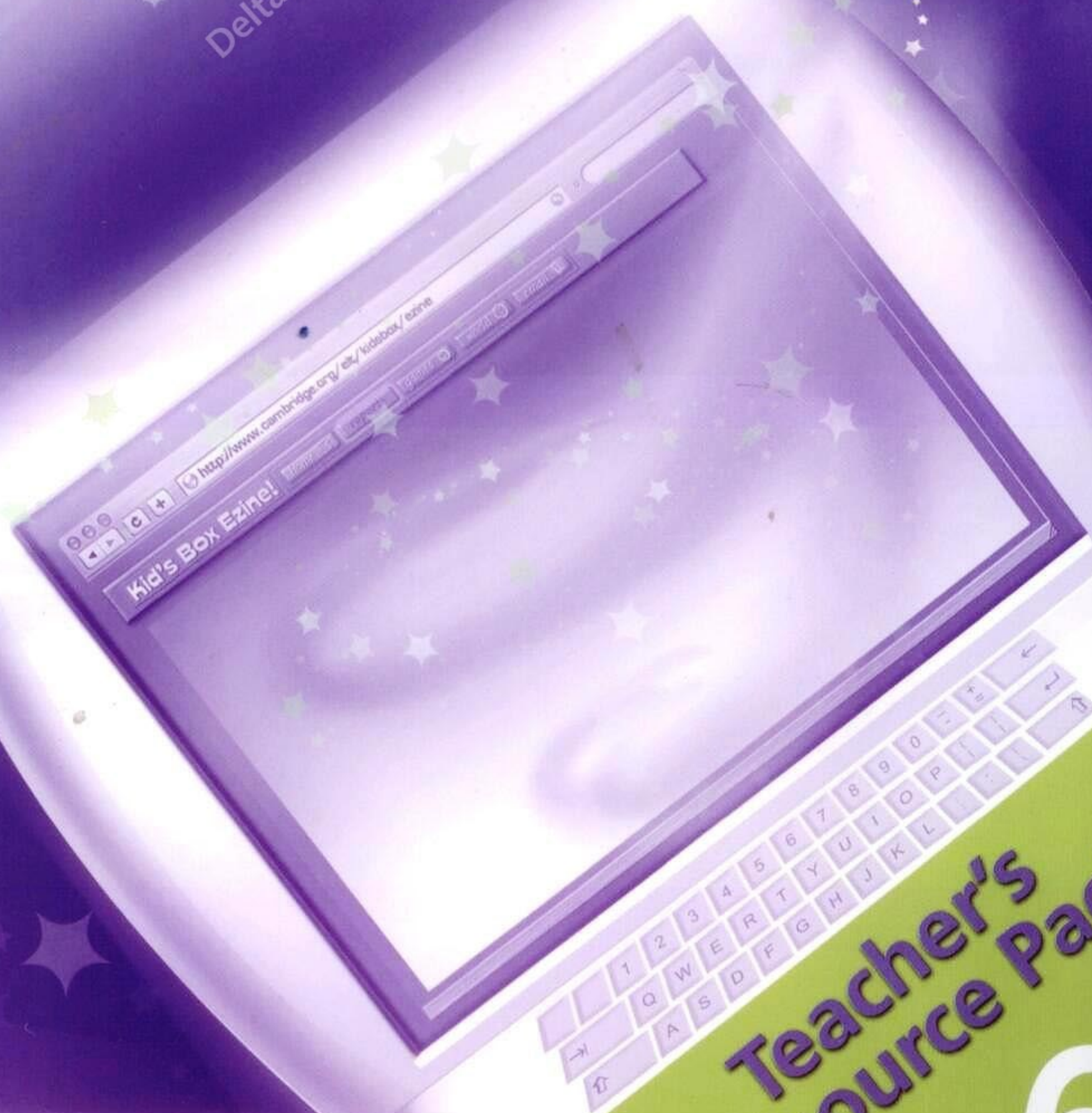


# Kid's Box



Deltabook



with Audio  
CD

Kate Cory-Wright  
with Caroline Nixon & Michael Tomlinson

Teacher's  
Resource Pack

6



Welcome!

# Reinforcement worksheet 1

- 1 Look at the pictures of Amy, Ben and Colin. Guess their favourite school subjects. What subjects do you think they don't like?



Amy



Ben



Colin

- 2 Now read about them and complete the sentences. Were you right?

Amy	Ben	Colin
I like singing and playing the guitar. I don't like learning about the past.	I like to learn about plants and the human body. I don't like the Internet.	I like taking photos and drawing. I don't like learning about other countries.

- 1 Amy likes Music. She doesn't like \_\_\_\_\_.
- 2 Ben likes \_\_\_\_\_. He doesn't like \_\_\_\_\_.
- 3 Colin likes \_\_\_\_\_. He doesn't like \_\_\_\_\_.

- 3 Who would like to put these things in the ezine? Write Amy, Ben or Colin under the sentences.

I'd like to put a painting in the ezine.

I'd like to write about my favourite singer and her new CD.

I'd like to write about animals and what they eat.

- 4 Write three things that you would like to put in an ezine.

I'd like to put \_\_\_\_\_ in the ezine.

I'd like to write about \_\_\_\_\_.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Welcome!

# Reinforcement worksheet 2

## 1 Find and circle ten school subjects.

g	e	o	g	r	a	p	h	y
n	h	h	c	n	e	r	f	r
v	s	i	h	o	x	j	i	a
m	i	s	g	p	a	l	o	n
a	t	t	e	r	m	t	i	o
t	r	o	p	s	s	m	c	i
h	e	r	t	e	r	a	r	t
s	g	y	h	a	r	m	i	c
e	m	u	s	i	c	s	a	i
t	s	c	i	e	n	c	e	d

~~Geography~~

~~Sport~~

History

Art

exams

dictionary

French

Maths

Music

Science



## 2 Complete the sentences using the school subjects.

- I like Science. We study animals, plants and the human body in this subject.
- I use a dictionary to help me understand new words.
- Zee loves playing football and basketball. His favourite subject is Football.
- David likes Music. He's good at singing, playing the guitar and the piano.
- We learn about different countries in Geography.
- Sarah loves drawing and taking photographs. Her favourite subject is Art.
- In History we can learn about the past.
- Try this!  $10 + 20 - 3 \div 9 = 3$ . Maths is easy!
- We have to study a lot before we take exams.
- If you speak French, you can talk to people in France.





## Extension worksheet 1

**1 Complete the number patterns. Write the numbers.**

1

two	four	six	eight	ten
-----	------	-----	-------	-----

2

three	six	nine		
-------	-----	------	--	--

3

ten	twenty	thirty		
-----	--------	--------	--	--

4

six	twelve	eighteen		
-----	--------	----------	--	--

5

seven	fourteen	twenty-one		
-------	----------	------------	--	--

**2 Complete the maths puzzles.**  
Write your answers in the crossword.  
What's the number in the black boxes?

1  $8 + 8 - 6 =$  10

$$2 \quad 9 \times 2 - 7 =$$

3  $2 \times 5 + 35 / 3 =$  \_\_\_\_\_

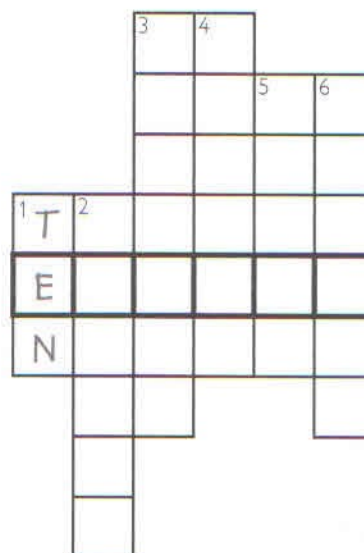
4  $4 \times 6 / 2 =$  \_\_\_\_\_

5  $5 \times 7 + 10 / 15 =$  \_\_\_\_\_

6  $6 \times 5 - 20 + 10 =$  \_\_\_\_\_



The number in the black boxes is:





- 1 For their ezine, Alvin, Shari and Dan are interviewing Mr Kelly, the head teacher of City School.



Read the questions and complete the interview.

**Alvin:** Good afternoon, Mr Kelly.

1 How are you?

**Mr Kelly:** I'm fine, thank you.

2

**Shari:** We'd like to ask you some questions for our ezine.

3

**Mr Kelly:** It's fifty-seven years old.

**Dan:**

4

**Mr Kelly:** There are five hundred and eighty-three students.

**Shari:**

5

**Mr Kelly:** Children start school when they are four years old.

**Dan:**

6

**Mr Kelly:** When they're twelve.

**Alvin:** OK, that's all. Thank you!

**Mr Kelly:** You're welcome. Good luck with your ezine!

How old is City School?

When do children start school?

How are you?

How many students are there?

And when do children leave this school?

How can I help you?



2



Listen and check.



# Welcome! Song worksheet

  Listen and read. Tick (✓) the pictures of the subjects that the singers like.



Because school is cool, it's where we go.  
From Monday to Friday, I'm sure you know.  
We study and we play, that's what we do.  
We do it in the morning and the afternoon!

I really love Geography,  
And I enjoy History,  
I like to study Science too!  
My favourite subject in the afternoon.

Before lunch we have Music,  
And then Computer studies,  
And on Wednesday we do Sport.  
That's a class which is too short!

And I like to study languages.  
Spanish, French and Japanese.  
Lots of words in the dictionary,  
For me to study and to read.

2

1 'Monday' has two syllables. Circle another two-syllable word in this verse.

2 Two one-syllable words are circled in this verse. Can you circle another one?

3 There is one three-syllable word in this verse. Can you circle it?

4 There are three three-syllable words in this verse. Can you circle them?



# Welcome! Topic worksheet

## 1 Read about archaeologists. Label the pictures.

Archaeologists love history. They often travel to countries where people lived thousands of years ago. They look at paintings in caves and find bones. They find things that people used every day.



a cave

When archaeologists find a skeleton, they ask many questions; for example, *How big is it? Is it a man, woman or child? Why is it there?* Sometimes they find the person's skull. Teeth can tell us how old the person was and what they ate.



skeleton

Sometimes there are more questions than answers. Hiram Bingham went to Peru in South America. Local people told him about a 'city' on a mountain. Bingham found 'Machu Picchu'. He learned a lot about the Incas who lived there more than



to dig

five hundred years ago. But there are still many questions. *Why did the Incas live there? Why did they leave? Why were most of the skeletons women?*

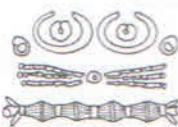


A famous archaeologist called Howard Carter dug in the sand in Egypt for six years.

In 1922, he found a staircase and a wall. Behind these there was a big room. It was



the tomb of King Tutankhamen. He was surrounded by jewellery and gold.



Archaeologists work in the sun, the rain and the cold. They look for answers for many years. Sometimes they never find them.



## 2 Correct the sentences.

1 Archaeologists love maths.

Archaeologists love history.

2 Archaeologists often find paintings in houses.

3 Teeth can tell archaeologists the colour of someone's hair.

4 The Incas live in Machu Picchu today.

5 Howard Carter found King Tutankhamen after digging for a short time.

6 King Tutankhamen was found on a mountain.



## Reinforcement worksheet 1

- Pupils compare the timetables and write five more differences.

Key: 1 Crazy Cat / Cool Cat at 1:45, 3 School Friends Episode 5/3 at 2:15, 4 Golf/Football at 2:45, 5 The Rosetta Stone at 3:00/3:15, 6 Quiz / The Weather at 3:50.

- Optional follow-up activity:** Pupils write a plan of their favourite TV schedule (real or imaginary). Display these in the classroom, and ask pupils to vote for their favourite.

## Reinforcement worksheet 2

- Use the example to show pupils how to complete the missing word in each sentence, using the words on the TV, and then cross out each word as they use it. The aim is to cross four words in a straight line. The line can be horizontal or vertical, but not diagonal. Then use the first letter of these four words to complete Shari's sentence.

Key: 1) 2 channels, 3 quiz, 4 sports, 5 animals, 6 series, 7 boring, 8 weather, 9 turn on, 10 episodes. 2) All the words in the last line on the right (*boring, episodes, series, turn on*) are crossed out. Shari is saying: *Programmes about dinosaurs are the best!*

- Optional follow-up activity:** Pupils invent definitions for the remaining six words: *cameraman, screen, action film, music video, funny, cartoon*.

## Extension worksheet 1

- Using a torch and a ball, explain that when the sun is in one half of the world, it's dark in the other half. Check pupils know the names of the cities and what countries they're in. Pupils then draw lines from the names to the dots on the map. Refer to an atlas if necessary. Then look at the map together, pointing out the different times in different places.

Pupils write the time for each city using 'in the morning/afternoon/at night'. To help pupils with the number of hours' difference between the cities, look at the clocks and ask questions, e.g. *It's 11:15 in London. What time is it in Paris? (12:15) So how many hours ahead is Paris? (1 hour) If it's 8:00 in London, what time is it in Paris? (9:00).*

NY	London	Paris	Tokyo	Sydney
-5	0	+1	+9	+11

Choose different cities. Now pupils complete exercise 2.

Key: 1) London: It's quarter past eleven in the morning.  
2) Paris: It's quarter past twelve in the afternoon. 4 Tokyo: It's quarter past eight at night. 5 Sydney: It's quarter past ten at night. 3) 1 It's quarter past four in Paris. 2 It's ten past eight in London. 3 It's quarter to eleven in Sydney. 4 It's Thursday in London!

- Optional follow-up activity:** Play Pelmanism. Give each student four equally-sized pieces of card. On two of the cards they draw a clock face with a time on it. On the other two they write the corresponding time for each clock in words. Check that the faces and times match for each pair of cards. Working in groups of four, pupils place their 'clock' cards face down on one side of the table and the 'words' cards face down on the other. The first pupil picks up a 'clock face' card and says the time. If he/she is wrong, the card is replaced and the next pupil has a turn. If he/she is correct, he/she can pick up a 'words' card. If the two cards

match, he/she keeps them. If not, he/she returns them to the table and the next pupil has a turn. The pupil with the most pairs of cards at the end is the winner.

## Extension worksheet 2

- Pupils read the TV Guide and write a word from the box for each channel. Then pupils read the guide a second time to help them circle the right answers to the questions.

Key: 1) Channel 2 – comedy, Channel 3 – series, Channel 4 – cartoon, Channel 5 – quiz. 2) 2 a, 3 c, 4 b, 5 a.

- Optional follow-up activity:** Pupils discuss which programmes from the TV guide they would like to watch and why.

## Song worksheet

- Pupils listen to and read the song and underline all the programme words. Then they draw happy and sad faces in the circles next to the programmes that the singer does/doesn't like. If necessary, help them with phrases like: *They're not for me / They're not my thing.*

Key: Happy faces – documentary, cartoon, sport, action films. Sad faces – TV, the news and weather, TV.

- Optional follow-up activity:** Pupils personalise the song by replacing the underlined words with other programmes.

## Topic worksheet

- Pupils discuss a TV series that they know and like and who is involved in making it. Pupils read the text and match the jobs with the roles. Check their answers and help with any pronunciation difficulties.

Key: 2) 2 h, 3 b, 4 c, 5 e, 6 g, 7 f, 8 a.

- Optional follow-up activity:** Revise superlatives (e.g. *the biggest, the most beautiful*). Then ask pupils to discuss which film-making job is the most interesting/important/difficult/fun. Pupils discuss which one they would like to do and why.



## Reinforcement worksheet 1

- ★ Find six differences between Channel TV 1 and TV 2.  
Write your answers.

## CHANNEL TV1

1:00	The News
1:45	Crazy Cat cartoons
2:15	School Friends <i>Episode 5</i>
2:45	Golf
3:00	The Rosetta Stone
3:50	What do you know? (quiz)

## CHANNEL TV2

1:30	The News
1:45	Cool Cat cartoons
2:15	School Friends <i>Episode 3</i>
2:45	Football
3:15	The Rosetta Stone
3:50	The Weather

- 1 On TV1 the news is on at one o'clock. On TV2 the news is on at half past one.
- 2 On TV1 Crazy Cat cartoons is on at quarter to two. On TV2 \_\_\_\_\_ is  
on at \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_



# Unit 1 Reinforcement worksheet 2

## 1 Complete the sentences and cross out the words on the TV.

- 1 The news tells us what is happening in the world.
- 2 TV1 and TV2 are the names of two c.....
- 3 A TV competition where people answer questions is called a q.....
- 4 We can watch football on a s..... programme.
- 5 Many cartoon characters are not people. They are a.....
- 6 A story that you watch each week is called a s.....
- 7 Some documentaries are not b..... They are interesting.
- 8 This programme tells us if it is raining or snowing. It is called the w.....
- 9 You have to t..... the TV when you want to watch it.
- 10 The parts of a series that you watch each week are called e.....

channels	cameraman	screen	boring
quiz	action film	sports	episodes
music video	weather	animals	series
funny	<del>news</del>	cartoon	turn on

- ## 2 Which four crossed out words form a line? Use the first letters to complete what Shari is saying.

Programmes about  
dinosaurs are the  
.....!





## 1 Draw lines to each city.



New York, USA



London, UK



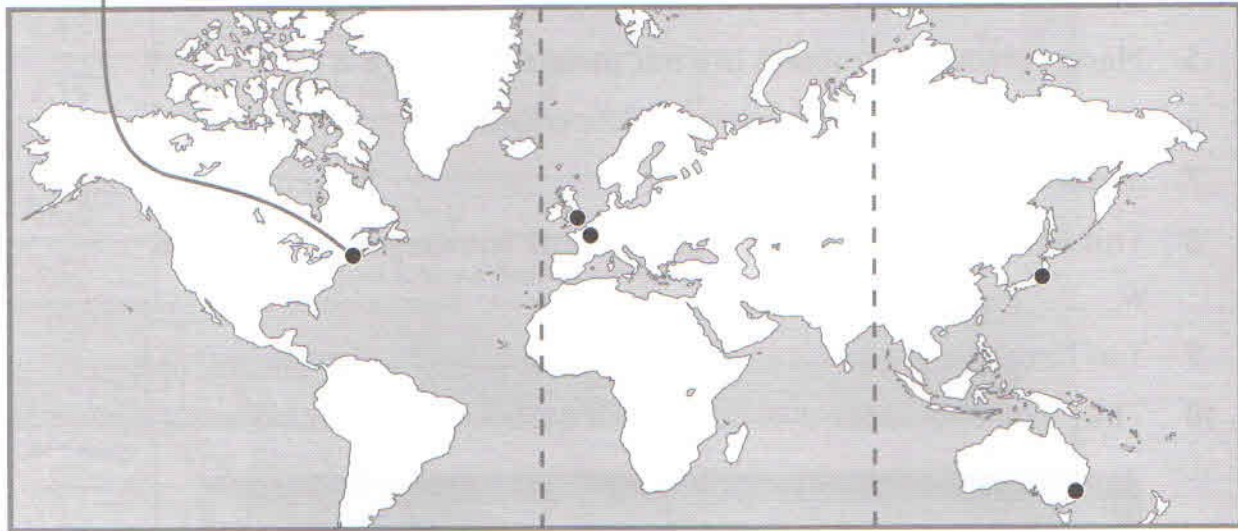
Paris, France



Tokyo, Japan



Sydney, Australia



MORNING



AFTERNOON



NIGHT



## 2 Write the time in each city.

1 New York: It's quarter past six in the morning.

2 London: \_\_\_\_\_

3 Paris: \_\_\_\_\_

4 Tokyo: \_\_\_\_\_

5 Sydney: \_\_\_\_\_

## 3 What time is it in these cities? Write your answers.

1 It's quarter past three in London. What time is it in Paris?

It's quarter past four in Paris.

2 It's ten past three in New York. What time is it in London?

It's ten past

3 It's quarter to nine in Tokyo. What time is it in Sydney?

It's

4 It's twenty past seven on Friday morning in Sydney. What day is it in London?



1 Read the TV Guide and choose words from the box for each channel.

series cartoon ~~documentary~~ the weather  
quiz music video comedy

## Children's TV Guide

Channel 1	Channel 2	Channel 3	Channel 4	Channel 5
4:00–5:00 Dolphin and whale special	4:00–4:30 Clowntime	4:00–4:45 Happy street	4:00–5:40 Supermum 2	4:00–4:15 What do you know?
Do you know that dolphins never sleep? In today's programme we learn all about these interesting animals: where they live, what they eat and how clever they are.	Millie and Maisie the clowns are so funny! Why are they throwing paint and water? Why are they jumping up and down with eggs on their heads? Watch today's programme to find the answers.	Last week Sam and Jane found an old map in the school library. Where did it come from? Where can it take them? This week's episode answers these questions and lots more!	Now that Supermum's children are older, she's helping people with their animals! Have you lost your dog? Supermum can fly over the city and find it. She's fast and she's strong. The drawings in this film are great!	This programme is so exciting that you want it to be longer! Six people answer very difficult questions. The winner gets a holiday in Egypt.

documentary

2 Read again and choose the right answer.

1 How long is *Supermum 2*?

- a) half an hour    b) an hour and a quarter    c) an hour and forty minutes

2 What time does *Happy Street* finish?

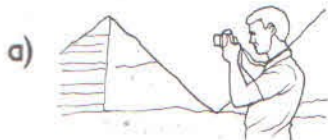
- a) at quarter to five    b) at quarter past five    c) at quarter to four.

3 Which of these things don't the clowns use?



4 Dolphins are: a) not clever    b) always awake    c) very big birds

5 In *What do you know?* the winner gets:





## Song worksheet



**Listen and read. Underline the TV programmes. Does the singer like these TV programmes? Draw a happy or sad face in the circles.**

I don't like TV, I don't like it much,



But there are some programmes that I sometimes watch.

On channel 1 at ten past three,

There's a really good documentary



About animals and where they live,

What they do and what they eat,

And on channel four at five to two,

They put on a great cartoon.



At one o'clock and then at seven,

They show the news and then the weather.



They're not my thing, they're not for me,

But I like the sport at half past three.



But what I like, what I love the best,

Are the action films, more than the rest.



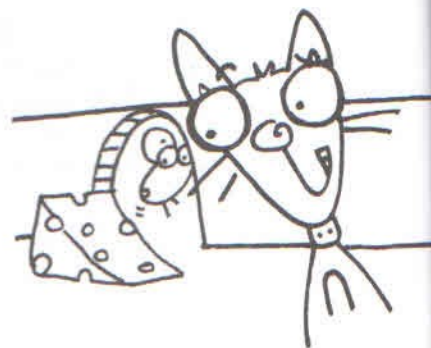
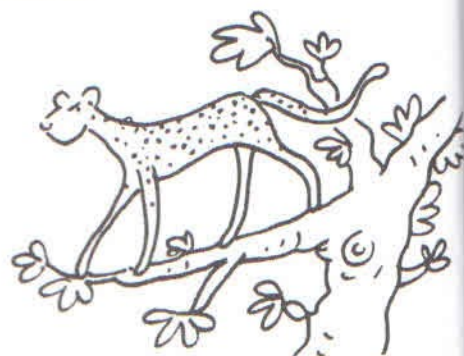
They're on at quarter past four,

And at ten past seven, but I want more.

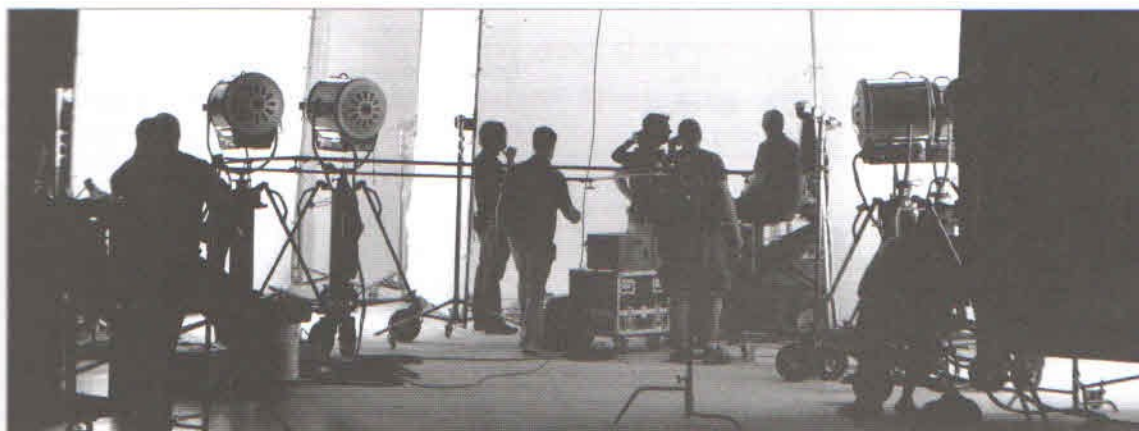
I don't like TV, I don't like it much,



But there are some programmes that I sometimes watch.







## 1 What's your favourite TV series? Do you know how it's made?

A TV series is a story which we watch in many parts (or *episodes*). Sometimes we can watch one, two or more episodes in one week. Usually a TV series starts with an idea. If a producer likes the idea, he/she talks to a screenwriter, who writes the story. Then the producer speaks to a director, who has to decide where to film the series and what happens in each scene. Next the producer has to find money to pay for the series. After the film is made, the editors cut the film and join it together. Then the producer has to sell the series to TV channels around the world. And then we watch it!

## Who else makes the TV series?

You can often see a list of people who made the series at the end of a TV programme: the casting director, actors, camera crew and designers. Who are these people and what do they do?

Every series needs a good technical team, for example, a camera crew (the people who film the series). The TV series also needs people to manage the sound, lighting and special effects. Lots of artists and designers also help to make the series. They have to prepare the make-up and clothes for the actors, or design the set.

Of course, a good TV series needs good actors! They play the people in the series. The casting director has to choose the actors. Famous actors are expensive, so the casting director can't always choose famous people for the series!

## 2 Match the person with the job.

- |                        |  |
|------------------------|--|
| 1 The editor           | a films the series.                    |
| 2 The screenwriter     | b finds the money for the series.      |
| 3 The producer         | c chooses the actors.                  |
| 4 The casting director | d cuts the film and joins it together. |
| 5 The director         | e decides what happens in each scene.  |
| 6 Actors               | f prepare the make-up and clothes.     |
| 7 Designers            | g play the people in the series.       |
| 8 The camera crew      | h writes the story.                    |



### Reinforcement worksheet 1

- Look at the advertisement. If necessary pre-teach: *talent competition, to tell jokes, to joke*. Pupils read the dialogue and fill in the gaps, using the appropriate form of *going to*. Then pupils label the characters. After checking the answers, ask comprehension questions, e.g. *Is Peter really going to eat hamburgers?* (no), *What is Peter going to do?* (tell jokes).
- Key:** 1) 2 What are your friends going to do? 3 Mary's / Mary is going to dance. 4 What's / What is he going to do? 5 He's / He is going to play the guitar. 6 I'm / I am going to eat. 7 What are you going to eat? 8 You're / You are not going to eat hamburgers! 9 I'm / I am not going to do that! 10 What are you really going to do? 11 I'm / I am going to tell jokes. 2) Peter, Mary.
- Optional follow-up activity:** In groups of three, pupils act out the dialogue. Remind 'Peter' to be a bit naughty, 'Mum' and 'Dad' to be shocked.

### Reinforcement worksheet 2

- Pupils unscramble the words. Then they label each picture.
- Key:** 1 firefighter, 2 dentist, 3 mechanic, 4 footballer, 5 actor, 6 secretary, 7 nurse, 8 pilot, 9 cook, 10 artist, 11 scientist, 12 journalist.
- Optional follow-up activity:** Pupils write scrambled words for others to guess from one of the following themes: school subjects, types of TV programme, days of the week.

### Extension worksheet 1

- Practise asking and answering *yes/no* questions by giving a confident pupil a job title e.g. *dentist* and getting the class to ask him/her questions to guess what it is. He/She can only answer *yes* or *no*. Pre-teach *uniform* and *office*. Pupils read the interviews and work out which job each child is going to do.
- Key:** 2 basketball player, 3 mechanic, 4 pilot, 5 cook.
- Optional follow-up activity:** Pupils interview each other in the same way, with *yes/no* questions to find out which job their partner has chosen.

### Extension worksheet 2

- Pupils look at the picture and discuss the questions. Listen to pupil's thoughts. Pupils listen to the recording and complete the table. You may want to go through each character one by one, playing the recording several times.
- Key (tapescript):** John: I usually work *at the weekends* because that's when people have parties. I go to *people's houses* and wear a red nose. I use balls and do things to make people laugh. I love my job because *it's happy and it's fun!* (He's a clown.)

**Robert:** I work *from Monday to Friday* in an office. I make telephone calls and use a computer to type important letters and emails. I can type 100 words a minute. I like this job because *I love typing and I'm never tired!* (He's a secretary.)

**Emma:** I go to work *every night*. I work in a busy hospital. I'm not a doctor but I help people who are ill or injured. I'm often tired but *my job is always interesting*. That's why I love it! (She's a nurse.)

**Jane:** I do my job *from half past seven in the morning to five in the afternoon*. I have to get up very early so that I can get to school before my pupils arrive. I work very hard teaching children to speak French. *It's really good to work with children*. I don't want to do anything else! (She's a French teacher.)

- Optional follow-up activity:** Pupils imagine they do one of these jobs and write about their normal day at work for an ezine.

### Song worksheet

- Pupils listen to the song and fill in the gaps. They then draw a picture in each box to represent an action for each verse.
- Key:** work, best, sleep x3, show, good, help, in x3, job, day, best, sleep x3.
- Optional follow-up activity:** Ask the whole class to choose a job and make up a verse about it together. Pupils then choose a job for themselves and write their own verse. They can try to make it rhyme if they feel confident enough. The new verses could be written on the board and then sung by the class.

### Topic worksheet

- Pre-teach: *earn* and *factories*. Pupils read the text and answer the questions. Finally, pupils draw a picture of a present they would like to give to a poor child, and write a short description of the present and why they want to give it.
- Key:** 1) 1 They grow food in fields/on farms, they sell sweets, they clean shoes, they make shoes and clothes in factories, they ask people for money in the streets. 2 Answers might include: beds, food, toys, time (to play), lessons, shoes, clothes and sweets.
- Optional follow-up activity:** Write the following question and answers on the board and check that pupils understand them. Then put pupils into groups and ask them to rank the answers according to their importance and discuss. Question: *Why is education important?* Answers: *to learn to read and write, to find a good job, to meet friends, to know about the world, to have time to play and do sport, to learn languages, to learn about computers.*



# 2

## Reinforcement worksheet 1

- 1 Peter is talking to his mum and dad about the School Talent Competition. Complete what they say with *am/is/are going to*.

**SCHOOL TALENT COMPETITION**

Can you dance? Can you act? Are you good at singing or playing the guitar? Come to the Talent Competition! There are going to be lots of prizes!

See you on Friday 24th at 8pm!

**Mum:** What (1) are you going to do in the School Talent Competition?

**Peter:** I don't know, Mum.

**Dad:** Well, what (2) are your friends going to do?

**Peter:** Mary (3) is going to dance. But I hate dancing.

**Mum:** What about John? What (4) is he going to do?

**Peter:** He (5) is going to play the guitar.

**Dad:** You're good at playing the guitar, Peter. Why don't you do that?

**Peter:** No, I don't like playing the guitar. Wait! I've got a good idea.  
I (6) am going to eat!

**Mum:** Eat? What (7) are you going to eat?

**Peter:** Five hamburgers in two minutes!

**Dad:** Oh Peter! You (8) are going to not go eat hamburgers!

**Mum:** No Peter. That's not a very good idea!

**Peter:** I'm joking. Of course I (9) am going to not go do that!

**Mum:** What (10) are you really going to do?

**Peter:** I (11) am going to tell jokes. I'm good at telling jokes!

- 2 Write the names under the pictures.



John





## Reinforcement worksheet 2

★ Find the words and label the pictures.

eruns

nurse

sntedit

d

tooflabler

f

torca

a

steincsit

s

isanljourt

j

chemanci

m

iltop

p

eieffightr

f

okoc

c

recsetray

s

ttiasr

a



1



2



3



4



5



6



7

nurse



8



9



10



11



12



★ Pupils from City School are asking each other questions about what job they are going to do. They can only answer *yes* or *no*! Read their interviews and find the job.

painter    basketball player    pilot    footballer  
secretary    mechanic    ~~writer~~    cook

1



Are you going to work with other people?  
In this job, are you going to use a computer?  
Are you going to work in an office?  
Are you going to work at home?  
Are you going to be a writer?

No.  
Yes.  
No.  
Yes.  
Yes!



2



Are you going to work in the same place every day?  
Are you going to do sport?  
Are you going to use your feet to move a ball?  
Are you going to be a \_\_\_\_\_?

No.  
Yes.  
No.  
Yes!



3



Are you going to work in the same place every day?  
Are you going to use a computer?  
Are you going to use your hands?  
Are you going to work with cars?  
Are you going to be a \_\_\_\_\_?

Yes.  
No.  
Yes.  
Yes.  
Yes!



4



Are you going to work in the same place every day?  
Are you going to go to lots of different countries?  
Are you going to wear a special uniform?  
Is doing sport important for this job?  
Are you going to be a \_\_\_\_\_?

No.  
Yes.  
Yes.  
No.  
Yes!



5



Are you going to work with other people?  
Are you going to use a computer in this job?  
Are you going to make something?  
Are you going to make something that people need every day?  
Are you going to be a \_\_\_\_\_?

Yes.  
No.  
Yes.  
Yes.  
Yes!





- 1 Look at the picture. What does this man do? When and where does he work? Does he enjoy his job?



- 2 Listen to the people talk about their jobs. Complete the table. What do you think each person does?

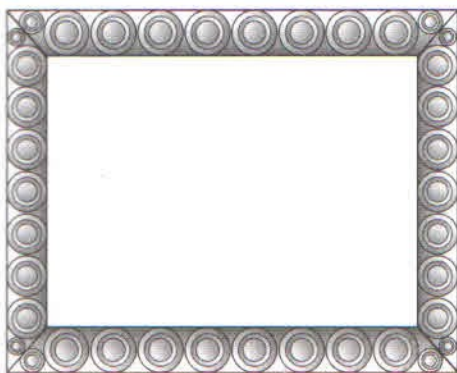
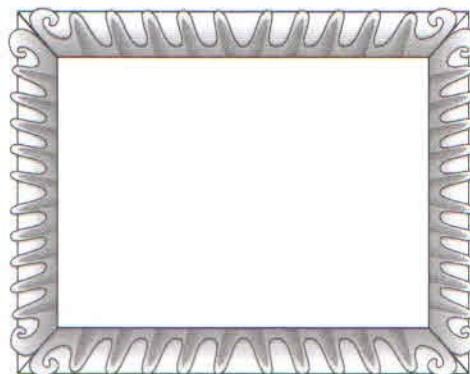
Name	When do they work?	Where do they work?	Why do they like their job?	What do you think they do?
John	at the weekends			
Robert				
Emma				
Jane				





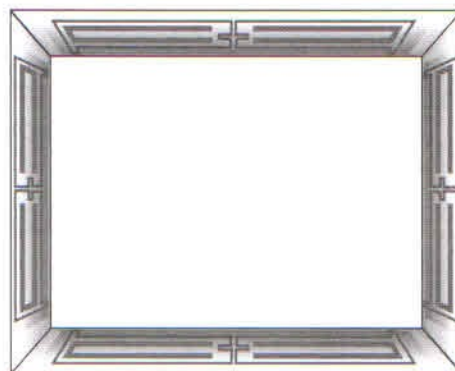
**Listen and complete the song. Draw something that happens in each verse.**

He's going to do the job,  
 He's going to ..... work ..... all day.  
 He's going to do his ..... ,  
 Then ..... and play,  
 ..... and play,  
 ..... and play.



She's going to ..... the kids,  
 She's going to teach ..... rules.  
 She's going to ..... them all,  
 And work ..... schools,  
 Work ..... schools,  
 Work ..... schools.

They're going to do the ..... ,  
 They're going to work all ..... ,  
 They're going to do their ..... ,  
 Then ..... and play.





**1 Read about children who don't go to school and answer the questions.**

Are there some days when you don't want to go to school? Many children around the world don't go to school. But they don't stay at home either. These children have to work.

Some children work in the fields or on farms. They help to grow food for their families to eat. Some children work in the cities selling sweets or cleaning shoes to get money for their families. Some children make shoes or clothes in factories. And some children walk along the streets asking people for money.

Life is hard for these children. They work because they are very poor. Sometimes they don't have food. Sometimes, they don't have a bed to sleep in. These children don't have toys to play with, and they don't have time to play. If they go to school, they can't earn money and if they don't earn money, they can't buy food to eat.

So next time you don't want to go to school, think of the millions of children who can't go to school.

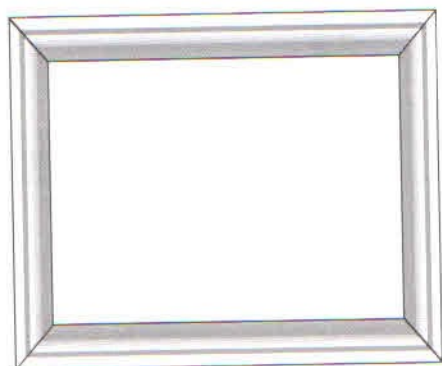
- 1 What kinds of work do poor children do? Find examples in the text.

a They grow food in the fields. b \_\_\_\_\_  
c \_\_\_\_\_ d \_\_\_\_\_

- 2 Find four things in the text that money can buy for us.

\_\_\_\_\_

**2 You are going to give a working child a present. Draw a picture of your present and write a note to him or her.**



I would like to give you this because

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



### Reinforcement worksheet 1

- Ask pupils to look at the map. Point out key places, like the river and the streets. Tell them that they are in *The High Street*, near the *bus stop*. Using the map, pupils read each dialogue and circle the correct word.

**Key:** 2 past, 3 right, 4 first, 5 third.

- Optional follow-up activity:** Pupils practise giving directions to different places. They can use the map or the classroom. To turn your classroom into a 'map', move tables and chairs to make 'streets'. Label some chairs with key places, e.g. *park*, *zoo*. A pupil stands at the board and asks for directions. Pupils tell him/her how to get to the place. The pupil 'walks the route' around the classroom.

### Reinforcement worksheet 2

- Pupils unscramble the letters to make words for things in the town, then put the correct word under each picture. Then they complete the clues to find the treasure.

**Key:** 1) (from left to right) supermarket, hospital, school, train station, bus stop, taxi, post office, theatre, university, museum, castle, hotel, park, police station, restaurant, airport. 2) 1 school, 2 park, 3 post office, 4 theatre, 5 hotel, 6 museum. The treasure is in the **castle**.

- Optional follow-up activity:** Pupils write clues for each other like the ones in exercise 2, to guess different places in the town. Confident pupils could try to make their own 'treasure hunt' as in the worksheet.

### Extension worksheet 1

- Pupils complete the sentences 1 to 8 with the superlative. Then pupils read sentences a–h and match them to 1 to 8.

**Key:** 1) 3 largest, 4 smallest, 5 fastest, 6 most beautiful, 7 most interesting, 8 oldest. 2) b 1, c 4, d 3, e 7, f 2, g 6, h 5.

- Optional follow-up activity:** Pupils imagine the ugliest/biggest/smallest or most beautiful building in the world and write about it. They can draw a picture too and present this to each other in small groups.

### Extension worksheet 2

- Pupils listen to the children's directions and use colours to draw their routes home from school. Then pupils write directions to Katy's house.

**Key: 1) (tapescript):** Sally (example black line): I leave school, turn left and go along Blue Street. I cross The High Street and Low Road and go straight on. I live opposite the fire station in the second house on the left.

Ben (blue line): I go along Blue Street and turn left into The High Street. Then I turn right into Green Street. I live in a big building on the left.

Helen (red line): I go along Blue Street and turn left into The High Street. I take the second street on the right. It's called Red Street. I live on the corner of Red Street and Low Road, opposite the cinema.

Fred (green line): I walk along Blue Street and cross The High Street. I turn left into Low Road and then right at Green Street. I live opposite the supermarket in the third house on the left.

Jim (brown line): I walk along Blue Street and turn left at The High Street. Then I take the first left and walk to the end of Green Street. I live in a boat on the River Eight.

2) Walk along Blue Street and turn left into The High Street. Then take the first right at Green Street. I live next to the Book shop. (Other routes are possible.)

- Optional follow-up activity:** Pupils write directions from their school to their homes. If they live too far away, they can give directions to places nearer the school.

### Song worksheet

- Pupils match the rhyming words and add them to the words of the song. Play the song to check their answers. Ask pupils to skim read the song, looking for places (e.g. *theatre*) and tick the pictures of places in the list that the singer visited to find the five places he didn't visit. Now they sing the song.

**Key:** 1) 2 d, 3 a, 4 e, 5 b. 2) See Pupil's Book, page 29.

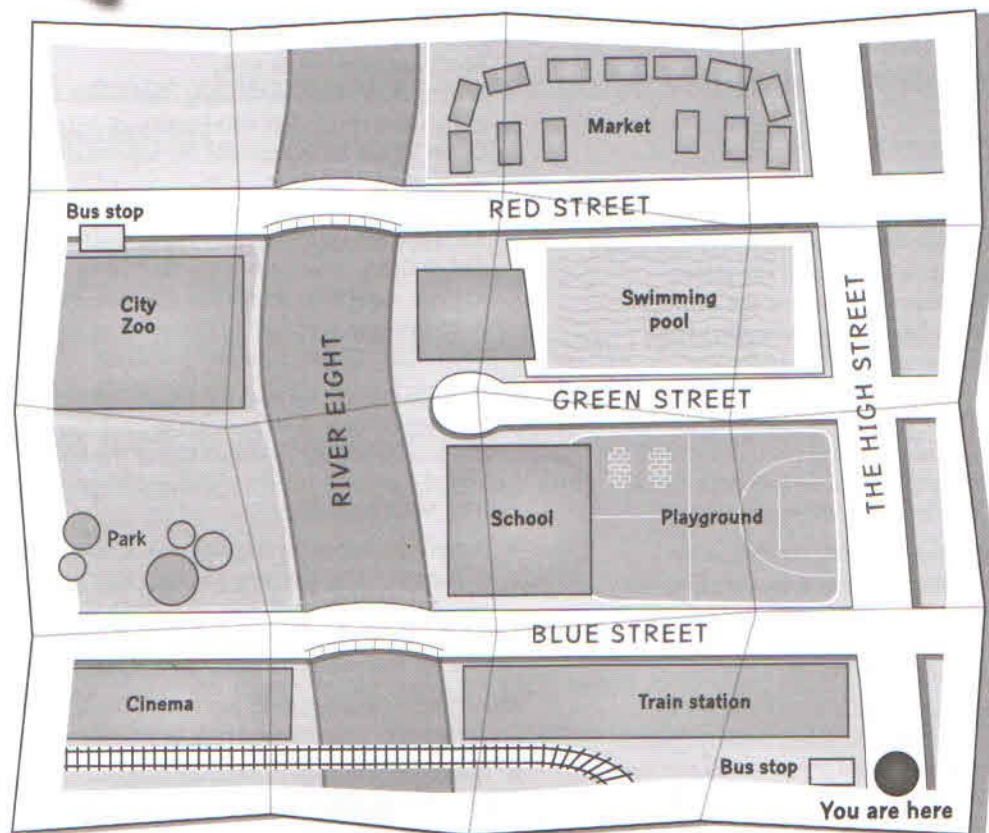
4) He didn't visit the toy shop, bank, swimming pool, library.

- Optional follow-up activity:** Draw two columns on the board. Label them *street/eat* and *late/eight*. Point out the different spelling of similar sounds. In small groups pupils think of more words that rhyme with *street/eat* and *late/eight*. They write them on the board. They earn points for each correct word. (Ideas: *street/eat* – *feet, meat, seat, cheat, meet*; *late/eight* – *date, plate, ate*.)

### Topic worksheet

- Ask pupils if they can think of a castle in a film or cartoon. Can they describe it and who lives there? Pre-teach: *king, enemies, soldiers, holes, arrows, boiling oil, play tricks on*. Pupils read the text and underline three things they find interesting. They can use the labelled photo to help them with vocabulary. Pupils then look at the words for parts of a castle. In class pupils talk about what they know about the parts of a castle and what they found interesting.
- Optional follow-up activity:** Pupils draw and label a 'fantasy' castle they would like to live in. How is the castle protected from enemies? Pupils show and describe their castles to the class or display them on the walls.





★ Find **You are here** on the map. Circle the correct words.

- 1 Excuse me. Where's the playground?

Go straight on and turn into Blue Street. The playground is on the corner.  
It's opposite / next to the train station.

- 2 Excuse me. Where's the park?

Go along the High Street. Take the first street on the left. Walk across / past the school. Cross the bridge and the park is on the right.

- 3 Excuse me. Where's the swimming pool?

Go along the High Street and turn left into Green Street. The swimming pool's on the right / left.

- 4 Excuse me. Can you help me? Where's the cinema?

Go straight on and take the first / second street on the left. Walk past the train station and across the bridge. It's on the left.

- 5 Excuse me. Can you help me? I'm looking for the zoo.

Go along the High Street. Take the second / third street on the left. Go past the swimming pool. Cross the river. It's on the left.

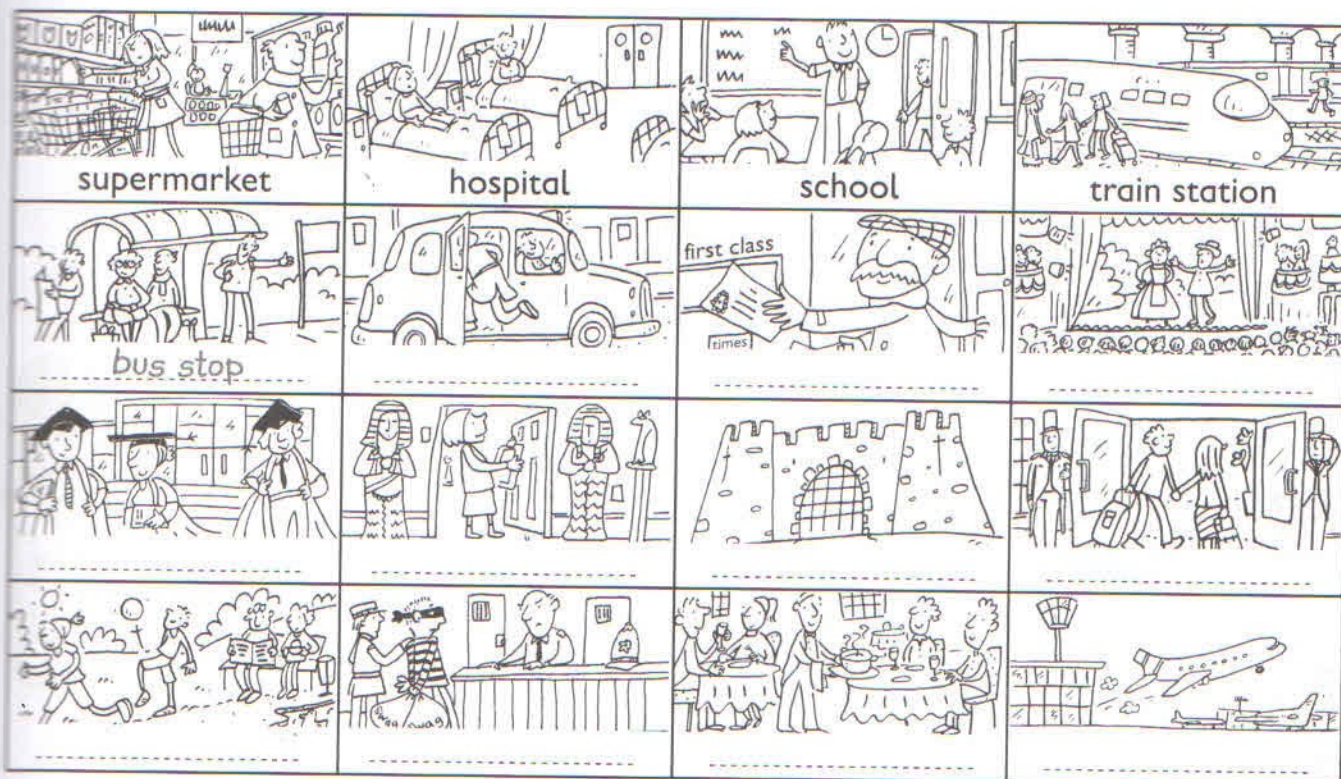


# 3

## Reinforcement worksheet 2

1 Find the words and label the pictures.

sbu tops	<u>bus stop</u>	letho	<u>hotel</u>
retrasuant	_____	iraropt	<u>airport</u>
xait	_____	tereath	_____
karp	_____	stop cffioe	_____
styiiivuner	<u>[university]</u>	uumems	_____
csalet	<u>castle</u>	ocelpi atstino	<u>[palm station]</u>



2 Some treasure is hidden in one of these places. Complete the answers to the clues to find out where it is!

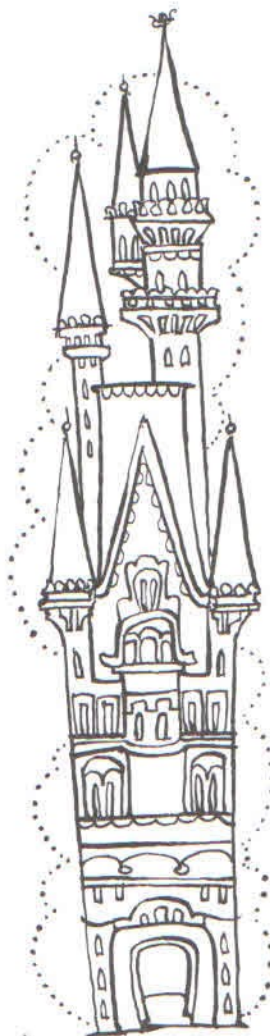
- 1 People come here to learn. s c h o o l
- 2 We visit the \_\_\_\_\_ to play sport and look at the flowers.
- 3 We go to the \_\_\_\_\_ to buy stamps.
- 4 We go to the \_\_\_\_\_ to watch plays.
- 5 When we are not at home, we often sleep in a \_\_\_\_\_.
- 6 We go to a \_\_\_\_\_ to look at old things that tell us about history.

The treasure is in the c \_\_\_\_\_ !





1 Use the words in brackets to complete the sentences.



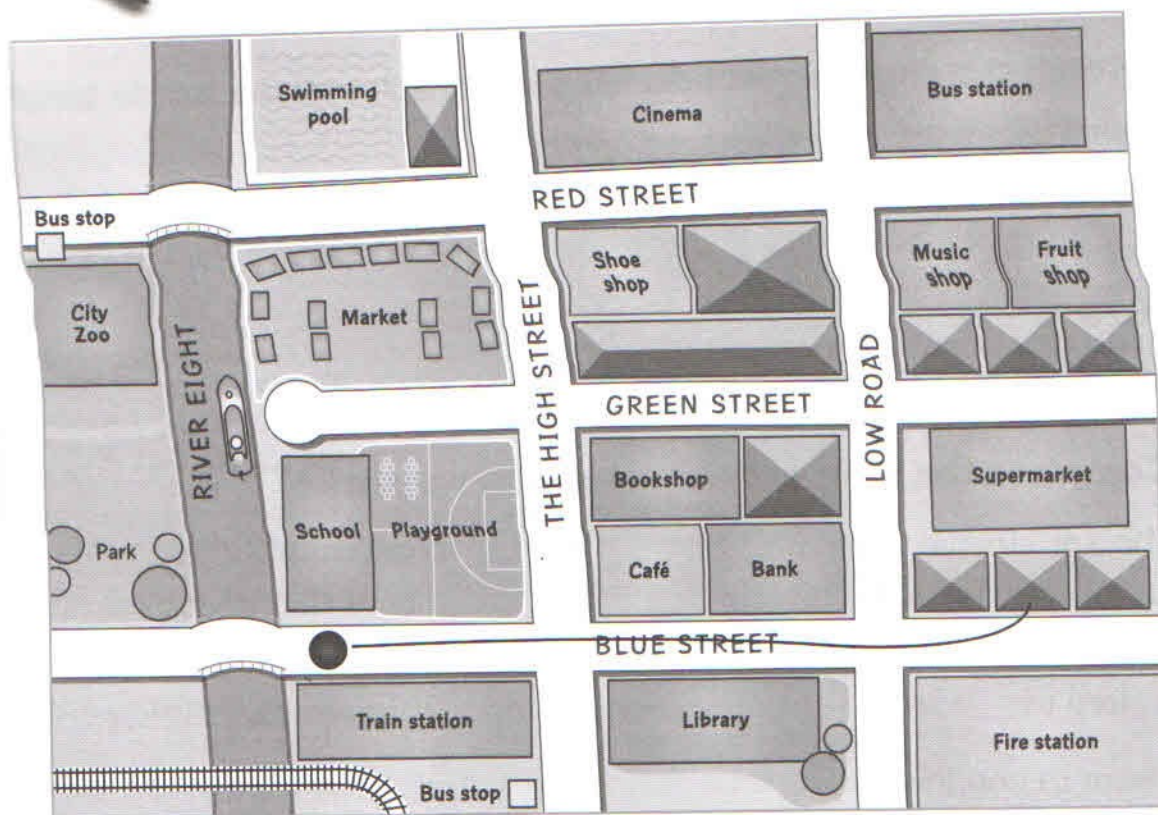
- 1 The world's biggest (big) train station is The Grand Central Terminal in New York, USA.
- 2 The most expensive (expensive) taxi ride in the world was a trip from London to Africa!
- 3 The \_\_\_\_\_ (large) palace in the world is owned by a very rich man, the Sultan of Brunei.
- 4 The world's \_\_\_\_\_ (small) museum is in the USA.
- 5 The \_\_\_\_\_ (fast) flight across the Atlantic Ocean took 1 hour, 54 minutes, 56.4 seconds.
- 6 One of the \_\_\_\_\_ (beautiful) castles in the world is in Prague.
- 7 The world's \_\_\_\_\_ (interesting) hotel is the Ice Hotel in Sweden. It's very cold inside!
- 8 The \_\_\_\_\_ (old) stamp is called a Penny Black.



2 Find more information about sentences 1–8.

- a People first used it on their letters in 1840. 8
- b More than 550 trains use it every day. \_\_\_\_\_
- c It has only one room! \_\_\_\_\_
- d His home has 1,778 rooms and 257 toilets. \_\_\_\_\_
- e It has an ice theatre and an ice church. \_\_\_\_\_
- f The passenger paid 62,908 US dollars! \_\_\_\_\_
- g It is also the biggest castle in the world. \_\_\_\_\_
- h The pilots flew from New York to London. \_\_\_\_\_





- 1 Look at the map and listen to Sally. She is talking about how she gets home from school. Then listen to the other children. Draw how they get home in these colours. The first one has been done for you.

Sally → black

Fred → green

Ben → blue

Jim → brown

Helen → red

2

My house is on Green Street next to the bookshop.  
Can you write how to get there from the school?



Katy

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---

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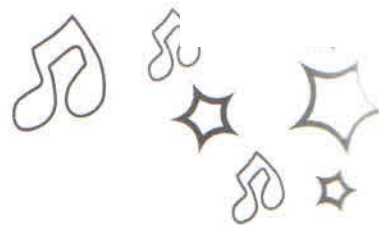
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### 1 Match the rhyming words.

- |          |         |
|----------|---------|
| 1 hotel  | a too   |
| 2 day    | b eight |
| 3 zoo    | c tell  |
| 4 street | d play  |
| 5 late   | e eat   |

### 2 Complete the song with the rhyming words.

Theatre, cinema,  
Restaurant and hotel,  
Museum, castle,  
A story to tell.

I went to London,  
To have a lovely day.  
To go to a museum and  
The theatre for a                     .

I saw Tower Bridge,  
And the castle                     ,  
Walked in the park,  
And went to the zoo.

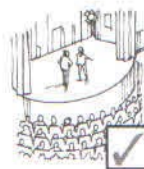
I went to a restaurant,  
On the corner of the street.  
I sat outside and  
I had something to                     .

I took a taxi,  
Because it was                     .  
My train was in the station.  
It was half past eight.

Theatre, cinema,  
Restaurant and                     ,  
Museum, castle,  
A story to tell.

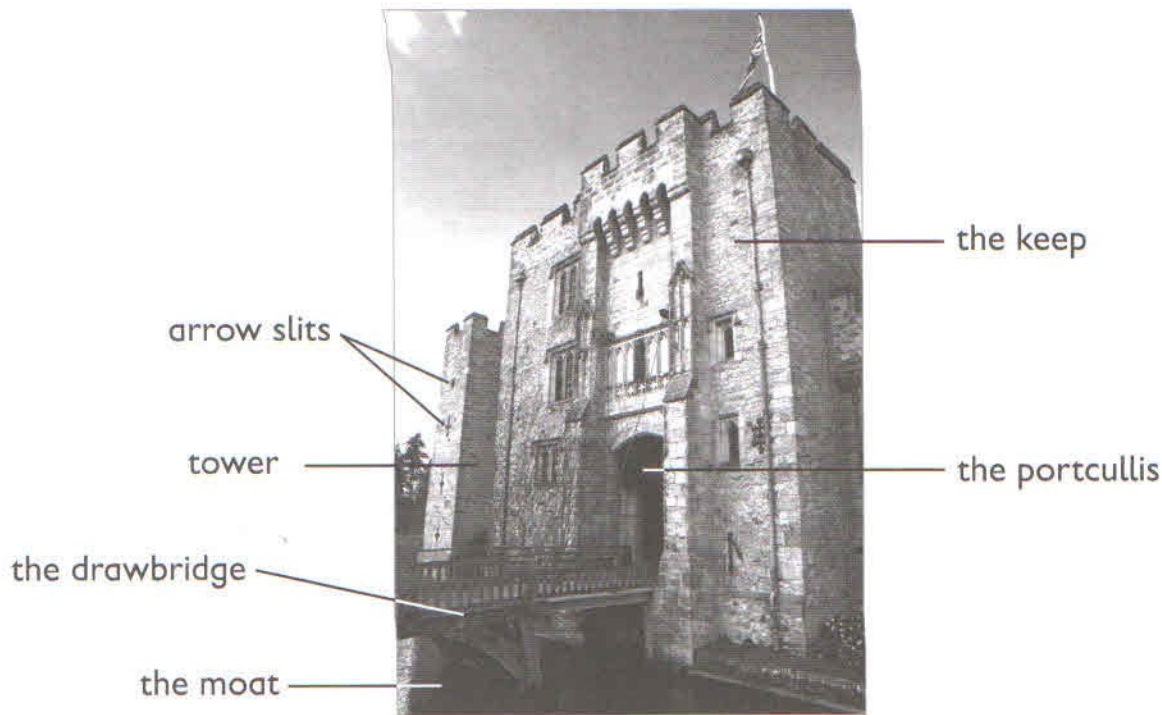
### 3 Listen and check your answers. Then sing the song.

### 4 Look and tick (✓) the places he visited. Which places *didn't* he visit?





1 Read about castles. Underline three interesting facts.



Hundreds of years ago, kings built castles to keep out their enemies. Sometimes thousands of soldiers lived inside the castle, usually in the **towers**. The king and his family usually lived in the **keep**.

Castles were strong. The walls were very thick and there were strong gates and a **portcullis** at the door. It was difficult for the enemy to break the gates and walls.

Castles were often on a hill. Why? Firstly, it was difficult for enemies to climb the hill. Secondly, it was easy for the soldiers in the castle to see their enemies from far away. Many castles had water (a **moat**) around them.

A castle with a moat also had a **drawbridge**. If the enemy came near the castle, the soldiers closed the drawbridge. Then their enemies could not cross the moat. Many people fell into the water. Then the soldiers sent arrows at the enemies from small holes in the towers (**arrow slits**).

If the enemies came into the castle, the soldiers played horrible tricks on them. For example, some castles had special floors which broke when the enemies came up the stairs. Castles also had **murder holes** (holes in the ceiling inside the keep). Soldiers waited at these places and threw boiling oil onto their enemies.

2 What do you know about these parts of a castle?

towers, moat, drawbridge, keep, arrow slits, portcullis, murder holes



### Reinforcement worksheet 1

- Pupils fill in the sentences with *was/were* and the past simple of the verb in brackets. They then match the sentences to the pictures. Finally they draw a picture of something that happened to them and write a sentence about it using the past simple and past continuous.

**Key:** 1) 2 were/arrived, 3 was/hurt, 4 was/started, 5 were/saw, 6 was/dropped, 7 were/came. 2) (clockwise from example) 1, 5, 2, 7, 6, 4, 3.

- **Optional follow-up activity:** Pupils act out one of the sentences. The class guesses the sentence. Help with any necessary corrections in use of tenses.

### Reinforcement worksheet 2

- If necessary, review ordinal numbers. Pupils answer the questions about the times of the year. Then pupils work out the 'disaster' words based on the positions of the letters in the alphabet and the clues.

**Key:** 1) 2 August, 3 October, 4 December, 5 July, 6 April, 7 summer, 8 autumn. 2) 2 earthquake, 3 storm, 4 iceberg, 5 tsunami, 6 volcano.

- **Optional follow-up activity:** Pupils write similar clues for their classmates to test months of the year, 'disaster' words and ordinal numbers.

### Extension worksheet 1

- Pupils use the pictures to choose the correct words for each sentence. Model the first one with pupils and then let them continue on their own. Finally, pupils copy out the sentences paying attention to spelling and punctuation.

**Key:** I was giving the bird some food when a mouse ran past. The cat was running after the mouse when the dog woke up. The dog was jumping on the cat when it hit me. We were going to the hospital, when I remembered that the bird was still hungry!

- **Optional follow-up activity:** Pupils prepare their own sentence mazes for each other to practise past continuous and past simple.

### Extension worksheet 2

- Cut the photocopied worksheet in half. Elicit/pre-teach: *tsunami, volcano, ocean, steam, magma, rocks, fire, erupt*. Explain that the Code system helps scientists to know about these disasters before they happen and how dangerous they are going to be. The different colour codes mean different levels of danger. Pupils work in pairs for this information exchange activity. Pupil A begins. He/She tells his/her partner about the three warning stages of a tsunami. Pupil B listens and draws pictures to illustrate what happens in the appropriate boxes. Then Pupil B tells her/his partner about each of the warning stages of a volcano while Pupil A draws.
- **Optional follow-up activity:** Pupils imagine that they are journalists and write news reports about an erupting volcano or an imminent tsunami. They can use the information on the worksheet to explain what scientists did / are doing and what is happening / going to happen.

### Song worksheet

- Pupils read through the song once before you do actions for different lines of the song. Pupils shout out the line number. Then pupils listen to the song and cross out the extra word in each line.

**Key:** See Pupil's Book, page 35. The extra words are: 2 quickly, 3 heavy, 4 big, 5 slowly, 6 beautiful, 7 football, 8 chocolate, 9 all, 10 blue, 11 stone, 12 tall.

- **Optional follow-up activity:** Pupils play a Pictionary-style game in teams of two against two plus one judge. Each team writes four sentences using the past continuous and past simple e.g. *I was swimming in a river when I saw a bear*. The two teams swap the sentences they have written. One pupil from each team picks a sentence and draws the meaning for their partner to guess the sentence. Then they swap roles and pick another sentence. The pair who guess all four sentences the quickest wins. The judge is there to time the pairs, to make sure no one cheats and to say who wins.

### Topic worksheet

- Introduce the topic by asking if pupils know any stories about floods, e.g. *Noah's Ark*. Explain that they are going to read four famous 'flood' stories (if possible, bring a map of the world so that you can show them where the stories come from). Pre-teach: *destroy, survive, greedy*. Pupils read the stories and label the pictures 1–4. As a class, discuss the question at the end of the text.

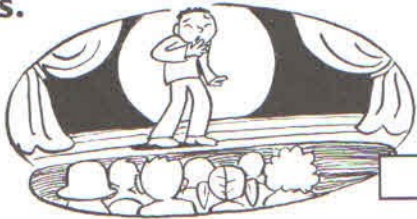
**Key:** The order of the pictures is as follows: a 2, b 1, c 4, d 3.

- **Optional follow-up activity:** Tell your pupils a very old/traditional story that you know. Then ask them if they can tell you one.

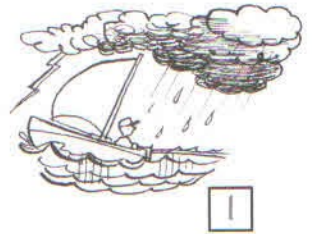


## Reinforcement worksheet 1

- 1 Complete the sentences with **was** or **were** and the past of the word in brackets.

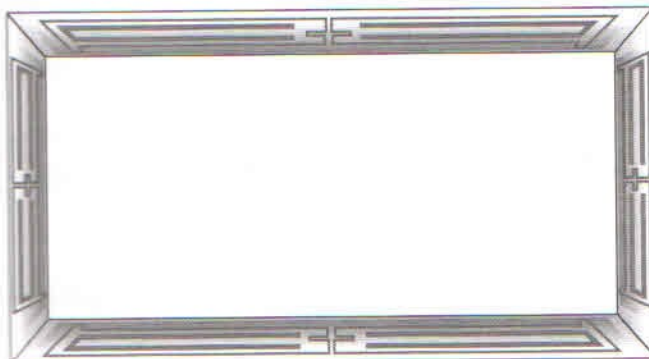


- 1 I was sailing in my boat when the storm began (begin).
- 2 You                      talking to your friends when the taxi                      (arrive).
- 3 Bill                      walking down the mountain when he                      (hurt) his leg.
- 4 I                      acting in a play when I                      (start) to cough.
- 5 They                      swimming in the sea when the shark                      (see) them.
- 6 Maria                      talking to her mother when she                      (drop) her mobile phone.
- 7 We                      having a picnic when the rain                      (come).



- 2 Write the numbers of the sentences next to the pictures.

- 3 Draw a picture and write a sentence about something that happened to you. Use **was/were + ing** and the past.



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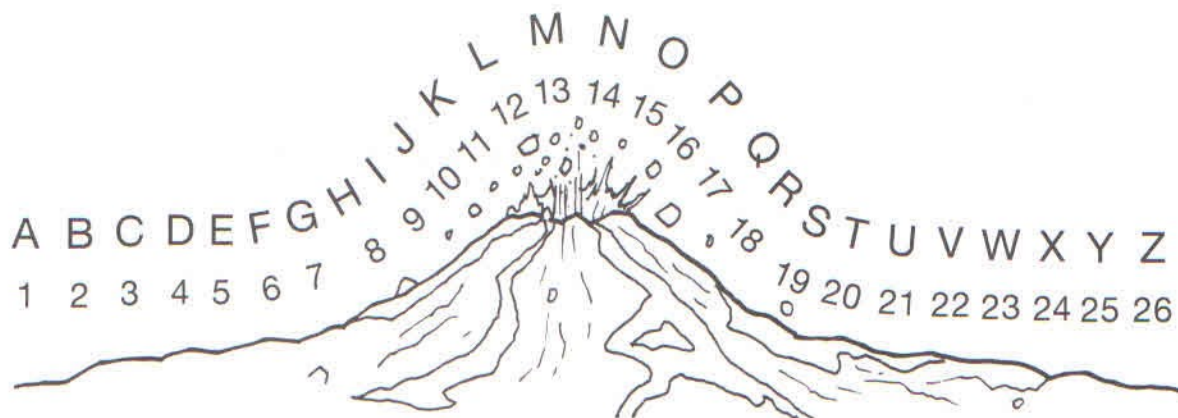


## Reinforcement worksheet 2

## 1 Answer the questions.

- 1 What's the third month after February? May
- 2 What's the second month after June? August
- 3 What's the seventh month after March? October
- 4 What's the month before January? December
- 5 What's the tenth month after September? November
- 6 What's the fifth month after November? March
- 7 What's the season after spring? Summer
- 8 What's the season before winter? Autumn

## 2 Read the clues and use the code to write the disaster words.



- 1 This word begins with the eighth letter of the alphabet. It's a very strong and dangerous wind. h u r r i c a n e
- 2 This disaster happens when the earth moves. It begins and ends with the fifth letter of the alphabet. q u a k e
- 3 This weather word begins with the nineteenth, twentieth, and fifteenth letters of the alphabet. h a i l
- 4 When it was sailing across the Atlantic Ocean in 1912, the Titanic hit one of these. It ends with the seventh letter of the alphabet. It was an ice b e r g.
- 5 This word begins with the twentieth and nineteenth letters of the alphabet. It means a very big wall of seawater. q u a r t e r
- 6 This word begins with the twenty-second letter of the alphabet and ends with the fifteenth. It's a disaster when one of these erupts! q u a k e



1 Look at the pictures and join the correct words in the sentences.

	gave	the bird	some food	when	a bird	ran	past.
	was giving	the mouse	some milk		a mouse	was running	
	give	the cat	some help		a bat	runs	

<p><b>The cat</b></p>	was running after	the bird	when	the dog	woke	up.
	ran after	the mouse		the cat	wakes	
	runs after	the cat		the mouse	is waking	

<p><b>The dog</b></p>	jumped on	the mouse	when	it hit	me.
	jumps on	the cat		it was hitting	
	was jumping on	the dog		it hits	

<p><b>We</b></p>	went	to the farm	when	I remembered that	the dog	was still	hungry!
	go	to the hospital		I remember that	the bird	is still	
	were going	to the cinema		I am remembering that	the cat	is still being	

2 Copy the sentences from the story. Be careful with your spelling!

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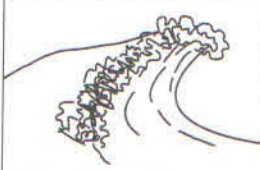


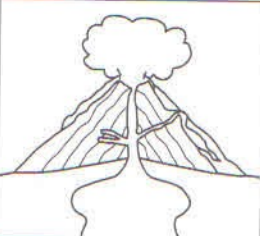
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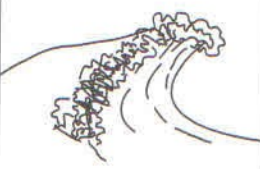
## Extension worksheet 2


- ★ Pupil A – Tell your partner about the warning stages of a *tsunami*. Then listen to your partner tell you about the warning stages of a *volcano* and draw pictures of them in the code yellow, orange and red boxes.

TSUNAMI	CODE YELLOW watch carefully	CODE ORANGE very dangerous	CODE RED disaster!
	A tsunami is possible. Scientists are looking at their computers.	There is an earthquake under the ocean. There is going to be a tsunami in 6–9 hours.	People who live near the sea must leave their homes. Soon there is going to be a very big wave.

VOLCANO	CODE YELLOW watch carefully	CODE ORANGE very dangerous	CODE RED disaster!
			

- ★ Pupil B – Listen to your partner tell you about the warning stages of a *tsunami* and draw pictures of them in the code yellow, orange and red boxes. Then tell your partner about the warning stages of a *volcano*.

TSUNAMI	CODE YELLOW watch carefully	CODE ORANGE very dangerous	CODE RED disaster!
			

VOLCANO	CODE YELLOW watch carefully	CODE ORANGE very dangerous	CODE RED disaster!
	Scientists can see on their computers that the volcano is starting to move. There is steam coming out of the top.	The volcano is beginning to erupt. Magma is starting to come out of the top.	The volcano is erupting. It's very dangerous. It is throwing rocks and fire out of the top. People have to leave their homes.



## Song worksheet



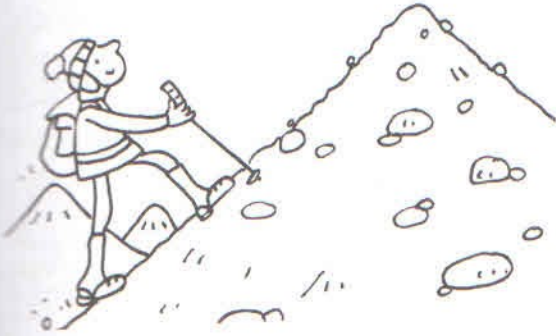
Then

1 Read the song. Which line is your teacher acting?

2

09  
CD1

Listen and cross out the extra word in each line.

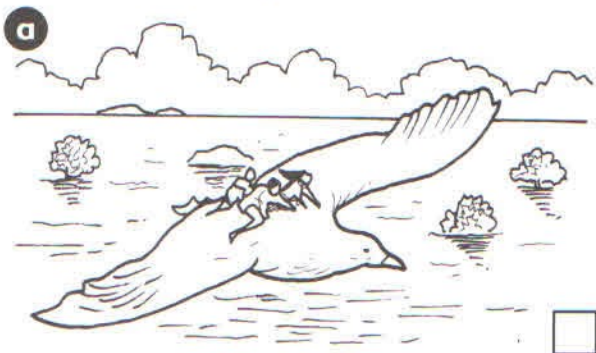


- 1 What were you doing when the ~~crazy~~ storm began?
- 2 When the lightning hit and the water ran quickly.
- 3 Where were you when the heavy rain came down?
- 4 On the mountain, at the beach, in the forest or the big town.
- 5 I was walking slowly up the mountain,
- 6 He was skating over the beautiful lake,
- 7 We were playing football in the park,
- 8 She was eating a piece of chocolate cake.
- 9 They were all swimming in the river,
- 10 He was sailing on the blue sea,
- 11 She was climbing up a stone wall,
- 12 I was sitting under a tall tree.





- 1 In many countries there are stories about a lot of rain and a big flood that destroyed almost everyone on earth. Read the stories and label the pictures 1–4.



1 **Ivory Coast, Africa**

A good, kind man gave everything he had to the animals. Then he gave his last meal to the god Ouende. Ouende thanked the good man and told him to leave his home. Then Ouende sent six months of rain to destroy all the bad people. Today all the people of the world are from the family of the good man.

3 **Siberia, Asia**

The rain didn't stop for seven days. Some people and animals survived the flood because they climbed trees. Other people moved to different places. This is why people speak different languages today.

2 **Philippines, Asia**

Water covered the whole earth. Only two men and a woman survived. They went to sea. A great bird carried them on its back to their new homes.

4 **Guyana, South America**

Soon after people arrived on earth, all food grew on one tree. Makunaima and his four brothers cut down the tree. Water poured from the tree and there were lots of fish in the water. One of the brothers tried to stop the water because he was worried about a flood. But Makunaima was greedy and he wanted more fish. So the water flooded the earth.

- 2 If people in different countries tell this story, do you think there was a big flood? What parts of the stories do you think are true?



### Reinforcement worksheet 1

- **Pre-teach:** *cocoa beans, jungle, smell, cotton*. Pupils read the advertisement and complete the gaps with the *made of* structures provided. Then they unscramble and answer the questions. Pupils talk about question 3.

**Key:** 1) 2 is not / isn't made of, 3 is made of, 4 are made of, 5 are not / aren't made of, 6 are made of. 2) 1 What is the river made of? (chocolate) 2 What can you do in the afternoon? (go to Chocolate School) 3 What is chocolate made from? (cocoa beans).

- **Optional follow-up activity:** Pupils work in groups and write a similar advertisement for a Museum of Sweets.

### Reinforcement worksheet 2

- Look at the examples. Point out to pupils that we don't use -s on the end of adjectives, even with plural nouns. Pupils make noun phrases from the nouns and adjectives and number the pictures. They then read the description to find the *What am I?* object, using the alphabet number code.

**Key:** 1) 3 a plastic toy, 4 metal keys, 5 a silver ring, 6 a cardboard box, 7 glass bottles, 8 a gold crown, 9 wool sweaters. 2) (From left to right) 4, 1, 9, 2, 7, 8. 3) The object is a **wooden table**. Point out *wooden* not *wood*.

- **Optional follow-up activity:** In pairs, pupils give clues about the objects in the list e.g. where you put it / what you put in it / what you do with it / where you find it. Their partner guesses what the object is.

### Extension worksheet 1

- Pupils work out the missing word in each sentence and cross them out on the wall. Then they find three things that can be made with each of the four crossed out materials.

**Key:** 2 wool 3 paper, 4 wood, 5 nylon, 6 hair, 7 metal, 8 stone, 9 sand, 10 fur, 11 plastic. The line of crossed out words is: paper, wool, plastic, nylon.

- **Optional follow-up activity:** Pupils list which things are natural and which things we make. (Natural: *oil, wood, hair, stone, sand, fur, rubber, bone, wool*. Things we make: *glass, metal, paper, nylon, plastic, sugar, chocolate*.)

### Extension worksheet 2

- Pupils listen to the instructions and colour, write and draw. They need the following four colours: green, red, yellow, orange.

**Key:** 2 green box containing comics, 3 PAPER written on left hand recycling bin, 4 yellow car nearest street corner, 5 red door next to man, 6 orange cat drawn in tree with round leaves.

**Tapescript.** FCH: Look at this picture of my family.

M: That's good, Daisy. What are they doing?

FCH: They're at the new recycling bins. My mum and my brothers are putting things in them.

M: This picture's in black and white. Do you want to colour it?

FCH: OK. I can colour my brother Nick's T-shirt.

M: Which boy is he?

FCH: He's putting a bottle into the bin on the right.

M: OK. Why don't you colour his T-shirt black?

*Can you see the black T-shirt? This is an example. Now you listen and colour and draw and write.*

M: Can you recycle lots of different things there?

FCH: Yes, my mum's holding plastic things in her box.

M: And there's a box full of paper on the ground.

FCH: Our old comics are in that box. We've got lots!

M: You could colour that box green.

FCH: OK.

M: There's no writing on the big recycling bins.

FCH: I know. Shall I write on one of them?

M: You could write PAPER on that one on the left.

FCH: That's a good idea. I'm doing that now.

M: Your family has a lot of things to recycle.

FCH: Yes. And they're very heavy too. We took them to the recycling bins in the car.

M: Is your car in the picture?

FCH: Yes. It's the one nearest the corner. It's yellow. I love it.

M: Well, I think you should colour your car too.

M: Who's that man? Is that your dad?

FCH: No, it's my friend May's dad. He's standing by their front door. Shall I colour the door?

M: OK. What colour is their door?

FCH: It's red.

M: That's a nice colour. Yes, do that.

FCH: My cat was in the street that day, too.

M: Where was it?

FCH: In a tree. It likes sitting there.

M: I can't see it.

FCH: No. It hides in the tree with the round leaves.

M: I think it should be in the picture. Why don't you draw it in its favourite tree?

FCH: OK. And now I'm going to colour my cat orange.

M: That's a very nice picture of your family, Daisy.

- **Optional follow-up activity:** Pupils ask each other questions about the picture, e.g. *Where are the people? What are the houses made of?* or describe things for the others to guess, e.g. *The small boy's got it in his hand.*

### Song worksheet

- Pupils listen to the song and find materials + objects as in the example. Pupils then choose any three objects from the song, draw pictures and label them.

**Key:** a glass bowl, a wooden table, a grass skirt, a silver box, a gold watch, a wool scarf, paper books / card book covers.

- **Optional follow-up activity:** Write four columns on the board headed *metal, glass, wood, silver*. Elicit things made of each material and make lists on the board. Pupils replace the objects in the song. For example, instead of *This chair is made of metal*, they can write *This box is made of metal*.

### Topic worksheet

- Ask pupils to look at the picture of the landfill. What do they imagine is in there? Pre-teach: *rubbish, landfill, throw away, decompose, hot dogs, underground, crazy*. Pupils read the article and underline three interesting facts and discuss. Then pupils list ten things they and their family threw away this week.
- **Optional follow-up activity:** Pupils draw a landfill with the things that they throw away and label the objects inside it. In groups, they discuss their ideas for recycling them instead.



- 1 Read about the Museum of Chocolate! Complete the sentences with *is made of* / *isn't made of* / *are made of* / *aren't made of*.

## Museum of Chocolate

Do you like chocolate? Would you like to learn how chocolate is made? Come to the Museum of Chocolate!

You can see our museum by boat! You travel along the river and learn how chocolate is made. We have good boats, but don't fall in the river. The river (1) is made of chocolate!

Don't miss Chocolate School in the afternoon. If you like art, you can learn how to paint and write with chocolate! If you prefer geography, walk through our jungle to find cocoa beans. Chocolate is made from cocoa beans. The jungle (2) is made of chocolate, but it smells beautiful!

Finally, don't forget to visit the Choc-Shop! Buy a present that (3) is made of chocolate. Our toys, pictures and books (4) are made of chocolate! But some presents in the Choc-Shop (5) aren't made of chocolate. The T-shirts, for example, (6) are made of cotton!



- 2 Write the questions. Then answer them.

1 What / made / of / river / is / the / ?

.....

2 can / do / you / afternoon / the / in / ? / What

.....

3 chocolate / from / made / is / What / ?

.....

- 3 Which 'Chocolate School' class would you like to go to? Why?



1 If ...

we call it/them ...

1 a bag is made of paper,

a paper bag

2 shoes are made of leather,

leather shoes

3 a toy is made of plastic,

4 keys are made of metal,

5 a ring is made of silver,

6 a box is made of cardboard,

7 bottles are made of glass,

8 a crown is made of gold,

9 sweaters are made of wool,

2 Number the pictures.

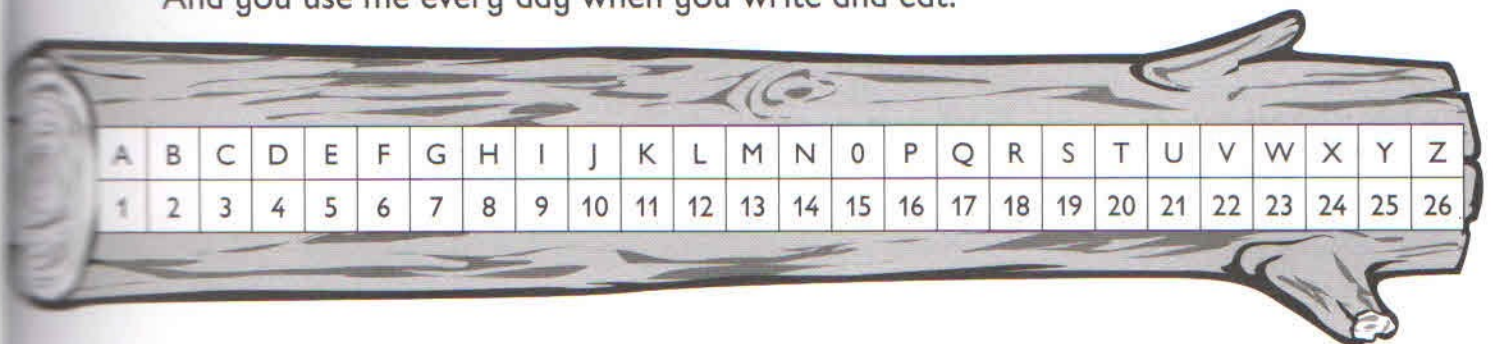


4



3 What am I? Read the description and use the code.

I am made of wood. I live in your classroom and in your house.  
And you use me every day when you write and eat!

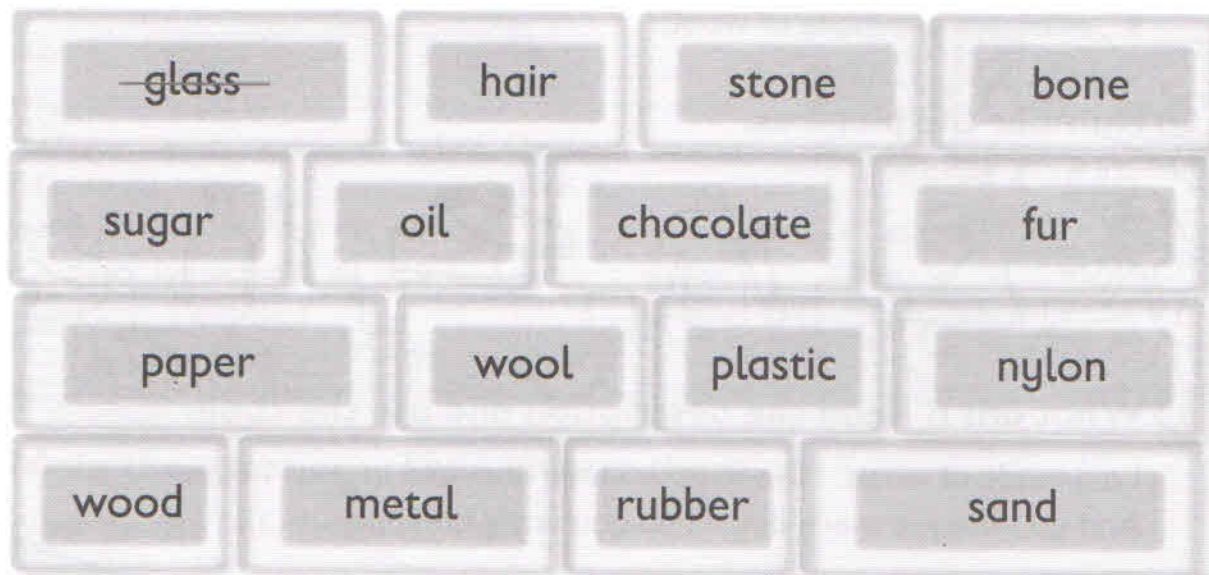


1 23 15 15 4 5 14 20 1 2 12 5



1 Complete the sentences and cross out the materials on the wall.

- 1 Bottles are usually made of plastic or glass.
- 2 We get \_\_\_\_\_ from sheep.
- 3 This worksheet is made of \_\_\_\_\_.
- 4 Paper and card are made from \_\_\_\_\_!
- 5 The word \_\_\_\_\_ comes from the names of two cities:  
New York and London.
- 6 Fur comes from animal \_\_\_\_\_.
- 7 Gold and silver are two types of \_\_\_\_\_.
- 8 Castles were often made of \_\_\_\_\_, wood or brick.
- 9 Glass is made from a kind of \_\_\_\_\_.
- 10 Very warm clothes can be made of wool or \_\_\_\_\_.
- 11 Pens and rulers are usually made of \_\_\_\_\_.



2 Which four crossed out materials form a line?  
Write three things you can make with each of them.

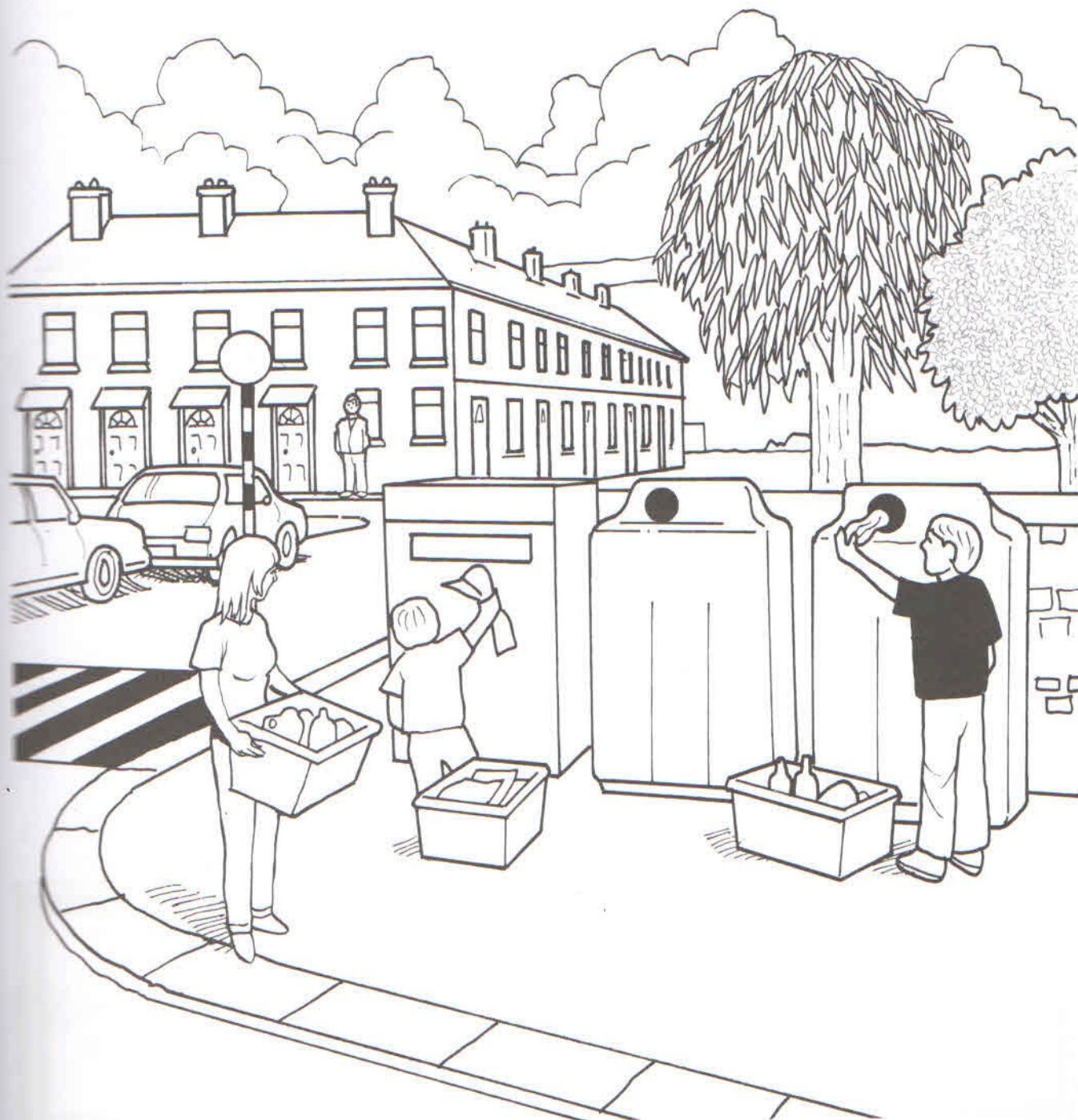
- 1 \_\_\_\_\_ : \_\_\_\_\_
- 2 \_\_\_\_\_ : \_\_\_\_\_
- 3 \_\_\_\_\_ : \_\_\_\_\_
- 4 \_\_\_\_\_ : \_\_\_\_\_



all.

10  
CD1

Listen to Daisy. She's talking to her teacher. Colour the things you hear in the picture and write and draw.







1 Listen and read. Write 8 of the things in verses 2, 3 and 4.

- |   |                           |   |       |
|---|---------------------------|---|-------|
| 1 | ..... a metal chair ..... | 5 | ..... |
| 2 | .....                     | 6 | ..... |
| 3 | .....                     | 7 | ..... |
| 4 | .....                     | 8 | ..... |

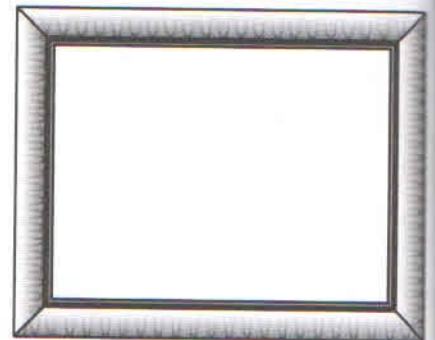
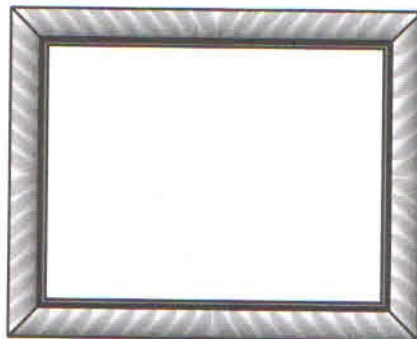
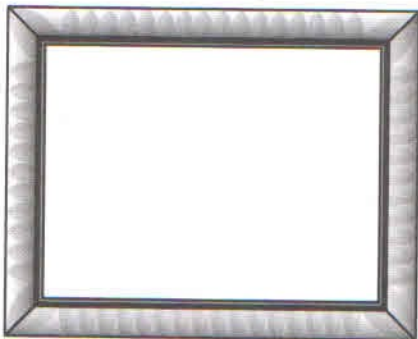
1 Everything's material,  
Everything we see.  
From rocks, plants or animals,  
Or from a factory.

4 Books are made of paper,  
Their covers are made of card.  
Some things are made of plastic,  
Which can be strong and hard.

2 This chair is made of metal,  
That bowl is made of glass.  
This table's made of wood,  
And that skirt's made of grass.

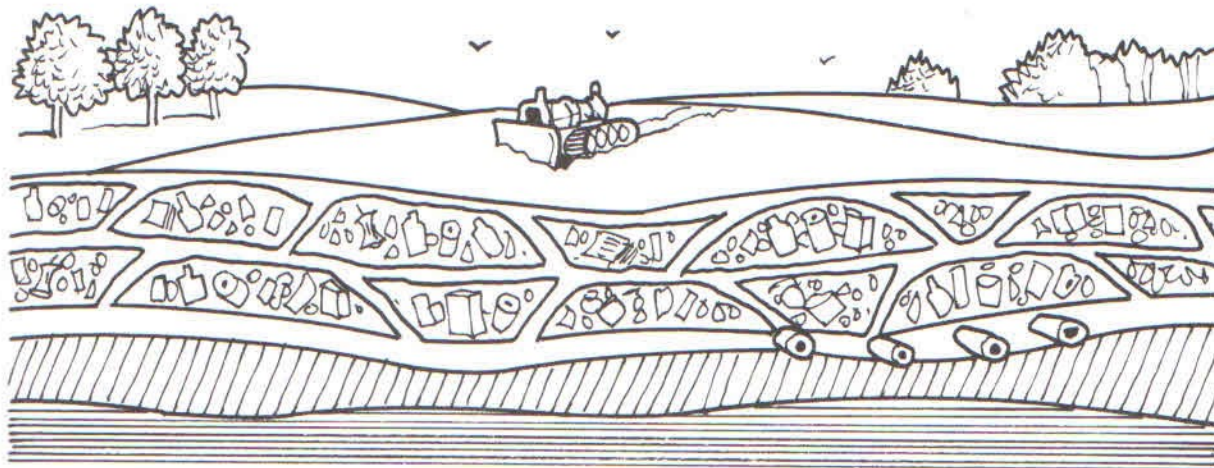
3 This box is made of silver,  
That watch is made of gold.  
This scarf is made of wool,  
And I wear it when it's cold.

2 Draw three things from the song. Colour and label them.



.....





Landfill – a place where rubbish is buried underground

**1 Read about landfills. Underline 3 interesting facts.**

Imagine you are an archaeologist, but not one like Diggory Bones. He digs up bones and studies people from a long time ago. You study our rubbish now! Every day we throw away lots of things, like paper, metal, plastic and grass. So you dig up the places where we put our rubbish, *landfills*, to see what's inside!

Would you like to look at our rubbish under the ground? It's very interesting. When one archaeologist dug up landfills in the USA, he found some old newspapers. He was surprised because they were 30 years old but he could still read them! He also found five hot dogs. But he didn't eat them!

The archaeologist found out that some things take much longer to decompose than he thought. He found grass, for example, which was not yellow. It was still green after many years.

This is a problem. There isn't very much more space underground for our rubbish. We put a lot of paper in landfills. This is crazy, because it is easy to recycle. If we recycle paper, there's more space underground for things we can't recycle. So please don't throw paper away!

**2 Make a list of ten things that you and your family threw away this week.**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



# Christmas worksheet 1

## 1 Look at the lists of words and follow the instructions.

Cross out all the words which are jobs. The first one is done for you.

Cross out all the words which are types of food.

Cross out all the words which sound like *snow*.

Cross out the words *We wish you a Merry Christmas*.

What other five words about Christmas can you see?

Draw lines from the last five words to the pictures.



<del>secretary</del>	go	candles	you
We	stocking	cake	a
stars	wish	know	presents
throw	firefighter	teacher	so
biscuits	Merry	fairy	pizza
actor	eggs	Christmas	dentist



## 2 Now decorate the Christmas tree with pictures of the five Christmas words.





# Christmas worksheet 2

1 Read these Christmas jokes. Which ones do you like best?

What do snowmen wear on their heads?

*Ice caps!*

What did Dracula say at the Christmas party?

*Would you like a bite?*

What do snowmen eat for lunch?

*Icebergers!*

Who takes presents to cats at Christmas?

*Santa Paws!*

What's the best thing to put into a Christmas cake?

*Your teeth!*

What's the best thing to give your friends for Christmas?

*A list of everything you want!*

What do you call a reindeer with a fur hat?

*Anything you want – he can't hear you!*

2 Make your own joke book! First, cut round the edge of each joke. Next put the jokes in a pile. Then staple them together on the left and design the cover.



Name: .....

Class: .....

- 1 Look and read. Choose the correct words and write them on the lines. There is one example.

History

If you like learning about the past, you should study this subject. .... History .....

a journalist

the news

- 1 It's a kind of book. When we don't understand a word, we can use this. ....

pilots

- 2 These are TV programmes for children. They're 'moving pictures' and they're very funny. ....

the weather

- 3 This is a kind of job. When there is a fire, this person puts it out. ....

Geography

- 4 It's a school subject. In this lesson, we learn about plants and the human body. ....

a firefighter

- 5 These people wear a uniform. They fly aeroplanes. ....

cartoons

- 6 On this programme, they tell you if it's going to be sunny, windy or rainy. ....

doctors

- 7 In this school subject, you can learn about different countries and people. ....

dentists

- 8 These people help you when you have a toothache. They clean your teeth too. ....

an ezine

- 9 This is a kind of TV programme. You watch it when you want to know what is happening in the world. ....

Science

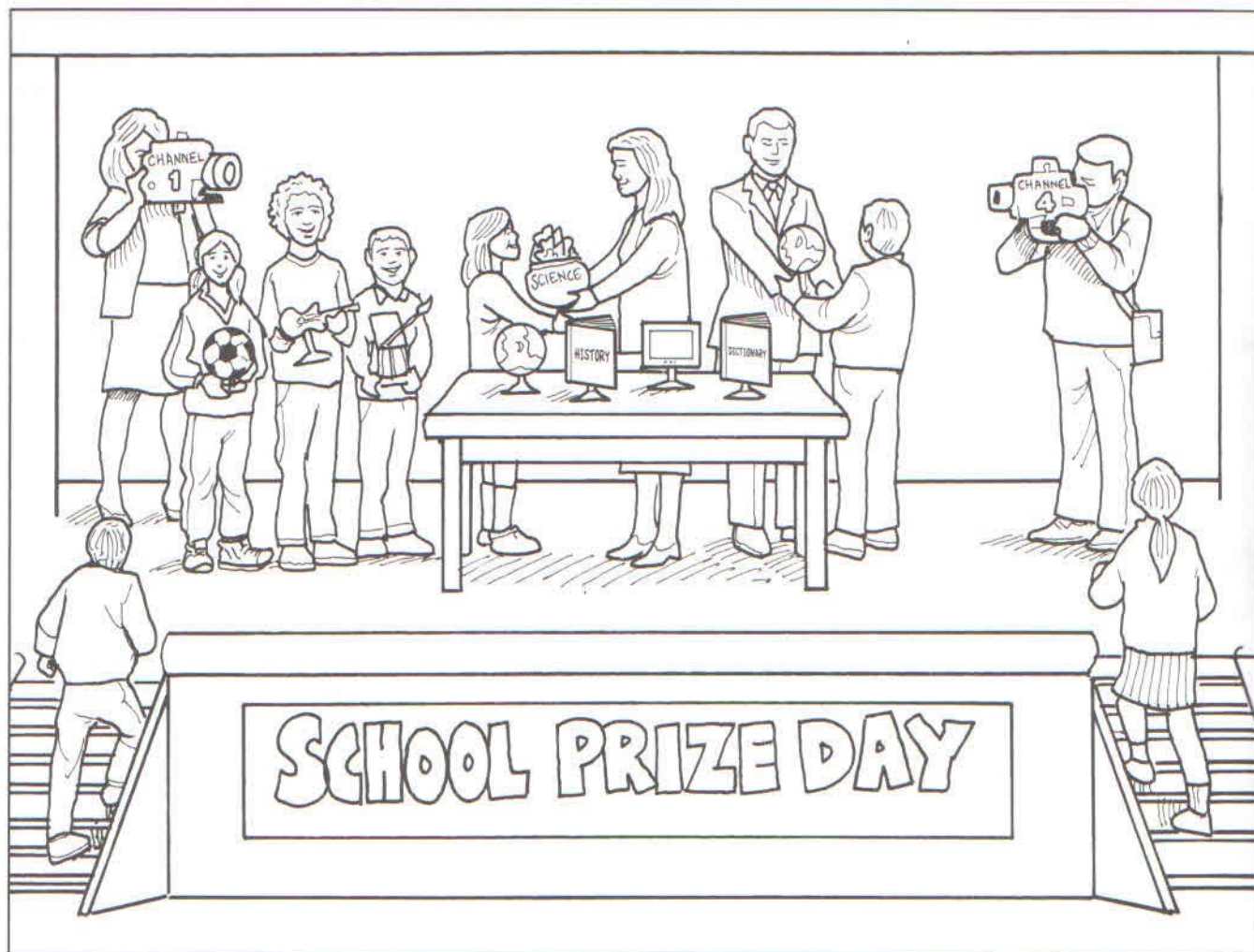
a dictionary

- 10 This is something you read. It's a kind of internet magazine. Pupils write about interesting things in it. ....

a notebook



2 Look and read. Write *yes* or *no*.



**Examples**

It is Prize Day in the school.

yes

A girl has got a prize for music.

no

**Questions**

1 A woman from Channel 4 is filming.

.....

2 The pupil with the sports prize is wearing trainers.

.....

3 The tall boy on the stage has got curly hair.

.....

4 There are three books on the table.

.....

5 A boy is going up the stairs on the left.

.....

6 The prize for music is a guitar.

.....

7 A woman is giving the science prize to a boy.

.....



- 3 Alvin is talking to his teacher, Mrs Hill. What does Mrs Hill say? Read the conversation and choose the best answer. Write a letter (A–H) for each answer. You do not need to use all the letters.

Example



**Alvin:** Excuse me, Mrs Hill. Can I ask you some questions?  
It's for my ezine project.



**Mrs Hill:** .....C.....

### Questions

1



**Alvin:** You're an artist. Did you like Art when you were at school?



**Mrs Hill:** .....

2



**Alvin:** Where do you usually paint?



**Mrs Hill:** .....

3



**Alvin:** Do you like painting animals?



**Mrs Hill:** .....

4



**Alvin:** What are you going to paint next?



**Mrs Hill:** .....

5

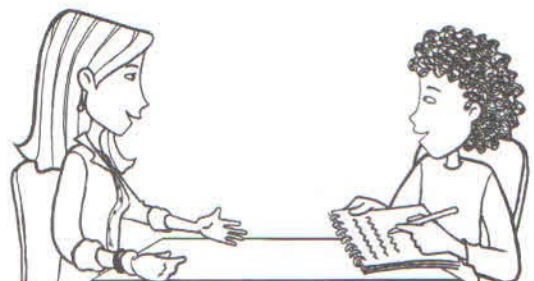


**Alvin:** Great. That's all. Thank you for your time, Mrs Hill.



**Mrs Hill:** .....

- A** A picture for my husband's birthday.
- B** At home. I have a special room there.
- C** Of course. What would you like to know?  
(Example)
- D** You're welcome, Alvin. Good luck!
- E** At seven o'clock in the morning.
- F** Yes, I do. But I think people are more interesting.
- G** Yes, I did. It was my favourite subject.
- H** My husband's an artist too!





- 4 Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.



Yesterday Alvin and Shari were at Park Road ..... School .....

They wanted to watch TV, so they looked at a (1) .....

A sports quiz was on television at four o'clock. Alvin and Shari love quizzes, but it was already three (2) .....!

So they started to run home (3) ..... But when they ran through the park, they saw a fire.

Shari stopped running. 'Come on!' Alvin said. 'We're late.'

He was angry because he didn't want to miss the quiz. But Shari knew that it was dangerous to leave the fire.

'No, Alvin. I'm going to (4) ..... the firefighters,' she said.

Five minutes later the firefighters arrived. 'Well done!' a firefighter told them. 'You did the right thing.' Alvin felt good. He wanted to leave the fire.

But Shari was right. Putting out a fire was more (5) ..... than a TV sports quiz.

*example*

~~School~~ quickly important happy library forty  
run talk newspaper phone

- (6) Now choose the best name for the story.  
Tick (✓) one box.

The sports quiz ☐

A fire in the park ☐

Always leave a fire ☐



- 5 Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

### The music competition



Harry's favourite subject at school is music. He has music classes on Mondays and Fridays. He loves them. At home, he likes playing the guitar and singing too. 'You're going to be a great singer one day,' his music teacher often tells him.

One day Harry's music teacher told him about a music competition. 'Next month there's going to be a very important competition with a big prize,' she said. Harry was really interested. 'I think you should sing in the competition,' she told him. 'But first you are going to need a lot of practice,' she said. 'Come to school early every morning and we can practise your songs before the other pupils arrive.'

The next week Harry got up at 5:30 every morning and walked to school. He practised singing with his music teacher, but he was really tired. Harry didn't like getting up early! And it was a lot of work. 'Can you repeat that song, Harry?' she asked again and again.

At the competition he sang very well. But when he won the second prize, he was sad. 'You said I'm going to be a great singer, but I didn't win,' he told his teacher. 'Harry, you did very well but if you want to be a great singer, you have to work harder than all the other singers in the world,' she said.

#### **Examples**

Harry's favourite subject at school is music.

He likes playing the guitar.


#### **Questions**

- 1 Harry's music classes are on Mondays and .....
- 2 He likes playing the guitar and ..... at home.
- 3 Harry's teacher told him, 'The important competition is going to be next .....
- 4 Harry got up ..... every morning.
- 5 Harry walked to ..... to practise with his music teacher.
- 6 He sang very ..... at the competition.
- 7 At the competition he won the .....



6 Read the text. Choose the right words and write them on the lines.

**The joke**



**Example**

Last Tuesday Mary had a bad stomach-ache. On Wednesday  
 1 she went to the doctor because she still ..... ill. 'This is very bad,'  
 2 the doctor said. 'I want you to ..... in bed for the next two days.'  
 3 Mary was sad because ..... favourite class, science,  
 4 ..... on Friday. She loved science!  
 5 ..... Friday night Mary's friend, Paul, visited her. 'There's a science  
 6 test ..... 3pm on Monday,' he said. Mary studied for the test on  
 7 Sunday afternoon. When she ..... to school on Monday,  
 8 Paul laughed at her. 'There ..... going to be a test today!  
 9 It was a joke!' But in the afternoon ..... science teacher said,  
 10 'Close your books. We're going to ..... a test now.'

<b>Example</b>	has	have	had
1	felt	feel	fell
2	stayed	staying	stay
3	his	her	hers
4	was	were	are
5	For	In	On
6	by	at	into
7	went	going	go
8	aren't	can't	isn't
9	their	there	they're
10	had	having	have



- 7 Read the story and write the missing words. Write one word in each space.



**Example**

- Tim and Jen ..... went ..... to John's house last Saturday at  
1 quarter past three. They wanted to ..... the cartoons  
at four o'clock. But when they turned on the television, a  
2 sports programme ..... on. 'Oh no. I hate golf!'  
3 ..... Tim. 'Me too! Let's try channels 2, 3 and 4,'  
John said. But there were no cartoons on the other channels.  
'What can we do now?' Jen asked. Then John's mum came into  
4 the living ..... 'I've got a good idea,' she said. 'Let's  
*make* cartoons!' 'How do you do that?' asked Tim. 'It's easy,'  
5 said John's mum. 'I'm ..... artist!' So Tim, Jen and John  
learned how to make cartoons. 'Wow! This is great,' said Jen.  
'I love cartoons!'



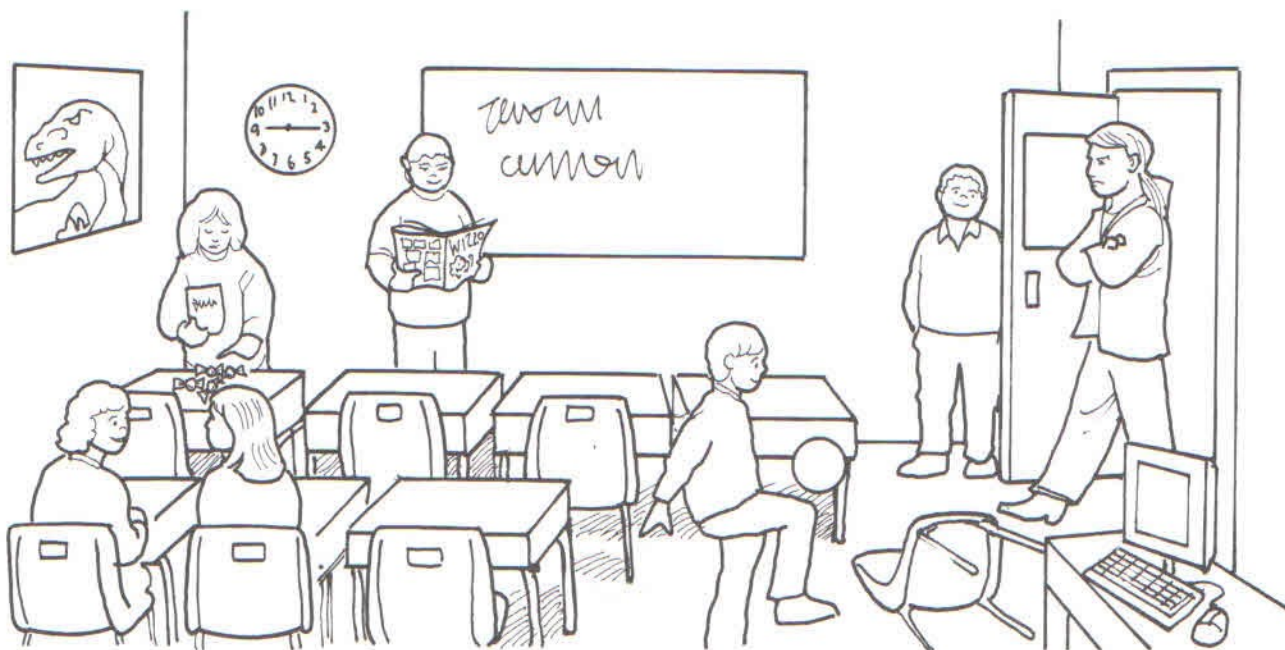


# Test Units Welcome-2

Speaking

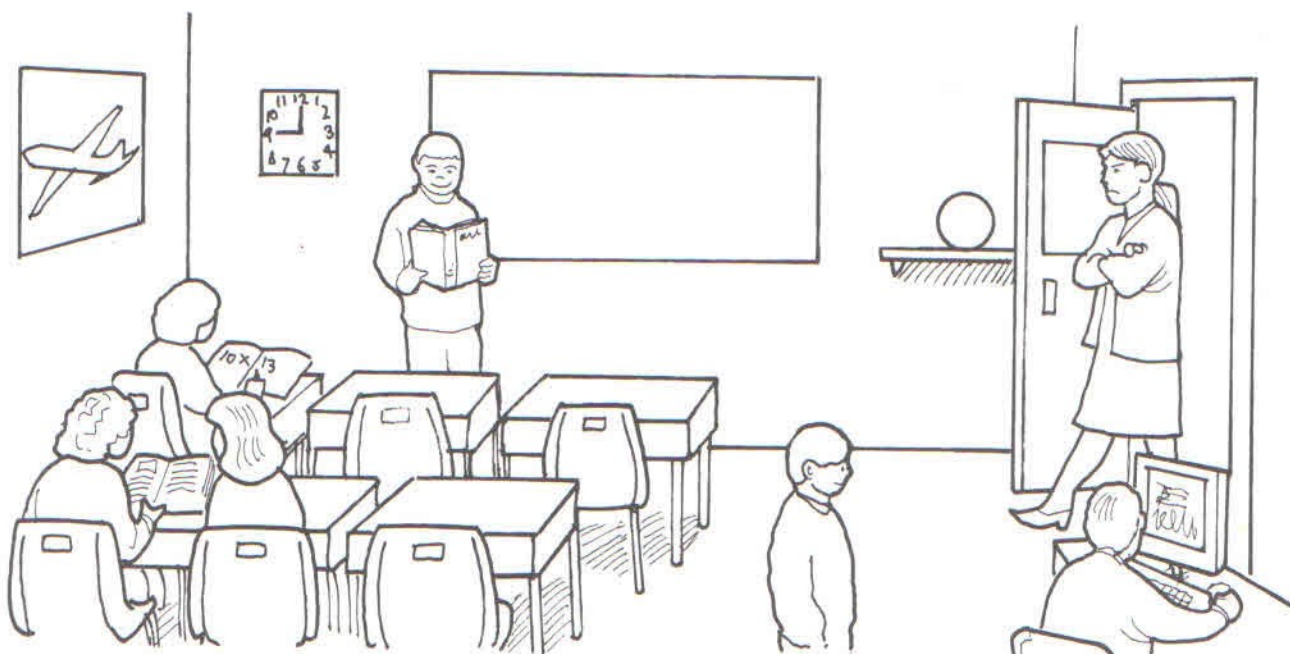
1

Teacher's card



Find the Differences

Pupil's card



Find the Differences



## Teacher's card



## Nick

How / old / Nick	?
Documentaries interesting / boring	?
Hobbies	?
How many brothers and sisters	?
Going to be	?

## Jenny

How / old / Jenny	12
Documentaries interesting / boring	interesting
Hobbies	playing football, swimming
How many brothers and sisters	three
Going to be	a scientist

Find Information. Ask and answer.

## Pupil's card



## Nick

How / old / Nick	13
Documentaries interesting / boring	boring
Hobbies	playing the guitar, singing
How many brothers and sisters	two
Going to be	a computer science teacher

## Jenny

How / old / Jenny	?
Documentaries interesting / boring	?
Hobbies	?
How many brothers and sisters	?
Going to be	?

Find Information. Ask and answer.

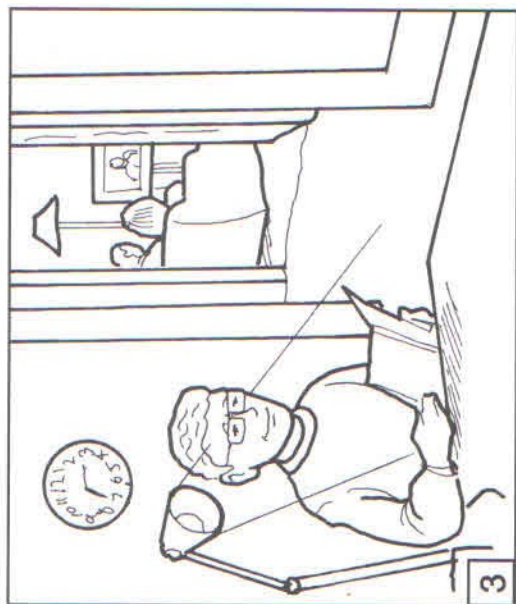




Tuesday



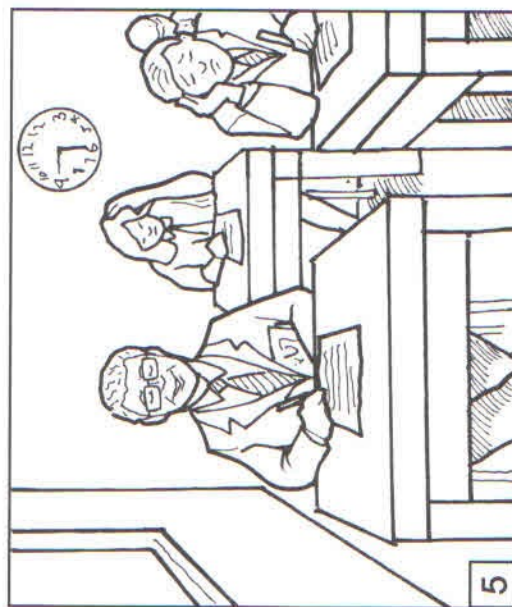
Tuesday



Wednesday



Thursday



Friday

Tell the Story



### Reinforcement worksheet 1

- Tell pupils that it is Mary's birthday and her friends are playing a game. She is blindfolded and she has to guess what her presents are. Pupils read the three dialogues and complete the sentences, using the words in each cake.

Key: 1 sounds, What, bottle, 2 like, soft, feels, look, 3 Smell, smells, does, tastes.

- **Optional follow-up activity:** Pupils practise the dialogues in groups of four.

### Reinforcement worksheet 2

- Pupils tick the words that they see in the drawing. They then read the clues and write in the food words.

Key: 1) Words not ticked should be: spoon, sausage, salt, onions. 2) 2 salt, 3 spoon, 4 pepper, 5 knife, 6 fork, 7 plate, 8 meal.

- **Optional follow-up activity:** Pupils draw, colour and label their favourite meals. You could make a chart showing which meals are most/least popular in the class and stick their pictures around it. You may need to help them with some more food vocabulary.

### Extension worksheet 1

- Pupils describe the clouds, using the expression *look(s) like*. Then pupils match the questions and answers. Point out: *feel like / smell like / taste like / sound like*.

Key: 1) (possible answers) 1 boat, 2 like a bottle, 3 This cloud looks like an elephant, 4 This cloud looks like a shoe.  
2) 2 What does it taste like? 3 What does it feel like?  
4 What does it sound like? 5 What does it smell like?  
6 What does it feel like?

- **Optional follow-up activity:** Pupils draw pictures of clouds and show them to their partner. What do they look like? Encourage pupils to use their imagination! If possible, bring in different smelling, tasting and feeling objects. Put them in a bag or blindfold pupils if they are food, for them to describe what they smell, feel, taste, sound like etc.

### Extension worksheet 2

- Pupils read the steps for making a sandwich and put them in order. Then pupils write down six steps for making their favourite kind of sandwich. Ask them to cut along the dotted lines and give all of their sentences mixed up to their partner. The partner puts the steps in order.

Key: 4, 6, 2, 5, 3, 1, 7.

- **Optional follow-up activity:** Pupils put their sandwich recipes on the wall. They read each other's recipes and choose their favourite one. Suggest that for homework they make one of their friends' favourite sandwiches. What does it taste like?

### Song worksheet

- Pupils match the words to the pictures and then write the words in the gaps. They listen to the song to check their answers.

Key: 1) Clockwise from example: a, f, d, n, c, i, k, g, h, m, b, l, e, j.  
2) See Pupil's Book, page 55.

- **Optional follow-up activity:** Pupils invent actions to go with the song and perform them while singing.

### Topic worksheet

- Pupils read about animal senses and find three ways in which humans' senses are different. Pupils colour the boxes containing things we eat and drink with red, food words green, drinks words blue and the senses yellow. The picture will reveal a red flower on grass with a blue sky and a sun on the top right. Note: The picture is blurred or unclear because insects can't see shapes of objects as clearly as humans can.

Key: Human senses are different because we touch with our fingers, not our noses, we can't hear very high sounds, we can't smell danger like some animals, our eyes see differently.

Colour code: green (food) – eggs, tomato, salt, cheese, salad, meat, bread; blue (drinks) – water, juice, milk, cola; red (things we eat and drink with) – knife, fork, spoon, bowl, plate, glass; yellow (senses) – touch, taste, hearing.

- **Optional follow-up activity:** Pupils discuss what is the most important sense for them and why.



## Reinforcement worksheet 1



★ It's Mary's birthday. Her friends are playing a game. She has to guess what her presents are. Complete the sentences.

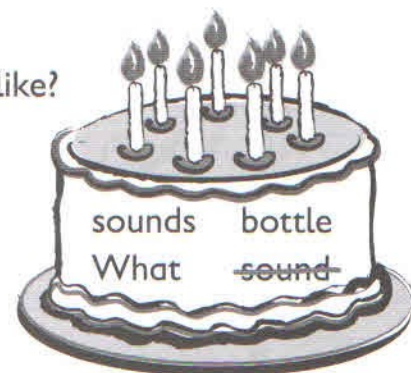
1

**Sue:** Mary! Listen to this! What does it sound like?

**Mary:** Mmmm. It \_\_\_\_\_ like water.

**Sue:** Now smell it! \_\_\_\_\_ does it smell like?

**Mary:** It smells like flowers! I think it's a \_\_\_\_\_ of perfume.



2

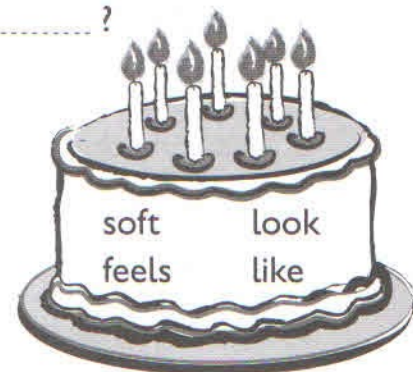
**Dan:** It's my turn. Touch this! What does it feel \_\_\_\_\_?

**Mary:** It feels like a \_\_\_\_\_ bowl.

**Dan:** But it's not a bowl! You put it on your head!

**Mary:** It \_\_\_\_\_ like a hat. Is it a hat?

**Dan:** Yes it is! And you're going to \_\_\_\_\_ like a film star in it!



3

**John:** \_\_\_\_\_ this! What is it, Mary?

**Mary:** It \_\_\_\_\_ like chocolate.

**John:** Now taste it! What \_\_\_\_\_ it taste like?

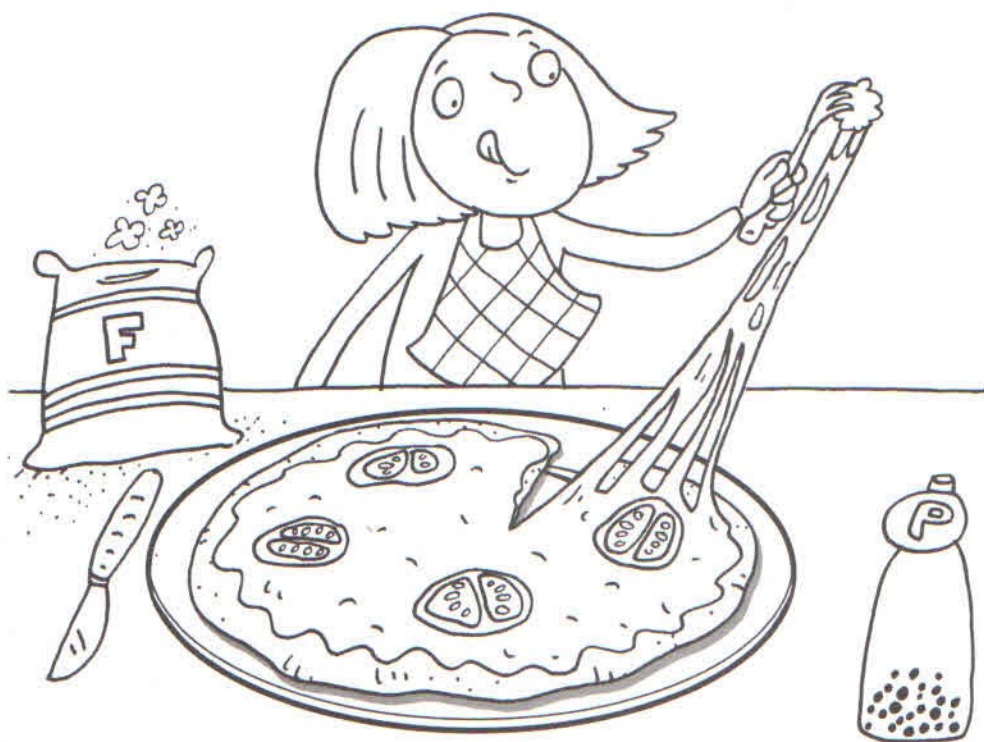
**Mary:** It \_\_\_\_\_ creamy. It's a cake. I know, it's my birthday cake!

**John:** Yes, it is! And here's a fork and a plate, so you can eat it!





1 Tick (✓) the things that you can see in Amy's meal.



fork	<input checked="" type="checkbox"/>
flour	<input type="checkbox"/>
spoon	<input type="checkbox"/>
sausage	<input type="checkbox"/>
cheese	<input type="checkbox"/>
pepper	<input type="checkbox"/>
salt	<input type="checkbox"/>
tomato	<input type="checkbox"/>
onions	<input type="checkbox"/>
pizza	<input type="checkbox"/>
plate	<input type="checkbox"/>
knife	<input type="checkbox"/>

2 Read the clues and write the words.

- 1 It's made of wheat. We use it to make bread and pizza.
- 2 It's white and you use it to make your food taste good.
- 3 It's something we use to eat soup.
- 4 It's black and it tastes strong.
- 5 It's made of metal. We use it to cut our food.
- 6 We use it to bring food from our plate to our mouth.
- 7 We put food on it when we eat.
- 8 It's what we call breakfast, lunch and dinner.

f l o u r

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

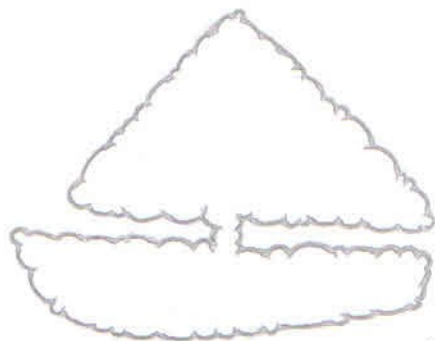
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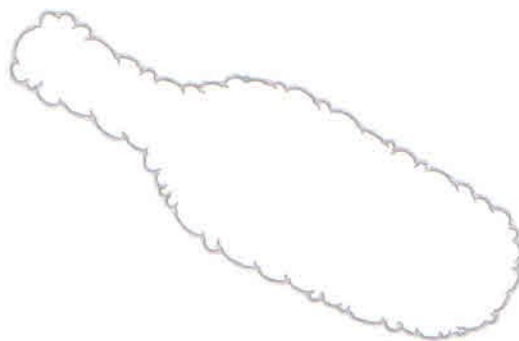
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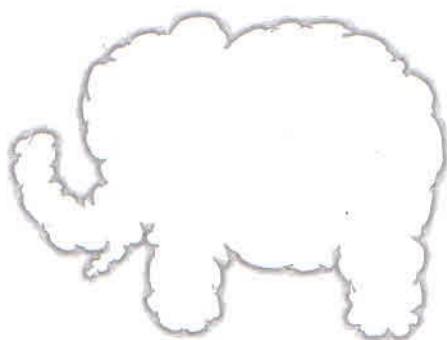
- 1 Look at the clouds. They have interesting shapes. What do you think each one looks like?



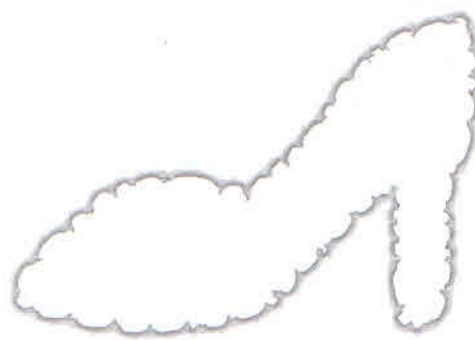
1 This cloud looks like a .....  
.....



2 This cloud looks .....  
.....



3 .....  
.....



4 .....  
.....

- 2 Complete the questions and the answers.



- |  |                                      |
|--|--------------------------------------|
| 1 What ..... does it smell ..... like? | It ..... smells like a ..... flower. |
| 2 What ..... like?                     | It ..... sugar.                      |
| 3 What ..... like?                     | It ..... fur.                        |
| 4 What ..... like?                     | It ..... French.                     |
| 5 What ..... like?                     | It ..... paint.                      |
| 6 What ..... like?                     | It ..... plastic.                    |



## Extension worksheet 2

1 This is how I make my favourite sandwich. Number the steps.

..... Then I spread strawberry jam on top of  
the peanut butter.

..... Then I cut them in half.

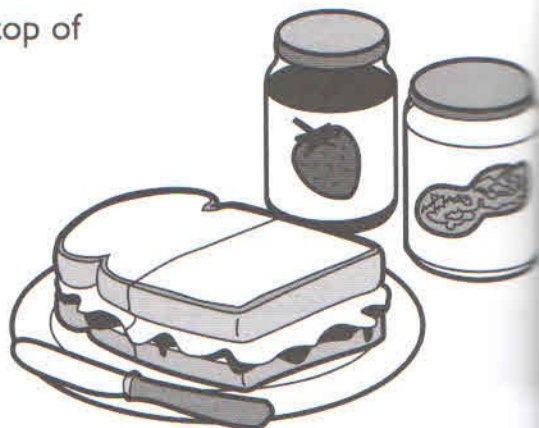
..... First I take two pieces of bread.

..... Then I put the two pieces of  
bread together.

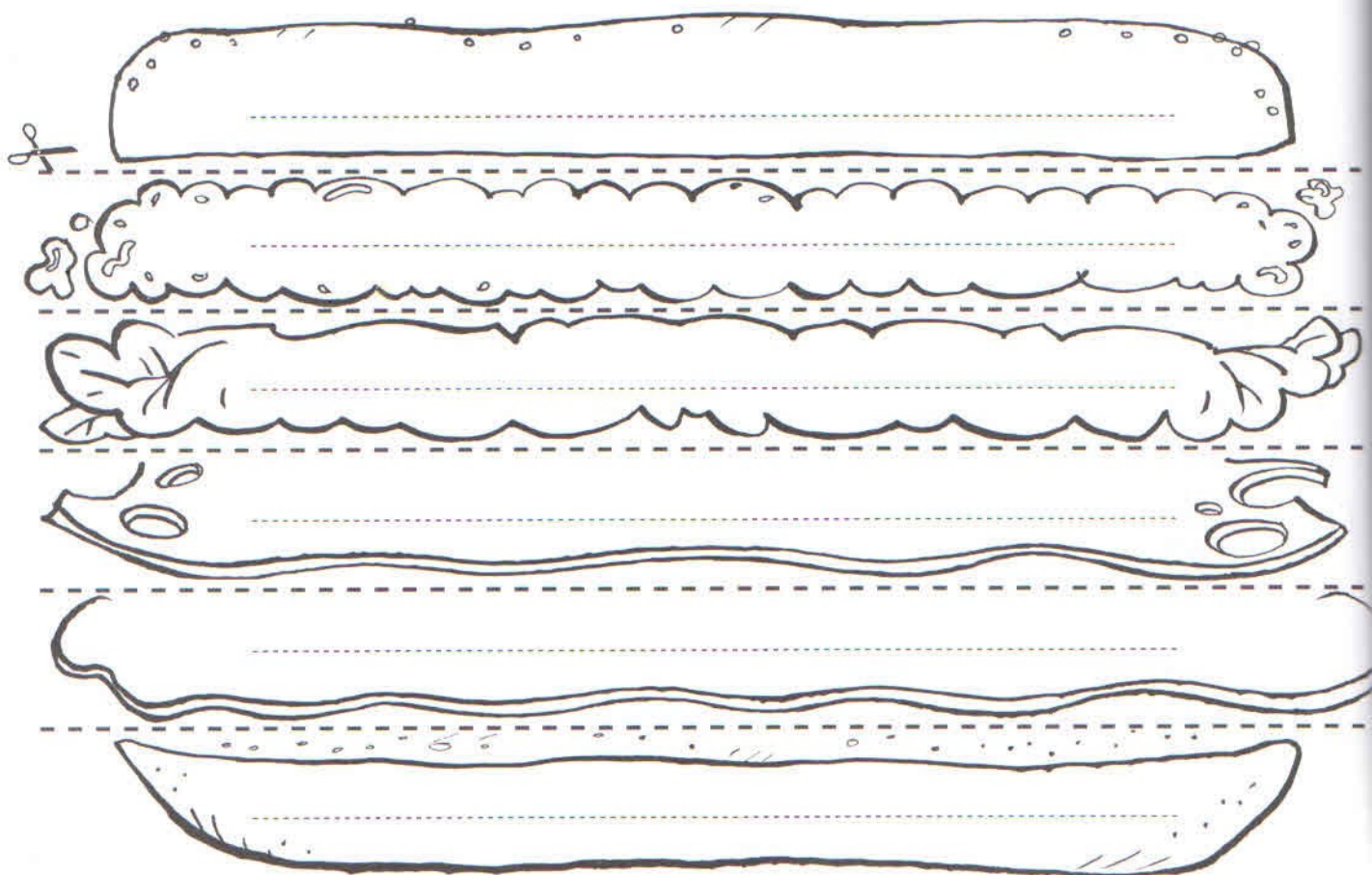
..... Next, I put peanut butter on  
both pieces of bread.

..... I ..... Ingredients: two pieces of bread, strawberry jam and peanut butter.

..... Finally, I eat my sandwich!



2 Write down six steps for making your favourite kind of sandwich. Then cut along the dotted lines and give all of your sentences to your partner. Ask your partner to put the steps in order.







1 Match the words with the pictures.

a ~~Mario~~ b wait c cheese d onion e plate f throw g tastes  
h hair i knife j hands k bowl l flour m pizza n listen

2 Complete the song with the words.


☐ a

My name's Mario,

I'm an Italian cook.

If you want to make a p.....,

Then l..... to me and look.


☐

Take salt, yeast, f..... and water,

Put them in a b.....

Mix them all together,

And w..... for it to grow.


☐

When the base is bigger,

Th..... it in the air.

Use your h..... to turn it,

Don't get it in your h.....


☐

☐

Now you choose your topping,

Tomato, pepper and ch.....

You can choose anything,

Sausage, o..... and meat.


☐

Cook for 15 minutes,

Then put it on a p.....

Cut it with a k..... and fork,

Hmm. Now that ..... great!


☐

☐

☐

☐

☐

☐

☐

☐

3



Listen to the song and check your answers.



 **Read about the senses. Find three ways in which our senses are different to those of animals.**

### The Five Senses

The five senses are: touch, taste, hearing, smell and sight. Humans usually have all five senses but they are not the same as the senses of other animals. Think about touch. Humans touch things with their fingers, but small animals touch with their noses. What about taste? Snakes can taste food better than us! And hearing? Bats and dogs can hear very high sounds that humans can't hear. And humans can't smell danger like some animals. We can smell meat, but lions can smell it much better. They need to find and eat it!

Now think about sight. Humans see objects very differently from insects. Insects can't see objects very well. Their eyes are different from our eyes because they need to see movements and colours that we don't need. What does a red flower look like to you? To find out what a red flower looks like to an insect, colour all the boxes with things we eat with and drink with in red in the picture. Now colour the boxes with types of food in green. This is what green grass looks like to an insect.

Now colour the drinks boxes in blue and the senses in yellow. These are what the sun and the sky look like to an insect.

