

6

Teacher's notes

Reinforcement worksheet 1

- Pupils use the Semaphore (international flag language) code to find the words. They then complete the sentences.

Key: 2 video, 3 email, 4 button, 5 program, 6 internet.
2 internet, 3 video, DVD, 4 email.

- **Optional follow-up activity:** In groups, each pupil chooses a word from the Pupil's Book and puts it into the international flag language. They tell the rest what page it is on and the first to read it and find it gets a point. The winner is the pupil with the most points.

Reinforcement worksheet 2

- Pupils solve the anagrams and write the infinitives on the lines. They then complete the crossword with past tense verbs. They follow the instructions to work on the sounds in the past tense verbs.

Key: 2 brought, 3 read, 4 thought, 5 said, 6 put,
7 knew, 8 chose.
1 brought, thought, 2 read, 3 put.

- **Optional follow-up activity:** Pupils write questions and answers using the verbs from the crossword, e.g. *What did you say? I said, 'Hello!'*

Extension worksheet 1

- Pupils look at the pictures of the three characters and decide which answers they think each would give. Explain that any answers are correct as long as the time makes sense with the clocks shown. They then use the options to write a short text about themselves. They can write in their notebooks or on the back of the worksheet, as you prefer.
- **Optional follow-up activity:** In groups, pupils ask the questions and record their answers on a bar chart. They then compare their bar charts with those of other groups to see how similar they are and how different.

Extension worksheet 2

- This can be done as a listening exercise (Track 14) or a reading exercise. If you use the audio recording, pause after each frame while the pupils write. Pupils insert the missing vowels. Ask them to count the number of times they have written each letter.

Key: See Pupil's Book, page 59.
A 40, E 54, I 27, O 61, U 9.

- **Optional follow-up activity:** Give pupils two minutes to write as many words as possible beginning with *i* and *u*. The winner is the pupil with the most words.

Song worksheet

- Pupils match the children's lines with Grandpa's responses. They listen to the song (Track 15) to check their answers.

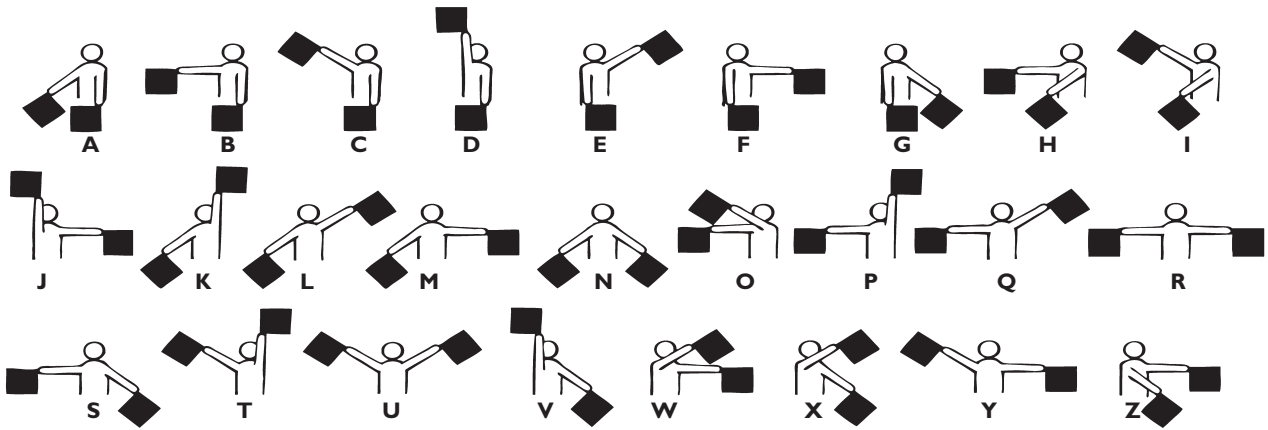
Key: See Pupil's Book, page 55.

- **Optional follow-up activity:** In groups, pupils invent a verse about Grandpa's need for a new computer.

Topic worksheet

- Remind your pupils about what they have read about machines and technology. Explain that there are lots of advantages but also some disadvantages.
- Ask them to number the sentences from 1-7 for the advantages and 1-7 for the disadvantages (they should give '1' to the strongest advantage and '1' to the strongest disadvantage).
- Pupils compare their answers with those of their classmates.
- **Optional follow-up activity:** Ask your pupils to transfer the information onto a chart to have a visual representation of their preferences. If you can, compare the answers with those of children in a different class.

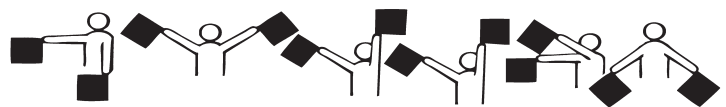
This is 'Semaphore', the international flag language.



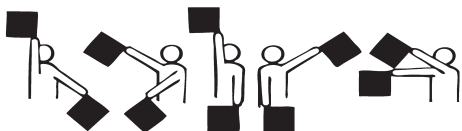
Use the key to find the words.



1 DVD



4



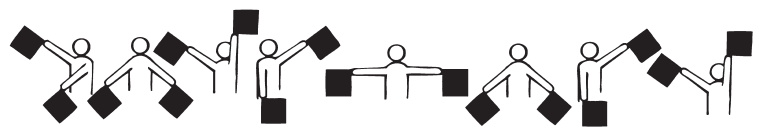
2



5



3



6

Complete the sentences with five words from above.

- 1 Which button do I need to press?
- 2 You can find lots of information on the
- 3 My parents watcheds but now I watchs.
- 4 Using is quicker than writing letters.

Extension worksheet 1

Look at the pictures. What do you think? Read and decide on each child's answers.

Dan



- | | | | |
|---|--------------------------------|---|----------------------|
| 1 | <input type="text" value="c"/> | 4 | <input type="text"/> |
| 2 | <input type="text"/> | 5 | <input type="text"/> |
| 3 | <input type="text"/> | 6 | <input type="text"/> |

Emma



- | | | | |
|---|----------------------|---|----------------------|
| 1 | <input type="text"/> | 4 | <input type="text"/> |
| 2 | <input type="text"/> | 5 | <input type="text"/> |
| 3 | <input type="text"/> | 6 | <input type="text"/> |

Ross



- | | | | |
|---|----------------------|---|----------------------|
| 1 | <input type="text"/> | 4 | <input type="text"/> |
| 2 | <input type="text"/> | 5 | <input type="text"/> |
| 3 | <input type="text"/> | 6 | <input type="text"/> |

- | | |
|--|--|
| <p>1 What time did you get up on Saturday?
A I got up at eight o'clock.
B I got up at nine o'clock.
C I got up at ten o'clock.</p> <p>2 What time did you get dressed?
A I got dressed at nine o'clock.
B I got dressed at ten o'clock.
C I got dressed at eleven o'clock.</p> <p>3 What did you have for breakfast?
A I had cakes and biscuits.
B I didn't have anything.
C I had fruit.</p> | <p>4 Did you do any sport?
A No, I didn't.
B Yes, I did some.
C Yes, I did lots of sport.</p> <p>5 Did you play on the computer on Saturday?
A Yes, for more than two hours.
B Yes, for one to two hours.
C No, I didn't.</p> <p>6 Did you watch DVDs or videos at the weekend?
A Yes, I watched more than three.
B Yes, I watched one.
C No, I didn't.</p> |
|--|--|

Complete the story.

I need your help.

What can we do for you, Miss Rich?

_____ m_n c_m
nt my
b_t nd
t_k ll
th m_n_y.
Y_m st c
tch h_m!

No problem, Miss Rich!

Thank you very much for my 'S_v
Th S S_c ty'. Here's
the DVD of the ns_d_f
the b_t.

Let's look at it.

_____ ps!

_____ h_d th m_n_y n
b_g r_dy t_p_t nt th
b_nk. t_w_s n th t_bl_.

Here's the m_n n_w.

_____ t's N_ck
M_t_rs!

S_N_ck
M_t_rs_s
m_r th_n
_____ c_r
th_ f!

Well, cars_r m_r
d_ff_c lt t_t_k th_n
m_n_y.

Hi! M_t_rs wr_t_n
m_l. W_c n r_d_t!

_____ r, L_ck,
th_nk y____
n_d t____
l_k_t
t_s_!

Hello, Lock. Nice to see you again. Thanks a lot, Nick.

Hi! _____ gh!

N_____!
H's g_t
_____ r b_t,
t_____!

By_by_b_ys! Th_w_t_r's
l_v_ly! H_v_n_c sw_m!

Unit
6

Song worksheet



★ Match the lines of the song.

- 1 Grandpa needs a new mobile,
2 With an MP3.
3 It's got music and video clips,
And lots, lots more to see.
- a (A what?)
b (No, I don't!)
c (I don't need any more!)

- 4 Grandpa needs a new mobile,
5 So he can text his friends.
6 He can take lots of photos,
And play games at weekends.
- d (I go fishing at weekends!)
e (No, I don't!)
f (I can talk to my friends!)

Grandpa!
Grandpa!
Grandpa!
Grandpa needs a new mobile.

(I've got a DVD player at home!)
(I've got a nice camera!)
(And my old mobile phone works perfectly well!)
(A new mobile phone!)

- 7 Grandpa needs a new mobile,
8 So he can plan his day.
9 He can listen to lots of songs,
And phone or even play.
- g (I haven't got time to play!
I've got a radio! I've got a nice camera! My old mobile phone works perfectly well! Hmph!)
h (I've got a pen and paper!)
i (No, I don't!)

★ Listen and check. Sing.



Read the sentences. Number the advantages and the disadvantages of modern technology from 1-7.

Advantages

- You can use the internet to get information.
- You can use fast trains and planes to travel a long way quickly.
- Machines do work in the house like wash our clothes, wash the plates and clean the floor.
- Talking is easier because of mobile phones and the internet.
- Robots in factories are a good idea because they don't get bored or ill.
- Doctors can save more lives now because they use a lot of machines.
- Robots do jobs which humans can't do because they are very difficult or dangerous.

Disadvantages

- People lose their jobs because machines are cheaper than humans and work more quickly.
- People don't think a lot because they use computers to do Maths and answer questions.
- When we make and use machines, we make the Earth hotter.
- Children use computers all the time and don't play outside.
- People feel lonely because they work with machines, not other people.
- People travel a lot and get very tired.
- When we throw machines away, we make a lot of rubbish.



Now compare your answers with your friends.

Word cards: Modern life



bought

chose

knew

put

read

said

thought