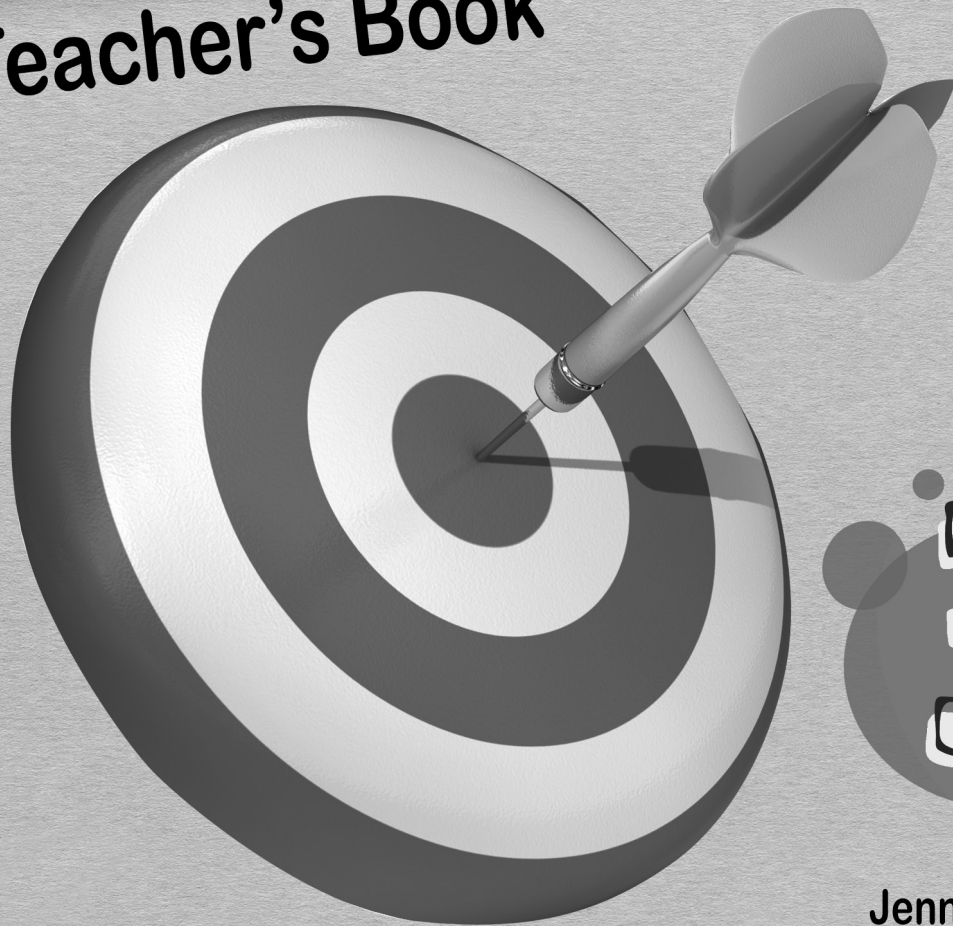


# PRIMARY Booster

Teacher's Book



# 3

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# PRIMARY Booster

# 3

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# INTRODUCTION

The **Primary Booster** series is specially designed for young learners in the formative stages of English language learning. It can be used to supplement any course and is suitable both for classroom and self-study use. It promotes a student-centred approach to learning, thereby boosting young learners' self-confidence and helping to develop greater autonomy in the learning process. The consolidation and reinforcement of all key skills throughout the series provides invaluable practice and will enable young learners to take the next step in English language learning with confidence.

**Primary Booster 3** comprises ten theme-orientated units, covering topics taught in primary level courses around the world. Appealing activities and projects have been carefully selected and designed to cater for all types of learners and learning styles. Pupils have the opportunity to learn in the way that suits them best while having fun, all the while building upon their English language and communication skills in a successful way.

## COMPONENTS

### • Pupil's Book

The **Pupil's Book** has been designed to appeal to, as well as motivate pupils to further consolidate and develop their language and critical thinking skills. Through an array of engaging and differentiated activities, young learners develop their receptive and productive skills. The *Pupil's Book* features:

#### I My Activities

The *My Activities* section consists of ten theme-orientated units. Each unit includes colourfully illustrated, fun activities which progress in difficulty from easier to more demanding. The pupils consolidate new vocabulary in an enjoyable way and become motivated to read and write, thus developing confidence in reading and writing. Throughout the *My Activities* section, the following symbols have been used to indicate the difficulty level of each task:

- ★ These are less demanding activities, usually in the form of catchy songs with a listening task for further consolidation of the vocabulary. The pupils become familiar and feel at ease with the vocabulary while having fun.
- ★★ These are slightly more demanding activities, requiring pupils to put the new vocabulary to use while developing reading and writing skills.
- ★★★ Activities labelled with three stars are the most challenging, as they require pupils to make use of both their language and critical thinking skills.

There is a **My Skills** section after every two units. The *My Skills* section comprises two listening and two reading/writing tasks. Vocabulary from the two previous units is incorporated in Young Learner's Exam type tasks. This section is invaluable to the pupils' progression in many ways, including raising the pupils' awareness of different task types that they may encounter in the future, as well as placing the vocabulary taught in a wider, real-world context.

#### • Listening

The pupils become acquainted with different types of listening tasks graded to their level. This offers them the opportunity to develop their skills through listening for purpose and focusing on detail.

#### • Reading and Writing

Young learners practise reading and writing skills through a variety of age-appropriate simple text genres like short articles or text messages. The main purpose is for young learners to become exposed to different types of English texts and, at the same time, motivate them to read. Core reading and writing skills such as sentence building and reading for gist have been incorporated into the various tasks.

At the end of the *My Activities* section, the pupils consolidate the language presented in all the units through a board game (**Let's Play!**).

## II My Projects

Projects promote a more holistic learning, while helping learners develop creative thinking and presentation skills. They offer young learners the opportunity to apply their knowledge in a more personalised and creative way, while boosting their imagination as well as their confidence in writing. This makes the learning process more meaningful, and ensures that the pupils retain the new vocabulary and structures in their memory for a longer time. The pupils work on their own to decide on how best to prepare and present their work. In this way, they become more autonomous and independent learners.

The *My Projects* section comprises two topic-based projects per unit, twenty in total. Upon completion of each project, the pupils not only present their own work, but also look at their peers' projects and become actively involved in the assessment procedure by evaluating them. Through choosing and applying their assessment criteria, the pupils learn not only to reflect on the performance of their peers, but on their own performance as well.

The *MY FRIEND / MY TEACHER* evaluation boxes at the end of each project can be used as follows: The pupils use the stickers at the end of the *Pupil's Book* to assess their peers' work (*MY FRIEND* box). After each project has been presented by the pupils, teachers use their own stickers to reward them for their work by putting one in the *MY TEACHER* box.

## III My Craftwork

Arts and crafts are an ideal way to engage the pupils and allow them to express their creativity. They contribute to the development of the pupils' fine motor skills, as well as their imagination. Through these activities, young learners work in ways that express their individuality, while increasing their motivation and involvement in the learning process.

There are two crafts included in *Primary Booster 3*. These can be used as consolidation at the end of the year. Alternatively, they can be used at the teacher's discretion. The aim of these crafts is to make the pupils more resourceful, enhance their decision-making abilities and improve their memory while consolidating the vocabulary taught throughout the book.

### • Teacher's Book

In the *Teacher's Book*, the teachers can find the key to the activities in the *My Activities* and *My Skills* sections, as well as the audioscripts for all the songs and listening tasks. There are also guidelines on how to make and present the projects in the *My Projects* section. In the *My Craftwork* section, the teacher can find the lists of the materials needed for crafts, along with step-by-step instructions with pictures of the finished crafts. It is recommended that the teacher prepares models of the crafts in advance to show the pupils.

### • Audio CD

The **Audio CD** includes all the recordings for the listening activities in the *Pupil's Book*.

## My Activities

### 1 Meet My Family!

 **Ex. 1 (Track 02)**

- |           |        |        |
|-----------|--------|--------|
| 1 grandma | 3 head | 5 call |
| 2 ride    | 4 got  | 6 bus  |

**AUDIOSCRIPT**

*I've got a super grandma,  
I call her Super Gran!  
Can you ride a skateboard on your head?  
My super granny can!*

*Oh, my granny!  
I've got a Super Gran.  
She's a super duper grandma  
And I call her Super Gran!*

*I've got a super grandma,  
I call her Super Gran!  
Can you lift a double-decker bus?  
My super granny can!*

**Ex. 2**

**Orange box:** U I N S C O

**Purple box:** U L N C E

**Blue box:** P A G N R A D

**Red box:** D D A

**Pink box:** M M U

**Green box:** U T A N

- |             |          |         |
|-------------|----------|---------|
| • 1 GRANDPA | 3 MUM    | 5 UNCLE |
| 2 DAD       | 4 COUSIN | 6 AUNT  |


**Ex. 3**

- |           |          |         |
|-----------|----------|---------|
| 1 naughty | 3 funny  | 5 brave |
| 2 clever  | 4 strong | 6 kind  |

**Ex. 4**

- |           |         |           |
|-----------|---------|-----------|
| 1 grandpa | 3 hair  | 5 brother |
| 2 glasses | 4 name  | 6 cousin  |
| • 1 True  | 3 True  | 5 True    |
| 2 False   | 4 False | 6 False   |

### 2 At Home

 **Ex. 1 (Track 03)**

- |     |     |     |     |     |
|-----|-----|-----|-----|-----|
| 1 c | 2 a | 3 d | 4 b | 5 e |
|-----|-----|-----|-----|-----|

**AUDIOSCRIPT**

*This is my house,  
It's number two.  
There's a bedroom,  
A bathroom  
And a kitchen, too!  
In my house, there's a living room  
And in the garden  
All the flowers bloom!*

**Ex. 2**

- |      |      |      |       |
|------|------|------|-------|
| 1 2A | 4 4A | 7 3B | 10 1E |
| 2 4E | 5 2D | 8 5B | 11 1C |
| 3 3C | 6 4D | 9 5C | 12 1B |

**Ex. 3**


- |       |      |       |      |
|-------|------|-------|------|
| 1 yes | 3 no | 5 yes | 7 no |
| 2 no  | 4 no | 6 yes | 8 no |

**Ex. 4**

- |             |           |
|-------------|-----------|
| 1 castle    | 3 igloo   |
| 2 houseboat | 4 caravan |

## MY SKILLS 1

**Listening**

 **Ex. 1 (Track 04)**



**AUDIOSCRIPT**

**Girl:** Look, Sam. This is a picture of my family! That's my mum, Mary!

**Boy:** Your mum, Mary? Is she short?

**Girl:** No, she's tall. She's got long straight hair, too.

**Boy:** Oh, yes. I can see her.

**Boy:** Who's the woman next to your mum?

**Girl:** With the short red hair?

**Boy:** Yes!

**Girl:** That's my aunt, Lily. Aunt Lily is so nice!

**Boy:** Where's your brother?

**Girl:** Paul? He's playing football.

**Boy:** Is he the tall thin boy with brown hair?

**Girl:** Yes, that's Paul.

**Boy:** Who's the short boy with black hair?

**Girl:** Oh, that's my cousin.

**Boy:** What's his name?

**Girl:** Peter.

**Boy:** Peter? That's a nice name.

**Girl:** And that's my dad, Jack!

**Boy:** Jack? The tall thin man with the beard?

**Girl:** Yes! He's got glasses, too. He's under the tree.

**Boy:** Who's the man next to your dad?

**Girl:** That's my uncle, Tom.

**Boy:** Your uncle, Tom? I love his glasses. They're funny!



**Ex. 2 (Track 05)**

1 C      2 A      3 A      4 B

**AUDIOSCRIPT**

**One: Where's Mum?**

**Woman:** Hi, Ben! Is your mum in the living room?

**Boy:** No, she's talking to Aunt Mary.

**Woman:** Is she in the kitchen?

**Boy:** No, she's in the garden.

**Woman:** Oh, OK. Thanks!

**Two: Who's Anna's cousin?**

**Girl:** Oh, look. There's my cousin, Tom.

**Woman:** The tall boy with the red trousers?

**Girl:** No. His hair is long. Tom's hair is short.

**Woman:** Oh, yes! I can see him now.

**Three: Which one is Paul's room?**

**Woman:** Paul, can you describe your room, please?

**Boy:** Yes, of course! There's a blue desk, a red bed and there are pictures on the walls, too!

**Woman:** Have you got a computer?

**Boy:** Yes, I have. It's on my desk.

**Four: Where's the mirror?**

**Woman:** John? Where's the mirror?

**Man:** In the bathroom.

**Woman:** No, it isn't. Can you look in the bedroom?

**Man:** It's not in the bedroom. Oh, wait. Here it is. It's in the living room, on the sofa.

**Reading and Writing**

**Ex. 1**

1 grandma	3 dad	5 uncle
2 grandpa	4 aunt	6 cousin

**Ex. 2**

1 living	3 Mum	5 two
2 red	4 under	6 TV

**3 Let's Do It!**



**Ex. 1 (Track 06)**

A 2 – YEEEEOW!    B 3 – RING!    C 1 – BEEEEEP!

**AUDIOSCRIPT**

Beep! Beep! Beep!

I can drive my car!

Seat belt on, watch me go!

Beep! Beep! Beep!

I can drive my car

Sometimes fast and sometimes slow!

Yeeow! Yeeow! Yeeow!

I can fly my plane!

Seat belt on, watch me go!

Yeeow! Yeeow! Yeeow!

I can fly my plane

Sometimes fast and sometimes slow!

Ring! Ring! Ring!

I can ride my bike!

Helmet on, watch me go!

Ring! Ring! Ring!

I can ride my bike

Sometimes fast and sometimes slow!

**Ex. 2**

1 ✓	3 X	5 ✓
2 ✓	4 X	6 X


**Ex. 3**

1 Nick	3 Jill	5 Kim
2 Sue	4 Jake	6 Mark

**Ex. 4**

- |        |         |          |
|--------|---------|----------|
| 1 sing | 4 dance | 7 the    |
| 2 draw | 5 jump  | 8 guitar |
| 3 draw | 6 play  |          |

**4 At the Toy Shop**

 **Ex. 1 (Track 07)**

- |         |         |          |
|---------|---------|----------|
| 1 kite  | 3 train | 5 car    |
| 2 plane | 4 ball  | 6 guitar |

**AUDIOSCRIPT**

*It's my birthday today,  
It's my birthday today!  
These are my presents,  
It's my birthday today!*

*Here's a kite and a plane,  
And a super toy train!  
These are my presents,  
It's my birthday today!*

*Here's a ball and a car,  
And a new toy guitar!  
These are my presents,  
It's my birthday today!*

**Ex. 2**

- 1 B    2 A    3 D    4 C

**Ex. 3**

- 1 car    box    train    bike  
The pupils circle the **box**.
- 2 robot    ball    TV    rocking horse  
The pupils circle the **TV**.
- 3 carpet    drum    kite    puzzle  
The pupils circle the **carpet**.
- 4 bed    guitar    plane    teddy bear  
The pupils circle the **bed**.

**Ex. 4**


- |                       |                 |                        |
|-----------------------|-----------------|------------------------|
| <b>A</b> a teddy bear | <b>C</b> a ball | <b>E</b> a (toy) train |
| <b>B</b> a puzzle     | <b>D</b> a bike |                        |

**Ex. 5**

- |                                |                     |
|--------------------------------|---------------------|
| 1 What's the boy's name?       | (His name is) Tony. |
| 2 Whose is the ball?           | (It's) Amy's.       |
| 3 Whose is the rocking horse?  | (It's) Jack's.      |
| 4 What's Tony's favourite toy? | His train.          |

**MY SKILLS 2**

**Listening**

 **Ex. 1 (Track 08)**

- |             |                 |        |
|-------------|-----------------|--------|
| 1 Evans     | 3 Pine          | 5 Paul |
| 2 8 (eight) | 4 14 (fourteen) |        |

**AUDIOSCRIPT**

**One**

**Boy:** Hello! Is this where the football classes are?  
**Man:** Yes, it is! Welcome. What's your name?  
**Boy:** Daniel Evans.  
**Man:** Evans? Can you spell that, please?  
**Boy:** E-V-A-N-S.  
**Man:** OK.

**Two**

**Man:** How old are you, Daniel?  
**Boy:** I'm eight.  
**Man:** Eight? All right.

**Three**


**Man:** Where do you live, Daniel?  
**Boy:** In Pine Street.  
**Man:** Pine Street?  
**Boy:** Yes. P-I-N-E. It's behind the school.  
**Man:** Oh, yes.

**Four**

**Man:** What number is your house?  
**Boy:** Number fourteen.  
**Man:** Fourteen ... Oh, is it the big red house?  
**Boy:** Yes, it is.

**Five**

**Man:** Is that your friend?  
**Boy:** Yes! His name is Paul.  
**Man:** Paul. Is that P-A-U-L?  
**Boy:** That's right. He wants to play football, too.

 **Ex. 2 (Track 09)**

**The pupils colour:**

- the scooter – green
- the big ball behind the train – purple
- the small rocking horse – yellow
- the small ball on the bike – red
- the teddy bear in the box – orange



**AUDIOSCRIPT**

**Boy:** Oh, what a lovely toy shop! Can I colour one of the toys?

**Woman:** Yes, you can. Look at the scooter.

**Boy:** The scooter? Oh, yes.

**Woman:** Colour the scooter green.

**Boy:** OK. The scooter is green.

**Woman:** Now look at the big ball.

**Boy:** The big ball? Behind the train?

**Woman:** Yes. Colour that ball purple.

**Boy:** Purple?

**Woman:** Yes.

**Woman:** Now look at the small rocking horse.

**Boy:** The small rocking horse ... Yes, there it is.

**Woman:** Colour it yellow, please.

**Boy:** Yellow?

**Woman:** Yes. Colour the small rocking horse yellow.

**Woman:** Now look at the small ball on the bike.

**Boy:** Pardon?

**Woman:** The ball on the bike. Colour it red, please.

**Boy:** Red? OK.

**Woman:** Can you see the teddy bear in the box?

**Boy:** Sorry? Which teddy bear?

**Woman:** The teddy bear in the box.

**Boy:** Ah, yes.

**Woman:** Colour it orange. Colour the teddy bear in the box orange, please.

**Reading and Writing**


**Ex. 1**

- |        |               |         |
|--------|---------------|---------|
| 1 draw | 3 play tennis | 5 jump  |
| 2 swim | 4 sing        | 6 dance |

**Ex. 2**

- |       |      |       |
|-------|------|-------|
| 1 yes | 3 no | 5 yes |
| 2 yes | 4 no |       |

**5 Animal World**

 **Ex. 1 (Track 10)**

- 4 On my farm!
- 1 I'm a farmer,
- 6 It's big and fat!
- 2 My name is Sam.
- 7 Moo, moo, moo!
- 8 It goes like that!
- 3 I've got a lot of animals
- 5 I've got a cow and,

**AUDIOSCRIPT**

I'm a farmer,  
My name is Sam.  
I've got a lot of animals  
On my farm!  
I've got a cow and,  
And it's big and fat!  
Moo, moo, moo!  
It goes like that!

**Ex. 2**

- 1 A    2 E    3 F    4 B    5 D    6 C

- **Suggested answer key**  
I've got two wings, feathers  
and a beak. I can talk, too!



**Ex. 3**

- 1 D    2 C    3 B    4 E    5 A

**Ex. 4**


- |       |         |         |
|-------|---------|---------|
| 1 dog | 3 white | 5 climb |
| 2 Max | 4 swim  |         |

- **Suggested answer key**

**My pet:** cat  
**Name:** Puma  
**Colour:** black  
**Can:** climb  
**Can't:** swim



**6 Tasty Food**

 **Ex. 1 (Track 11)**

- |        |           |         |
|--------|-----------|---------|
| 1 rice | 3 pizza   | 5 salad |
| 2 milk | 4 chicken | 6 fish  |

**AUDIOSCRIPT**

I love sausages,  
I love rice,  
Bread and milk  
Are very nice!

I love salad,  
I love fish,  
I love anything  
On a dish!

I love pizza,  
I love chicken,  
My favourite things  
Are in the kitchen!  
The kitchen!  
All my favourite things  
Are in the kitchen!


I love pizza,  
I love chicken,  
My favourite things  
Are in the kitchen!  
The kitchen!  
All my favourite things  
Are in the kitchen!



**Ex. 2**

- |           |        |         |
|-----------|--------|---------|
| 1 animals | 3 swim | 5 mouth |
| 2 run     | 4 ears | 6 fruit |

**7 Up My Street**

 **Ex. 1 (Track 14)**

- |               |               |
|---------------|---------------|
| 1 supermarket | 3 music       |
| 2 bank        | 4 post office |

**AUDIOSCRIPT**

<i>Walking in the town, Walking round and round, Walking in the town, Walking up and down.</i>	<i>Walking in the town, Walking round and round, Walking in the town, Walking up and down.</i>
<i>Where's the flower shop? Next to the supermarket. Where's the pet shop? Next to the bank.</i>	<i>Where's the music shop? Next to the restaurant. Where's the post office? Next to the bank.</i>

**Ex. 2**

- |                        |                        |
|------------------------|------------------------|
| <b>A</b> swimming pool | <b>E</b> supermarket   |
| <b>B</b> cinema        | <b>F</b> train station |
| <b>C</b> hospital      | <b>G</b> café          |
| <b>D</b> toy shop      | <b>H</b> sweet shop    |
| • 1 hospital           | 3 toy shop             |
| 2 café                 | 4 cinema               |

**Ex. 3**

- |               |                 |            |
|---------------|-----------------|------------|
| 1 supermarket | 3 café          | 5 cinema   |
| 2 bank        | 4 train station | 6 toy shop |


**Ex. 4**

- 1 C    2 E    3 D    4 A    5 B

• **Suggested answer key**

I live in a house in Barcelona. Barcelona is a big city in Spain. There are a lot of houses and shops in Barcelona. My school is next to a big park. On Saturdays, I go to the cinema with my parents. I think my city is great because there is a lot to see and do.

**8 Jobs**

 **Ex. 1 (Track 15)**

- |             |           |         |        |
|-------------|-----------|---------|--------|
| 1 policeman | 3 postman |         |        |
| 2 fireman   | 4 milkman |         |        |
| • 1 walk    | 2 run     | 3 drive | 4 ride |

**AUDIOSCRIPT**

*I'm a policeman in the town.  
All day long, I walk around!*

*It's my job, it's what I do.  
It's my job, I like it, too!*

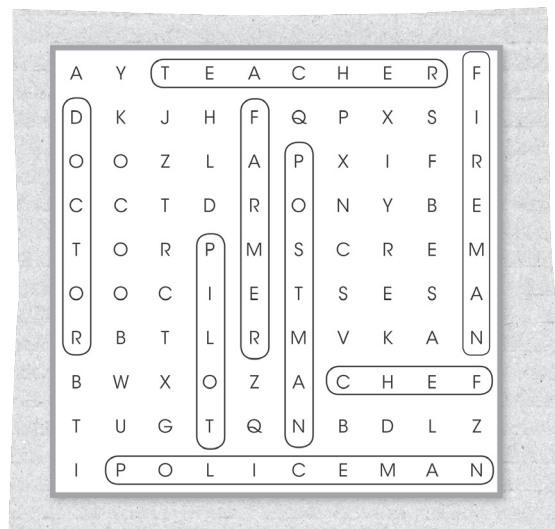
*I'm a fireman in the town.  
All day long, I run around!*

*I'm a postman in the town.  
All day long, I ride around!*

*I'm a milkman in the town.  
All day long, I drive around!*

**Ex. 2**

- |           |             |           |
|-----------|-------------|-----------|
| 1 pilot   | 4 policeman | 7 fireman |
| 2 teacher | 5 doctor    | 8 chef    |
| 3 farmer  | 6 postman   |           |



**Ex. 3**

- |            |               |
|------------|---------------|
| 1 a doctor | 4 a policeman |
| 2 a chef   | 5 a teacher   |
| 3 a farmer | 6 a fireman   |

**Ex. 4**

- |                |                    |
|----------------|--------------------|
| 1 a doctor – a | 4 a bus driver – a |
| 2 a pilot – a  | 5 a teacher – b    |
| 3 a farmer – b | 6 a vet – b        |

- Chef.  
She cooks tasty food.




**Ex. 5**

- |                 |                  |          |
|-----------------|------------------|----------|
| 1 teacher       | 4 car            | 7 dinner |
| 2 school        | 5 children       | 8 bed    |
| 3 six (o'clock) | 6 four (o'clock) |          |
- 1 school   3 car   5 four   7 family  
 2 six   4 children   6 seven   8 bed

**MY SKILLS 4**


**Listening**

 **Ex. 1 (Track 16)**

- |                           |                             |
|---------------------------|-----------------------------|
| <b>Sue</b> – cinema       | <b>Kim</b> – bank           |
| <b>John</b> – toy shop    | <b>Alex</b> – supermarket   |
| <b>Daisy</b> – sweet shop | <b>Fred</b> – train station |

**AUDIOSCRIPT**

**Woman:** Where's Sue?  
**Boy:** Sue? She's at the cinema with her friends. They're watching a film.  
**Woman:** What about John? Where's John?  
**Boy:** John is buying a present at the toy shop. It's his brother's birthday today.  
**Woman:** Is Kim at the sweet shop?  
**Boy:** No, Daisy is at the sweet shop.  
**Woman:** Where's Kim then?  
**Boy:** Kim's at the bank with her mum.  
**Woman:** And Alex? Where's Alex?  
**Boy:** Alex is helping his grandma. He's at the supermarket.  
**Woman:** Oh, I see. And Fred?  
**Boy:** Fred is at the train station.

 **Ex. 2 (Track 17)**

- 1 B      2 C      3 A      4 C

**AUDIOSCRIPT**

**One. What is Tom's job?**

**Woman:** Tom, what's your job? Are you a chef or a farmer?  
**Man:** I'm a pilot. I fly planes.  
**Woman:** A pilot? Wow! That's great!

**Two. Who is Kevin's mum?**

**Girl:** Kevin, does your mum help sick animals?  
**Boy:** No, she's a doctor. She helps sick people.  
**Girl:** That's great! My mum is a teacher. She teaches young children.

**Three. Where is Bill?**

**Boy:** Hi, Mum!  
**Woman:** Hi, Bill! Can you get some orange juice, too, please?  
**Boy:** Sure, Mum!  
**Woman:** And, don't forget the eggs!  
**Boy:** OK, Mum! Bye!

**Four. Where is the pet shop?**

**Man:** There is a new pet shop in town.  
**Woman:** Oh, yes! It's next to the cinema.  
**Man:** No, the toy shop is next to the cinema.  
**Woman:** Where is it then?  
**Man:** It's next to the swimming pool.

**Reading and Writing**


**Ex. 1**

- |           |            |            |
|-----------|------------|------------|
| 1 shops   | 3 opposite | 5 Saturday |
| 2 between | 4 friends  |            |

**Ex. 2**

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 B | 3 B | 5 B | 7 A |
| 2 A | 4 A | 6 A | 8 A |

**9 Daily Routine**

 **Ex. 1 (Track 18)**

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 D | 2 C | 3 A | 4 B |
|-----|-----|-----|-----|

**AUDIOSCRIPT**

Tick Tock, it's eight o'clock,  
 Another lovely day!  
 I have a shower, I go to school,  
 I'm happy it's today!

Tick Tock, it's one o'clock,  
 Another lovely day!  
 I eat my lunch, I play outside,  
 I'm happy it's today!

Tick Tock, it's six o'clock,  
 Another lovely day!  
 I watch TV, I ride my bike,  
 I'm happy it's today!

Tick Tock, it's ten o'clock,  
 Another lovely day!  
 I read a book, I go to sleep,  
 I'm happy it's today!

**Ex. 2**

1 b    2 a    3 b    4 b    5 b    6 a

**Ex. 3****Across**1 Saturday  
4 Wednesday  
6 Tuesday  
7 Friday**Down**2 Thursday  
3 Monday  
5 Sunday

- 1 Monday                      5 Friday
- 2 Tuesday                     6 Saturday
- 3 Wednesday                7 Sunday
- 4 Thursday

**Ex. 4**

- 1 She gets up.
- 2 She goes to school.
- 3 She has lunch.
- 4 She has dinner.
- 5 She watches TV or listens to music.
- 6 She brushes her teeth and goes to bed.

- **Suggested answer key**

- 1 I get up at 7 o'clock.
- 2 I go to school at 8 o'clock.
- 3 I go to bed at 9 o'clock.

**10 All Year Round****Ex. 1 (Track 19)**

1 sun    2 rain    3 snow    4 flowers

**AUDIOSCRIPT**

Summer, autumn, winter, spring,  
A time of year for everything!  
Summer for the sun,  
Autumn for the rain,  
Winter for the snow,  
Spring for the flowers!  
Summer, autumn, winter, spring,  
A time of year for everything!

**Ex. 2**

**summer:** pumpkin            **winter:** starfish  
**autumn:** swimsuit           **spring:** sledge

**Ex. 3**

- 1 winter                        3 summer
- 2 spring                        4 autumn

**Ex. 4**

1 January	7 July
2 February	8 August
3 March	9 September
4 April	10 October
5 May	11 November
6 June	12 December

**Ex. 5**

1 A	3 B	5 A
2 B	4 A	6 B

**Ex. 6**

1 a            2 b            3 a            4 b

**Ex. 7**

<b>A</b> 1 sunny	3 riding
2 flying	4 eating
<b>B</b> 1 fun	3 ice skating
2 snowing	4 drinking
<b>C</b> 1 raining	2 reading
<b>D</b> 1 hot	2 swimming

1 B            2 C            3 A            4 D

**MY SKILLS 5****Listening****Ex. 1 (Track 20)****Ben** – The boy making a snowman.**Anna** – The girl picking flowers.**Lucy** – The girl painting pumpkins.**Bob** – The boy skiing.**Eva** – The girl swimming.**Dan** – The boy ice skating.**AUDIOSCRIPT****Woman:** What lovely pictures, Emma! Who is the boy in this picture?**Girl:** That's Ben. He likes making snowmen. That's why winter is his favourite season.**Woman:** Wow! That's a nice snowman!**Girl:** Yes, it is!**Girl:** Look at the girl in this picture, Grandma! It's my friend, Anna. Her favourite season is spring.**Woman:** What pretty flowers!**Girl:** Yes, she likes picking flowers.

**Woman:** The red ones are my favourite.

**Girl:** Can you see the girl next to the pumpkins?

**Woman:** Yes, I can.

**Girl:** Her name is Lucy. She likes painting pumpkins in autumn.

**Woman:** Autumn is my favourite season, too!

**Woman:** Is this Bob in this picture?

**Girl:** Yes, it is. He likes skiing in winter.

**Woman:** How nice!

**Woman:** Who is the girl in this picture?

**Girl:** That's Eva. Eva loves summer, because she likes swimming.

**Woman:** I like swimming, too!

**Girl:** Can you see the boy with the green hat?

**Woman:** Yes, I can! What's his name?

**Girl:** Dan. He likes ice skating in winter.

**Woman:** Oh, that's great!



**Ex. 2 (Track 21)**

- 1 C      2 A      3 B      4 B

**AUDIOSCRIPT**

**One: What is Alice doing?**

**Woman:** Is Alice having lunch?

**Boy:** No, she isn't. She's in her bedroom.

**Woman:** Oh, is she doing her homework?

**Boy:** No, she's listening to music.

**Two: What's the weather like?**

**Girl:** What's the weather like today? Is it snowing?

**Boy:** No, but it's raining.

**Girl:** Is it windy too?

**Boy:** No, it isn't!

**Three: When is Tom's birthday?**

**Woman:** Is your birthday in winter, Tom?

**Boy:** No, my brother's birthday is in December. My birthday is in spring.

**Woman:** Oh, so is it in March?

**Boy:** No, it's in April.

**Four: What does Helen do on Saturday mornings?**

**Woman:** Helen, do you watch TV on Saturday mornings?

**Girl:** No, I don't! I like going to the park.

**Woman:** Do you ride your bike at the park?

**Girl:** No, I play football with my friends.

**Reading and Writing**

**Ex. 1**

- 1 X      2 ✓      3 X      4 X      5 ✓

**Ex. 2**

- 1 snowman                      3 (toy) car                      5 dad  
2 boots                              4 puzzle                              6 coat

**Let's Play!**

*How to play the board game*

Divide the class into two teams, A and B, or into pairs. Ask the pupils to use a coin, a pencil sharpener, a rubber, etc, as a counter and place it on START. Teams or pairs take turns to roll a dice, spin a spinner, etc, and then move along the board according to the number. The pupils must name the item(s) or carry out the instruction on the square they land on. A correct answer allows the pupils to stay where they are, whereas an incorrect one means that they must move one square backwards. If they land on a *Miss a turn!* square, they miss their turn. If they land on a *Play again* square, they roll again.

- 1 a bookcase
- 2 a pilot
- 3 The pupils play again.
- 4 scooter
- 5 a caravan
- 6 aunt
- 7 giraffe
- 8 a cinema
- 9 The pupils miss a turn.
- 10 **Suggested answer:** a carrot
- 11 a doctor
- 12 ride a horse
- 13 **Suggested answer:** a vet, a teacher, a farmer
- 14 The pupils miss a turn.
- 15 **Suggested answer:** aunt, uncle, cousin, mum, dad
- 16 **Suggested answer:** a bed, a desk, posters, a TV
- 17 (three) mice
- 18 The pupils play again.
- 19 **Suggested answer:** I can fly!
- 20 The pupils miss a turn.
- 21 It's raining.
- 22 They are sleeping.
- 23 Yes, I do./No, I don't.
- 24 The pupils play again.
- 25 Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
- 26 cheese
- 27 eight o'clock

## My Projects

**Note:** Every time the pupils finish their projects, have them show their work to a friend and they each put a sticker in the other's *MY FRIEND* box, to show that they like their friend's work. The pupils can find stickers at the end of the *Pupil's Book* and can stick up to three stickers in each *MY FRIEND* box. This provides them with the opportunity to learn how to evaluate and assess other pupils' work and, ultimately, reflect upon their own. After each project has been presented, use the *MY TEACHER* box to put a sticker to reward pupils for their work.

### 1 Meet My Family!

#### FAMILY FUN!

**NOTE:** If possible, bring in a family photo to describe and show to the class.

- Read the title aloud and tell pupils that this project is about presenting ways the pupils have fun with their family.
- Ask the pupils, in L1 if necessary, what they do with their family to have fun.
- Tell the pupils to use a photo (with permission from a parent) or draw a picture of their family having fun, and then to complete the sentences below with information from the photo.
- The pupils then do the project in class or for homework. When they finish, the pupils present their projects to the class.

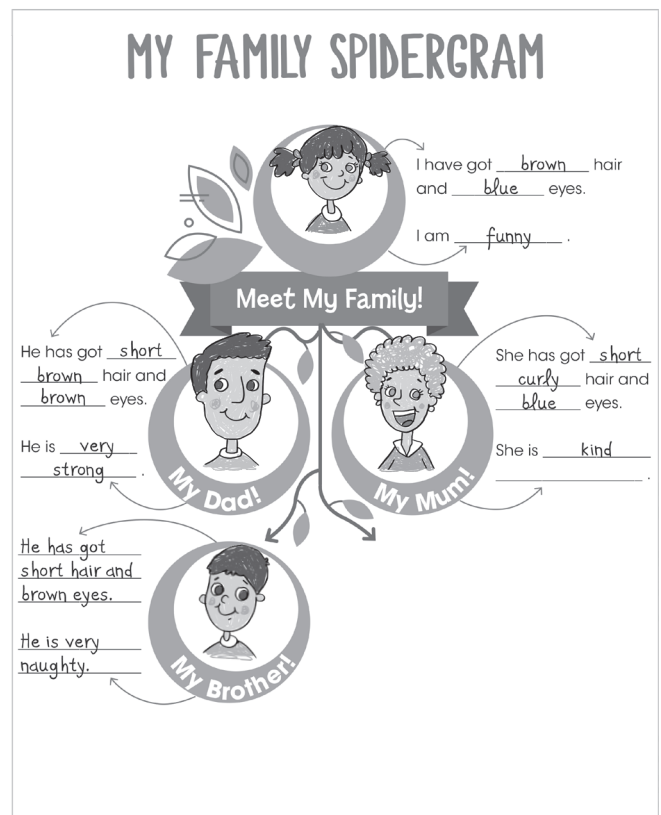
#### Suggested answer key



### MY FAMILY SPIDERGRAM

- Point to the title and read it aloud. Point to the first circle and introduce yourself. Point to the first arrow, read the sentence aloud and complete the gaps with the colour of your hair/eyes. Then point to the second arrow and use an adjective to describe yourself, e.g. *I am funny*.
- Point to the next two circles (*Mum, Dad*). Go through the sentences in a similar way to presenting yourself, but highlight the grammatical differences between talking about yourself and others (*am/is, have/has got*).
- The pupils draw themselves and their family in the corresponding circles, and complete the missing information. Tell the pupils that they can draw additional circles to add more family members to the spidergram.
- The pupils then do the project in class or for homework. Tell them that they can use photos (with permission from a parent) or draw their own instead. When they finish, the pupils present their projects to the class.

#### Suggested answer key

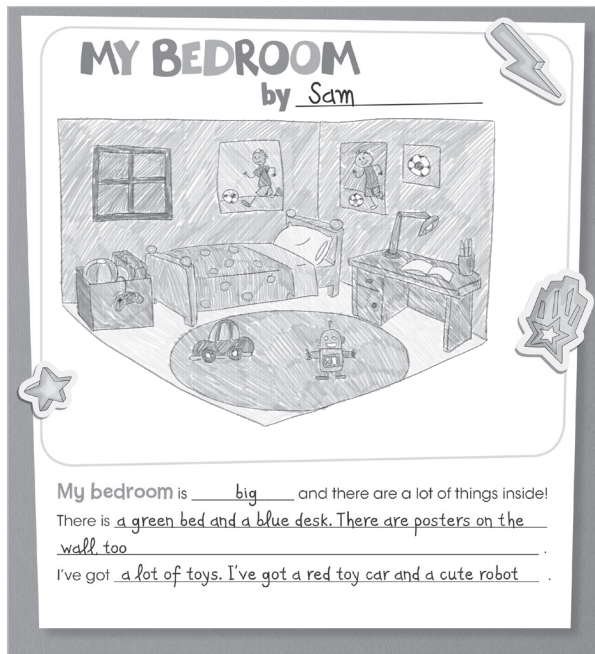


## 2 At Home

### MY BEDROOM

- Name items found in a specific room in a house, and ask the pupils to guess which room it is. Make sure you name the bedroom items last.
- Refer the pupils to the project. Read the title aloud and elicit whose name the pupils should write in the space (*their own*). Tell the pupils that they are going to draw their bedroom and complete the description below.
- Ask individual pupils some questions about their bedrooms (e.g. *Is it big or small? What colour is it? What is there in your bedroom? What else have you got?*). Then read through the sentences below and elicit different answers.
- The pupils do the project in class or for homework. When they finish, the pupils present their projects to the class.

### Suggested answer key



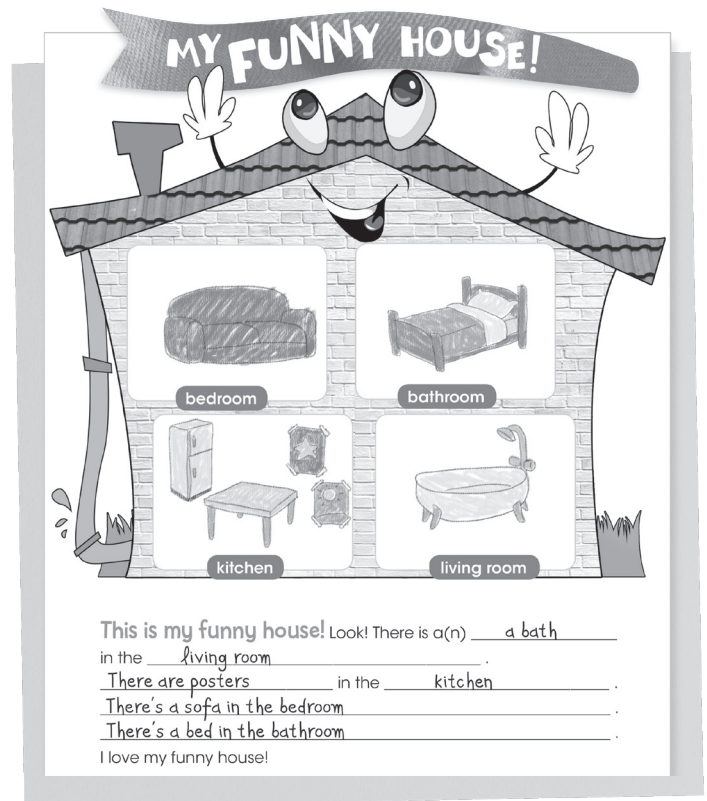
### MY FUNNY HOUSE!

- Read the title aloud and elicit the different rooms in a house.
- Tell the pupils, in L1 if necessary, that in each room they will draw funny things/items that aren't normally found in that room. Encourage the pupils to be creative and imaginative, and give an example (e.g. *a bath in the kitchen*).
- Read through the sentences at the bottom of the

page and tell the pupils to complete them once they have finished their drawings.

- The pupils do the project in class or for homework. When they finish, the pupils present their projects to the class.

### Suggested answer key



## 3 Let's Do It!

### MY CLASS REPORT

- Read the title aloud and elicit/explain what a *report* is. Point to the different activities at the top of the table and ask the pupils to name them.
- Tell the pupils that they will ask five friends what activities they like doing and record their answers in the table. Demonstrate by asking a pupil their name, tracing it in the box with your finger and asking them: "Do you like riding a bike?". Elicit: "Yes, I do." or "No, I don't.". Hold up the table and tick the box (with your finger) for the Yes answers or put a cross for the No answers.
- The pupils do the project in class. When they finish, the pupils present their projects to the class (e.g. *Ben likes riding a horse, but he doesn't like playing football.* etc).



### IN MY FREE TIME ...

- Read the title aloud. Ask the pupils to name things they like doing in their free time and write them on the board to help with the project.
- Point to the heart symbol and elicit things the pupils like doing. Then point to the thumbs down symbol and elicit things they don't like doing. Ask the pupils to draw activities in the appropriate boxes and complete the sentences above each box.
- The pupils do the project in class or for homework. Tell the pupils that they can use the Internet (with the supervision of a parent) to find pictures or draw their own instead. When they finish, the pupils present their projects to the class.

### Suggested answer key



## 4 At the Toy Shop

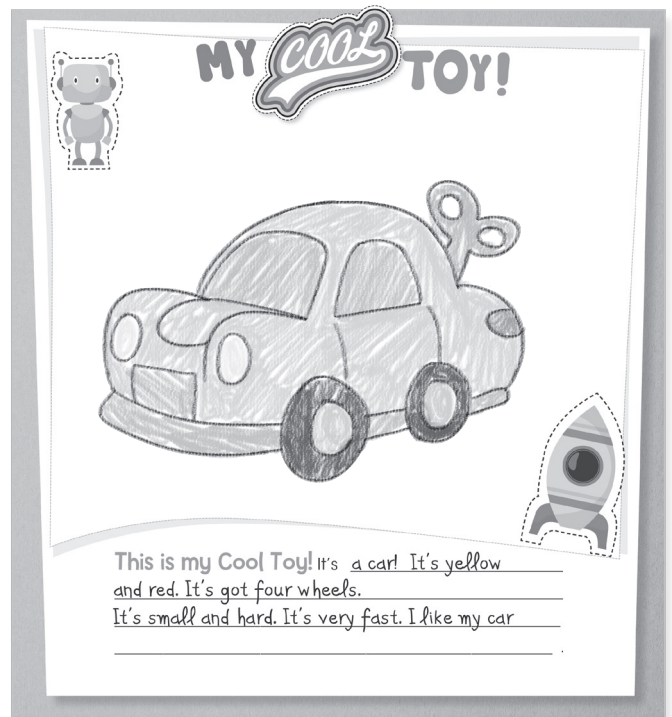
### MY COOL TOY!

- Encourage the pupils to name as many toys as they can.
- Refer the pupils to the project and read the title aloud. Ask the pupils to think of all their toys and choose one that they will present.
- Ask individual pupils questions about the toy they have chosen (e.g. *What colour is it?, Is it big or small?, Is it hard or soft?, Is it fast or slow?* etc).
- Ask the pupils to draw their cool toy and complete the

sentence at the bottom of the page with information about it.

- The pupils do the project in class or for homework. Tell pupils that they can use the Internet (with the supervision of a parent) to find pictures or draw their own instead. When they finish, the pupils present their projects to the class.

### Suggested answer key



### SOFT TOYS / HARD TOYS

**NOTE:** Bring in pictures of toys made of different kinds of material, soft and hard.

- Read the title aloud and explain/elicit *hard* and *soft*. Point to the pictures of the two balls and elicit which one is soft and which one is hard.
- If you wish, have a discussion in L1 about the different materials that can be used for soft toys (i.e fabric, cotton, rubber) and those used to make hard toys (i.e wood, metal, plastic). Show the pupils the pictures of the toys and ask: *What is it? What's it made of? Is it soft or hard?* Brainstorm more examples of toys that are soft/hard.
- Ask the pupils to complete both columns with toys made of soft material and toys made of hard material.
- The pupils do the project in class or for homework. Tell the pupils that they can use the Internet (with the supervision of a parent) to find pictures or draw their own instead. When they finish, the pupils present their projects to the class.

**Suggested answer key**

**Soft toys:** a train made of fabric, a rubber duck

**Hard toys:** a plastic train, a wooden duck

**5 Animal World**

**ANIMALS IN THE SEA! / ANIMALS ON LAND!**


- Read the title aloud and elicit/explain sea and land. Name animals that live in the sea or on land and ask the pupils to raise their left hand if the animal lives in the sea and their right hand if the animal lives on land.
- Refer the pupils to the project and point to the animal in the sea section. Go through the possible answers for what the animals that live in the sea can do and what physical characteristics they've got (e.g. *they can swim, they've got fins*, etc). Then tell the pupils your favourite animal in the sea (e.g. *dolphin*) and say why (*because it's clever*).
- Repeat the procedure with animals on land. Elicit what they can do/have got. Tell the pupils your favourite animal on land (e.g. *lion*) and say why (*because it's strong*).
- The pupils then do the project in class or for homework. Tell the pupils that they can use the Internet (with the supervision of a parent) to find pictures or draw their own instead. When they finish, the pupils present their projects to the class.

**Suggested answer key**

**ANIMALS IN THE SEA!**

- They can swim.
- They've got fins.


My favourite animal in the sea is the dolphin because it is very clever.



**ANIMALS ON LAND!**

- They can run.
- They've got legs, fur and long tails.

My favourite animal on land is the tiger because it's got beautiful fur and it can run fast.



**ANIMAL BODIES**

- Elicit the different parts of animals' bodies (*wings, tail* etc), then call out an animal body part and ask the pupils to mime having it.
- Refer the pupils to the project and read the title aloud. Point to each box and ask the pupils to think of animals that have got that physical feature (e.g. *wings - chickens*).
- The pupils then do the project in class or for homework. Tell the pupils that they can use the Internet (with the supervision of a parent) to find pictures or draw their own instead. When they finish, the pupils present their projects to the class.

**Suggested answer key**

**Wings:** a parrot, a chicken, a duck, etc

**A tail:** a giraffe, an elephant, a lion, etc

**Fins:** a shark, a dolphin, etc

**A beak:** a parrot, a chicken, an eagle, etc

**Four legs:** a dog, a rabbit, a rhino, etc

**No legs:** a snake, a snail, etc

**6 Tasty Food**

**MY SMOOTHIE**

- Read the title aloud and elicit/explain the word *smoothie*.
- Ask the pupils, in L1 if necessary, to think of different smoothie flavours that they have tried and tell the class.
- Tell the pupils, in L1 if necessary, that they are going to create a new smoothie and that they can choose up to four ingredients to put in it. The pupils then draw their ingredients in the blender and write what they are in the list.
- The pupils do the project in class or for homework. Tell the pupils that they can use the Internet (with the supervision of a parent) to find pictures or draw their own instead. When they finish, the pupils present their projects to the class.

**Suggested answer key**

**List:** a banana, 10 strawberries, chocolate, milk  
**(Pupils' own drawings)**

**THE EATWELL PLATE**

- Ask the pupils to stand up. Explain that you are going to call out different food items. The pupils have to jump to the left if the food is healthy or to the right if it isn't healthy.

- Refer the pupils to the project and read the title aloud. Explain to the pupils, in L1 if necessary, that the Eatwell Plate shows you what you need to eat to be healthy. Explain that there are five main categories of food that we can eat, and read out the labels.
- Tell the pupils to find examples of food/drink items for each section on the plate.
- The pupils do the project in class or for homework. Tell the pupils that they can use the Internet (with the supervision of a parent) to find pictures or draw their own instead. When they finish, the pupils present their projects to the class.

**Suggested answer key**

**Fruit and vegetables:** apples, cherries, carrots, peppers

**Bread, rice, potatoes, pasta:** slices of bread, potatoes, rice

**Milk and dairy foods:** a carton of milk, yogurt

**Sweet foods and drinks:** cake, fizzy drinks

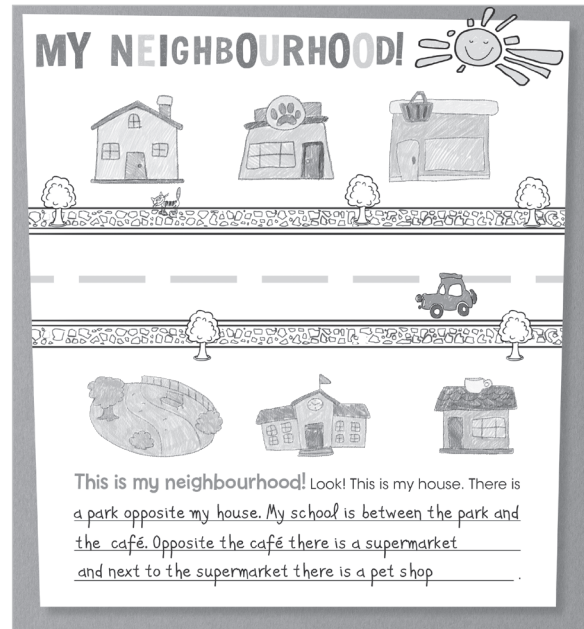
**Meat, fish, eggs, beans:** steak, fish, eggs, beans

**7 Up My Street**

**MY NEIGHBOURHOOD!**

- Elicit/Explain the word *neighbourhood*. Ask the pupils, in L1 if necessary, to name shops and places they see in their neighbourhood. Write the answers on the board. Ask a pupil to come to the front and whisper a place to them. The pupil then acts out being in that place, and the other pupils guess which place it is.
- Refer the pupils to the project. Tell the pupils that they are going to complete the picture by drawing what is in their neighbourhood. When they finish their drawings, the pupils complete the sentence below, describing what is in their neighbourhood. Make sure to help with any questions regarding spelling of words.
- The pupils then do the project in class or for homework. When they finish, the pupils present their projects to the class.

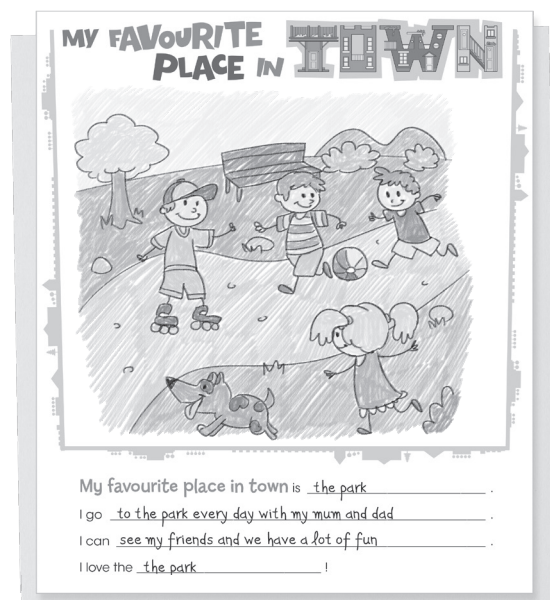
**Suggested answer key**



**MY FAVOURITE PLACE IN TOWN**

- Refer the pupils to the project and read the title aloud. Ask the pupils to name as many places in a town as they can, and write their suggestions on the board to help with the project.
- Tell the pupils that they are going to draw their favourite place in town and write about it.
- The pupils do the project in class or for homework. Tell the pupils that they can use the Internet (with the supervision of a parent) to find pictures or draw their own instead. When they finish, the pupils present their projects to the class.

**Suggested answer key**



## 8 Jobs

### I WANT TO BE ...

- Refer the pupils to the project and read the title aloud. Have a discussion, in L1 if necessary, about what the pupils would like to be and why.
- Explain to the pupils that they will think of a job that they would like to do when they are older, and draw a picture of it.
- The pupils then do the project in class or for homework. Tell the pupils that they can use the Internet (with the supervision of a parent) to find pictures or draw their own. When they finish, the pupils present their projects to the class.

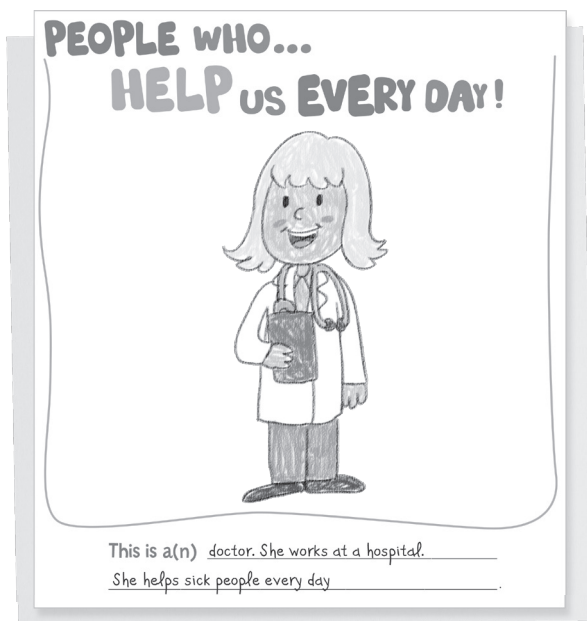
### Suggested answer key

I want to be a vet because I want to help sick animals.

### PEOPLE WHO HELP US EVERY DAY!

- Read the title aloud. Elicit different people (*jobs*) that help every day in a community (i.e. *a doctor, a postman, a teacher, a police officer, etc.*).
- Ask the pupils to choose one of these people (*jobs*) and to draw them. Ask the pupils to complete the sentence at the bottom of the page, saying what they do.
- The pupils then do the project in class or for homework. Tell the pupils that they can use the Internet (with the supervision of a parent) to find pictures or draw their own. When they finish, the pupils present their projects to the class.

### Suggested answer key



## 9 Daily Routine

### A PERFECT DAY!

- Refer the pupils to the project and read the title aloud. Ask the pupils to think of what a *perfect day* would be for them. Explain in L1 if necessary.
- Ask the pupils to draw themselves and the activities they would do on a perfect day and then write a few sentences about it.
- The pupils do the project in class or for homework. Tell the pupils that they can use the Internet (with the supervision of a parent) to find pictures or draw their own. When they finish, the pupils present their projects to the class.

### Suggested answer key



### WEEKEND SURVEY

- Read the title aloud and elicit/explain the words *weekend* and *survey*. Ask the pupils to name fun things that they do at the weekend.
- Refer the pupils to the table. Point to and elicit the different activities shown at the bottom of the table.
- Tell the pupils that they will ask ten classmates what activities they do at the weekend, and record the answers in the table in the form of a bar chart. Have them pick a colour to represent each activity (e.g. *green for watching TV, orange for swimming, etc.*). For each classmate that says they do an activity, the pupils colour in a box

using the colour they have chosen for that activity. If you wish, demonstrate this first with a pupil by asking: “Do you watch TV at the weekend?”. If the pupil says “Yes, I do.”, hold up a colouring pencil and mime colouring a box. If the pupil’s answer is “No, I don’t.”, explain that they do not colour in a box, but move on to the next activity.

- The pupils then do the project in class. When they finish, the pupils present their projects to the class (e.g. *nine friends watch TV at the weekend, four swim at the beach, etc.*)

**Extension:**

Ask the pupils to think of other activities and make a new table on another piece of paper to present to the class.

## 10 All Year Round

### MY FAVOURITE SEASON!

- Elicit the four seasons. Ask the pupils which season is their favourite.
- Refer the pupils to the project. Point to the middle and ask a pupil to name a season, then ask the class to tell you the months and the weather during that season, if anyone they know has their birthday at that time and the clothes we usually wear.
- Tell the pupils that they are going to choose a season and complete the boxes accordingly.
- The pupils then do the project in class or for homework. When they finish, the pupils present their projects to the class.

**Suggested answer key**

**Season:** summer

**Months:** June, July, August

**Weather:** sunny, hot

**Clothes:** T-shirts, shorts

**Birthdays:** 5 June – Mum, 10 August – Mary

### MY SPECIAL DAY!

- Read the title aloud and refer the pupils to the project. Use yourself as an example. Tell the pupils what season your birthday is in and what month it is in. Ask the pupils to say what the weather is usually like and what activities you usually do at this time of year.
- Tell the pupils, in L1 if necessary, that they are going to complete the project about themselves and draw a picture.

- The pupils then do the project in class or for homework. Tell the pupils that they can use the Internet (with the supervision of a parent) to find pictures or draw their own. When they finish, the pupils present their projects to the class.

**Suggested answer key**

My birthday is in **summer**.

It is in **June**.

The weather is usually **hot and sunny**.

I usually **have a big party on my birthday. My friends come to my party and we have a lot of fun. We play games and we dance.**

### WHAT’S YOUR FAVOURITE?

- Refer the pupils to the title of the project. Read the title aloud and explain that pupils will talk about and present their favourite things/people.
- Ask individual pupils some of the questions from the projects.
- The pupils then do the project in class or for homework. They write their answers in the boxes. If you wish, you can ask the pupils to draw pictures of their answers on a separate piece of paper. When they finish, the pupils present their projects to the class.

**Extension:**

After the pupils have presented their work to the class, this template can also be used as a template for a board game. Put the pupils into pairs/groups and explain that when they land on a square, they say their favourite item for that category.

- Hand out a coin to each pair/group and explain that if the coin lands on one side, they move one square forward and if it lands on the other side, they move two squares forward.
- The pupils then play the board game. The first to get to the *Finish* first is the winner.

**Suggested answer key**

**Season:** winter

**Fruit:** cherry

**Hot drink:** chocolate

**Sweet:** lollipop

**Toy:** robot

**Job:** teacher

**Month:** December

**Room in your house:** bedroom

**Place in your town:** park

**Cold drink:** orange juice

**Person in your family:** brother

**Animal:** dog  
**Kind of weather:** sunny  
**Ice cream:** chocolate  
**Colour:** purple  
**Hobby:** tennis

## My Craftwork

### My Board Game!

**Aim:** To consolidate the vocabulary taught throughout the book.

**Materials:** The *My Board Game!* template, colouring pencils, dice/coin, counter.

Refer the pupils to the squares on the template. Explain to the pupils that they are going to make their own board game using these squares. Tell them to choose words from different units and either draw these words on each square (one per square) or write sentences describing that word. Once they have finished, the pupils carefully cut out the squares. At this point, you can put the pupils in pairs or in teams. Have them mix up their squares and lay them out, one next to the other, in any shape they like. Tell them they can use as many squares as they like. Then they can start playing the board game. The pupils roll the dice and move the number of squares it shows, or toss a coin and move 1 square for heads and 2 for tails. The first pair/team to reach the last square and give a correct answer is the winner.

#### Suggested answer key



### My Booster Book!

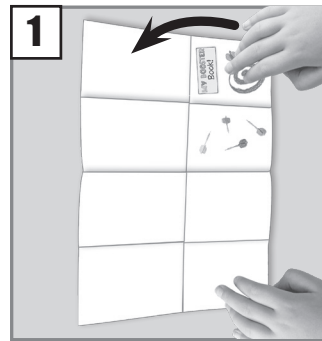
**Note:** It is suggested that you prepare a model of the craft before the lesson, so that you can show the pupils what it should look like and also guide them through the folding.

**Aim:** To consolidate the vocabulary taught throughout the book.

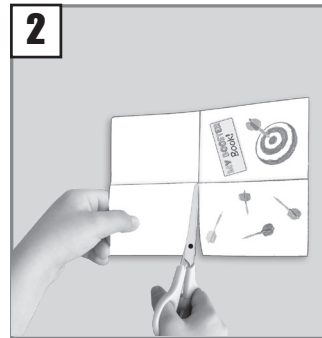
**Materials:** The *My Booster Book!* template, scissors, colouring pencils.

Refer the pupils to the template. Tell them that they are going to make their own book.

#### STEPS:

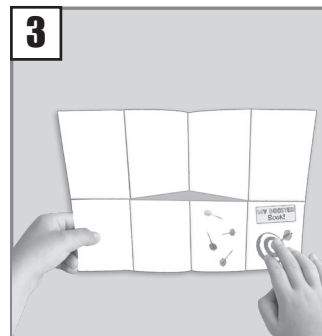


The pupils carefully cut out the template and fold it into eighths, as the lines suggest.

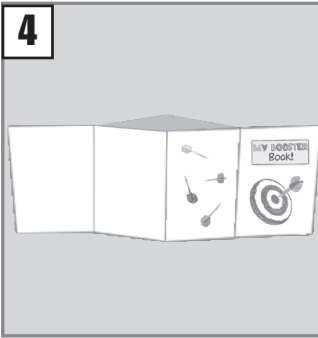


When they are done they unfold the template and fold it again in half, so that the folded edge with the dotted lines is facing towards them. Have them cut along the dotted lines in the middle

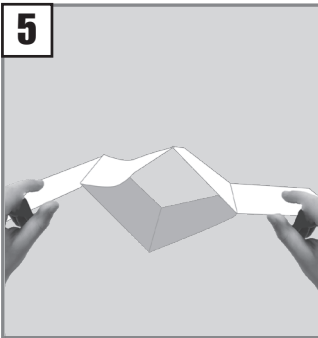
of the template until they reach the blue fold line. Make sure that they do not cut all the way across.



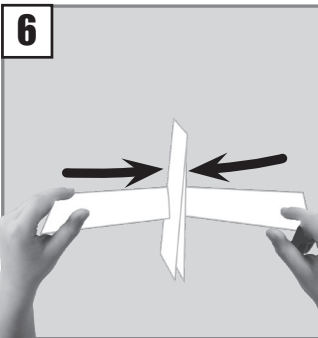
Tell the pupils to unfold the template again so that the slit is now in the centre.



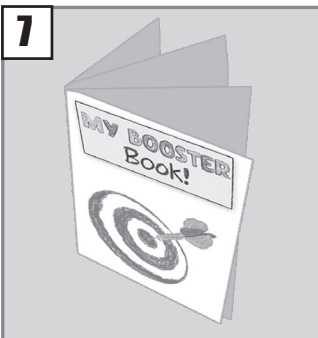
Have them fold the paper in half again, from long edge to long edge. The slit should be in the middle and at the top of the folded long edge.



Ask the pupils to hold the template with the gap in the cut edge open in the middle.



The pupils push the two ends of the template toward each other until they have 4 flaps moving outward from the centre like an X.



Then they choose the two flaps (the ones with the front and back covers on them) that are next to each other and push them so that they enclose the other pages of the book inside them.

Make sure that the title of the “book” is shown on the first page.

The ‘*My Booster Book*’ is now ready. If you wish, help the pupils carefully staple their books on one side so that it holds its shape. The pupils can choose to either write words from the different topics of the *Pupil’s Book*, and/or decorate their book with pictures and facts.

### Variation

The pupils can use the left-hand pages of their book to write facts or clues about a certain item they have chosen, and the right-hand page to draw the item. Have the pupils read out their facts/clues while the rest of the class guess the correct answer.

# PRIMARY Booster



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