

After one minute:

I \_\_\_\_\_ find any words.

I found \_\_\_\_\_ words.

After three minutes:

I \_\_\_\_\_ find any words.

I found \_\_\_\_\_ words.

I finished in \_\_\_\_\_ minutes!



## Consolidation and extension Worksheet 7

Name: .....

Class: .....

### 1 Read. Write about last week for Dan.

Monday morning	Tuesday afternoon	Wednesday morning	Thursday afternoon	Friday morning	Friday afternoon
Maths - difficult...	Science - exciting!	Art - interesting.	Geography - boring...	PE - easy and fun!	History - scary!

1 Maths was difficult on Monday morning.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

### 2 Read, imagine and write.

boring exciting funny interesting scary

**Do you like scary books?**  
 Yes? Then read *Anna and the Aliens*! Three children meet an alien and his friends in the park. It's a dark evening in winter. Some aliens are funny and kind but some are not...

**MY BOOK BLOG**

*Anna and the Aliens* was

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

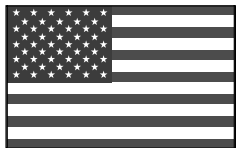


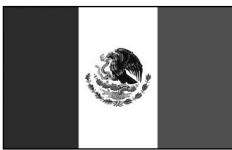






\_\_\_\_\_

\_\_\_\_\_

## Find someone who ...

<p>loves Maths. <i>Do you love ...?</i></p> <p>_____</p>	<p>loves Science. <i>Do you love ...?</i></p> <p>_____</p>	<p>loves PE. <i>Do you love ...?</i></p> <p>_____</p>	<p>loves Geography. <i>Do you love ...?</i></p> <p>_____</p>
<p>is good at History. <i>Are you ...?</i></p> <p>_____</p>	<p>is good at English. <i>Are you ...?</i></p> <p>_____</p>	<p>is good at Art. <i>Are you ...?</i></p> <p>_____</p>	<p>is good at Music. <i>Are you ...?</i></p> <p>_____</p>
<p>prefers a boarding school. <i>Do you prefer ...?</i></p> <p>_____</p>	<p>prefers a small school. <i>Do you prefer ...?</i></p> <p>_____</p>	<p>prefers a big school. <i>Do you prefer ...?</i></p> <p>_____</p>	<p>prefers an international school. <i>Do you prefer ...?</i></p> <p>_____</p>
<p>would like to go to a sports school. <i>Would you ...?</i></p> <p>_____</p>	<p>would like to go to an arts school. <i>Would you ...?</i></p> <p>_____</p>	<p>would like to go to a music school. <i>Would you ...?</i></p> <p>_____</p>	<p>would like to go to a school in the mountains. <i>Would you ...?</i></p> <p>_____</p>

Write the country for each nationality. Then write the language spoken there.

			
American		Italian	
			
Argentinian		Mexican	
			
Brazilian		Spanish	
			
British		Chinese	
			
Egyptian		Australian	

Put the letters in the correct order to make words. Then match with the pictures.

1 ywocbo \_\_\_\_\_

2 orcat \_\_\_\_\_

3 cetssinit \_\_\_\_\_

4 nkgi \_\_\_\_\_

5 israol \_\_\_\_\_

6 ysp \_\_\_\_\_

7 isrlode \_\_\_\_\_

8 iewart \_\_\_\_\_

a



b



c



d



e



f



g



h



Number the paragraphs in order.



I get up at five in the morning.

My days are very long.

But a life in films is exciting.



That's why I'm singing this song

I'm an actor, yes, an actor.



Acting's he life for me.

On Friday, I was a cowboy.

On Thursday, a Spanish king.



In June, I was a waiter,

And a sailor in the spring.



Last year I was a scientist

And a soldier. That was great!

I was a famous British spy.

In two thousand and eight.







## Read and complete.

character body computer square exercise rectangles

### The history of computer games

The first \_\_\_\_\_ games were American. Pong was new in 1972 and it was too big and expensive for people's homes. Two small white \_\_\_\_\_ went up and down and a small white \_\_\_\_\_ went left and right. What was the game? Computer table tennis!

The Game Boy was Japanese. It was first in the shops in 1989. It was small and there were a lot of good games for it. The games were black and white. Games with the \_\_\_\_\_ Mario were very successful.

The Wii was new in 2004. In a lot of Wii games, you play with your whole \_\_\_\_\_ and not just your fingers. Some sports games are very good \_\_\_\_\_!



### Read and circle *T (True)* or *F (False)*.

- The first computer was Japanese. T / F
- There was only one game in the first Game Boy. T / F
- In some Wii games you can play with your body. T / F

**Write one true sentence and one false sentence about the history of computer games.**

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## Consolidation and extension Worksheet 8

Name: .....

Class: .....

### 1 Look, read and circle.

- 1 Sparky the Magic Horse was on TV last Thursday **on** / **(at)** five o'clock.
- 2 Spies and Kings was on TV **at** / **on** 5th May.
- 3 Mr Cleverclogs the Mad Scientist was on TV three days **ago** / **last**.
- 4 There was a great cowboy film on TV **at** / **last** Sunday.
- 5 My favourite film was on TV **last** / **at** night.

### 2 Read, choose and write.

### Know your English!

1 She was in a film two years ago.	<input checked="" type="checkbox"/> I	<input type="checkbox"/> Do
2 I went to school at Monday.	<input checked="" type="checkbox"/> you	<input type="checkbox"/> always
3 The footballer is from Italy. He's Italish.	<input checked="" type="checkbox"/> like	<input type="checkbox"/> do
4 He always watches TV in the evening.	<input checked="" type="checkbox"/> my	<input type="checkbox"/> doing
5 We weren't at school last week.	<input checked="" type="checkbox"/> English	<input type="checkbox"/> your
6 I sometimes get up on five o'clock.	<input checked="" type="checkbox"/> football	<input type="checkbox"/> homework

### 3 Correct the mistakes in Activity 2.

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## Complete the Festivals' Research Corner about Thanksgiving!

THE FESTIVALS' RESEARCH CORNER	
Festival (name)	<i>Draw or stick a picture here</i>
Origin ... (This festival was originated in ... by ... because ...)	
About the festival ... (Interesting facts about it: countries where it is celebrated, differences, changes through history)	
In my country ... (Information about this festival in your country)	
I think ... (Your opinion about this festival)	

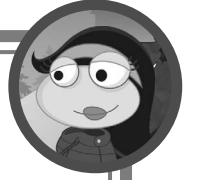
## Complete the Festivals' Research Corner about Halloween!

THE FESTIVALS' RESEARCH CORNER	
Festival (name)	<i>Draw or stick a picture here</i>
Origin ... (This festival was originated in ... by ... because ...)	
About the festival ... (Interesting facts about it: countries where it is celebrated, differences, changes through history)	
In my country ... (Information about this festival in your country)	
I think ... (Your opinion about this festival)	

Complete the Festivals' Research Corner about Pancake Day!

THE FESTIVALS' RESEARCH CORNER	
Festival (name)	<i>Draw or stick a picture here</i>
Origin ... (This festival was originated in ... by ... because ...)	
About the festival ... (Interesting facts about it: countries where it is celebrated, differences, changes through history)	
In my country ... (Information about this festival in your country)	
I think ... (Your opinion about this festival)	

Make a certificate.



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Ice 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 Cut out and match. Then act out. (Lesson 1)

- Pupils work in groups of four. Each group gets a photocopiable.
- Pupils cut out the pictures and bubbles. They work together to find the correct order for each bubbles according to the story and put it below the picture.
- Check answers with the class.
- Assign a character to each member of the group. Then they act out the story. They can use the bubbles to help them remember the script.

## Unit 1

### 1.1 Find each word in the dictionary. Write the meaning in the box. (Lesson 1)

- Give pupils time to do the activity.
- Read the definitions aloud. Encourage pupils to say their own definition. Model and practise dictionary skills.

### 1.2 Put the letters in the correct order to make words. (Lesson 3)

- Give pupils time to put the letters in the correct order and write the words.

Answer key: bossy, clever, kind, shy, sporty, lazy

Look and make sentences with *He's/She's/They're...* or *He's/She's/They've got...* and the words in the box.

- Read the words in the box and check understanding.
- Give a few examples, e.g. point at the girl and say *She's sporty. She's got blonde hair.*
- Give pupils time to do the activity.

Read and classify.

- Ask pupils to read the words in the box. Give them examples of the grammatical categories using words from the box or from Lesson 1. Remind them how to put the word in the correct position, e.g. *spiky hair* so it is an adjective/noun.
- Give pupils time to do the activity. Read out or write on the board to check.

Answer key: Adjectives: handsome, good-looking, bald, cute / Nouns: friend, sister, face, hair, eyes, moustache, beard

### 1.3 Complete. (Lesson 3)

- Ask pupils to read the song.
- Play the recording so that pupils read and complete the missing words.
- Play the recording so that pupils check their answers. Pupils can also look at their Pupil's Books to check their answers.

### 1.4 Complete the speech bubble. (Lesson 5)

- Ask pupils to look at the picture.
- Give pupils time to complete the speech bubble. They can either write something similar to what is in the Pupil's Book story or use their own ideas.
- Ask volunteers for checking.

Draw your favourite character. Then describe. What is he/she like? What does he/she look like?

- Give pupils time to do the activity.
- Ask volunteers for checking.

The procedure and suggested activities for the story are the same for all units.

### 1.5 Read. Then circle *T (True)* or *F (False)*. (Lesson 7)

- Ask pupils to look at the photo. Explain that it shows Chrissie painting her self-portrait.
- Read the text aloud. Give pupils time to do the activity at the bottom of the photocopiable.
- Discuss the answers. Encourage pupils to say the true sentence when it is false.

Answer key: 1F 2T 3T 4F 5T

### 1.6 Consolidation and extension worksheet 1

1 Write the words.

Answer key: 2 spiky hair 3 bald 4 straight hair  
5 beautiful 6 curly hair

2 Write about your best friend.

Answer key: Pupil's own answers.

3 Look, read and choose. Tick (✓) a or b.

Answer key: b

4 Describe the other girl.

Answer key: Pupil's own answers.

## Wider World

### WW.1 Find someone who ...

- Tell pupils that they're going to complete a survey. Read aloud the questions to check understanding.

- Model how to circulate and ask the questions. Pupils need to write the name of those pupils that they found that matched the idea. Tell pupils that they need to ask all the questions in the given time.
- Discuss pupils' experiences.

## Unit 2

### 2.1 Write a sentence using each phrase.

(Lesson 1)

- Give pupils time to do the activity.
- Read aloud the phrases and encourage pupils to say their own sentence.

### 2.2 Put the letters in the correct order to make words. (Lesson 3)

- Give pupils time to put the letters in the correct order and write the words. Answer key: never, usually, often, sometimes, always

How often do you...? Complete the table. Then ask and answer.

- Ask pupils to look at the activities in the table and think about how frequently they do them. Give pupils time to complete the table for them.
- In pairs, pupils ask and answer.

Read and classify.

- Ask pupils to read the words in the box. Give them examples of the grammatical categories using words from the box. Remind them to put the word in the correct position.
- Read out or write on the board to check.

Answer key: Nouns: chocolate, butter, cooker, fridge / Verbs: brush, wash, tidy, revise / Adverbs: usually, always, never, often, sometimes

### 2.3 Number the lines in order (Lesson 3)

- Ask pupils to read the song.
- Play the recording so that pupils read and order the lines.
- Play the recording so that pupils check their answers.
- Pupils can also look at their Pupil's Books to check their answers.

### 2.5 Classify the food from the list. (Lesson 7)

- Give pupils time read the words and the titles of the columns in the table.
- Ask them *What do you usually have for breakfast / lunch / dinner?*
- Give pupils time to do the activity.
- Ask volunteers for reading aloud their answers.
- Discuss their choices as a class.

## 2.6 Consolidation and extension worksheet 2

### 1 Look and write.

Answer key: 2 They often meet their friends in the park after school. 3 The cat always washes its face after its dinner. 4 You usually tidy your room in the evening. 5 He sometimes does his homework in his bedroom. 6 She never makes her bed before breakfast.

### 2 Write about what your family does at the weekend.

Answer key: Pupil's own answers.

## Unit 3

### 3.1 Write a sentence using each phrase or word. (Lesson 1)

- See activity 2.1

### 3.2 Put the letters in the correct order to make words or phrases. (Lesson 3)

- Give pupils time to put the letters in the correct order and write the words.

Answer key: trampolining, playing chess, drawing, playing the drums, rollerblading, skateboarding, acting

### 3.3 Complete the lines. (Lesson 3)

- See activity 1.3.

### 3.4 Complete the speech bubble. (Lesson 5)

Read and classify.

- Ask pupils to read the words in the box. Give them examples of the grammatical categories using words from the box. Remind them to put the word in the correct position.
- Give pupils time to do the activity. Read out or write on the board to check.

Answer key: Nouns: sofa, bicycle, races, score, artist, ski, team, player, park / Verbs: hitting, kicking, throwing, catching, reading poetry, playing the drums, trampolining, acting, rollerblading, making

### 3.5 Complete the survey for you and four friends. (Lesson 7)

- Pupils do the survey for themselves by ticking the appropriate boxes. They then compare answers with four friends. You could also do a graph on the board and collate the answers to find out the type of music and instruments people like most.

## 3.6 Consolidation and extension worksheet 3

### 1 Look and write.

Answer key: 1 throwing 2 catching 4 hitting 5 climbing 6 kicking

### 2 Write questions.

Answer key: 2 Is he good at diving? throwing?



3 Look and write.

Answer key: 1 Emma loves trampolining, playing the drums. 3 Emma's good at playing chess.

4 Now write about you!

Answer key: Pupil's own answers.

## Wider World

### WW.2 Find someone who ...

- See activity WW.1

## Unit 4

### 4.1 Match the countries to their flags. (Lesson 1)

- Give pupils time to do the activity.
- Read aloud the countries and get individual pupils to say the flag.

Answer key: 1c 2g 3d 4e 5a 6b 7f 8h 9i 10j

### 4.2 Put the letters in the correct order to make words. (Lesson 3)

- Give pupils time to put the letters in the correct order and write the words.

Answer key: desert, pyramid, statue, city, cave, volcano, forest, lake

Look at the pictures and ask and answer using *Is there... ? / Are there... ?*

- Put pupils in to pairs and give them time to look at the pictures. Encourage them to look back at the previous activity to help them.
- In pairs, pupils ask and answer.
- Ask volunteers for checking.

Read and classify.

- Ask pupils to read the words in the box. Give them examples of the grammatical categories using words from the box. Remind them to put the word in the correct position.
- Give pupils time to do the activity. Read out or write on the board to check.

Answer key: Adjectives: big, small, far, interesting, close / Nouns: desert, statue, cave, lake, pyramid, volcano

### 4.3 Number the paragraphs in order. (Lesson 3)

- See activity 2.3.

### 4.5 Match the activities with each season. (Lesson 7)

- Review previous knowledge on seasons. Read and discuss what the weather is like in each season. Pupils read the words from the box and classify them. Check the answers.

Answer key: Winter: ride on skidoos, wear a coat, play in the snow / Summer: go to the beach, do sports on grass, drink cool water, wear shorts

Think of activities to do in spring and autumn.

Answer key: Pupil's own answers.

## 4.6 Consolidation and extension worksheet 4

1 Look and find six countries.

Answer key: 2 Spain 3 China 4 Australia 5 Britain 6 Egypt

2 Write the questions and answers about Ice Island. Use *there are/aren't* and *some/any*.

Answer key: 2 Are there any polar bears on Ice Island? Yes, there are some polar bears. 3 Are there any elephants on Ice Island? No, there aren't any elephants. 4 Are there any statues on Ice Island? Yes, there are some statues. 5 Are there any penguins on Ice Island? Yes, there are some penguins. 6 Are there any deserts on Ice Island? No, there aren't any deserts.

## Unit 5

### 5.1 Find these words in the dictionary. Write the meaning in the box. (Lesson 1)

- See activity 1.1.

### 5.2 Put the letters in the correct order to make words. (Lesson 3)

- Give pupils time to put the letters in the correct order and write the words.

Answer key: dark, cheap, tight, expensive, baggy, light

What do they look like? Tell a partner.

- Put pupils in to pairs and give them time to look at the pictures. Encourage them to look back at the previous activity to help them.
- In pairs, pupils describe what the people and objects look like.
- Ask volunteers for checking.

Read and classify.

- Ask pupils to read the words in the box. Give them examples of the grammatical categories using words from the box. Remind them to put the word in the correct position.
- Give pupils time to do the activity. Read out or write on the board to check.

Answer key: Adjectives: dark, tight, expensive, light, baggy, cheap / Nouns: umbrella, gloves, sandals, jacket

### 5.3 Complete. (Lesson 3)

- See activity 1.3.

### 5.5 Read and match. (Lesson 7)

- Before reading, draw attention to the picture. Ask pupils to make predictions about the dialogue. Pre-teach the words *customer* and *shop assistant*.
- Ask pupils to read the dialogue and find the missing sentences underneath.
- Check answers.

- Encourage pairs to act out the dialogue.

Answer key: 1C 2A 3B 4E 5D

## 5.6 Consolidation and extension worksheet 5

1 Read and guess.

Answer key: 2 sunglasses 3 swimsuit 4 scarf 5 gloves

2 You've got £150. Look and tick for Dylan. Write how much.

Answer key: Pupil's own answers.

3 Write about Dylan's new clothes.

Answer key: Pupil's own answers.

## Wider World

### WW.3 Find someone who ...

- See activity WW.1

## Unit 6

### 6.1 Write three sentences about the people in your family. (Lesson 1)

Answer key: Pupil's own answers.

### 6.2 Put the letters in the correct order to make ordinal numbers. (Lesson 3)

- Give pupils time to put the letters in the correct order and write the words.

Answer key: first, tenth, seventh, twentieth, sixteenth, twelfth, fourth, second

### Complete with *was* or *were*.

- Put pupils in to pairs and give them time to look at the pictures and complete the sentences.
- Ask volunteers for checking.

Answer key: 1 was 2 was 3 were 4 was

### Read and classify.

- Ask pupils to read the words in the box. Give them examples of the grammatical categories using words from the box. Remind them to put the word in the correct position.
- Give pupils time to do the activity. Read out or write on the board to check.

Answer key: Adjectives: hungry, small, big / Nouns: aunt, problem, party, birthday, cake, uncle, house, children, granny, present / Verbs: were, was, eat

### 6.3 Number the lines in order. (Lesson 3)

- See activity 2.3.

### 6.5 Read and match. (Lesson 7)

- Ask Review the objects and their meaning. Draw attention to the pictures.
- Ask Give pupils time to read and match the Thanksgiving words and the descriptions.
- Ask Check answers. Ask the class about other occasions when they might use these things, e.g. *people also eat turkey at Christmas, etc.*

Answer key: 1C 2D 3A 4E 5B

## 6.6 Consolidation and extension worksheet 6

1 Read and write the dates.

Answer key: 1 4th December 2 was on 1st December 3 was on 3rd December

2 Read, think and write.

Answer key: birthday

## Unit 7

### 7.1 Find each word in the dictionary. Write the meaning in the box. (Lesson 1)

- See activity 1.1.

### 7.2 Put the letters in the correct order to make words. (Lesson 3)

- Give pupils time to put the letters in the correct order and write the words.

Answer key: Art, Maths, PE, History, Geography, Science

Which of these subjects did you have last week? Were they interesting/boring/easy/ difficult? Tell a partner.

- Put pupils in to pairs and give them time to look at the pictures. Encourage them to look back at the previous activity to help them.
- In pairs, pupils describe what subjects they had last week and how they felt about them.
- Ask volunteers for checking.

### Read and classify.

- Ask pupils to read the words in the box. Give them examples of the grammatical categories using words from the box. Remind them to put the word in the correct position.
- Give pupils time to do the activity. Read out or write on the board to check.

Answer key: Adjectives: exciting, easy, boring, difficult, scary / Nouns: Geography, lesson, History / Verbs: study, were, teach, learn

### 7.3 Complete the lines. (Lesson 3)

- See activity 1.3.

### 7.5 'Beat the clock' word search! (Lesson 7)

- Pupils complete the activity in the given time.

Complete the sentences.

- Give pupils time to complete the sentences. Read out for checking.

## 7.6 Consolidation and extension worksheet 7

1 Read. Write about last week for Dan.

Answer key: 2 Science was exciting on Tuesday afternoon. 3 Art was interesting on Wednesday morning. 4 Geography was boring on Thursday afternoon. 5 PE was easy and fun on Friday morning. 6 History was scary on Friday afternoon.

2 Read, imagine and write.

Answer key: Pupil's own answers.

## Wider World

### WW.4 Find someone who ...

- See activity WW.1

## Unit 8

### 8.1 Write the country for each nationality. Then write the language spoken there. (Lesson 1)

- Give pupils time to do the activity.
- Read aloud the countries and the nationalities. Encourage pupils to talk about the answers they have written.

Answer key: the United States, English; Argentina, Spanish; Brazil, Portuguese; the United Kingdom, English; Egypt, Arabic; Italy, Italian; Mexico, Spanish; Spain, Spanish; China, Chinese; Australia, English

### 8.2 Put the letters in the correct order to make words. Then match with the pictures. (Lesson 3)

- Give pupils time to put the letters in the correct order and write the words.

Answer key: 1 cowboy, a; 2 actor, h; 3 scientist, d; 4 king, b; 5 sailor, g; 6 spy, e; 7 soldier, f; 8 waiter, c

### 8.3 Number the paragraphs in order. (Lesson 3)

- See activity 2.3.

### 8.5 Read and complete. (Lesson 7)

- Give pupils time to read and complete the text with the missing words.

Answer key: computer, rectangles, square, character, body, exercise

Read and circle *T (True)* or *F (False)*.

- In pairs, pupils read the sentences and decide if they are true or false. Check answers.

Answer key: 1F 2F 3T

Write one true sentence and one false sentence about the history of computer games.

- Pupils work independently to write their true/false sentences about the text. They can then swap with a partner. Ask volunteers to read for checking.

## 8.6 Consolidation and extension worksheet 8

1 Look, read and circle.

Answer key: 2 on 3 ago 4 last 5 last

2 Read, choose and write.

Answer key: I always do my English homework.

3 Correct the mistakes in Activity 2.

Answer key: 2 I went to school on Monday. 3 The footballer is from Italy. He's Italian. 6 I sometimes get up at five o'clock.

## 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.

## Festivals

### F.1 Complete the Festivals' Research Corner about Thanksgiving! (Thanksgiving)

- Brainstorm ideas and knowledge about the festival. Write them down on the board.
- Ask pupils to look at the Festivals' Research Corner table. Encourage pupils to talk about the five entries they are going to write. Give pupils the opportunity to research the magazines and cut outs. If you have a computer in your classroom or an ICT room at school, pupils can visit it to find out about the festival on the internet.
- Read and display pupils' work. Discuss the different information they have found and recorded.

### F.2 Complete the Festivals' Research Corner about Halloween! (Halloween)

- See activity F.1

### F.3 Complete the Festivals' Research Corner about Pancake Day! (Pancake Day)

- See activity F.1

