РЕГИОНАИВНОЕМЕТОДИЧЕСКОЕ ПРИИОЖЕНИЕ №45 «ЖУРНОニУ ШПРОСВЕЩЕНИЕ ИНОСТРАННЫЕЯЗЫКИ】

## ДОПОЛНИТЕЛЫМЫЕ MAVEPCAAЛЫ K YMK 《TBAN ©PLゅ（BMEGTE） ДЛЯ 4 КЛАССА



## ОГЛАВЛЕНИЕ

ДОПОЛНИТЕЛЬНЫЕ МАТЕРИАЛЫ К УМК «ТЕАМ UP!» (ВМЕСТЕ) ДЛЯ 4 КЛАССА ..... 3
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## Дополнительные материалы к УМК «Team up!» (Вместе) для 4 класса

УМК «Team up!» (Вместе) - это современный курс английского языка, базовый уровень, который учитывает все вызовы и задачи современного образования - системно-деятельностный подход к обучению, акцент на применение знаний на практике в учебных ситуациях и реальных жизненных условиях, формирование функциональной грамотности.

В сборник включены дополнительные материалы к УМК «Team up!» (Вместе) для 4 класса.

Сборник содержит идеи практико-направленных упражнений, которые помогут учащимся успешно усвоить материал, перевести знания из «пассивных» в «активные», сделают процесс обучения результативным и увлекательным.

Рекомендации составлены с учетом возрастных особенностей учащихся начальной школы.

Некоторые упражнения содержат слово или словосочетания, написанные курсивом. Учащиеся могут выполнять задания полупечатным шрифтом, согласно требованиям Примерной рабочей программы начального общего образования предмета «Английский язык».
Разделы Vocabulary, Grammar содержат карточки для вырезания, дополнительный раздаточный материал, игры, кроссворды, задания на знание английской орфографии, порядок слов в предложении, задания на отработку разных коммуникативных типов предложений.
Раздел Communication game содержит задания, игры на отработку коммуникативных навыков диалогической и монологической речи, речевые ситуации, приближенные к реальным, работу в группах и парах, репродуктивные и продуктивные упражнения.
Разделы Song, Story, Culture video, English in action, Reading support, Reading challenge, Listening support, Listening challenge содержат дополнительные задания к упражнениям соответствующих разделов учебника.

К заданиям прилагаются инструкции для учителя и ключи.

## VOCABULARY

## Resource 1 A $\quad$ Unit 1

(1) What are they learning? Write the school subject.

I learn about plants and animals.
2 $\qquad$

3 $\qquad$

4 $\qquad$ 5
6 $\qquad$

9 $\qquad$

1 Write sentences about your school timetable. Use subjects and how often you have the subject.

1 (once a week) I have

2 (every day) I have $\qquad$

3 (twice a week) I have $\qquad$

4 (three times a week) I have $\qquad$

5 (sometimes) I $\qquad$

6 (never) I $\qquad$

7 (often) I $\qquad$

8 (always) I $\qquad$

## VOCABULARY

## Resource 2 A

Unit 2
Vocabulary 1

1 Play a memory game.


## Resource 2 B Unit 2

Vocabulary 2
(1) What can you see? Use words from the box.

$$
\text { cup }(\times 2) \quad \text { bowl }(\times 3) \quad \text { plate }(\times 2) \quad \text { bag box glass }
$$



## VOCABULARY

## Resource 3 A <br> Unit 3 <br> Vocabulary 1

1 Solve the puzzles.


8

## Resource 3 B

Unit 3
Vocabulary 2
(1) Play dominoes.


1 Write the jobs in the puzzle. Find the secret word.

\&
Resource 4 B
Unit 4
Vocabulary 2
1 Match the opposites in these class rules.


Now write the rules in the correct box.

| must |
| :---: |
| You must put litter in the bin. |
| $\square$ |
| $\square$ |

## VOCABULARY

## Resource 5 A

Vocabulary 1
(1) Play dominoes.


8

## Resource 5 B Unit 5

1 Find the words. Then write the words next to the pictures.
wellbbadlylyloudlyroquietlyyqquicklyslsslowlyaeeasilyklycarefully
1

$\qquad$
2

3

4

5

6

7

8


## Resource 6 A

## Unit 6

## Vocabulary 1

1 Complete the crossword.


## Across

3 A place where you can park your car.
6 A place where you can buy fruit and vegetables
9 A place where you can buy clothes.
10 A place where you can watch a play.
12 A place where there are lots of different shops.

## Down

1 A place where there are fountains and you can walk around.
2 A place where you can catch a train.
4 A place where you can drive across a river.
5 A place where you can catch a bus.
7 A place where you can sleep on holiday.
8 A place where you can eat and drink.
11 A place where you can see animals.

1) Complete the sentences with words from the box.

## busy expensive modern quiet

In my town there's a (1) busy train station. There are a lot of trains every hour! But 100 years ago, it was very different. There weren't any trains or cars and it was very (2) . There weren't any (3)
houses, just farms and animals. Today, we have an (4) shopping
centre too!

## VOCABULARY

## Resource 7 A

1 Write the words.

1 $\qquad$


2 $\qquad$ 3 $\qquad$ 4 $\qquad$

5


6
7


8 $\qquad$

9 $\qquad$ 10
11 $\qquad$ 12


8

## Resource 7 B $\quad$ Unit 7

1 Write the words from the box. Then solve the riddles.
use arrive live start need visit

| I (1) use coins to pay for |
| :--- |
| bread in this place. |
| Where am I? |
| Answer: (2) |

I (3) in this place. There's a kitchen, two bedrooms, a bathroom and a living room. Where am I?
Answer: (4)
I (5) here at 8.45am every day. Classes (6) at 9 o'clock. Where am I? Answer: (7) $\qquad$

I (8) to watch the film. Where am I?
Answer: (9)

## Resource 8 A

1. Play a memory game.


1 Find the ten number words. Write them next to the ordinal numbers. Then write all of the other ordinal numbers.


## VOCABULARY

## Resource 9 A

Unit 9

1 Write the words in the correct group. Can you add two more holiday words for each group?

| bucket build a sand castle | beach towel | buy an ice cream |  |
| :---: | :---: | :---: | :---: |
| fishing net | sunhat | swimming trunks | rockpool |
| go surfing | swimsuit | go snorkelling | sunglasses |


| Things |
| :---: |
| bucket |

\&

## Resource 9 B

Unit 9
(1) Write the words.


Resource 10 A
Unit 1

| Grammar |  |
| :--- | :--- |
| I have Science at 11 o'clock. | When do we have Maths? |
| Ann doesn't have PE on Wednesdays. | We have Maths on Tuesdays at 11 o'clock. |

1 Look at Lisa's school timetable. Write the missing words.
1 When do you have English?

It's $\qquad$ ten o'clock.

2 $\qquad$ do you have Art? We $\qquad$ Art on Wednesday at $\qquad$ .

3 When do you have $\qquad$ ? It's on Wednesday

| Wednesday |  |
| :--- | :--- |
| $9-10$ | Maths |
| $10-11$ | English |
| $11-11.30$ | Break |
| $11.30-12.30$ | PE |
| $12.30-1.30$ | Lunch |
| $1.30-2.30$ | Natural Science |
| $2.30-3.30$ | Art | at nine $\qquad$ .

4 When $\qquad$ you have PE? It's at $\qquad$ .
5 When do you $\qquad$ Natural Science? We have Natural Science on Wednesday $\qquad$ half past one.

## Resource 10 B Unit 1

| Grammar |  |
| :--- | :--- |
| I do my homework every day. | She is always busy. |
| Ruby plays tennis twice a week. | She always eats fish for lunch. |

(1) Rewrite the sentences.

1 She plays the piano every day.
(always) She $\qquad$ always plays the piano .

2 She plays tennis twice a week. (sometimes) She

3 She goes swimming three times a week. (often) She $\qquad$ .

4 She doesn't play football. (never) She $\qquad$ .


## Resource 11 A

| Grammar |  |
| :--- | :--- |
| There are a lot of noodles, some crisps and a few sandwiches. | There is a lot of salad, some coffee and a little lemonade. |
| There aren't any cupcakes. | There isn't any bread. |

1 Look at the pictures. Find six differences and write sentences.


1 In Picture A, there is $\qquad$ a lot of salad. In Picture B, there is a little salad.

2
3
4
5
6 $\qquad$
$\%$

## Resource 11 B

| Grammar |  |  |  |
| :--- | :--- | :--- | :--- |
|  | There are a lot of apples. / <br> There's a bag of apples. | Is there any coffee? | There's some coffee. / <br> There are two cups of coffee. |
|  | Yes, there are. / No, there aren't. |  | Yes, there is. / No, there isn't. |

1) Write four questions about the picture. Write the correct answer.


| Grammar |  |
| :--- | :--- |
| This mud is deeper than my shoes! | This is the deepest lake in the UK. |
| A mountain is higher than a hill. | Mount Everest is the highest mountain in the world. |

1 Write true sentences.
1 (bigger) China is $\qquad$ bigger than Spain .

2 (longest) The Nile is $\qquad$ .

3 (higher) The Teide is $\qquad$ .

4 (cleaner) $\qquad$
5 (softer)
6 (older) $\qquad$

Resource 12 B Unit 3

| Grammar |  |
| :--- | :--- |
| Swimming is more exciting than walking. | London is the most exciting city in the world! |

1 Finish the sentences. Use long adjectives from the box.

| dangerous exciting difficult | boring |
| :---: | :---: | :---: |
| beautiful delicious interesting famous |  |

1 Volleyball is $\qquad$ more exciting than basketball.

2 Camping is $\qquad$ going to a hotel.

3 Reading a book is $\qquad$ playing a video game.

4 An ice cream is $\qquad$ an ice lolly.

5 Hippos are $\qquad$ penguins.

6 $\qquad$ is the most $\qquad$ footballer in the world.

7 is $\qquad$ animal in the world.

8 $\qquad$ is $\qquad$ in the world.

## GRAMMAR

## Resource 13 A

Unit 4
Grammar 1

| Grammar |  |
| :--- | :--- |
| I'm watching Ash's house. | Are you wearing a green jacket? <br> Yes, I am. / No, I'm not. |
| They aren't playing cards. |  |

(1) What's happening in the picture? Write the missing words.


In the picture, the family (1) are having (have) a picnic. Mum
(2)

The boy (4)
a T-shirt, (6)

> (eat) a sandwich. The girl (3)
(kick) a ball. He (5) $\qquad$ (skateboard). (wear) and (7) $\qquad$ .

## Resource 13 B

 Unit 4| Grammar |  |
| :--- | :--- |
| You must be quiet in class. | You mustn't break the rules at school. |

1 Complete the class rules poster.

1 You must help your friends.
2 You $\qquad$ arrive late.

3 You $\qquad$ do your homework.

4 You $\qquad$ listen to the teacher.

5 You $\qquad$ eat in class.

6 You $\qquad$ put litter in the bin.

## Class Rules

- Be quiet.
- Don't run.
- Raise your hand.

7 You $\qquad$ shout in class.

8 You $\qquad$ follow the rules in class!

## Resource 14 A

## Unit 5

| Grammar |  |
| :--- | :--- |
| I can go sailing. | Can you sew? |
| Yes, I can. / No, I can't. |  |
| I can't play board games. |  |

1 Write the questions and answers.


Can Ben $\qquad$ play the violin
? $\qquad$ .


Can Zoe $\qquad$ ? $\qquad$ .

3


Can Kim $\qquad$ ? $\qquad$ .

4


Can Nick $\qquad$ ? $\qquad$ .

5


Can Matt and May $\qquad$ ? $\qquad$ .

6


Can Mark $\qquad$ ? $\qquad$ .

## Resource 14 B Unit 5

Grammar 2

| easy $\rightarrow$ easily | quick $\rightarrow$ quickly | good $\rightarrow$ well | I can't knit easily. | I can't dress up quickly. | I can write well. |
| :--- | :--- | :--- | :--- | :--- | :--- |

1 Order the words to make sentences.
1 skip / She / quickly / can $\qquad$ She can skip quickly.

2 can / He / loudly / sing $\qquad$
3 well / They / chess / very / can / play
4 swim / can't / well / I / very $\qquad$
5 a / quickly / Alex / build / can / robot $\qquad$
6 draw / She / easily / can $\qquad$

## GRAMMAR

## Resource 15 A

| Grammar |  |
| :--- | :--- |
| She was at the zoo a week ago. | They were at the market yesterday. |
| Were you at the café last night? | Yes, I was. / No, I wasn't. |
| Where were you yesterday morning? | I was at the shopping centre. |

1 Write questions and true answers for you.
1 Where / last night
Where were you last night?
? $\qquad$ .
2 Were / at school / yesterday ? $\qquad$ .
3 Where / last Saturday ? $\qquad$ .

4 Were / on a bus / yesterday / 8 o'clock ? $\qquad$ .
5 Were / library / week ago ? $\qquad$ .

## Resource 15 B

 Unit 6| Grammar |  |
| :--- | :--- |
| There was an expensive shop. | There weren't a lot of noisy roads. |
| Was there a café? | Yes, there was. / No, there wasn't. |

1 Look at the picture and write was/wasn't or were/weren't.


In our town there (1) $\qquad$ weren't many shops 50 years ago.
There (2) a small clothes shop, but there (3)
a modern shopping centre like today. The old clothes shop isn't there now.
There (4) $\qquad$ a café 50 years ago and an expensive hotel too. There
(5) $\qquad$ many cars and the centre of town (6) quiet.

Resource 16 A
Unit 7
Grammar 1

| Grammar |
| :---: |
| The Romans lived in Britain. They didn't live in Australia. |
| I played football yesterday. I didn't play tennis. |

1 Look at Grace's diary. She was very busy yesterday! Write sentences about her day.
My diary
football
watch a TV programme about
Romans
cook lunch with Mum
visit a Roman history museum
paint a picture of a mosaic
climb a wall in the garden
1 She $\qquad$ played football.
football
2 $\qquad$ .

3 $\qquad$ .

4 $\qquad$ .

5
6 $\qquad$ .

Resource 16 B Unit 7

| Grammar |  |
| :--- | :--- |
| When did you visit the museum? | Did the Romans live in houses? <br> Yes, they did. / No, they didn't. |
| We visited the museum on Monday. |  |

(1) Order and write the questions and answers. Ask a friend.

1 use / Did / houses / stone / to / their / the Romans / build
$\qquad$ Did the Romans use stone to build their houses ? Yes, they did .

2 iron / make / Did / jugs / the Romans / use / to
$\qquad$
? $\qquad$ .

3 watch / the Romans / TV / Did
$\qquad$
?
4 the Romans / boardgames / Did / play
$\qquad$ ? .

5 the Romans / Did / houses / in / live
$\qquad$ ? .

## GRAMMAR

## Resource 17 A Unit 8

## Grammar

I wore this dress at our wedding
We didn't see the ring again.

1 Write the words next to the numbers. Remember to use the past tense.
Yesterday morning, Sam (1) ___ got up (get up) and (2)___ (have)
some breakfast. Then he (3) $\qquad$ (go) to school by bus. At 9 o'clock he (4) $\qquad$ (have) Science with his favourite teacher, Mr Davis.

After Science he (5) $\qquad$ (have) PE, but he (6) $\qquad$ (not like)

PE because they (7) $\qquad$ (lose) the game. Then he (8) $\qquad$ (eat)
sandwiches for lunch and (9) $\qquad$ (drink) lots of water.
$\mathrm{He}(10)$ $\qquad$ (is not) thirsty after that!

## Resource 17 B

| Grammar |
| :--- |
| What did you eat at your birthday party? |
| I ate cake. |
| Did she wear a party hat? |
| Yes, she did. / No, she didn't. |

(1) Write the questions and true answers for you.

1 had / the / When / was / at / party / school / last / you

2 you / eat/What / did
$\qquad$ .

3 play / Did / games / you
$\qquad$
? $\qquad$ .

4 you / music / play / Did
$\qquad$ ? $\qquad$ .

5 dance / Did / you
$\qquad$

## Resource 18 A

Unit 9
Grammar 1

| Grammar |  |
| :--- | :--- |
| I'm going to build a sandcastle. | I'm not going to swim. |
| We're going to play chess. | We aren't going to go surfing. |

1. The children are on holiday. What are they going to do? Look and write.


5 Jack and Peter $\qquad$
$\qquad$ .

## Resource 18 B

| Grammar |  |
| :--- | :--- |
| What are we going to do on hoilday? | Are you going to take a bus tour? |
| We're going to go sightseeing. |  |

1 Write questions and true answers.
1 (tomorrow) What are you going to do tomorrow ? I'm going to play tennis.
2 (next weekend) $\qquad$ ? $\qquad$ .

3 (on Friday) ?
4 (on Tuesday) ?
5 (in the summer) ?

## Resource 19

1 Work in pairs. Ask questions and tick ( $\mathcal{\checkmark}$ ) the boxes.

|  | Every day | Three times a week | Twice a week | Once a week | At the weekend | Never |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 How often / watch TV? |  |  |  |  |  |  |
| 2 How often / play football? |  |  |  |  |  |  |
| 3 How often / go swimming? |  |  |  |  |  |  |
| 4 How often / do homework? |  |  |  |  |  |  |
| 5 How often / listen to music? |  |  |  |  |  |  |
| 6 How often / play basketball? |  |  |  |  |  |  |
| 7 How often / do English homework? |  |  |  |  |  |  |
| 8 How often / do Maths at school? |  |  |  |  |  |  |
| 9 How often / dance? |  |  |  |  |  |  |
| 10 How often / do after-school activities? |  |  |  |  |  |  |

2 Write about your friend. Use always, often, sometimes and never.
My friend

## Resource 20

Unit 2
Communication game

1 Play in pairs. What's in the fridge?


## Resource 21

1 Work in groups. Find someone who thinks ...

1 ... noodles are more delicious than ice cream.

2 ... riding a bike is more dangerous than playing football.

3
... playing basketball is more exciting than playing football.

4 ... New York is the most exciting city in the world.

5 ... Science is more boring than English.

6 ... Maths is the most difficult subject at school.

7 ... reading a book is more interesting than playing a video game.

8 ... playing the piano is more difficult than playing the violin.

9 ... alligators are the most dangerous animals in the world.

10 ... Mexico City is bigger than London.

## Resource 22

1. Where am I? Play a guessing game!


1 Do a class survey! Complete for you. Then talk to two friends.

| Can you ... |  |  |  |
| :--- | :--- | :--- | :--- |
|  | You | Name: | Name: |
| ... play chess well? |  |  |  |
| ... sing loudly? |  |  |  |
| ... skip quickly? |  |  |  |
| ... sew well? |  |  |  |
| ... windsurf easily? |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## COMMUNICATION GAME

## Resource 24

1) Work in groups. Find someone who ...

1 ... was at a library last weekend.

2 ... was in a museum last summer.

3 ... was at a cinema last week.

4 ... was at a theatre last week.

5 ... was at a shopping centre last weekend. $\qquad$

6 ... was on the beach last summer holiday. $\qquad$

7 ... was at school yesterday.

8 ... was in a car park yesterday. $\qquad$

9 ... was in a clothes shop last weekend. $\qquad$

10 ... was on a bus this week.

## Resource 25

1) Play dominoes! Match the questions and answers.

| No, they didn't. | What time did they come? | They arrived at eight o'clock. | How old were you when you first went to school? |
| :---: | :---: | :---: | :---: |
| I started school when I was five years old. | What time did you visit the museum? | At nine o'clock. | Did you play basketball? |
| No, we didn't. We played board games. | Where did you buy that beautiful T-shirt? | At my favourite clothes shop. | What was the film like? |
| It was really exciting. | What did you need to make the cake? | Three eggs, flour and sugar. | What did you do on holiday this year? |
| We visited a museum on holiday. | What did you do last Sunday? | I went to a football match with my dad. | What did you have for breakfast? |
| I had a bowl of cereal. | Did he work at a supermarket? | No, he didn't. He worked at a clothes shop. | Did the Romans use umbrellas? |

## Resource 26

1 Make a question wheel. Ask and answer in pairs.


1 Play in groups of three. Guess WHAT and WHERE!

(1) (1.16) Listen and write.

```
never always twice a week every day three times a week
```

Ruby is so busy! Ruby is so busy!
I want to play with Ruby
But she's always so busy!


She plays tennis (1) twice a week
She plays the piano every day.
She goes swimming (2)
And she (3) comes out to play!

Ruby is so busy! Ruby is so busy!
I want to play with Ruby
But she's always so busy!


I do my homework (4)
I play football twice a week.
I have time to play with Ruby.
But she's (5) so busy!

Ruby is so busy! Ruby is so busy!
I want to play with Ruby
But she's always so busy!
(1) $(1.34)$ Listen and circle.

There's a party in the park! But there aren't any cups!
Let's go quickly to the (1) restaurant / shop: Hurry up, hurry up!

Are there any (2) plates / boxes of sandwiches?
Yes, there are, all lined up!
Are there any (3) cans / bottles of water?
Yes, but there aren't any cups!

There's a party in the park!
But there aren't (4) some / any cups!
Let's go quickly to the shop! Hurry up, hurry up!

Is there a lot of (5) milk / lemonade? And is there a lot of (6) tea / coffee?
Yes, there is, oh yes, there is, But we need (7) cups / bags too, you see!

There's a party in the park!
But there (8) are / aren't any cups!
Let's go quickly to the shop!
Hurry up, hurry up!

## Resource 30

1 (1.52) Listen and circle.

Where's the (1) lowest/highest mountain?
Where's the (2) deepest / deeper sea?
Where's the widest river?
Come on, find out with me!

What's (3) higher / highest than a skyscraper?
What's (4) bigger / biggest than a bee?
What's (5) more / most difficult than climbing a mountain? Come on, let's go and see!


Where's the (6) more / most beautiful island?
Where's the most dangerous sea?
Where's the most interesting city?
Come on, find out with me!

What's bigger (7) that / than an elephant?
What's (8) most / more delicious than tea?
What's more exciting than swimming outside?
Come on, let's go and see!

(1) 211) Listen and write.

> police officer shout in the bin be quiet drop any litter follow bus driver be late


What's the (1) bus driver saying to you? 'You must buy your ticket And you mustn't (2) !'

Where are you? Where are you?
What's the (3) $\qquad$ saying to you?
'You must put your litter (4) And (5) $\qquad$ the rules when you're playing here!' Where are you? Where are you?

What's the dinner lady saying to you?
'You mustn't (6) you mustn't
(7)

When you come to eat every day!
Where are you? Where are you?

What's the teacher saying to you?
‘Quiet, please! You must (8)
When you're learning Science! Where are you? Where are you?


## Resource 32

Unit 5
(1) 2.27) Listen and circle.


Mary can dance (1)well/badly.
She can knit easily.
She can play chess carefully.
She can skip very (2) quickly / slowly.

Quickly, slowly, loudly, quietly,
Easily, carefully: we all do things differently!
I can't dance (3) carefully / well
And I (4) can / can't knit easily.
I can't play (5) chess / board games carefully
Or (6) skip / kick very quickly.
Quickly, slowly, loudly, quietly,
Easily, carefully: we all do things differently!

But I can write very well.
I can (7) build a robot / draw very carefully.
I can sew very quickly.
I can sing very (8) loudly / quietly.

Quickly, slowly, loudly, quietly,
Easily, carefully: we all do things differently!

(2) Answer the questions.

1 What can Mary do?
She can dance well.

2 What can't the boy do?
$\qquad$
$\qquad$
3 What can he do?

1 (2.45) Listen and sort.

Many years ago,
When I was very small, This town was very quiet and safe.
It isn't the same now at all!
There were a lot of small, cheap shops.
There weren't a lot of noisy roads.
There weren't any expensive hotels.
It was very different, you know!
Many years ago,
When I was very small,
This town was very quiet and safe. It isn't the same now at all!

Now there's a modern shopping centre.
There are busy roads and car parks.
But there is one place that's still the same:
Our ancient square and park!
Many years ago,
When I was very small,
This town was very quiet and safe.
It isn't the same now at all!

| When I was small, there <br> were ... | And there weren't ... | Now, there are ... |
| :---: | :---: | :---: |
| small, cheap shops |  |  |
|  |  |  |
|  |  |  |

2 Answer the questions.
1 How was the town many years ago?

2 How is the town now?
(1) $\sqrt{3.7}$ Listen and write.
use age need didn't live did


Where did the Romans live,
Many years (1)
ago $\qquad$
Please tell me, I want to know, I want to know!

Did they (2) $\qquad$ in houses?
Yes, they did!
Did they (3) $\qquad$ warm clothes?
Yes, they did!

Did they (4) $\qquad$ umbrellas?
No, they (5) !
Did they like this country?
I don't know!

Where (6) $\qquad$ the Romans live, Many years ago?
Please tell me, I want to know, I want to know!
(1) (3.27) Listen, cut and order.

a. Did you have a birthday party?
b. Did you get a lot of presents?
c. Yes, I did! Yes, I did!
d. When's your birthday? I know it's soon!
e. Yes, I did! Yes, I did!
f. Why not?
g. Did you eat a lot of cake?
h. No, I didn't! No, I didn't!
i. Because I had a broken leg!
j. Yes, I did! Yes, I did!
k. Did you play some party games?
l. It was yesterday, the $2^{\text {nd }}$ of June!
(1) (3.44) Listen and write Yes, No or Doesn't say.


1


3


5


7 $\qquad$


2


4


6


8

## Resource 37

## Unit 1

(1) Look at the text on Pupil's Book page 16. Read and tick ( $\mathcal{V}$ ) the sentences about Grace's first day at school.

1 Grace is scared.
2 Grace is in Year 6 at Alton Park Primary School.
3 Grace walks to school.
4 School starts at 9 o'clock.
5 Grace has sandwiches, an apple and a drink for lunch.
6 Grace's favourite subject is English.
7 Grace's teacher is Rose.
8 Grace likes drawing.

(1) Look at the text on Pupil's Book page 16. Order and write the questions. Write the answers.

1 does / start / school / When
$\qquad$ ? At 8.45

2 Grace / go / How / school / does / to
$\qquad$
3 have / does / lunch / What / Grace / for
$\qquad$
4 subject / What / favourite / is / Grace's
$\qquad$
? $\qquad$ .

5 teacher / Grace's / is / Who
$\qquad$ ? $\qquad$ .

6 in / What / Grace / do / Art / does
$\qquad$
7 is / Where / picture / Grace's

## Resource 38

## Unit 2

## Reading support

1. Find the words from the box in the text on Pupil's Book page 28.
bread cheese egg milk salt toast put mix

2 Match the instructions to the photos.

1 Put the mixture on the bread.
2 Put the bread under the grill.
3 Toast some bread.
4 Put cheese, egg, milk and salt into a bowl. Mix together.

(3) Look at Activity 2 again. Order sentences A-D.

## Resource 38 Unit 2

1) Look at the text on Pupil's Book page 28. Write the answers.

1 Look at the recipe. What information does a recipe give?
Write the parts in order, 1-5.
$\square$ a Instructions
(1) $\mathbf{b}$ Name of recipe
$\square$ d How many people it is for
$\square$ e Ingredientsc Time it takes to make

2 Why do the ingredients and the time come before the instructions?
$\qquad$
$\qquad$
3 Which words help you understand the order of the instructions?

## Resource 39

## Unit 3

1 This is the text from Pupil's Book page 40. Underline the action verbs (doing words) and match them to the pictures.

I visit my big brother, Luke. He lives in Arizona, in the USA. We go canoeing together in the most exciting place in Arizona: the Grand Canyon! There is lots of white water in the river today and we go very quickly down the river. This is more difficult than canoeing in a lake!

Suddenly I see a big tree across the river! The canoe turns over. I swim to the side, but Luke is on an island in the middle of the river. His arm is hurt. He's cold and tired.


2 Now do the activities on Pupil's Book page 40.

## Resource 39 Unit 3 <br> Reading challenge

(1) Look at the text on Pupil's Book page 40. Complete the sentences.

1 The Colorado River is $\qquad$ the most important river in Phoenix.

2 The most exciting place in Arizona is $\qquad$ .

3 Canoeing in a lake is easier than $\qquad$ .

4 The canoe turns over. Luke gets to $\qquad$ .

5 It's $\qquad$ for Jake to swim to Luke, so he blows a whistle.

6 He blows the whistle $\qquad$ as an emergency signal.

7 The helicopter takes Luke to hospital. Now he's $\qquad$ .

## Resource 41

Unit 5

## Reading support

1. Look at the text on Pupil's Book page 66. Match the titles with the pictures and texts.


## Resource 41

Unit 5
Reading challenge
(1) Look at the text on Pupil's Book page 66. Write Yes or No. Correct the sentences if they are wrong.

1 Give-it-a-go Day is on Sunday. $\qquad$ Give-it-a-go Day is on Saturday.

2 It's dangerous to jump very high on the trampoline. $\qquad$

3 The running races are always in the afternoon.

4 You can't learn how to climb at the Give-it-a-go Day.
$\qquad$
5 There are lots of making activities at the Give-it-a-go Day. $\qquad$
$\qquad$
6 You fill in a form and pay three pence to go to the activity day. $\qquad$

## Resource 42

## Unit 6

1. Look at the text on Pupil's Book page 78. What was there in London 400 years ago? What wasn't there? Complete the table.

400 years ago, London was very different! The city was smaller than today. The River Thames was very busy, with a lot of boats. There weren't any cars or car parks, but there were a lot of horses! There weren't any trains or train stations. The roads weren't very safe. There were some theatres, but there weren't any cinemas. London Bridge was the only bridge across the River Thames. There were a lot of houses and shops on the bridge.

| There was/were ... | There wasn't/weren't ... |
| :---: | :---: |
| a lot of boats on the River Thames |  |
|  |  |
|  |  |

## Resource 42

## Unit 6

(1) Look at the text on Pupil's Book page 78. Write Yes or No. Correct the sentences if they are wrong.

1 There were trains in London 400 years ago. $\qquad$ No

There weren't any trains in London 400 years ago.
2 Tower Bridge was the only bridge across the River Thames. $\qquad$

3 Before the Great Fire, there weren't many buildings in London. $\qquad$
$\qquad$
4 Before, the River Thames was busy with lots of boats. $\qquad$
$\qquad$
5 There were more bridges in London 400 years ago.
$\qquad$

## Resource 44

Unit 8
(1) Look at the text on Pupil's Book page 104. Match the sentences and the pictures.

1 I had a birthday party at my house.

2 We played some party games.


3 We wore party hats.

4 Mum and Dad put food and drink on a table.

5 We ate the party food.

6 The dog had cake on his face.

(1) Look at the text on Pupil's Book page 104. Write some words to complete the sentences about the story. Write 1, 2, 3 or 4 words.

1 Ellie had a birthday party on $\qquad$ Saturday .

2 The party was at $\qquad$ .

3 At the party, Ellie and her friends played $\qquad$ .

4 The $\qquad$ was on a table in the house.

5 After eating, the children went into $\qquad$ to play.

6 When they were ready for the cake, they went $\qquad$ .

7 There $\qquad$ any cake on the table.

8 Patch enjoyed the party because he $\qquad$ .

## READING SUPPORT || READING CHALLENGE

## Resource 45

Unit 9

1) Write the words under the pictures.
message
bottle

1 $\qquad$ bottle



2


3


4

2 Look at this text from Pupil's Book page 116. Now look at the text and underline the words from Activity 1.

My name is Tilly. I am 10 years old. I live in a small village in Ireland. I'm going to tell you a story about a message in a bottle. I walk my dog, Freddie, on the beach every day. One day, Freddie found a very old bottle on the beach. There was a message in the bottle!

If you get this message, please write to me! My name is Ben Thomson.
I'm II years old. I live at 15 Silk Street, in Dublin, Ireland.
I went home and wrote a letter to Ben. But I didn't get a letter back. Weeks went past. I was on the beach with Freddie when I saw an old man at our house, talking to my mum. They started walking towards me. 'Hello, Tilly,' said the man. 'I'm Ben Thomson. 60 years ago, I wrote the message in that bottle! I'm happy that you found it at last!' Ben is my friend now. My family and I are going to visit him in Dublin for holidays. We're going to walk on the beach together.
(3) What happened first/next/ in the end? Write in your notebook.

## Resource 45

## Unit 9

Reading challenge
(1) Write the words under the pictures.


1


2


3


4

2 Use the pictures to write about what happens in the story. Write in your notebook.

## Resource 46

 Unit 1(1) 1.278) Listen and read. Look at the questions. Underline the answers.

1 What is Tim doing after school today?
Harry: Hi, Timmy!
Tim: Hi, Harry!
Harry: Do you want to play tennis after school today?
Tim: Sorry, I can't. I have swimming lessons after school today.
Harry: OK! See you tomorrow!
Tim: Bye!
2 What time is Sally's violin lesson?
Mum: Sally, it's nearly time for your violin lesson! Are you ready to go?
Sally: Yes, Mum!
Mum: Have you got your violin?
Sally: Yes, Mum. I've got it!
Mum: Your lesson is at four o'clock! Off you go! Hurry up!
Sally: OK! Bye, Mum!
2 Now look at Pupil's Book page 17, Activity 5 and choose the correct pictures.

## Resource 46

## Unit 1

## Listening challenge

(1) 1.27 Listen and choose the correct answer.

1 What does Harry want to do?a play tennisb play basketballc go swimming

2 What is Tim doing after school today?

3 What time is Sally's violin lesson?a He's playing tennis.b He's playing basketball.c He's going swimming.a It's at half past four.b It's at a quarter past four.c It's at four o'clock.

## Resource 47

## Unit 2

(1) (1.44) Listen and read. Underline the food that Sarah, Paul and Jake like.

It's Saturday morning. Sally invites her friends for lunch today. What does each child like?

Sally: Dad, my friends Sarah, Paul and Jake are coming for lunch today and there isn't any food in the house!

Dad: Oh, yes, you are right! Let's do the shopping list and then we can go to the supermarket.

Sally: But it's so difficult because they all like different things!
Dad: OK. What do they like?
Sally: Well, Sarah loves cheese. But she doesn't like bread! So we can't even give her sandwiches.

Dad: OK. What about Paul?
Sally: Well, Paul loves fruit and vegetables.
Dad: That's great because we can give him a lot of healthy food!
Sally: Yes ... and he doesn't like sweet things like ice cream.
Dad: OK. What about Jake?
Sally: Oh, Jake is really difficult! He loves crisps and cake! But he doesn't like fruit or vegetables. Can you think of any recipe?

Dad: Phew! Making food for your friends isn't easy!

1 (1.44) Listen and complete the chart.

|  | Sarah | Paul | Jake |
| :--- | :--- | :--- | :--- |
| I like $\ldots$ | cheese |  |  |
| I don't like $\ldots$ |  |  |  |

(2) Can you help Sally and her dad? What food would you give the children?

## Resource 48

## Unit 3

## Listening support

(1) Look at these questions. Underline the important words. Where is Betty from? What's Betty's favourite place?
(2) (2.1) Listen and read. Underline the answers to the questions.

1 Where is Betty from?
Oliver: $\mathrm{Hi}, \mathrm{I}$ 'm Oliver.
Betty: Hi, I'm Betty.
Oliver: Where are you from, Betty?
Betty: I'm from the USA.
Oliver: That's interesting! Where in the USA are you from?
Betty: I'm from California.
2 What's Betty's favourite place?
Oliver: Is California very beautiful?
Betty: Yes, it is.
Oliver: What's the landscape like?
Betty: Well, there are beautiful mountains and beaches. My favourite place is in the mountains. I love walking in the mountains.

Oliver: It sounds great!

## Resource 48 Unit 3 Listening challenge

(1) 2.11) Listen and answer the questions.

1 What are the children's names?

2 Where is Betty from? $\qquad$
3 What's the landscape like there?

## Resource 49

 Unit 4(1) $2_{12}^{212}$ Listen and match the questions and answers.

1 Do you like acting?
a I'm sixteen.
2 And how old are you, Tessa?
b I'm working in a theatre. I'm acting in a play.
3 Where are you working right now?
c Yes, I do! I love it!
d I like TV work because it's exciting and fun.
5 What do you like about TV work?
e No, sometimes I work in films and TV.
(2) Now fill in the information.

| Name | Tessa |
| :--- | :--- |
| Job |  |
| Age |  |
| Where does she work now? |  |
| Does she always work in theatre? |  |
| Why does she like working in TV? |  |

## Resource 49

Unit 4

## Listening challenge

(1) (2.21) Write the interviewer's questions. Listen and check. Now write Tessa's answers. Listen and check.

1 you / Do / acting / like Do you like acting ?
Answer: Yes, I do! I love it!
2 you / old / are / How / Tessa ?

Answer: $\qquad$
3 are / now / working / Where / you / right ?

Answer:
4 in / always / you / work / theatre / Do / the ?

Answer: $\qquad$
5 do / TV work / like / What / about / you ___?
Answer: $\qquad$

## Resource 50 Unit 5

1 Look at these questions. Underline the important words.
1 Who can run very quickly?
2 Who plays the piano badly?
(2) 2.38 Listen and read. Underline the answers to the questions.

1 Who can run very quickly?
Girl: It's a Give-it-a-go Day at the sports centre tomorrow!
Boy: What's that?
Girl: It's an activity day. You can try a lot of different activities. There are races, too. I'm in a running race with Julia. She runs very quickly. I'm worried about it!

Boy: What about Tilly? Is she in the race? She can run very quickly, too, can't she?

Girl: Tilly? No, she runs very slowly! It's Julia who runs quickly.

## 2 Who plays the piano badly?

Boy: And on Tuesday it's the school music concert!
Girl: Who's playing the piano in the concert?
Boy: Mickey. But he's terrible at the piano; he plays so badly! Aron plays much better.

Girl: Why isn't Aron playing?
Boy: He's got a broken arm so he can't play in the concert.

## Resource 50

Unit 5
Listening challenge
(1) $\sqrt{238}$ Listen and tick the correct answers.

| $\mathbf{1}$ Who can run quickly? | $\square$ Tilly | $\square$ Julia | $\square$ Aron | $\square$ Mickey |
| :--- | :--- | :--- | :--- | :--- |
| $\mathbf{2}$ Who runs slowly? | $\square$ Tilly | $\square$ Julia | $\square$ Aron | $\square$ Mickey |
| $\mathbf{3}$ Who plays the piano badly? | $\square$ Tilly | $\square$ Julia | $\square$ Aron | $\square$ Mickey |
| $\mathbf{4}$ Who plays the piano well? | $\square$ Tilly | $\square$ Julia | $\square$ Aron | $\square$ Mickey |

## Resource 51 Unit 6

(1) $\sqrt{254}$ Listen and read. Underline the names of places.

Man: I hear you were in London last week, Natty. Tell me all about it!
Natty: It was great! We were in a hotel next to Victoria train station. It was a very big, modern hotel.

Man: Wasn't that very expensive?
Natty: No, it was a cheap hotel.
Man: Great!
Natty: $\quad$ Next to the hotel there was a beautiful park. There was even a theatre in the park!

Man: Fantastic! What was your favourite place?
Natty: My favourite place was the zoo. There were so many animals!
(2) Now answer the questions on page 79 of the Pupil's Book, Activity 4.

## Resource 51 Unit 6

(1) Answer the questions on page 79 of the Pupil's Book, Activity 4.
(2) ${ }^{254}$ Listen again and correct the sentences.

1 Natty was in Madrid last week.
Natty was in London last week.
2 There was a bus station next to his hotel.

3 Natty's hotel was expensive.

4 The park next to his hotel wasn't very nice.

5 His favourite place was the museum.

## Resource 52

## Unit 7

(1) Match the pictures to the place names.

Statue of Liberty
Eiffel Tower

River Seine


theatre show

Louvre Museum
(2) $\sqrt{3.172}$ Listen and read. Underline the important words.

## 1 What did Lucy visit?

Lucy: I was in France for my holidays. I visited Paris, the capital of France.
I visited the Louvre, the famous art museum. And I climbed the Eiffel Tower! I loved my holiday there!

2 What did Jon visit?
Jon: I was in New York at Christmas! I visited the Empire State Building. I watched the sun go down from the top of the Empire State Building! Then I watched a theatre show.

3 Now answer the questions on page 93 of the Pupil's Book, Activity 4.

## Resource 52

 Unit 7(1) Write the names of the places.
1 Eiffel
2 $\qquad$ 3


Tower $\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
2 Which places do Lucy and Jon visit? Listen and tick the boxes.

Resource 53 Unit 8

## Listening support

(1) 3.37 Listen and read. Underline the questions in blue. Now underline the important words in the answers in red.

Peter and his friends, Lily and Fred, are talking about a busy weekend. What celebration did each child go to?

Peter: Hi, Lily! Hi, Fred!
Lily: Hi, Peter! How was your weekend?
Peter: It was good, thanks. I went to a great party!
Lily: Cool! Was it a birthday party?
Peter: No, it wasn't. It was a street party! There were lots of tables with food and drink, and there was a band.

Peter: How about you? What did you do?
Lily: I went to a wedding. It was my auntie's wedding. We had a big party afterwards! It was great.

Lily: What about you, Fred?
Fred: Well, I didn't go to a party or a wedding. I went to a funfair! It was fantastic. I went on the big wheel and the rollercoaster!

2 Now do the matching activity on page 105 of the Pupil's Book, Activity 4.

## Resource 53 Unit 8

(1) 3.37 Listen and write.

## Peter

He went to $\qquad$
There were $\qquad$
Lily
She went to $\qquad$
There was $\qquad$
Fred
He went to $\qquad$
There was $\qquad$

## Resource 54

## Unit 9

(1) (3.54) Listen and read. Underline the questions in blue. Now underline the important words in the answers in red.
Boy: $\quad \mathrm{Hi}$, Jenny. It's nearly time for school holidays!
Jenny: I know. I'm really excited!
Boy: What are you going to do?
Jenny: We're going to go to the mountains! We're going to visit my big sister, Sally. She lives there.

Boy: What are you going to do there?
Jenny: We're going to go hiking a lot! We're going to go mountain biking, too.
Boy: Wow! I'd like to go mountain biking! What else are you going to do?
Jenny: There's a great theme park nearby, so we're going to go there for the day. There's also a good waterpark. I love swimming and playing in water!

Boy: Sounds great!
(2) Now answer the questions on page 117 of the Pupil's Book, Activity 4.
(1) 3.54 Listen and tick. You may need to tick two or three pictures.

1 Where does Sally live?


2 What is Jenny going to do there?


3 What else is she going to visit?


## Resource 55

1 Watch. Then look and write.

```
uniform primaryschoot school bus forest school
```


primary school $\qquad$
$\qquad$
$\qquad$
2 Write and colour.
skirt trousers jumper trousers shirt

( Watch again and match.

1 In the UK, children go to
2 In the US, children go to
3 In the UK, children
4 In the US, children
5 In the UK, school usually starts
6 In the US, school usually starts
7 In the UK, school finishes
8 In the US, school finishes
a elementary school.
b at half past eight.
c at 3 o'clock, a quarter past three or half past three.
d wear a uniform.
e at 3 o'clock or half past three.
f primary school.
$g$ at 9 o'clock.
h don't always wear a uniform.

## CULTURE VIDEO

1 Watch. Then look and write.
batter pooden bat pitcher glove ball pitch

$\qquad$
$\qquad$
$\qquad$
$\qquad$

4 $\qquad$


2 Watch. Then read and match.

(3) Watch. Then read and write cricket or baseball.

1 People play this sport on a pitch called a diamond.
2 You score points by running up and down the pitch.
3 You use a wooden bat, a ball and a glove to play this sport.
4 You use a wooden bat and a ball to play this sport.
5 There are batters and bowlers in this sport.
6 There are batters and pitchers in this sport.

## ENGLISH IN ACTION

## Resource 64

## Making arrangements

## Student A

1 Find one activity you can do together on Saturday and one activity on Sunday. Ask and answer questions.

| Do you want to go to the park on Saturday? |  | Sorry, I can't. |  |
| :---: | :---: | :---: | :---: |
|  | Diary | 88 |  |
| Saturday |  | Sunday |  |
| 9.30 | play the piano | 9.30 | play the piano |
| 11.00 | play football | 11.00 | play basketball in the park |
| 1.00 | have lunch at auntie's house | 1.00 | have lunch at granny's house |
| 3.00 | do homework | 3.00 | read a book |
| 4.30 | go shopping with mum | 4.30 | play video games at home |
| 6.00 | go to the cinema | 6.00 | ride my bike |

## Student B

1 Find one activity you can do together on Saturday and one activity on Sunday. Ask and answer questions.

|  | Do you want to go to the park on Saturday? |  | Sorry, I can't. |
| :---: | :---: | :---: | :---: |
| (G) |  |  |  |
| G | Saturday |  | Sunday |
| ${ }^{6} 9.30$ | do homework | 9.30 | play with sister |
| 11.00 | play tennis | 11.00 | play basketball in the park |
| 1.00 | have lunch at home | 1.00 | have lunch at home |
| 3.00 | watch TV | 3.00 | go rollerskating |
| 4.30 | go to the park | 4.30 | read a book |
| 6.00 | go to the cinema | 6.00 | go skateboarding |

## ENGLISH IN ACTION

## Resource 65

## Go shopping!

1 Ask and answer questions. How much did you spend?

| Student A |  |
| :---: | :---: |
|  | Price |
| 4 apples | $£ 2.00$ |
| 2 cans of lemonade |  |
| a box of cereal |  |
| 2 sandwiches |  |
| a bag of crisps |  |
| a bottle of milk |  |
| Total |  |

Student A's shop


Fold here

| Noa's Shop Price List |
| :---: |
| a bag of grapes ..................... $£ 2.00$ |
| 2 bottles of water ................... $£ 1.00$ |
| 1 orange .................................. $£ 1.00$ |
| a bag of salad ......................... $£ 2.00$ |
| 2 cupcakes ............................... $£ 1.00$ |
| 6 eggs ....................................... |
| 1.00 |

## Student B

| a bag of grapes <br> 2 oranges | Price |
| :---: | :---: |
|  |  |
|  |  |
| 2 bottles of water |  |
| 6 eggs |  |
| a bag of salad |  |
| 4 cupcakes |  |
| Total |  |

## Student B's shop



Fold here

| Ali's Shop Price List |
| :---: | :---: |
| 1 sandwich .............................. $£ 2.00$ |
| 2 cans of lemonade ............... $£ 1.00$ |
| 2 apples .................................... $£ 1.00$ |
| a box of cereal ........................ $£ 2.00$ |
| a bottle of milk ....................... $£ 1.00$ |
| a bag of crisps ....................... $£ 1.00$ |

## ENGLISH IN ACTION

## Resource 66

## Student A

## Asking the way

1 Ask for directions to the museum, the chemist and the bank. Write the places on the map.

Excuse me, can you tell me the way to the museum, please?


1 Ask for directions to the school, the restaurant and the cinema. Write the places on the map.

Excuse me, can you tell me the way to the school, please?


## ENGLISH IN ACTION

## Resource 67

## Call the emergency services!

1 Ask and answer questions.
I need an ambulance, please.
OK. What's your name?
$8 \%$

| Emergency service: | Ambulance | Emergency service: | Fire brigade |
| :---: | :---: | :---: | :---: |
| Name: | Anna Pérez | Name: | David Kowalczyk |
| Address: | 4 Hill Road, | Address: | 171 Forest Street, |
|  | Brighton |  | Hull |
| Phone number: | 01346925967 | Phone number: | 0196208364 |
| Emergency: | My sister has got a broken foot. | Emergency: | My house is on fire. |
| Emergency service: | Police | Emergency service: | Ambulance |
| Name: | Oliver Smith | Name: | Lexi Patel |
| Address: | 43 Church Street, | Address: | 29 Victoria Road, |
|  | Cardiff |  | Oxford |
| Phone number: | 01832943216 | Phone number: | 01456823704 |
| Emergency: | Someone's car is in my garage. | Emergency: | My granny is feeling ill. |
| Emergency service: | Police | Emergency service: | Ambulance |
| Name: | Lottie Lewis | Name: | Muhammad Allen |
| Address: | 78 Park Road, | Address: | 5 Queen's Road, |
|  | Liverpool |  | Colby |
| Phone number: | 01297836992 | Phone number: | 01685770890 |
| Emergency: | There's water everywhere | Emergency: | My brother is sick. |
|  | in the house. |  |  |
| Emergency service: | Police | Emergency service: | Fire brigade |
| Name: | Ethan Cook | Name: | Ella Young |
| Address: | 7 Grange Road, | Address: | 236 York Street, |
|  | South Beach |  | Pebworth |
| Phone number: | 01576882890 | Phone number: | 01733625409 |
| Emergency: | There's a car accident on | Emergency: | There's a fire in the kitchen. |
|  | Grange Road. |  |  |

## ENGLISH IN ACTION

Resource 68
Unit 5
English in action

## Plan a holiday!

## Student A

1 It's a school holiday. Choose a different activity to do each day from the box and complete the 'You' line. Now ask and answer questions to plan your holiday.

| What shall we do? |  | Do you want to play a computer game? |  |  |
| :---: | :---: | :---: | :---: | :---: |
| play a computer game play basketball go fishing go sailing play football play a board game go skateboarding play chess go swimming watch TV listen to music play tennis |  |  |  |  |
|  | Saturday | Sunday | Monday | Tuesday |
| You |  |  |  |  |
| Your friend |  |  |  |  |
| What you decide to do ... |  |  |  |  |

## Student B

1 It's a school holiday. Choose a different activity to do each day from the box and complete the 'You' line. Now ask and answer questions to plan your holiday.


## Where were you ...?

1. Take a card. Tell your partner where you were yesterday.


## Resource 70

## Guess the action!

1 Work in groups. Take a card. Say what you should/shouldn't do.

> You should wear warm clothes. You should start with the body.

## Build a snowman!

Build a snowman.
wear warm clothes / start with the body / use a carrot for the nose ...

Play chess.
look at all of the pieces / learn how the pieces move / practise with a friend ...

Do your English homework.
look at your English book / write the answers in your notebook / ask a friend for help ...

Paint an animal.
use different colours / start with the body / look at the animal ...

Watch a film at the cinema.
arrive on time / buy a ticket / be quiet

## Climb a wall.

wear a harness / put your hands and feet in a safe place / don't look down

Jump on a trampoline.
use your arms to go higher / don't go too high / keep your legs together

## Clean your room.

put litter in a bin / put your clothes in the wardrobe / make your bed

Start at a new school. don't be scared / make a new friend / ask the teacher for help

Make a mosaic.
use lots of small pieces of clay / use different colours / make a picture

## Go skateboarding.

use a helmet / don't put your feet together / bend your knees

Be happy at school.
arrive on time / follow the rules / make friends ..

Win a running race.
practise every day / go faster and faster / don't push other people

Play volleyball.
don't catch the ball / hit the ball with your hands / play on one side of a net

Find it!
(1) Work in pairs. Take a card each. Help your partner find their object.

What's the matter?

What's it like?
I can't find my ring.


## ENGLISH IN ACTION

## Resource 72

## Unit 9

English in action

## Let's make plans!

1 Cut up the activity cards. Decide who is Student A/B. Prepare the dialogue. Place one activity you would like to do in each space. Say your dialogue.

8

## Student A

The summer holidays start next week.


I'd prefer to $\square$

What else are we going to do?


## Student B

What are we going to do?
$\square$
I'd like to

OK, let's $\qquad$

I'd like to $\square$

It's going to be a great summer!

| go to a waterpark | go to the beach | go to the swimming pool |
| :---: | :---: | :---: |
| go to a theme park | go fishing in the river | go surfing in the sea |
| play basketball in the park | play football in the park | ride bikes in the park |
| go skateboarding in the park | go rollerblading in the park | play computer games |
| play board games | play chess | cook |

## CLIL LINK: SOCIAL SCIENCE

## Resource 76

## can plants grow in water?

1 Plants grow in many places. Circle the freshwater places.


| ponds | rivers | sand | mud | seas | lakes |
| :--- | :--- | :--- | :--- | :--- | :--- |

Which place has got salty water? $\qquad$
2 Circle the correct word.


1 Some water animals/plantshave got big leaves.
2 Big leaves help plants to float / fly in the water.
3 Some plants can give / grow in the sea.
4 Seaweed is a plant with long / high roots.
5 All plants need light / night to grow in water.
3 Water plants are in a food chain. Number the parts in this pond food chain.


4 Draw and write the words in the pond food chain. Draw arrows.


## Resource 80

## Do all rivers go into the sea?

(1) Write the names of the river in the boxes.


2 Write the missing words in the sentences.
1 A river starts at its source
3 Some rivers make a l $\qquad$ of water between mountains or hills.

2 The river flows or runs down into a $\mathbf{v}$ $\qquad$ .

5 The river then runs into the sea. This place is called its m $\qquad$ .

4 Many rivers have a smaller river that runs into it. It's called at $\qquad$ .
(3) What can we find? Put ticks in the table.

|  | in a river | near a river | living thing | not a living thing |
| :--- | :---: | :--- | :--- | :--- |
| water | $\checkmark$ |  |  |  |
| fish |  |  |  |  |
| rubbish |  |  |  |  |
| trees |  |  |  |  |
| a café |  |  |  |  |
| small island |  |  |  |  |

(4) What do you like in or near rivers?

## CLIL LINK: SOCIAL SCIENCE

## Resource 84

## What was town transpoit like 100 years ago?

(1) Transport 100 years ago was different from transport today. Read the questions and write the correct words.


1 Was the horse and cart dirtier or cleaner than a car today?


2 Was the old bike quicker or bigger than a bike today?
dirtier

3 Was the old bus safer or slower than a bus today?
4 Was the old train noisier or quieter than a train today?
(2) What was old transport like? Match the sentences with the type of transport.

1 They were slow and cold.
2 There were steps outside and no doors.
3 They were loud and were very slow when they went up hills.
4 They were noisy and stopped a lot for the animals.
b horses and carts
c trams
d trains
(3) What are they? Read and match.


1 We have these on our roads today. They're black and white.


3 We use these on the roads today. They show red, orange and green.
4. Draw a horse and cart or an old bike. Complete the sentence.


I think it was $\qquad$ and $\qquad$ than today.

## Teaching Notes

## Communication games

## Resource 19 Unit 1

Students work in pairs. Give each student a copy of the worksheet. They take it in turns to ask each other questions e.g. How often do you watch TV? and tick the corresponding answer. Encourage them to give full answers e.g. I watch TV three times a week. Give the class a time limit. Then ask them to write about their partner in the space provided.

## Resource 20 Unit 2

Students work in pairs. Give a copy of the worksheet to each student and ask them to cut out the food items and fridges. They place a book or a folder between them to hide their fridges. They place five items on Picture A. Students then take it in turns to ask each other questions to guess what's in their partner's fridge e.g. Is there any salad? If their partner answers yes, they draw this item in fridge Picture B. They continue until one person has guessed all of the items correctly.

## Resource 21 Unit 3

Students work in groups. Give each student a copy of the worksheet. Students take it in turns to ask each other questions e.g. Is playing the piano more difficult than playing the violin? If they find someone who says Yes, it is!, they write the person's name next to the sentence. Give the class a time limit. Then elicit the names of children e.g. Alex thinks Mexico City is bigger than London.

## Resource 22 Unit 4

Students work in pairs. Give one copy of the game to each pair and ask them to cut out the cards. They shuffle the cards and place them in a pile face down in the centre of the table. Each student takes a card without showing it to their partner, looks at it and says a typical rule for that place using must or mustn't to help their partner guess the place e.g. You mustn't drop litter here. Their partner may answer The playground. If it isn't correct, the student will say No, it isn't and it is the other person's turn to give a rule for their place. They take it in turns to say rules and guess the place. The person who guesses the place correctly keeps the card and takes another and play continues until there are no more cards in the middle of the table.

## Resource 23 Unit 5

Students work in groups of three. Give each student a copy of the worksheet. They read the 'You' column and draw a tick or a cross for the activities that they can and can't do. Students then write the names of two other students at the top of the survey sheet and interview their friends to find out what they can and can't do e.g. Can you play chess well? If the other person says Yes, I can!, they tick the box. If the other person says No, I can't, they put a cross in the box. Make sure all of the children in the class are interviewed. Collate the results on the board and ask the class to draw a bar graph to represent the results.

## TEACHING NOTES

## Teaching Notes

## Resource 24 Unit 6

Students work in groups. Give each student a copy of the worksheet. Students ask each other questions e.g. Were you at a cinema last week? If they find someone who says Yes, I was, they write the person's name next to the sentence. Give the class a time limit. Then elicit the names of children e.g. Bea was at a cinema last week.

## Resource 25 Unit 7

Students work in pairs or groups of three. Give one copy of the game to each pair/group and ask them to cut out the dominoes. Make sure they only cut along the dotted lines so that they do not cut the dominoes in half. They place the cards face down in a pile in the centre of the table and take two dominoes each. One child starts by placing a domino in the centre of the table. The next student tries to find a matching domino to add to the card on the table. If he/she doesn't have a matching card, they take one from the remaining pile of dominoes and it is the next child's turn. Play continues until there are no more dominoes left in the pile or in the child's hand. This child is the winner.

## Resource 26 Unit 8

Students work in pairs. Give each student a copy of the question wheel and a paper fastener. They cut out their question wheels following the dotted lines and make the question wheel by placing the cover over the questions and use the paper fastener to hold the wheel together. They choose from one of the following: a school trip / last summer holiday / last weekend, etc. They first prepare their answers by noting down their answers to the questions. In pairs, they take turns to ask their partner questions from the question wheel and note down their partner's answers. Ask a volunteer to tell the class about their partner. They can repeat using a different place.

## Resource 27 Unit 9

Students work in groups of three. Give one copy of the game to each group and ask them to cut up the cards. They shuffle the cards and place them in a pile face down in the centre of the table. Students take it in turns to take a card, and look at the picture and text without showing the card to the other students in the group. The other students can ask five questions (or if you wish to make it easier, increase the number) to guess what the student is going to do this summer holiday and where. For example, they may ask Are you going to go to the beach? to which the student may reply No, I'm not / Yes, I am, etc. Once a student has correctly guessed the activity and place, they keep the card and it is the next student's turn to take a card. Play continues until there are no more cards in the centre of the table. The player with the most cards is the winner.

## Teaching Notes

## Songs

- Students can use these worksheets for further vocabulary practice with the text of the song. In every unit, students listen to the song and simultaneously do the corresponding task: circle or write the target words.
- You may wish to use the worksheet to check students' retention of the song. They first complete the task, then listen to the song and check.
- The procedure for the songs worksheets is the same for all units.


## Reading support and challenge

These worksheets are designed as extra help with the texts in the skills lesson in every unit (Lesson 7). Reading support worksheets can be used in place of the Pupil's Book reading comprehension activity, for students who struggle.

Reading challenge activities offer extension and can be used as extra practice for stronger students.

## Listening support and challenge

As Reading support and challenge worksheets, these listening worksheets are designed as extra help with the texts in the skills lesson in every unit (Lesson 8). Listening support worksheets can be used in place of the Pupil's Book listening activity, for students who struggle.

Listening challenge activities offer extension and can be used as extra practice for stronger students.

## Culture videos

Culture videos worksheets are designed to accompany the videos in the Culture lessons in each unit of the Pupil's Book (Lesson 5).

- Play the video once from the beginning to the end without pausing, for general comprehension.
- Then distribute the worksheets and ask students to watch the video again and do the tasks. You can play the video once for each of the tasks, unless you can see that your students can do Activity 3 from memory and only watch again to check.
- The procedure for the video worksheets is the same for all units.


## TEACHING NOTES

## Teaching Notes

## English in action

## Resource 64 Unit 1

Students work in pairs and decide who is going to be Student A/B. Give one copy of the worksheet to each pair of students to cut in half. Students read the information in their tables. They should not show each other their tables. They take it in turns to ask questions to find out when they can do something together with their partner e.g. Student A: Do you want to play football on Saturday? Student B: When? Student A: At 11 o'clock. Student B: Sorry, I can't. I'm not free. They should find one activity they can do together on Saturday and one activity on Sunday.

## Resource 65 Unit 2

Students work in pairs and decide who is going to be Student A/B. Give one copy of the worksheet to each pair of students to cut up. Make sure they only cut along the dotted lines. There is a shopping list and a shop with price list. Ask the students to fold the shop in half and place it in front of them so that they can see the prices and their partner can see the name of their shop. They now take it in turns to 'go shopping' at their partner's shop. They should buy the items on their shopping list and note down the total price for each item e.g.

Student A: Can I have four apples, please?
Student B: Here you are. Anything else?
Student A: No, that's it, thanks.
Student B: Right ... that's two pounds, please.
Student A: Here you are.
Student B: Thank you.
It is now Student B's turn to go shopping at Student A's shop. They continue taking it in turns to buy one item each until they have bought all of the items on their lists. They then add up the total amount they have spent. Ask the Student As and Bs how much their shopping comes to. Student As spend £11.00. Student Bs spend £10.00.

## Resource 66 Unit 3

Students work in pairs and decide who is going to be Student A/B. Give out copies of the maps prepared. Students should not show their maps to each other. The students take it in turns to ask and give directions to the buildings listed on their part of the worksheet e.g. Excuse me, can you tell me the way to the museum, please. / Sure. Tell students to begin from 'Start' and follow the direction of the arrow, each time they give directions. Students write the name on the building on their map. Once they have the names of all six buildings, they compare their maps to see if they have the same.

## TEACHING NOTES

## Teaching Notes

## Resource 67 Unit 4

Students work in pairs. Give one copy of the game to each pair and ask them to cut out the cards. They shuffle the cards and place them face down in a pile in the centre of the table. A student takes a card without showing it to their partner, looks at it and follows the conversation from Pupil's Book, page 53. Their partner takes the role of the emergency service. Once they have completed the conversation, it is the other student's turn to take a card and together they role play the conversation. They can continue until there are no cards left in the pile.

## Resource 68 Unit 5

Students work in pairs and decide who is going to be Student A/B. Give one copy of the worksheet to each pair of students to cut up. Students should not show their work to each other. Explain that there is a long holiday weekend and they can plan what to do. They should look at the 'You' row and choose one activity they like for each of the days of the holiday and write it in the box. They cannot repeat activities! Now ask them to follow the conversation from Pupil's Book, page 65. They use the activities they have written in the boxes and note down what their friend suggests in the second row. They will need to agree on an activity to complete the third row of the table. Ask volunteers to come to the front of the class to act out their conversations.

## Resource 69 Unit 6

Students work in pairs. Give one copy of the game to each pair and ask them to cut out the cards. They shuffle the cards and place them face down in a pile in the centre of the table. Each student takes a card and looks at the information. They then have the conversation from Pupil's Book, page 77, using the information from their cards. Once they have finished the conversation, they both take two new cards from the pile and repeat the conversation using the information from the new cards. They continue until there are no more cards left in the pile.

## Resource 70 Unit 7

Students work in groups. Give one copy of the cards already cut out to each group. They shuffle the cards and place them face down in a pile in the centre of the table. A student takes a card and looks at the information. They then use the information on the card to give advice about how best to do the activity. They should not name the activity! The other students try to guess the activity. The first student to guess the activity correctly keeps the card. It is the next student's turn to take a new card from the pile and repeat the game. They continue until there are no more cards left in the pile.

## Resource 71 Unit 8

Students work in pairs. Give one copy of the game to each pair and ask them to cut out the cards. They shuffle the cards and place them face down in a pile in the centre of the table. Each student takes a card and looks at the information. They then have the conversation from Pupil's Book, page 103, using the information from their cards. Once

## TEACHING NOTES

## Teaching Notes

they have finished the conversation, they each take a new card from the pile and repeat the conversation using the information from the new cards. They continue until there are no more cards left in the pile.

## Resource 72 Unit 9

Students work in pairs and decide who is going to be Student A/B. Give one copy of the worksheet to each student and ask them to cut out the activity cards. They place one activity card on the first space in the dialogue. They read the dialogue aloud and fill in the spaces with activity cards. They swap A/B roles and re-read the dialogue aloud. Then they take off the activity cards and repeat the conversation using a new set of cards. Invite a pair of volunteers to come to the front of the class to act out the dialogue off by heart!

## ANSWER KEY

## Answer Key

## Vocabulary

## Resource 1 A

1 Spanish 2 Natural Science 3 Music 4 Art 5 ICT 6 PE 7 Maths
8 Social Science 9 English

## Resource 2 B

cup: a cup of tea, two cups of coffee
bowl: a bowl of salad, a bowl of fruit, a bowl of noodles
plate: a plate of sandwiches and cupcakes, a plate of ham
bag: a bag of crisps box: a box of cereal
glass: two glasses of lemonade

## Resource 3 A

1 lake 2 high 3 city 4 town 5 deep 6 hill 7 river 8 island 9 wide 10 waterfall 11 mountain 12 forest

## Resource 4 A

1 farmer 2 musician 3 actress 4 vet 5 chef 6 scientist 7 singer 8 mechanic 9 waiter 10 police officer 11 bus driver Secret word: firefighter

## Resource 4 B

1c 2 b 3 d 4 a
You must put litter in the bin. You must arrive on time. You must follow the rules. You must be quiet.

You mustn't shout in class. You mustn't break the rules. You mustn't drop litter. You mustn't be late.

## Resource 5 B

well badly loudly quietly quickly slowly easily carefully
1 well 2 quietly 3 quickly 4 slowly 5 loudly 6 carefully 7 badly 8 easily

## Resource 6 A

Across: 3 car park 6 market 9 clothes shop 10 theatre 12 shopping centre Down: 1 square 2 train station 4 bridge 5 bus stop 7 hotel 8 café 11 zoo

## Resource 6 B

1 busy 2 quiet 3 modern 4 expensive

## ANSWER KEY

## Answer Key

## Resource 7A

1 coins 2 clay 3 shield 4 iron 5 wall 6 helmet 7 jewellery 8 jugs
9 mosaic 10 necklace 11 ring 12 stone

## Resource 7 B

1 use 2 baker's 3 live 4 home 5 arrive 6 start 7 school 8 need 9 cinema 10 visit 11 museum

## Resource 8 B

| T | F | Q | T | W | E | L | F | T | H) | H |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| T | W | E | N | T | Y | F | I | R | S | T |
| L | F | B | U | B | S | E | C | O | N | D |
| T | S | F | O | U | R | T | H | I | F | L |
| F | I | F | T | H | T | K | V | P | T | E |
| J | E | I | G | H | T | E | E | N | T | H |
| T | W | E | N | T | I | E | T | H | J | H |
| T | H | I | R | D | S | L | N | N | E | B |
| H | S | F | I | R | S | T | M | W | T | V |
| T | N | I | N | T | H | L | D | E | H | C |

first second third fourth fifth sixth seventh eighth ninth tenth eleventh twelfth thirteenth fourteenth fifteenth sixteenth seventeenth eighteenth nineteenth twentieth twenty-first

## Resource 9 A

Things: bucket, beach towel, fishing net, sunglasses
Place: rockpool
Activities: build a sandcastle, buy an ice cream, go surfing, go snorkelling
Clothes: sunhat, swimming trunks, swimsuit

## Resource 9 B

1 climb a mountain 2 go sightseeing 3 go hiking 4 go camping
5 visit a theme park 6 take a bus tour 7 go mountain biking 8 visit a waterpark

## Grammar

## Resource 10 A

1 have; at 2 When; have; half past two 3 Maths; o'clock
4 do; half past eleven 5 have; at

## Resource 10 B

1 always plays the piano 2 sometimes plays tennis 3 often goes swimming 4 never plays football

## ANSWER KEY

## Answer Key

## Resource 11 A

1 a lot of salad. In Picture B, there is a little salad.
2 In Picture A, there isn't any lemonade. In Picture B, there is a lot of lemonade.
3 In Picture A, there isn't any water. In Picture B, there is a lot of water.
4 In Picture A, there are a lot of sandwiches. In Picture B, there are a few sandwiches.
5 In Picture A, there is a lot of fruit. In Picture B, there is some fruit.
6 In Picture A, there are a few cupcakes. In Picture B, there aren't any cupcakes.

## Resource 11 B

1 Is there any salad? Yes, there is. 2 Are there any sandwiches? Yes, there are.
3 Is there any fruit? Yes, there is. 4 Are there any cupcakes? Yes, there are.

## Resource 13 A

1 are having 2 is eating 3 is skateboarding 4 is kicking 5 is wearing 6 shorts 7 boots/trainers

## Resource 13 B

1 must 2 mustn't 3 must 4 must 5 mustn't 6 must 7 mustn't 8 must

## Resource 14 A

1 play the violin; Yes, he can 2 play computer games; Yes, she can
3 sew; Yes, she can 4 play chess; Yes, he can
5 kick (a ball); Yes, they can 6 build a robot; Yes, he can

## Resource 14 B

1 She can skip quickly. 2 He can sing loudly. 3 They can play chess very well.
4 I can't swim very well. 5 Alex can build a robot quickly. 6 She can draw easily.

## Resource 15 A

1 Where were you last night? 2 Were you at school yesterday?
3 Where were you last Saturday? 4 Were you on a bus yesterday at 8 o'clock?
5 Were you in the library a week ago?
Students' own answers

## Resource 15 B

1 weren't 2 was 3 wasn't 4 was 5 weren't 6 was

## Resource 16 A

1 played 2 She watched a TV programme about Romans
3 She cooked lunch with her mum 4 She visited a Roman history museum
5 She painted a picture of a mosaic 6 She climbed a wall in the/her garden

## ANSWER KEY

## Answer Key

## Resource 16 B

1 Did the Romans use stone to build their houses; Yes, they did
2 Did the Romans use iron to make jugs; No, they didn't
3 Did the Romans watch TV; No, they didn't
4 Did the Romans play boardgames; Yes, they did
5 Did the Romans live in houses; Yes, they did

## Resource 17 A

1 got up 2 had 3 went 4 had 5 had 6 didn't like 7 lost 8 ate 9 drank 10 wasn't

## Resource 17 B

1 When was the last party you had at school? 2 What did you eat?
3 Did you play games? 4 Did you play music? 5 Did you dance?
Students' own answers

## Resource 18 A

1 's going to play tennis 2 's going to fly a kite 3 are going to go fishing
4 's going to swim 5 are going to go swimming

## Resource 18 B

1 What are you going to do tomorrow 2 What are you going to do next weekend 3 What are you going to do on Friday 4 What are you going to do on Tuesday 5 What are you going to do in the summer

Students' own answers

## Songs

## Resource 28

1 twice a week 2 three times a week 3 never 4 every day 5 always

## Resource 29

1 shop 2 plates 3 bottles 4 any 5 lemonade 6 tea 7 cups 8 aren't

## Resource 30

1 highest 2 deepest 3 higher 4 bigger 5 more 6 most 7 than 8 more

## Resource 31

1 bus driver 2 drop any litter 3 police officer 4 in the bin 5 follow 6 shout 7 be late 8 be quiet

## ANSWER KEY

## Answer Key

## Resource 32

11 well 2 quickly 3 well 4 can't 5 chess 6 skip 7 draw 8 loudly
21 She can dance well. She can knit easily. She can play chess carefully. She can skip very quickly. 2 He can't dance well. He can't knit easily. He can't play chess carefully. He can't skip very quickly. 3 He can write very well. He can draw very carefully. He can sew very quickly. He can sing very loudly.

## Resource 33

1

| When I was small, there <br> were ... | And there weren't ... | Now, there are ... |
| :---: | :---: | :---: |
| small, cheap shops | noisy roads | modern shopping centre |
| ancient square | expensive hotels | busy roads |
| park |  | car parks |

21 It was very quiet and safe.
2 It is very different, but the square and park are still the same.

## Resource 34

1 ago 2 live 3 need 4 use 5 didn't 6 did

## Resource 35

1 d, l, a, c/e/j, g, c/e/j, b, c/e/j, k, h, f, i

## Resource 36

1 Yes 2 Yes 3 Doesn't say 4 No 5 No 6 No 7 Doesn't say 8 Yes

## Reading support and challenge

## Resource 37

Reading support
$11 \checkmark 3 \checkmark 5 \checkmark 8 \checkmark$
Reading challenge
11 When does school start; At 8.452 How does Grace go to school; She walks 3 What does Grace have for lunch; Sandwiches, an apple and a drink 4 What is Grace's favourite subject; Art 5 Who is Grace's teacher; Mrs Little 6 What does Grace do in Art; Draw a picture 7 Where is Grace's picture; On the wall of the Art room

## ANSWER KEY

## Answer Key

## Resource 38

Reading support
21 d 2 c 3 b 4 a
31 d 2 c 3 a 4 b
Reading challenge
1 1b 2 c 3 d 4 e 5 a
2 You need to buy the ingredients and plan the time. Then you can cook.
3 First, Then, Then, Last

## Resource 39

Reading support
1 visit d go canoeing a see e turns over c swim b
Reading challenge
11 the most important river 2 the Grand Canyon 3 going quickly down a river 4 an island 5 (too) dangerous 6 loudly six times 7 safe

## Resource 41

Reading support
1 Trampolining d 1 Climbing b 3 Arts and crafts a 2 Races c 4
Reading challenge
11 No Give-it-a-go Day is on Saturday.
2 No It's safe to jump very high on the trampoline.
3 No The running races are in the morning and the afternoon.
4 No You can learn how to climb at the Give-it-a-go Day.
5 Yes
6 No You fill in a form and pay three pounds to go to the activity day.

## Resource 42

## Reading support

1

| There was/were ... | There wasn't/weren't ... |
| :--- | :--- |
| a lot of boats on the River Thames | cars |
| a lot of horses |  |
| some theatres |  |
| London Bridge |  |
| a lot of houses and shops on the bridge |  |$\quad$| trains |
| :--- |
| train stations |
| cinemas |, |  |
| :--- |

## ANSWER KEY

## Answer Key

## Reading challenge

11 No There weren't any trains in London 400 years ago.
2 No London Bridge was the only bridge across the River Thames.
3 No After the Great Fire, there weren't many buildings in London.
4 Yes
5 No There are more bridges in London now.

## Resource 44

Reading support
1 1a 2 f 3 e 4 d 5 b 6 c

## Reading challenge

11 Saturday 2 her house 3 some party games 4 birthday cake 5 the garden 6 into the house 7 wasn't 8 ate the (whole) cake

## Resource 45

## Reading support

11 bottle 2 letter 3 beach 4 message
3 Possible answer: First, Tilly found a message in a bottle from Ben. Next, she wrote a letter to Ben. In the end, 60 years later, Ben visited Tilly.

Reading challenge
11 bottle 2 letter 3 beach 4 message
2 Students' own answers

## Listening support and challenge

## Resource 46

Listening support
11 I have swimming lessons after school today. 2 Your lesson is at four o'clock!
21 C 2 B
Listening challenge
11 a 2 c 3 c

## ANSWER KEY

## Answer Key

## Resource 47

## Listening support

1 Sarah: cheese Paul: fruit and vegetables Jake: crisps and cake

## Listening challenge

1

|  | Sarah | Paul | Jake |
| :--- | :---: | :---: | :---: |
| I like $\ldots$ | cheese | fruit and vegetables | crips and cake |
| I don't like ... | bread | ice cream | fruit or vegetables |

2 Students' own answers

## Resource 48

## Listening support

1 Where is Betty from? What's Betty's favourite place?
2 I'm from the USA. I'm from California. My favourite place is in the mountains.

## Listening challenge

11 Oliver and Betty 2 She's from California in the USA.
3 There are beautiful mountains and beaches.

## Resource 49

## Listening support

1 1c 2a 3 b 4 e $5 d$
2

| Name | Tessa |
| :--- | :---: |
| Job | acting |
| Age | sixteen |
| Where does she work now? | in a theatre |
| Does she always work in theatre? | no - sometimes in films and TV |
| Why does she like working in TV? | it's exciting and fun |

## Listening challenge

11 Do you like acting; Yes, I do! I love it! 2 How old are you, Tessa; I'm sixteen.
3 Where are you working right now; I'm working in a theatre.
4 Do you always work in the theatre; No, sometimes I work in films and TV.
5 What do you like about TV work; I like TV work because it's exciting and fun.

## ANSWER KEY

## Answer Key

## Resource 50

## Listening support

11 Who can run very quickly? 2 Who plays the piano badly?
21 Julia. She runs very quickly.
2 Mickey. But he's terrible at the piano; he plays so badly!
Listening challenge
11 Julia 2 Tilly 3 Mickey 4 Aron

## Resource 51

Listening support
1 London Victoria train station a very big, modern hotel a beautiful park a theatre the zoo

21 A 2 B 3 B 4 A
Listening challenge
11 A 2 B 3 B 4 A
21 Natty was in London last week. 2 There was a train station next to his hotel. 3 Natty's hotel was cheap. 4 The park next to his hotel was beautiful. 5 His favourite place was the zoo.

## Resource 52

Listening support
11 Eiffel Tower 2 Empire State Building 3 Louvre Museum 4 Statue of Liberty 5 River Seine 6 Theatre show

21 France Paris Louvre Eiffel Tower 2 New York Empire State Building theatre show

31 A and C 2 A and C
Listening challenge
11 Eiffel Tower 2 Empire State Building 3 Louvre Museum 4 Statue of Liberty 5 River Seine 6 Theatre show
$21 \checkmark 2 \checkmark 3 \checkmark 6 \checkmark$

## ANSWER KEY

## Answer Key

## Resource 53

## Listening support

1 Questions: How was your weekend? Was it a birthday party? How about you? What did you do? What about you, Fred?

Important words in answers: good street party auntie's wedding funfair

## 21 B 2 A <br> 3 D

## Listening challenge

1 Peter: a street party
lots of tables with food and drink, and a band
Lily: her auntie's wedding
a big party afterwards
Fred: a funfair
a big wheel and a rollercoaster

## Resource 54

Listening support
1 Questions: What are you going to do? What are you going to do there? What else are you going to do?

Important words in answers: mountains, visit sister go hiking, go mountain biking theme park, waterpark

2 big sister mountain biking theme park...waterpark
Listening challenge
11 c 2 b and c $3 \mathrm{a}, \mathrm{b}$ and c

## Culture videos

## Resource 55

11 primary school 2 school bus 3 forest school 4 uniform
21 trousers 2 shirt 3 jumper 4 trousers 5 skirt
31 f 2 a 3 d 4 h 5 g 6 b 7 c 8 e

## Resource 59

11 wooden bat 2 ball 3 glove 4 pitch 5 batter 6 pitcher
2 baseball: Japan, Cuba cricket: Australia, New Zealand, South Africa, Pakistan, India

31 baseball 2 cricket 3 baseball 4 cricket 5 cricket 6 baseball

## ANSWER KEY

## Answer Key

## CLIL

## Resource 76

1 seas ponds rivers lakes
21 plants 2 float 3 grow 4 long 5 light
313214
4 Students' own answers

## Resource 80

11 source 2 valley 3 lake 4 tributary 5 mouth
21 source 2 lake 3 valley 4 mouth 5 tributary
3

|  | in a river | near a river | living thing | not a living thing |
| :--- | :---: | :---: | :---: | :---: |
| water | $\checkmark$ |  |  | $\checkmark$ |
| fish | $\checkmark$ |  | $\checkmark$ |  |
| rubbish | $\checkmark$ | $\checkmark$ |  | $\checkmark$ |
| trees |  | $\checkmark$ | $\checkmark$ |  |
| a café |  | $\checkmark$ |  | $\checkmark$ |
| small island | $\checkmark$ | $\checkmark$ |  | $\checkmark$ |

4 Students' own answers

## Resource 84

11 dirtier 2 bigger 3 slower 4 noisier
21 c 2 a 3 d 4 b
31 c 2 a 3 b
4 Student's own answers

## PECУРСЫ «TEAM UP!» (BMECTE)

## Ресурсъи «Team Up!» (Вместе)

АвторыУМКсовместносметодистами АО «Издательство «Просвещение» оказъвают всестороннюю консультационную и методическую поддержку учителям английского языка.
Ознакомиться с фрагментами учебников «Teaт Up!» (Вместе) можно в Медиатеке издательства "Просвещение"

Ключи к учебнику, рабочей тетради доступны на сайте издательства "Просвешение".
Аудиокурс к учебнику и рабочей тетради можно скачать по ссылке
Книги для учителя размещены по ссылке
Аудиокурс, видеокурс, книги для учителя, карточки для вырезания (для 2 класса), карточки с алфавитом, дополнительные задания для 3 и 4 класса также размещены на сайте УМК «Tеат Uр!» (Вместе) - https://teaтир. prosv.ru
Сборник методических идей к УМК «Теат Up!» (Вместе) для 2 - 11 классов - Сборник методчческих идей для 2-11 классов
Учебники (бумажная и электронная версии), рабочие тетради, контрольные задания можно купить в интернет-магазине учебной литературь издательства «Просвещение».
Присоединяйтесь к группе УМК «Теат Uр!» (Вместе) ВКонтакте. Здесь мы размещаем новости издательства, анонсы предстоящих событий, отчеты о мероприятиях, полезные методические материалы.
В журнале «Просвещение. Иностранные языки» периодически выходят методические статьи, посвященные особенностям и авторскому видению обучения английскому языку по УМК «Теат Up!» (Вместе). Прочитать статьи можно здесь

Издательство «Просвещение» регулярно проводит авторские и методические вебинары для учителей английского языка. Приглашаем посмотреть прошедшие и зарегистрироваться на предстоящие вебинарь. Вебинары также доступны к просмотру на YоиТиве канале Просвещение Иностранные языки

> У вас возникли вопросы? Напишите нам - teaтир@prosv.ru


