

CD-ROM Course Resource notes

The Course Resources section of the Assessment and Resource CD-ROM contains Extra writing and Values worksheets for each unit, Writing portfolio worksheets, two Play Scripts of traditional children's stories, five Fluency Time! project templates and five Cut and Make activities. The Extra writing worksheets can be used after Lesson 3 in each unit, the Values worksheets after Lesson 6 and the Writing portfolio worksheets after every three units. Information on the values element of this course can be found in the Introduction to this Teacher's Book.

These pages give answer keys for the Extra writing worksheets, Writing skills worksheets and Writing portfolio worksheets, information on how to use the two Play Scripts, and teaching notes for the Values posters and worksheets, the Fluency Time! project templates and the Cut and Make activities.

Unit 1 Extra writing

- 1 1 the UK 2 the USA 3 Egypt 4 Russia 5 Spain
6 Thailand 7 Brazil

Mystery word: Australia (It is summer in December in Australia because it is in the Southern Hemisphere.)

- 2 1 He's from Russia. 2 I'm from Brazil.
3 We're from the USA. 4 She's from Thailand.
5 He's from Egypt. 6 They're from Spain.
Sentence and flag: children's own answers

Unit 2 Extra writing

- 1 1 Emma likes fishing. 2 Joe likes painting.
3 Anna likes taking photos. 4 Polly likes shopping.
5 Ben likes reading comics.
2 1 likes skateboarding, shopping, doesn't like taking photos
2 likes shopping, taking photos, doesn't like
3 like taking, doesn't like taking
4 doesn't like, like skateboarding
5 No, he doesn't.
6 Yes, she does.
Sentence and picture: children's own answers

Unit 3 Extra writing

- 1 1 computer 2 DVD player 3 TV
4 CD player 5 camera 6 MP3 player
2 1 Can we see their shells?
2 Can I listen to your MP3 player?
3 Can you find our car?
4 Can we buy some postcards?
5 Can I read your comics?
6 Can we have some ice cream?
Sentence and picture: children's own answers

Units 1–3 Writing skills

- 1 Hello! I'm Carlos and I'm from Brazil. My birthday is in August. I've got a brother and a sister. My best friends are Ali and Imran. They're from Egypt. They're eight years old.
2 1 I've 2 I'm 3 she's 4 she's 5 they're 6 they've

- 3 Amelia Hello. Have you and your family got any pets?
David Yes, we have. We've got a rabbit, a cat and a goldfish.
Amelia And do you like sports?
David Yes. My favourite sports are football, basketball and tennis.
Amelia Does anyone in your family collect things?
David Yes. My sisters collect shells, stickers and badges.
Amelia Thanks. Last question. Where are you from?
David I'm from Canada.

Units 1–3 Writing portfolio A

- 1 My name's Ben and I'm nine. This is my brother, Peter. He's twelve. We're from Australia. I like playing volleyball, basketball and football. Peter doesn't like ball games. He likes playing chess and reading.
2 1 Grace likes taking photos, reading comics and shopping.
2 Does Harry like playing the piano?
3 Can I use your CD player?
4 I like fishing, painting and drawing.
5 Is this your computer?
3 Children's own answers

Units 1–3 Writing portfolio B

- 1 My name's Ben and I'm nine. I like playing volleyball, basketball and football. This is my brother Peter. He's twelve. He doesn't like ball games. He likes playing chess and reading. I don't. I prefer playing outside. I love going to the beach. We're from Australia. Where are you from?
2 1 Are you from the UK?
2 I like skateboarding.
3 Can I use your computer?
4 My favourite postcard is from Brazil.
5 I'm ten and I'm from Thailand.
3 Children's own answers

Units 1–3 Values 1

Helpful and safe behaviour

Worksheet 1

1 Who's being helpful? Look and tick (✓) or cross (X).

- Use Values poster 1 and give out the first worksheet to present this lesson.
- Tell children to look at the first picture. Ask *Is the girl helping her sister?* Elicit *No, she isn't.*
- Ask children to look at the other pictures in Exercise 1 and decide if the people are being helpful / safe or not. They must tick or cross the pictures.
- Go through the answers with the class. Point to the pictures and ask children to tell you whether the people are helping (or being safe) or not.

ANSWERS

- 1 X 2 ✓ 3 ✓ 4 X 5 ✓ 6 X 7 ✓ 8 X

2 What can they say? Read and write the questions.

- Tell children they are going to look at the people who aren't helping in Exercise 1.
- Tell children that you don't have to help all the time at home, but you can ask your parents when you want to do something else.
- Look at the example with the class and check that they understand the exercise.
- Children do the rest of the exercise individually.
- Go through the answers with the class. Ask children to read out the questions.

ANSWERS

- 1 Can I finish my computer game, please?
- 2 Can I watch my favourite TV programme, please?
- 3 Can I play my favourite song, please?
- 4 Can I play outside for five more minutes, please?

Worksheet 2

1 Match the beginnings and the ends of the sentences.

- Give out the second worksheet.
- Ask children *Do people ask you to do things at home?* Elicit *Yes*.
- Look at the example with the class and check that children understand the exercise. Explain any vocabulary as necessary, e.g. *quietly, put away, set the table, clothes*.
- Children do the rest of the exercise individually.
- Go through the answers with the class. Ask children to read out the questions.

ANSWERS

- 1 Can you put your skateboard in your bedroom, please?
- 2 Can you help me set the table, please?
- 3 Can you help me tidy up the coats, please?
- 4 Can you watch TV quietly, please?
- 5 Can you help me put the clean clothes away, please?

2 Who says it? Write the questions.

- Ask children to look at the pictures.
- Look at the example with the class and check that children understand the exercise.
- Children do the rest of the exercise individually.
- Go through the answers with the class. Point to the pictures and ask children to read out the questions.

ANSWERS

- 1 Can you put your skateboard in your bedroom, please?
- 2 Can you help me tidy up the coats, please?
- 3 Can you help me put the clean clothes away, please?
- 4 Can you watch TV quietly, please?
- 5 Can you help me set the table, please?

Unit 4 Extra writing

- 1 1 beautiful 2 dangerous 3 safe 4 ugly 5 clean 6 polluted
- 2 1 They aren't kayaking. They're windsurfing.
2 He isn't swimming. He's surfing.
3 They aren't sailing. They're snorkelling.
4 She isn't snorkelling. She's kayaking.
5 She isn't waterskiing. She's sailing.
6 He isn't diving. He's swimming.
Sentence and picture: children's own answers

Unit 5 Extra writing

- 1 1 scared 2 funny 3 angry 4 free 5 sorry 6 kind
- 2 1 Are the penguins swimming? Yes, they are.
2 Is the zebra running? No, it isn't.
3 Is the girl taking a photo? Yes, she is.
4 Are the lizards eating? No, they aren't.
5 Is the crocodile sleeping? Yes, it is.
6 Are the flamingos flying? Yes, they are.
Sentence and picture: children's own answers

Unit 6 Extra writing

- 1 1 First, Jim has a shower at six o'clock.
2 He gets dressed at quarter past six.
3 He has breakfast at half past six.
4 He brushes his teeth at quarter to seven.
5 He brushes his hair at seven o'clock.
6 Finally, he gets on / rides his horse at quarter past seven.
- 2 1 Does Jim ride his horse every day? Yes, he does.
2 Does Jim get up early on Saturday? No, he doesn't.
3 Do Jim and his friends go to the park on Saturday? Yes, they do.
4 Does Jim get up late on Saturday and Sunday? Yes, he does.
5 Does Jim look after the sheep every day? No, he doesn't.
Sentence and picture: children's own answers

Units 4–6 Writing skills

- 1 Ellen, Born Free, Kenya, Joy Adamson, Africa (x2)
- 2 1 coming 2 going 3 living 4 flying 5 stopping 6 getting 7 driving 8 sleeping 9 sharing
- 3 It's so exciting, she says. I can't wait to see real lions. Tanzania has got a famous national park, she says. You can see lots of lions there. I'm not sharing a tent with my mum and dad, she says. Me and my sister have got a tent just for us.
- 4 1 "It's so exciting," she says. "I can't wait to see real lions."
2 "Tanzania has got a famous national park," she says. "You can see lots of lions there."
3 "I'm not sharing a tent with my mum and dad," she says. "Me and my sister have got a tent just for us."

Units 4–6 Writing portfolio A

- 1 My name is Ella. I like the sea. I'm good at sailing. It's great! I'm quite good at diving too. But I'm terrible at waterskiing! It's dangerous. Today it's sunny. I'm playing in a little boat with my brother. We're in Spain!
- 2 1 Ben is good at kayaking.
2 Oscar and Lucy are quite good at swimming.
3 Jennifer lives in the USA. She's very good at diving.
4 This is Peter. He isn't very good at riding a horse!
5 My teacher is Mr Brown. He's bad at running!
- 3 Children's own answers

Units 4–6 Writing portfolio B

- 1 My name is Ella. I like the sea. I'm good at sailing. It's great! I'm quite good at diving too. But I'm terrible at waterskiing! It's dangerous. Today it's sunny. I'm playing in a little boat with my brother. I'm in Spain with my family. We're having fun. My sister Claire is buying a ball. Our mum is very kind.
- 2 1 Ben is good at kayaking.
2 Oscar and Lucy are quite good at swimming.

- 3 Jennifer is very good at diving.
- 4 Peter isn't very good at riding a horse.
- 5 Mr Brown is bad at running.
- 6 Anna is terrible at playing football.
- 3 Children's own answers

Units 4–6 Values 2

Respecting nature

Worksheet 1

1 Look and write the numbers.

- Use Values poster 2 and give out the first worksheet.
- Tell children to look at the picture and ask questions, e.g. *Where are the people? What animals can you see?*
- Point to specific people and ask *What is he / she doing?*
- Tell children they are going to read the sentences and find the people in the pictures.
- Look at the example with the class and check that children understand the exercise.
- Children do the rest of the exercise individually.
- Go through the answers with the class. Read the sentences and ask the children to call out the numbers.

ANSWERS

He's climbing a tree. 4
 He's throwing stones at the tree. 6
 She's putting rubbish in the bin. 5
 He's touching the animals. 7
 They're putting on sun cream. 2
 They're playing on the gate. 8
 They're shutting the gate. 1
 She's watching the snakes. 3

2 Complete the table.

- Point to different people in the poster and ask *What's he / she doing? Is it good or bad?*
- Look at the example with the class and check that children understand the exercise.
- Children do the rest of the exercise individually.
- Go through the answers. Ask individual children to read out sentences or to write the answers on the board.
- Don't discuss why the behaviour is good or bad.

ANSWERS

Good (in any order): putting rubbish in the bin, putting on sun cream, shutting the gate, watching the snakes
Bad (in any order): climbing a tree, throwing stones at the tree, touching the animals, playing on the gate

Worksheet 2

1 What's safe? What's dangerous? Match the beginnings and ends of the rules.

- Use Values poster 2 and give out the second worksheet.
- Ask children to look at the Values poster again and point to people in the picture. Ask *Is it safe? Is it dangerous?*
- Look at the example in Exercise 1 with the class and check that children understand the exercise.
- Children do the rest of the exercise individually.
- Ask children to read out sentences.

ANSWERS

1 c 2 e 3 f 4 d 5 h 6 g 7 b 8 a

2 Write and draw. Make a poster about being safe and respecting nature.

- Give out coloured pencils and paper and tell children they are going to make a poster.
- Ask children to choose two of the rules from Exercise 1 that they think are important. You may want to put children into pairs or groups so that they can discuss which ones to choose.
- Tell the children to write their rules on the poster and draw pictures to illustrate them.
- Ask children to hold up their posters. Alternatively, you may wish to stick them up around the classroom.

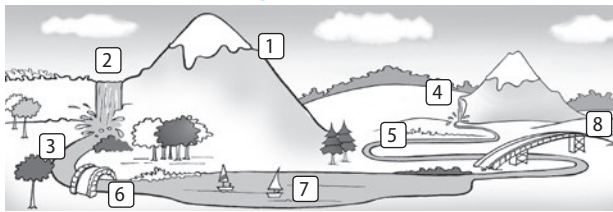
Unit 7 Extra writing

- 1 (jumbled words) café, library, museum, playground, cinema, theatre
 1 theatre 2 cinema 3 playground 4 museum 5 library 6 café
- 2 1 Sara always goes to the swimming pool on Saturdays.
 2 Dimitri never goes to the playground at nine o'clock.
 3 Mark sometimes goes to the café on Sundays.
 4 Leila sometimes goes to the shopping mall on Wednesdays.
 5 Magda always goes to the sports centre in July.
 6 Yusuf sometimes goes to the museum in September.
 Sentence and picture: children's own answers

Unit 8 Extra writing

- 1 Across:
 1 peas 6 meat 7 cucumber 9 lemon
 10 potato 11 cheese 12 bread
 Down:
 2 salt 3 cereals 4 pepper 5 butter
 6 melon 8 onion 10 pasta
- 2 1 ✓ 2 an egg 3 ✓ 4 some cheese 5 a biscuit / any biscuits 6 ✓ 7 some rice 8 some bread
 Sentence and picture: children's own answers

Unit 9 Extra writing

- 1 
- 2 1 taller, the tallest 2 bigger, the biggest
 3 colder, the coldest 4 faster, the fastest
 5 older, the oldest
 Sentence and picture: children's own answers

Units 7–9 Writing skills

- 1 Hello! I'm Jack. I live in Oxford. Oxford is a beautiful city. I go to school in a pretty village called Headington. It's near Oxford but it's smaller. Mum drives me there in her car. At the weekend, I catch the bus to town. I play football at the sports centre or I swim in the pool. There's a big library and a famous museum. I like my city!

verbs	adjectives	prepositions
'm / am, live, is, go, called, 's / is, 's / is, drives, catch, play, swim, 's / is, like	beautiful, pretty, smaller, big, famous	in, in, near, in, At, to, at, in

- 2 1 small, red 2 big, blue 3 wide, brown
4 high, green
3 Children's own answers

Units 7–9 Writing portfolio A

- 1 Picture 2
2 1 in 2 at 3 to 4 on 5 in 6 to
3 Children's own answers

Units 7–9 Writing portfolio B

- 1 Picture 2
2 1 Jack is playing with a small red kite.
2 School finishes at three o'clock.
3 I'm wearing a big yellow hat.
4 We always eat Italian food.
5 She likes swimming in the sea.
6 We sometimes go to the zoo.
3 Children's own answers

Units 7–9 Values 3

Behaving in public

Worksheet 1

1 Match. Then write sentences with *is* or *are*.

- Use Values poster 3 and give out the first worksheet to present this lesson.
- Ask children to look at the poster. Ask general questions, e.g. *Where are the people? What are they doing?* Elicit general replies at this stage, e.g. *They're shopping.*
- Point to the shops in the picture and ask questions, e.g. *What can you eat here? What can you buy here?*
- Ask questions about Rob and Dan (the boys eating chips on the bottom right of the poster). Ask *What are they doing?* Elicit *They're eating.* Ask *Are they being naughty?* and point to the rubbish they are dropping. Elicit *Yes, they are.* Say *They are dropping litter.* Explain that *litter* is another word for rubbish which people drop on the streets.
- Look at the example on the worksheet with the class. Ask children to point to Ruth. Ask *Is she being naughty?* Elicit *No, she isn't.* Say *She is waiting for her turn.*
- Read the actions and ask the class to look for the correct person each time. Explain any vocabulary as necessary, by miming where possible (*push, hold the door open, offer, visitor, shut the door in someone's face, shout, be rude*). Children write the names on their worksheets.
- Go through the answers with the class, asking questions, e.g. *Who is pushing to the front?* Children call out the names.
- Tell children they are going to write sentences about the people in the picture. Look at the examples with the class.
- Children do the second part of the exercise individually.
- Go through the answers with the class.

ANSWERS

waiting for her turn, Ruth
dropping litter, Dan and Rob
pushing to the front, Mrs Green
offering to help an older person, Simon and Jen
holding the door open, Ed
helping visitors to their country, Lee and Tim
shouting and being rude, Jo
shutting the door in someone's face, Sara

- 1 Rob and Dan are dropping litter.
2 Ed is holding the door open.
3 Sara is shutting the door in someone's face.
4 Simon and Jen are offering to help an older person.
5 Mrs Green is pushing to the front.
6 Lee and Tim are helping visitors to their country.
7 Jo is shouting and being rude.
8 Ruth is waiting for her turn.

2 Who's being polite? Who's being rude?

Write the names.

- Focus children's attention on the poster and point to different people. Ask questions about what they are doing, e.g. *Is he / she being polite? Are they being rude?* Make sure children understand the concepts of polite and rude. Talk about why the different actions are good or bad, and elicit children's opinions, in their own language if necessary.
- Look at the example with the class and check that children understand the exercise.
- Children do the rest of the exercise individually.
- Go through the answers with the class. Ask children to call out the names in the table.

ANSWERS

Polite (in any order): Ed, Simon, Jen, Tim, Lee, Ruth

Rude (in any order): Jo, Mrs Green, Sara, Dan, Rob

Worksheet 2

1 What do they say? Join and match.

- Use Values poster 3 and give out the second worksheet.
- Ask children to find the people in Exercise 1 in the big picture on worksheet 1.
- Point to the pictures on worksheet 2 and ask questions, e.g. *What are the boys doing? What do you think the boy wants? What is the girl saying to the lady?*
- Don't correct any of the children's replies at this stage.
- Look at the example with the class and explain that children draw lines to join the parts of the sentences.
- Children do the rest of the exercise individually. Monitor and help as necessary.
- Go through the answers with the class. Ask individual children to read out the sentences.

ANSWERS

- 1 They'd like a pizza with cheese and mushrooms.
2 Hello. I'd like a melon and some grapes, please.
3 Please, Mum, I'd like an ice cream. Can I have one?
4 Would you like some help with your shopping?
5 Excuse me, is this the end of the queue?

2 Write rules for good behaviour in town.

- Read the phrases with the children and ask if each one is polite or rude.

- Tell children to write a rule for each phrase. They should use *always, sometimes, or never*.
- Allow time for children to write the rules individually.
- If children are having difficulty matching *sometimes*, explain that we can be polite all of the time, but we can't help others all of the time.
- Children might also illustrate their rules with pictures.

ANSWERS

(in any order)

Never drop litter.
Always ask nicely.
Never shout.
Always wait your turn.
Sometimes help others.

Unit 10 Extra writing

- 1 You mustn't pick the flowers.
2 You mustn't climb the trees.
3 You must walk on the path.
4 You mustn't jump in the fountain.
5 You must put your litter in the bin.
6 You mustn't walk on the grass.
 - 1 You mustn't shout.
2 You must put litter in the bin.
3 You mustn't pick the flowers.
4 You must play in the playground.
5 You must walk on the path.
- Rule and sign: children's own answers

Unit 11 Extra writing

- 1 There were two trams.
2 There were three planes.
3 There were two buses.
4 There were two taxis.
5 There were two helicopters.
6 There were two cars.
7 There were three motorbikes.
8 There were six bikes.
 - 1 There wasn't a teacher in the middle of the road. There was a policeman.
2 There wasn't a farmer at the top of a ladder. There was a fireman.
3 There wasn't a tram between two taxis. There was a bus.
- Sentence and picture: children's own answers

Unit 12 Extra writing

- 1 cheerful 2 miserable 3 relaxed 4 worried
5 mean 6 generous 7 old 8 young 9 handsome
10 pretty 11 short 12 tall

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

- 1 ... she was miserable. 2 ... she had long hair.
3 ... he was short. 4 ... she was shy.

Sentence and picture: children's own answers

Unit 10–12 Writing skills

- 1 1 or 2 and 3 or 4 or 5 and 6 and
- 1 In 1900 there were trains and boats. Some people had cars, but there were no planes. Many people had the dream to make a plane, but they didn't have the right ideas.
2 In 1903 two brothers called Orville and Wilbur Wright had a clever idea. Their plane was lighter and easier to move. Their plane was the first plane to fly!
3 The first planes were very small. They had one or two seats. They were slow and dangerous. Now we have very big planes, and they can go a long way. Flying is much safer now!
The Wright brothers – 2
There weren't planes – 1
The first planes – 3
- 1 d 2 e 3 a 4 c 5 b
1 In 1900 there were cars, but there weren't planes.
2 People had dreams, but they didn't have good ideas.
3 The first plane was lighter and it was easier to move.
4 Old planes were small and they were dangerous.
5 New planes are big and they can go a long way.

Units 10–12 Writing portfolio A

- 1 This is my family. My grandma and grandpa are very old, but they're always cheerful. I think they're very kind and generous. This is my brother. He looks miserable, but he isn't. He's usually very happy, but he's quite shy. My mum and dad are here too. My dad is tall, but my mum is short. I'm the youngest in the family!
- 2 1 or 2 and 3 but 4 or 5 but
- 3 Children's own answers

Units 10–12 Writing portfolio B

- 1 This is my family. My grandma and grandpa are very old, but they're always cheerful. I think they're very kind and generous. This is my brother. He looks miserable, but he isn't. He's usually very happy, but he's quite shy. My mum and dad are here too. My dad is tall, but my mum is short. Dad has got short hair, but Mum has got long hair. They're always relaxed. They're never mean. I'm the youngest in the family. I'm very friendly!
- 2 1 or 2 and 3 but 4 or 5 but 6 and 7 or
- 3 Children's own answers

Units 10–12 Values 4

Thinking of others

Worksheet 1

- 1 Circle the good behaviour in red and the bad behaviour in blue.

- Use Values poster 4 and give out the first worksheet.
- Divide the class into groups of four.
- Give out enough blue and red pencils for each group. Children circle the actions on the worksheets individually.

- Ask children to look at the poster. Ask general questions, e.g. *Where are the people? What are they doing?* Elicit general replies at this stage, e.g. *They're playing.*
- Tell children they are going to circle the good behaviour in red and the bad behaviour in blue.
- Point to someone in the picture and ask, e.g. *What is he / she doing? Is this good? Is this bad? What colour do you use?*
- Children circle other people in the picture in red or blue.
- Ask children to hold up their worksheets when they have finished.
- Go through the answers in class. Point to each person on the poster and ask children to call out *Red* or *Blue*.

ANSWERS

Red (good behaviour):

the boys on the see-saw, the boy pushing the girl on the swing, the three girls with the skipping rope inviting another girl to join them, the boy sharing his chocolate on the park bench, the girl pushing her friend in a wheelchair

Blue (bad behaviour):

the boy coming down the slide (because the slide isn't clear – there is someone else already on it), the three girls who are being unkind to another girl, the girl climbing the tree, the boys cycling over the flower bed, the boys laughing at another boy who has fallen off his bike

2 How do they feel? Circle the best word.

- Ask children to look at the first picture in Exercise 2 and find the same woman in the big picture of the park.
- Ask *Is she worried or relaxed? Why is she worried?* (Because the girl is climbing the tree and might hurt herself.)
- Check that children understand the exercise.
- Ask children to find the other people in the park and circle the correct words.
- Children do the rest of the exercise individually.
- Go through the answers with the class. Point to the people in the poster and ask children how they feel.

ANSWERS

1 worried 2 miserable 3 cheerful 4 angry
5 happy 6 shy

Worksheet 2

1 Write *must* or *mustn't*. Match the sentences with the pictures.

- Use Values poster 4 and give out the second worksheet.
- Ask children to find the people in Exercise 1 in the big picture of the park on worksheet 1.
- Look at the example with the class and check that children understand the exercise.
- Children do the rest of the exercise individually.
- Go through the answers with the class. Ask one child to read out each sentence and another child to say which picture the sentence matches.
- Make sure children understand the meaning of *take care of*.

ANSWERS

1 must, c 2 mustn't, d 3 must, b 4 must, e
5 mustn't, a

2 Are you a good friend? Write a sentence and draw.

- Ask children to look at the poster again.
- Point to people in the pictures and ask *Is this good or bad behaviour? Do you do this?*
- To reinforce children's answers and introduce the adverbs of frequency, agree with children saying *Yes, I always do it* or *No, I never do it*.
- Tell children to think of something they always do or something they never do.
- Children should look at the picture of the park for ideas and write a sentence, then draw a picture.
- Collect children's pictures and display them in the classroom.

ANSWERS

Children's own answers

Unit 13 Extra writing

- 1 1 light heavy 2 hard soft 3 easy difficult
4 heavy light 5 difficult easy 6 soft hard
2 1 lived 2 started 3 wanted 4 didn't use
5 finished 6 didn't live 7 hated

Sentence and picture: children's own answers

Unit 14 Extra writing

- 1 1 Yes, they did. 2 Yes, she did. 3 No, he didn't.
4 Yes, she did. 5 Yes, he did.
2 1 We had art at nine o'clock.
2 I used a paintbrush to paint a picture.
3 I had sandwiches from my lunch box.
4 We had geography at two o'clock.
5 We watched a DVD about Africa.
6 No, we didn't. We played in the park.

Sentence and picture: children's own answers

Unit 15 Extra writing

- 1 shampoo, toothbrush, towel, suitcase, soap
What did they forget to take on their holiday?
hairbrush and sun cream
2 1 This afternoon, I'm going to swim in the pool.
2 Tonight, we're not going to eat in our apartment.
3 We're going to eat in a restaurant in town.
4 Tomorrow we're going to take a boat trip on the sea.

Sentence and picture: children's own answers

Unit 13–15 Writing skills

- 1 Markus' email to Stefan:
Dear Stefan, How are you? See you soon. / Take care.
Stefan's email to Markus:
Hi Markus, Thanks for your email. See you soon. / Take care.
- 2
- | | Markus | Stefan | | Markus | Stefan |
|---------------------|--------------------------------|--------------------------------|--------------|--------------------------------|--------------------------------|
| a the food | <input type="text" value="2"/> | <input type="text" value="8"/> | b where I am | <input type="text" value="1"/> | <input type="text" value="5"/> |
| c where I'm staying | <input type="text" value="3"/> | <input type="text" value="7"/> | d activities | <input type="text" value="4"/> | <input type="text" value="6"/> |
- 3 (answers in order of postcard)
1 Hi Sarah, I'm having a brilliant time in Paris.
2 First, we had breakfast in the hotel and looked at Mum's book about the city.

- 3 Then we visited a famous museum. We looked at lots of famous paintings.
- 4 Next we're going to climb the Eiffel Tower. It's 324 metres tall!
- 5 Finally, tonight, we're going to have dinner in a restaurant.
- 6 I'm taking lots of photos. See you soon!

Units 13–15 Writing portfolio A

- 1 Dear Ben,
Thanks for your letter. How are you...?
Write soon. Bye for now,
Jamie
- 2 1 First 2 Then 3 Next 4 Finally
- 3 Children's own answers

Units 13–15 Writing portfolio B

- 1 Dear Ben,
Thanks for your letter. How are you? My holiday was brilliant. I had a great time. It was sunny every day. I went to the beach with my mum, my dad and my two brothers. We played in the sea and we sailed a boat. The best part was snorkelling! We stayed in a hotel and everyone was very friendly. There was a swimming pool at the hotel. We went swimming in the pool in the evening. We're going to go to the hotel again next year.
Write soon. Bye for now,
Jamie
- 2 1 First, Then, Next, Finally
2 First, Then, Next, Finally
- 3 Children's own answers

Unit 13–15 Values 5

Learning together safely

Worksheet 1

1 Who's doing something safe? Who's doing something dangerous? Write the names.

- Use Values poster 5 and give out the first worksheet.
- Ask children to look at the poster and ask general questions, e.g. *Where are the people? Are the children listening to the teacher? Are the children being naughty?*
- Point to one of the children who is doing something safe and ask, e.g. *Is Lea being safe?* Elicit *Yes she is*. Ask why she is being safe and elicit *She's wearing an apron*.
- Ask *Is Celia being safe?* Elicit *No. She isn't wearing her shoes*.
- Check that children understand the exercise and ask them to complete the table individually.
- Go through the answers with the class. Point to each child in the poster and ask if the child is being safe or unsafe.

ANSWERS

Safe: Lea, Terry, Karen, Lisa, Ann, Liam

Dangerous: Sally, Celia, Roy, Jo

2 Circle the odd-one-out. Write.

- Look at the example. Ask children which pictures show something dangerous and which picture shows something safe.

- Check that children understand the exercise and ask them to do the rest of the questions individually.
- Go through the answers with the class. Ask children to point to the picture which is the odd-one-out and call out the phrase. Ask *Is it safe? Is it dangerous?*

ANSWERS

- 1 (picture 4) wearing an apron
- 2 (picture 3) not wearing shoes
- 3 (picture 2) swinging on your chair
- 4 (picture 3) picking up the badges
- 5 (picture 3) using scissors safely

Worksheet 2

1 Match the beginnings and the ends of the sentences.

- Use Values poster 5 and give out the second worksheet.
- Point to the pictures in Exercise 1. Ask *Are the children being safe or dangerous?*
- Look at the example with the class and check that children understand the exercise. Explain any vocabulary as necessary (e.g. *swing, glass, hurt, fall*).
- Children do the rest of the exercise individually.
- Go through the answers with the class.

ANSWERS

- 1 b 2 c 3 d 4 a

2 Write sentences about the children who are being safe.

- Ask children to look at the pictures in Exercise 2.
- Ask *Are the children being safe or dangerous?*
- Ask children to tell you what each person is doing (wearing an apron, picking up the badges, cleaning up the water, using scissors safely).
- Look at the example with the class and check that children understand the exercise. Explain any vocabulary as necessary (e.g. *clean up, dirty, scissors*).
- Children do the rest of the exercise individually.
- Go through the answers in class.

ANSWERS

- 1 She's wearing an apron. She's going to stay clean.
- 2 He's tidying up the badges. The girl is not / isn't going to get hurt.
- 3 They're cleaning up the water. The classroom is not going to be dirty.
- 4 She's holding the scissors safely. Her friend is not / isn't going to get hurt.

Play Script 1 The Lazy Bear

You may do this play at any time after Unit 1, Lesson 5, or at the end of the first semester.

Synopsis

The animals and birds that live in the forest wake up to enjoy the spring. Only Bruno the bear stays asleep, as he doesn't know it is spring. He sleeps through spring, summer and autumn, and the other animals say he is a very lazy bear. He wakes up in winter, but all the other animals are asleep, so he is cold and lonely. He goes back to sleep. When spring

comes again, all the animals wake up, and this time, Bruno wakes up as well. He is hungry and asks for breakfast.

Cast

The bear, two rabbits, two squirrels, two birds, two or more narrators.

Setting

The entire play takes place in the forest.

Props

- flowers for the spring and summer
- red, yellow and orange leaves for the autumn
- animal masks or costumes for the rabbits, squirrels and birds.
- You may also wish to make cut-out cardboard trees for the forest scenery.

Play Script 2 The Gingerbread Man

You may do this play at any time after Unit 10, Lesson 5, or at the end of the second semester.

Synopsis

An old woman and her granddaughter decide to make a gingerbread man and decorate him to make eyes, a nose, and a mouth. When he is ready, they want to eat him, but the gingerbread man comes alive! He escapes from the kitchen because he doesn't want them to eat him. He runs to the park and meets a cat, but the cat wants to eat him, so he runs away. He comes to a river and wants to cross it, but there is no bridge, and he mustn't get wet because he's made of gingerbread. A fox offers to help him cross the river and tells the gingerbread man to sit on his head. Then, when the water is deeper, the fox says 'you must sit on my nose'. When the gingerbread man climbs onto the fox's nose, the fox eats him!

Cast

The old woman, the granddaughter, the gingerbread man, the cat, the fox, and two or more narrators.

Setting

The play takes place in the old woman's kitchen and in the park.

Props

- some kitchen utensils, including oven gloves, a baking tray, two plates, and a plastic knife
- pictures or masks of a fox and a cat, or costumes that look like a fox and a cat
- some orange clothing for the gingerbread man
- a sheet or some ropes to represent the river

Preparing for the performances

Read through the play with the class as a group. Allocate the character and narrator roles to stronger children. The rest of the group take part as a chorus, saying the lines marked as 'All' in the plays.

Read through the play several times so that the characters and the chorus get a chance to practise their lines. Ask

comprehension questions to check that children understand what is happening throughout. Encourage children to practise and learn their lines at home.

Now practise the play in class, with the key characters at the front (the chorus can remain in their seats). Practise the play again using the props, with the chorus standing behind the main characters at the front. Do this as many times as is necessary before the performance for the parents.

Fluency Time! 1 A survey chart

CB page 27

Materials

One copy of the survey chart template per child and one copy of the pictures, Assessment and Resource CD-ROM, coloured pencils and scissors for each group of children

Method

- Give out the picture templates. Explain that children should choose four of the activities on the sheet, some activities they like and some they don't like.
- Put the children in groups of four to share coloured pencils, glue and scissors. Ask children to first colour in the activities they want to ask about. Then ask them to carefully cut the pictures out and stick them on the chart.
- Ask children to choose three friends, and to write their names at the top of the three blank columns. If you prefer to keep this more controlled, ask them to write the names of the children they are already sitting with.
- Children complete the first column about themselves, ticking or crossing as appropriate. They may also try to guess their friends' answers at this stage.
- **Activities**
- Ask three children to read out the Class Book dialogue.
- Let children mingle, or work in their groups to ask their friends whether they like the activities shown on the chart, using the target language.
- Children record the answers, then report back to the class.

Fluency Time! 2 A poster

CB page 51

Materials

One copy of the poster template per child, Assessment and Resource CD-ROM, coloured pencils for each group of children, scissors and glue (optional)

Method

- Choose a person and make your own poster in advance.
- Give each child one poster template, and put the children in groups to share coloured pencils. If they are going to stick pictures of the person they are describing, they will also need scissors and glue.
- Ask children to think about the person they are describing. Encourage them to use each section of the template to give different information. Remind them that they can make notes on a separate piece of paper first if they wish.
- Give children time to draw or stick pictures, and write information on their poster.

Activities

- Children work in pairs to ask and answer about each other's posters.
- Let children present their posters to the class, using the prompts on the Class Book page.

Fluency Time! 3

A map of an island

CB page 75

Materials

One copy of the map template per child and one set of the places pictures for every two children, Assessment and Resource CD-ROM, extra drawing paper, coloured pencils, scissors and glue for each group of children

Method

- Put the children in groups to share coloured pencils, scissors and glue.
- Give each child one copy of the map template to colour in.
- Each child also needs one set of pictures. Cut each template in half, so that each child has eighteen pictures. Explain that they stick one version of the picture on the map, and the other version in the key.
- Ask children to think of a name and write it on their map.

Activities

- Children work in pairs to ask and answer about their island maps, using the Class Book dialogue as a model.

Fluency Time! 4

A party scene

CB page 99

Materials

One copy of the party scene template and one copy of the people template per child, Assessment and Resource CD-ROM, coloured pencils, scissors and glue for each group of children

Method

- Give each child one party scene and one people template.
- Put the children in groups to share coloured pencils, scissors and glue. Ask children to first colour in the party scene. Point out the key on the page, and explain that they should cut along the dotted lines and fold the grey lines to make the scene stand up. Demonstrate with your own model how to fold and glue the floor tabs at the side underneath the main floor section.
- Ask children to look at the people on the second template, and to think about the personality of each character. Go through each of the faces on the template and ask children what adjectives they could use to describe each one. Ask children to choose a face for each character, cut it out and stick it in place.
- Ask children to think about how they would describe each person's physical appearance. They can make notes on a separate sheet to help with this.
- Ask children to think of names for each person, but to keep these secret.
- Show children how to cut the people out and stick them in place on the party scene.

Activities

- Children work in pairs to ask and answer about the people at the party. Each child tells his / her partner what the people are called, and the partner asks questions to identify which name goes with which character.

Fluency Time! 5

A photo album

CB page 123

Materials

One copy of the photo album template per child, Assessment and Resource CD-ROM, coloured pencils and scissors for each group of children. Children can also bring in holiday photos.

Method

- Give each child one photo album template. Show children how to cut out the main section along the dotted lines, then fold the sheet in half down the central line so that the blank sides are facing in. You could ask children to glue these blank faces together.
- With pages 1, 2, 3 and 4 facing up, demonstrate folding over forwards on the first 'Fold' line, and backwards on the second one. Fold the final section, between pages 3 and 4, forwards again, to make a zig-zag shape.
- Put the children in groups to share coloured pencils and glue. Ask children to first write their names on the front of the album, then either stick in photos that they have brought in from home, or draw pictures of their holiday.

Activities

- Put children in pairs to discuss each other's photo albums, using the Class Book dialogue as a model.
- Read through the questions with the class, then ask students to present their albums to the class.

Cut and Make 1 (Unit 1)

Flags of the world

Materials

One photocopy of the flags cut-out template, for each group of six children. Coloured pens or pencils and scissors for groups of six children. Sticky tape and one drinking straw per child, or one pre-cut length of string per group of six children.

Method

- Ask children to turn to Lesson 1 in Unit 1 in their Class Books and look at the flags.
- Hold up a copy of the template and ask *Which flags can you see? Elicit Egypt, Russia, Thailand, the UK, Spain, and Brazil.*
- Give out one copy of the worksheet to each group of children and tell them they are going to make some flags.
- Tell each child in the group to choose one of the flags and colour it in, copying the flags on page 8 of their Class Books.
- Remind children of how to safely pass the scissors to each other, then tell them to cut out the six flags carefully and colour them in.
- Give out the straws and show children how to stick the straws onto their flags to make individual flags.

Alternatively you may cut a hole and thread the string through to make bunting of the six flags for the group to hang in the classroom.

Activities

- Ask each child to hold a flag. Call out the names of the countries. Children stand up when they hear their country mentioned, and wave their flags.
- Ask children to stand up and pretend they are meeting for the first time. Children ask *What's your name?* and *Where are you from?* and show each other their flags.
- Ask children to stand up and hold up their flags. Tell them you are going to think of a country and say sentences. Children must sit down if the sentence isn't correct for their country. Say, e.g. *I've got the letter 'i' in my name* (the UK and Egypt sit down). *I've got an 'n' in my name* (Russia sits down). Repeat with other clues.

Cut and Make 2 (Unit 4)

Optical illusion

Materials

One photocopy of the surfer cut-out per child, one pre-cut circle made of strong card per child, and two short pieces of string per child. Enough glue sticks, hole punches, coloured pens or pencils, and scissors for groups of four children.

Method

- This activity shows children how to make an optical illusion called a *thaumatrope*. Tell children they are going to make an optical illusion and make sure children know what this means.
- Give out a copy of the worksheet to each child. Read the instructions carefully with children to make sure they understand how to make the disk.
- Divide the class into groups of four and give out the glue, hole punches, coloured pencils, and scissors.
- Give each child a pre-cut circle of card and explain that the pictures will be glued on either side of this circle.
- Children colour in the pictures, then cut them out, make the holes, and glue the pictures to the card circle. For the illusion to work, the pictures must be correctly aligned when they are stuck to the card circle.
- Show children how to use the holes to align the pictures properly before they stick them to the card circle (they can stick one picture to the card circle first, then poke a pencil through the hole and through the card to show where the picture should line up on the other side).
- Give out pre-cut lengths of string. Children tie the string through the holes and then wind the strings tight.
- When children let go, the string will spin rapidly, combining the images on both sides of the disk to create an optical illusion.

Activities

- Ask four children to stand in a line with their spinning disks to have a surfing competition. The class watches to see which surfer 'surfs' the longest. The class describes the winning surfer, using colours. You might like to do this activity after Lesson 1 in Unit 4 of the Class Book.

Cut and Make 3 (Unit 9)

Quiz cube

Materials

One photocopy of the quiz cube template per child. Enough scissors and glue for groups of four children.

Method

- Tell children they are going to make a cube. On each side of the cube is a quiz question.
- Divide the class into groups of four and give out the materials.
- Use a pre-cut cube to show how children can use the tabs to stick the cube together.
- Children make their cubes, carefully cutting out the shape and sticking it together.
- Monitor and help where necessary.

Activities

- Divide the class into two teams and do a team quiz. Roll the quiz cube or ask children to call out any number from 1 to 6 to choose the quiz question. You may wish to do this activity after Unit 9, Lesson 5, in the Class Book.
- Divide the class into groups of six and ask them to roll the quiz cube. Each child answers one of the questions.
- After you have used the quiz cubes in class once, tell children you want them to tell you some facts about the world. Call out a number. Children find the number on their cubes and say a sentence containing the correct answer, e.g. *The Pacific is the deepest ocean in the world.*

QUIZ ANSWERS

1 c Dubai 2 b The Amazon 3 a the TGV in France
4 b The Pacific 5 b Antarctica 6 c Mercury

Cut and Make 4 (Unit 10)

Stop!

Materials

One photocopy of the *Stop!* sign template per child, one piece of pre-cut octagonal backing card per child, and scissors and glue or staplers for groups of four children.

Method

- Tell children they are going to make a sign for their bedroom doors at home. The sign tells people things they must and mustn't do in their room.
- Divide children into groups and give out the materials.
- Children cut out the *Stop!* signs and the notices.
- Give each child a piece of pre-cut, octagonal backing card and tell them to glue the sign onto it. This will protect it.
- Children cut out the notices, stick them together where shown (you may need to demonstrate this), and then stick them onto the central strip of the *Stop!* sign.
- Children cut down the dashed vertical slot in the *Stop!* sign (you may need to help) to allow the paper notices to be folded back through to reveal the required notice.
- Children choose which notice to display on their signs.

Activities

- Play a miming game. Children put a notice on their *Stop!* signs but do not show it to their friends. They mime the activity that relates to the notice, e.g. *playing, taking off your shoes, speaking English, shouting, reading*. The class guesses what is on their *Stop!* sign. You might like to do this activity after Unit 10, Lesson 6, in the Class Book.
- The *Stop!* sign can be taken home and displayed on children's bedroom doors. This helps children to establish an English environment in their bedroom at home.

Cut and Make 5 (Unit 13) Code wheel

Materials

One photocopy of the code wheel template per child, one stationery tag (a 1cm piece of string with a plastic bar at each end that is used to keep documents together) per child, and enough coloured pens or pencils, scissors, and glue for groups of four children.

Method

- In this activity, children make a code wheel that children can use to send and decode messages. The wheel is based on Egyptian hieroglyphics.
- Divide the class into groups and give out the materials.
- Children cut out the code circles
- Children carefully make holes in the centre of each wheel and then join the two wheels with a stationary tag.
- By turning the wheels so that the arrow next to 'A' is pointing to different numbers on the outer circle (i.e. so that the letters are aligning with different pictures), children can make different codes. These codes can only be broken if you know the code key (the position of A on the code wheel).

Activities

- Using the code wheel with the arrow pointing to zero, draw the symbols for a short word on the board, such as 'Hello' and ask children to work out the meaning of the symbols. Now ask children to turn the middle circle so that the arrow is pointing to 3. All the meanings have changed! Children copy out the symbols to write 'Hello' in the new code. Children can now write messages that can only be decoded if the recipient knows the code key! You may wish to do this activity after Unit 13 Lesson 1 in the Class Book.
- Revise any vocabulary set in the book by drawing the code symbols for particular words, photocopying this and giving it out to the class.
- Revise any vocabulary set by gapping only some letters of words, such as vowels, with symbols, photocopying the words and giving them out to the class. Ask children to try and guess the words without translating the symbols, then use their code wheels to check their answers.