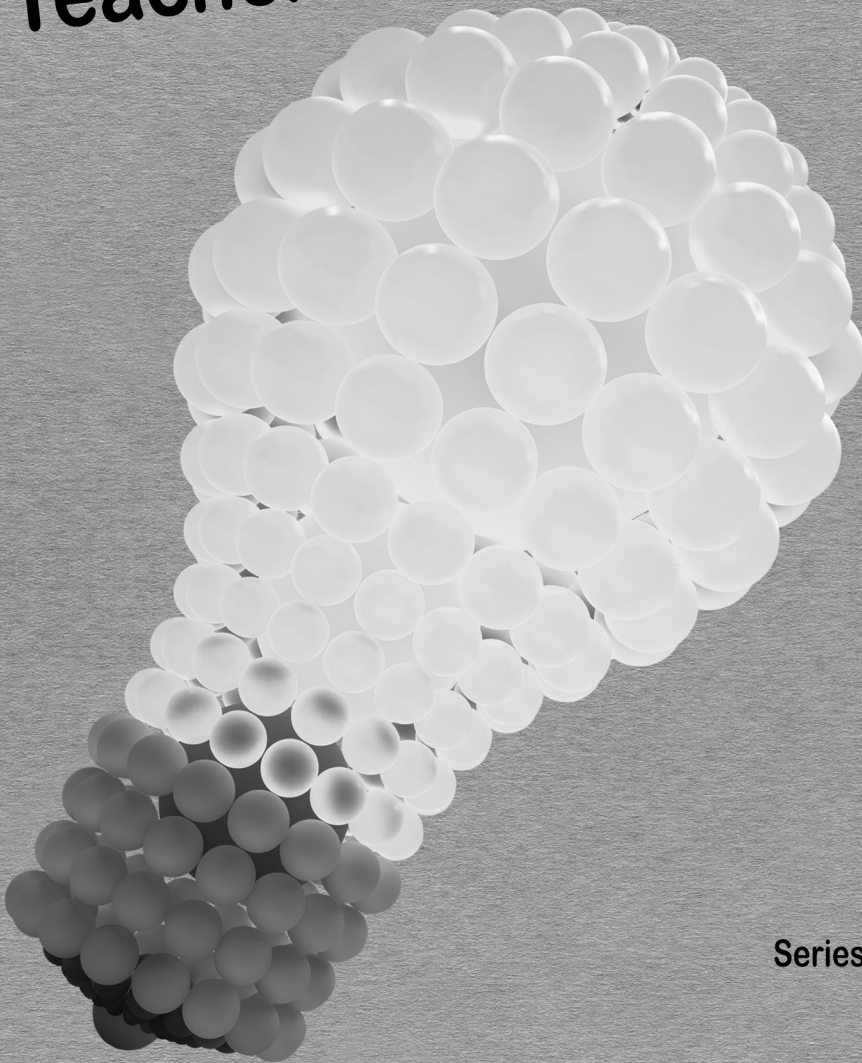


PRIMARY Booster

Teacher's Book



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Express Publishing

Published by Express Publishing

**Liberty House, Greenham Business Park, Newbury,
Berkshire RG19 6HW, United Kingdom
Tel.: (0044) 1635 959 759
email: inquiries@expresspublishing.co.uk
www.expresspublishing.co.uk**

© Jenny Dooley – Virginia Dooley, 2021

Series Consultant: Martina Jeren

Colour Illustrations: Jim Biggins, Alan Shephard, Kyr © Express Publishing, 2021

First published 2021

Made in EU

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ISBN 978-1-3992-0306-7

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Acknowledgements

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks for their support and patience are due in particular to: Meryl Philips (Editor in Chief), Julie Rich (senior editor); Stacey Bennett and Ross Kennedy (editorial assistants); Alex Barton (senior production controller) and the Express Publishing design team; and Demi Mels and Patricia Lewis. We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book.

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PRIMARY Booster

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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 4 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 emails. 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 4*. 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 the 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 People from Around the World



Ex. 1 (Track 02)

1 Spain 2 the UK 3 the USA

A 2 B 3 C 1

AUDIOSCRIPT

*My name is Margarita
And I'm from sunny Spain!
How are you, how are you,
And how are you again?*

*My name is Richard Greenham
And I'm from the UK!
How are you, how are you,
And how are you today?*

*My name is Buddy Smithson,
I'm from the USA!
How are you, how are you,
And how are you today?*

Ex. 2

1 b 2 a 3 c 4 b

Ex. 3

1 3C fat	2 E strong	3 B kind
2 1B young	3 D red	2 A green
3 2C beautiful	1 C fair	2 D blue
4 3A old	1 D thin	3 E black
5 1E short	2 B yellow	1 A funny

A 2 B 4 C 3 D 5 E 1

Ex. 4

1 C

1 American	3 mean
2 dark	4 planes

2 A

1 Croatian	3 English
2 short	4 kind

3 B

1 Australian	3 fair
2 strong	4 beard

Ex. 5

1 True	3 False	5 True
2 False	4 True	

2 Family Time



Ex. 1 (Track 03)

1 aunties	3 good	5 glue
2 stick	4 crew	6 glad

AUDIOSCRIPT

*Grandma, Grandpa, Mum and Dad!
Cousins, uncles, aunties!
We stick together for good or bad –
We're one big happy family.*

*One big happy family!
One big happy crew!
One big happy family!
We stick together like glue!*

*Grandma, Grandpa, Mum and Dad!
Cousins, uncles, aunties!
We're all happy,
We're all glad –
We're one big happy family!*

Ex. 2

1 A 2 B 3 A 4 B

Ex. 3

1 go – A	4 play – A	7 go – A
2 go – J	5 read – J	8 do – J
3 have – B	6 go – B	

Ex. 4

1 son	4 granddaughter	7 cousin
2 grandson	5 parents	8 aunt
3 grandparents	6 daughter	9 uncle

Ex. 5

1 D	3 E	5 A	7 H
2 C	4 F	6 B	8 G

a Ann	c Jim	e Tom	g Ben
b Pat	d Lucy	f Jenny	h Robert

MY SKILLS 1

Listening



Ex. 1 (Track 04)

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

AUDIOSCRIPT

Boy: Hello, Vicky! Come in!

Girl: Hello, Fred! Thank you!

Boy: It's our family barbecue today, so everyone's here. That's my mum, Sally. You know her, right?

Girl: Of course! She takes me and your sister to ballet class every Friday.

Boy: Oh, yes! Do you know that she likes going bowling?

Girl: Oh! That's fun!

Girl: Is that your grandpa? The man with the moustache?

Boy: Yes, that's my grandpa, Peter. We like doing jigsaw puzzles together. Here, have a look at the one we are doing now.

Girl: Wow! That's nice!

Girl: And who is that woman over there?

Boy: The one with glasses?

Girl: Yes. She seems really nice!

Boy: That's my grandma, Janet. She is really kind! And she loves planting flowers!

Girl: I like planting flowers, too!

Girl: Is that your aunt?

Boy: That's right! Her name's Lydia.

Girl: What does she like doing?

Boy: She likes playing the violin and she's very good at it, too!

Girl: I'd like to hear her play!

Boy: Can you see that boy over there? He's my cousin, Charlie.

Girl: What does he like doing?

Boy: Oh, he loves reading comics! He's got an amazing collection!

Girl: That sounds cool!

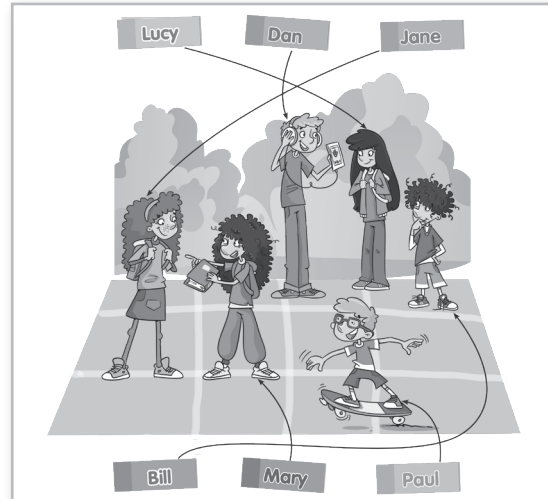
Girl: That man looks very strong!

Boy: That's my uncle, John. He loves going to the gym. Now, let's go have a burger. I'm hungry!

Girl: Good idea! Me, too!



Ex. 2 (Track 05)



AUDIOSCRIPT

Narrator: One

Woman: What have you got there, Daisy?

Girl: Look, Mum – It's a photo of my friends. We're all at school.

Woman: Oh, that's nice! Just look at all of you! Who's the girl with the long dark hair?

Girl: The tall girl?

Woman: That's right.

Girl: That's Lucy. She's really clever!

Narrator: Two

Woman: I think I know that boy. The one with short fair hair.

Girl: The one with glasses?

Woman: Yes.

Girl: That's Paul, Mum. We go to the gym together.

Woman: Ah, yes! Now I remember him.

Narrator: Three

Woman: That girl is very beautiful!

Girl: Which one?

Woman: The one with red hair and freckles.

Girl: Oh, that's Jane. Her mum is our teacher at school.

Woman: Oh, really? I didn't know that.

Narrator: Four

Woman: Who's the boy with the curly hair?

Girl: Curly hair? Oh, ... that's Bill. He's very funny.

Woman: I really like his hair!

Girl: It's amazing, isn't it!

Narrator: Five

Woman: *And is that boy Dan? He looks very different!*

Girl: *That's right! He's got short hair now.*

Woman: *Yes, he has! And he's so tall! He looks very different!*

Narrator: Six

Girl: *And see that girl?*

Woman: *Where?*

Girl: *Next to Jane. The one with the dark curly hair.*

Woman: *Oh, yes.*

Girl: *Her name is Mary. She is Bill's sister.*

Woman: *Mary? Yes, she looks a lot like her brother.*

Reading and Writing

Ex. 1

- 1 moustache 3 She's reading a book
- 2 running 4 She's sitting under the tree


Suggested answer key

The boy with the short brown hair is planting flowers.
The man is watering the flowers.

Ex. 2

- 1 reading 3 hair 5 at
- 2 looks 4 any 6 everyone

3 Time for School

 **Ex. 1 (Track 06)**

- 1 a 2 b 3 b 4 a

AUDIOSCRIPT

*I go to school on Mondays,
On Mondays, on Mondays,
I go to school on Mondays,
I always go to school!*

*I have PE on Tuesdays,
On Tuesdays, on Tuesdays,
I have PE on Tuesdays,
I always have PE!*

*I don't have Art on Fridays,
On Fridays, on Fridays,
I don't have Art on Fridays,
I never have Art!*

*I don't have school on Sundays,
On Sundays, on Sundays,
I don't have school on Sundays,
I never go to school!*

Suggested answer key

I have **Maths** on Tuesdays,
On Tuesdays, on Tuesdays,
I have **Maths** on Tuesdays,
I always have **Maths!**

I don't have **ICT** on Fridays,
On Fridays, on Fridays,
I don't have **ICT** on Fridays,
I never have **ICT!**

Ex. 2

- 1 G 3 B 5 C 7 H 9 I
- 2 F 4 A 6 E 8 D

Suggested answer key

PE, English, Science, Geography, Maths, History, ICT,
Art, Music

Ex. 3




Across




- 1 PE 8 GEOGRAPHY
- 5 ICT 9 SCIENCE




Down




- 2 ENGLISH 4 HISTORY 7 MUSIC
- 3 ART 6 MATHS

Ex. 4

1 **leaves home**   **gets to school** 
Tim always walks to school. He leaves home at quarter to eight every morning and gets to school fifteen minutes later.

2 **starts lesson**   **finishes lesson** 
Sophie has Science every Tuesday at quarter past nine. The lesson finishes one hour later.

3 **starts practice**   **finishes practice** 
Samantha is in the school volleyball team. They usually practise on Friday at quarter to six. They play for an hour and a half.

4 **starts homework**   **finishes homework** 
Robert always does his homework in the evening. He starts at seven o'clock and studies for forty-five minutes.

Ex. 5

The pupils put a tick (✓) next to the following items of clothing: skirt, shirt, jumper, trainers, trousers, socks, scarf, gloves, tracksuit

- **Suggested answer key**

I usually wear jeans and jumpers.
I never wear shirts or hoodies.

4 Food Shopping!**Ex. 1 (Track 07)**

1 True 2 False 3 True 4 False

AUDIOSCRIPT

*Pizza is my favourite food,
Pizza, pizza, it's so good!
Put some cheese on top of it,
Pizza, pizza, it's a hit!*

*Put your favourite food on it,
You don't need a knife or plate!
Eat it hot, or eat it cold,
Eat it when you're young or old!*

*Pizza is my favourite food,
Pizza, pizza, it's so good!
Put some cheese on top of it,
Pizza, pizza, it's a hit!*

Ex. 2

The pupils circle:

CHOCOLATE, HONEY, MANGO, BANANAS

- **Suggested answer key**

My favourite toppings are cheese, mushrooms and sausage.

Ex. 3

1 glass	5 jar	9 bar
2 pot	6 bowl	10 loaf
3 carton	7 can	
4 bottle	8 packet	

Ex. 4

1 B 2 A 3 D 4 C

Ex. 5

1 B 2 C 3 A 4 B

Ex. 6

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

Ex. 7

1 G	3 C	5 B	7 D
2 E	4 H	6 F	8 A

MY SKILLS 2**Listening****Ex. 1 (Track 08)**

The pupils colour:

the loaf of bread – red
the scarf – purple
the bowl in the cupboard – orange
the girl's uniform – green

The pupils write the word:

cherry – on the pie

AUDIOSCRIPT

Narrator: One

Man: *Would you like to colour this picture of a family?*

Girl: *Yes. Oh, look! They're having dinner in the kitchen.*

Man: *That's right! Can you colour the loaf of bread red, please? It's on the table.*

Girl: *Sorry. What colour?*

Man: *Colour the loaf of bread, red.*

Girl: *OK!*

Narrator: Two

Man: *Can you see the scarf?*

Girl: *Yes. It's on the chair!*

Man: *That's right. Colour it purple.*

Girl: *Oh, that's a nice colour! I love purple!*

Narrator: Three

Girl: *Can I do some writing?*

Man: *OK. Hmmm ... Write the word 'cherry'.*

Girl: *Where? On the pie?*

Man: *Yes, that's a good idea! I think it is a cherry pie!*

Girl: *Yum!*

Narrator: Four

Man: *Now I want you to colour a bowl.*

Girl: *The one on the table?*

Man: No, the one in the cupboard. Colour it orange, please.

Girl: Right. The bowl in the cupboard is orange.

Narrator: Five

Man: Now I'd like you to colour the girl's uniform.

Girl: All right. Can I colour it blue?

Man: I like blue, but I want you to colour it green.

Girl: OK. Green is nice, too!

Man: Thank you! Well done!



Ex. 2 (Track 09)

1 B 2 A 3 A 4 C

AUDIOSCRIPT

Narrator: One. What does Daisy usually have for lunch?

Boy: Your sandwich looks yummy, Daisy!

Girl: Yes, that's my lunch for today, but it's not my favourite.

Boy: What do you usually like for lunch?

Girl: I love pasta. I have pasta almost every day! What about you?

Boy: Well, I usually have a salad for lunch.

Narrator: Two. What is Charlie buying for his friend?

Boy: Hi! I want to buy a present for my friend.

Woman: What about this shirt?

Boy: Hmm, no, he doesn't like shirts. Can I have this scarf, please?

Woman: Certainly. The one next to the jumper?

Boy: That's right. Thank you!

Narrator: Three. When does Ruby's Café open?

Woman: Look at the time, Nick!

Boy: Wow, it's 1 o'clock!

Woman: I'm hungry. Let's go to Ruby's Café for lunch.

Boy: I don't think it's open now, Mum.

Woman: Yes, it is. It always opens at 10 in the morning and closes at 7 in the evening.

Narrator: Four. What's Ben's favourite subject?

Girl: Hi, Ben! Ready for school? I love Wednesdays! We always start with my favourite subject, PE.

Boy: Really? My favourite subject is ICT but we never have ICT on Wednesdays.

Girl: Do you like History? We have History after PE.

Boy: I like History, but ICT is still my favourite.

Reading and Writing

Ex. 1

1 D 2 B 3 A 4 C

• 1 Andrew 3 Jack 5 Andrew
2 Jack 4 Andrew 6 Jack

Ex. 2

1 cola 3 yogurt
2 butter 4 chocolate

The answer is **no**.

5 bread 7 olive oil
6 honey 8 milk

The answer is **yes**.

5 World of Sport



Ex. 1 (Track 10)

1 sailing 4 splashing 7 thrilling
2 surfing 5 cool 8 best
3 diving 6 getting

AUDIOSCRIPT

We are sailing, we are surfing,
We are diving in the pool!
We are splashing, this is smashing,
Doing water sports is cool!

We are sailing, we are surfing,
We are getting very wet!
We are swimming, this is thrilling,
Doing water sports is best!

• A 2 B 3 C 1

Ex. 2

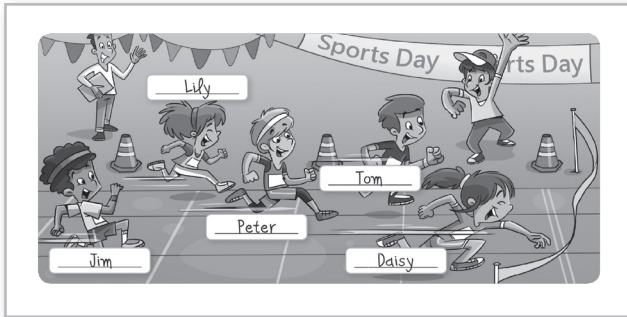
A 2 C 1 E 9 G 5 I 4
B 3 D 8 F 7 H 6

Ex. 3

Suggested answer key

1 hockey, baseball, volleyball, football, basketball
2 table tennis, badminton, tennis, skiing
3 table tennis, badminton, tennis (for table tennis it's also known as a bat or a paddle)
4 table tennis, badminton, volleyball, tennis
5 volleyball, table tennis, basketball, badminton
6 hockey, baseball, skiing, football

Ex. 4



Ex. 5

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

Ex. 6

- | | | |
|-----------|---------|-----------|
| 1 team | 3 score | 5 on |
| 2 hit | 4 help | 6 have |
| 1 players | 3 point | 5 touch |
| 2 net | 4 high | 6 hitting |
- 1 B 3 ST 5 ST
 2 STB 4 STB

6 In the Wild

Ex. 1 (Track 11)

- | | |
|---------------|-------------|
| 1 The cheetah | 3 The camel |
| 2 The python | 4 The whale |

AUDIOSCRIPT

*The cheetah in the grassland,
Faster than a man!*

*The cheetah in the grassland,
The fastest in the land!*

*The python in the rainforest,
Longer than a man!*

*The python in the rainforest,
The longest in the land!*

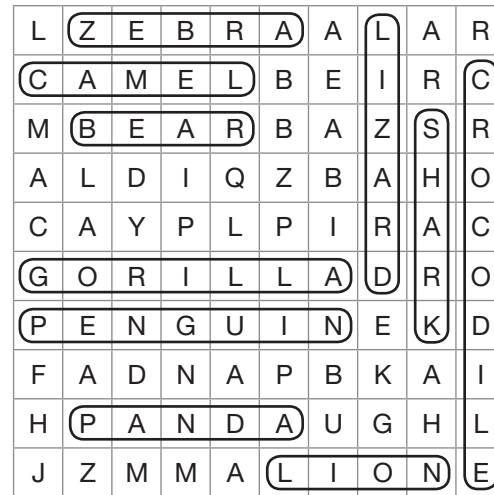
*The camel in the desert,
Stronger than a man!*

*The camel in the desert,
The strongest in the land!*

*The whale in the ocean,
Larger than a man!*

*The whale in the ocean,
The largest in the land!*

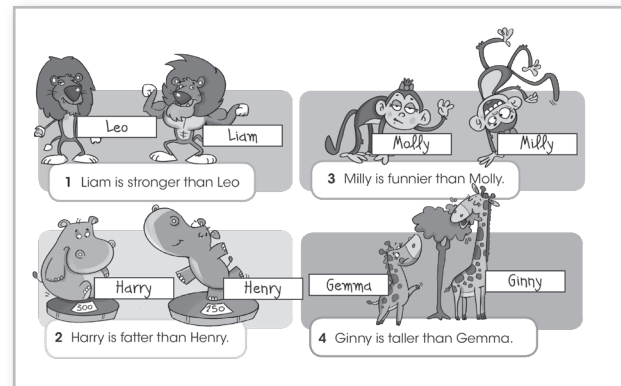
Ex. 2



Ex. 3

- | | | |
|----------|-----------|---------|
| 1 bear | 3 zebra | 5 panda |
| 2 lizard | 4 penguin | 6 shark |

Ex. 4



Ex. 5

- Turty • Torto • Torty • Turty

Ex. 6

hippo

- | | | |
|---------|-------------|---------|
| 1 water | 2 dangerous | 3 grass |
|---------|-------------|---------|

rhino

- | | | |
|--------|--------------|-----------|
| 1 land | 2 grasslands | 3 fastest |
|--------|--------------|-----------|

elephant

- | | | |
|------------|-----------|----------|
| 1 heaviest | 2 jungles | 3 plants |
|------------|-----------|----------|

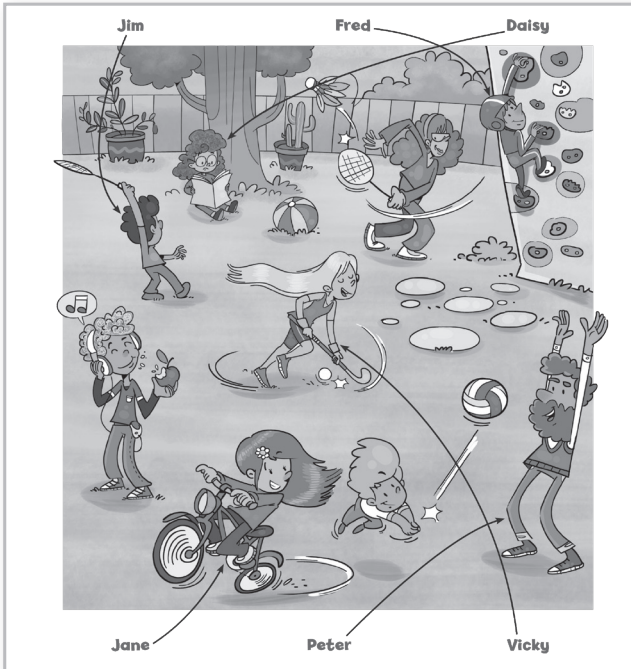
- 1 yes 3 no 5 yes
 2 no 4 no 6 yes

MY SKILLS 3

Listening



Ex. 1 (Track 12)



AUDIOSCRIPT

Narrator: One

Girl: Look, Grandpa. Can you see my friends in the park?

Man: Yes. Who's the girl with the straight brown hair?

Girl: Is she riding a bike?

Man: That's right.

Girl: That's Jane. She's going very fast.

Narrator: Two

Man: Look at that boy climbing!

Girl: That's Fred!

Man: It's good that he's wearing a helmet.

Girl: He is very good at climbing!

Narrator: Three

Man: Is that little boy your friend?

Girl: Which boy?

Man: He's playing badminton with his mum.

Girl: Oh, yes! I can see him. He's having fun.

Man: What's his name?

Girl: That's Jim. He's Jane's little brother.

Narrator: Four

Man: Who is that girl with long straight hair?

Girl: You mean the one playing hockey?

Man: Yes. What's her name?

Girl: She's Jane's cousin. Her name is Vicky.

Man: I like hockey.

Girl: Me, too!

Narrator: Five

Man: Is that your friend's dad?

Girl: The man with the beard?

Man: Yes.

Girl: Yes, that's Jane's dad. His name is Peter.

Man: He's good at volleyball!

Girl: He comes to school to help us practise.

Narrator: Six

Man: And who's that girl?

Girl: Where?

Man: She's wearing glasses and sitting under the tree.

Girl: That's Daisy. She's reading a magazine.

Man: What a fun day!



Ex. 2 (Track 13)

The pupils colour:

the orangutan under the tree – yellow

the sleeping crocodile – red

the smaller hippo – green

the shortest snake – blue

The pupils write the word:

animals – on the sign next to the sleeping orangutan

AUDIOSCRIPT

Narrator: One

Man: Here's a picture of an animal park. Would you like to colour it?

Girl: Yes, of course. There's an orangutan under the tree. Can I colour it?

Man: All right. Make it yellow!

Girl: OK.

Narrator: Two

Man: The woman's pointing to the crocodiles. I'd like you to colour a crocodile.

Girl: There are 3 crocodiles. Which one?

Man: The one that is sleeping. Make it red, please.

Girl: OK.

Narrator: Three

Man: Can you do some writing now?
Girl: OK. What shall I write?
Man: Write the word 'ANIMALS' on the sign.
Girl: Which sign?
Man: The sign next to the orangutan that is sleeping.
Girl: No problem. I can do that.

Narrator: Four

Girl: Can I do some more colouring?
Man: Of course!
Girl: That hippo is scary.
Man: Yes, it is. Let's colour the smaller one.
Girl: Great! Can I colour it yellow?
Man: No, let's colour it green, this time.
Girl: OK. I've got that colour here.
Man: Great.

Narrator: Five

Man: And now colour the snake.
Girl: Can I colour the longest snake?
Man: No, colour the shortest snake, please.
Girl: No problem. Can I make it blue?
Man: Of course! What a great picture! Thank you!

Reading and Writing

Ex. 1


- | | | |
|-----------|--------------|----------|
| 1 racket | 4 volleyball | 7 whale |
| 2 desert | 5 surfing | 8 skiing |
| 3 dolphin | 6 hockey | |

Ex. 2

- | | | |
|-----------|---------|----------|
| 1 forests | 3 very | 5 clever |
| 2 longer | 4 teach | |

- 1 False 2 True 3 True 4 False

7 City Life

 **Ex. 1 (Track 14)**

- A** 3 **B** 5 **C** 2 **D** 1 **E** 4

AUDIOSCRIPT

Use the Green Cross Code
 When you cross the road:
 Stop, look and listen!
 Find a safe place to cross,
 Then stand and wait!

Use your ears, use your eyes,
 Look left, look right!

Do not cross the road,
 Until it is safe!

Walk across, never run,
 And look both ways!

• **Suggested answer**



Bikes only



Be careful!
 Wild animals!



Stop!

Ex. 2

- 1 b 2 a 3 f 4 c 5 d 6 g

• **Suggested answer**

- 7 e – Get your racket. It's time to play!
 8 h – I want a loaf of bread and a sandwich, please.

Ex. 3

- | | | |
|----------|--------|----------|
| 1 Olivia | 3 Finn | 5 Sophie |
| 2 Sophie | 4 Finn | 6 Olivia |


Ex. 4

- | | |
|-----------------|------------|
| 1 library | 3 toy shop |
| 2 greengrocer's | 4 theatre |

Ex. 5

- | | |
|---------------|---------------|
| 1 the museum | 3 the baker's |
| 2 the funfair | 4 the bank |

8 People at Work

 **Ex. 1 (Track 15)**

- | | |
|--------------|------------|
| 1 Astronauts | 4 teachers |
| 2 doctors | 5 Artists |
| 3 Nurses | 6 actors |

AUDIOSCRIPT

Astronauts and doctors,
 Nurses, writers, teachers,
 They made the world a better place,
 They did it for the human race!

They did what they did,
they gave it their best!
And now it is up to us
to try and do the rest!

Artists and composers,
Athletes, actors, dancers,
They made the world a better place,
they did it for the human race.

Ex. 2

Z	S	A	R	D	X	S	I	N	G	E	R
L	H	D	E	N	T	I	S	T	O	G	J
A	O	R	O	U	J	W	D	L	A	R	Q
X	P	H	G	S	U	P	A	L	M	E	G
O	A	N	P	J	K	S	N	T	E	E	K
Q	S	G	D	N	A	T	B	F	C	N	U
A	S	T	R	O	N	A	U	T	H	G	W
J	I	I	H	F	L	U	Q	B	A	R	J
V	S	I	B	W	L	N	X	A	N	O	A
O	T	L	D	L	L	D	C	K	I	C	C
F	A	Z	D	U	X	D	K	E	C	E	T
F	N	W	N	U	R	S	E	R	D	R	O
H	T	M	O	B	U	T	C	H	E	R	R

- | | |
|------------------|------------|
| 1 nurse | 6 actor |
| 2 shop assistant | 7 butcher |
| 3 baker | 8 mechanic |
| 4 greengrocer | 9 singer |
| 5 astronaut | 10 dentist |

Ex. 3

- | | | |
|---------|---------------|---------|
| 1 nurse | 3 greengrocer | 5 actor |
| 2 baker | 4 astronaut | |

Ex. 4

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

Ex. 5

- | | | |
|--------|---------|--------------|
| 1 walk | 3 1962 | 5 footprints |
| 2 six | 4 after | |

MY SKILLS 4

Listening



Ex. 1 (Track 16)

- 1 d 2 c 3 b 4 a 5 e

AUDIOSCRIPT

Woman: Ben, what do you want to be when you leave school?
Boy: I'm good at Maths and I like fixing cars. I want to be a mechanic.
Woman: A mechanic? That's a nice job!
Woman: Peter? Do you want to be a mechanic, too?
Boy: No, I don't. I want to be a taxi driver.
Woman: A taxi driver? Why?
Boy: I'm friendly with people. And I like driving.
Woman: Susan? What about you?
Girl: Well, I'm creative and I like making clothes. I want to be a fashion designer.
Woman: A fashion designer? Wow!
Woman: What do you want to be Harry?
Boy: Well, I'm good at English and I like working with children. So I want to be a teacher.
Woman: A teacher? That's good.
Woman: Amy? What do you want to be?
Girl: I want to be a police officer.
Woman: A police officer? Why?
Girl: I like helping people.



Ex. 2 (Track 17)

- 1 A 2 B 3 A 4 C

AUDIOSCRIPT

Narrator: One. What is Vicky's dad's job?
Boy: What do your parents do, Vicky? My mum and dad are both dentists!
Girl: Oh, cool! My mum is a police officer, and my dad is a mechanic.
Boy: Oh, those are nice jobs!
Narrator: Two. What is John's best friend like?
Girl: What's your best friend like, John?
Boy: You mean Brian? Oh, he's brilliant! People think he's shy, but he isn't.
Girl: Oh! What is he like, then? Is he funny?
Boy: Not really, but he's very clever. I sit next to him in Maths class. He always knows all the

answers!

Girl: Cool!

Narrator: **Three. What is the way to the funfair?**

Girl: Hello Matt! Do you know the way to the funfair? Do I go straight along this road and then turn right?

Boy: The funfair? I'm going there, too! Come with me. We have to go left at the end of the road. It's only 5 minutes away.

Girl: Oh! That's great. Thank you.

Boy: No problem! We're almost there.

Narrator: **Four. Where was Peter yesterday?**

Man: Did you have fun with your friends yesterday, Peter?

Boy: Oh, yes dad! The sports centre was closed so we went to the cinema!

Man: Oh, I thought you were at the funfair.

Boy: No, Dad. We went to the funfair last week.

Reading and Writing

Ex. 1

- | | |
|-----------------|-------------------|
| 1 sports centre | 5 shopping centre |
| 2 mechanic | 6 theatre |
| 3 post office | 7 greengrocer |
| 4 butcher | 8 nurse |

Ex. 2

- | | | |
|-----------|-----------|---------------|
| 1 fires | 3 animals | 5 people |
| 2 clothes | 4 cat | 6 firefighter |

9 Camping Out



Ex. 1 (Track 18)

- 1 sea 2 shark 3 tent 4 bear

AUDIOSCRIPT

I am swimming!

I am swimming!

I am swimming in the sea so blue!

Be careful! Be careful!

A big white shark,

Is coming to eat you!

I am camping!

I am camping!

I am camping in a tent for two!

Be careful! Be careful!

A big black bear is coming with you, too!

Ex. 2

- 1 The pupils circle **roller skates**
- 2 The pupils circle **go to the gym**
- 3 The pupils circle **in the city**
- 4 The pupils circle **put up a tent**

Ex. 3

- | | |
|--------------|--------------|
| 1 C cool | 5 D wild |
| 2 G drop | 6 F map |
| 3 A whistle | 7 B tent |
| 4 H campfire | 8 E raincoat |

Ex. 4

- | | |
|------------|-------------|
| 1 Eric | 4 Sam |
| 2 Mr Smith | 5 Tammy |
| 3 Jill | 6 Mrs Smith |

Ex. 5

- | | |
|-----------------|------------|
| 1 forest | 4 river |
| 2 fire/campfire | 5 swimming |
| 3 sleeping | 6 camping |

Ex. 6

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

10 Holiday Time



Ex. 1 (Track 19)

- 1 c 2 b 3 a 4 d

AUDIOSCRIPT

We're going to go on holiday,

And have a lot of fun!

We're going to go on holiday,

And play out in the sun!

Say hello to sunshine!

Say hello to fun!

The holidays are here,

So say hello to the sun!

We're going to go on holiday,

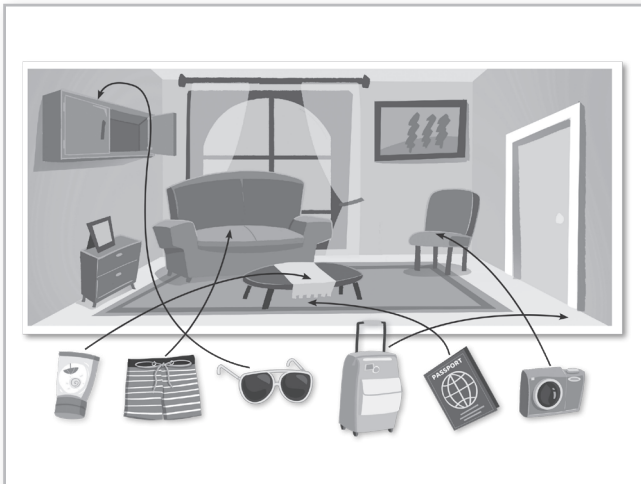
We're going to have a rest!

We're going to go on holiday,

Holidays are the best!

- **HOLIDAYS ARE FUN!**

Ex. 2



Ex. 3

- 1 bike – motorbike – coach: The pupils circle the coach
 - 2 plane – car – helicopter: The pupils circle the car
 - 3 bus/double-decker bus – train – ferry: The pupils circle the ferry
- 1 The coach is the odd one out because it has got four wheels
 - 2 The car is the odd one out because it doesn't fly in the air
 - 3 The ferry is the odd one out because it travels in the sea

Ex. 4

- 1 b 2 a 3 b 4 a

Ex. 5


Nick is writing about **C**
 Helena is writing about **A**
 Filip is writing about **B**

Ex. 6

- | | |
|-------------|-------------|
| 1 Who – B | 4 What – A |
| 2 Where – B | 5 How – B |
| 3 How – A | 6 Where – B |

MY SKILLS 5

Listening

 **Ex. 1 (Track 20)**

- | | | |
|---------|--------------|--------------|
| 1 ferry | 3 port | 5 sandwiches |
| 2 Rose | 4 12 o'clock | |

AUDIOSCRIPT

Narrator: One

Woman: Get ready Fred! We must be at the port in an hour.

Boy: I'm so happy we're going to go on a trip, Mum!

Woman: Me, too! Do you like going by ferry?

Boy: Yes! I love the sea, and I love ferries.

Narrator: Two

Boy: What's the name of the island we're going to visit, Mum? I always forget.

Woman: Rose Island.

Boy: Sorry? What Island?

Woman: Sorry. R-O-S-E – because there are a lot of roses on the island.

Boy: Oh!

Narrator: Three

Boy: Did you get the tickets for the ferry, Mum?

Woman: No, Fred. We are going to get them at the ticket office.

Boy: At the ticket office? Where's the ticket office?

Woman: It's at the port. We can get them before we leave.

Boy: Oh, OK!

Narrator: Four

Boy: How long is it to Rose Island?

Woman: Well... let's see. The ferry leaves at 12 o'clock and we get at the island at 2 o'clock. So that's two hours.

Boy: Two hours? That's not too bad.

Woman: We may see some dolphins swimming in the sea, too!

Narrator: Five

Boy: What about lunch? When are we going to eat?

Woman: Well, we're going to eat on the ferry.

Boy: Really?

Woman: Yes! I've got some sandwiches and juice with me. We can have lunch on the way to the island.



Ex. 2 (Track 22)

The pupils colour:

- the tent – blue
- the map – green
- the rucksack under the tree – red
- the walking boots – yellow

The pupils write the word:

litter – on the sign

AUDIOSCRIPT**Narrator: One**

Woman: *Can you colour this picture of a family in the countryside for me?*

Girl: *Look! They're camping!*

Woman: *Yes, they are! Can you see the tent?*

Girl: *Yes! It's a big tent!*

Woman: *Can you colour it blue, please.*

Girl: *OK!*

Narrator: Two

Woman: *Now, I'd like you to colour the map.*

Girl: *You mean the map that the man is holding?*

Woman: *That's right. Colour it green, please.*

Girl: *OK!*

Narrator: Three

Woman: *Would you like to do some writing now?*

Girl: *OK. What shall I write?*

Woman: *Write the word 'litter' on the sign.*

Girl: *OK! Now the sign says Do Not Drop Litter.*

Narrator: Four

Girl: *There is a lot of food in the cool box!*

Woman: *Yes, you're right! But I'd like you to colour a rucksack.*

Girl: *I see two rucksacks. Which one? The one in front of the campfire?*

Woman: *No, the one under the tree. Make it red.*

Girl: *OK.*

Narrator: Five

Woman: *Can you see the walking boots?*

Girl: *Yes! They're next to the tent. Can I colour them purple, please?*

Woman: *That's a nice colour but I want you to colour them yellow.*

Girl: *OK. Yellow walking boots are nice, too!*

Woman: *Fantastic! Thank you!*

Reading and Writing**Ex. 1**

- | | | |
|-------|-----------|---------|
| 1 Why | 3 beach | 5 torch |
| 2 can | 4 mustn't | 6 what |

Ex. 2

- | | | |
|-----|-----|-----|
| 1 A | 3 C | 5 C |
| 2 B | 4 B | 6 A |

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 bowl
- 2 a mechanic
- 3 The pupils play again.
- 4 bar of chocolate
- 5 an elephant
- 6 grandparents
- 7 scarf
- 8 a butcher's
- 9 The pupils miss a turn.
- 10 a whistle
- 11 a pilot
- 12 He's surfing.
- 13 **Suggested answer:** a bus, a train, a ferry
- 14 The pupils miss a turn.
- 15 **Suggested answer:** basketball, hockey, volleyball, baseball, football
- 16 **Suggested answer:** a supermarket, a bank, a cinema
- 17 can
- 18 The pupils play again.
- 19 **Suggested answer:** a torch, a map, a tent
- 20 The pupils miss a turn.
- 21 He's from Croatia.
- 22 **Suggested answer:** I went to the cinema with my Dad.
- 23 It's a hoodie.
- 24 The pupils play again.
- 25 **Suggested answer:** a camel and a lizard
- 26 a motorbike
- 27 They're going to light a campfire.

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.

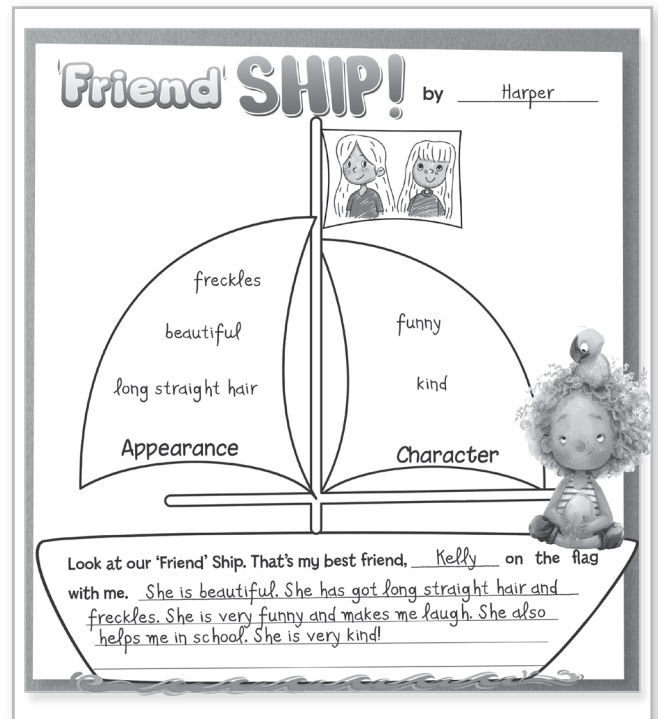
1 People from Around the World

'FRIEND' SHIP!

NOTE: If possible, bring in a photo of yourself and your best friend to describe and show to the class.

- Read the title aloud and tell the pupils that this project is about their best friend.
- Point to the flag at the top of the mast and elicit what should go on it (*a picture of themselves with their best friend*).
- Point to the sails with *Appearance* and *Character* written on them. Tell the pupils that they will write adjectives on the sails to describe their best friend. Elicit some adjectives related to appearance and character and write them on the board. Have the pupils decide which sail the words should go on.
- Read the sentences on the boat aloud and elicit what the pupils can write to complete them.
- 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



STAR FILE

- Say a famous person e.g. *Ed Sheeran* and ask what letter their last name ends with (*n*). Then ask for a famous person whose name begins with that same letter e.g. *Naomi Osaka*. Continue the game and write down the famous people on the board to help the pupils with their project.
- Read the title aloud and refer the pupils to the *Star Files*. Elicit a famous person from the list on the board. Ask individual pupils to tell you where they come from, their age, what they look like and if they know what their country's flag is. Write the answers on the board for the pupils to use as a guide.
- 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 information and pictures or they can draw their own instead. When they finish, the pupils present their projects to the class.

Suggested answer key

STAR FILE

Domagoj Duvnjak
 NAME: Domagoj Duvnjak
 COUNTRY: Croatia
 AGE: 33
 APPEARANCE: He has got short brown hair and he's very tall. He hasn't got freckles.

Taylor Swift
 NAME: Taylor Swift
 COUNTRY: the USA
 AGE: 31
 APPEARANCE: She is thin and she has got long hair and blue eyes. She doesn't wear glasses.

2 Family Time

MY FAMILY FAVOURITE!

- Read the title aloud and tell pupils that this project is about their favourite family member.
- Refer the pupils to the first sentence. Read it aloud and elicit possible answers. Tell the pupils that they are going to read and complete the sentences about their favourite family member (circling *His / Her, He / She* as appropriate).
- Point to the mind map and explain to the pupils that they will transfer their answers there. Tell them that they can copy the sentences and/or draw pictures.
- Tell the pupils that in the middle circle they write the name of their favourite family member and stick a photo or draw a picture. They continue in the same way with the rest of the circles until the mind map is complete.
- 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 Family Favourite!

This is my _____ uncle .
 His/Her name is _____ Charlie .
 He/She is _____ 32 _____ years old.
 He/She is good at _____ playing football .
 He/She likes _____ riding horses .
 He/She enjoys _____ going shopping with me .

UNCLE

NAME: Charlie

32

FAMILY SNAPSHOTS!

NOTE: If possible, bring in some family snapshots to show the class.

- Read the title aloud and elicit/explain the phrase *family snapshot*. Tell the pupils that they will do a project using family snapshots.
- Draw a simple picture of a holiday snap on the board and elicit what the family are doing and saying e.g. *Look! We're playing volleyball at the beach*. Ask a pupil to come to the board and write the sentence under the drawing.
- Refer the pupils to the project and explain where to put their photos/or draw their pictures and where to write their sentences. Tell the pupils that they can use photos (with a parent's permission).
- 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 Time for school

MY DREAM SCHOOL TIMETABLE

- Ask the pupils to name as many different school subjects as they can and write them on the board. Ask the pupils to think of any other subjects/activities that are not taught at school but that they would like to learn about.
- Read the title aloud and elicit/explain the phrase *My Dream School Timetable*.
- Refer the pupils to the timetable and explain that they will complete the days with their ideal combination of lessons, including one subject each day that isn't typically taught at school. For Saturday, the pupils can write down different extra-curricular activities they would like to do.
- Ask individual pupils to tell you, in L1 if necessary, why they like certain subjects. Then refer them to the sentences below the timetable. Read them aloud and give an example answer, e.g. *My perfect day is Friday because I have Geography and I like learning about the World*. Tell the pupils that they will look at their own timetables, decide which is their perfect day and write why.
- 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 Dream School Timetable

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Maths	Swimming	Tennis	Learn about Japan	Geography	Music
Dinosaurs	Money	Science	ICT	Fashion	Table tennis
Basketball	English	Computer Games	Music	ICT	Ballet
Geography	History	Cooking	History	English	Swimming
Art	ICT	Reading	Art	Football	Film and TV

This is my dream school timetable. My perfect day is Friday because I have all my favourite subjects! I love learning about the world in Geography. I like fashion and computers, too! We always learn interesting things. Then, it's English and football. I want to be a footballer!

FASHION MAKEOVER

- Read the title aloud and explain the phrase *fashion makeover*. Tell the class this project is about creating two new outfits for their friend.
- Ask the pupils, in L1 if necessary, to say what their favourite clothes are.
- Refer the pupils to the mannequins, empty shelves and clothes hangers and tell the class that they are going to design and draw two outfits for a friend.
- When they have finished their drawings, the pupils complete the sentence below explaining why they think these clothes are the perfect clothes for their friend.
- 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. Then, they show their friend the outfits and their friend chooses which one they prefer. The pupils present their projects to the class and the choices their friend made.

Suggested answer key



4 Food Shopping!

CONTAINER CHALLENGE!

- Encourage the pupils to name as many different food items as they can and write them on the board. Then, point to each item in random order and ask what container it comes in.
- Refer the pupils to the project and read the title aloud. Tell the pupils that this project is all about different food containers.
- Tell the pupils that they will have a race to write three different food/drink items for each container. The pupil who completes their challenge first correctly is the winner. Alternatively, you can ask them to work in small groups.
- When they finish, individual pupils can present the food they have written for each container to the class and the others listen and add to their own lists.

Suggested answer key



MY SUPERMARKET FLYER

NOTE: If possible, bring in a supermarket flyer to use as an example and ask the pupils to find different offers.

- Read the title aloud and elicit/explain what a *flyer* is.
- Point to the first offer and read it aloud. Write *Buy 1 Get 1 Free* on the board and explain the offer. Elicit an item and a price, then say *Buy 1 Get 1 Free* and elicit how many of the products the pupils will get and explain that the price stays the same.
- Read through the other offers and elicit the containers, food and drink items that the pupils can use.
- Tell the pupils that they will create a supermarket flyer to attract more people to come to their supermarket. Ask them to complete the flyer with offers.
- 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 supermarket offers online and get some ideas. When they finish, the pupils present their projects to the class.

Suggested answer key



5 World of Sport

MY NEW SPORT!

- Name different sporting actions and ask the pupils to say in which sport you can do this action, e.g. Teacher: *Bounce the ball!* Pupils: *Basketball.*
- Read the title aloud. Tell the pupils, in L1 if necessary, that they are going to make up a new sport, using equipment and rules from sports they know. As an example, ask pupils to name two sports, write them on the board and then combine them. Decide on a name, what you need in order to play, number of players and how to play it. Encourage the pupils to be creative and imaginative.
- The pupils then do the project in class or for homework. When they finish, the pupils present their projects to the class. If you wish, you can have the pupils vote and decide which new sport is the most popular.

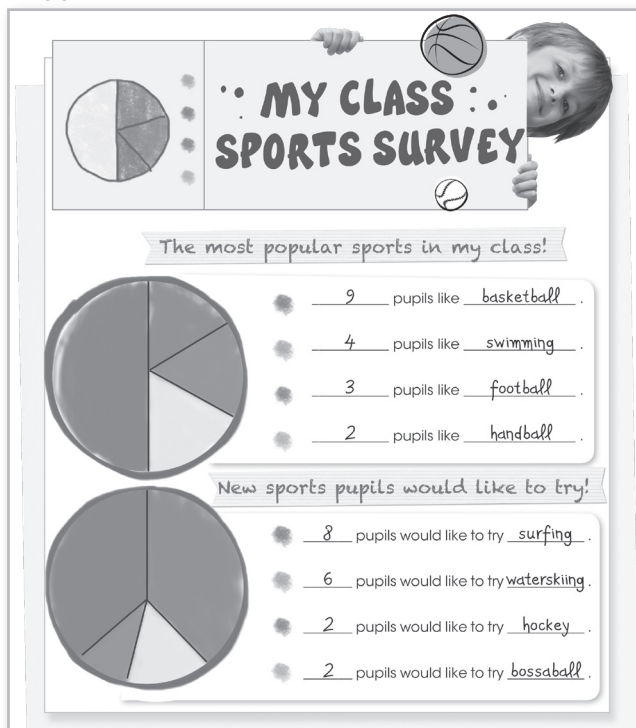
Suggested answer key



MY CLASS SPORTS SURVEY

- Ask the pupils to brainstorm sports they know, and write any unusual ones on the board.
- Refer the pupils to the pie chart and read the title aloud. Explain what a pie chart is and how to complete one. Read out the first heading: *The most popular sports in my class!* Refer the pupils to the sentences and elicit the type of information which needs to go in each space (a number and a sport). Elicit the question the pupils need to ask their classmates: *What's your favourite sport?* The pupils ask their classmates and when they are finished, they write down the four most popular sports and how many pupils like them. Then ask the pupils to draw a pie chart with their findings. Provide pupils with any necessary help when making the pie charts.
- Read the second heading aloud and elicit the question the pupils need to ask their classmates: *What new sport would you like to try?* The pupils ask their classmates and record the results. Then, they complete the sentences and the second pie chart in a similar fashion to the first.
- When they finish, the pupils present their projects to the class.

Suggested answer key



6 In the Wild

ANIMALS FROM A-Z

- Read the title aloud. Ask the pupils, in pairs, to think of all the animals they can that start with a specific letter e.g. *B*. Allow them some time to write down their ideas. Have some pairs report back to the class e.g. *bat, badger etc.*
- Explain to the pupils that they have to complete each square with animals that begin with that letter. Encourage the pupils to be creative and to use the Internet (with the supervision of a parent) to look up animals, e.g. for *Q*, *quail* or *quokka* but also *queen bee* is acceptable at this level.
- The pupils do the project in class or for homework. Encourage them to bring photos or make drawings of any unusual animals they might have on their lists. When they finish, they present their projects to the class. The other pupils listen and add any animals that they hadn't thought of to their lists.

Suggested answer key

A – Ant, Antelope	O – Ostrich, Octopus
B – Bear, Butterfly	P – Penguin, Pelican
C – Cheetah, Clownfish	Q – Quokka, Quail
D – Dog, Duck	R – Rabbit, Rhino
E – Elephant, Eagle	S – Seahorse, Shark
F – Fish, Flamingo	T – Tortoise, Tiger
G – Giraffe, Goat	U – Umbrella bird, Unicorn fish
H – Hamster, Horse	V – Vulture, Vampire squid
I – Impala, Iguana	W – Whale, Walrus
J – Jaguar, Jellyfish	X – Xerus, X-ray fish
K – Kangaroo, Koala	Y – Yeti crab, Yak
L – Lizard, Llama	Z – Zebra, Zebu
M – Mouse, Moose	
N – Newt, Narwhal	

NUMBER 1!

- Refer the pupils to the awards and read out the title of the project. Point to the first award and ask: *What's the cleverest animal?* Elicit what animals the pupils think might win such a prize.
- Ask the pupils to go through the rest of the categories and brainstorm which animals should win each award.
- The pupils do the project in class or for homework. When they finish, they present their projects to the class. Tell the pupils to use the Internet (with the supervision of a parent) and research the categories to find alternative answers and/or photos.

Extension: Put the pupils into groups. They present their projects to their group and/or the class. Once they have finished, ask the pupils to make a definitive class list by having a vote for each category.

Suggested answer key




7 City Life

A PLACE TO VISIT!

- Ask the pupils, in L1 if necessary, to tell you about places or shops they have visited around the city and what they liked or didn't like about them e.g. *I liked the cinema because it was fun.*
- Read the title aloud and tell the pupils that this project is about reviewing a place they have been to in the city.
- Refer the pupils to the first sentence, read it aloud and elicit some answers e.g. *a funfair, a library, a toy shop etc.* Read out the rest of the questions/sentences and elicit what the pupils need to write in the gaps. Finally, refer the pupils to the stars at the end of the project. Explain that these stars represent their review. The pupils decide on a score out of five to give the place they visited and colour in the number of stars 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



A Place to Visit!

Write a place/shop you visited last week: A museum

Name: The Natural History Museum

Date of visit: Saturday, 26th October

How long did you stay? 4 hours


What did you see/do? I saw and learned a lot about the first dinosaurs and why they were important.

What did you like? Hintze Hall was my favourite. There was a huge blue whale skeleton in it. It was 25 metres long!

Is there anything you didn't like? The museum shop.

Why? There were a lot of people in the shop.

Star Rating: ★ ★ ★ ★ ☆



WELCOME TO MY CITY!

- Ask the pupils, in L1 if necessary, to name shops and places they know in their city. 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 and read the title aloud. Tell the pupils that they are going to draw their own city on the map. When they finish their drawings and labelling, the pupils complete the sentences below, describing what their city is called, some of the places that are in it and where they are located e.g. *The cinema is opposite the shopping centre.* Make sure to help with any questions regarding the 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

Welcome to My City!

zoo cinema science museum sports centre

train station shopping centre library

greengrocer's theatre funfair market

This is my city. It's called Fun City.

In my city there is a theatre between the funfair and the greengrocer's. Opposite the greengrocer's is the train station and next to that is a shopping centre. The cinema is between the zoo and the science museum and there is a sports centre, too. Opposite the sports centre is the library. There is also a market. It's a fun city!

8 People at work

JOB ALERT!

- Ask the pupils to brainstorm types of jobs they would like to do and write them on the board.
- Refer the pupils to the project. Read the title aloud and explain/ elicit the meaning of *Job Alert!*
- Explain to the pupils that they will complete a job advert about a job they would like to do. Go through each box and elicit/explain the information that is required to complete each one.
- 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 look for information about the job they have chosen. When they finish, the pupils present their projects to the class.

Suggested answer key

Job Alert!

Do you want to be a firefighter ?

Duties:

- keep people safe
- help cats in trees
- put out fires

Why do you want this job?

- I am brave.
- I like helping people.

Place of work:

- fire station
- homes and buildings

Salary:

£25,000/year

Working hours:

22:00 - 06:00

Working Days:

Wednesday - Sunday

I AM A COMMUNITY HELPER!

- Read the title aloud. Elicit jobs that help in the community, e.g. *police officer, teacher, doctor* etc and write them on the board.
- Choose one of the jobs and elicit where they work, when they work, what they do, and why people like that job. If you wish, write down the pupils' answers on the board to act as a guide for the project.
- Refer the pupils to the project and read the sentences aloud. Make sure the pupils understand what information they need to complete. Then point to the outline of the person and explain that they will draw and colour in their community helper wearing appropriate clothes/uniform for their job.
- The pupils choose a job that they like that helps in their community. Then, they complete the project in class or for homework. When they finish, pupils present their projects to the class.

Suggested answer key

I am a community Helper!

by Matej

I'm a doctor
This is what I do every day.

WHERE?
I work at the hospital
and go to people's homes when they are sick.

WHEN?
I go to work at eight o'clock
and I leave at five o'clock.

WHAT'S MY JOB?
I help sick people
feel better.

WHY DO I LIKE IT?
I like it because I can
make people better so
they can spend time
with their families.

My job is amazing!

9 Camping Out

TIME FOR SUMMER CAMP!

- Read the title aloud and elicit/explain what a *summer camp* is. Ask the pupils, in L1 if necessary, if they have been to a summer camp and ask about the things they did, the things they saw and what they took with them.
- Tell the pupils that in this project they will create a poster for a summer camp they would like to visit.
- Point to the *Daily Activities* box and brainstorm fun things pupils can do at a summer camp. Go through the remaining boxes eliciting possible answers.
- The pupils then do the project in class or for homework. When they finish, pupils present their projects to the class.

Suggested answer key

Time for Summer CAMP!

Daily Activities

- swimming
- horse riding
- fishing
- table tennis

You may ...

see: seals

hear: bagpipes

learn: English

Don't forget to bring:

- your passport
- money for a trip
- a warm coat
- walking boots
- your toothbrush

When: from 1st July to 15th July

Ages: 8 to 12

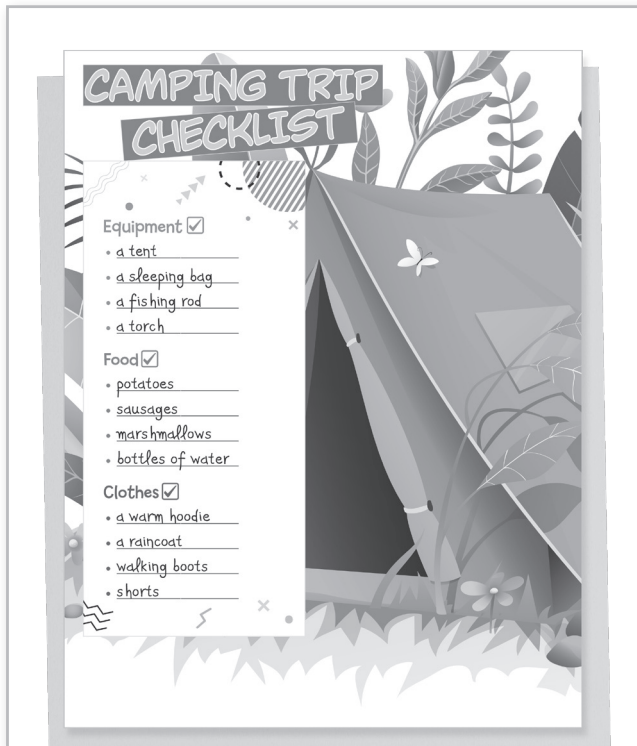
Price: £500

Where: Tarbet, Scotland

CAMPING TRIP CHECKLIST

- Ask the pupils to name activities people do when camping.
- Refer the pupils to the project, read the title aloud and elicit/explain the words *camping trip* and *checklist*. Ask the pupils, in L1 if necessary, if they have ever been on a camping trip and what it was like. Ask the pupils what they took with them.
- Refer the pupils to the checklist areas that they will fill in. Make sure the pupils understand what they need to think about to complete the equipment checklist e.g. *where they will stay, sleep, what they will need* etc.
- 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

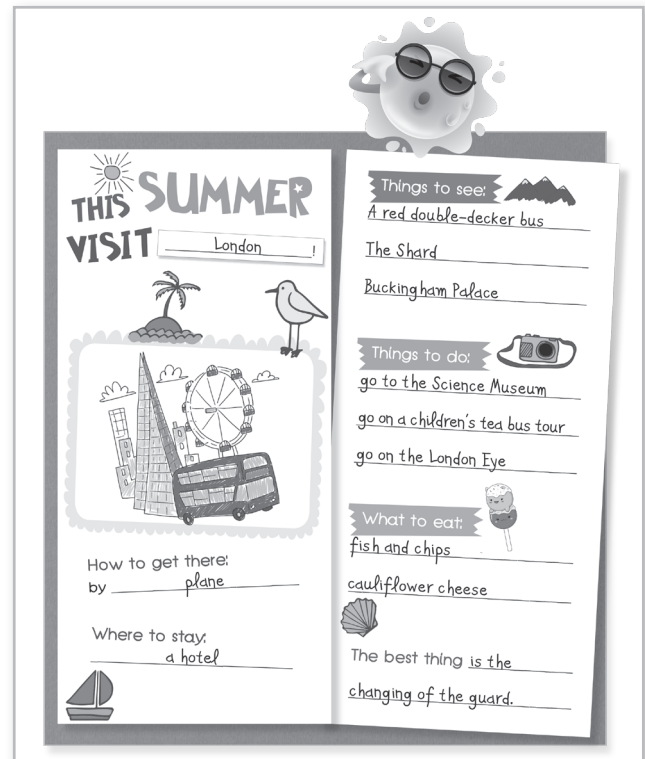


10 Holiday Time

THIS SUMMER VISIT ...

- Read the title aloud and ask the pupils to brainstorm different holiday destinations, and make a list on the board.
- Refer the pupils to the project. Tell the pupils that they will create a holiday brochure for somewhere they go on holiday. Choose a destination from the list on the board, point to the first piece of information and ask how people can get there. Then ask what type of place people can stay in when they are there, what they can see, do and eat.
- Refer the pupils to the bottom of the brochure and ask them to save the best thing to do at that place till the end to complete the final sentence.
- 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 look for information and pictures or alternatively they can draw their own pictures instead. When they finish, pupils present their projects to the class.

Suggested answer key



SUMMER BINGO!

- Read the title aloud and refer the pupils to the BINGO grid.
- Read aloud the different categories and elicit/explain what they mean. Ask the pupils to think of 16 summer-related words. Then the pupils write and/or draw them in each square. Tell the pupils that each word can only be used once. Even if it's applicable for another square, it may not be used a second time.
- Once the pupils have completed their grids, elicit the rules of bingo but say that this time it's with a twist. Each pupil calls out one item for the rest of the pupils to tick off from their grids. The first pupil to tick off all their boxes, shouts *BINGO* and is the winner.

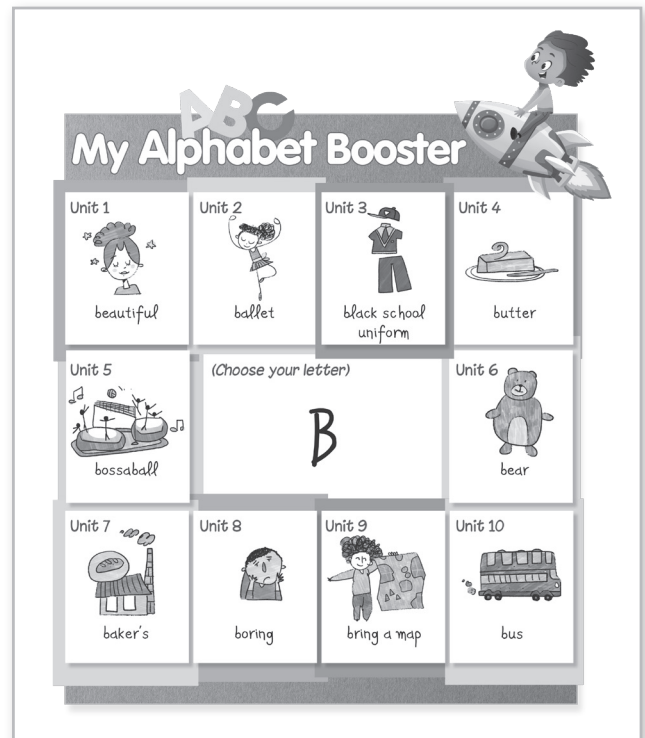
Suggested answer key



MY ALPHABET BOOSTER

- Read the title of the project aloud. Ask a pupil to name a letter of the alphabet and write it on the board. Put the pupils into pairs and allow them some time to think of a word from each unit in the book beginning with that letter. Then, ask the pupils to say their answers.
- Refer the pupils to the project. Explain that they will choose a new letter of the alphabet, find words from each unit, and write and draw them in the appropriate box.
- 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. When they finish, pupils present their projects to the class.
- Alternatively, you can choose a letter and have pupils in pairs/groups complete the boxes. The first pair/group to complete the *Alphabet Booster* correctly is the winner. Repeat with as many letters as you wish.

Suggested answer key



My Craftwork

Spin the Word

Aim: To consolidate the vocabulary taught throughout the book.

Materials: The *Spin the Word* template, colouring pencils, paper fasteners.

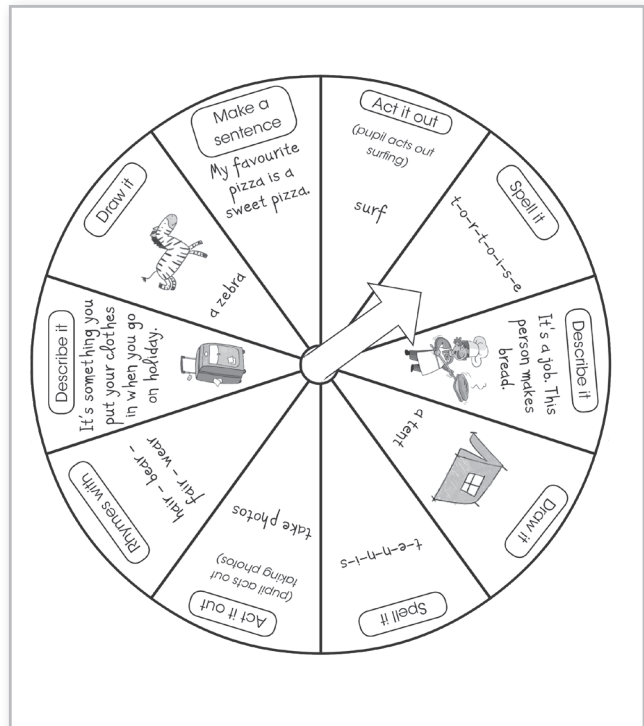
Refer the pupils to the *Spin the Word* template and the arrow. Have the pupils carefully cut them out and if they wish they can colour in the arrow. Then, using a paper fastener help them attach the arrow to the centre of the spinner.

Explain to the pupils that they will play in pairs and each pupil will use their own spinner. One pupil says a word from any unit in the book and the other spins the arrow on their spinner and follows the instruction it lands on, e.g. If the arrow lands on *Draw it*, the pupil draws a picture of the word their partner has said. If they are correct, they put a tick in that section. The first pupil to tick all the sections is the winner.

Go through the remaining sections/instructions and elicit/explain how to use them. The pupils take turns to spin and complete their sections.

Note: Tell the pupils that if they wish, they can write or draw their answers (wherever possible) on the spinner instead of just putting a tick in the specific section.

Suggested answer key



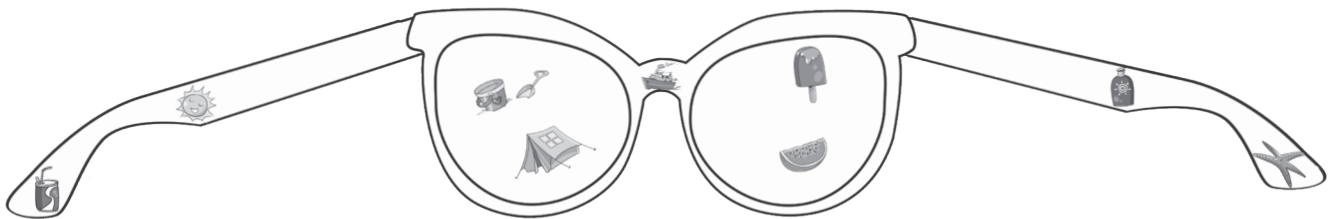
A Look of Summer

- **Aim:** To consolidate the vocabulary taught throughout the book.
- **Materials:** The *A Look of Summer* template, colouring pencils, a stapler.

Refer the pupils to the *A Look of Summer* template. Elicit what the pupils can see (*sunglasses*) and elicit other summer vocabulary. Ask the pupils to colour in and decorate the front of the sunglasses (including the frame and the temples) with summer items. Once complete, ask the pupils to cut out the templates, make a small fold at the end of each temple and using a stapler, attach the temples to the sunglasses. Then ask the pupils to walk around the classroom, showing and telling each other what they have drawn. Alternatively, put the pupils into pairs and ask them to name an item from each classmate's summer sunglasses.

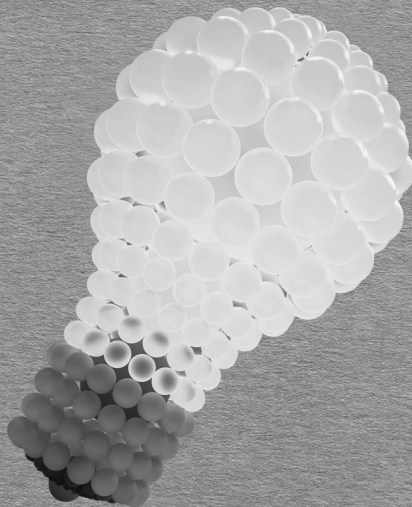
Note: If you wish, you can have the pupils stick the sunglasses (the frame and the temples) on pieces of card, to make them more sturdy.

Suggested answer key



PRIMARY Booster

4



ISBN 978-1-3992-0306-7



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