

# Teaching notes for Photocopiables

## Photocopiable 1 (Unit 1 page 17)

- Check understanding of *plus* and *minus*. Elicit the questions pupils will need to get the answers, e.g. *What's 4 across?* Pupils work in pairs. Plan the pairings carefully (e.g. weak pupils with strong pupils). Tell pupils who is A and who is B. Hand out pages A and B from Photocopiable 1 (see pages T93 and T94). Make sure pupils don't look at each other's crosswords.
- Pairs ask and answer. Reveal the answers or hand out copies of the completed crossword so pupils can check their work.

## Photocopiable 2a (Unit 2 page 22)

- Tell pupils they are going to get a card with activities on it. They must keep the card hidden and move around asking questions until they find the pupil whose card has the same activities as theirs. Ask two pupils to read out the speech bubbles on Pupil's Book page 22. Practise the questions with the class.
- Hand a card from Photocopiable 2a (see page T95) to each pupil. They move around the class and ask and answer (e.g. A: *What do you want to do?* B: *I want to go climbing and skating*). When they find someone with a matching card they stand together.
- If time, make groups of six from three pairs of pupils. Each pupil reads their card and then says if it's something they want to do or not, e.g. *I don't want to go swimming and climbing this weekend. I want to go dancing and shopping*. Monitor and help. When all six pupils have said what they want to do, pupils write the true information in their notebooks.

## Photocopiable 2b (Unit 2 page 25)

- Demonstrate how the activity works. Pupils work in pairs to dictate to each other. Pupil A starts reading (slowly and clearly) while Pupil B writes. When Pupil A has a gap, Pupil B takes over reading. They continue in this way until the end. They don't look at each other's texts. Go through the language on page T96 (*Can you repeat that, please? How do you spell ... , please?*). Check / review key vocabulary: *swimming pool, swimmer, race*.
- Hand out copies of Photocopiable 2b (see page T96), part A to one half of the class and part B to the other half. Make pairs (one pupil with part A, one with part B). Monitor and remind pupils to read loudly and clearly.
- At the end, reveal the completed text or hand out copies for pupils to check (see page T92). Ask questions to check understanding of the whole text.

## Photocopiable Review 1 & 2 (Review page 26)

- Pupils work in groups of three or four. Hand out a set of cards from Photocopiable activity Review 1 & 2 (see page T97) to each group. The pupils put the cards face down, with the grey cards and the white cards in two separate piles.
- The group decides who will go first. This pupil takes a card

from each pile and looks at them, without showing anyone else (e.g. *running* and *slowly*). He / she stands up and acts out the verb and adverb. The rest of the group guess by asking, e.g. *Are you running badly? Are you walking slowly?* The pupil who guesses correctly scores a point. The cards are placed back at the bottom of the two piles. The next pupil in the group then takes a card from each pile and mimes.

## Photocopiable activity 3 (Unit 3 page 29)

- Hand out a copy of Photocopiable 3 (see page T98) to each pupil. The pupils cut the cards out and keep the grey cards and the white cards in two separate piles.
- Pupils work in pairs. They put their sets of cards together (10 grey cards and 20 white cards in total). They put the two piles of cards face down. Pupil A turns over a grey card and a white card. If the two cards make a sentence with *because*, he / she says it, e.g. *The doctor gave me some medicine because I was ill*. Pupil A scores two points. If the cards make a sentence but Pupil A doesn't realise, then Pupil B says the sentence and scores one point. These cards are then moved to the bottom of the piles and each pile is mixed up. If the two cards don't make a sentence, Pupil A just moves the cards to the bottom of the piles (without mixing them) and it is Pupil B's turn.
- Play continues in this way until you stop the game, or until one pupil in the pair reaches eight points. Monitor carefully. Check pupils are using *because* and that their sentences make sense. They could write down their sentences for you to check.

## Photocopiable 4 (Unit 4 page 42)

- Make pairs, A and B. Hand out Photocopiable 4 (see page T99), part A to Pupil A and part B to Pupil B. Remind pupils how to do the activity (see instructions for Photocopiable 2b, above).
- Reveal or hand out copies of the completed text for pupils to check (see page T92). Elicit who the text is about (the children in *The Chronicles of Narnia*). Elicit the children's names and other information, to check comprehension.

## Photocopiable Review 3 & 4 (page 44)

- Make pairs, A and B. Hand out Photocopiable Review 3 & 4 (see page T100), part A to Pupil A and part B to Pupil B. Demonstrate how to do the activity. Pupils ask questions to complete the gaps in their paragraph. They use the question word in brackets and make a question with the verb in the sentence, e.g. to complete the gap in sentence 1 'On Saturday morning Simon went (Where?) \_\_\_\_\_ by bus', Pupil B asks *Where did Simon go?* Do one or two examples with the class before they begin. Pupil B asks questions first and then pupils swap over. Monitor and check that they are not comparing texts.
- When they have finished, they compare the completed paragraphs.

### Photocopiable 5 (Unit 5 page 47)

- This is an extension of Activity Book page 47 Activity 5. Pupils work in the same groups of four. Hand out a copy of Photocopiable 5 (see page T101) to each pupil. Pupils discuss what they can write for each sentence in Activity 1. Elicit a few examples before pupils write.
- Show pupils how to complete the bar chart on the board if necessary. Pupils then transfer the information from the sentences onto the bar chart. Monitor and help. Elicit the information from the groups to make a class bar chart for display.

### Photocopiable 6a (Unit 6 page 55)

- Pre-teach / check understanding of key words from the text before handing it out to pupils: *robot, machine, bored*. Hand out a copy of Photocopiable 6a (see page T102) to each pair of pupils, part A to Pupil A and part B to Pupil B. Review with pupils how they do pairwork dictations (see instructions for Photocopiable 2b on page T90).
- At the end, reveal the completed text for pupils to check or hand out copies (see page T92). Check understanding by asking questions, e.g. *Do robots get bored? What do robots look like?*

### Photocopiable 6b (Unit 6 page 58)

- Tell pupils this communication activity is about things they did yesterday morning. Write example sentences on the board, e.g. *I got up at eight o'clock. I didn't have a shower before breakfast*. Elicit the questions needed to check this information (*What time did you get up? Did you have a shower before breakfast?*).
- Hand each pupil a card from Photocopiable 6b (page T103). Tell pupils they need to walk around asking questions until they find someone who has exactly the same card as them. Remind them not to look at each other's cards. Keep pupils moving around the room and check they're talking, not comparing cards. When pupils find a partner they come to you to check. Then they sit together and talk about what they actually did yesterday morning.

### Photocopiable Review 5 & 6 (page 62)

- Pupils work in pairs. Hand out copies of the pictures on page T104, one to each pair. Pupils look at the pictures, give the girl a name and work out a story. They write notes, including a verb for each picture in the past tense. If you wish, write some phrases with infinitives on the board (in random order) to give pupils ideas (e.g. *go home, find, get up, go into the park, call the number, come, give back, open the bag*). Pupils practise telling their story to each other in their pairs. Monitor and listen for correct use of the past tense.
- Make groups of four from two pairs (A, B, A, B). The two Pupil As sit together and tell each other their story. Pupil Bs do the same. Elicit some of the best stories. Optional: Cut out the pictures before handing the copies out. Pupils have to put them in order to make a story and then tell it in the past tense, as above.

### Photocopiable 7 (Unit 7 page 65)

- Show pupils your set of cards. Write the categories from the cards on the board: *Height, Weight, Length, Speed* and elicit the corresponding adjectives (*tall, heavy, long, fast*). Tell pupils that in this game they will be trying to get the card with the tallest animal, the heaviest animal, the longest animal, the best swimmer and so on.
- Hand out a copy of Photocopiable 7 (see page T105) to each pupil. They cut out the cards and make a small mark in one corner of each card, so they know which set is theirs.
- Pupils play the game in groups of four. Demonstrate first, using a group of pupils. Mix the cards and deal them out to the pupils in the group. Each pupil holds his / her cards so that the others can't see them and he / she can only see the card on the top. The first pupil selects a category from his / her top card and reads it out, e.g. *Length: 10 metres*. The other pupils then read out their Length information in turn. The pupil with the highest number says, e.g. *My animal is the longest*. He / She wins this round, and takes the other players' cards and puts them at the bottom of his / her pile. If there is a draw, pupils put the four cards on the desk and the same pupil chooses a new category from his / her next card. The winner of that round also gets the other four cards.
- Play continues around the group. Monitor and check. Encourage pupils to make sentences with the superlative.

### Photocopiable 8 (Unit 8 page 76)

- Hand out half of a copy of Photocopiable 8 (see page T106) to each pair. They cut along the dotted lines to make playing cards. Demonstrate using two cards. Put two words together which have the same sound, e.g. *wear-where*.
- Pupils work in their pairs to arrange the cards so that words with the same sounds are touching (making squares). Pairs check other pairs' answers. Monitor pupils as they do the activity and review any problem areas at the end.

**Key:** wear-where; eye-I; bye-buy; read-red; nose-knows; eight-ate; aren't-aunt; write-right; no-know; for-four

### Photocopiable Review 7 & 8 (page 80)

- Review key vocabulary: *expedition, South Pole, Antarctica*. Hand out a copy of Photocopiable Review 7 & 8 (see page T107) to each pair of pupils, part A to Pupil A and part B to Pupil B. Review with pupils how they do pairwork dictations (see instructions for Photocopiable 2b on page T90).
- At the end, reveal the completed text for pupils to check or hand out copies (see page T92). Check understanding by asking about Scott's past expeditions, the last expedition and whether he reached the South Pole first.

# Texts for Photocopiables 2b, 4, 6a and Review 7 & 8

## Photocopiable 2b (page T96)

### Swimming

An Olympic swimming pool is 50 metres long and 25 metres wide. There are a lot of different races. Races can be from 50 metres to 10 kilometres long and swimmers can swim on their stomachs or on their backs. There are eight swimmers in a race. At the end, the swimmer who touches the wall first is the winner.



## Photocopiable 4 (page T99)

### The Pevensie children

There are four children in 'The Chronicles of Narnia'. They are the Pevensies, two boys and two girls. The boys are called Peter and Edmund and the girls are called Susan and Lucy.

Peter is older than all the other children. He is bigger than the others, and is also stronger. Edmund is younger than Susan, but older than Lucy.

Lucy is younger than her brothers and sister. She is the one who finds Narnia.



## Photocopiable 6a (page T102)

### Robots

A robot is a machine which can do some jobs like a person. Robots can do a lot of difficult things, but they never get tired or bored, thirsty or hungry. They can look different from men or women, but some of them have arms, legs, hands or feet.

All robots are different because they need to do different things. They can't think like us, but they have a computer inside them which tells them what they must do.



## Photocopiable Review 7 & 8 (page T107)

### Scott and Amundsen

Robert Scott was an explorer. Scott went on two expeditions to the South Pole, but he and his men didn't come back from the terrible second adventure.

Scott went on his first British Antarctic expedition in 1901. On this adventure, he was the first person to fly a hot air balloon on Antarctica.

Scott left for Antarctica again in 1910. He was racing Roald Amundsen to be the first man to the South Pole. Amundsen got there first, fourteen days before Scott and his men.

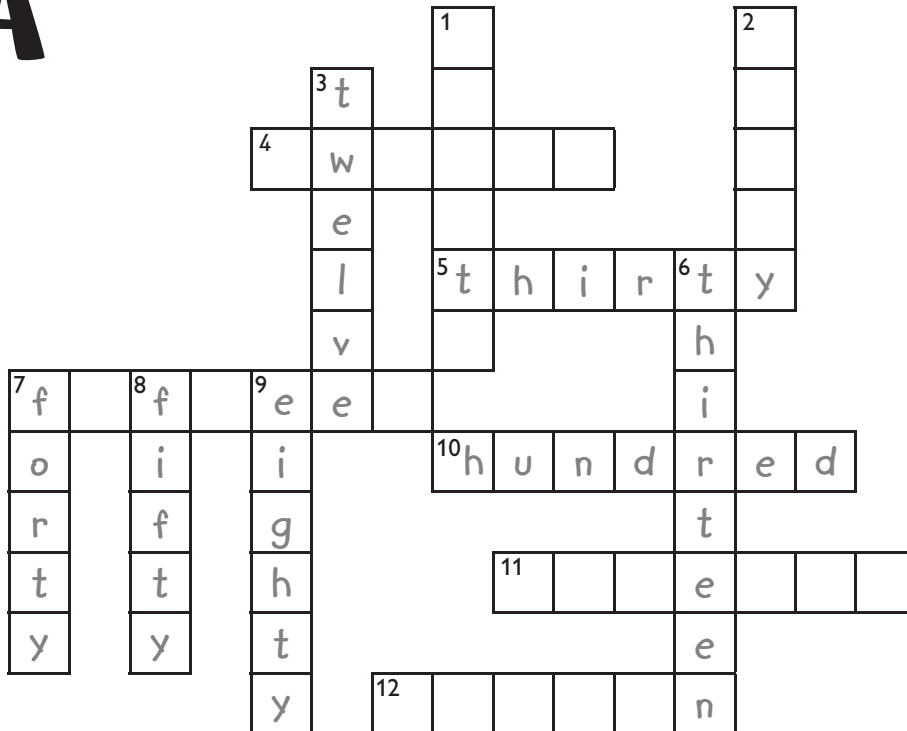


## Photocopiable 1a

Name: .....

## Numbers crossword

A



Ask your partner questions.

Example:

A: What's 4 across?

B: It's thirty-nine minus nineteen.

Give these clues to your partner.

Across →

- 5 Eleven plus nineteen
- 10 Eighty-six plus fourteen

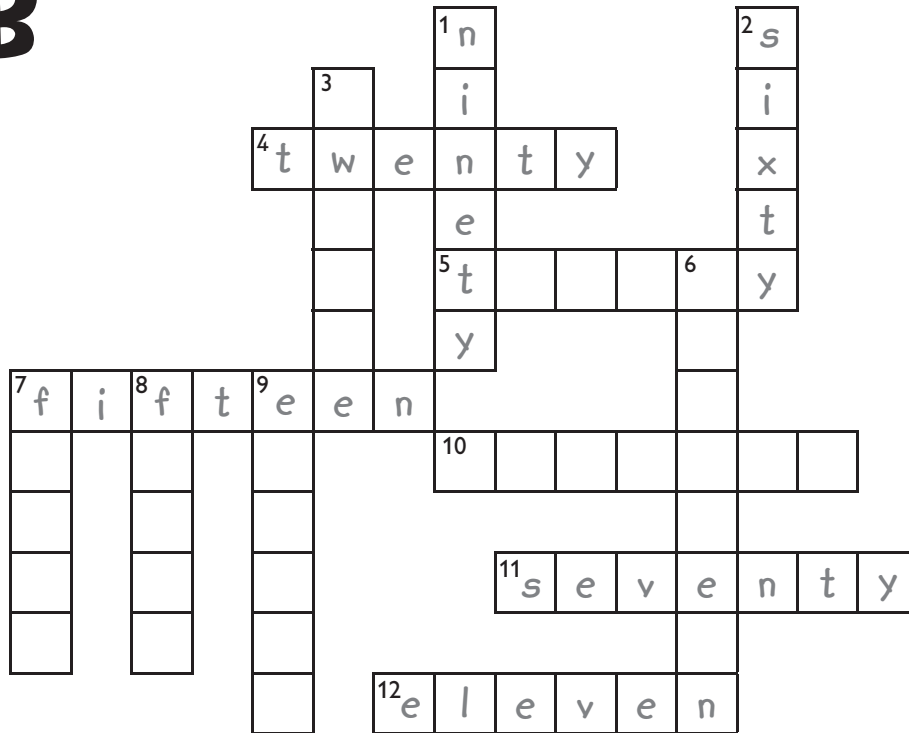
Down ↓

- 3 Fifteen minus three
- 6 Seventy-four minus sixty-one
- 7 Fifty-six minus sixteen
- 8 Thirty-nine plus eleven
- 9 Sixty-eight plus twelve

## Photocopiable 1b

Name: .....

## Numbers crossword

**B**

Ask your partner questions.

Example:

B: What's 5 across?

A: It's eleven plus nineteen.

Give these clues to your partner.

Across →

- 4 Thirty-nine minus nineteen
- 7 Twelve plus three
- 11 Forty-four plus twenty-six
- 12 Twenty-six minus fifteen

Down ↓

- 1 Thirty-eight plus fifty-two
- 2 Twenty-three plus thirty-seven

# Photocopiable 2a

Name: .....



I want to go swimming and climbing.	I want to go climbing and skating.	I want to go skating and fishing.
I want to go swimming and skating.	I want to go climbing and sailing.	I want to go skating and dancing.
I want to go swimming and sailing.	I want to go climbing and fishing.	I want to go sailing and fishing.
I want to go swimming and fishing.	I want to go climbing and dancing.	I want to go sailing and dancing.
I want to go swimming and cycling.	I want to go skating and sailing.	I want to go fishing and dancing.

# Photocopiable 2b

Name: .....

## A

### Swimming

An Olympic ..... is 50 metres long .....  
 ..... There are a lot .....  
 ..... Races can be .....  
 ..... to 10 kilometres ..... can  
 swim on ..... on their backs. There  
 ..... in a race. ....  
 ..... of the race, ..... touches the  
 wall .....

Can you repeat, please?  
 How do you spell \*\*\*\*, please?

## B

### Swimming

..... swimming pool .....  
 ..... and 25 metres wide. ....  
 ..... of different races. ....  
 ..... from 50 metres ..... long  
 and swimmers ..... their stomachs or  
 ..... are eight swimmers  
 ..... At the end .....  
 ....., the swimmer who ..... first  
 is the winner.

Can you repeat, please?  
 How do you spell \*\*\*\*, please?

# Photocopiable Review 1 and 2

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



happily

quickly

slowly

quietly


loudly





# Photocopiable 3

Name: .....

 <p>I ate a cheese sandwich</p>	<p>I had a temperature.</p>	<p>I had a toothache.</p>
<p>The doctor gave me some medicine</p>	<p>I was thirsty.</p>	<p>I was tired.</p>
<p>I drank some juice</p>	<p>I wanted to.</p>	<p>I like cheese a lot.</p>
<p>I saw the dentist</p>	<p>I was ill.</p>	<p>I don't like milk.</p>
<p>I went to bed early</p>	<p>my tooth was worse.</p>	<p>I was hungry.</p>

# Photocopiable 4

Name: .....

## A

### The Pevensie children

There are four ..... '..... of Narnia'. They are ....., ..... and two girls. The ..... Peter and Edmund ..... are called .....

..... . Peter is older ..... the other children. .... the others, and ..... . Edmund is younger than ....., Lucy. .... than ..... and sister. .... who finds .....

## B

### The Pevensie children

..... children in 'The Chronicles ..... the Pevensies, two boys ..... boys are called ..... and the girls ..... Susan and Lucy.

..... than all ..... . He is bigger than ....., ..... is also stronger. .... Susan, but older than ..... Edmund, and he is ..... Susan, but older ..... Lucy is younger ..... her brothers ..... She is the one ..... Narnia.

# Photocopiable Review 3 and 4

Name: .....

## A

### Simon's Saturday

On Saturday morning Simon went to the city centre by bus. He saw his friend Alex at the bus station. They ate lunch at a restaurant. Then they went to the cinema. They watched a very funny film. They laughed a lot. Simon went home at four o'clock.

### Stella's Saturday

On Saturday morning Stella went (Where?) .....  
 ..... . Uncle Fred was (Where?) .....  
 ..... . Stella helped Uncle Fred (How?) .....  
 ..... the sheep. Then she ate lunch (Where?) .....  
 ..... . After lunch Stella and Uncle Fred (What?) .....  
 ..... . They played with  
 Uncle Fred's dog. Stella went home at (What time?) .....  
 .....



## B

### Simon's Saturday

On Saturday morning Simon went (Where?) .....  
 ..... by bus. He saw his friend (Who?) .....  
 at the bus station. They ate lunch (Where?) .....  
 ..... . Then they went (Where?) .....  
 ..... . They watched (What?) .....  
 ..... . They laughed a lot. Simon went home at  
 (What time?) .....

### Stella's Saturday

On Saturday morning Stella went to Uncle Fred's farm. Uncle Fred was in the field. Stella helped Uncle Fred to feed the sheep. Then she ate lunch in the farmhouse. After lunch Stella and Uncle Fred walked in the fields. They played with Uncle Fred's dog. Stella went home at three o'clock.

# Photocopiable 5

Name: .....

## 1 Complete the sentences.

- In my group ..... of us could walk when we were 1.
- In my group ..... of us could .....
- In my group ..... of us .....
- In my group .....
- In my group .....
- In my group .....

## 2 Complete the chart.

4						
3						
2						
1						
	Could walk at 1	Could talk at 2	Could write at 4	Could swim at 5	Could read at 6	Could ride a bike at 8
	yellow	blue	purple	green	red	orange

# Photocopiable 6a

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

## A

### Robots

A robot is \_\_\_\_\_ can do some jobs like  
 \_\_\_\_\_ can do a \_\_\_\_\_  
 \_\_\_\_\_ things, but they \_\_\_\_\_ or  
 bored, thirsty \_\_\_\_\_ can look different  
 \_\_\_\_\_ women, but some \_\_\_\_\_  
 \_\_\_\_\_ arms, legs, hands \_\_\_\_\_ .  
 \_\_\_\_\_ are different because \_\_\_\_\_  
 \_\_\_\_\_ do different things. \_\_\_\_\_  
 like us, but \_\_\_\_\_ computer inside them  
 \_\_\_\_\_ what they must \_\_\_\_\_ .



## B

### Robots

\_\_\_\_\_ a machine which \_\_\_\_\_  
 \_\_\_\_\_ a person. Robots  
 \_\_\_\_\_ lot of difficult \_\_\_\_\_ ,  
 \_\_\_\_\_ never get tired \_\_\_\_\_ ,  
 \_\_\_\_\_ or hungry. They \_\_\_\_\_ from  
 men or \_\_\_\_\_ , \_\_\_\_\_ of them have \_\_\_\_\_  
 , \_\_\_\_\_ or feet. All robots \_\_\_\_\_  
 \_\_\_\_\_ they need to \_\_\_\_\_ . They  
 can't think \_\_\_\_\_ , \_\_\_\_\_ they have a \_\_\_\_\_  
 \_\_\_\_\_ which tells them \_\_\_\_\_  
 \_\_\_\_\_ do.

## Photocopiable 6b

Name: .....



I got up at eight  
o'clock.

I didn't have a shower  
before breakfast.

I got up at eight  
o'clock.

I bought a comic after  
breakfast.

I got up at seven  
o'clock.

I read a book after  
breakfast.

I got up at seven  
o'clock.

I had a shower after  
I got up.

I bought a comic after  
breakfast.

I didn't have a shower  
before breakfast.

I had a shower after  
I got up.

I read a book after  
breakfast.

I got up at seven  
o'clock.

I didn't have a shower  
before breakfast.

I bought a comic after  
breakfast.

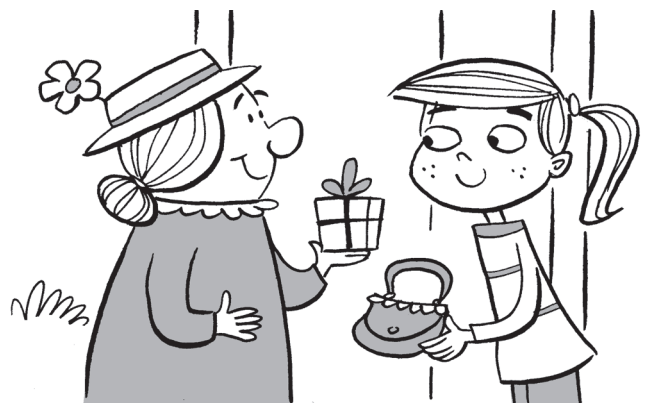
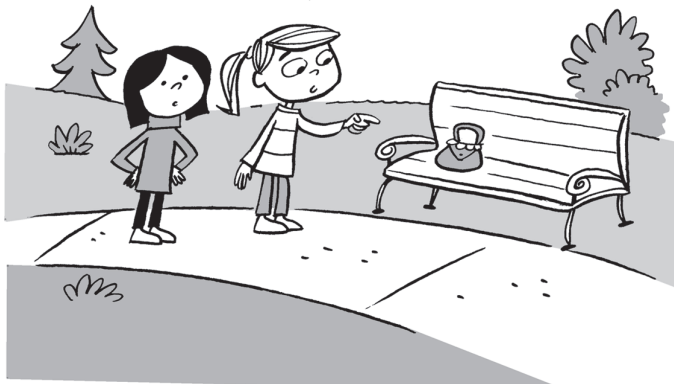
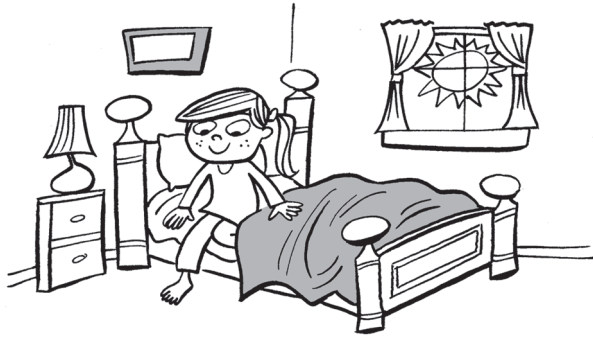
I went to school with  
my sister.

I didn't have a shower  
before breakfast.

I read a book after  
breakfast.

# Photocopiable Review 5 and 6

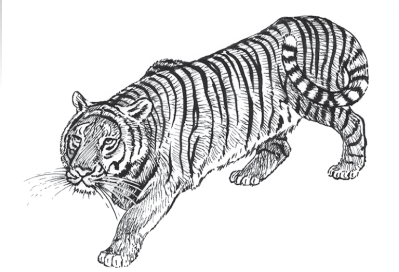
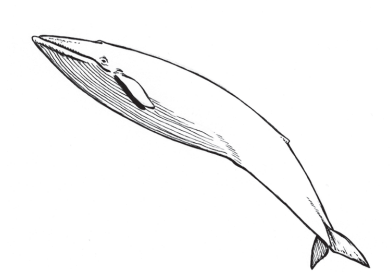
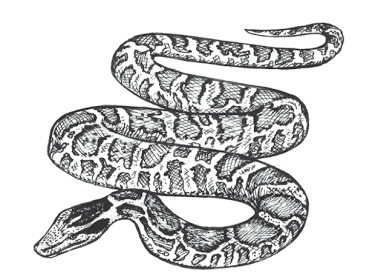
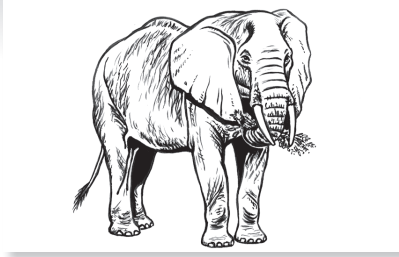
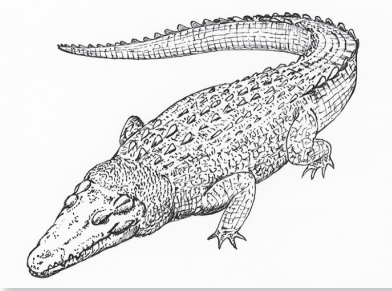
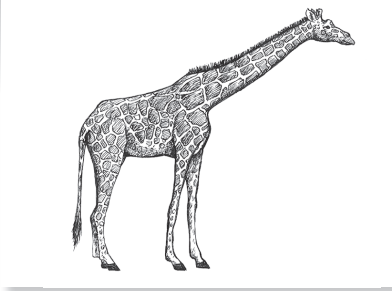
Name: .....



# Photocopiable 7

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

## Animal fact cards

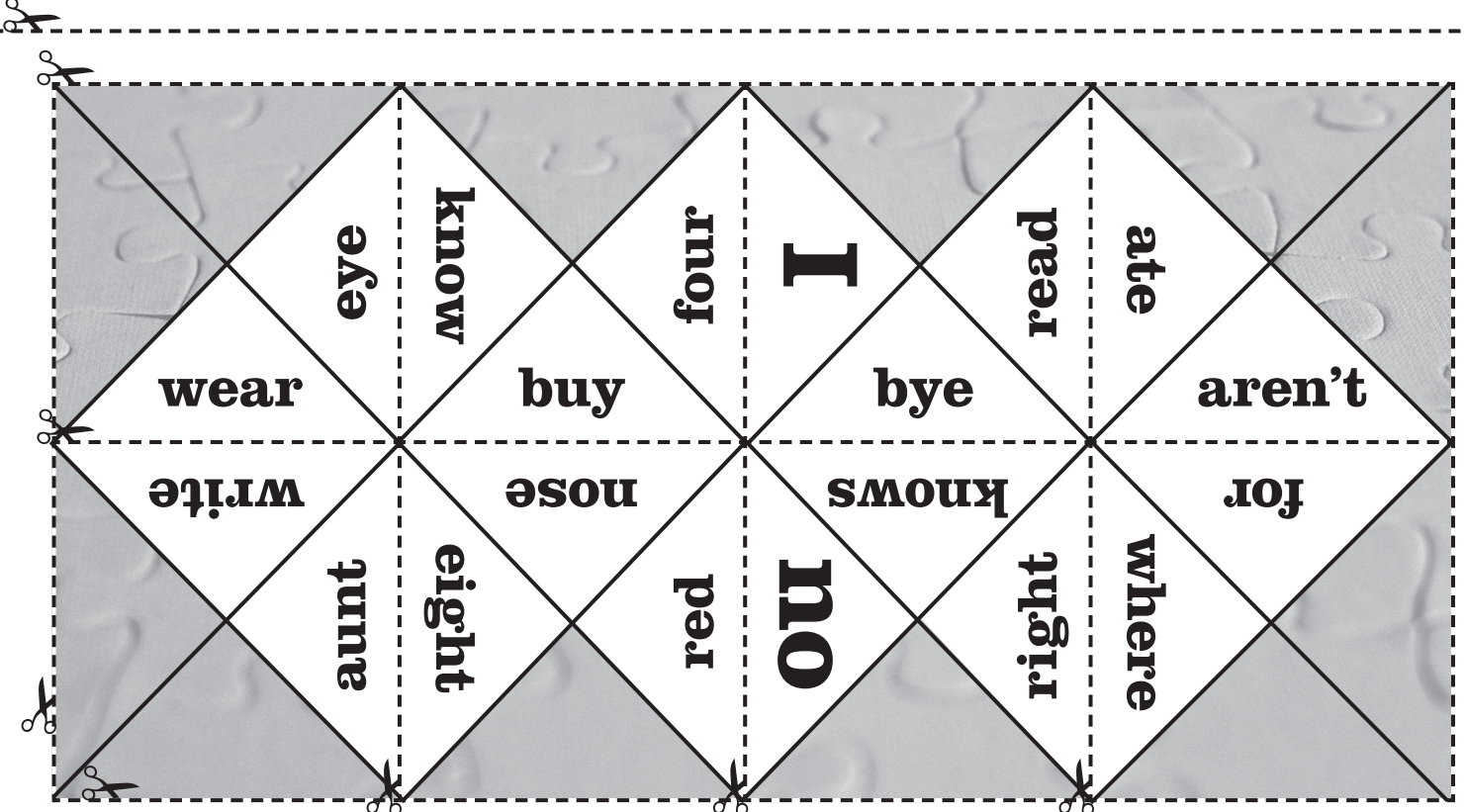
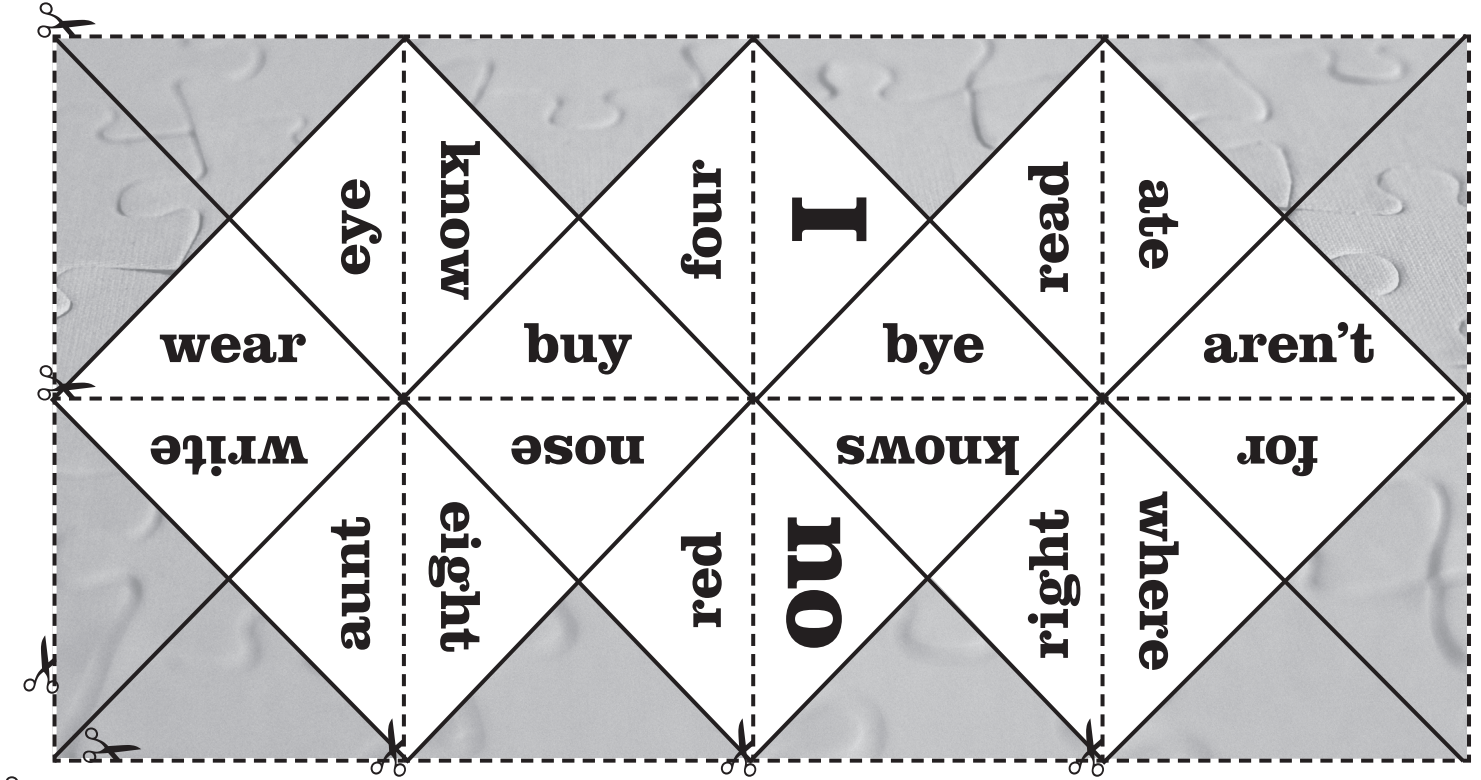
<p><b>Animal: Bengal tiger</b></p>  <p>Height: 1 metre            Weight: 250 kg            Length: 3 metres            Beautiful: *****            Good swimmer: ***            Speed: 60 km/h</p>	<p><b>Animal: Blue whale</b></p>  <p>Height: 4 metres            Weight: 181,000 kg            Length: 21 metres            Beautiful: ***            Good swimmer: *****            Speed: 45 km/h</p>	<p><b>Animal: Python</b></p>  <p>Height: 20 cm            Weight: 110 kg            Length: 10 metres            Beautiful: **            Good swimmer: ***            Speed: 10 km/h</p>
<p><b>Animal: African elephant</b></p>  <p>Height: 4 metres            Weight: 7,000 kg            Length: 9 metres            Beautiful: **            Good swimmer: ***            Speed: 25 km/h</p>	<p><b>Animal: Crocodile</b></p>  <p>Height: 40 cm            Weight: 1,200 kg            Length: 6 metres            Beautiful: *            Good swimmer: ***            Speed: 15 km/h</p>	<p><b>Animal: Giraffe</b></p>  <p>Height: 5 metres            Weight: 1,300 kg            Length: 3 metres            Beautiful: ***            Good swimmer: **            Speed: 50 km/h</p>



# Photocopiable 8

Name: .....

## Homophones jigsaw



# Photocopiable Review 7 and 8

Name: .....

## A Scott and Amundsen

Robert Scott was ..... went on  
two ..... Pole, but he  
and ..... back from the

.....  
Scott went on ..... Antarctic expedition  
in ..... On this ..... the first  
person ..... air balloon on  
Antarctica.

..... again in 1910.  
He ..... to be the first  
..... Pole. Amundsen got  
..... days before Scott .....



## B Scott and Amundsen

..... an explorer. Scott .....  
..... expeditions to the South ..... ,  
..... his men didn't come .....  
..... terrible second expedition.  
..... his first British .....  
..... 1901. .... adventure, he was  
..... to fly a hot .....

.....  
Scott left for Antarctica .....  
was racing Roald Amundsen .....  
..... man to the South ..... there  
first, fourteen .....  
and his men.

# Extra activities

## Hello there!

### Page 4

#### ● Extra activity 1: Information exchange

Display the large piece of paper with the scrambled questions. Pupils work in pairs. They unscramble the questions and write them in their notebooks. They take turns to interview each other using the questions. They don't write the answers. Pupils can report about their partner to the class.

#### ● Extra activity 2: What do you want to do?

You will need space for this activity. Write the sports and hobbies from Activity Book page 4 Activity 2 on the board. Make a sentence with one of the activities and *want to*, e.g. *I want to go cycling*. Ask individual pupils to make sentences in the same way.

Play the CD of quiet music. Pupils move around the space. Pause the CD. Pupils make pairs. They tell each other what they want to do. If they say the same thing, encourage them to say *Me too!* Play the CD again. Pupils swap partners. Continue until pupils have spoken to five or six different classmates.

### Page 5

#### ● Extra activity 1: Mime the adjective

Place the cards with the adjectives on them face down on your desk. Twelve pupils come to the front. They take it in turns to mime each adjective. The rest of the class don't speak: they write down the adjectives. Pupils swap their lists of words with a neighbour and check each other's. If time, repeat with 12 more pupils miming. Make sure the adjectives are in a different order this time.

#### ● Extra activity 2: What does it mean?

You will need space for this activity. Pupils choose one piece of information from their fact file and write it on a piece of paper, e.g. *blue / Adriana, Biagio and Milena / playing computer games*. They pin or stick the paper to their front. Play the CD of quiet music. Pupils move around the space. Pause the CD. Pupils make pairs. They look at each other's papers and think of / ask the question which has this response, e.g. for the label *blue* the question might be *What colour are your eyes?* They take turns to ask questions. They can each ask two questions. Start the music again. Pupils move on. Repeat.

### Page 6

#### ● Extra activity 1: Daily routines

Display the 15 pieces of paper with the phrases on at random on the board. Write a number between 1 and 15 under each one. In groups of four, pupils decide on the order for the activities in a typical day. They don't have to include all of them. They then (secretly if possible) prepare a mime of the activities in sequence for the other groups to guess. After groups have done their mimes, compare the sequences as a class and put the pieces of paper in an agreed class sequence down the side of the board. Check how often some of the things happen, e.g. *Do you always go to the park after school?*

#### ● Extra activity 2: Bingo

Write the phrases *get up, wake up, get dressed, have a shower, have breakfast, go to school, do homework, have lunch, play in the playground, come home, have supper, watch TV, go to bed, go to sleep* on the board. Tell pupils you are going to play Bingo. Pupils draw a 2 x 2 Bingo card and choose a phrase from the list to

write in each square. Call out the phrases at random. Make a list of the phrases you say. Pupils cross out the phrases on their Bingo card when they hear them. The first pupil to cross out all four words on his / her card shouts *Bingo!* Elicit the phrases on the winner's card to check. Repeat.

### Page 7

#### ● Extra activity 1: Clothes race

Set a time limit. Pupils close their Pupil's Books. In pairs, they write a list of all the clothes they can remember from the pictures on the Pupil's Book page. Pupils swap lists with other pairs. They open their books and check.

#### ● Extra activity 2: Play the game

Write the head words for all the word families from Activity Book Activity 9 on the board (jobs, homes, in the city, animals, in the country, plants, family, weather, clothes, comparing). Pupils copy the head words in their notebooks. They work in pairs to add as many words to each family as they can. Set a time limit of ten minutes. They swap notebooks with another pair. Correct as a class. Award pupils 2 points for each correct word with correct spelling, 1 point for a correct word with incorrect spelling. The winners are the pair with the most points.

### Page 8

#### ● Extra activity 1: About my friend

Pupils use the information from Pupil's Book Activity 13 to write a short paragraph about their friend. Tell them to think about how to organise and sequence the information: they can choose. Tell them also to think about using linking words, e.g. *and, but*. Pupils write a draft of their texts and then give it to their partner for him / her to check language and content. Pupils then write a final version of their text for display. They can illustrate the text, if time.

#### ● Extra activity 2: Notice the spellings

Write on the board the three head words from the table in Activity Book Activity 10, which show examples of the different 'a' sounds from the lesson. Make three groups. Give each group a piece of paper and assign each group a word, e.g. *sad*. Each group finds all the words in the lesson with the appropriate 'a' sound (they look back at the Pupil's Book and the Activity Book pages). They list the different spellings of this sound on their paper for display.

### Page 9

#### ● Extra activity 1: Role play

Make groups of five (Lock, Key, Peter, Peter's aunt, the man in the park). Pupils practise and then role play the story. More confident groups can perform their role plays for the class. Encourage them to do the role plays without their books; they should speak, not read. If time, pupils can make a 'Wanted' poster for a picnic thief, to be displayed in the park.

#### ● Extra activity 2: Play a game

Pupils vote for a game from the unit to play again.

# Unit 1

## Page 10

### ● Extra activity 1: Mime game

With books closed, make four teams. A pupil from one of the teams comes to the front. Whisper an adjective to the pupil. He / she mimes the adjective for the class to guess. The pupil who guesses has to spell it correctly without help from his / her team to win a point. Repeat with a pupil from the next team, and so on.

### ● Extra activity 2: Make a wordsearch

Brainstorm school subjects with pupils, or use the list from the Warmer, adding any others that came up in the lesson. Pupils draw a 10 x 10 grid in their notebooks (or hand out squared paper). They choose six subjects, place them in the wordsearch and then fill the wordsearch with letters. They draw / write clues for their subjects under the wordsearch. Pupils swap with a partner, find the subjects and write them next to the pictures / clues.

## Page 11

### ● Extra activity 1: Our teachers

Pupils make groups of eight. They each write a list of the adjectives from the lesson. They take it in turns to read their texts about the teacher aloud to their groups. Pupils listen to hear how many times each adjective is used. They also note the teacher and the subject. Elicit information from the groups about what they learnt. Pupils display their texts in the classroom.

### ● Extra activity 2: Comparing answers

Pupils make new groups of four (not with their partners). They tally the information they have found about the subjects in the Activity Book questionnaire, e.g. *Music lessons: boring x 1, easy x 5, exciting x 3*. They prepare a poster with the information. For each subject, they draw a small illustration at the side. They display the posters on the wall. Discuss the results with the class and compare them with the results from the Warmer. Remind them that 'easy' is not always good.

## Page 12

### ● Extra activity 1: In our class

Describe a pupil in the class using a relative clause with *who*, e.g. *She's the pupil who's got a purple bag. He's the pupil who's got blond, curly hair*. Pupils put up their hands to guess. The first pupil to guess correctly describes a classmate in the same way for the others to guess.

### ● Extra activity 2: Word race

Give pupils one minute to write down as many objects as they can which they can see in the classroom. Pupils swap their lists. Elicit all the objects to check they are correct. The pupil who has written the most is the winner.

## Page 13

### ● Extra activity 1: Playground games

Pupils do a class survey of the playground games / activities their friends do. Elicit playground games / activities and write them on the board, e.g. *skipping, chatting, looking at comics, races*. Pupils prepare a survey sheet in their notebooks (7 rows x 5 columns). They write the six activities down the left-hand side. At the top of the four columns they write *Me* and then the names of three friends. Practise the questions, e.g. *Do you like skipping in the playground?* They ask and answer in groups of four and note their friends' answers. Find out which are the most / least popular playground games / activities and if these are different for boys and girls.

### ● Extra activity 2: Hobbies

Brainstorm at least 12 hobbies and write them on the board (some the pupils do, some they don't). Make groups of four. Hand out the 12 pieces of paper / card to each group. Pupils in the group write a hobby on each one. They place them face down on the desk. They take turns to turn one over and say as much as they can about it in 30 seconds, e.g. *I like playing tennis. I play with my sister on Saturdays. I have got a new racquet. We play at the sports centre*. The player keeps the card. At the end of the game, pupils write about the hobby they found it easiest to talk about in their notebooks.

## Page 14

### ● Extra activity 1: About my friends

Pupils use the information from the communication activity to write a short paragraph about their two friends. They also add information about themselves. Remind them about linking words, e.g. *and, but*.

### ● Extra activity 2: Notice the spellings

In their notebooks, pupils write all the words from the lesson which had the /i:/ sound. They put them in three columns according to spelling: e, ee, ea.

## Page 15

### ● Extra activity 1: Role play

Make groups of five. Elicit from pupils who the five characters are (Lock, Key, teacher, boy, Peter). Pupils decide roles in their groups. Play the CD again. Pause after each frame. Pupils repeat their section in role. Stop after frame 4 (when they're having lunch). In their groups, pupils decide on a different ending for the episode. They practise the new role play in their groups. Confident pupils can perform their role plays for the class.

### ● Extra activity 2: What I can do

You will need space for this activity. Pupils each choose one of the *can do* sentences from Activity Book page 15. They walk around the room without touching anyone else. Clap your hands. Pupils make pairs. They take turns to say their sentence and to demonstrate it, e.g. *I can describe things. I think Art is exciting because we can paint and it's not difficult. I don't like Maths. It's difficult and I'm terrible at it. I love English. It's always fun*. Clap your hands. Pupils move on to a different partner. Repeat four or five times.

OR

Pupils look back through their work for this unit and select an example which provides evidence for each *can do* statement. They put the example in their portfolio. For each example, they write the full *can do* statement at the top of a piece of paper and a short paragraph which explains why they chose each one.

## Page 16

### ● Extra activity 1: Measuring things

Make groups of four or five. Ask each group to guess the lengths and heights of some famous landmarks in kilometres or metres, as follows:

- 1 the length of river Amazon
- 2 the height of the Empire State Building in New York
- 3 the length of a Ferrari sports car
- 4 the height of pop star Kylie Minogue
- 5 the length of an anaconda snake
- 6 the height of Everest

Each group writes their guesses on a piece of paper. Groups swap papers. Reveal the answers. Groups check the figures on the piece of paper they have. The winning group are the ones whose guesses were nearest to the actual lengths and heights.



Key: 1 6,400 km, 2 381 m, 3 4.7 m, 4 1.55 m, 5 7–11 m, 6 8,848 m

● **Extra activity 2: Bingo**

Write about 16 large, decimal numbers, fractions and dates on the board, only writing those that pupils ask you to (they have to know how to say them). Pupils draw 2 x 2 bingo grids and write one number from the board in each square. They swap grids with their partner and play using their partner's board. Call out numbers quickly one after another. Pupils cross out the ones they hear. When all four numbers are crossed out, the pupil shouts *Bingo!* Check the numbers back before announcing the winner.

OR

Pupils can play the same game in groups of five, using the numbers on the board. Four draw grids; one calls the numbers. They repeat, changing the caller each time.

**Page 17**

● **Extra activity: CLIL vocabulary**

Elicit new words and phrases from the last two lessons. Write them on the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Maths*. They write the new words, phrases and expressions from the lessons, either as a mind map or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I measured the length of my desk*. If time, pupils can illustrate the page.

## Unit 2

**Page 18**

● **Extra activity 1: Yes or no**

Pupils close their Pupil's Books. Tell them to write numbers 1 to 8 in their notebooks. Ask them to listen and write *Yes* or *No* next to each number. Read the sentences below. Pairs swap books to check. Pupils can repeat the game in pairs.

- 1 *At the activity centre you can learn to sail.* (yes)
- 2 *At the activity centre you can learn to sing.* (no)
- 3 *At the activity centre you can learn to climb.* (yes)
- 4 *At the activity centre you can learn to dance.* (yes)
- 5 *At the activity centre you can learn to skate.* (yes)
- 6 *At the activity centre you can learn to draw.* (no)
- 7 *At the activity centre you can learn to use a computer.* (no)
- 8 *At the activity centre you can learn to drive a car.* (no)

● **Extra activity 2: Activity centre posters**

Pupils work in groups of four and make a poster for an activity centre. They give the centre a name and write what sports there are, in sentences, e.g. *You can learn to ski*. They can add pictures and prices too. Remind pupils to check the Look box. They should write the question *What can I learn to do?* at the top of their poster. Groups present their posters to the class. Pupils ask each other about their centres, using *What can I learn to do? What water sports can I learn?* and so on. The class can vote for the best activity centre.

**Page 19**

● **Extra activity 1: True or false**

Say the following sentences using the names of pupils in your class. The class responds to each sentence by either sitting down (if they think the sentence is false), or standing up (if they think it's true). Elicit the equipment needed for the sports in the false sentences.

(Name) *wants to swim. She needs a towel.* (true)

(Name) *wants to climb. He needs a ball.* (false)

(Name) *wants to sail. She needs a net.* (false)

(Name) *wants to skate. He needs some skates.* (true)

(Name) *wants to swim. She needs some shoes.* (false)

(Name) *wants to fish. He needs some boots.* (false)

(Name) *wants to play basketball. She needs a racquet.* (false)

(Name) *wants to play football. He needs some shorts.* (true)

(Name) *wants to run. She needs a hat.* (false)

(Name) *wants to climb. He needs a rope.* (true)

● **Extra activity 2: Job wordsearch**

Pupils work individually. They choose at least six of the jobs from Activity Book Activity 4, draw a 10 x 10 grid and put the words into a wordsearch. They swap wordsearches with a partner and find the words.

**Page 20**

● **Extra activity 1: Match and mime**

Put the pieces of coloured card in two piles on your desk (actions in one pile, adverbs in another). Take a card from each pile (e.g. *get dressed, carefully*) and mime the action in the manner of the adverb. Pupils guess by asking questions, e.g. *Are you drawing a picture quickly?* When a pupil guesses correctly, put the cards back at the bottom of the piles. The pupil comes and takes two cards and mimes for the class to guess. Repeat with different pupils.

● **Extra activity 2: Compare and write**

Pupils work in pairs. They compare each other's answers for Activity Book Activity 6. Pupils write six sentences in their notebooks comparing themselves with their partner, e.g. *I play tennis well and Sally plays tennis well, too*. Provide models on the board for pupils to use when writing:

*I read quickly but Sally reads slowly and carefully.*

**Page 21**

● **Extra activity 1: Sentence race**

Write the following words at random on the board: *badly, quickly, can, swim, swims, they, he, she, dance, dances, skate, skates, Suzy, Grandpa, the children, play, plays, football, the guitar, carefully, easily*. In pairs, pupils write as many sentences as they can with these words on a piece of paper. Set a time limit. Pupils swap papers. Elicit sentences to correct. Sentences have to be grammatically and semantically correct. This could also be played as a team game.

● **Extra activity 2: Complete the sentences**

Pupils copy the full sentences from Activity Book Activity 9 into their notebooks. They then rewrite the beginnings of sentences 1, 2, 3, 4 and 6 and add other endings / reasons, starting with *because*. Pairs check each other's work.

**Page 22**

● **Extra activity: Spelling patterns**

Write the following selection of words with silent consonants on the board (but in random order): *knee, know, knife, scissors, science, scene, comb, climb, tomb, where, why, which*. Pupils put the words in groups according to spelling patterns. Monitor, check and help weaker pupils as necessary. Elicit the groups, write them on the board and practise pronunciation.

**Page 23**

● **Extra activity 1: Role play**

Make groups of four. Elicit from pupils who the characters are (Lock, Key, coach, Terry Sweep). Pupils decide their roles. Play the CD. Characters repeat in role. Pupils practise their role plays in groups. Remind them to write the note. They can use props for the magnifying glass and the cup. Groups perform their role plays for the class without their books.

- **Extra activity 2: What I can do**

You will need space for this activity. Pupils each choose one of the *can do* sentences. They walk around the room without touching anyone else. Clap your hands. They make pairs. They take turns to say their sentence and to demonstrate it, e.g. *I can say more action verbs. I want to learn to sail and climb. I like climbing because it's exciting. I don't want to learn to skate. I don't like falling.* Clap your hands. Pupils move on. Repeat four or five times.

OR

Pupils look back through their work for this unit and select an example which provides evidence for each *can do* statement. They put the example in their portfolio. For each example, they write the full *can do* statement at the top of a piece of paper and a short paragraph which explains why they chose each one.

### Page 24

- **Extra activity 1: Quiz**

Pupils work in pairs. They study the texts on Pupil's Book page 24 and write three more statements about the two sports. They write each statement with its answer on a strip of paper. Collect the strips and make three teams. Each team gives its team members numbers. Call a number at random for each team and read a statement. That team member answers and wins a point if it's correct. Repeat for other teams, making sure not to call on team members more than once to answer. The team with the most points is the winner.

- **Extra activity 2: One of the top five**

Pupils work in groups of four. They research one of the other top five US sports (American football, golf, hockey), using reference books and / or the internet. They find at least five facts about the sport, find out what the players and the equipment are called and, if possible, find out the rules. Groups write their information on posters in the form of bullet points or fact files (not continuous text) and illustrate them with relevant, supportive information. Groups display and then present their posters to the class.

### Page 25

- **Extra activity: Playing ball**

You will need a large space such as a gymnasium for this activity. Pupils play in groups of four. They take turns to use a ball. Call out instructions for them to follow, e.g. *Put the ball behind your back. Throw the ball to the person on your left.* When they get back to the classroom, pupils write a set of rules in their notebooks for playing a game with their ball.

## Review Units 1–2

### Page 26

- **Extra activity 1: Songs and chants**

Sing one of the songs or do one of the chants from Units 1 and 2.

- **Extra activity 2: Write your own quiz**

Pupils use the model in Activity Book Activity 1 to write questions for their partner. They look back through Units 1 and 2 to find the new words. They have to draw the pictures too. Tell them to think of the final word (the one made up of the missing letters) before writing the quiz questions. They write and draw on a piece of paper and swap with their partners to answer.

### Page 27

- **Extra activity 1: Conversations**

Pupils use lines from Pupil's Book Activity 2 to make short conversations, e.g. *Who is she? She's my Aunt Sue.* They act out their conversations for the class.

- **Extra activity 2: Games**

Play one of the games from Units 1 and 2 with the class. Let pupils choose which one to play.

## Unit 3

### Page 28

- **Extra activity 1: Role play**

Display the large piece of paper with the CD script from Pupil's Book Activity 2. Pupils role play the dialogue in pairs, taking turns to be Simon and Alex. More confident pupils can role play their dialogue for the class.

- **Extra activity 2: My day**

Pupils write a diary about one school day last week, using Stella's diary in Activity Book Activity 1 as a model. Remind them to use the nine verbs on the Activity Book page. Monitor and check. Pupils exchange diaries with their partner and read each other's.

### Page 29

- **Extra activity 1: Giving reasons**

Pupils work in pairs. They write the first part of each sentence from Pupil's Book Activity 4 and then discuss and decide their own reason, e.g. *She went to bed early because (she was not well).* They don't have to use the information in the pictures.

- **Extra activity 2: Spelling game**

Pupils each choose ten words from this and the previous lesson. They should include adjectives, verbs and nouns. Make new pairs. In these pairs, they take turns to dictate their words to each other. If they have the same word, they move on to the next word on their list. They swap and check each other's work. Elicit the words pupils chose.

### Page 30

- **Extra activity 1: Questions and answers**

Ask the following questions. Pupils individually write the answers, keeping them secret. *What did you eat for breakfast yesterday? Who did you see in the playground yesterday (one person)? What did you give your mum yesterday? What did you have in your school bag yesterday (one item)?* Write the prompt *Did you ... ?* on the board. Review the responses *Yes, I did* and *No, I didn't*. Pupils make pairs. They take turns to guess what their partner has written, e.g. Pupil A says *Did you eat eggs and bread for breakfast?* B responds, e.g. *No, I didn't. I ate fruit and cereal.* Pupils say *Yes, I did* for correct guesses.

- **Extra activity 2: Scrambled sentences**

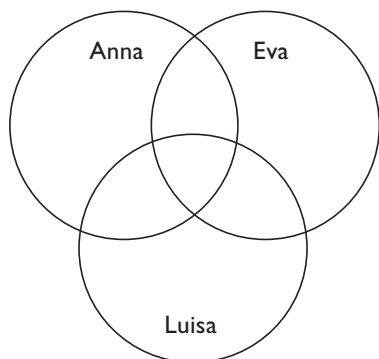
Display the large piece of paper on the board with the scrambled sentences / questions. Pupils work in pairs to unscramble them. Pairs check with pairs. Check with the class.

### Page 31

- **Extra activity 1: Comparing breakfasts**

Brainstorm what pupils ate and drank for breakfast (or the previous Saturday or Sunday), writing any new words on the board. Individually, pupils write a list of what they ate and drank for breakfast. Pupils work in groups of three. Pupil A asks the others, using information from his / her list, e.g. *Did you eat eggs for breakfast?* Pupil A marks the information about Pupils B and C on his / her list.

Pupils construct a Venn diagram on a large piece of paper to show the results of their discussion: they draw three intersecting circles and label each one with the name of one pupil from the group (see below). Where the circles all overlap, they write the common foods / drinks. Where two circles overlap, they write the common foods / drinks for those two pupils. Pupils display their diagrams and talk about the results to the class.



● **Extra activity 2: Meera's day**

Pupils use the information from the table in Activity Book Activity 8 to write a short text about Meera's day in their notebooks. If time, they can illustrate their texts.

**Page 32**

● **Extra activity 1: Things we did in the past**

Pupils work in new groups of four. They take turns to ask the rest of the group their questions from Pupil's Book Activity 14. They write down the answers. In their notebooks, they write a short paragraph about each of their three friends. Provide a model on the board if necessary.

● **Extra activity 2: Notice the spellings**

In their notebooks, pupils write all the words from the lesson which had the /f/, /b/ and the /v/ sounds, underlining the relevant letters. They put them in two columns.

**Page 33**

● **Extra activity 1: Role play**

Make groups of three (Lock, Key, Nick Motors). Pupils decide their roles. Play the CD again. Pause after each frame. Pupils repeat their section in role. Stop after frame 4 (when they run into the hospital). In their groups, pupils decide on a different ending for the episode to include Nick Motors. They write the new ending on the large piece of paper and practise it in their groups. Confident pupils can perform their role plays for the class and display their new endings.

● **Extra activity 2: What I can do**

You will need space for this activity. Pupils each choose one of the *Can do* sentences. They walk around the room without touching anyone else. Clap your hands. They make pairs. They take turns to say their sentence / ask their questions and to demonstrate them, e.g. *I can talk about the past. I ate fruit for breakfast yesterday and I drank milk.* Clap your hands. Pupils move on. Repeat four or five times.

OR

Pupils look back through their work for this unit and select an example which provides evidence for each *can do* statement. They put the example in their portfolio. For each example, they write the full *can do* statement at the top of a piece of paper and a short paragraph which explains why they chose each one.

**Page 34**

● **Extra activity 1: Parts of the body**

Hand out a piece of paper to each pupil. They draw an outline of the human body. They label as many parts of the body as they can, keeping their picture hidden. Pupils compare their pictures in pairs. They see who has the most words. Elicit words and write them on the board. Tell pupils to check their spelling.

● **Extra activity 2: What made the sound?**

Pupils work in pairs. Pupil A closes his / her eyes. Pupil B makes a sound, using either a part of their body (e.g. clicking fingers, clapping, popping their mouth) or an item on their desk (e.g. closing a book, tapping a pencil on the desk). Pupil B asks *What made the sound?* Pupil A has to guess by asking questions (e.g. *Was it a ... ?*). Then they swap roles. Demonstrate the game with the class first (pupils close their eyes and you make a sound).

**Page 35**

● **Extra activity 1: Play your drum**

Pupils use their drums from the Pupil's Book project activity. Give instructions about how the pupils should play, e.g. *Play your drum slowly / quickly / loudly / softly / carefully.* Pupils respond by playing in the appropriate way. They can repeat the activity in pairs (one gives instructions, the other plays, then they swap over).

● **Extra activity 2: CLIL vocabulary**

Elicit the new words and phrases from the last two lessons and write them on the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Body percussion.* They write the new words, phrases and expressions from the lesson, either as a mind map, or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt about musical notes. I made a drum.* If time, pupils can illustrate the page.

**Unit 4**

**Page 36**

● **Extra activity 1: After school clubs**

Pupils work in groups of four. Each group makes a poster to advertise an After school club. They display their posters. They imagine what they did there the day before and tell the class.

● **Extra activity 2: Spelling game**

Make two or three teams. Teams line up at the front. Give the pupils at the front of each team a board pen. Say a regular verb. Each pupil with a pen writes the past form on the board at the same time (spelling it carefully). They shouldn't look at what the pupils from the other teams are writing. Check the spellings with the class. Pupils who have spelt the past form correctly win a point for their team. Clean the board. Pupils pass the board pens to the next member of their team. Repeat with a different verb. Continue until as many pupils as possible have had a chance to write.

**Page 37**

● **Extra activity 1: Gapped texts**

Display the large piece of paper with the gapped text(s). Individually, pupils fill in the gaps and write their own texts. More confident pupils can make more changes to the texts. In groups of four, pupils take turns to read their texts aloud to their friends.

- **Extra activity 2: Categorising verbs**

Pupils work in pairs. They categorise the verbs from the texts in Pupil's Book Activity 4 into three groups according to spelling (+ed, double consonant +ed, +d). Provide a headword for each group (e.g. *worked, hopped, bounced*). Pupils list the other words in the correct columns. Check with the class.

Key: +ed: *helped, walked, kicked, laughed, climbed, sailed, rained, called, played, needed, started, shouted, pointed*; double consonant +ed: *skipped*; +d: *lived, loved, invited, skated*

### Page 38

- **Extra activity 1: Class quiz**

Pupils close their books. They need a piece of paper and a pencil. Ask the questions you have prepared. Ask them quickly one after another, not giving pupils very long to think. Pupils swap papers. Ask the questions again and correct as a class.

- **Extra activity 2: Bingo**

Pupils draw a 2 x 2 grid in their books. They choose ordinals from *1st* to *20th* and write them in the four squares as figures, not words. Call out ordinals at random. You could use the Unit 4 word cards from *Kid's Box Teacher's Resource Book 4* to remember the words you have said. Pupils cross out the numbers on their bingo grid as they hear them. The first pupil to cross out all four numbers on his / her grid shouts *Bingo!* Elicit the numbers to check and stick the word cards on the board, if available. Repeat.

### Page 39

- **Extra activity 1: Numbers game**

Make three teams. They stand in a line facing the board. Whisper a different ordinal number to the first pupil in each team. They whisper it to the back. The pupil at the back runs to the front and writes it on the board as a figure, e.g. *2nd*. This pupil now stands at the front of the line. Repeat with other numbers. The team with the most correct numbers at the end is the winner.

- **Extra activity 2: Word puzzles**

Pupils use the word puzzle in Activity Book Activity 7 as a model to write their own. They can use the model as it is, or they can make it more complex, e.g. *My first is in bed but not in bad*. Tell pupils to think of the word first and then to write the clues. They swap with their partner and complete each other's puzzles.

### Page 40

- **Extra activity 1: Things my friends did last week**

Pupils use the information from the communication activity (Pupil's Book Activity 15) to write sentences in their notebooks about their friends. Check that they remember when to join sentences with *and* / *but* and to change *your* to *his* or *her*. Monitor and help where necessary.

- **Extra activity 2: Verb practice**

Write the past tense forms from Activity Book Activity 9 on the board, mixing up the three pronunciations. Pupils work in pairs. They write the letters *d*, *t* and *id* in their notebooks. Pupil A says one of the past tense forms, concentrating on the pronunciation of the letters *ed*. Pupil B listens carefully and points to *d*, *t* or *id* in his / her notebook, as appropriate. Then pupils swap roles. Monitor and check / support.

### Page 41

- **Extra activity 1: Completing the story**

In groups of four, pupils imagine what happens next in the story and write dialogues for two more frames. They practise their dialogues in their groups. Monitor and help / advise where

necessary. Groups perform the endings of their stories: play the CD first each time to give the performances more context.

- **Extra activity 2: What I can do**

You will need space for this activity. Pupils each choose one of the *Can do* sentences. They walk around the room without touching anyone else. Clap your hands. They make pairs. They take turns to say their sentence / ask their questions and to demonstrate them, e.g. *I can ask questions about last week. Did you watch TV on Friday? Did you walk to school last week?* Clap your hands. Pupils move on. Repeat four or five times.

OR

Pupils look back through their work for this unit and select an example which provides evidence for each *Can do* statement. They put the example in their portfolio. For each example, they write the full statement at the top of a piece of paper and a short paragraph which explains why they chose each one.

### Page 42

- **Extra activity: Plays, poems and novels I like**

In groups of four, pupils talk about the plays, poems and novels they like reading (in their own language). If the pupils find this task challenging in small groups, do it as a class activity, writing ideas and suggestions onto the board. Provide additional vocabulary if necessary. Individually in their notebooks, pupils write about a play, novel or poem they read / saw (what it is about and why they like it).

### Page 43

- **Extra activity 1: Team quiz**

Make groups of four. Tell pupils you are going to do a quiz about the text. They write the numbers 1–14 in their notebooks. Read the statements below. Pupils write *True* or *False* for each one. Do the first one as an example. After the quiz, give groups five minutes to compare their answers. Read the questions again. Groups swap their answer sheets with another group. Check as a class. The group(s) with the most correct answers is / are the winner(s).

- 1 The book is called *The Lion, the Witch and the Bookcase*. (false)
- 2 The writer's name is C.S. Luton. (false)
- 3 It is the first in a series called *The Chronicles of Narnia*. (true)
- 4 It was very rainy outside. (true)
- 5 The children had to play in the garden. (false)
- 6 Inside the room there was a wardrobe. (true)
- 7 Inside the wardrobe there were a lot of old sweaters. (false)
- 8 There were a lot of coats. (true)
- 9 There were leaves on the ground. (false)
- 10 There was snow on the ground. (true)
- 11 Lucy was in a forest. (true)
- 12 It was morning. (false)
- 13 In the forest it was hotter than inside the room. (false)
- 14 Lucy was in Narnia with Edmund. (false)

- **Extra activity 2: CLIL vocabulary**

Elicit the new key words and phrases from the last two lessons and write them on the board. Check pupils understand the words and know how to say them. In their vocabulary books, pupils write the heading *Literature*. They write the new words and phrases either as a mind map or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I wrote a poem. I read part of 'The Lion, the Witch and the Wardrobe'. I made a poster about my favourite book.* If time, pupils can illustrate the page.



# Review Units 3–4

## Page 44

- **Extra activity 1: Songs and chants**

Sing one of the songs or do one of the chants from Units 3 and 4.

- **Extra activity 2: Write your own quiz**

Brainstorm past verb forms (regular and irregular) from Units 3 and 4. Pupils work in groups of four. Each pupil chooses two different verbs (eight per group) and writes two sentences, one for each verb. They then check each other's sentences in their groups. Monitor and help as necessary. Each group prepares a word box with the key verbs from their sentences in the infinitive, using Activity Book Activity 1 as a model (but not a wordsearch). They write the sentences under the word box with spaces where the verbs should be. They display their quizzes on the walls. Number each quiz. Pupils move around in their groups. They write the quiz number and the verbs for the gaps in their notebooks in the past form. They don't answer their own quiz.

Each group provides the answers for their quiz. Pupils check their answers. The group with the most correct answers is the winner.

## Page 45

- **Extra activity 1: What did you do last week?**

Draw the table below on the board. Pupils copy it and at the top of the second and third columns they write the names of two friends (make sure everyone in the class is chosen by at least one pupil).

	[name of friend 1]	[name of friend 2]
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday and Sunday		

Pupils ask their two chosen friends about what they did each day and note the answers. Remind them to use the information from the listening (CD2 track 12) to help them. In their notebooks, they write about what their two friends did last week.

- **Extra activity 2: Games**

Play one of the games from Units 3 and 4 with the class. Let pupils choose which one to play.

# Unit 5

## Page 46

- **Extra activity 1: True or false**

Pupils study the text on the Pupil's Book page and, in pairs, write eight true / false statements about the text, using the new verbs. They make groups of four. They close their books. Pairs take turns to read a sentence to the other pair. They get one point for correctly guessing if the sentence is true or false and another for correcting the information if the sentence is false.

- **Extra activity 2: Make sentences**

In their notebooks, pupils write six sentences using the verbs

from the wordsearch on Activity Book page 46 in the past simple. Give them a context, e.g. *last weekend / your last holidays / an expedition to the mountains / sea.*

## Page 47

- **Extra activity: Pelmanism**

Pupils work in pairs. They use the sentence openers from Activity Book Activity 6, but write their own reasons, e.g. *He couldn't find his pen so he wrote a letter on his computer.* They write each sentence on a different strip of paper. Pupils then cut each sentence in half after *so*, e.g. *He couldn't find his pen so / he wrote a letter on his computer.* Pairs swap sentence papers with other pairs. They put the paper face down on their desks and take turns to turn over two pieces. They say the two sentence parts. If they match, the pupil who turned them over keeps them. If not, the pupil turns them face down again. At the end, pairs confirm with the other pair that their sentence matches are correct. The pupil with the most sentences at the end is the winner.

## Page 48

- **Extra activity 1: Opposites**

Write the following adjectives on the board: *good, beautiful, straight, boring, last, quick, easy, strong, clean, quiet, wrong, tall, new*, and their opposites, at random. Give pupils two minutes to match the adjectives in pairs. Choose a word from the board. One pair of pupils make a sentence, using the adjective in the comparative. Another pair gives a sentence, using the opposite comparative adjective. Repeat until all the adjectives have been used.

- **Extra activity 2: Comparative adjectives**

Write the heading *Comparative adjectives* on the board and draw a table like this:

One syllable	Ending in 'y'	Two syllables not ending in 'y'	Three + syllables	Irregular

Pupils copy the table in their notebooks. Elicit an example for each column. They check back through the lesson to find the adjectives used and write them in the correct columns. Monitor and check. Under the table, pupils write an example sentence for each column (not for each word) as a reminder.

## Page 49

- **Extra activity 1: Our own scrambled sentences**

Pupils work in pairs. They either create their own sentences using the comparative or look back through the unit to find examples. They write the sentences in scrambled word order without using a capital letter for the first word. Each pair writes at least six scrambled sentences. They swap their sentences with other pairs and write the correct version on the paper. Pairs join with the other pair to check / correct.

- **Extra activity 2: School trips**

Elicit places pupils can go for school trips, e.g. museums, art galleries, the theatre, the cinema, the zoo. In groups of four, pupils imagine a school trip they went on and make a poster about it. They draw / cut out pictures and then write text at the bottom. Provide a model on the board, e.g.

*Last month we went on a school trip to \_\_\_\_\_ . It was really \_\_\_\_\_ . First we saw the \_\_\_\_\_ .*

They were \_\_\_\_\_. Then we went to visit the \_\_\_\_\_ . Our teacher told us they were very \_\_\_\_\_ because \_\_\_\_\_. Our favourite part of the trip was when we \_\_\_\_\_. It was a \_\_\_\_\_ day.

Pupils display and talk about their posters. Elicit comparatives from pupils about the posters / trips, e.g. *Do you think the school trip to the art gallery was more interesting than the one to the museum?* Pupils should give their reasons too, using *because*.

## Page 50

### ● Extra activity 1: Write a rap

Write the two verses from the rap on the board. Erase the words, so it looks like this:

Our world is \_\_\_\_\_, we're making mistakes,  
We need our \_\_\_\_\_, we need our lakes.  
Our world is \_\_\_\_\_, we can make it \_\_\_\_\_,  
It needs our help. Listen to our song.  
We must look after its \_\_\_\_\_ and \_\_\_\_\_,  
We must look after its \_\_\_\_\_ and \_\_\_\_\_.  
We can make it better, we can make it \_\_\_\_\_,  
This is our world, let's keep it clean.

Pupils work in groups of four to compose one or two more verses for the rap. Groups should try to make the lines rhyme if they can. Monitor and help / give ideas. Groups write the new verse(s) on a large piece of paper. They display the poster and perform their new verse(s). The class votes for the best new verse.

### ● Extra activity 2: Find the words

In their notebooks, pupils write all the /ɜ:/ words from the lesson, underlining the letters which represent the /ɜ:/ sound. They write the words in groups according to their spelling.

## Page 51

### ● Extra activity 1: Role play

Make groups of five (Lock, Key, Nick Motors, Miss Rich, waiter). In their groups, pupils prepare some props: a Wanted poster of Nick Motors, and a front page for a holiday brochure. Pupils decide their roles. Play the CD again. Pause after each frame. Pupils repeat their section in role. Stop after frame 5 (when Lock gets the text message). In their groups, pupils decide on a different text message and a different ending for the episode. They write and practise their new endings in their groups. Confident pupils perform their role plays for the class. Vote for the best text message and the best new ending.

### ● Extra activity 2: What I can do

You will need space for this activity. Pupils each choose one of the *Can do* sentences. They walk around the room without touching anyone else. Clap your hands. They make pairs. They take turns to say their sentence / ask their questions and to demonstrate them, e.g. *I can compare people and things. Shackleton's expedition was more dangerous than Jacques Cousteau's, but Jacques Cousteau is more famous.* Clap your hands. Pupils move on. Repeat four or five times.

OR

Pupils look back through their work for this unit and select an example which provides evidence for each *Can do* statement. They put the example in their portfolio. For each example, they write the full *Can do* statement at the top of a piece of paper and a short paragraph which explains why they chose each one.

## Page 52

### ● Extra activity: Animal comparisons

Write the names of animals you have talked about in the lesson

on the board (e.g. *kangaroo, polar bear, goat, tiger, panda, whale, fish, elephant*). Pupils work in pairs to write as many comparative sentences on the board as they can, using only these animals. Write some adjectives on the board to help, if you wish (e.g. *fast, slow, beautiful, ugly, dangerous, small, big*). Set a time limit of five minutes. Elicit the sentences and write them on the board. Pairs check each other's work. The pair with the most correct sentences wins.

### ● Extra activity 2: Polar bear facts

With books closed, write the following sentences on the board:

- 1 Polar bears live in the \_\_\_\_\_ .
- 2 They live on the \_\_\_\_\_ .
- 3 They eat seals, fish and small \_\_\_\_\_ .
- 4 Polar bears are \_\_\_\_\_ their habitat.
- 5 It's more difficult for the bears to \_\_\_\_\_ for food.
- 6 They can't look \_\_\_\_\_ their babies well.

Pupils copy and complete them individually. Tell them to use only one word each time. They compare answers in pairs. Check with the class. Let pupils look back at Pupil's Book page 52 to confirm.

**Key:** 1 Arctic, 2 ice, 3 whales, 4 losing, 5 fish, 6 after

## Page 53

### ● Extra activity 1: Sharing information

Make groups of four to six pupils, making sure there are pupils who wrote about different animals for the Pupil's Book Project. Pupils take turns to read their article about endangered animals to the rest of the group. The pupils in the group take notes about all the animals they hear about, using the following headings:

Name of animal  
Where it lives  
What it eats  
Why it's endangered  
What we must do

Monitor and ask pupils to share any interesting facts they discovered from the rest of their group with you.

### ● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the last two lessons and write them on the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Endangered animals*. They write the new words, phrases and expressions from the lessons, either as a mind map, or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I read about endangered animals. I wrote about an endangered animal.* If time, pupils can illustrate the page.

## Unit 6

### Page 54

#### ● Extra activity 1: My desk

In their notebooks, pupils draw a picture of an imaginary desk at home showing all the new vocabulary from the lesson. They label the items. Provide other words if pupils need them, e.g. *mobile phone, headphones*.

#### ● Extra activity 2: Writing instructions

In pairs, pupils use the set of instructions in Activity Book Activity 2 as a model for writing a set of instructions for using one of the other technologies, e.g. MP3 player, phone or DVD player. Provide vocabulary as necessary. Pairs write their set of instructions on paper for display. If time, they can illustrate their instructions / write another set for a different device.

## Page 55

### ● Extra activity: Ordering the dialogues

Make five groups. Hand out the lines of one section of the dialogue from Activity Book Activity 3 to each group. They work together to put the dialogue in the correct order. Play the CD for groups to check. If time, give groups another section and repeat.

## Page 56

### ● Extra activity 1: Role play

Display the CD script of the listening from Pupil's Book Activity 8. Play the CD again as pupils read the CD script. In groups of three, pupils role play the conversation. More confident pupils can role play it for the class.

### ● Extra activity 2: Verbs and sentences

Pupils write all the verbs from the Bingo game (Activity Book Activity 6) in their notebooks (simple infinitive and past simple forms). They write a sentence for each one in the past: they can choose sentences from the lesson or write their own.

## Page 57

### ● Extra activity 1: Game

Make two or three teams. Teams line up facing the board. Say three words, e.g. *John, school, yesterday*. Give a time limit. The pupils at the front of the teams run to the board and write a sentence in the past using these prompt words, e.g. *John was at school yesterday. I John went to school yesterday*. Shout *Stop!* The pupils go to the back of their teams. Repeat with other prompts.

### ● Extra activity 2: More problems!

Pupils work in pairs. They each write another problem, using Activity Book Activity 7 as a model. Remind them to keep answers under 100. Make groups of ten (five pairs). Pairs pass their problems to the left and write the answers to each problem they receive. They write their answers silently / in secret. When they have answered all four problems in their groups, the pairs who wrote the problem read it aloud and give the answer. The other pupils mark their answers. Pupils with the most correct answers in their groups are the winners. If time, pairs can pass their problems to other groups.

## Page 58

### ● Extra activity : Find the rhymes

With books closed, write some of the rhyming words from Activity Book Activity 9 on the board (e.g. *taller, bought, hall, water, floor, talked*). Pupils work in pairs. In their notebooks, they write one or more rhyming words for each one. Check with the class. The pair with the most correctly rhymed words wins.

**Suggested answers:** *taller – smaller; bought – caught, taught, thought, sport, short; hall – call, Paul, ball, tall; water – daughter; floor – door, four, poor, more; talked – walked*

## Page 59

### ● Extra activity 1: Role play

Make groups of four (Lock, Key, Miss Rich, Nick Motors). Pupils decide their roles. Play the CD again. Pause after each frame. Pupils repeat their section in role. Stop after frame 4 (when they are rowing to Miss Rich's boat). In their groups, pupils decide on a different email and a different ending for the episode to include Nick Motors. They write the new emails and endings on the large piece of paper and practise it in their groups. Confident pupils can perform their role plays for the class and display their new emails / endings.

### ● Extra activity 2: What I can do

You will need space for this activity. Pupils each choose one of the *Can do* sentences. They walk around the room without touching anyone else. Clap your hands. They make pairs. They take turns to say their sentence / ask their questions and to demonstrate them, e.g. *I can say more verbs in the past. I got up at 9 o'clock yesterday. I went shopping with my mum and dad and I bought a new computer game*. Clap your hands. Pupils move on. Repeat four or five times.

OR

Pupils look back through their work for this unit and select an example which provides evidence for each *Can do* statement. They put the example in their portfolio. For each example, they write the full *Can do* statement at the top of a piece of paper and a short paragraph which explains why they chose each one.

## Page 60

### ● Extra activity 1: Boring jobs

Write the following everyday tasks on the board: *washing plates, making my bed, cooking, cleaning the floor, taking out the rubbish, looking after pets*. Ask pupils to rank them by numbering them 1 to 6, with 1 being the most boring task and 6 the least boring. They compare answers in small groups. Have a class vote on the most boring task.

### ● Extra activity 2: Robots vs people

Make pairs. Name pupils A and B in each pair. Ask 'A' pupils to make a list of all the things robots can do which people can't do. Ask 'B' pupils to make a list of the things people can do which robots can't do. Set a time limit of five minutes. Monitor and help with ideas and new language.

Pupils compare their sentences in pairs to see who has the most. They can role play a discussion between a robot and a person, talking in the first person, e.g. Pupil A (the robot): *I can explore dangerous places like underwater or space*. Pupil B: *But you can't think. I program you*. Confident pupils can perform their role play for the class.

## Page 61

### ● Extra activity 1: Meet my robot

Pupils need their picture and writing from the Pupil's Book project. They work in small groups. They take turns to show and talk about the robot they have designed. Encourage pupils to ask the people in their group about the robots. Elicit some key questions and write them on the board (e.g. *What does your robot do? What's it called? What parts does it have? Can it talk / walk?*). Each group can choose their favourite robot.

### ● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the CLIL lessons and write them on the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Robots*. They write the new words, phrases and expressions from the lessons, either as a mind map, or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I read about robots. I designed a robot*. If time, pupils can illustrate the page.

## Review Units 5–6

### Page 62

- **Extra activity 1: What they did yesterday**

Allocate names to the people on the game board in the Pupil's Book. In their notebooks, pupils write the sentences from the game, using the names of the people.

- **Extra activity 2: Songs, chants and rhymes**

Sing one of the songs or say one of the chants from Units 5 and 6.

### Page 63

- **Extra activity 1: Scrambled sentences**

Display the large piece of paper with the ten scrambled statements / questions. Pupils work individually to unscramble the sentences and write them correctly. Cut up each sentence. Hand the words to the same number of pupils as words. They come to the board and stick the words on the board, arranging them in the correct order.

- **Extra activity 2: Game**

Play one of the games from Units 5 and 6 with the class. Let pupils choose which one to play.

## Unit 7

### Page 64

- **Extra activity 1: Animal quiz**

Pupils work in groups. Give each group a reference book about animals. Each group writes three or four questions using the model from the quiz in the Pupil's Book listening, using their reference book or the internet to check facts. They write two factual questions and two personal opinion questions, e.g. Factual: *Which animal is the longest: the crocodile, the boa constrictor or the blue whale?* Personal opinion: *Which animal do you think is the most frightening?* For the factual questions, pupils provide the answer. Collect the questions.

Make three teams. Teams number their members from 1 to however many there are in the team. Ask a question of the teams in turn, calling out a number at random to decide who answers. For the opinion questions, pupils have to give two reasons using superlatives. Award 1 point for each correct answer. The team with the most points is the winner.

- **Extra activity 2: Families!**

Draw a simple family tree on the board to review family relationships, e.g. *mother, father, brother, cousin, uncle*. Brainstorm some adjectives used to describe family members and write them in simple form down one side of the board, e.g. *tall, old, young, intelligent, interesting, careful*. Pupils each write the words for the family members on small pieces of paper. In pairs, they put the pieces of paper in front of them and turn them face down on their desks. Pupil A turns over one of his / her pieces of paper and says to Pupil B, e.g. *Now tell me about your mother*. Pupil B then says a sentence using at least two superlative adjectives, e.g. *She's the tallest person in my family. She's the most beautiful person in my family*. Then it's Pupil B's turn.

### Page 65

- **Extra activity 1: Draw my animals**

Pupils work individually. They draw pictures of three animals for comparison. Make pairs (make sure pupils haven't seen each other's pictures). Pupils take turns to talk about the animals, describing them using comparative and superlative adjectives so that their partner can draw them in their notebook. After both

pupils have described and drawn, they look and check.

### Page 66

- **Extra activity 1: A zoo picture**

Pupils draw a composite zoo picture in their notebooks. They work in groups and talk about what they did / saw at the zoo with their friends. They write sentences under the picture.

- **Extra activity 2: Following instructions**

You will need space for this activity. Pupils hold hands and make circles of five or six. Call out instructions for the groups to follow as in line dancing, e.g. *Steps to the right, one, two, three. Steps to the left, one, two, three. Move into the centre, one, two, three. Touch hands and shout. Move out of the centre, one, two, three.*

### Page 67

- **Extra activity 1: Make the song**

Tell pupils they are going to listen and stand in a line in the same order as the song. Hand out the pieces of paper at random. (Tell them to form two groups of pupils with the same coloured paper, if you have more than 12 pupils.) Play the CD for Pupil's Book Activity 10. The first time, pupils listen for their line. Play the CD again. Pupils organise themselves into lines to match the sequence of the song. Play the CD again, if necessary, to check.

- **Extra activity 2: Prepositions**

Pupils look back through the lesson and find all the prepositions used. Brainstorm them and write them on the board. In their notebooks, pupils draw a simple picture to illustrate each one and write the preposition under the drawing (they should try to draw something different from the picture on the flashcard).

### Page 68

- **Extra activity 1: Animal opinions**

Pairs use the information from the communication activity and write up the surveys in their notebooks. Provide language on the board, e.g. *Everyone / most / some people I talked to thought that ... One person I talked to thought that ... No-one I talked to thought that ...* Monitor and help where necessary.

- **Extra activity 2: Find the words**

In their notebooks, pupils write all the rhyming words from the lesson, underlining the relevant parts of the words. They put them in colour columns.

### Page 69

- **Extra activity 1: How did the story end?**

Make groups of four (Lock, Key, Zookeeper, Nick Motors). Pupils decide their roles. Play the CD again. Pause after each frame. Pupils repeat their section in role. In their groups, pupils decide how the story ends. On a large piece of paper, they draw two more frames to illustrate this and add the dialogue. They practise the complete dialogue (including the ending) in their groups. Confident pupils can perform their role plays for the class. All groups display their posters with their endings. The class votes for the best one.

- **Extra activity 2: What I can do**

You will need space for this activity. Pupils each choose one of the *Can do* sentences. They walk around the room without touching anyone else. Clap your hands. They make pairs. They take turns to say their sentence / ask their questions and to demonstrate them, e.g. *I can say more verbs in the past. The parrots flew round their cage. The baby lions ran in their cage. Suzy drew a picture of her visit to the zoo.* Clap your hands. Pupils move on. Repeat four or five times.



OR

Pupils look back through their work for this unit and select an example which provides evidence for each *Can do* statement. They put the example in their portfolio. For each example, they write the full *Can do* statement at the top of a piece of paper and a short paragraph which explains why they chose each one.

### Page 70

#### ● Extra activity 1: Body facts

Draw an outline of the human body on the board. Hand out the paper to each pupil. They copy the body outline. They label as many different parts of the body as they can (e.g. *head, arm, wrist, finger*). Monitor and check spelling and position of labels. Pupils compare their pictures in pairs. Elicit all the body parts pupils know and use them to label your picture on the board.

#### ● Extra activity 2: Heart beats

You will need space for this activity. Show pupils how to feel their heart beat / pulse in their wrists. In pairs, they take turns to take each other's pulse, counting how many beats there are in a minute. They can use the second hands of their watches. Pupils stand up. They do about one minute of quite vigorous exercise by following your instructions, e.g. *Touch your head. Touch your toes. Turn around. Jump up and down.* When the minute is up, pupils work in the same pairs again. Pupil A takes Pupil B's pulse again and notes it down. Repeat the exercise and then Pupil B takes Pupil A's pulse and notes it down. Discuss the results with the class.

### Page 71

#### ● Extra activity 1: My Super Animal

Call on volunteers to present the Super Animal they drew and wrote about for the project. They talk about what the animal looks like and what it can do, without reading what they wrote word for word. Invite the rest of the class to ask questions, e.g. *Has it got a tail? Can it swim?*

#### ● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the CLIL lessons and write them on the board. Check pupils understand the meaning and know how to say them. In their vocabulary books, pupils write the heading *Skeleton and body*. They write the new words, phrases and expressions from the lessons, either as a mind map, or as a list. At the bottom of the page, they write some of the things they did in the lessons, e.g. *I read about animal skeletons. I made a book about Super Animals.* If time, pupils can illustrate the page.

## Unit 8

### Page 72

#### ● Extra activity 1: Role play

Make groups of five. Elicit the food and drink that pupils heard on the CD and write the words on the board. In their groups, pupils draw and cut out pictures of each of these foods and drinks. Display the large piece of paper and play the CD one more time. Pupils work in their groups, decide on their roles and then role play the conversation, using the pictures as props. More confident groups act out their conversations for the class.

#### ● Extra activity 2: Word maps

Make six groups. Give each group one of the expressions of quantity, e.g. *A box of*. They write the expression in the centre of a piece of paper and then make a word map of the food words that go with it, e.g. *a box of – bananas, oranges, eggs, apples*. Pupils present their word maps to the class.

### Page 73

#### ● Extra activity 1: Chant

Teach the following chant to pupils:

*Hum, hum, hum, hum, hum* (as if mouth full, miming actions to open the door)

*Hum, hum, hum, hum, hum* (as if mouth full, miming actions to open the door)

(Grandma / Grandpa-type voice) *What did you say, dear? I can't hear you!*

*She wants him to open, to open, to open,*

*She wants him to open the door!*

*Hum, hum, hum, hum, hum* (as if mouth full, miming actions to pass a cake)

*Hum, hum, hum, hum, hum* (as if mouth full, miming actions to pass a cake)

(Grandma / Grandpa-type voice) *What did you say, dear? I can't hear you!*

*He wants her to pass, to pass, to pass,*

*He wants her to pass the cake!*

*Hum, hum, hum, hum, hum* (as if mouth full, miming actions to make a sandwich)

*Hum, hum, hum, hum, hum* (as if mouth full, miming actions to make a sandwich)

(Grandma / Grandpa-type voice) *What did you say, dear? I can't hear you!*

*She wants him to make, to make, to make,*

*She wants him to make a sandwich.*

#### ● Extra activity 2: Party food

Draw a rectangle on the board and tell pupils that this is a party table. Demonstrate the activity by drawing six items on the 'table', e.g. a bottle of lemonade, a plate of sandwiches, a box of chocolates, a bag of crisps. Elicit from pupils what they can see and where it is, e.g. *The box of chocolates is behind the bottle of lemonade.* Pupils work individually. They draw a 'table' in their notebooks with up to six items of party food on it. Make new pairs. They take turns to describe their tables and draw their partner's table of items in their notebooks.

### Page 74

#### ● Extra activity 1: Make sentences

Draw the following grid on the board. Pupils use it to make sentences about the picture on Pupil's Book page 74 and about what the children are doing. If they can't remember, tell them to put down their pens and listen while you play the CD for Activity 7 again. Then they can write their sentences.

Suzy	's jumping	the best.
Meera		the most carefully.
Simon		the most slowly.
Alex		the worst.
Lenny		the most quickly.
Stella		

#### ● Extra activity 2: My party

Pupils use the model in Activity Book Activity 5 to write about the last birthday party they went to. They can make other changes too, e.g. change *Last week* to *Last December*. Monitor the planning and writing and help with ideas / vocabulary. Pupils write a draft of their text. They swap with a partner to check their work. They then write a final version in their notebooks.

## Page 75

### ● Extra activity 1: Describing differences

Pupils write the differences between the two Pupil's Book pictures (page 75 Activity 9) in their notebooks.

### ● Extra activity 2: Children in costumes

In their notebooks, pupils draw the children from Activity Book Activity 7 in their costumes and write their names.

## Page 76

### ● Extra activity: What's for dinner, Mr Wolf?

You'll need a large space for this activity. Demonstrate the activity. You are Mr Wolf. Stand at one end of the room, facing the wall. The pupils line up at the other end of the room. They creep forward so Mr Wolf doesn't hear. The aim is to reach Mr Wolf. Mr Wolf keeps turning round. When he does, the pupils freeze. A pupil asks *What's for dinner, Mr Wolf?* Mr Wolf responds with a one- or two-syllable word, e.g. *Soup* and turns back to the wall. One time Mr Wolf responds *Vegetables!* (the three-syllable word is the clue to run) and runs to catch one of the pupils. Repeat the game, this time tell pupils to listen for a one-syllable word as the clue that they need to run.

## Page 77

### ● Extra activity 1: Lock and Key's party

Pupils work in groups of four. They plan a party for Lock and Key. They decide on food, drink, games, decorations, guests, etc. They draw a picture of the party. At the bottom they write a text about the party, e.g. *Lock and Key had a party last week because they caught Nick Motors. They had lots of yummy food. They had ...*

### ● Extra activity 2: What I can do

You will need space for this activity. Pupils each choose one of the *Can do* sentences. They walk around the room without touching anyone else. Clap your hands. They make pairs. They take turns to say their sentence / ask their questions and to demonstrate them, e.g. *I can say more food and container words. At the party we had three bottles of lemonade and four bags of sweets.* Clap your hands. Pupils move on. Repeat four or five times.

OR

Pupils look back through their work for this unit and select an example which provides evidence for each *Can do* statement. They put the example in their portfolio. For each example they write the full *Can do* statement at the top of a piece of paper and a short paragraph which explains why they chose each one.

## Page 78

### ● Extra activity 1: Our menu

Pupils work individually. In their notebooks, they write a list of what they ate for each meal on the previous day. Then they write one or two sentences about whether they think they ate the correct amount of each food group, and how they should change their diet (e.g. *I ate too many sweets yesterday. I need to eat more fruit and vegetables.*)

### ● Extra activity 2: What's in our food?

Make groups of four. Show pupils the packets and cartons you have brought in. Tell them they are going to look at the list of nutrients in the food and find out what is in each one. Before handing out the packets and cartons, pupils guess what the main food group in each one is. Hand out cartons and packets to groups in turn. They read the information and record it in their notebooks. After all the groups have recorded information about all the foods, discuss what they found and if there were any surprises.

## Page 79

### ● Extra activity 1: Food and meals

In their notebooks, pupils write up what recipes the different groups created for the project. They briefly discuss each one in turn and say what they like about it. They summarise by saying which recipe they prefer and why.

### ● Extra activity 2: CLIL vocabulary

Elicit the new words and phrases from the CLIL / Real world lessons and write them on the board. Check pupils understand them and know how to say them. In their vocabulary books, pupils write the heading *Food and nutrients*. They write the new words, phrases and expressions from the last two lessons, either as a mind map, or as a list.

At the bottom of the page, they write some of the things they did in the lessons, e.g. *I learnt about the different food groups and how to eat a balanced diet. I wrote a recipe for a healthy lunchtime meal.* If time, pupils can illustrate the page.

## Review Units 7–8

### Page 80

#### ● Extra activity: Songs, chants and rhymes

Sing one of the songs or do one of the chants or rhymes from *Kid's Box 4*.

### Page 81

#### ● Extra activity 1: Scrambled sentences

Display the large piece of paper with the ten scrambled statements / questions. Pupils work individually to unscramble the sentences and write them correctly. Cut up each sentence. Hand the words to the same number of pupils as words. They come to the board and stick the words on the board, arranging them in the correct order to make the sentences / questions.

#### ● Extra activity 2: Games

Play one of the games from *Kid's Box 4* with the class. Let pupils choose which one to play.

## Values 1–4

### Page 82

#### ● Extra activity 1: A present for you

Elicit examples of presents people can give others to say 'Thank you' and write them on the board, e.g. *fruit, flowers, a picture, a book, a letter*. Give each pupil a piece of paper. Ask them to draw one of the things from the board.

Pupils work in pairs. They make up two dialogues using the pictures they have drawn, e.g. Pupil A hands over a picture of flowers to Pupil B. He / she says *These are for you. Thank you for your help.* Pupil B: *That's nice. Thank you very much.* Monitor and help. Write useful phrases on the board, if necessary. Ask pairs to perform their favourite dialogue for the class.

#### ● Extra activity 2: Matching

Give each pupil a piece of paper with a phrase from the lesson. Pupils stand up. They walk around, saying their sentence to different pupils until they find a partner who has an appropriate response. They come to you to check. Ask them to invent the rest of the dialogue / situation.

### Page 83

#### ● Extra activity 1: Scriptwriters

Say *Let's write a script*. Teach / check the meaning of *script*.

Demonstrate the activity. Tell pupils they need to write a mini script for the characters from the first picture on Pupil's Book

page 83, Activity 1. Tell them it has to be different from the dialogue they listened to. Elicit a short dialogue between the girl and the elderly woman and write it on the board (e.g. Girl: *Are you tired?* Woman: *Yes, I am.* Girl: *Please have my seat.* Woman: *Oh, thank you. You're very kind.*). Call on volunteers to act out the dialogue. Pupils work in pairs. They choose one of the other three pictures from Activity 1 and write a mini script. Monitor and help with language. Pairs practise their scenes. Pairs work with pairs. They perform the mini dialogues.

● **Extra activity 2: Posters**

Elicit situations at school when we can be kind (e.g. lending some school equipment, taking turns in the playground, helping a younger pupil reach something, helping someone find their way). Pupils work in groups of three or four. Give each group a large piece of paper. Ask them to design a poster with the title *Be kind at school*. They draw a picture to illustrate one of the situations you talked about and write one or two phrases in English to use, e.g. *Would you like to use my pencil?* Display the finished posters in the classroom.

## Page 84

● **Extra activity 1: Cycling rules**

Ask pupils how often they use their bicycles and where they usually ride them. Write the road safety rules about cycling from the lesson on the board (*Always wear a helmet when you are on your bike. Wear bright clothes when you ride your bike.*). Elicit reasons for each rule. Write more rules for safe cycling on the board, with the pupils' help (if they tell you in LI, recast them into English), e.g. *Don't cycle on the pavement when there are people walking. Cycle on the correct side of the road. Stop at traffic lights, just like cars. Don't listen to music when you are on your bike.*

● **Extra activity 2: Crossing the road**

Take your class into the school hall or out into the playground. Draw some white stripes on the ground or use white tape. Have pupils practise crossing the road safely, using the stripes as a zebra crossing. One pupil can 'be' the traffic light for pedestrians – showing a red or green piece of card at the side of the 'crossing' to make pupils stop or go.

## Page 85

● **Extra activity 1: Colours in our lives**

Display pieces of paper or card in the following colours: yellow, black, white, green, blue. Tell pupils to look at each colour and think carefully about what it means to them. They write the name of the colour and then any words (in English or LI) which they think of related to the colour. They work individually, without comparing with a partner. Set a time limit of five minutes. Monitor and help with new language.

Brainstorm words for each colour and make mind maps on the board (e.g. yellow – *sun, summer, hot, happy, banana*; black – *night, dark, cat, shoes, sad*; white – *snow, winter, clean, whiteboard, paper*; green – *spring, grass, healthy, countryside, apple*; blue – *sea, cold, sky*).

● **Extra activity 2: Class poster**

Write the title *Recycling at our school* on the board. Elicit suggestions for ways to reuse or recycle things at school and write them on the board as sentences, e.g. *Use less paper. Don't throw glass or plastic away. Bring a drinking bottle from home.* Pupils work in pairs or small groups. Assign a sentence from the board to each pair / group. They draw a sign / picture to illustrate their sentence and write a reason why it is important. Monitor and help with language and ideas. Pupils write below their picture on the same piece of paper. Make a class poster with the work from each pair / group.

# Extra project ideas

## Unit 1 Volumes and weights

### You will need:

About six empty plastic bottles / jars of different sizes, plastic cups for measuring, water, sand, lentils, polystyrene balls, paper clips, weighing scales.

A worksheet for each group.

For this project, pupils make predictions about volume and weight and then do experiments to check their predictions.

Tell pupils what the focus of the project is (predicting volume and weight and then checking their predictions through experimentation). You can use other materials for measuring weight, but make sure they are not all equally heavy / light. Write the steps of the project on the board for pupils to copy into their notebooks:

- Step 1: Make groups of four.*
- Step 2: Read the questions on the worksheet. Look at the containers and predict the answers. Write your predictions on the worksheet.*
- Step 3: Do each experiment and find out the answers.*
- Step 4: Join with another group and compare your predictions and the results of your experiments.*
- Step 5: In your group of four, write about what you did and what you found out. Write a draft first. Check the writing of another group.*
- Step 6: Write a final version in your notebook.*

Display the bottles and containers and number each experiment as on the worksheet to make the predictive phase more concrete. Monitor and guide pupils as they are working. Organise the experiment phase so that pupils don't hear the results from other groups and so that all pupils do the experiments. Groups can do the experiments in any order. Help pupils with their drafts, writing a model text on the board if appropriate. Encourage pupils to swap their work for peer correction at Step 5.

### Worksheet sample

The questions you write will depend on the containers you have. There should be about six questions / experiments. Here is an example:

	Predicted outcome	Outcome of experiment
1 How many cups of water does it take to fill the bottle?		
2 Which is heavier: a cup of lentils or a cup of sand?		
3 How much liquid does the jar contain?		
4 How much does the bag of paper clips weigh?		

## Unit 2 Sports and sportspeople

### You will need:

Reference books, the internet, large pieces of paper, glue, coloured pencils and markers, paints, scissors, dictionaries.

For this project, pupils work in pairs or small groups to research a sportsperson and / or a local or unusual sport. They produce a poster which they display as they make their class presentation. Posters should be a mix of pictures and text (their own, not copied from the internet / reference books).

Tell pupils what the focus of the project is (a sportsperson and / or an unusual sport from their region). If you have time to make a poster of your own before the lesson, show it to them. Write the steps of the project on the board for pupils to copy into their notebooks:

- Step 1: Make pairs / small groups.*
- Step 2: Decide which sportsperson and / or sport to do.*
- Step 3: Research the person and / or the sport, using the internet and reference books. Make notes about what you find out.*
- Step 4: Divide up the information into the number of people in your group. Each person finds pictures to illustrate their information. Plan the poster.*
- Step 5: Each person writes a draft of their text on paper. Swap texts in your group and check for content and grammar.*
- Step 6: Write final versions of the texts on paper. Stick the pictures and texts on the poster.*
- Step 7: Present your poster to the class.*

Monitor and guide pupils as they are working, making sure they all keep on task, don't take too long on any one step and don't try to be too ambitious. Help pupils with their drafts. Provide models for texts on the board or on paper as appropriate. Encourage pupils to swap their work for peer correction at Step 5.

Each group should have time to make their presentation to the rest of the class. Leave the posters on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see.



### Unit 3 Responding to music

**You will need:**

You will need: About six short extracts of different kinds of music, e.g. classical, rock, modern, techno; paper, coloured pencils, paints, large pieces of paper.

Note: In the previous lesson, ask pupils to bring CDs of their favourite music.

For this project, pupils work individually to create their responses to music they hear. They can draw / paint a picture or write a text, e.g. a story or a poem. They can respond in different ways to each piece of music they hear. Pupils share their responses / interpretations of the music in groups and then as a class.

Tell pupils what the focus of the project is (responding in different ways to different kinds of music). Write the steps of the project on the board for pupils to copy into their notebooks:

- Step 1: Close your eyes so you are ready to listen to the music. Let your mind wander as you listen. Perhaps you will see pictures in your head. Perhaps the music will create a story or a poem for you.*
- Step 2: After listening, draw your picture or write your story / poem.*
- Step 3: Repeat Steps 1 and 2 for each piece of music your teacher plays.*
- Step 4: Make groups of four. Take turns to show the other pupils what you drew / wrote and to talk about how each piece of music made you feel.*
- Step 5: Make a chart of your group's responses to the music on a large piece of paper.*
- Step 6: Display your posters with examples of the pictures / texts from your group around them.*
- Step 7: Read the other groups' posters and discuss the similarities / differences of responses as a class.*

Choose a variety of music: some that pupils know and some that they don't. Allocate the same time for pupils to write / draw their responses each time and monitor and guide pupils closely to make sure they are on task. At Step 4, provide prompts for the groups if appropriate, e.g. *How did you feel? Did you like the music? What did it make you think of?* Provide an example of a chart for groups at Step 5 so that they can note the type of response (picture / story / poem) and each person's feeling for each piece of music. After pupils have read each other's posters, discuss the different responses as a class.

### Unit 4 Performing a play

**You will need:**

One or more titles in Level 3 or 4 of the Cambridge Storybooks which are designed to be read as plays OR the text of *The Owl and the Pussycat*, materials to make props, costumes and scenery.

For this project, pupils work in groups or as a class to dramatise a play / plays. All the pupils will have a role in the performance as actors, musicians, prop painters, costume makers, scene changers and so on. The final performance can be recorded on DVD and / or be performed in front of other pupils, teachers and parents.

Tell pupils what the focus of the project is (dramatisation of one or more short plays). If you are using the Cambridge Storybooks, choose one or two plays which are suitable and decide if the whole class work on one play, or if you divide the class to work on different plays. If you are dramatising *The Owl and the Pussycat*, decide how many pupils there will be in each group. Write the steps of the project on the board for pupils to copy into their notebooks:

- Step 1: Take turns to read the play(s) / poem around the class.*
- Step 2: Make groups and reread your play / poem. Decide on and divide up the roles.*
- Step 3: Make the props and the costumes and paint the scenery. Your teacher will give you some ideas.*
- Step 4: Practise the performance. Think about the feelings of the people and make sure you speak loudly if you are an actor. Rehearse the play/poem so that you remember the words and don't need to read them.*
- Step 5: Do a dress rehearsal.*
- Step 6: Perform the play / poem to other pupils and/or to parents. Have someone record the performance on DVD so you can see it afterwards.*
- Step 7: Watch the performance(s) and discuss what you liked best when preparing for and doing the performance.*

Make sure each group has a task plan, so that they know the order to do things and what they have to do when. Monitor and guide pupils closely to make sure they are on task. Remind them not to be too ambitious with the costumes / props / music. At the rehearsal stage, pupils will need to be reminded not to read their lines and to speak loudly and confidently. After the performance(s) to other pupils and parents, take time to reflect with pupils on the whole experience. It will help them if they can watch themselves on DVD.

## Unit 5 Planning an expedition

### You will need:

Reference books, the internet, large pieces of paper, glue, coloured pencils and markers, paints, scissors, dictionaries.

For this project, pupils work in pairs or small groups to plan their own expedition. They produce a poster which they display as they make a presentation to the class. Posters should be a mix of pictures and text (their own, not copied from the internet / reference books).

Tell pupils what the focus of the project is (planning an expedition). Write the steps of the project on the board for pupils to copy into their notebooks:

*Step 1: Make small groups.*

*Step 2: Decide which part of the world you would like to explore.*

*Step 3: Research the area using the internet and reference books.*

*Make notes about what time of year you will travel, how you will travel, what you will need to take and what you want to do / see on the expedition.*

*Step 4: Exchange information about the expedition in your groups.*

*Decide how to present the information and plan the poster. Find some pictures of the place you want to visit and the equipment you need.*

*Step 5: Each person writes a draft of their text on paper – one can write about where the place is and what it is like, one can write about climate and weather, one about the equipment you need, etc. Swap texts in your group and check for content and grammar.*

*Step 6: Write final versions of the texts on paper. Stick the pictures and texts on the poster.*

*Step 7: Present your poster to the class. Every person in the group needs to speak.*

Monitor and guide pupils as they are working, making sure they all keep on task and don't take too long on any one step. Help pupils with their drafts. Provide models for texts on the board or on paper as appropriate. Encourage pupils to swap their work for peer correction at Step 5.

Each group should have time to make their presentation to the rest of the class. Leave the posters on display in the classroom. If possible, display them around the school for other pupils, teachers and parents to see.

## Unit 6 Mobile phone survey

### You will need:

Paper, pens, computer and printing facilities or a photocopier.

For this project, pupils work in pairs to write a survey about mobile phones. They make a handout of their survey by typing it out on the computer and printing out four copies each. They can then ask four members of their families or friends the questions on the survey for homework.

Tell pupils what the focus of the project is (mobile phones). Explain the meaning of *survey*. Write the steps of the project on the board for pupils to copy into their notebooks:

*Step 1: Make pairs.*

*Step 2: Think about mobile phones you or members of your family own. What can they do? How do people use them most? Are there any problems with mobile phones? Make notes about what you want to find out in your survey.*

*Step 3: Write six or seven questions for your survey.*

*Step 4: Type out the questions on a computer or copy them out neatly. Use the title 'Mobile phone survey'.*

*Step 5: Hand your survey to your teacher to photocopy or print it out.*

*Step 6: Take copies of your survey home and ask your family / friends the questions.*

*Step 7: Bring the completed surveys to the next class and compare answers with your partner. Do you have the same answers? Do you think the people you know use their mobile phones correctly?*

Monitor and guide pupils as they are working, making sure they all keep on task and helping with new language as necessary. Before the pairwork, you may want to elicit some example questions and write them on the board, e.g. *How often do you use your mobile phone? Do you switch it off at night? Do you worry when you can't find your phone? How often do you buy a new mobile phone? Do you prefer sending people messages or speaking to them face to face?*

Encourage pairs to swap their work for peer correction at Step 3. In the next lesson, make sure you allow time for pupils to feed back about the results of their survey.

## Unit 7 Muscles and bones

### You will need:

Biology reference books, paper.

For this project, pupils research a part of the human body, e.g. an arm, draw it and then label the muscles and bones. The part they choose may depend on what they have done / are doing in Biology. It is a good idea for them to reinforce their L1 work in the English lesson. Pupils can display their work if that is appropriate, though there is no formal presentation phase in this project.

Tell pupils what the focus of the project is (muscles and bones in a part of the human body) and check what they have been studying in Biology. Write the steps of the project on the board for pupils to copy into their notebooks:

*Step 1: Make pairs.*

*Step 2: Decide what part of the body to draw / research. Use reference books and Biology textbooks to find out the names of the muscles and bones. Find out what the different muscles do and try it out.*

*Step 3: Draw and label the part of the body on a piece of paper. Each pupil produces his / her own diagram.*

*Step 4: Make groups of four (two pairs). Take turns to show the other pair your work and to talk about what you learnt about the bones and the muscles.*

*Step 5: Display your drawing and / or stick it in your notebook.*

Monitor and guide pupils as they are working, making sure they have appropriate reference materials. If they can't find the information they need, guide them to a different body part. For Step 4, prompt pupils to talk about what they learnt and to demonstrate, using, e.g. their arm / hand / foot. Depending on the time you have, pupils can exchange information with several other pairs. If appropriate, leave pupils' drawings on display in the classroom. If possible, display their work around the school for other pupils, teachers and parents to see.

## Unit 8 What's in our food?

### You will need:

Empty food packets and containers, large pieces of paper, glue, coloured pencils and markers, paints, scissors, dictionaries.

For this project, pupils work in pairs or small groups to find out and compare the ingredients of different common food products, e.g. soft drinks, cereal bars, yoghurts, dried pasta, ready meals. Each group produces a poster with a chart of what they found out and presents what they learnt to the class. Presentations should also include the food packets with their lists of ingredients and nutritional content.

Tell pupils what the focus of the project is (finding out and comparing the nutritional content of different common foods). You will need to tell pupils to bring in empty food packets, bottles and clean yoghurt pots before the project. Remind them to keep the food labels. You will also need to bring some empty packets in yourself. Write the steps of the project on the board for pupils to copy into their notebooks:

*Step 1: Make pairs / small groups.*

*Step 2: Choose some empty food containers which have nutritional information on them.*

*Step 3: Using the information you learnt in the Pupil's Book lessons about food and nutrition, list the contents of the different foods according to fats, carbohydrates, etc. Note how many of the foods contain sugar.*

*Step 4: Plan a chart which compares the information about the different foods. Draw the chart on your poster.*

*Step 5: Prepare your talk in groups. Make notes to help you in your presentation. Include comments on what you learnt and what surprised you about any of the foods.*

*Step 6: Display your poster and your food containers. Deliver your presentation.*

*Step 7: After you have listened to all the presentations, discuss with your teacher what you have learnt about different foods and their nutritional value.*

Monitor and guide pupils as they are working, making sure they all keep on task and don't take too long on any one step. Help pupils with any difficult vocabulary and make suggestions for the chart in Step 4. Pupils make notes for their presentation: they don't need to write a complete text. Allocate the same amount of time to each group for their presentation. Help pupils to draw conclusions about healthy food and eating.

## YLE irregular verbs

Infinitive	Past tense	Past participle
be	was / were	been
be called	was / were called	been called
be going to	was / were going to	been going to
begin	began	begun
break	broke	broken
bring	brought	brought
buy	bought	bought
can	could	could
catch	caught	caught
choose	chose	chosen
come	came	come
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
dry	dried	dried
eat	ate	eaten
fall	fell	fallen
fall over	fell over	fallen over
feel	felt	felt
find	found	found
find out	found out	found out
fly	flew	flown
forget	forgot	forgotten
get	got	got
get (un)dressed	got (un)dressed	got (un)dressed
get (up / on / off)	got (up / on / off)	got (up / on / off)
get married	got married	got married
get to	got to	got to
give	gave	given
go	went	gone / been
go out	went out	gone / been out
go shopping	went shopping	gone / been shopping
grow	grew	grown
have	had	had
have (got) to	had (got) to	had (got) to
have got	had got	had got
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept

Infinitive	Past tense	Past participle
know	knew	known
learn	learnt / learned	learnt / learned
leave	left	left
let	let	let
lie down	lay down	lain down
lose	lost	lost
make	made	made
make sure	made sure	made sure
mean	meant	meant
meet	met	met
must	had to	had to
put	put	put
put on	put on	put on
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
should	should	should
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelt / smelled	smelt / smelled
speak	spoke	spoken
spell	spelt / spelled	spelt / spelled
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
swing	swung	swung
take	took	taken
take a photo / picture	took a photo / picture	taken a photo / picture
take off	took off	taken off
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake up	woke up	woken up
wear	wore	worn
win	won	won
write	wrote	written