

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.

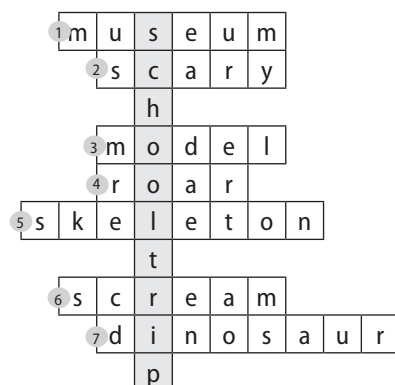
Unit 1 Language practice

- 1 1 bottle of water, glass of milk 2 bowl of soup, plate of salad 3 cup of coffee, menu
- 2 1 My mum usually makes dinner.
2 She's reading at the moment.
3 My dad isn't cooking today.
4 He's helping my brother right now.
5 I always make breakfast.
6 We sometimes play chess.
Free writing: children's own answers

Unit 2 Language practice

- 1 1 instruments 2 trumpet 3 drums 4 recorder
5 stage 6 audience 7 violin
- 2 1 Kim and Joe clapped 2 Zak played 3 Zak cheered
4 Zak and Joe listened 5 was Kim's
Free writing: children's own answers

Unit 3 Language practice



- 1 The secret words are: school trip
- 2 1 did, go, didn't go, went
2 did, see, didn't see, saw
3 did, say, said, didn't say
4 scream, didn't
5 laugh, did
Free writing: children's own answers

Units 1–3 Writing skills

- 1 Guy and Emily are brother and sister, but they don't like the same things. Emily likes horses and playing the recorder. Guy doesn't like animals and he doesn't play an instrument. He loves skateboarding, music and chess. He reads books about dinosaurs. Emily reads about music and clothes. She always has a tomato salad for lunch. Guy eats chicken sandwiches for lunch.
Two syllables: brother, sister, horses, playing, music, salad, chicken
Three syllables: recorder, animals, instrument, skateboarding, dinosaurs, tomato, sandwiches
- 2 1 riding 2 making 3 getting 4 swimming
5 running 6 sitting 7 tapping 8 reading
- 3 1 Don't eat in class!
2 Put your litter in the bin!
3 Sit down!
4 This is great. Thank you!
5 No thanks!
6 Let's play now!

Units 1–3 Writing portfolio A

- 1 1 pizza with salad 2 water
- 2 1 two 2 three 3 two 4 two 5 three 6 three
7 one 8 three 9 one 10 two
- 3 Children's own answers

Units 1–3 Writing portfolio B

- 1 (food and drink words) pizza, salad, apple juice, pasta, milk, soup, bread, coffee, pizza, salad, water
1 pizza with salad 2 coffee
- 2 1 ate 2 go 3 cooked 4 buy 5 saw
- 3 Children's own answers

Units 1–3 Values 1 Behaving in a restaurant

Worksheet 1

1 Look and read. Write the names.

- Use Values poster 1 and hand out the first worksheet to present the lesson.
- Tell children to look at the picture and ask questions, e.g. *Where are the people? Who is behaving well? Who is behaving badly?*
- 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 picture.
- 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.

ANSWERS

1 Wilf 2 Phil 3 Mr and Mrs Read 4 Alice and Claudia 5 Rob 6 Mike 7 Fiona 8 Sasha

2 Read and write *Good or Bad*.

- Focus children's attention on the poster again and point to different people. Ask questions about what they are doing, e.g. *Is Fiona being polite? Is Phil being rude?*
- 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.

ANSWERS

1 Bad 2 Good 3 Good 4 Bad 5 Good 6 Bad 7 Bad 8 Bad

Worksheet 2

1 Write sentences with *mustn't*.

- Use Values poster 1 and hand out the second worksheet.
- Ask children to look at the pictures and find the people in the big picture of the restaurant on worksheet 1.
- Go through the sentence prompts in the word pool, checking that children understand the words.
- 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 read out their sentences.

ANSWERS

- 1 You mustn't play with your food.
- 2 You mustn't throw food.
- 3 You mustn't shout at the waiter.
- 4 You mustn't run in the restaurant.
- 5 You mustn't put your feet on the chair.
- 6 You mustn't talk and eat.

2 Think about dinner at home. Write some rules.

- Ask children to think of how they should behave when eating dinner at home.
- Look at the example and ask *Is this what you must do at home?* Elicit some more examples of how they are told to behave at home.
- Let children complete the exercise, then check answers.

ANSWERS

Children's own answers

Unit 4 Language practice

- 1 1 mine 2 yours 3 ours 4 hers 5 theirs 6 his
- 1 slowly 2 loud 3 bad 4 well 5 loudly 6 badly 7 good 8 slow
a good, well b loud, loudly c badly, bad d slow, slowly

Free writing: children's own answers

Unit 5 Language practice

- 1 She is in the library.
- 1 e, Because we got lost.
2 a, Because we were late.
3 b, Because we had to buy food.

- 4 f, Because we have to wait at a red traffic light.
 - 5 c, Because we have to be quiet in the library.
 - 6 d, Because she can't find her keys.
- Free writing: children's own answers

Unit 6 Language practice

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

- 1 1 wooden 2 metal 3 break 4 repair 5 expensive 6 cheap
- 1 Elise's bed is softer than Craig's bed.
2 Matt's bed is harder than Elise's bed.
3 Elise's bed is more expensive than Craig's bed.
4 Matt's bed is less expensive than Elise's bed.
5 Craig's bed is bigger than Matt's bed.
6 Elise's bed is the best.
7 Matt's bed is the worst.

Free writing: children's own answers

Units 4–6 Writing skills

- 1 1 's got 2 's 3 's got 4 's 5 's
- 1 it's 2 Its 3 It's 4 It's 5 its
- 1 Take a piece of paper.
2 Fold the corners at the top.
3 Make wings.
4 Draw on the pilot.
5 Throw your paper plane!
- 1 child – children
2 fish – fish
3 foot – feet
4 man – men
5 person – people
6 sheep – sheep
7 tooth – teeth
8 woman – women

Units 4–6 Writing portfolio A

- 1 turned left, went over, went back, turned right, in front of us
- 1 Turn left at the traffic lights. 2 Go over the bridge.
3 Go back to the bus station. 4 Turn right at the roundabout. 5 Go straight on at the park.
- 3 Children's own answers

Units 4–6 Writing portfolio B

- 1 underline: turned left, went over, went straight on, went back, turned right, in front of
circle: because
- 1 more exciting 2 least expensive 3 more beautiful
4 most friendly 5 less comfortable 6 least modern
- 3 Children's own answers

Units 4–6 Values 2

Being helpful on the sports field

Worksheet 1

1 Look. Are they being helpful or unhelpful? Write.

- Use Values poster 2 and hand out the first worksheet to present the lesson.
- Tell children to look at the picture and ask questions, e.g. *Where are the children? What are they doing? What is the teacher doing?*
- Point to one of the children who is being helpful and ask *Is he being helpful? Why? What is he doing?*
- Point to one of the children who is being unhelpful and ask *Is he being helpful or unhelpful? Why? What is he doing?*
- Look at the example and check understanding.
- Let children complete the exercise, then check answers.

ANSWERS

1 helpful 2 helpful 3 helpful 4 unhelpful 5 unhelpful
6 helpful 7 helpful 8 unhelpful

2 Look again. Who is speaking? Write the numbers.

- Point to Child 7 and ask *What do you think he is saying?* Elicit some ideas, e.g. *I'll help you. Can I help you?*
- Look at the example and check understanding.
- Let children complete the exercise, then check answers.

ANSWERS

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

Worksheet 2

1 Match the questions and answers.

- Use Values poster 2 and hand out the second worksheet.
- Look at the example with the class and check that children understand the exercise. Ask children to read the sentences silently before they do the exercise and tell you if they are of children being helpful or unhelpful (*helpful*).
- Let children complete the exercise, then check answers.

ANSWERS

1 d 2 b 3 e 4 f 5 a 6 c

2 Look at the pictures. Write about being helpful.

- Ask children to look at the pictures.
- Look at the example with the class and check that children understand the exercise.
- Let children complete the exercise, then check answers.

ANSWERS

- 1 She's sticking a poster on the wall.
- 2 He's taking the books to the library.
- 3 She's helping a friend.
- 4 He's tidying the art room.

Unit 7 Language practice

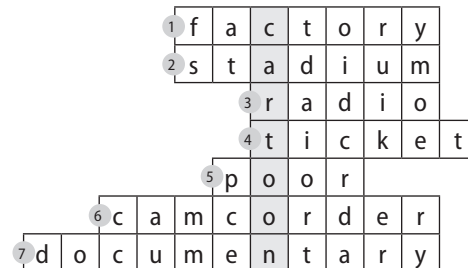
- 1 I will have a robot.
2 I won't travel to the moon in a rocket or a spaceship.
3 Astronauts will walk on other planets.
4 Astronauts won't go to the sun or to the stars.
- 1 I'll meet you at the café this evening.
2 I'll see you tomorrow.

- 3 I'll go to the cinema next week.
 - 4 I'll visit my grandparents in three weeks' time.
 - 5 I'll read this book in a month's time.
 - 6 I'll start at a new school in a year's time.
- Free writing: children's own answers

Unit 8 Language practice

- 1 1 F 2 F 3 F 4 T 5 T 6 T 7 F 8 T
9 T 10 F
 - 1 any 2 lots of 3 many 4 much 5 some 6 any
7 any
- Free writing: children's own answers

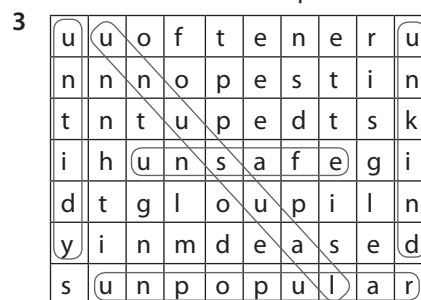
Unit 9 Language practice



- 1 The secret TV programme is: cartoon.
 - 1 He plays computer games twice a week.
2 He goes swimming three times a week.
3 He visits his grandma once a week.
4 He reads a book every day.
- Free writing: children's own answers

Units 7–9 Writing skills

- 1 skateboard, spaceship, sandcastle, basketball, motorbike, bedroom, homework, playground
- 1 He wrote to Sally Prendergast. 2 OX10 4PP
3 44 4 Oxford 5 34p



- 1 untidy 2 unsafe 3 unusual 4 unpopular
5 unkind

Units 7–9 Writing portfolio A

- 1 yesterday 2 happy 3 doesn't like
- 1 c 2 a 3 d 4 b
- Children's own answers

Units 7–9 Writing portfolio B

- 1 infinitive of purpose: to watch, to watch
1 yesterday 2 happy 3 wanted
- 1 documentary about animals 2 on Channel 9
3 six o'clock on Monday 4 super heroes
5 after school every day
- Children's own answers

Units 7–9 Values 3 Thinking of others

Worksheet 1

1 Look and number. Write the sentences.

- Use Values poster 3 and hand out the first worksheet to present the lesson.
- Tell children to look at the picture and ask questions, e.g. *Where are the people? What are those children doing? Who is being kind?*
- Ask children to look at the eight pictures and find them in the main poster.
- Go through the sentence prompts with the class checking any new vocabulary.
- 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.

ANSWERS

- a 8, They're picking up her notebook.
b 3, They're not helping their mum.
c 6, She's listening to very loud music.
d 7, They're not giving the man a seat.
e 4, He's giving a banana to the boy.
f 2, She's giving flowers to her mum.
g 1, He's buying ice creams for his friends.
h 5, She's waiting for the woman.

2 Complete the table with the numbers of the pictures.

- Focus children's attention on the poster again and point to different people. Ask questions about what they are doing, e.g. *Are they being thoughtless? Is he being thoughtful?*
- 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.

ANSWERS

Being thoughtful: 1, 2, 4, 5, 8

Being thoughtless: 3, 6, 7

Worksheet 2

1 Are they being thoughtful or thoughtless?

- Use Values poster 3 and hand out the second worksheet.
- Ask children to look at the pictures. Ask some general questions, e.g. *What is the girl doing? What are they waiting for?*
- Look at the example and check understanding.
- Let children complete the exercise, then check answers.

ANSWERS

- 1 thoughtful 2 thoughtless 3 thoughtful 4 thoughtless
5 thoughtless 6 thoughtful

2 Write six ideas for being thoughtful. Write *must* or *mustn't*.

- Ask children to think of how they could be thoughtful at home, at school, and in town.

- Point to the example and elicit some ideas.
- Children do the rest of the exercise individually.
- Go through the answers with the class. Ask children to read out their sentences.

ANSWERS

Children's own answers

Unit 10 Language practice

- 1 1 memory stick 2 printer 3 mouse 4 speakers
5 keyboard 6 screen
- 2 1 Have they tidied the table?
No, they haven't.
2 Have they logged on?
Yes, they have.
3 Has the boy saved the document?
No, he hasn't.
4 Has the girl helped the boy?
Yes, she has.
5 Have they turned off the computer?
No, they haven't.

Free writing: children's own answers

Unit 11 Language practice

- 1 1 live (This is a verb, the others are nouns.)
2 frozen (This is an adjective, the others are verbs.)
3 explore (This is a verb, the others are nouns.)
4 dive (This is a verb, the others are nouns.)
5 crowded (This is an adjective, the others are nouns.)
- 2 1 Have you ever climbed a volcano? Yes, I have. / No, I've never climbed a volcano.
2 Have you ever walked in a rainforest? Yes, I have. / No, I've never walked in a rainforest.
3 Have you ever seen an oasis? Yes, I have. / No, I've never seen an oasis.
4 Have you ever walked in a desert? Yes, I have. / No, I've never walked in a desert.
5 Have you ever been into a cave? Yes, I have. / No, I've never been into a cave.
6 Have you ever visited an island? Yes, I have. / No, I've never visited an island.

Free writing: children's own answers

Unit 12 Language practice

- 1 1 I never have much energy.
2 I've got a stomach ache.
3 I've got a sore throat.
4 I feel dizzy.
5 I feel sick.
6 I'm not very fit.
- 2 Children's own answers.
Free writing: children's own answers

Units 10–12 Writing skills

- 1 1 ^S Megan ^V is doing ^O her homework.
2 ^S Tom ^V likes ^O computer games.
3 ^S The students ^V have sent ^O some emails.
4 ^S We ^V don't go ^O to school on Saturday.
- 2 1 b 2 a 3 c
- 3 1 ...because meat and fish are so tasty.

- 2 ...so you should walk to school sometimes.
- 3 ...because it's got lots of calcium.
- 4 ...so you can drink lots.
- 5 ...because it's the easiest way.
- 6 ...so it's better to drink water before you're thirsty.

Units 10–12 Writing portfolio A

- 1 Children circle 'because' and 'so'
 - 1 Because he had an accident at school.
 - 2 They took him to the school nurse.
- 2
 - 1 Subject: She Verb: hurt Object: leg
 - 2 Subject: He Verb: seeing Object: doctor
 - 3 Subject: I Verb: playing Object: football
 - 4 Subject: They Verb: helping Object: friend
 - 5 Subject: We Verb: don't like Object: medicine
- 3 Children's own answers

Units 10–12 Writing portfolio B

- 1 Children circle 'because' and 'so'
 - 1 Because he had an accident at school.
 - 2 They took him to the school nurse.
 - 3 He should sit down on this chair and drink some water.
 - 4 He shouldn't play outside again today.
- 2
 - 1 b, leg
 - 2 a, doctor
 - 3 d, football
 - 4 e, their friend
 - 5 c, medicine
- 3 Children's own answers

Units 10–12 Values 4 Safety outside

Worksheet 1

1 Look and read. Write the names.

- Use Values poster 4 and hand out the first worksheet to present the lesson.
- Tell the class to look at the picture and ask questions, e.g. *Where are the children? What are they doing?* Point to specific people and ask *What is she doing?*
- Tell children they are going to read the sentences and find the names of the girls in the picture.
- Children do the rest of the exercise individually.
- Go through the answers with the class.

ANSWERS

- 1 Penny 2 Sue 3 Michelle 4 Kate 5 Anne 6 Vicky
7 Alison

2 Complete the sentences with *should* or *shouldn't*.

- Ask children to find a girl who is doing something unsafe and tell you what it is. Ask them to think of what she *should* do to be safe.
- 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.

ANSWERS

- 1 should, shouldn't 2 shouldn't, should 3 shouldn't, should 4 should, shouldn't 5 should, shouldn't

Worksheet 2

1 Is it safe (✓) or unsafe (X)?

- Use Values poster 4 and hand out the second worksheet.
- Tell children to look at the pictures. Ask questions, e.g. *Where's the boy? What's the girl doing? Is the boy wearing a hat?*
- Point to picture 1 and ask *Is he safe? Why?*
- 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.

ANSWERS

- 1 X 2 ✓ 3 X 4 ✓ 5 X 6 X

2 Write sentences about the pictures above. Use *should* or *shouldn't*.

- Go through the sentence prompts in the word pool, checking that children understand the words.
- 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 read out their sentences.

ANSWERS

- 1 You shouldn't walk alone in the mountains.
- 2 You should wear gloves when you're gardening.
- 3 You shouldn't move animals under rocks.
- 4 You should wear a hat in the sun.
- 5 You shouldn't climb on dangerous rocks.
- 6 You shouldn't push people.

Unit 13 Language practice

1 Smoothie recipe

Ingredients

- 1 large cup of milk
- a teaspoon of sugar
- 15 strawberries
- 1 mango
- 2 bananas

Recipe

- Peel and chop the fruit.
- Put the fruit and the milk in the blender.
- Add the sugar.
- Remember to put the lid on!
- Turn it on for one minute.
- Then pour it into glasses.

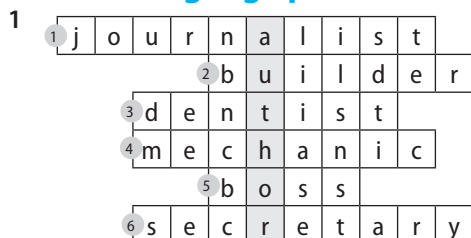
- 2 1 me 2 him 3 which 4 you 5 which 6 who
Free writing: children's own answers

Unit 14 Language practice

- 1 a Michael / Marie b Michael / Marie c Bob / Sheila
d Sheila e Fiona f Liam / Rosa g Liam / Rosa
1 daughter 2 niece 3 wife 4 son 5 father-in-law
6 nephew
- 2 1 Was Jim watching television?
No, he wasn't
- 2 What was Rosa wearing?
She was wearing a dress.

- 3 Were Liam and Rosa playing chess?
Yes, they were.
 - 4 What was Jim doing?
He was playing the guitar.
 - 5 Was Gemma reading?
Yes, she was.
- Free writing: children's own answers

Unit 15 Language practice



Who wrote this page? An author.

- 2 1 The bell rang when their teacher was talking.
 - 2 We were driving when our car stopped.
 - 3 It rained when I was playing football.
 - 4 The author was writing when he got an email.
 - 5 We saw your parents when they were having lunch.
 - 6 She was playing when her mum said, 'Time for bed!'
- Free writing: children's own answers

Units 13–15 Writing skills

- 1 3
- 2 1 six 2 four 3 The last words in lines 2 and 4 of each verse rhyme.
- 3 Mrs Brown was washing up,
Standing by the sink,
"My children need a healthy snack,
I'll make a smoothie drink."
"Will you help me, Jack?" she asked.
"Not right now," he said.
"I'm too busy playing,
And I'm meeting my friend Ned."
Mrs Brown looked at Pam,
"Can you help me?" she said.
"No, I can't. I'm doing this,
And then I'm off to bed."
Mrs Brown got out the blender,
And some knives to peel and chop.
She added sugar and some milk,
But her children didn't stop.
She poured the smoothie very slowly,
Into a tall, clean cup.
"Yum! A smoothie," said the children,
"Can we drink it up?"
"No, you can't!" said Mrs Brown,
"You didn't help at all,
You were both too busy playing,
So I'm going to drink it all!"

Units 13–15 Writing portfolio A

- 1 sub-clause: who was really shy
- 2 1 them 2 her 3 it 4 me 5 us 6 him
- 3 Children's own answers

Units 13–15 Writing portfolio B

- 1 sub-clauses: who was really shy; which is next to our school

- 2 1 them 2 her 3 it 4 me 5 us 6 him
- 3 Children's own answers

Units 13–15 Values 5 Safety in the kitchen

Worksheet 1

1 Look at the picture. Write T (true) or F (false).

- Use Values poster 5 and hand out the first worksheet to present the lesson.
- Tell children to look at the picture and ask questions, e.g. *Where are the people? What's the girl doing? Who's cleaning the fridge?*
- 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.

ANSWERS

- 1 Look at the example and check understanding.
T 2 T 3 F 4 F 5 T 6 F 7 F 8 T

2 Look again. Write S (safe) or U (unsafe).

- Focus children's attention on the picture again and point to different people. Ask questions about what they are doing, e.g. *Is Ellie being safe? Why? What is Dad doing? Is that safe?*
- Look at the example with the class and check that children understand the exercise.
- Let children complete the exercise, then check answers.

ANSWERS

- 1 S 2 S 3 S 4 U 5 U 6 U 7 U 8 S

Worksheet 2

1 Look and read. What *should* / *shouldn't* you do? Write.

- Use Values poster 5 and hand out the second worksheet.
- Tell children to look at the pictures and read the sentences. Go through the sentences, checking that children understand the words.
- Look at the example and check understanding.
- Let children complete the exercise, then check answers.

ANSWERS

- 1 You shouldn't leave soap on the floor.
- 2 You should close the windows at night.
- 3 You shouldn't let young children play with matches.
- 4 You should put knives away.
- 5 You should put lids on food.
- 6 You shouldn't listen to the radio while you're washing up.

2 How do you stay safe in your house? Write.

- Ask children to think of how they stay safe at home.
- Look at the example and ask *Do you always lock the door at home?* Elicit some more examples of how they stay safe at home.
- Let children complete the exercise, then check answers.

ANSWERS

Children's own answers

Play Script 1

Who's the Winner?

You may do this play at any time after Unit 6, or at the end of the first semester.

Synopsis

The play script is the first round in a TV game show called "Who's the winner?" The contestants answer questions to win points and the winner goes through to compete in Round 2 of the game (which we don't see). The answers to the quiz questions are all based on factual information from Units 1–6 of *Family and Friends* Class Book 4.

Cast

One presenter, four contestants and a narrator. The narrator only has to make a buzzing sound. There are no specific male / female roles.

Setting

The play takes place in the TV studio of *Who's the winner?*

Props

- stools or special chairs and something to act as buzzers for the contestants
- a clipboard and a broom (to act as a microphone on a stand)
- the narrator could use a doorbell-style buzzer or bell

Play Script 2

The Mystery of the Flowers

You may do this play at any time after Unit 14, or at the end of the second semester.

Synopsis

Somebody has kicked over all of Andrew Martin's flowers. Who would do such a terrible thing? DS Smith intends to find out. He / She has gathered everybody from the village in the village hall and is conducting a 'Whodunnit?' investigation. DS Smith asks the villagers in turn where they were and what they were doing, and then looks for evidence to see whether or not they are telling the truth. He / She has collected some evidence from the crime scene: a football. When Jack Finch mentions the football, DS Smith realises that this may be the vital clue – and he / she is right.

Cast

There are eight characters. Note that the characters' names are androgynous, so you can do this play with an all-girl, all-boy or mixed class. Tell DS Smith to make notes in a notebook after he / she interviews each person.

Setting

The play takes place in a village hall.

Props

- a notebook for DS Smith
- a football

Preparing for the performances

Read through the play with the class as a group. Allocate the character roles to stronger children. The rest of the group

take part as a chorus, saying the lines marked as 'Audience' or '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 take home copies of the play script to practise and learn their lines at home.


Then 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 *Who's the winner?* the chorus (audience) need to sit together, opposite the contestants on stools / chairs. With *The Mystery of the Flowers* the chorus stand or sit with the main characters. Do this as many times as is necessary before the performance for the parents.

You may wish to hand out copies of the play script to parents at the performance.

Fluency Time! 1 A café menu

CB page 27

Materials

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

Method

- Give out the menu and the food picture templates, and put the children in groups of four to share coloured pencils, glue and scissors.
- Explain that children should write the day of the week at the top, and decorate the menu to make it attractive. Then they can choose and colour a selection of food as described. Then ask them to carefully cut the pictures out and stick them in the correct place on the chart.
- Underneath each picture, they should write a description of the food and drink.
- You may like to stick the menus onto card to make them stronger.


Activities

- Ask two children to read out the Class Book café role-play.
- Put children in pairs. They take turns to be the customer and waiter / waitress. The waiter / waitress writes the order down on a separate piece of paper.
- Let children report back on what they ordered, and the orders they took from the 'customer'.

Fluency Time! 2 A telephone

CB page 51

Materials

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

Method

- Give each child one telephone template, and put the children in groups to share coloured pencils, scissors and glue.
- Give children time to colour both parts of the telephone template, then ask them to choose a number and write this on the screen of the telephone.


- Ask children to carefully cut both parts of the template out, and stick them together to make the back and the front of the telephone. You may like to use card between these two sections, to make the phone stronger.

Activities

- Children work in pairs to role-play a telephone call.
- Let children tell the class about the phone calls they made.

Fluency Time! 3 My own TV CB page 75

Materials

One copy of the TV and remote control template and one copy of the TV programmes template per child  Assessment and Resource CD-ROM, 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 TV and remote control template.
- Give children time to colour in their TV and remote control, and to carefully cut these out.
- Once the TV outline is cut out, fold it in half horizontally, so that the dotted lines are on the central fold. Carefully cut along the dotted lines to make a slot at each end of the screen, then unfold the paper.
- Give out the programmes template and ask children to think about what the different types of programmes are called, and to colour these in.
- Show the class how to slot the pictures into the TV screen.

Activities

- Ask two children to read through the dialogue, showing the relevant programmes on their screens as they do so and using the 'remote control' to change the channels.
- Let children carry out the conversation in pairs, showing the different programmes on their TV screens.

Fluency Time! 4 A room cube CB page 99

Materials

One copy of the cube template child  Assessment and Resource CD-ROM, coloured pencils, scissors and glue for each group of children

Method

- Give each child one room cube template, and put the children in groups to share coloured pencils, scissors and glue.
- Ask children to first colour in the rooms and the body parts on the template, then to carefully cut it out.
- Show them how to fold the sheet along the lines and glue the tabs to form the cube shape and stick it together.

Activities

- Ask two children to read out the conversation from the Class Book page.
- Show the class how to role the cube to get both a body part and a room, to use in their dialogues.

- Children work in pairs to ask and answer about what happened to them, then report back to the class.

Fluency Time! 5 A mini book CB page 123

Materials

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

Method

Give each child one mini book template. Show them how to fold it half along lengthways, to make a long, narrow rectangle, and run their thumb along the crease so it leaves a mark on the paper.

- Children open out the paper, and fold it again widthways. Again, they should mark the crease so the fold is clear.
- When children open the paper out again, they can cut along the long crease they made first. They should cut almost to the centre point, but leave the paper uncut in the middle.
- Show the children how to fold the paper in half again along the long crease to make a book with eight separate pages.
- Put the children in groups to share coloured pencils. If they are going to stick pictures, they will also need glue. Ask children to think about what they like doing in the park or the playground, and to draw pictures and write information for each page of the book.

Activities

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

Cut and Make 1 (Unit 1) Restaurant role play

Materials

One photocopy of the worksheet per child.

Method

- Divide children into groups of four and hand out one copy of the worksheet to each child.
- Tell children that they are going to each write a menu. Encourage them to discuss their ideas and help each other.
- Make sure children understand the different categories on the page before filling in the details.

Activities

- Assign children the roles of waiter / waitress and customers. The waiter / waitress will distribute the menus and customers explain what they would like.
- Children perform their role plays in the same group, with a waiter / waitress and customers.
- After each group has performed a role play, ask groups to swap cards and place orders from other groups' menus.
- Children act out their role plays in front of the class.
- Ask children to vote for the best menu.

Cut and Make 2 (Unit 6)

The girl and the snake

Materials

One copy of the worksheet, one sheet of strong card, scissors, six straws or lollipop sticks, and a glue stick per group of three children; a light source and blank white wall (optional).

Method

- Ask children to turn to page 45 in their Workbooks. Review the story of *The Girl and the Snake* with the class.
- Tell children they are going to perform the story as a play using cut-out props.
- Elicit the dialogue between the two characters and write it on the board. Elicit lines for a narrator where necessary.
- Divide children into groups of three and hand out one copy of the worksheet and the rest of the materials to each group.
- Children make their props, carefully sticking the worksheet onto the card, then colouring the pictures and cutting them out. Monitor and help where necessary.
- Children stick a straw or a lollipop stick to the back of each image. This should be near the bottom of each image so that they can hold the rest of the straw / stick in their hand.
- Children take the roles of the girl, the mother or the narrator, divide the rest of the props between them, and role play the story using the props and a desk for a stage.

Activities

- Children read through the play and practise performing it using the props. Monitor and help where necessary.
- To perform a shadow puppet play, children should hide behind the desk whilst holding up their props. They should be in front of a blank white wall, in a dark room with a light shining onto the props and the wall.
- Children act out their role plays in front of the class.
- Ask children to vote for the best performance.

Cut and Make 3 (Unit 7)

The solar system

Materials

One photocopy of the worksheet, one sheet of strong card, string, scissors, sticky tape, a glue stick, a hole punch, and two large drinking straws per pair of children.

Method

- Tell children they are going to make a solar system mobile in pairs.
- Hand out one copy of the worksheet and all the materials to each pair.
- Children carefully stick the worksheet onto the card, then colour the planets and cut them out. They write the name of each planet on the back. Monitor and help where necessary.
- Children then use a hole punch to make a hole at the top of each planet and tie a length of string through the hole.
- Tell children to tie the straws together in the middle to form a cross shape (this will be the top of the mobile).

- Write on the board the order of the planets in their order from the Sun: , J.
- Children tie the Sun so that it hangs down from the middle of the straws. Tell them to tie Mercury, Venus, Earth, and Mars, one on each straw, close to the Sun. They then tie Jupiter, Saturn, Uranus, and Neptune, one on each straw, but further away from the Sun.
- After all the planets are attached, adjust the length of the string so that they are all at the same level. Tie a further piece of string to the centre of the mobile so that it can be hung from the ceiling.

Activities

- Divide the class into two teams and do a team quiz.
- Give both teams five to ten minutes to prepare six questions to ask the other team about the solar system, e.g. *Which is the smallest planet? Is Venus bigger than Neptune?*
- Teams take it in turns to ask their questions.
- Award a point for each correct answer. The team with the most points is the winner.
- Alternatively, the activity could be done as a set of *True or False?* statements rather than questions.

Cut and Make 4 (Unit 11)

Have you ever ... ?

Materials

One photocopy of the worksheet for each child.

Method

- Tell children they are going to make a survey chart. They will use the chart to ask each other about things they have done.
- Put children in pairs and hand out one worksheet to each child.
- Before starting the activity, review the present perfect question form and *Yes / No* short answers.

Activities

- Children read the question prompts and complete the chart for themselves with ticks and crosses.
- Then they write their partner's name at the top of the right column and take turns to ask their partner questions.
- Children complete the chart with their partner's information.
- Find out how many experiences children have in common and write them on the board. Find out the most common shared experience.
- Alternatively, the activity could be done as a class survey. Make a classroom wall-sized version of the chart and children write the numbers in for each experience. Ask children to write up the survey in class.

Cut and Make 5 (Unit 15)

A memory game

Materials

One photocopy of the worksheet and scissors for every group of three children.

Method

- Before playing the game, review and practise the jobs vocabulary.
- Put children in groups of three and give each group a copy of the worksheet.
- Children carefully cut the page into twelve cards. (If you prefer, you could prepare the cards before the lesson.)
- Demonstrate how to play the game with a child.
- Place the cards face down on the table. Turn over a card (*vet*) and say *There was a (vet)*. Then place the card face down on the table again.
- The child turns over a card (*builder*). He / She says *There was a (vet) and a (builder)*. Then he / she places the card face down on the table again.
- The game continues with the list getting longer, until one of the players can't remember the sequence of cards. The last remaining player is the winner.
- Example:
A There was an author
B There was an author and a mechanic.
C There was an author, a mechanic and a nurse.
A There was an author, a mechanic and a nurse and ...
- When there are more than one of each job, children should say the cards in order, i.e. not *There were two nurses ...*, unless the nurses happen to be consecutive.

Activities

- Children play the game in groups of three.