

### Reinforcement worksheet 1

- Students complete the statements and questions using *should(n't) + the verb* given in parentheses. Show students how to match the responses to these sentences by pointing out the example. They can then match the rest of the sentences on their own.

**Key:** 1) 2 should you do, 3 Should we run? 4 shouldn't walk, 5 shouldn't camp, 6 Should I tell, 7 should we put, 8 should we call? 2) b 1, c 4, d 3, e 7, f 2, g 6, h 5.

- Optional follow-up activity:** Students work in pairs and think about what they should do to keep themselves well and safe, for example, in the street or in the house. They make posters to put on the classroom wall for a *Keep Safe* campaign, using *should / shouldn't* sentences.

### Reinforcement worksheet 2

- Students complete the sentences. They can refer back to the Student's Book, page 66 to help them. Then they copy the letters they have written in the boxes to find a ten-letter mystery word.

**Key:** 1) 2 Nature, 3 extinct, 4 wings, 5 Butterflies, 6 spots, 7 striped, 8 species, 9 insects, 10 collect. 2) The mystery word is **rainforest**.

- Optional follow-up activity:** Give a 10-minute time limit. In pairs or alone, students make as many words as they can out of *endangered species*. The words have to be a minimum of four letters long. They should not use plurals.

### Extension worksheet 1

- Ask students if they know a nature park and introduce *The Bear Nature Park*. Elicit what students think you can do there. Explain that water fell on the instructions for visiting this park. Students read the instructions and fill in the missing words. Then they circle the eight words in the word search puzzle.

**Key:** 2 thirsty, 3 hat, 4 garbage, 5 shouldn't, 6 wings, 7 stripes, 8 your.

- Optional follow-up activity:** Students write a set of instructions for a trip to the beach or the rainforest.

### Extension worksheet 2 [F] toward

- Photocopy the worksheet and cut each worksheet in half. Introduce the two types of butterflies and tell students that they are going to tell their partner some information about them. Write the prompts from the worksheet on the board and elicit the full questions: *What color is your butterfly? How big are its wings? Where does it live? Can you tell me an interesting fact about your butterfly?* Ask students to sit in pairs, facing each other. Give one student in each pair the "Student A" sheet and the other one "Student B." As this is an information exchange activity, tell them they should not look at each other's sheets. Students focus on the Zebra Swallowtail first. Student As ask the questions and write down Student Bs' answers. Then students change roles. Students then color in the butterfly they have learned

about using the information they've been given.

- Optional follow-up activity:** Write useful words from the text without vowels on the board and ask students to come up and write the correct words e.g., *wng, spts, strps, btrfly*. Students can then take turns writing up other words from the unit without vowels for the class to complete.

### Song worksheet

- Students decide on actions to go with each line of the song. Get them to demonstrate some of their "moves" to the class. Play the song once and let them read the words and do the actions while they listen. Then play the song again. This time they have to listen only and do the appropriate actions, singing at the same time, if they can.
- Optional follow-up activity:** Students work in pairs. They mime a line for another pair who have to guess the line from the song.

### Topic worksheet

- Pre-teach: *camouflage, feathers, tail, pattern, poison, hide, polar bear, leaves, feel sick, and caterpillar*. Students read the article about camouflage. As they read, they choose a title for each paragraph. Then students look at the three pictures and talk or write about them. Help students by asking questions like: *What kind of animal is it? What color is it? Can you describe its pattern? How does it hide from its enemies? What does the enemy think it is? What kind of camouflage does it use? (Color, pattern, smell/poison, or all three?)*

**Key:** 1) 1 Color, 2 Pattern, 3 Smells and poison.

2) butterfly – pattern and color; caterpillar – pattern, color, smells; frog – pattern, color, possibly poison.

- Optional follow-up activity:** Ask students to research *animal camouflage* on the Internet. They should bring information on camouflage they have found to the next lesson and tell their classmates about it, either by speaking or writing. You can refer them to: <http://animals.howstuffworks.com/animal-facts/animal-camouflage-pictures.htm>

# Reinforcement worksheet 1

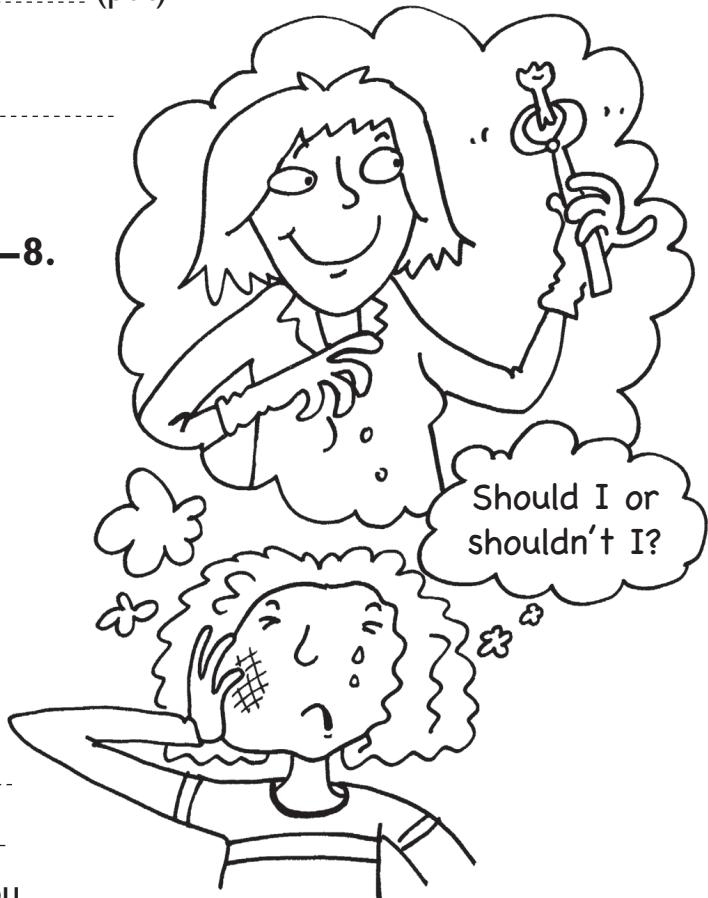


**1 Complete the sentences with *should* / *shouldn't* and the words in parentheses.**

- 1 People shouldn't throw (not/throw) plastic bags in the lake.
- 2 What                  you                  (do) if you have a terrible toothache?
- 3 Oh, no! There's a cow in the field. Is it going to come after us?                   
we                  (run)?
- 4 Daisy's face is very red. She                  (not/walk) in this hot sun.
- 5 What's that man doing? He                  (not/camp) there.
- 6 I don't understand this English homework.                  I                  (tell) my teacher?
- 7 Where                  we                  (put) our garbage?
- 8 Oh, no! There's a fire! Who                  we                  (call)?

**2 Find the answers to questions 1–8.**

- a Call the firefighters. Quick! Here's my cell phone!        8
- b That's right. It's dangerous for the ducks and fish.
- c You're right. She should put some sunblock on.
- d No, don't run! Just don't walk too close to it.
- e In the garbage can, of course!
- f You should go to the dentist.
- g Of course you should. She can help you.
- h Yes. It's not safe to put the tent there.



# Reinforcement worksheet 2



**1 Complete each sentence with a word about the natural world.**

- 1 Zebras have black and white s t **r** i p e s .
- 2 N □ \_\_\_\_\_ is in danger because of people's actions.
- 3 Creatures, like the dinosaur, that die out are e \_ □ \_\_\_\_\_ .
- 4 Birds have w \_ □ \_\_\_. They need them to fly.
- 5 B \_\_\_\_\_ □ \_\_\_\_\_ are beautiful. They can fly.
- 6 Many fish have round s \_ □ \_\_\_ on their body.
- 7 The Siberian tiger has a long s \_ □ \_\_\_\_\_ tail.
- 8 There are a thousand endangered s \_ □ \_\_\_\_\_ in the world.
- 9 Flies and beetles are examples of flying i \_ □ \_\_\_\_\_ .
- 10 People should not c \_\_\_\_\_ □ fish to have in their homes.

**2 Write the letters from the boxes in 1–10 to find a place where frogs live!**



# Extension worksheet 1



- 1 These are the instructions for having a good and safe time in The Bear Nature Park. But some rain fell on them. Complete the instructions.

## Welcome to The Bear Nature Park!

Please follow these simple instructions:

1. You should pack a lot of bottles of  in your bag.
2. If you become  , drink a lot of water.
3. Wear your  when the sun is hot.
4. After your picnic, put your  in the garbage can.
5. You  throw plastic bags in the lake.
6. There are many spotted butterflies in the park. Please don't touch them. You can break their .
7. Lehmann's frogs have red  and they are poisonous. Don't touch them.
8. You should always stay with  friends!

Enjoy your visit to The Bear Nature Park!

- 2 Find and circle the 8 missing words.

s	t	r	i	p	e	s	r
d	l	oo	h	s	g	u	
r	a	t	s	t	r	n	o
e	f	s	t	h	s	i	y
t	a	h	r	p	e	w	s
a	e	g	a	b	r	a	g
w	t	h	i	r	s	t	y
t	n	d	l	u	o	h	s

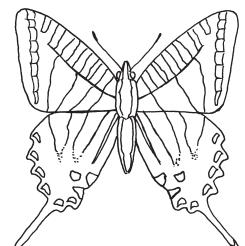
# Extension worksheet 2



**Student A – Ask your partner about the Zebra Swallowtail butterfly and write the answers. Then answer your partner's questions about the Red Admiral butterfly.**

## Zebra Swallowtail butterfly

What color?	
How big / wings?	
Where / live?	
Interesting fact?	



Color me!

## Red Admiral butterfly

What color?	It's brown. It has white spots and red stripes.
How big / wings?	They're 6 cm long.
Where / live?	They live in yards and parks.
Interesting fact?	If they fly quickly in pairs, there is going to be a storm.



**Student B – Answer your partner's questions about the Zebra Swallowtail butterfly. Then ask your partner about the Red Admiral butterfly and write the answers.**

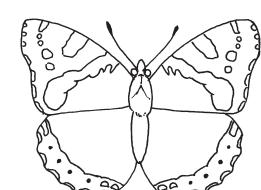
## Zebra Swallowtail butterfly

What color?	It has black and white stripes. It has red and blue spots.
How big / wings?	They're 8 cm long.
Where / live?	They live close to rivers.
Interesting fact?	It has two long tails. Other animals think it's a bird.

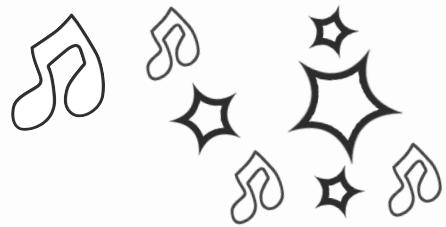


## Red Admiral butterfly

What color?	
How big / wings?	
Where / live?	
Interesting fact?	



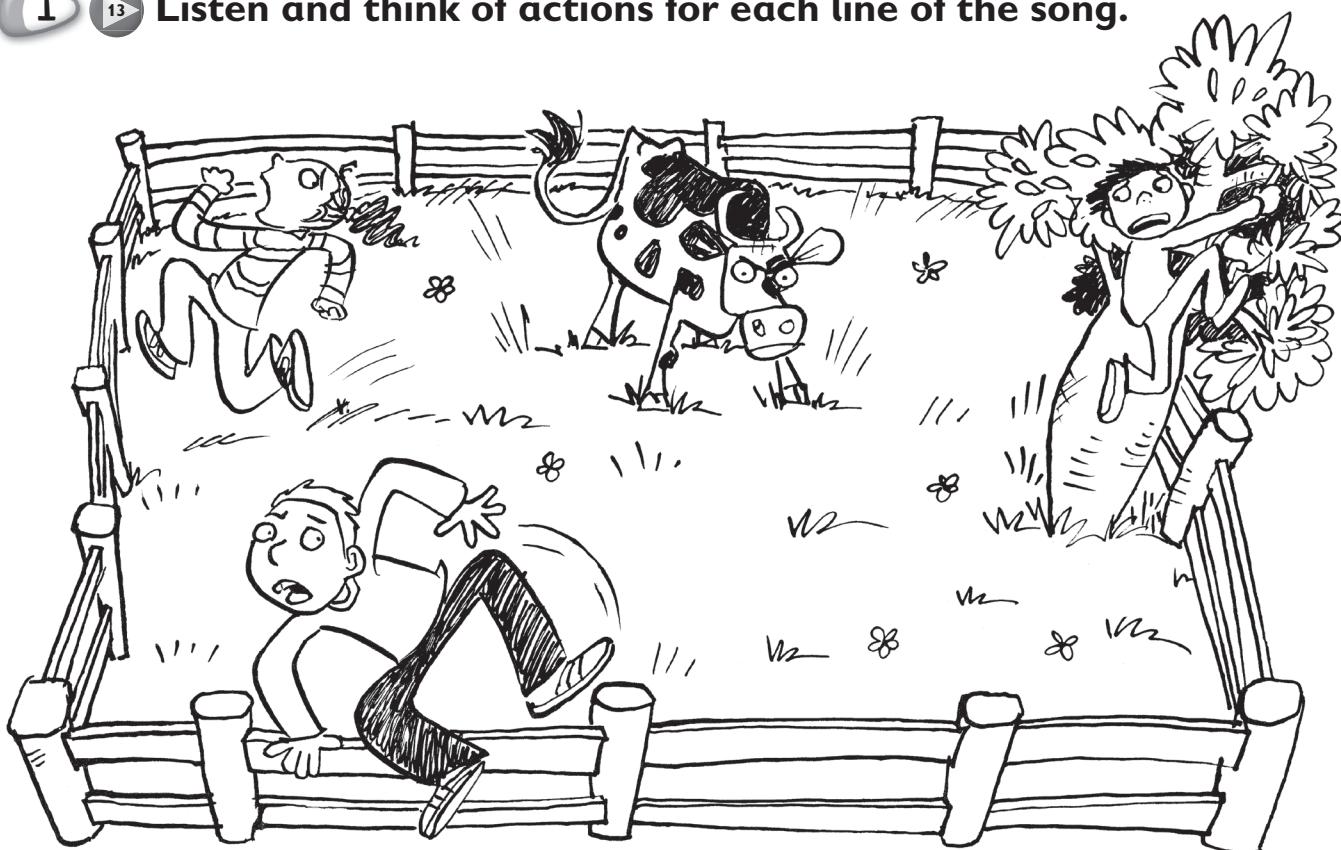
Color me!



1

13

Listen and think of actions for each line of the song.



- 1 You shouldn't drop your garbage,
- 2 You should put it in a garbage can.
- 3 You shouldn't leave it on the ground,
- 4 You should clean up everything.
- 5 Here comes the bear, here comes the bear!
- 6 It's coming for your lunch!
- 7 Should I move or should I stop?
- 8 Should I climb that tree?
- 9 I should do something now.
- 10 That bear is after me.
- 11 You shouldn't go across the field,
- 12 You should walk around.
- 13 You shouldn't go too close to that cow,
- 14 It can push you to the ground.
- 15 You should run, you should run,
- 16 You should jump quickly.
- 17 Should I move or should I stop?
- 18 Should I climb that tree?
- 19 I should do something now.
- 20 That cow is after me!

2

14

Sing the song and do the actions.

# Topic worksheet



## 1 Read about animal camouflage. Fill in the three titles.

### Pattern

### Smells and poison

### Color

Imagine you are a small creature. You have a lot of enemies. People want to collect you. Animals want to eat or kill you. You cannot run quickly. So what should you do? Climb a tree? Run? No. You should hide – using camouflage. There are many types of camouflage:

1 \_\_\_\_\_

Many animals look like their natural home. Rabbits and other animals are brown, like the trees and the earth where they live. Many frogs are green, so they can hide in the green leaves. Polar bears have black skin but their white fur helps them hide in the snow or ice. Some animals can change the color of their fur or feathers in winter, fall, and summer.

2 \_\_\_\_\_

Different species have things on their fur, wings, tails, or feathers so that their enemies cannot see them very well or are afraid of them. For example, some butterflies have two big spots on their wings. The spots look like eyes. Enemies think that they are snakes and stay away. The Indian Leaf butterfly has wings that look like dead leaves. Enemies think the butterflies are plants and so they don't try to catch them.

3 \_\_\_\_\_

Birds and insects can catch caterpillars very easily because the caterpillars can't move quickly. So they have to make themselves taste or smell bad. Some caterpillars make a bad smell. The enemy doesn't like it and goes away. If enemies eat some kinds of frogs and butterflies, they feel sick or can die.

## 2 Look at the pictures. What camouflage do these animals use?

