

# Teaching notes for Photocopiables

## Unit 1 page 11

- Hand out a copy of Photocopiable 1 (see page T90) to each student. Students complete the schedule information in the top section of the photocopy as they wish.
- Make pairs. Students don't look at each other's papers. They take turns asking and answering questions about Peter and Sally and complete the schedule at the bottom of the photocopy with their partner's information. Remind them to use the prompts in the speech bubbles. When they have finished, students look at each other's work to check.

## Unit 2 page 22 (see also page T22, Student's Book Activity 17 and 18)

- Copy Photocopiable 2 (see page T91) twice, onto thin cardboard. Cut out the cards before the lesson. (If you have a class of, e.g., 26, you will only need to use 13 of the cards from Photocopiable 2 – two copies of each).
- Hand out one card to each student. On the board write in example speech bubbles *What are you going to do on ... ?* and *I'm going to ...*. Tell students they need to find the person who has the same plans as they have on their card. The students mingle and ask and answer questions to find out who their partner is. Monitor and make sure they are speaking English and not simply comparing cards. When students have found their partner, they check with you, and then sit down. They will work together on Student's Book Activity 18.

## Unit 3, page 30

- Hand out a copy of Photocopiable 3 (see page T92) to each pair, part A to StudentA, part B to StudentB. StudentA starts reading until he/she comes to a blank, and then StudentB takes over. They continue like this until the end of the text. The first time, they don't try to write anything, but just read and listen to get the general sense of the text. The second time, they complete their text, writing in the words their partner says. At the end, they compare texts to check. See below for completed text.

## Unit 4, page 39

- Hand out Photocopiable 4 (see page T93), one copy cut in half for each pair. Demonstrate the activity on the board. Students work individually, keeping their work secret. They check one thing each child in the chart was doing when an earthquake struck (including themselves in the "me" row).
- Students work in pairs. They take turns exchanging information about Harry, Katy, William, Betty, and themselves, by asking and answering questions like the examples at the top of their chart. They put an "x" in the appropriate box for their partner's answers. Monitor and check that they are not looking at each other's papers. When they have asked about all the children, they compare charts, to check.

# Text for Photocopiable 3

## London Bridge

The Romans made the first bridge in London over the River Thames. It was the only bridge over the Thames until 1750. London Bridge was also important because it had houses and stores on it. There were about 400 stores on the old bridge.

In the 1820s, a new London Bridge was built over the Thames. They tore down the old bridge. In 1968 another London Bridge was opened. An American bought the old bridge and took it to Lake Havasu in Arizona, U.S.A. Today a lot of people visit the London Bridge in Arizona.

### Unit 5, page 47

- Hand out a copy of Photocopiable 5 (see page T94) to each student. Check students remember the clothing words. Individually, each student completes the chart at the top of the page with materials that the different children's clothes are made of.
- Make new pairs. Students don't look at their partner's chart. They take turns asking and answering questions and to complete the chart at the bottom of the page. Each time they have the same information as their partner, they call out *Snap!* Students compare their charts at the end.

### Unit 6, page 54

- Hand out a copy of Photocopiable 6 (see page T95) to each student. They study the pictures individually and think about their responses to the questions. After about three minutes, put students into groups of four for a discussion. Remind them of the structure to use, e.g., *I think it looks like a face*. Encourage students to discuss the drawings in detail, e.g., *These look like eyes and this looks like a nose*. Monitor groups as they are working. Students write their friends' ideas on the lines.
- After the groupwork, go through the worksheet with the class, discussing each picture.

### Unit 7, page 69

- Hand out a copy of Photocopiable 7 (see page T96) to each pair of students. Check all the words and discuss together the connections between the words in columns 1 and 2, e.g., *hair – fur, spots – stripes, birds – bats*, etc. and columns 3 and 4. Students then cut out the word cards and place them face down on their desks. They take turns turning over two cards at a time. The student who turns over the cards says the two words aloud. If they are a pair, he/she keeps them. If not, he/she turns them face down again and the other student has a turn. At the end, the student in each pair with the most pairs of cards is the winner.
- Students put their cards in envelopes at the end of the game. Collect the envelopes so the students can play again in another lesson.

### Unit 8, page 80

- Hand out a copy of Photocopiable 8 (see page T97) to each pair of students (one part to each student). Remind them how to do the crossword puzzle: they have to provide the definition for their partner and ask their partner for definitions to complete all the clues. Remind students not to look at each other's crossword puzzles. Monitor and help where necessary. Students compare completed crossword puzzles at the end.

**Key:** Across: 2 park, 7 spotted, 8 plant, 11 butterfly, 13 insect, 14 ground, 16 striped, 18 sea, 19 frog, 20 lake;  
Down: 1 trees, 3 field, 4 dinosaur, 5 countryside, 6 forest, 9 leaf, 10 river, 12 extinct, 14 grass, 15 wing, 17 duck

# Photocopiable 1

Name: .....

- 1 Peter and Sally are in different classes at the Park Road School. Complete their schedules for Monday. Use these words.

English    math    science    geography  
history    computer studies    art    music

	Peter	Sally
8:15		
9:10		
10:30		
11:25		
1:30		
2:25		
3:20		
4:15		

- 2 Ask and answer. Complete.

What does Peter have at quarter after eight?

He has music.

	Peter	Sally
8:15		
9:10		
10:30		
11:25		
1:30		
2:25		
3:20		
4:15		

# Photocopiable 2

Name: \_\_\_\_\_



<p>I'm going to play volleyball on Wednesday afternoon. I'm going to do my homework on Saturday morning.</p>	<p>I'm going to play volleyball on Wednesday afternoon. I'm going to have a party on Saturday morning.</p>	<p>I'm going to play volleyball on Wednesday afternoon. I'm going to go shopping on Saturday morning.</p>
<p>I'm going to play volleyball on Wednesday afternoon. I'm going to read a comic book on Saturday morning.</p>	<p>I'm going to read a comic book on Wednesday afternoon. I'm going to go shopping on Saturday morning.</p>	<p>I'm going to read a comic book on Wednesday afternoon. I'm going to do my homework on Saturday morning.</p>
<p>I'm going to read a comic book on Wednesday afternoon. I'm going to get up late on Saturday morning.</p>	<p>I'm going to read a comic book on Wednesday afternoon. I'm going to go shopping on Saturday morning.</p>	<p>I'm going to go shopping on Wednesday afternoon. I'm going to play volleyball on Saturday morning.</p>
<p>I'm going to go shopping on Wednesday afternoon. I'm going to get up late on Saturday morning.</p>	<p>I'm going to go shopping on Wednesday afternoon. I'm going to read a comic book on Saturday morning.</p>	<p>I'm going to go shopping on Wednesday afternoon. I'm going to watch TV on Saturday morning.</p>
<p>I'm going to have a party on Wednesday afternoon. I'm going to get up late on Saturday morning.</p>	<p>I'm going to have a party on Wednesday afternoon. I'm going to watch TV on Saturday morning.</p>	<p>I'm going to have a party on Wednesday afternoon. I'm going to read a comic book on Saturday morning.</p>

# Photocopiable 3

## A London Bridge

The ..... made ..... in London over .....  
 ..... bridge over the Thames ..... . London  
 Bridge was ..... it had houses .....  
 ..... . There were about .....  
 ..... the old bridge.  
 ..... , a new London Bridge .....  
 ..... over the Thames. ..... the  
 old bridge. .... London bridge was  
 opened. .... old bridge and  
 took ..... Havasu ..... Arizona,  
 ..... . Today a lot of people ..... London Bridge  
 in .....









## B London Bridge

..... Romans ..... the first bridge .....  
 ..... the River Thames. It was the only .....  
 ..... until 1750. .... also  
 important because ..... and stores on it.  
 ..... 400 stores on .....  
 .....  
 In the 1820s, ..... was built  
 ..... . They tore down .....  
 ..... . In 1968, another .....  
 . An American bought the .....  
 it to Lake ..... in ..... , U.S.A. ....  
 ..... visit the ..... Arizona.

# Photocopiable 4







**A** **B:** What was Harry doing when the earthquake struck?

**A:** He was watching TV when the earthquake struck.

	watch TV 	sing in the shower 	talk on the phone 	do homework 	read a book 	use the computer 
Harry	✓					
Katy						
William and Betty						
me						
my friend						

**B** **A:** What was Harry doing when the earthquake struck?

**B:** He was talking on the phone when the earthquake struck.

	watch TV 	sing in the shower 	talk on the phone 	do homework 	read a book 	use the computer 
Harry			✓			
Katy						
William and Betty						
me						
my friend						

# Photocopiable 5

Name: \_\_\_\_\_



Write the material words in the boxes.

	ring	gloves	shoes	belt	coat
Richard					
Sarah					
Katy					



Ask and answer and complete.

What's Richard's ring made of?

It's made of plastic.

	ring	gloves	shoes	belt	coat
Richard					
Sarah					
Katy					

# Photocopiable 6

Name: \_\_\_\_\_

Ask three friends. Write your friends' answers.

1 What does this look like?



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2 What does this look like?



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3 What does this look like?

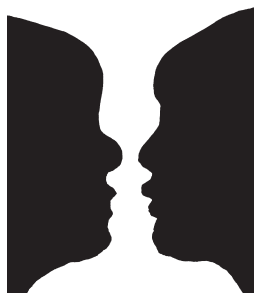


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4 What does this look like?



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5 What does this look like?



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6 What does this look like?



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# Photocopiable 7

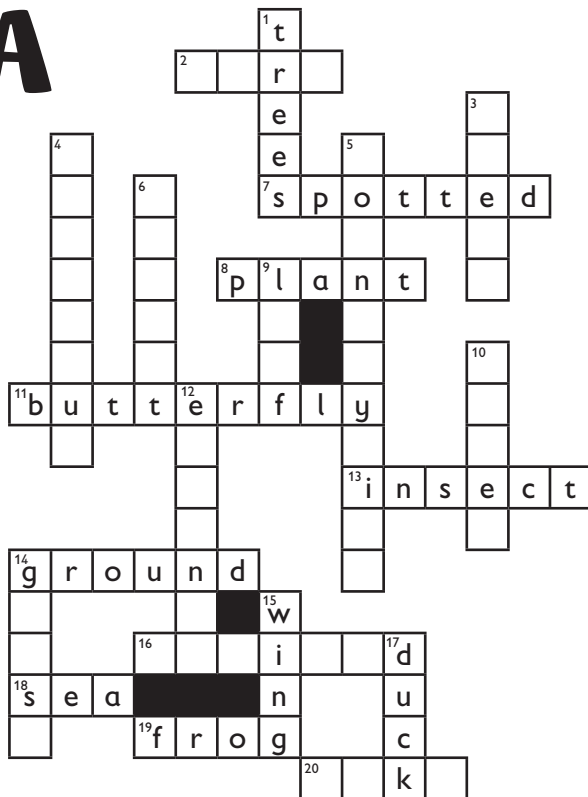
Name: \_\_\_\_\_



hair	fur	cats	dogs
spots	stripes	fish	frogs
bats	birds	teeth	tails
black	white	sharks	whales
fish	chips	gold	silver
salt	pepper	knife	fork
shoes	socks	pencil	paper

# Photocopiable 8

## A



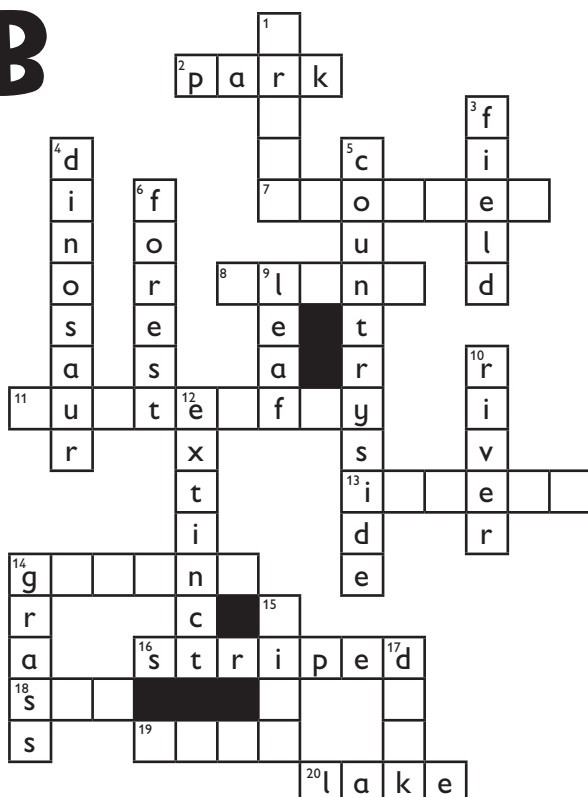
Down ↓

- 1 Very big plants. There are a lot in a forest.
- 15 Most birds and insects use this to fly.
- 17 A bird which loves water. It lives near rivers and lakes.

Across →

- 7 An adjective to describe an insect with spots.
- 8 It lives and grows, but it isn't an animal. A flower's one.
- 11 It can fly, but it isn't a bird. It's beautiful and it loves flowers.
- 13 This isn't an animal or a plant. Lizards like to eat them.
- 14 This is the floor when we're outside.
- 18 A very big area of salt water.
- 19 This animal can swim and jump very well. It lives near rivers and lakes.

## B



Down ↓

- 3 There's a lot of grass here. Cows and sheep are usually in one.
- 4 This animal was called "The terrible lizard." It's extinct now.
- 5 Not in the city. We can go here for a picnic.
- 6 There are a lot of trees here.
- 9 This is green. We can see it on a plant.
- 10 There's water here, but it isn't the sea or a lake.
- 12 An adjective to describe plants or animals which don't exist any more.
- 14 Cows eat this.

Across →

- 2 In a town or a city, we can play here.
- 16 An adjective to describe an insect with stripes.
- 20 There's water here, but it isn't a river or the ocean.