



# Teacher's notes

## Reinforcement worksheet 1

- Pupils count forwards and backwards along the alphabet to find the past verb forms. They transfer them to the table and write in the infinitives.

**Key:** 2 go – went, 3 lose – lost, 4 have – had, 5 find – found, 6 take – took, 7 can – could, 8 get – got, 9 make – made.

- **Optional follow-up activity:** Pupils write a mystery message in the same way for a friend. Tell them to start the code for each new word on a separate line.

## Reinforcement worksheet 2

- It is best to photocopy this worksheet onto card. Pupils make two spinners by cutting out the shapes and pushing a pencil through the centre of each one. They spin Spinner 1 to write the first part of the sentence and Spinner 2 for the clause after so. They then tick the sentences if the combination makes sense and cross them if they don't.
- **Optional follow-up activity:** Pupils work in pairs, A and B. They take it in turns to spin Spinner 1 then they both spin Spinner 2. The pupil whose sentence makes most sense gets a point. The winner is the player with the most points.

## Extension worksheet 1

- Pupils decide which two items from the wordpool go with each picture. They then use the pictures and the adjectives below each one to write comparative sentences giving their own ideas.

**Key:** 2 shopping, visiting museums; 3 the Eiffel Tower, the Pyramids; 4 the man, the boy; 5 the girl, the woman; 6 Antarctica, the beach; 7 English, Chinese.

- **Optional follow-up activity:** Pupils work in groups and play *Chinese whispers*. They stand in a line or sit in a circle. One child first whispers to you (or shows you) one of his/her comparative sentences. He/She then whispers it to the child next to him/her, who then whispers it to the next person, etc. The last child in the group says the sentence aloud. The sentence is compared with the original and pupils give each other a high five if they've got it right. They can then reorganise the group to play again. If you wish, two teams can play against each other.

## Extension worksheet 2

- This can be done as a listening exercise (Track 12) or a reading exercise. If you use the audio recording, pause after each frame while the pupils write. Pupils find the words in the story and replace them with their opposites to correct the story text.

**Key:** See Pupil's Book, page 51.

- **Optional follow-up activity:** In groups of four, pupils agree on a way to describe each frame, for example, *The picture where Lock is ...* Each pupil cuts out the six frames. The dealer shuffles them and deals three to each pupil. The rest are put in a pile in the middle. Pupils look at their own cards but do not show them to the group. Pupil A asks another pupil for a card using the description on which they have agreed. If the pupil has it, he/she must hand it over. Once a player has two frames the same, he/she puts them aside. If he/she does not have it, Pupil A has to pick up one of the cards from the pile. Play continues round the circle. The winner is the player with the most pairs at the end of the game.

## Song worksheet

- Pupils first match the rhyming words. They then complete the rap with the rhyming words, thinking carefully about sense. They listen to the rap (Track 13) to check their answers.

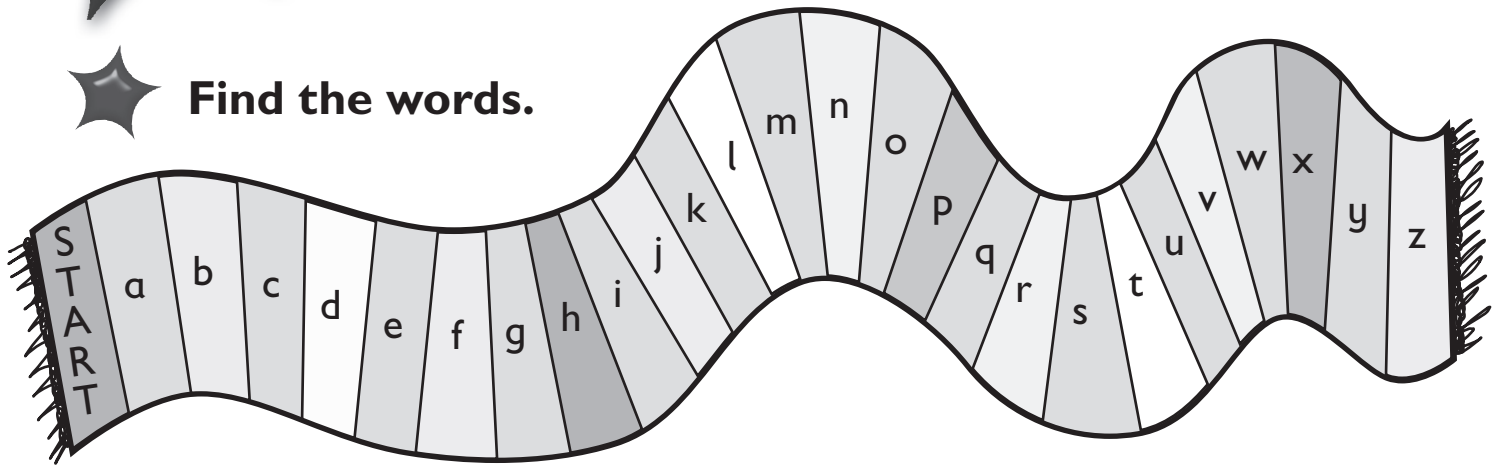
**Key:** See Pupil's Book, page 50.

- **Optional follow-up activity:** In small groups, the pupils design posters for the classroom or school display area. They can use any suitable language but encourage them to use phrases from the rap, both to include everybody, such as *The world is ours / This is our world*, and to encourage responsible care for the environment, such as *Let's keep it clean*.

## Topic worksheet

- Pupils look at the pictures and text on page 53 of the Pupil's Book and decide what the opposite action would be in each case, e.g. going by car instead of by bike. They can also use their own 'Helping our world' ideas (and their opposites) from their diaries. They choose eleven sentences describing good or bad practice. Refer them to the boxes of game instructions at the bottom of the worksheet and check comprehension. Following the example, they decide where to put each sentence and instruction. They decorate and colour their board game and design four counters. They also need dice. They play each other's games in small groups.
- **Optional follow-up activity:** Pupils write sentences for a different game with good and bad practice in the classroom, e.g. speaking English, bringing their books, putting their hands up, etc.

Find the words.



- 1 Count 3 from the start. Go back 2.  
Go forward 20. Go back 14.  
Go forward 1. Go forward 12.

c a u g h t

- 2 Count 23 from the start. Go back 18.  
Go forward 9. Go forward 6.

\_\_\_\_\_

- 3 Count 12 from the start.  
Go forward 3. Go forward 4.  
Go forward 1. \_\_\_\_\_

- 4 Count 8 from the start. Go back 7.  
Go forward 3. \_\_\_\_\_

- 5 Count 6 from the start.  
Go forward 9. Go forward 6.  
Go back 7. Go back 10. \_\_\_\_\_

- 6 Count 20 from the start. Go back 5.  
Don't move. Go back 4. \_\_\_\_\_

- 7 Count 3 from the start.  
Go forward 12. Go forward 6.  
Go back 9. Go back 8. \_\_\_\_\_

- 8 Count 7 from the start.  
Go forward 8. Go forward 5.

\_\_\_\_\_

- 9 Count 13 from the start.  
Go back 12. Go forward 3.  
Go forward 1. \_\_\_\_\_

Complete the table.

Infinitive	Past
1 catch	caught
2	
3	
4	
5	
6	
7	
8	
9	

★ **Play the game. Write sentences. Put a tick (✓) or a cross (X).**

- |   |  |                                     |
|---|--|-------------------------------------|
| 1 | They were hungry so he went out to play.   | <input checked="" type="checkbox"/> |
| 2 | They were hungry so they ate lots of food. | <input checked="" type="checkbox"/> |
| 3 | .....                                      | <input type="checkbox"/>            |
| 4 | .....                                      | <input type="checkbox"/>            |
| 5 | .....                                      | <input type="checkbox"/>            |
| 6 | .....                                      | <input type="checkbox"/>            |
| 7 | .....                                      | <input type="checkbox"/>            |
| 8 | .....                                      | <input type="checkbox"/>            |

**1**

**2**

**SO**





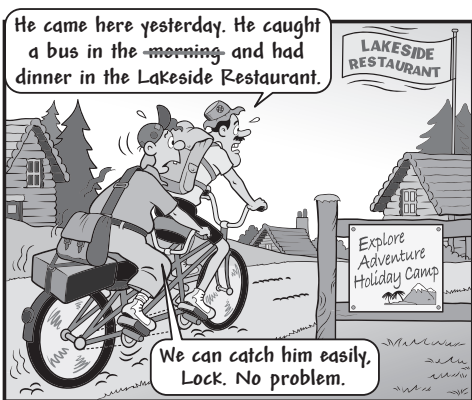
# Unit 5

## Extension worksheet 2

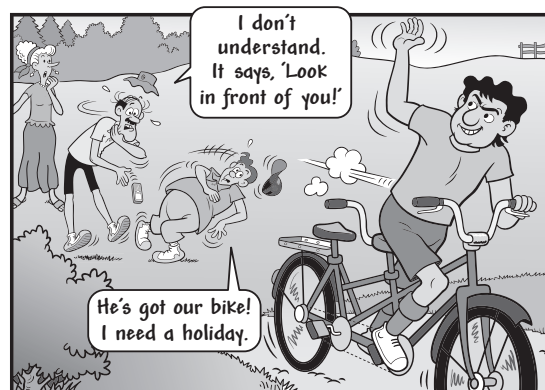


Find the words in the story. Cross them out and write the opposite.

~~morning~~ Goodbye Thank you in front of city  
we don't have to boring he's here now Poor



afternoon



# Unit 5

## Song worksheet



★ Match the words that rhyme. Complete the rap.

strong	trees	green	lakes
<del>mistakes</del>	clean	song	seas



The world isn't mine,  
 The world isn't yours.  
 The world isn't his,  
 The world isn't hers.  
 It's ours,  
 It's ours!



Our world is tired, we're making mistakes,  
 We need our seas, we need our .....  
 Our world is weak, we can make it .....,  
 It needs our help. Listen to our .....



We must look after its forests and .....,  
 We must look after its rivers and .....  
 We can make it better, we can make it .....,  
 This is our world, let's keep it .....  
 The world isn't mine, ...



★ Listen and check. Rap.

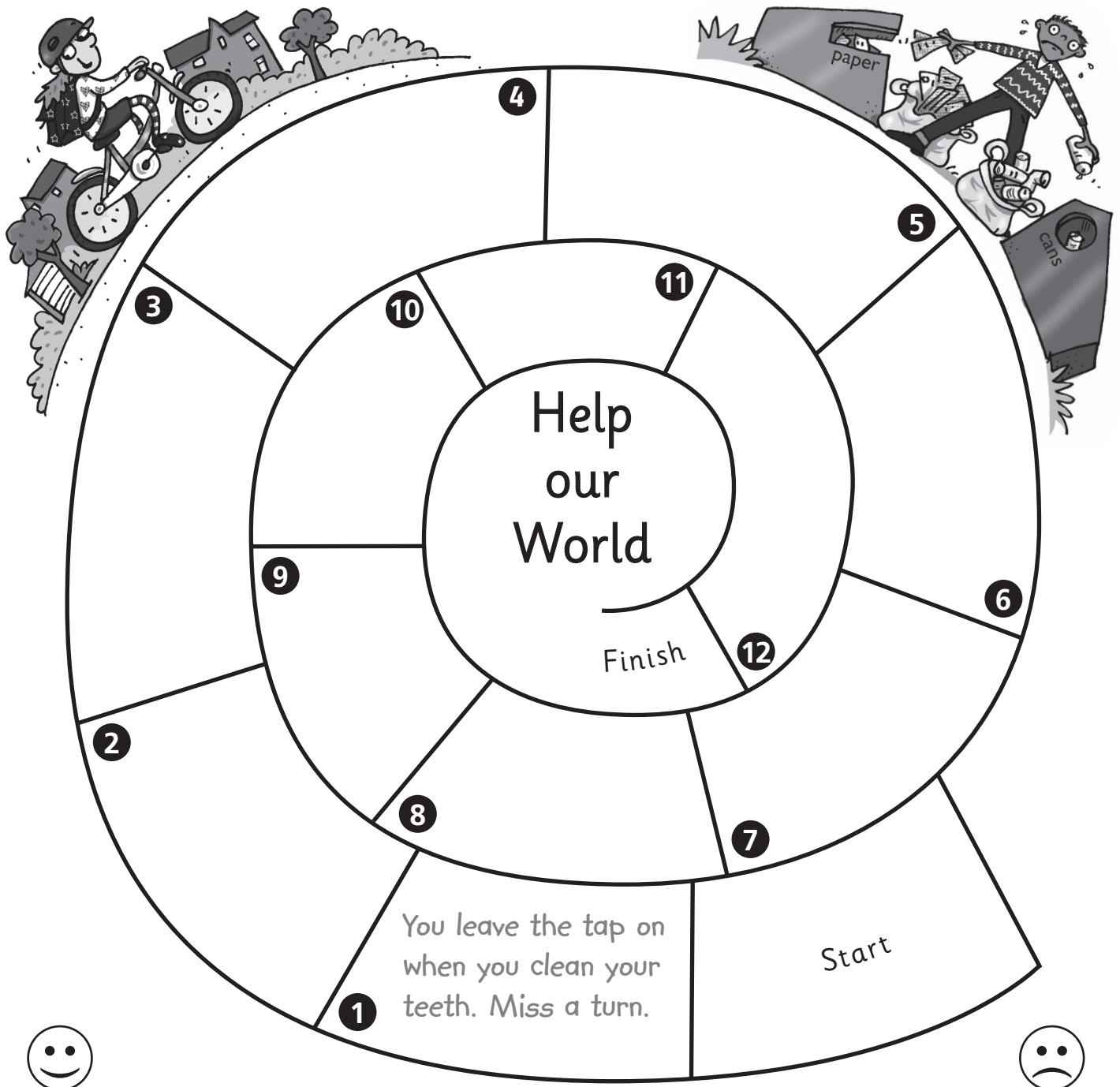
Unit  
**5**

# Topic worksheet



★ **Make and play a game. Invent the instructions.**

**When do you help the world? When don't you help the world?**



Go forward (1, 2, ...) spaces.  
Throw again.



Go back (1, 2, ...) spaces.  
Miss a turn.

## Word cards: Exploring our world



caught

found

got

made

could

lost

came