

Poptropica® English

TEACHER'S BOOK 4

Woe Island



Cathy Bright
Series advisor: David Nunan

Poptropica® English

TEACHER'S BOOK 4

Contents

Scope and sequence	4
Introduction	6
Cross-curricular teaching	7
Literacy	8
What is Assessment for Learning?	9
Components	11
Unit walkthrough	13
How to use stories	18
Classroom management tips	19
Game bank	20
Extension bank	22
Unit worksheet answer keys	23
Lesson notes and worksheets	24
Festival	180
Evaluation	182
Evaluation answer keys	184
Evaluation sheets	188

Scope and sequence

Welcome

Vocabulary: detective, diamonds, queen, skidoo

Expressions: Sure, Mrs Jones!
Follow it!
Of course!

1 Friends

Vocabulary: **Physical appearance:** cute, bald, beautiful, good-looking, handsome, spiky hair, straight hair
Adjectives to describe personality: bossy, clever, kind, lazy, shy, sporty
Warm and cool colours: artist, painting

Phonics: /i/ and /aɪ/

Cross-curricular:

Art: warm and cool colours

Structures: What does he/she look like?
He's/She's got (blond hair).
What do they look like? They're (tall).
They've got (brown hair).
You're (sporty) and you're (clever).
You're (bossy) but I don't mind.
I like you because you're (kind).

2 My life

Vocabulary: **Daily activities and routines:** be on time, brush my teeth, do my homework, make my bed, meet my friends, take notes in class, tidy my room, wash my face
Adverbs of frequency: always, usually, often, sometimes, never
Being healthy: bones, plan, strong

Phonics: /ɪz/ and /z/

Cross-curricular:

Social Science: being healthy

Structures: He does his homework. She washes her face. It washes its head.
We brush our teeth. They brush their hair.
my sister's kite a monster's head my brother's ball

3 Free time

Vocabulary: **Actions:** catching, climbing, diving, hitting, kicking, running races, throwing
Activities: acting, drawing, playing chess, playing the drums, rollerblading, skateboarding, trampolining
Musicians: drums, instruments, piano, trumpet, violin

Phonics: /ɪŋ/

Cross-curricular:

Music: musicians

Structures: I'm good at (throwing). You're good at (kicking). He/She isn't good at (dancing).
They aren't good at (climbing). What do you like doing? What are you good at?
He/She loves (skateboarding). They like (acting).

4 Around the world

Vocabulary: **Countries:** Argentina, Australia, Brazil, Britain, China, Egypt, Italy, Mexico, Spain, the USA
Places of interest: cave, city, desert, forest, lake, pyramid, statue, volcano
Seasons: Greenland, skidoos, snowstorms, summer, winter

Phonics: /e(r)/

Cross-curricular:

Geography: seasons

Structures: There's a (competition).
There isn't a (competition).
There are some (snakes).
There aren't any (monkeys).
Is there a (desert)? Yes, there is. / No, there isn't.
Are there any (volcanoes)? Yes, there are. / No, there aren't.

5 Shopping

Vocabulary: **Clothing and accessories:** gloves, jacket, sandals, scarf, sunglasses, swimsuit, umbrella, wallet
Adjectives to describe clothes and accessories: baggy, cheap, dark, expensive, light, tight
Numbers: 100-1000
Properties of materials: soft, stiff, bend, soles

Phonics: /ɑ:t/

Cross-curricular:
Science: sports shoes

Structures: How much is (that scarf)? It's (two pounds fifty).
 How much are (those gloves)? They're (fifteen pounds).
 Can I buy (this jacket), please? Yes, of course. (One hundred and twenty-four pounds), please.
 It's too (expensive). They're too (long).

6 Party time

Vocabulary: **Family members:** aunt, cousin, grandad, grandparents, granny, parents, uncle
Ordinal numbers: first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth, thirtieth
The first Thanksgiving: celebrate, celebrations, farming, fishing, Native Americans, North America, settlers

Phonics: /θ/ and /f/

Cross-curricular:
History: the first Thanksgiving

Structures: I was very hungry.
 The cake was big.
 The cars were small.
 There was a problem.
 There were some people.
 I said, 'Happy New Year!'
 I went to a party.

7 School

Vocabulary: **Adjectives:** boring, difficult, easy, exciting, funny, interesting, relaxing, scary
School subjects: Art, Geography, History, Maths, PE, Science
Life experiences: interview, radio

Phonics: /nt/

Cross-curricular:
Social Science: childhood and school life

Structures: Was it (scary)? Yes, it was. / No, it wasn't.
 Were they the winners? Yes, they were. / No, they weren't.
 Was there an alien in it? Yes, there was. / No, there wasn't.
 Were there any children in the story? Yes, there were. / No, there weren't.
 Last year, Maths wasn't (easy).
 The lessons weren't (fun).

8 Entertainment

Vocabulary: **Nationalities:** American, Argentinian, Australian, Brazilian, British, Chinese, Egyptian, Italian, Mexican, Spanish
Occupations: actor, cowboy, king, sailor, scientist, soldier, spy, waiter
Computer games: character, rectangles, table tennis

Phonics: /s(r)/

Cross-curricular:
Technology: computer games

Structures: She was in a film two days/months/years ago.
 He was in a Spanish team last week/month/year.
 in the morning/June/the spring/2008
 on Thursday/16th January
 at five o'clock/night

Introduction

Dear Teachers,

Welcome!

It is my pleasure to introduce you to *Poptropica English*. This is the most exciting and important series for teaching English to young learners on the market today. It is designed to educate learners for the twenty-first century. This involves more than teaching learners to communicate in English. It also involves helping learners to socialise and work cooperatively, to have a sense of responsibility to others, to develop their ability to reflect on their learning processes and to begin learning and using English independently.

The series is based on some key educational principles. The most important of these is that of catering to the whole learner. This means that you are not just responsible for developing the ability of learners to communicate through English, you are also responsible for their emotional, social and moral development. This is a very challenging task, but *Poptropica English* will provide you with resources to help you meet that challenge.

Through these materials, learners engage with English by using it in a wide range of interesting and fun situations that relate to their everyday lives. Yes, they have to learn vocabulary and master the pronunciation and grammar of the language, but they do so through engaging tasks that keep them motivated and show them the relevance of English to their lives beyond the language classroom.

The journey from infancy to adulthood is an amazing adventure, of which language learning is a part. I hope that you enjoy taking your pupils on the adventure with *Poptropica English*.

David Nunan
Series Advisor
Poptropica English



Poptropica English is a six-level course for pupils learning English at primary level. It offers best practice methodology in the classroom, while also offering teachers and pupils an innovative digital environment in the shape of the unique **Poptropica English Island Adventure Game**.

Poptropica English is designed to provide teachers and pupils with a truly blended English language learning environment. It takes into account the current movement towards using an increased amount of technology in the classroom and also at home, as more and more families use computers and want safe, effective, educational material for their children.

Poptropica English motivates pupils by introducing them to an online area which extends and enhances their learning. Pupils follow the characters through their book, while listening to stories, singing songs, communicating and playing games along the way. Most importantly, pupils will enjoy themselves and make their own discoveries in English.

Methodology

Poptropica English assumes no previous knowledge of English and takes a '5Ps' approach to communication in order to provide support and encourage production from an early stage. The PPP (Presentation, Practice and Production) method is a tried and tested approach which is favoured by many teachers in the primary classroom. The lesson sequence is clear and easy to follow and works in a structured way. **Poptropica English** '5Ps' approach adds also Personalisation and Pronunciation.

Presentation is the first stage. The teacher demonstrates the key language while providing a model on audio for pupils to hear the correct pronunciation.

Practice is provided in the form of controlled and more open activities using the presented language.

Production activities encourage pupils to use the language either to speak or write something. These activities encourage pupils to become more autonomous and to manipulate the language in order to communicate.

Personalisation activities are also included in the lesson structure to engage pupils further with the unit language and to help them with language recall.

Pronunciation is a key area in language teaching and it is addressed in all units. Pupils practise it through fun and engaging songs and chants that help them acquire the stress, rhythm and intonation of English.

Cross-curricular teaching

Children are naturally curious about the world around them. They want to know how nature works (Science), how man's inventions function (Technology), they are drawn to the exciting stories behind man's achievements and artistic creations (History/Art), as well as the fascinating landscapes and customs of far-away places (Geography/Social Science). Therefore, it seems natural and appropriate for their foreign language classroom to provide opportunities for them to explore this world and to integrate the resulting knowledge and understanding with language learning.

Here are some other reasons for integrating content with language learning, as well as some tips for making the most of the cross-curricular pages in

Poptropica English:

- Young pupils already bring an incredible amount of previous knowledge of the world to the language-learning classroom.

Tip 1: Start the lesson by inviting pupils to focus on the images on the page and ask a few warm-up questions, e.g. *What can you see on the page? What is the lesson about? What do you know about the topic? What else would you like to know?* Use the children's first language if necessary.

Unit 2 Social science project model



- What the pupils hear or read about a topic can later provide realistic reasons for speaking and writing about it.

Tip 2: As the pupils do the activities in the lesson, highlight any new vocabulary relating to the topic and collect it in a simple list on the board. At the end of the lesson, invite the pupils to copy the list into their notebooks for later reference.

- Cross-curricular lessons can lead to very motivating individual or small group projects.

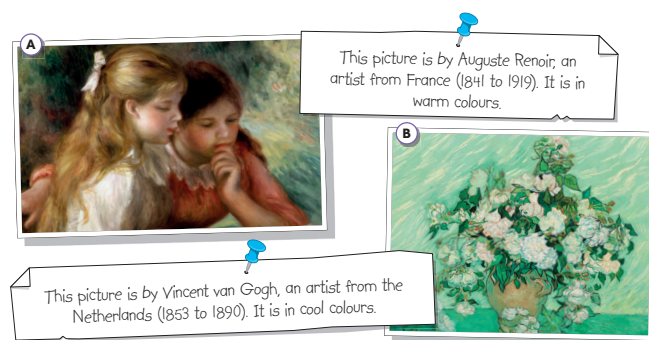
Tip 3: Invite pupils to read the instructions and help them visualise what the end product will be (a written list of physical exercises, possibly illustrated with drawings or photos or a poster with pictures, captions and a short text describing an animal from their country). Help pupils think about what to write, how to draft and edit and, finally, how to make it look nice (layout, design). Depending on the time available, allow pupils to do the project in class or write a draft in class and complete the project at home.

- Mini projects can lead to research opportunities.

Tip 4: Help the pupils brainstorm sources of information for their mini project (the school library, the internet, an 'expert' from school, a relative or family friend). Teach them to gather – and check the relevance and reliability of – information.

Tip 5: You might like to give pupils feedback. You could give pupils two stars and one wish e.g. *Beautiful pictures!, Excellent colouring!* Add one more picture label. This could be given in L1.

Unit 1 Art project model



In Level 4, reading is introduced in the Pupil's Book and Activity Book in the form of short paragraphs. In the Activity Book, pupils write short sentences and paragraphs to practise the new language.

The *Sounds fun* notebook is something pupils prepare in class to be used at the end of Lesson 4 of each unit. Pupils record the sounds learnt in each unit in their *Sounds fun* notebook and find or draw pictures of words with these sounds. More confident pupils could also write the words below their drawings. With the introduction of target vocabulary at the beginning of every unit, teachers should encourage pupils to add these new words to the appropriate page in their *Sounds fun* notebook. In this way, pupils are consistently recycling the sounds introduced in this level. Pupils could use an exercise book as their *Sounds fun* notebook and then carry it through into next year. Alternatively, you could help them to make their own mini book using the instructions below and three sheets of A4 paper.

Making a *Sounds fun* notebook

- Take one A4 sheet for every 8 pages needed in the book, i.e. three A4 sheets for a 24-page book.
- Put the sheets neatly one on top of the other. Fold the pile in half so that the short sides touch, then in half again in the other direction. You should now have a small book shape.
- Cut along the folds at the top/bottom of the book so that the pages can turn, then staple at the top and bottom of the spine.

Pronunciation table

Consonants		Vowels			
Symbol	Keyword		Symbol	Keyword	
p	pen	short	ɪ	bit	
b	back		e	bed	
t	ten		æ	cat	
d	day		ɒ	dog	
k	key		ʌ	cut	
g	get		ʊ	put	
f	fat		ə	about	
v	view		i	happy	
θ	thing		u	actuality	
ð	then		long	i:	sheep
s	soon			ɑ:	father
z	zero			ɔ:	four
ʃ	ship			u:	boot
ʒ	pleasure			ɜ:	bird
h	hot	diphthongs	eɪ	make	
x	loch		aɪ	lie	
tʃ	cheer		ɔɪ	boy	
dʒ	jump		əʊ	note	
m	sum		aʊ	now	
n	sun		ɪə	real	
ŋ	sung		eə	hair	
w	wet		ʊə	sure	
l	let		uə	actual	
r	red		iə	peculiar	
j	yet				

What is Assessment for Learning?

Poptropica English includes elements of **Assessment for Learning** methodology, which help to enhance learning by supporting pupils in understanding what they know and what they need to do next, empowering them to move themselves forward and making them active in their own learning, as well as helping teachers understand where their pupils are. **Assessment for Learning** is looking for ways to understand how pupils are doing and using this information to help them improve, as well as helping teachers make decisions about how to help pupils improve.

Assessment: isn't this testing?

It can be, but when we talk about **Assessment for Learning**, we're really talking about assessing pupils formatively, watching and listening to our pupils to see how much they understand and using this to help decide what we need to do next. This can be during any activity in class – the kind of assessment you already do every day!

Why is Assessment for Learning important in Poptropica English?

Poptropica English provides fun and engaging material to help your pupils have an exciting and motivating early experience with English. A handful of **Assessment for Learning** techniques and activities have been integrated into each lesson, to build on this positive experience. These activities give pupils an awareness of what and how they are learning, while giving you, the teacher, lots of opportunities to assess how each pupil is doing. Introducing the **learning adventure** in your lessons to talk about pupils' learning, makes each step along their English language adventure visible and interactive, engaging and motivating pupils while also developing self-assessment skills.

What is the learning adventure?

The **learning adventure**, based on each of the **Poptropica English Islands**, is a path which represents how confident the pupil feels about a particular learning objective. Using this poster in the lesson enables pupils to develop self-assessment skills by reflecting on how well they can remember vocabulary, for example, from the lesson or unit. It can also help gather evidence for the teacher on who is confident about the lesson and who needs more practice.

Where is the learning adventure used?

The **learning adventure** is used in *Vocabulary*, *Cross-curricular* and *I can do it!* lessons.

How do I introduce the learning adventure to my pupils?

It's a good idea to model with pupils how to use the **learning adventure** poster. The **learning adventure** poster can be put up in the classroom and the image used in a sequence of activities in conjunction with both the Pupil's Book and accompanying teaching notes.

There are four steps on the **learning adventure**:

- 1 Let's go!** – This means that pupils have started a new learning objective and are at the beginning of their learning; maybe they know one or two words.
- 2 I'm on my way!** – This means that pupils are moving along their journey with increasing understanding or knowledge; maybe they know five or six words.
- 3 I'm almost there!** – This means that pupils are feeling increasingly confident about what they have learnt; they have a good (though not necessarily 100%) knowledge or understanding.
- 4 I've arrived!** – This means that pupils are very confident about what they have learnt; they have a good (though not necessarily 100%) knowledge or understanding.

How do I use the poster with my class?

It's really useful if you can have the poster on the wall for every class. The poster is used in two different ways.



For Vocabulary lessons

The poster works in the same sequence each time and the lesson plans show you exactly when and how. Every lesson begins with **pupil-friendly objectives** – these will appear in the teaching notes for each lesson. You can write these on the board. The first activity in these lessons is **What do you know?** – this is a Pupil’s Book activity asking pupils which words they know on this topic before the main class presentation. This will find out what pupils already know about a topic, engage them and give pupils confidence that they know something already. Now, using the poster, ask the pupils, *Where are you on your learning adventure?* Ask pupils to think about how many words they know and to say which stage on the poster they think they are at, e.g. if they know two or three words they might say, *Let’s go!* as they are at the beginning of their learning. You should respond positively, as they are already moving along their learning adventure! At the end of the lesson, ask the pupils again, *Where are you on your learning adventure?* Pupils think how many words they know now and choose another stage on the poster, e.g. if they know eight words they might say, *I know teddy bear, car, kite, doll, boat, bike, ball, train.* It’s a good idea to remind pupils of where they were at the beginning of the lesson and where they are now, to really emphasise the progress they are making.

I can do it!

The poster is used to help pupils develop the skills needed to identify what they know and what they don’t know, to help them focus and move themselves forward. With practice, this should make learning more efficient, produce confident pupils not afraid to ask for help from teachers and classmates and underline that everyone can make progress. As with every lesson, we begin with **Pupil-friendly objectives**. We ask pupils, *What can you remember?* This requires pupils to recall what topics/language they learnt in the unit. Ask pupils, *Where are you on your learning adventure?* For each topic/language area, ask pupils to say where they are on their learning adventure. The pupils then complete a set of activities to help them review and consolidate the unit topic/language.

What other Assessment for Learning activities are there? Why should I use them?

What do you know? – Asks pupils if they know any words associated with the unit topic before the main vocabulary presentation.

Pupils will feel confident that they already know some words from the topic so they aren’t at the beginning of their learning.

Pop quiz – Gives you a quick end-of-lesson activity to help you check who has ‘got it’ and who needs more help.

Provides opportunities to see where pupils are in their learning, enabling you to provide useful feedback and adjust your teaching in line with individual needs.

Extension questions – Asks pupils a question to help extend their thinking and learning.

Requires more than only remembering what they have learnt; illustrates that they have understood it.

I can do it! – Self-assessment lessons develop pupils’ skills to assess where they are in their learning and what they need to do next to achieve their learning goals, motivating them to continue learning.

Developing the skills to identify what you know and what you don’t forms a huge part of learning. With practice, this should facilitate learning and produce confident pupils, not afraid to ask for help from their teachers and classmates.

When can I use the learning adventure?

You can use the **learning adventure** in any lesson with learning objectives. For pupils new to this concept, it’s good to begin with vocabulary, where it’s easy to identify what you know and have learnt.

What if my pupils do not use the learning adventure accurately?

It doesn’t matter too much about accuracy. They aren’t giving themselves grades, they’re simply increasing their awareness about their own learning. What matters is helping your pupils to increase their awareness by modelling how to use the poster, using examples to show how many words you might know for each stage on the poster. Also, by encouraging pupils to think more positively about their progress if they underestimate on the **learning adventure**. Or, if pupils indicate too confidently where they are, ask pupils to think a little more carefully about how many words they can remember, for example. For strong pupils, keep them motivated by asking them to find out more about the topic or new words on the topic. Also, using the poster regularly in the lesson will help pupils integrate this into their learning more easily.

What if my pupils are very shy?

If pupils don’t want to say where they are, you can make cards that pupils can hold up in class. Each pupil can make a card for each stage, e.g. *Let’s go!*

Components

For the pupil

The **Pupil's Book** presents materials to effectively present and practise the target language and the **Activity Book** provides reinforcement, consolidation and freer practice. Additional features include:

- Four *Wider World* units;
- *Goodbye* unit to consolidate and wrap up;
- Festival page;
- Wordlist at the back of the Activity Book.

The **Poptropica English Island Adventure Game** provides a safe, engaging, highly-motivating environment where pupils meet the characters from the Pupil's Book plus a host of other exciting characters and follow them on an adventure. Pupils will engage in safe 'closed-chat' dialogues with the characters they meet, practising target language from the units. They will also follow instructions to help them solve puzzles, learning supplementary language along the way. **Poptropica English Island Adventure Game** is a great tool to make learning happen in an interactive way and it further consolidates and extends the language learning process. Most of all, pupils will enjoy learning through play and will absorb English without realising it!



For the parent

Parents may wish to encourage their children to do additional practice at home.

The **Activity Book** provides reinforcement and consolidation of the language presented in the Pupil's Book. It contains controlled and freer practice plus personalisation and further listening and reading texts.



For the teacher

The **Teacher's Book** provides step-by-step lesson plans covering all the course material.

Each lesson plan is clearly structured into stages:

- Starting the lesson
- Presentation
- Practice
- Ending the lesson.

The lesson notes are designed to provide flexible support for all teachers, including those who may lack time for planning or who have limited access to resources. The Introduction includes recommended procedures for using games and stories effectively. For maximum flexibility and variety, the following **photocopiable materials** can be found in the Teacher's Book:

- Unit worksheets
- Unit and End-of-year evaluations

The **Class Audio CDs** contain all the songs (including karaoke versions), chants, stories and listening activities which appear in the Pupil's Book. They also contain audio for the evaluations which are at the back of the Teacher's Book.

The **posters** accompanying the course are of two types. **Learning adventure** posters help pupils and teachers gain awareness of what and how the pupils are learning. **Vocabulary** posters serve as another tool for teaching and consolidating vocabulary.

The **video stories** are available on the Active Teach. They give pupils a new context in which to recycle the language of the Pupil's Book.

The **evaluations** (unit and End of year) can be found at the back of the Teacher's Book. The audio for these evaluations is on the Audio CD.



Unit walkthrough

Lesson 1

Presentation and practice of vocabulary with audio support

Previous knowledge of the topic is activated through an **Assessment for Learning** activity.

Lesson 2

Presentation and practice of grammar with audio support

The new structure is practised in a listening activity. The unit grammar is summarised in a Look! box on the Pupil's Book page.

1 Friends

Lesson 1 (Can identify people and what they are like)

1. What do you know?
2. Listen and read. Who lives at number twelve?
3. Listen and say.
4. Talk about your friends.

Lesson 2 (Can ask and answer about what someone looks like)

1. Listen and read. Then look and say.
2. Ask and answer. True or false?
3. Play the game.

LOOK!
What does he/she look like?
What do they look like?

bald beard beautiful curly cute fat glasses good-looking handsome long moustache old pretty short spiky straight thin ugly young

Pupils listen to the key unit vocabulary in the context of a dialogue between the characters.

Target vocabulary from the opening story is illustrated and labelled.

Pupils also locate the **Poptropica English Island Adventure Game** card on the opening spread.

Clear and concise learning objectives help clarify the aim of the lesson for the teacher and parent.

Further practice of the target language is provided in the Activity Book for **all** lessons.

1 Friends

Lesson 1

1. Find and circle six words.
2. Write. Use words from Activity 1.

Lesson 2

1. Find and write the questions.
2. Read and choose. Then look and tick (✓) the true sentences.
3. Match the questions in Activity 3 with the pictures in Activity 4.
4. Listen and complete.
5. Write sentences about the people in Activity 6 in your notebook.

Lesson 3

Presentation and practice of vocabulary with audio support


Pupils learn a new set of vocabulary which is linked to the unit topic. This may be additional words or a separate vocabulary set. The new language is then practised in a song.

A second grammar structure is presented in the unit song, summarised in a Look! box on the Pupil's Book page.

The language of the lesson is then practised in a speaking activity.


Karaoke versions of the songs are included in the class audio.

1 Listen and say.



SONG

2 Listen, read and sing.



LOOK!

You're sporty **and** you're clever.
 You're bossy **but** I don't mind.
 I like you **because** you're kind.

You've got me
 And I've got you.
 You help, you listen
 And I do, too.
 We're friends. We're friends.
 You're lazy at home.
 You're shy at school.
 But you're sporty and clever
 And very cool.
 We're friends. We're friends.
 You're sometimes bossy
 But I don't mind.
 I like you
 Because you're kind.
 We're friends. We're friends.
 We're friends. We're friends.

10 Read and choose.

- She's sporty (but / because) she isn't very clever.
- We don't like Tom (but / because) he's very bossy.
- They've got brown hair (and / but) brown eyes.
- She's clever (but / because) she's lazy at school.
- He hasn't got a lot of friends (but / because) he's very shy.

11 Talk about people in your family.


• mum	• dad
• sister	• brother
• granny	• grandad

I like my granny because she isn't bossy. She's funny and kind.

6 Lesson 3
Can use objectives to describe what a person is like

12 Look and read. What are the names of the children in the Torres family?

The Torres family



From: seb@yooohoo.com
 To: matt@gogomail.com
 Subject: Spain!

Hi Matt,
 I'm having a great time here in Spain. I'm staying with the Torres family this summer. They've got a beautiful home in Madrid.
 Carlos is twelve. He's shy but he's very kind. He's clever, too. My Spanish isn't very good but he speaks great English. He's got a granny in Los Angeles and she speaks English with Carlos.
 He's got two sisters, Nerea and Lucia. Nerea is fifteen. She's got beautiful brown hair and she's very sporty. She isn't at home this week because she's got a big tennis competition. Lucia is nine. She's funny but she's very bossy. She wants to play games all the time!
 See you soon,
 Seb

READING 1

13 Read and say. True or false?

- Seb is in Spain.
- Seb has got a new home.
- Carlos is clever.
- Nerea likes sport.
- Carlos has got a lazy sister.

14 Act out the dialogue between Seb and his mum.


Seb's mum:

- Are you having a good time?
- Is Carlos nice?
- What does he look like?
- Has he got a brother or sister?
- What do they look like?

SOUNDS FUN!

15 Listen, read and say.

My friend's very pretty.
 She's sporty but shy.
 She likes funny glasses.
 I don't know why!



Lesson 4
Can find information in an email / Can identify words with the sounds /v/ and /z/

Lesson 4

Skills practice and pronunciation

A skills task and accompanying activities help to consolidate the grammar and vocabulary of the unit.

The *Sounds fun* pronunciation feature with audio presents English sounds with humorous characters and tongue twisters.

Lesson 5

Story

The story is provided with speech bubbles and audio support. It consolidates vocabulary and structures from previous lessons and introduces new functional language.

16 Talk about the pictures. Then listen and read. **STORY**

17 Act out the story.

8 **Lesson 5** Can understand a simple story / Can discuss a story

18 What do you know? **ART 1**

19 Look and read. Do you like the pictures? Why?

A This picture is by Auguste Renoir, an artist from France (1841 to 1919). It is in warm colours.

B This picture is by Vincent van Gogh, an artist from the Netherlands (1853 to 1890). It is in cool colours.

20 Read, look and say. It's Picture A!

1 This picture's got a lot of yellow and red.
2 This picture's got a lot of green and white.
3 This picture's got cool colours.
4 This picture's got warm colours.

MINI PROJECT

22 **Write about a painting.**

- Think of a painting you like.
- Plan by making notes about the painting. Are the colours in the painting warm or cool? How do they make you feel?
- Write five sentences about the painting.
- Share what you have learnt about the painting.

21 Imagine and answer the questions. Then share with a friend.

- 1 What time of day is it in Picture A?
- 2 How do the girls in Picture A feel?
- 3 How does Picture A make you feel?
- 4 How does Picture B make you feel?

SCHOOL LINK

9 **Lesson 6** Can talk about warm and cool colours and how they make me feel / Can write about a painting

Lesson 6

Cross-curricular content and project

Target language is practised and extended through a cross-curricular topic in English. The material in Level 4 is related to Art, Social Science, Music, Geography, Science, History and Technology.

The project encourages production of the unit language.

Lesson 7

Self-assessment and review

Pupils complete a self-assessment in every unit. This involves pupils completing three activities – one vocabulary, one grammar and one communicative. After completing each activity, pupils are invited to self-assess what they can now do by ticking the **Assessment for Learning** box under the relevant icon in the 'I Can' feature.

23 Listen and number.
I CAN DO IT!






24 Circle. Then ask and answer.

- A: What does her sister look like? / What do they look like?
B: They've got straight hair and glasses.
- A: What does your mum look like? / What does your brother look like?
B: He's got spiky hair and brown eyes.
- A: What does your dad look like? / What does Sally look like?
B: She's got straight hair but she hasn't got blue eyes. She's got brown eyes!

25 Write. Then ask and answer.

- Is your best friend clever? _____
- What does your mum look like? _____
- Is your dad sporty and handsome? _____
- Are you shy? _____
- What do you look like? _____

I CAN

I can ask and answer questions about what people look like.
I can talk about the personalities of my friends and family.
I can write about a painting and its colours.

10 Lesson 7
Can assess what I have learnt in Unit 1

26 Create a new character.
HAVE FUN 1

1 Circle. My new character is...

thin fat ugly handsome happy beautiful bald sporty clever short good-looking tall

2 Write.

My new character's got... (thin, long, short, pink, etc.)


_____ hair	_____ legs
a _____ body	_____ arms
a _____ head	_____ eyes
a _____ face	_____ ears
a _____ mouth	

3 Draw. Then tell a friend.

4 Listen to your friend. Draw his/her new character.

5 Tell the class about your character. What is it like? What does it look like?

27 I want to know more!



My new character is tall and handsome. He's got short spiky hair and green eyes. He's bossy but clever. He likes surfing.

Lesson 8
Can use what I have learnt in Unit 1
11

Lesson 8

Review and consolidation

Pupils consolidate and practise the unit language through a fun language game.

Wider World


Culture lesson

After Units 1, 3, 5 and 7, pupils complete a Wider World lesson. Pupils read a text that explores an element of international culture linked to one of the unit topics. Each Wider World lesson includes a 'Your Turn' activity, which encourages personalisation and extension of the topic.

Wider World 1

Families of the world

- What do you know?
- Listen and read. Are the families big or small?




3 Number the photos.

1 Kyle's blog

In the United Kingdom, some families are big and some are small. My family is very big now. My mum's got a new husband. He helps me with my homework. He's got a son, so now I've got a brother. We play football together every Saturday. We have fun!





Kyle, 12, United Kingdom



2 Lang's blog

A lot of families here in China have got only one child. I haven't got a brother or sister but I'm not sad. I live with my mum, dad, granny and grandad. My grandparents play games with me. They're very clever and sporty! I love my small family.

Lang, 11, China

3 James's blog

I live in the United States. Big families are great! My friends have got small families but I have got a mum and dad, three sisters and three brothers. In my family, the big children help the small children. My sister, Jill, is 17 and she helps me with my homework. She's bossy but she's kind, too.

James, 12, United States

- Ask and answer.

- How big is your family?
- Are families in your country big or small?

YOUR TURN!

What is good and bad about big and small families? Discuss in pairs. Then tell the class.

	Good	Bad
Small family	more time with parents	no brothers or sisters to play with
Big family		

- Read again and say. True or false?

- James likes his big family.
- Lang is happy.
- Lang plays games with her sisters.
- In Britain, all families are small.
- Kyle likes his new brother.

12 Wider World 1

Can understand texts about families around the world

Wider World 1

Can talk about big and small families 13





1 Friends

Name: _____
Class: _____

Evaluation sheet 1

A Listening and speaking

1 Listen and number.

2 Listen and circle.

- Joe is sporty and bossy. True / False
- Joe is shy. True / False
- Mum is clever. True / False
- Dad is clever. True / False
- Mum is kind and shy. True / False

3 Think of a person in your family. Then talk. Use some of the words in the box.

beautiful bossy clever curly cute good-looking handsome kind lazy shy spiky sporty straight

What does he/she look like?

He/She's got...

What's he/she like? He/she's...

188 2 points 3 points 3 points

Name: _____
Class: _____

B Reading and writing

4 Find and write the questions.

1 What / you / look like ? What do you look like?

2 What / he / look like ? _____

3 What / they / look like ? _____

4 What / she / look like ? _____

5 What / I / look like ? _____

6 What / Robbie and Dan / look like ? _____

7 What / Kipper / look like ? _____

5 Think of a friend. Then write four things about him/her. Use the words in the box to help you.

beautiful bossy clever curly cute good-looking handsome kind lazy shy spiky sporty straight

- What does he/she look like?
- What is she/he like?

189 4 points 4 points Total

Evaluation

At the end of each unit, pupils complete an evaluation to reinforce their progress and identify areas for improvement. The evaluation covers the key language of the unit through reading, writing, listening and speaking.

How to use stories

Stories are an essential part of language learning because they allow pupils to absorb information in a fun and stimulating way. Learning outside the normal boundaries of a teacher-based classroom environment creates the opportunity for pupils to develop their creative and communicative skills. Using stories in the classroom greatly enhances pupils' ability to listen and to actively respond to target language and structures in a fun and relaxed atmosphere. Stories increase motivation and encourage less confident pupils to contribute with their ideas and opinions because they are not confined to the limits of a certain structure. They provide larger chunks of language in a context and provide an opportunity for pupils to produce language.

There's a story in Lesson 5 of each unit, featuring the characters. These stories serve to review and reinforce the target language and structures of the unit. The artwork is visually stimulating and the audio effects ensure pupils listen avidly from start to finish. Below is a four-step method for using stories in the classroom that starts with anticipation and ends with (assisted) performance.

Stage 1 – Anticipating the story

Before listening to the audio, ask pupils questions or carry out a simple discussion in English or L1 to get them thinking about the story. This will enable pupils to begin forming an idea of the theme of the story and how it might develop. It also provides an opportunity to introduce any new vocabulary or to review previously learnt language, allowing teachers to assess how thoroughly pupils have absorbed the target language of the unit. Teachers should not provide any answers at this stage but rather allow pupils to think for themselves.

Stage 2 – Hearing and seeing the story

At this stage, pupils listen to the story and work through it to find answers to your questions. If access to technology is limited or if it fails during the lesson, teachers can simply read from the book.

Stage 3 – Checking the story

Some suggested questions to be asked after listening to the story are provided in the teaching notes. This gives teachers the possibility to further assess the depth of pupils' comprehension of the story and of the language used. It also sparks pupils' creativity and imagination by encouraging them to visualise how the story develops.

Stage 4 – Role playing the story

After listening to the story several times, pupils are ready to role play it in groups, providing them with the opportunity to reproduce larger chunks of language. Props can be brought to class and used to make the experience even more stimulating. Teachers may play the audio or read the audioscript from the Teacher's Book, while pupils role play or pupils may recite the story from memory. Try to ensure that, as far as possible, every pupil gets an opportunity to be involved in the role play.

Below are some suggestions for extra work with the stories:

- While pupils listen to the story, they perform a specific action for target vocabulary (e.g. pupils clap when they hear the word *purple* or stamp their feet when they hear the word *blue*).
- Pupils draw a new picture for any frame of the story.
- Pupils create a new ending for the story.
- Pupils draw or describe their favourite character.
- Pupils discuss real-life situations that are related to the story.
- Pupils comment on how they would feel or how they would behave if they were in a similar situation to one of the story characters.
- You might like to give pupils feedback. You could give pupils two stars and one wish, e.g. *Fantastic actions!*, *Great teamwork!*, *Speak a bit louder next time*. This could be given in L1.

Classroom management tips

Poptropica English presents different classroom dynamics. It goes from individual work to pairwork, groupwork and whole-class activities. When working in pairs, groups or in a whole-class setting, pupils foster cooperative learning; learning with and from each other. The following suggestions focus on different ways of grouping or pairing pupils. All the activities presented here are suited to any group size, age or interest.

Ideas on how to divide pupils into pairs and groups

Grouping by order: Organise pupils in a specific order and then divide them up. Ask pupils to get in line in alphabetical order (according to their first name, last name or the number of letters in their name), order of birthdays (grouped either by month or by their date of birth), months of the year, days of the week or height.

Animal sounds: This is a loud but fun way to divide pupils up. Write names of animals on slips of paper. Distribute them and ask pupils not to show their slips to each other. When they are ready, ask them to start making the sound of the animal that is written on their slip of paper. They have to find the other members of their animal family.

Pick and mix: Pupils can be divided into groups or pairs by having them pick objects from a bag. Then you can ask them to find their teammates. Some examples of objects you can use are:

Coloured counters: (e.g. ask pupils to team with same colours together; different colours together; two same colour counters and two different ones, etc.)

Coloured pencils: (e.g. pupils who pick the same colours from the bag are in the same group/pair; light and dark of the same colour makes a pair; four different colours makes a group, etc.)

Numbered lolly sticks: Prepare lolly sticks by writing a number on the end of each stick and placing them number down in a small can or container. Each pupil picks one and finds their group/pair (e.g. same numbers, sequential numbers, odd numbers, etc.).

Word jumble: Write vocabulary words from a topic on slips of paper and put them in a bag or box. Ask pupils to pick one and find the rest of their group or pair. Pupils should look for others who have similar words or things (e.g. animals – all dogs together, all birds together, all cats together), others who group together (e.g. jungle animals, farm animals, sea animals) or others whose word starts with the same letter (e.g. roses, rainbow, red, rock).

Strategic grouping: Depending on the activity, you may want to group pupils using one of these combinations: stronger and weaker pupils together, stronger pupils together, weaker pupils together, talkers and listeners together. Whatever you choose, do not let pupils know what your strategy is.

Signalling that the activity has finished

When assigning speaking activities and playing games in large classes, it can often be hard to grab pupils' attention. With this in mind, here are some suggestions to help you deal with this situation.

Can you hear me? Start talking to them in a very low voice and say, *If you can hear me, raise your hand.* Pupils who hear you raise their hand, which will get the attention of other pupils, who will do the same.

Clapping: Clap your hands in different patterns and speed. Pupils have to join you in clapping. Say, *Clap once if you can hear me.* Some pupils join you. Then say, *Clap twice if you can hear me.* And finally, *Clap three times if you can hear me.* At this point, pupils will notice that the activity has finished.

Eyes on me: Count to three saying, *One, two, three... eyes on me!* Pupils stop the activity and say, *One, two, three... eyes on you!* This way, if the other pupils have not heard you, they will hear the pupils and then notice that the activity is finished.

Give me five: Put your hand up and say, *Give me five.* Pupils put their hands up and say, *five.* Then they start to count from one to five. If that does not grab everyone's attention, say, *Give me five again.* Pupils repeat the count.

Putting hands up: Put your hands up. Wait until pupils notice your hands up and gradually stop talking.

Ring a bell: Set a timer for the amount of time you would like the activity to last or ring a bell. When pupils hear the sound, they stop the activity.

Silent request: Create a signal for silence. Then practise the signal with your pupils until they know that every time you make that signal it's time to stop the activity.

Singing: Play or sing a **Poptropica English** song or chant. Have pupils join you.

Traffic light: Make a traffic light with removable coloured circles. When green, pupils can talk in pairs or in groups. When orange, they must be ready to end the conversation. When red, it's time to stop talking. If they're too loud, you can quickly go from green to red. If they're quieter again, go back to green.

Flashcard games

Guess the card: Cut out a small square in the centre of a sheet of A4 paper. Hold the sheet in front of a flashcard, allowing pupils to see only a small part of the picture through the hole. Pupils guess the item.

Memory game: Stick flashcards on the board. After pupils memorise the cards, remove them and pupils list the items. To make the game more challenging, ask pupils to say the cards in the order they appeared on the board.

Flashcard mime: Invite a pupil to the front. Show him/her a card or a written word while hiding it from the rest of the class. He/She mimes the word silently. The pupil who correctly guesses the word is the next one to come forward. Alternatively, split the class into two teams and ask a member of each team to mime the same word for their teams.

Sort the cards: Divide the class into small groups. Mix flashcards from different units, then divide them into piles according to the number of groups. Pupils sort them back into categories. The first group to finish wins.

Noughts and crosses: Divide the class into two teams. One is noughts and the other is crosses. Draw a large grid on the board with nine spaces. Stick one flashcard in each space, facing toward the board. Pupils select a card, turn it over and say the word on the flashcard. If it's correct, remove the flashcard and write a nought or a cross accordingly.

Hot seat: A pupil sits with his/her back to the class. The teacher shows the class a flashcard, e.g. lion. Pupils make sentences about the animal, e.g. *They live in Africa. They can run fast. They eat meat.* The pupil in the hot seat has to guess the animal as quickly as possible. Set a limit for the number of sentences/ guesses pupils can make.

TPR games

Aye, aye, Captain! You are the captain. Give orders to the class. This is a useful activity for reviewing actions, parts of the body, colours, numbers and classroom objects. For example, you say, *Jump three times. Touch your head. Turn around.* Pupils say, *Aye, aye, Captain!* and carry out the action. Model a few times and then invite pupils to be the captain.

Basketball: Ask a question to a pupil. If he/she answers correctly, he/she has a shot at the 'basket' (the bin or a small box). If the pupil gets the 'ball' (of paper) in the basket, he/she wins two points. If the ball hits the basket without going in, he/she wins one point.

Pass the ball: Pupils stand in a large circle. Make a paper ball (or use a soft ball), then call out a category, e.g. *family*, and throw the ball to a pupil. He/She must say a word in the category, then throw the ball to another pupil, who says another word in the same category. If a pupil drops the ball, he/she must sit down. Continue until one pupil remains. This game can also be used to have pupils ask and answer questions or practise vocabulary that follows a sequence, e.g. days of the week, months of the year, etc.

Teacher says: Give the pupils instructions but tell them to follow the instructions only if they are preceded by 'Teacher says'. If you say, *Pick up a pencil*, pupils should do nothing, but if you say, *Teacher says pick up a pencil*, pupils must pick up a pencil. They are out of the game if they do an action when they shouldn't.

Team games

Category writing: Divide the class into groups. Each group chooses their 'captain'. Write the name of a vocabulary category on the board, e.g. sports, food or animals. Each group helps their captain to write as many words as they can which belong to that category in two minutes.

Drawing race: Divide the class into two teams and invite a pupil from each team to the front. Whisper a word to the two pupils. Each pupil draws the item on the board. The first team to identify the item correctly wins a point.

Parachute: Play a guessing game in teams. Draw a large parachute on the board with some strings leading to a stick figure hanging from the parachute. Think of a word pupils have learnt and draw a dash inside the parachute for each letter in the word. Pupils from one team try to guess the word. For each incorrect guess, rub out one of the parachute's strings. Award points to the team when they guess the word correctly. If all the parachute's strings are rubbed out before pupils guess the word, the other team can try.

Reading race: Write sets of sentences on strips of paper describing flashcards, e.g. *It's big. It's black and white. It's got four legs.* Divide the class into teams and ask each team to stand in a line. Place a set of sentences face down at the front of each line. Stick the flashcards on the board. When you say, *Go!* one pupil from each team picks up a sentence, sticks it below the appropriate flashcard on the board and goes back to his/her team. The first team to stick all its sentences under the correct cards wins.

Literacy and spelling games

Spelling bee: Divide the class into two teams. The first player in Team A is given a word to spell. If correct, the team gets a point. This can also be done as a class competition by having pupils line up to be given words one by one. When they make a mistake, they sit down. The last pupil standing is the winner.

Little books labelling: Do an activity to practise spelling words with the target sounds/graphemes. Give each pupil a sheet of paper and have them fold and tear it in half lengthways, then join the ends of the two strips with tape. Now fold the paper like a fan and stick some tape along the spine to make an eight-page book. Pupils write their name on the cover and then draw four simple illustrations on alternate pages. Next they swap books with a partner and label the illustrations in each other's books. Then check the books together.

Letter mess: Write a selection of letters on the board. Explain to the class that they have to make as many words as possible from the given letters. Model one or two examples on the board for them. Then give pupils a time limit to do the activity in pairs or small groups.

Speedy sounds: Make letter cards to review the key sounds from a unit. Show the cards in random order and have pupils chorus the letter sounds. Gradually increase the speed. Then show a card and elicit a word containing that sound. Repeat with the other cards.

Rhyming tennis: Play a game to practise spelling words with target sounds that rhyme, (e.g. *ou, ow, all, aw, ew* or *y* graphemes). Put the class in two teams with a different set of letter cards. The first team must make a word using their first letter card, e.g. *y* and write it on the board, e.g. *try*. The second team must make a word that rhymes with *try* and write it on the board, e.g. *my*. The first team must hit back with another rhyming word, e.g. *fly*. The teams go back and forth until one team can't make a word. The game is over when all the cards are gone.

Spin the pencil: Play a game to practise spelling words with target sounds/graphemes. Put the pupils in pairs. Have them draw a large circle on a sheet of paper with graphemes around the edge of the circle (like a clock face). They take it in turns to spin a pencil in the circle and spell a word from the letter sound that the pencil is pointing to.

Spell check: Do an activity to practise spelling words with target sounds and to focus on punctuation. Write five sentences on the board, each with two errors, e.g. the sentence does not begin with a capital letter, the final punctuation is missing or wrong, sample words are misspelt. In pairs, pupils correct the mistakes.

Miscellaneous games

Bingo: Play bingo with any topic. Ask pupils to draw the bingo grids. Then they write or draw in the boxes the vocabulary items you wish to review. Call out the words in random order. The winner is the first pupil to tick off all the items in his/her grid.

Drawing game: Pupils draw pictures of target vocabulary on the board. They must do this slowly, line by line. The class tries to guess what each pupil is drawing before he/she finishes the picture. The first pupil to guess draws the next item.

I spy: Choose something you can see and say, *I spy with my little eye, something beginning with (g)*. Pupils guess the object. The pupil who guesses correctly has a turn at choosing an item.

Pass the secret: Have pupils sit in a circle. Start the secret by whispering a simple sentence to the pupil next to you, e.g. *I've got a yellow hat*. The pupils whisper the secret around the circle. The last pupil says the secret out loud. Compare how close it is to your original secret sentence. If necessary, write the original secret sentence on the board.

Picture dictation: Divide the class into pairs. Pupil A describes a picture for Pupil B to draw. Then they switch roles. This game can be played with any lexical set.

Stop the bus: Write a letter on the board and shout, *Start the bus!* Pupils write as many words beginning with this letter as they can think of. When you shout, *Stop the bus!*, everyone stops writing. Pupils get one point for each correctly spelt word.

Song or chant extension: Have pupils work in pairs or small groups. Prompt them to write a new verse for the song, using the lyrics on the Pupil's Book pages. You can change just some words or all the lyrics depending on their level.

Extension bank

Welcome

My special friend: Give each pupil a piece of paper. They draw a picture of a friend from outside the class, as well as some smaller pictures of things that person likes or can do. They label the items and title the picture. Then have pupils come to the front to introduce their friend. Display the pictures in the classroom.

Unit 1

Find your match: Have each pupil think of two adjectives that describe themselves. Then ask all pupils to stand up and move around the classroom. They have to find their match by sharing their description, e.g. *I'm shy and clever*. If the other pupil uses one of the same adjectives, they stay together. When everyone has got a match, the pairs take turns describing their partner, e.g. *He's sporty and patient*.

Unit 2

Always, Sometimes, Never game: Write the headings *Always, Usually, Sometimes, Often, Never* on the board. Divide the class in half and have them stand in two circles. Stand in the middle of one circle and say, *Always! I always brush my teeth*. Quickly point to a pupil and say, *Never!*, then help them to say a *never* sentence as quickly as possible. They then point to someone else and say, e.g. *Sometimes!* That person has to quickly say a sentence with *sometimes*. Repeat until everyone has had a turn.

Unit 3

Whisper game: Divide the pupils into small teams and have them stand in lines. The last pupil in each line whispers two sentences about someone in the class to the pupil in front of them, using target language, e.g. *George is good at singing and dancing*. When the messages reach the first pupil in each line, the team all say the sentences aloud. If it is correct, the team gets a point. The pupil then goes to the front of the line and the game is repeated until everyone has had a turn at being the whisperer.

Unit 4

My country/city poster: Give each pupil a piece of A3 paper and ask them to design a poster about their country or city, drawing and labelling things and places that can be found there. Pupils take turns coming to the front and presenting their posters to the class. Display the posters in the classroom.

Unit 5

The fashion show game: Give each pupil a piece of paper and ask them to draw and colour a picture of a boy or girl wearing interesting and fashionable clothes. Then have pupils walk around the classroom, like models down a runway, holding their picture in front of them, as other pupils suggest sentences using target language. Then display the pictures in the classroom.

Unit 6

Was, Went, Said chant: Have pupils sit on chairs in a circle. Start a chant rhythm by slapping your knees and repeating, *was, went, said; was, went, said*, etc. Then say, *Was. On Monday, I was hungry. Went.* The next pupil in the circle makes their own statement using *Went*, and adds *Said*, e.g. *Went. I went to Harry's house. Said.* The next pupil in the circle makes their own statement using *Said*, and adds *Was*. Continue around the circle until every pupil has had a turn to make up a sentence.

Unit 7

What school is like for me: Pair pupils. Give each pair a piece of paper and ask them to cut it into six smaller pieces. On each piece have them write a school subject (Maths, Science, Art, Geography, PE and History), while you write adjectives on the board: *easy, difficult, interesting, boring, exciting, funny, scary, relaxing*. Pupils take turns handing their partner a card. The other pupil has to then say what they think about that school subject, using the target language on the board, e.g. *Last year, Maths was easy. This year it's difficult*.

Unit 8

TV programme guessing game: Divide the class in half and start each team with five points. Invite a pupil to think of a TV programme others might know. The other pupils ask questions, e.g. *Is it funny? Is it about soldiers? Is it on at night?*, etc. The pupil answers *yes* or *no*. If a pupil thinks they know the programme, they can guess, but if they're wrong, their team loses a point.

Goodbye

Word game: Say a word connected to a topic from the Pupil's Book, e.g. *Maths* (School). A volunteer then says any word they associate with *Maths*, e.g. *numbers* or *difficult*. Another pupil continues, saying a word they associate with the previous one. Continue around the class. If pupils hesitate or say an inappropriate word, they are out!

Unit worksheet answer keys

Consolidation and extension worksheet 1

1 Write the words.

Answer key: 2 spiky hair 3 bald 4 straight hair
5 beautiful 6 curly hair

2 Write about your best friend.

Answer key: Pupil's own answers.

3 Look, read and choose. Tick (✓) a or b.

Answer key: b

4 Describe the other girl.

Answer key: Pupil's own answers.

Consolidation and extension worksheet 2

1 Look and write.

Answer key: 2 They often meet their friends in the park after school. 3 The cat always washes its face after its dinner.
4 You usually tidy your room in the evening. 5 He sometimes does his homework in his bedroom. 6 She never makes her bed before breakfast.

2 Write about what your family does at the weekend.

Answer key: Pupil's own answers.

Consolidation and extension worksheet 3

1 Look and write.

Answer key: 1 throwing 2 catching 3 diving
4 hitting 5 climbing 6 kicking

2 Write questions.

Answer key: 2 Is he good at diving? 3 Are they good at throwing?

3 Look and write.

Answer key: 1 Emma loves trampolining. 2 Emma's good at playing the drums. 3 Emma's good at playing chess.

4 Now write about you!

Answer key: Pupil's own answers.

Consolidation and extension worksheet 4

1 Look and find six countries.

Answer key: 2 Spain 3 China 4 Australia 5 Britain
6 Egypt

2 Write the questions and answers about Ice Island.

Use *there are/aren't* and *some/any*.

Answer key: 2 Are there any polar bears on Ice Island? Yes, there are some polar bears. 3 Are there any elephants on Ice Island? No, there aren't any elephants. 4 Are there any statues on Ice Island? Yes, there are some statues.
5 Are there any penguins on Ice Island? Yes, there are some penguins. 6 Are there any deserts on Ice Island? No, there aren't any deserts.

Consolidation and extension worksheet 5

1 Read and guess.

Answer key: 2 sunglasses 3 swimsuit 4 scarf 5 gloves

2 You've got £150. Look and tick (✓) for Dylan. Write how much.

Answer key: Pupil's own answers.

3 Write about Dylan's new clothes.

Answer key: Pupil's own answers.

Consolidation and extension worksheet 6

1 Read and write the dates.

Answer key: 1 4th December 2 was on 1st December
3 was on 3rd December

2 Read, think and write.

Answer key: birthday

Consolidation and extension worksheet 7

1 Read. Write about last week for Dan.

Answer key: 2 Science was exciting on Tuesday afternoon.
3 Art was interesting on Wednesday morning. 4 Geography was boring on Thursday afternoon. 5 PE was easy and fun on Friday morning. 6 History was scary on Friday afternoon.

2 Read, imagine and write.

Answer key: Pupil's own answers.

Consolidation and extension worksheet 8

1 Look, read and circle.

Answer key: 2 on 3 ago 4 last 5 last

2 Read, choose and write.

Answer key: I always do my English homework.

3 Correct the mistakes in Activity 2.

Answer key: 2 I went to school on Monday. 3 The footballer is from Italy. He's Italian. 6 I sometimes get up at five o'clock.