

# Teaching notes for Photocopiables

## Photocopiable 1 (Unit 1 page 17)

- Check understanding of *plus* and *minus*. Elicit the questions pupils will need to get the answers, e.g. *What's 4 across?* Pupils work in pairs. Plan the pairings carefully (e.g. weak pupils with strong pupils). Tell pupils who is A and who is B. Hand out pages A and B from Photocopiable 1 (see pages T93 and T94). Make sure pupils don't look at each other's crosswords.
- Pairs ask and answer. Reveal the answers or hand out copies of the completed crossword so pupils can check their work.

## Photocopiable 2a (Unit 2 page 22)

- Tell pupils they are going to get a card with activities on it. They must keep the card hidden and move around asking questions until they find the pupil whose card has the same activities as theirs. Ask two pupils to read out the speech bubbles on Pupil's Book page 22. Practise the questions with the class.
- Hand a card from Photocopiable 2a (see page T95) to each pupil. They move around the class and ask and answer (e.g. A: *What do you want to do?* B: *I want to go climbing and skating*). When they find someone with a matching card they stand together.
- If time, make groups of six from three pairs of pupils. Each pupil reads their card and then says if it's something they want to do or not, e.g. *I don't want to go swimming and climbing this weekend. I want to go dancing and shopping*. Monitor and help. When all six pupils have said what they want to do, pupils write the true information in their notebooks.

## Photocopiable 2b (Unit 2 page 25)

- Demonstrate how the activity works. Pupils work in pairs to dictate to each other. Pupil A starts reading (slowly and clearly) while Pupil B writes. When Pupil A has a gap, Pupil B takes over reading. They continue in this way until the end. They don't look at each other's texts. Go through the language on page T96 (*Can you repeat that, please? How do you spell ... , please?*). Check / review key vocabulary: *swimming pool, swimmer, race*.
- Hand out copies of Photocopiable 2b (see page T96), part A to one half of the class and part B to the other half. Make pairs (one pupil with part A, one with part B). Monitor and remind pupils to read loudly and clearly.
- At the end, reveal the completed text or hand out copies for pupils to check (see page T92). Ask questions to check understanding of the whole text.

## Photocopiable Review 1 & 2 (page 26)

- Pupils work in groups of three or four. Hand out a set of cards from Photocopiable Review 1 & 2 (see page T97) to each group. The pupils put the cards face down, with the grey cards and the white cards in two separate piles.
- The group decides who will go first. This pupil takes a card

from each pile and looks at them, without showing anyone else (e.g. *running* and *slowly*). He / she stands up and acts out the verb and adverb. The rest of the group guess by asking, e.g. *Are you running badly? Are you walking slowly?* The pupil who guesses correctly scores a point. The cards are placed back at the bottom of the two piles. The next pupil in the group then takes a card from each pile and mimes.

## Photocopiable 3 (Unit 3 page 29)

- Hand out a copy of Photocopiable 3 (see page T98) to each pupil. The pupils cut the cards out and keep the grey cards and the white cards in two separate piles.
- Pupils work in pairs. They put their sets of cards together (10 grey cards and 20 white cards in total). They put the two piles of cards face down. Pupil A turns over a grey card and a white card. If the two cards make a sentence with *because*, he / she says it, e.g. *The doctor gave me some medicine because I was ill*. Pupil A scores two points. If the cards make a sentence but Pupil A doesn't realise, then Pupil B says the sentence and scores one point. These cards are then moved to the bottom of the piles and each pile is mixed up. If the two cards don't make a sentence, Pupil A just moves the cards to the bottom of the piles (without mixing them) and it is Pupil B's turn.
- Play continues in this way until you stop the game, or until one pupil in the pair reaches eight points. Monitor carefully. Check pupils are using *because* and that their sentences make sense. They could write down their sentences for you to check.

## Photocopiable 4 (Unit 4 page 42)

- Make pairs, A and B. Hand out Photocopiable 4 (see page T99), part A to Pupil A and part B to Pupil B. Remind pupils how to do the activity (see instructions for Photocopiable 2b, above).
- Reveal or hand out copies of the completed text for pupils to check (see page T92). Elicit who the text is about (the children in *The Chronicles of Narnia*). Elicit the children's names and other information, to check comprehension.

## Photocopiable Review 3 & 4 (page 44)

- Make pairs, A and B. Hand out Photocopiable Review 3 & 4 (see page T100), part A to Pupil A and part B to Pupil B. Demonstrate how to do the activity. Pupils ask questions to complete the gaps in their paragraph. They use the question word in brackets and make a question with the verb in the sentence, e.g. to complete the gap in sentence 1 'On Saturday morning Simon went (Where?) \_\_\_\_\_ by bus', Pupil B asks *Where did Simon go?* Do one or two examples with the class before they begin. Pupil B asks questions first and then pupils swap over. Monitor and check that they are not comparing texts.
- When they have finished, they compare the completed paragraphs.

### Photocopiable 5 (Unit 5 page 47)

- This is an extension of Activity Book page 47 Activity 5. Pupils work in the same groups of four. Hand out a copy of Photocopiable 5 (see page T101) to each pupil. Pupils discuss what they can write for each sentence in Activity 1. Elicit a few examples before pupils write.
- Show pupils how to complete the bar chart on the board if necessary. Pupils then transfer the information from the sentences onto the bar chart. Monitor and help. Elicit the information from the groups to make a class bar chart for display.

### Photocopiable 6a (Unit 6 page 55)

- Pre-teach / check understanding of key words from the text before handing it out to pupils: *robot, machine, bored*. Hand out a copy of Photocopiable 6a (see page T102) to each pair of pupils, part A to Pupil A and part B to Pupil B. Review with pupils how they do pairwork dictations (see instructions for Photocopiable 2b on page T90).
- At the end, reveal the completed text for pupils to check or hand out copies (see page T92). Check understanding by asking questions, e.g. *Do robots get bored? What do robots look like?*

### Photocopiable 6b (Unit 6 page 58)

- Tell pupils this communication activity is about things they did yesterday morning. Write example sentences on the board, e.g. *I got up at eight o'clock. I didn't have a shower before breakfast*. Elicit the questions needed to check this information (*What time did you get up? Did you have a shower before breakfast?*).
- Hand each pupil a card from Photocopiable 6b (page T103). Tell pupils they need to walk around asking questions until they find someone who has exactly the same card as them. Remind them not to look at each other's cards. Keep pupils moving around the room and check they're talking, not comparing cards. When pupils find a partner they come to you to check. Then they sit together and talk about what they actually did yesterday morning.

### Photocopiable Review 5 & 6 (page 62)

- This activity is good practice of the skills needed for the storytelling task in the Movers test, although there are 4 pictures not 8. Pupils work in pairs. Hand out copies of the pictures on page T104, one to each pair. Pupils look at the pictures, give the girl a name and work out a story. They write notes, including a verb for each picture in the past tense. If you wish, write some phrases with infinitives on the board (in random order) to give pupils ideas (e.g. *go home, find, get up, go into the park, call the number, come, give back, open the bag*). Pupils practise telling their story to each other in their pairs. Monitor and listen for correct use of the past tense.
- Make groups of four from two pairs (A, B, A, B). The two Pupil As sit together and tell each other their story. Pupil Bs do the same. Elicit some of the best stories.  
Optional: Cut out the pictures before handing the copies out. Pupils have to put them in order to make a story and then tell it in the past tense, as above.

### Photocopiable 7 (Unit 7 page 65)

- Show pupils your set of cards. Write the categories from the cards on the board: *Height, Weight, Length, Speed* and elicit the corresponding adjectives (*tall, heavy, long, fast*). Tell pupils that in this game they will be trying to get the card with the tallest animal, the heaviest animal, the longest animal, the best swimmer and so on.
- Hand out a copy of Photocopiable 7 (see page T105) to each pupil. They cut out the cards and make a small mark in one corner of each card, so they know which set is theirs.
- Pupils play the game in groups of four. Demonstrate first, using a group of pupils. Mix the cards and deal them out to the pupils in the group. Each pupil holds his / her cards so that the others can't see them and he / she can only see the card on the top. The first pupil selects a category from his / her top card and reads it out, e.g. *Length: 10 metres*. The other pupils then read out their Length information in turn. The pupil with the highest number says, e.g. *My animal is the longest*. He / She wins this round, and takes the other players' cards and puts them at the bottom of his / her pile. If there is a draw, pupils put the four cards on the desk and the same pupil chooses a new category from his / her next card. The winner of that round also gets the other four cards.
- Play continues around the group. Monitor and check. Encourage pupils to make sentences with the superlative.

### Photocopiable 8 (Unit 8 page 76)

- Hand out half of a copy of Photocopiable 8 (see page T106) to each pair. They cut along the dotted lines to make playing cards. Demonstrate using two cards. Put two words together which have the same sound, e.g. *wear-where*.
- Pupils work in their pairs to arrange the cards so that words with the same sounds are touching (making squares). Pairs check other pairs' answers. Monitor pupils as they do the activity and review any problem areas at the end.

**Key:** wear-where; eye-I; bye-buy; read-red; nose-knows; eight-ate; aren't-aunt; write-right; no-know; for-four

### Photocopiable Review 7 & 8 (page 80)

- Review key vocabulary: *expedition, South Pole, Antarctica*. Hand out a copy of Photocopiable Review 7 & 8 (see page T107) to each pair of pupils, part A to Pupil A and part B to Pupil B. Review with pupils how they do pairwork dictations (see instructions for Photocopiable 2b on page T90).
- At the end, reveal the completed text for pupils to check or hand out copies (see page T92). Check understanding by asking about Scott's past expeditions, the last expedition and whether he reached the South Pole first.

# Texts for Photocopiables 2b, 4, 6a and Review 7 & 8

## Photocopiable 2b (page T96)

### Swimming

An Olympic swimming pool is 50 metres long and 25 metres wide. There are a lot of different races. Races can be from 50 metres to 10 kilometres long and swimmers can swim on their stomachs or on their backs. There are eight swimmers in a race. At the end of the race, the swimmer who touches the wall first is the winner.



## Photocopiable 4 (page T99)

### The Pevensie children

There are four children in 'The Chronicles of Narnia'. They are the Pevensies, two boys and two girls. The boys are called Peter and Edmund and the girls are called Susan and Lucy.

Peter is older than all the other children. He is bigger than the others, and is also stronger. Edmund is younger than Susan, but older than Lucy.

Lucy is younger than her brothers and sister. She is the one who finds Narnia.



## Photocopiable 6a (page T102)

### Robots

A robot is a machine which can do some jobs like a person. Robots can do a lot of difficult things, but they never get tired or bored, thirsty or hungry. They can look different from men or women, but some of them have arms, legs, hands or feet.

All robots are different because they need to do different things. They can't think like us, but they have a computer inside them which tells them what they must do.



## Photocopiable Review 7 & 8 (page T107)

### Scott and Amundsen

Robert Scott was an explorer. Scott went on two expeditions to the South Pole, but he and his men didn't come back from the terrible second expedition.

Scott went on his first British Antarctic expedition in 1901. On this adventure, he was the first person to fly a hot air balloon on Antarctica.

Scott left for Antarctica again in 1910. He was racing Roald Amundsen to be the first man to the South Pole. Amundsen got there first, fourteen days before Scott and his men.

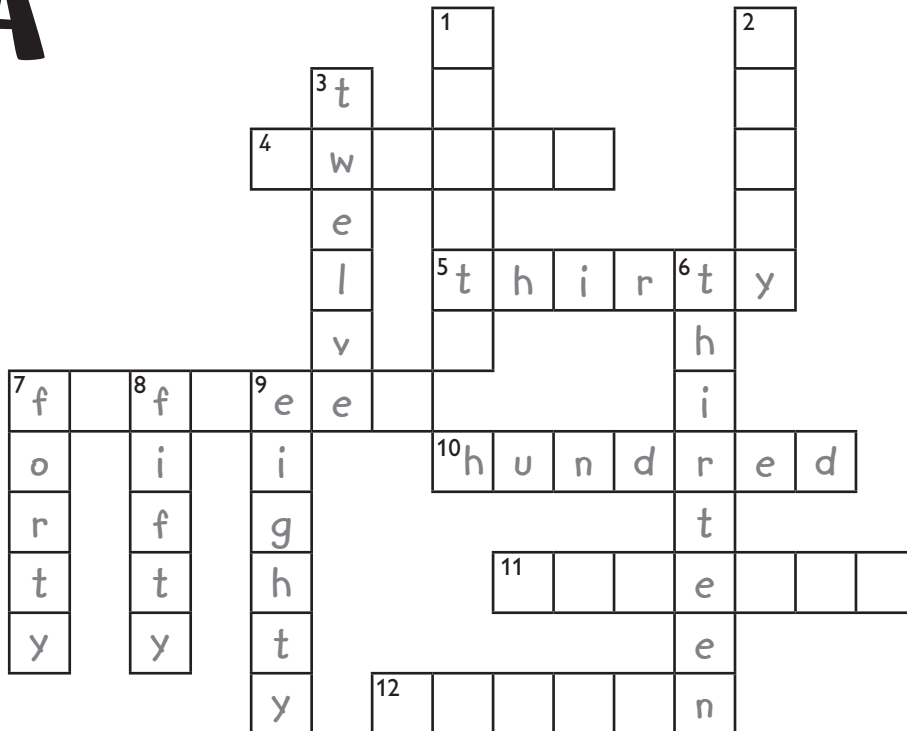


## Photocopiable 1a

Name: .....

## Numbers crossword

A



Ask your partner questions.

Example:

A: What's 4 across?

B: It's thirty-nine minus nineteen.

Give these clues to your partner.

Across →

- 5 Eleven plus nineteen
- 10 Eighty-six plus fourteen

Down ↓

- 3 Fifteen minus three
- 6 Seventy-four minus sixty-one
- 7 Fifty-six minus sixteen
- 8 Thirty-nine plus eleven
- 9 Sixty-eight plus twelve



# Photocopiable 2a

Name: .....



I want to go swimming and climbing.	I want to go climbing and skating.	I want to go skating and fishing.
I want to go swimming and skating.	I want to go climbing and sailing.	I want to go skating and dancing.
I want to go swimming and sailing.	I want to go climbing and fishing.	I want to go sailing and fishing.
I want to go swimming and fishing.	I want to go climbing and dancing.	I want to go sailing and dancing.
I want to go swimming and cycling.	I want to go skating and sailing.	I want to go fishing and dancing.

# Photocopiable 2b

Name: .....

## A

### Swimming

An Olympic ..... is 50 metres long .....  
 ..... There are a lot .....  
 ..... Races can be .....  
 ..... to 10 kilometres ..... can  
 swim on ..... on their backs. There  
 ..... in a race. ....  
 ..... of the race, ..... touches the  
 wall .....

Can you repeat that, please?  
 How do you spell \*\*\*\*, please?

## B

### Swimming

..... swimming pool .....  
 ..... and 25 metres wide. ....  
 ..... of different races. ....  
 ..... from 50 metres ..... long  
 and swimmers ..... their stomachs or  
 ..... are eight swimmers  
 ..... At the end .....  
 ....., the swimmer who ..... first  
 is the winner.

Can you repeat that, please?  
 How do you spell \*\*\*\*, please?

# Photocopiable Review 1 and 2

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



happily

quickly

slowly

quietly


loudly





# Photocopiable 3

Name: .....



I ate a cheese sandwich	I had a temperature.	I had a toothache.
The doctor gave me some medicine	I was thirsty.	I was tired.
I drank some juice	I wanted to.	I like cheese a lot.
I saw the dentist	I was ill.	I don't like milk.
I went to bed early	my tooth was worse.	I was hungry.

# Photocopiable 4

Name: .....

## A The Pevensie children

There are four ..... '..... of Narnia'. They are ....., ..... and two girls. The ..... Peter and Edmund ..... are called .....

..... .  
Peter is older ..... the other children. ....  
..... the others, and .....  
..... . Edmund is younger than .....,  
..... Lucy.  
..... than ..... and  
sister. .... who finds  
..... .

## B The Pevensie children

..... children in 'The Chronicles  
..... '..... the Pevensies, two  
boys ..... boys are  
called ..... and the girls .....  
..... Susan and Lucy.

..... than all .....  
..... . He is bigger than ....., ..... is  
also stronger. .... Susan,  
but older than .....  
Lucy is younger ..... her brothers .....  
She is the one ..... Narnia.

# Photocopiable Review 3 and 4

Name: .....

## A

### Simon's Saturday

On Saturday morning Simon went to the city centre by bus. He saw his friend Alex at the bus station. They ate lunch at a restaurant. Then they went to the cinema. They watched a very funny film. They laughed a lot. Simon went home at four o'clock.

### Stella's Saturday

On Saturday morning Stella went (Where?) .....  
 ..... . Uncle Fred was (Where?) .....  
 ..... . Stella helped Uncle Fred (How?) .....  
 ..... the sheep. Then she ate lunch (Where?) .....  
 ..... . After lunch Stella and Uncle Fred (What?) .....  
 ..... . They played with  
 Uncle Fred's dog. Stella went home at (What time?) .....  
 .....



## B

### Simon's Saturday

On Saturday morning Simon went (Where?) .....  
 ..... by bus. He saw his friend (Who?) .....  
 at the bus station. They ate lunch (Where?) .....  
 ..... . Then they went (Where?) .....  
 ..... . They watched (What?) .....  
 ..... . They laughed a lot. Simon went home at  
 (What time?) .....

### Stella's Saturday

On Saturday morning Stella went to Uncle Fred's farm. Uncle Fred was in the field. Stella helped Uncle Fred to feed the sheep. Then she ate lunch in the farmhouse. After lunch Stella and Uncle Fred walked in the fields. They played with Uncle Fred's dog. Stella went home at three o'clock.

# Photocopiable 5

Name: .....

## 1 Complete the sentences.

- In my group ..... of us could walk when we were 1.
- In my group ..... of us could .....
- In my group ..... of us .....
- In my group .....
- In my group .....
- In my group .....

## 2 Complete the chart.

4						
3						
2						
1						
	Could walk at 1	Could talk at 2	Could write at 4	Could swim at 5	Could read at 6	Could ride a bike at 8
	yellow	blue	purple	green	red	orange

# Photocopiable 6a

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

## A

### Robots

A robot is \_\_\_\_\_ can do some jobs like  
 \_\_\_\_\_ can do a \_\_\_\_\_  
 \_\_\_\_\_ things, but they \_\_\_\_\_ or  
 bored, thirsty \_\_\_\_\_ can look different  
 \_\_\_\_\_ women, but some \_\_\_\_\_  
 \_\_\_\_\_ arms, legs, hands \_\_\_\_\_ .  
 \_\_\_\_\_ are different because \_\_\_\_\_  
 \_\_\_\_\_ do different things. \_\_\_\_\_  
 like us, but \_\_\_\_\_ computer inside them  
 \_\_\_\_\_ what they must \_\_\_\_\_ .



## B

### Robots

\_\_\_\_\_ a machine which \_\_\_\_\_  
 \_\_\_\_\_ a person. Robots  
 \_\_\_\_\_ lot of difficult \_\_\_\_\_ ,  
 \_\_\_\_\_ never get tired \_\_\_\_\_ ,  
 \_\_\_\_\_ or hungry. They \_\_\_\_\_ from  
 men or \_\_\_\_\_ , \_\_\_\_\_ of them have \_\_\_\_\_ ,  
 \_\_\_\_\_ or feet. All robots \_\_\_\_\_  
 \_\_\_\_\_ they need to \_\_\_\_\_ . They  
 can't think \_\_\_\_\_ , \_\_\_\_\_ they have a \_\_\_\_\_  
 \_\_\_\_\_ which tells them \_\_\_\_\_  
 \_\_\_\_\_ do.

## Photocopiable 6b

Name: .....



I got up at eight  
o'clock.

I didn't have a shower  
before breakfast.

I got up at eight  
o'clock.

I bought a comic after  
breakfast.

I got up at seven  
o'clock.

I read a book after  
breakfast.

I got up at seven  
o'clock.

I had a shower after  
I got up.

I bought a comic after  
breakfast.

I didn't have a shower  
before breakfast.

I had a shower after  
I got up.

I read a book after  
breakfast.

I got up at seven  
o'clock.

I didn't have a shower  
before breakfast.

I bought a comic after  
breakfast.

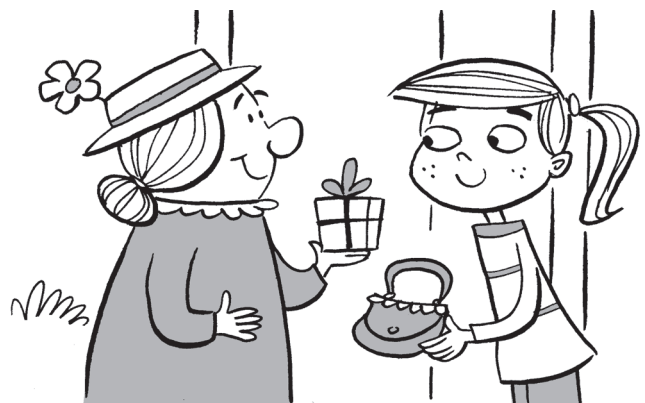
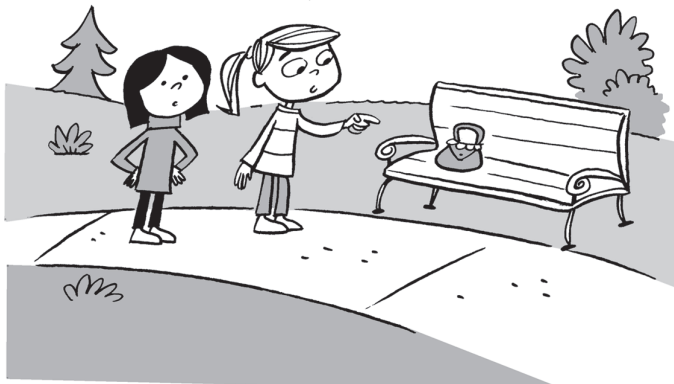
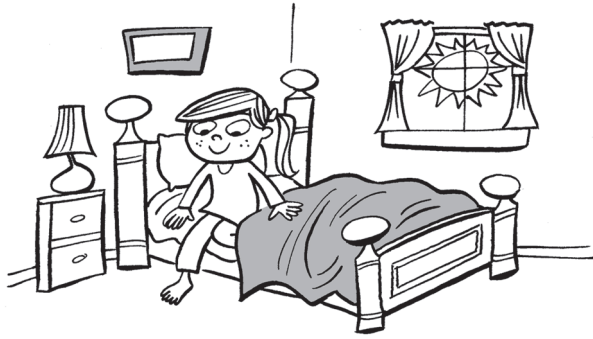
I went to school with  
my sister.

I didn't have a shower  
before breakfast.

I read a book after  
breakfast.

# Photocopiable Review 5 and 6

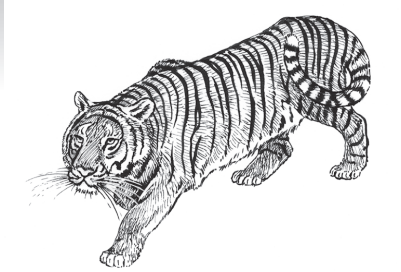
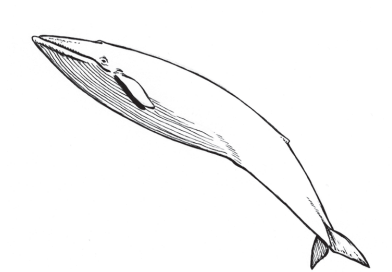
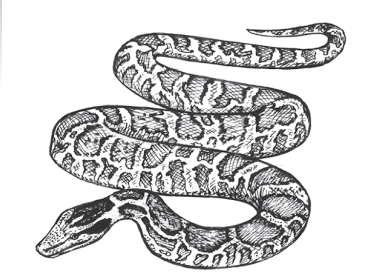
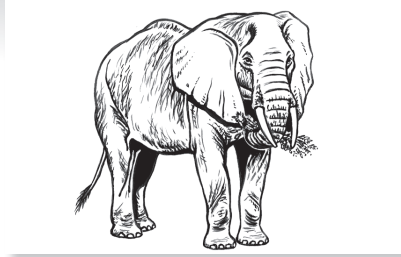
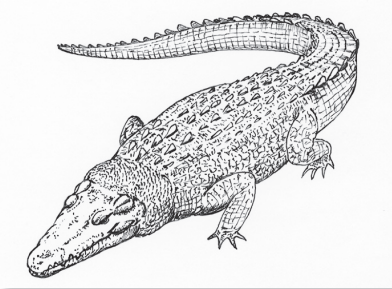
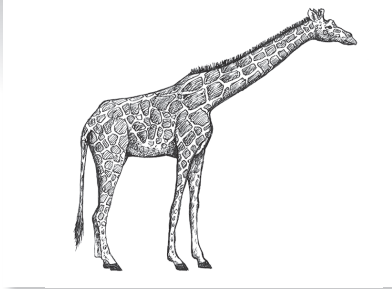
Name: \_\_\_\_\_



# Photocopiable 7

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

## Animal fact cards

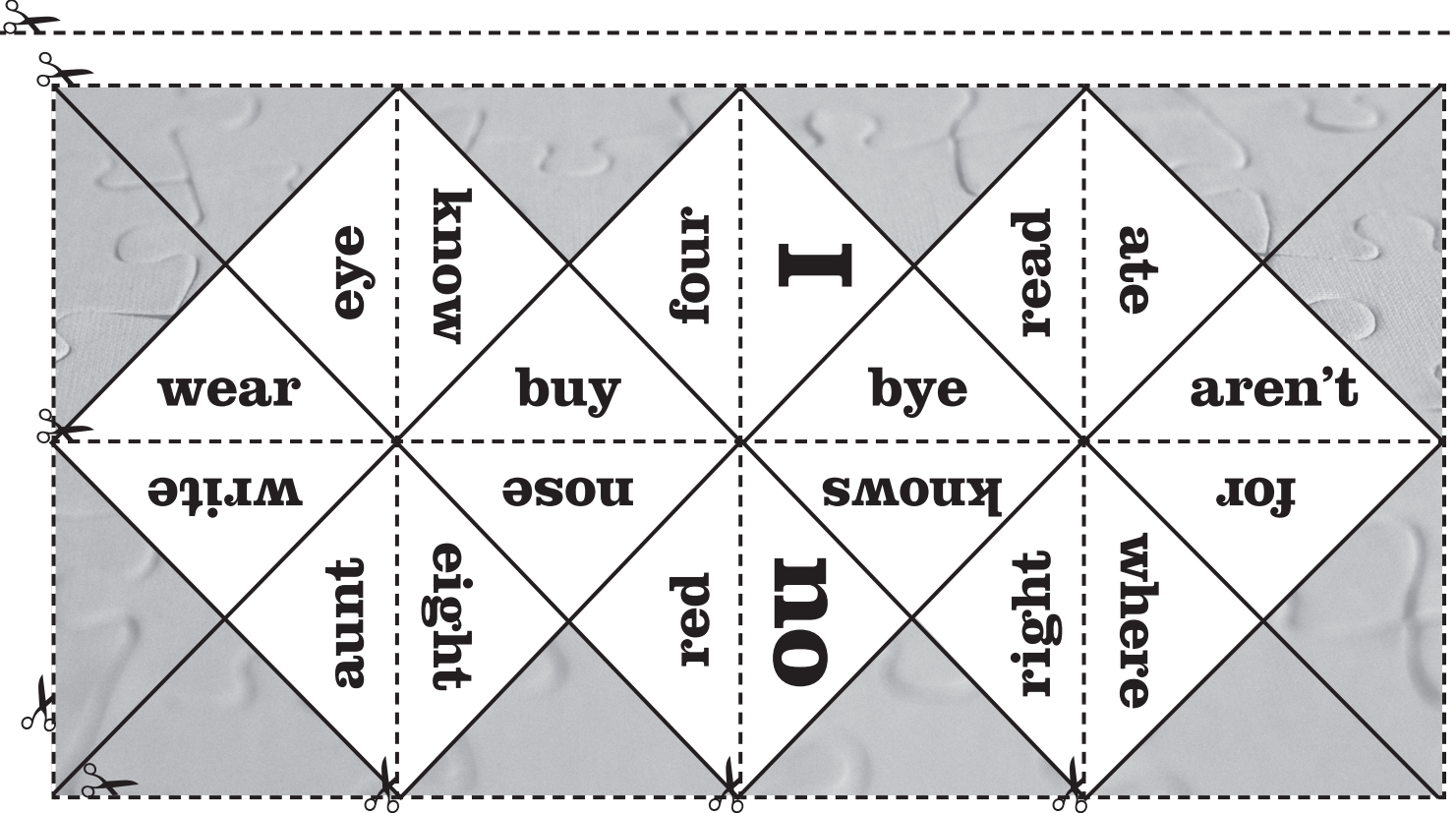
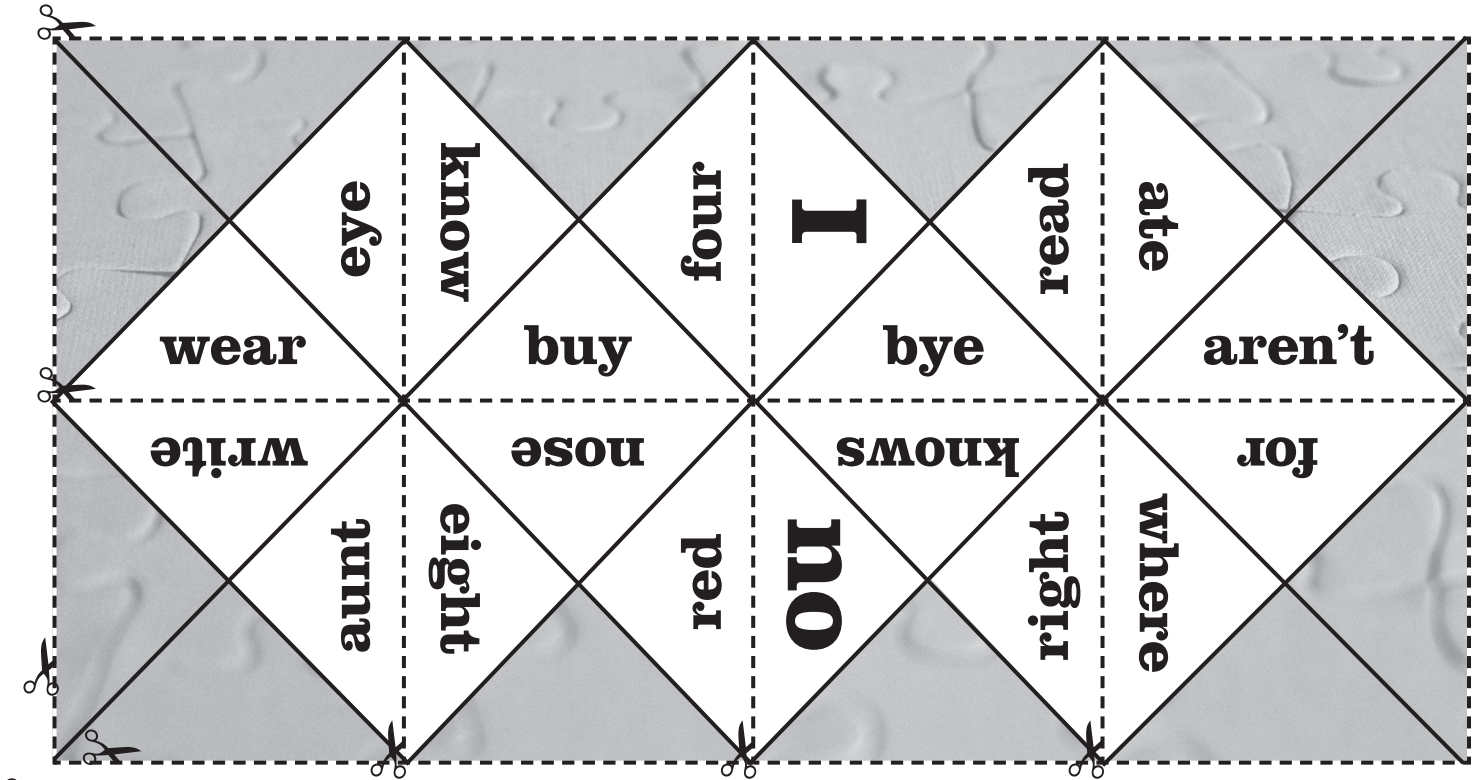
<p><b>Animal: Bengal tiger</b></p>  <p>Height: 1 metre            Weight: 250 kg            Length: 3 metres            Beautiful: *****            Good swimmer: ***            Speed: 60 km/h</p>	<p><b>Animal: Blue whale</b></p>  <p>Height: 4 metres            Weight: 181,000 kg            Length: 21 metres            Beautiful: ***            Good swimmer: *****            Speed: 45 km/h</p>	<p><b>Animal: Python</b></p>  <p>Height: 20 cm            Weight: 110 kg            Length: 10 metres            Beautiful: **            Good swimmer: ***            Speed: 10 km/h</p>
<p><b>Animal: African elephant</b></p>  <p>Height: 4 metres            Weight: 7,000 kg            Length: 9 metres            Beautiful: **            Good swimmer: ***            Speed: 25 km/h</p>	<p><b>Animal: Crocodile</b></p>  <p>Height: 40 cm            Weight: 1,200 kg            Length: 6 metres            Beautiful: *            Good swimmer: ***            Speed: 15 km/h</p>	<p><b>Animal: Giraffe</b></p>  <p>Height: 5 metres            Weight: 1,300 kg            Length: 3 metres            Beautiful: ***            Good swimmer: **            Speed: 50 km/h</p>



# Photocopiable 8

Name: .....

## Homophones jigsaw



# Photocopiable Review 7 and 8

Name: .....

## A Scott and Amundsen

Robert Scott was ..... went on  
two ..... Pole, but he  
and ..... back from the

.....  
Scott went on ..... Antarctic expedition  
in ..... On this ..... the first  
person ..... air balloon on  
Antarctica.

..... again in 1910.  
He ..... to be the first  
..... Pole. Amundsen got  
..... days before Scott .....  
.....

## B Scott and Amundsen

..... an explorer. Scott .....  
..... expeditions to the South ..... ,  
..... his men didn't come .....  
..... terrible second expedition.  
..... his first British .....  
..... 1901. .... adventure, he was  
..... to fly a hot .....

.....  
Scott left for Antarctica .....  
was racing Roald Amundsen .....  
..... man to the South ..... there  
first, fourteen ..... and his men.