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Cambridge Primary Stage 6

Activities to support you at home

Brighter Thinking

Better Learning

Photocopiable activity 2

Picture description worksheet: *What was the family doing last night? (Past continuous tense)*

Aim: Learners increase their understanding of the past continuous tense by describing a picture in which many actions are happening at the same time, at a given point in time.

Preparation time: 5 minutes

Completion time: 15–20 minutes

Language focus: Past continuous sentences and questions.

Materials: One copy of the **Picture description worksheet** for each pair of learners.

Procedure

- Distribute one copy of the worksheet to each pair of learners.
- Ask learners to look at the picture. Elicit an initial description, asking all the questions in the past tense.
Who was in this house last night? Which members of the family can you see? What time was this picture taken?
- Next, ask learners to brainstorm verbs to describe the actions in the picture. To give learners more support in the activity later, write the verbs on the board (in the base form); do not write, if you want to stretch them more by having them remember.
- Choose one activity and elicit a model sentence, e.g.
Teacher: *What was Ben doing at 6 o'clock last night?*
Learners: *He was playing a game with Sasha.*
- Ask learners to work in pairs and make similar sentences to describe the activities. They can either write or say the sentences, depending on which skill you wish to focus on. For a speaking exercise, you could ask learners to ask and answer as follows (asking five questions each), e.g.
A: *What was Grandma doing at 6 o'clock last night?*
B: *She was knitting.*
A: *And what was Dan doing?*
B: *He was playing the guitar.*

- Circulate and check, helping learners with language use, vocabulary and pronunciation as appropriate.
- When you conduct feedback, present some false sentences and ask learners to correct as follows, to practise negative forms:

Teacher: *Dan was reading a book.*

Learners: *False! Dan wasn't reading a book, he was playing the guitar.*

Answers

Possible answers: At 6 o'clock last night ...

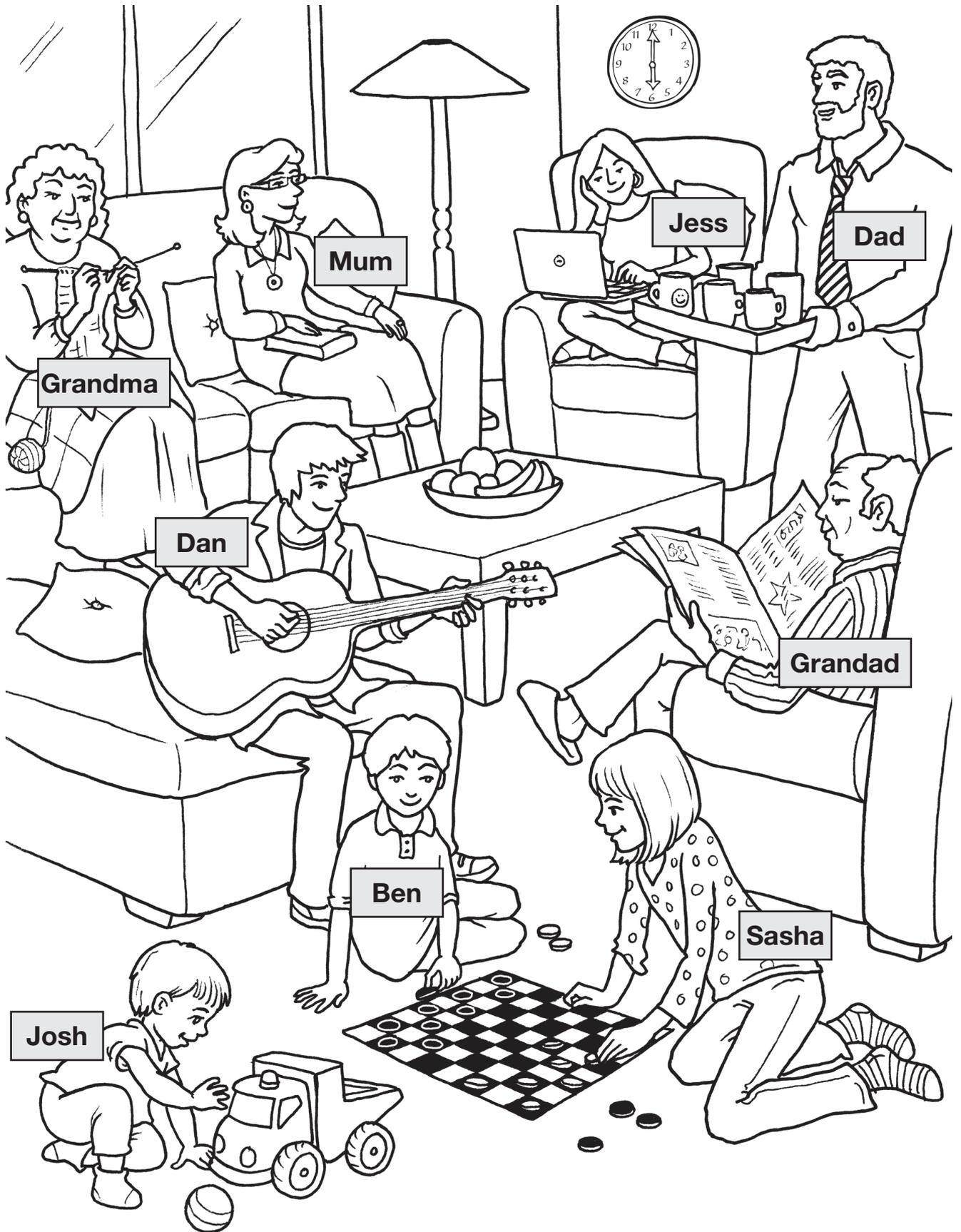
Dad was serving tea. / Grandma was knitting / Josh was playing with his toy train / Dan was playing the guitar / Jess was working on her laptop / sending emails / Sasha was playing with Ben / Mum was reading a book / talking to Dad / Granddad was reading the newspaper.

Wrap up

- Ask learners to describe what was happening at their homes last night at 6 pm. You could also vary the focus by asking them to describe what was happening at school at 9 am this morning, what was happening at the shopping centre at 7 pm last night, at the train station at 4 pm yesterday, etc.

Photocopiable activity 2

Picture description worksheet: *What was the family doing last night?* (Past continuous tense)



Photocopiable activity 3

First conditional dominoes

Aim: Learners practise making first conditional sentences (**Unit 2 Lesson 2**) of the Learner's Book by matching sentence halves.

Preparation time: 5 minutes

Completion time: 20 minutes + extension activity for high level learners only

Language focus: *If / unless ... , will / won't* to express likely future events.

Materials: One set of **First conditional dominoes**, cut up as indicated per pair of learners.

Procedure

- Distribute one set of dominoes, cut up as indicated, to each pair of learners. Tell them that they are going to practise making sentences by matching sentence halves (playing *dominoes*).
- Pick up random dominoes, show the class and elicit whether they can go together.
- Choose a confident pair of learners to demonstrate the game. Learners mix up their dominoes and take six each. Player 1 plays a domino and Player 2 puts down a domino which completes a logical sentence. Players take turns to play a suitable domino. A player who doesn't have a suitable domino, misses a turn. The first player to put down all the dominoes is the winner.
- Allow time to play the game while you circulate, giving assistance.
- To give higher-level learners an extra challenge and possibilities for extension, photocopy one set of the **Blank modal dominoes** (available in Stage 4 Teacher's Resource page 162) and get them to fill them in with their own sentences. Cut the dominoes up and play as the main activity.

Answers

If you don't work hard, / ... you won't pass the exam.

Unless you have enough sleep, / ... you won't be able to concentrate.

If you eat lots of fruit, / ...you'll have more energy for studying.

If you drink lots of water, / ...you'll be able to concentrate better.

Unless you get enough exercise, / ...you won't be able to study well.

If you eat a balanced diet, / ...you'll feel healthy and strong.

If you get lots of exercise, / ...your memory will improve.

If you eat fish and green vegetables, / ... these foods will help your brain to work well.

Chocolate won't do your brain any good, / ...unless it's dark chocolate.

If you eat wholegrain food, / ...you'll have lots of energy throughout the day.

If you eat too much sugary food, / ...your energy will drop.

If you eat nuts and berries, / ... your brain will get lots of good vitamins.

[Other combinations also possible]

Photocopiable activity 3(i)

First conditional dominoes

<p>... your brain will get lots of good vitamins.</p> <hr/>	<p>If you don't work hard,</p> <hr/>	<p>... you won't pass the exam.</p> <hr/>	<p>Unless you have enough sleep,</p> <hr/>
<p>... you won't be able to concentrate.</p> <hr/>	<p>If you eat lots of fruit,</p> <hr/>	<p>... you'll have more energy for studying.</p> <hr/>	<p>If you drink lots of water,</p> <hr/>
<p>... you'll be able to concentrate better.</p> <hr/>	<p>Unless you get enough exercise,</p> <hr/>	<p>... you won't be able to study well.</p> <hr/>	<p>If you eat a balanced diet,</p> <hr/>
<p>... you'll feel healthy and strong.</p> <hr/>	<p>If you get lots of exercise,</p> <hr/>	<p>... your memory will improve.</p> <hr/>	<p>If you eat fish and green vegetables,</p> <hr/>
<p>... these foods will help your brain to work well.</p> <hr/>	<p>Chocolate won't do your brain any good,</p> <hr/>	<p>... unless it's dark chocolate.</p> <hr/>	<p>If you eat wholegrain food,</p> <hr/>
<p>... you'll have lots of energy throughout the day.</p> <hr/>	<p>If you eat too much sugary food,</p> <hr/>	<p>... your energy will drop.</p> <hr/>	<p>If you eat nuts and berries,</p> <hr/>

Photocopiable activity 5

Reporting an interview and writing a summary

Aim: Learners use the interview text on the handout to practise reporting questions and statements in the present and summary writing.

Preparation time: 5 minutes

Completion time: 20–25 minutes.

Language focus: Practice of reporting questions and statements in the present.

Materials: One **Reporting an interview and writing a summary** handout for each learner; notebooks for answers.

Procedure

- Show learners a picture of Jerome Nash. Elicit which sport he plays (basketball) and his nationality (American). Ask learners which words they know which are connected to basketball and put their suggestions on the board. During this process, make sure you elicit *league*, *coach*, *inspiration* and *off-season* by asking the questions: *What do we call a group of sports clubs which organise a competition for a title?* (league), *What's the name of the person who trains players and athletes?* (coach), *What word do we use to describe someone or something that makes us want to do good things?* (inspiration) and *What do we call the time when basketball players don't play any games?* (off-season).
- Distribute one copy of the **Reporting an interview and writing a summary** handout to each learner.
- Elicit how many tasks there are on the handout (four tasks) and read through each one together.
- Point out that for question 2 they must just focus on the main points of each answer and write short answers to the questions.
- Tell learners to read the text and work their way through the questions. Circulate and offer support while learners complete the tasks.

Answers

1 Two things that have made Jerome successful are 'hard work and loving the sport'.

2

a When he was 7 years old.

b His parents.

c To work very hard, be confident and believe that you have a talent and to love the sport.

d Spending time with his family and girlfriend, (watching movies and walking the dog).

3 (Sample answer)

Jerome Nash started playing basketball seriously when he was 7 years old and his biggest inspiration is his parents. His advice to young players is to work very hard, be confident, believe in your own talent and love the sport. When he is not playing he likes spending time with his family and girlfriend. (54 words).

4

The interviewer wants to know who Jerome's biggest inspiration is.

The interviewer wants to know what advice he has for young players.

The interviewer wants to know what he likes doing when he isn't playing.

Jerome says that his biggest inspiration is his parents.

He says that his advice for young players is work really hard, be confident, believe in yourself and love the sport.

He says that he likes spending time with his family and girlfriend when he isn't playing.

Photocopiable activity 5

Reporting an interview and writing a summary

1 Read

Read the introduction to the interview with American basketball player, Jerome Nash, and write down two things that have made him successful. Then read the interview and answer the questions.

Jerome Nash started playing basketball when he was seven years old and he has never looked back. Success for him has come from 'hard work and loving the sport'. This year's star player tells SportQuest about how he got to be top of his game ...

1 When did you start playing basketball seriously?

Well, my mum says that I started shooting a basketball as soon as I could walk! But I started playing seriously when I was seven years old. That's when I joined a junior league. I loved playing lots of ball games as a kid – football, baseball ... but my parents realised that I had a talent for basketball.

2 Who is your biggest inspiration?

I've had some great coaches, but my biggest inspiration is my mum and dad. They have always supported me and given me confidence since I was very young. They told me to never give up, even when times were hard.

3 What advice do you have for other young players?

If you are serious about the game, then you have to work really hard. There is a lot of competition out there! You must also be confident and believe in yourself. And you must really love the sport!

4 And what do you like doing when you aren't playing?

During the season, I'm really busy and I don't get much free time. Off-season, I spend a lot of time with my family and girlfriend, catching up. We love going to the movies and taking our dogs for long walks ...

2 Read

Read again and write down short answers to the interviewer's questions.

- a When did Jerome start playing basketball seriously? _____
- b Who is Jerome's biggest inspiration? _____
- c What advice does he have for other young players? _____
- d What does he like doing when he isn't playing? _____

3 Write

Make your short answers for Activity 2 into complete sentences and write a summary of Jerome's interview in 50–60 words.

4 Use of English: Reported speech in the present

Look at the interviewer's questions and Jerome's replies for sections 2, 3 and 4. Report the interviewer's questions and Jerome's replies.

The interviewer wants to know ...

Jerome says that he ...

Photocopiable activity 6

Sports commentaries

Aim: Learners construct three examples of radio or TV sports commentaries by sorting jumbled sentences on the handout. They then identify words to be emphasised when the commentaries are read in the style of a TV or radio presenter and practise reading in this way.

Preparation time: 5 minutes

Completion time: 25 minutes

Language focus: Pronunciation: Emphasising key words to read with expression.

Vocabulary: Descriptive words: *awesome, blast, fire, cheer*

Materials: One **Sports commentaries** handout for each learner; notebooks for answers

Procedure

- Distribute one copy of the **Sports commentaries** handout to each learner.
- Elicit from learners how many commentaries there are on each handout (3) and if the sentences are in the correct order (no).
- Ask them to read each commentary quickly and identify which sport the commentator is talking about.
- Next, ask learners to read the commentaries and put the sentences in the correct order, using the structure given in **Activity 2**.
- When learners have ordered the commentaries correctly, get them to practise reading the commentaries in pairs as if they are going to present it on the radio or TV. They should identify words to emphasise as if they are reading in an excited fast-paced style.
- Circulate and help learners with pronunciation and intonation.

Wrap up

- To finish, ask some confident learners to read their commentaries in the style of a radio or TV presenter.

Answers

1 Commentary A: 100 metres running (sprint) / Commentary B: Football / Commentary C: swimming.

2 Commentary A: 2,4,3,1 Commentary B: 2,1,4,3 Commentary C: 4,2,1,3

3 Suggestions for emphasised words:

Commentary A

fastest / world / blasting / track
touch / he

goes / across / record time
world record / stadium / today

Commentary B

best / striker / scored

fired / goal / past

best / player / world / today

certainly / tonight

Commentary C

here / Millennium Sports Stadium

cheering / young swimmer / blast / pool

surely / gold medal

done it / What / awesome victory / champion today

Photocopiable activity 6**Sports commentaries**

1 Read the jumbled sentences in each sports commentary. Which sport is the presenter talking about in each one?

Commentary A

- 1 Another world record has been broken in the stadium today!
- 2 The fastest man in the world is blasting down the track!
- 3 And there he goes across the finishing line in record time!
- 4 No-one can touch this man in the 100 metres and he knows it!

Commentary B

- 1 Did you see how he fired that goal past the keeper?
- 2 Brazil's best striker has just scored again!
- 3 And he's certainly proved it here tonight!
- 4 This young man must be the best player in the world today!

Commentary C

- 1 She is surely on her way to a gold medal!
- 2 The crowds are cheering as we watch this young swimmer blast down the pool!
- 3 And she's done it! What an awesome victory for the 18-year-old champion today!
- 4 And here we are at the Millennium Sports Stadium in Sydney.

2 Put the sentences in each commentary in the correct order.

Use this order to help you:

- 1 Opening sentence
- 2 What's happening
- 3 Exciting finish

3 Read each commentary in the correct order. Underline the words you want to emphasise and read your description to your partner, in an expressive way, like a radio presenter.

Photocopiable activity 8

Revision word search: *What's in a movie ...?*

Aim: Learners find words about movies in the word search to match the definitions. They then categorise the words into four groups and add to the lists from their own knowledge.

Preparation time: 5 minutes

Completion time: 15–20 minutes

Vocabulary: Parts of a film: *setting, characters, actors*; things in a cinema: *screen, popcorn*; types of film: *comedy, drama, animation*; adjectives to describe films: *gorgeous, amazing*

Materials: One **Revision word search** handout for each learner; notebooks for vocabulary extension activity.

Procedure

- Distribute one copy of the handout to each learner.
- Ask learners to read the definitions and then look for the words in the word search. They should circle the word in the word search and then write it next to the definition on the handout. For learners who need more support, give them the target words first and ask them to find them in the word search and match to the definitions; for other learners, stretch them by getting them to read the definitions then try to find the words in the word search. You could give them the first letter of the target words for a little extra support if needed.
- When they have found all the words in the word search and written them next to the definitions, they should divide the words into categories as instructed in **Activity 2**. Ask learners to write the words in their notebooks or wherever they keep vocabulary records.
- Ask learners to work in pairs and add more words to each category. Stipulate how many words according to the level of your learners and the actual category (i.e. learners might be more able to add six more *adjectives* than six more *parts of a film*).

Answers

	S									
	E	P	O	P	C	O	R	N		
	T									C
	T	S	C	R	E	E	N			O
	I									M
A	N	I	M	A	T	I	O	N		E
C	G		D							D
T			R							Y
O	C	H	A	R	A	C	T	E	R	S
R		A	M	A	Z	I	N	G		
S			A							
G	O	R	G	E	O	U	S			

1

- 1 comedy
- 2 gorgeous
- 3 characters
- 4 setting
- 5 screen
- 6 actors
- 7 amazing
- 8 drama
- 9 animation
- 10 popcorn

2

Parts of a film: characters, actors, setting
 Things in a cinema: screen, popcorn
 Types of film: comedy, drama, animation
 Adjectives to describe films: gorgeous, amazing

Photocopiable activity 8

Revision word search: *What's in a movie ...?*

R	S	M	N	B	C	T	Q	F	G	H
P	E	P	O	P	C	O	R	N	C	S
K	T	N	B	P	M	C	T	R	N	C
M	T	S	C	R	E	E	N	K	L	O
O	I	P	T	K	H	Y	T	I	O	M
A	N	I	M	A	T	I	O	N	H	E
C	G	T	D	E	U	J	C	P	L	D
T	N	U	R	K	H	B	N	T	E	Y
O	C	H	A	R	A	C	T	E	R	S
R	W	A	M	A	Z	I	N	G	S	T
S	Y	X	A	R	V	T	V	C	Q	U
G	O	R	G	E	O	U	S	M	N	W

1 Read the clues and find the words in the word search. Write the word next to the clue.

- 1 A type of film that is very funny. _____
- 2 An adjective that means *very beautiful*. _____
- 3 The people (or animals) that are part of the film plot. _____
- 4 The place where the film is set. _____
- 5 The place in the cinema where the film appears. _____
- 6 The people who play a role in the film. _____
- 7 An adjective that means *very surprising or impressive*. _____
- 8 A type of film that is sometimes quite sad and serious. _____
- 9 A type of film that is created with computer generated images (CGI) or with cartoon pictures. _____
- 10 Something that you can often buy to eat in cinemas. _____

2 Put the words from the word search into these categories in your notebook. Add three (or more) words to each category from your own knowledge.

Parts of a film

Things in a cinema

Types of film

Adjectives to describe films

Photocopiable activity 10

Imaginary scenarios with the second conditional: *Imagine if*

Aim: Learners complete sentences and make questions about imaginary or ‘dream’ situations; they complete sentences with their own thoughts and then ask their partner about the same topics. Finally they compare their own and their partner’s answers.

Preparation time: 5 minutes

Completion time: 20–25 mins.

Language focus: 2nd conditional forms to describe imaginary situations. *If I ..., I would ...; What would you do if ...?*

Materials: One **Imaginary scenarios** handout for each learner.

Procedure

- Distribute one copy of the handout to each learner.
- Focus learners on the sentence halves in **Activity 1** and ask them if these sentences are going to be about real or imaginary situations (imaginary).
- Write the first partial sentence on the board and ask learners to guess how you (the teacher) might complete it. When eliciting an answer, highlight language form using different colour pens, e.g. *If I had a lot of money, I would buy my own island.*
- Now ask learners to complete the sentences with their own ideas. Circulate and monitor, helping with vocabulary and checking accuracy of 2nd conditional forms.
- Next, tell learners that they are now going to find out the same information about their partner by first completing the questions in **Activity 2** and then asking their partner. Focus them on **Activity 2** and do the first one together as a class (eliciting onto the board). Then give them some time to form the questions.

- Check the completed questions as a class. Then, if necessary, drill the questions to prepare them for the interviewing stage.
- Now put learners in pairs to interview each other. Tell them to interview each other as follows, to avoid the interaction sounding unnatural through both learners reading out the same question in full:
Student A: *If you had a lot of money, what would you do?*
Student B: *I'd buy a rollercoaster. What about you?* (avoid repetition of above question)
Student A: *I think I'd buy a Ferrari!*
Student B: *If you could invent something new, what would it be?*
Student A: *I'd ... What about you?*
- Ask learners to record each other’s answers in the box in **Activity 2**.

Wrap up

- When learners have finished interviewing, share responses as a class and ask learners to nominate the most interesting and unusual ideas.

Answers

1 Learners’ own answers.

2

a If you had a lot of money, what would you do?

b If you could invent something new, what would it be?

c If you could meet someone famous, who would it be?

d If you could buy a new gadget, what would it be?

e If your family didn’t have a TV, what would you do instead / for entertainment?

f If you had a new pet, what kind of pet would you have?

g Learners’ own answers.

Photocopiable activity 10

Imaginary scenarios with the second conditional: *Imagine if ...*

1 Complete the sentences with your own ideas.

- a If I had a lot of money, I would _____
- b If I could invent something new, it would be a _____
- c If I could meet someone famous, I'd like to meet _____
- d If I could buy a new gadget, it would be a _____
- e If my family didn't have a TV, we would _____
- f If I had a new pet, it would be a _____

2 Now make questions to ask your partner to find out the same information. Write his/her answers in the box.

- a If you had a lot of money, what would you do?
- b If you could invent something new, what _____?
- c If you could meet someone famous, _____?
- d If you could buy a new gadget, _____?
- e If your family didn't have a TV, _____?
- f If you had a new pet, _____?
- g (Write your own question here)

My partner ...

a *If he/she had a lot of money, he/she would*

- b _____
- c _____
- d _____
- e _____
- f _____
- g _____

Photocopiable activity 11

Question forms: *Interview with an astronaut*

Aim: Learners imagine a profile for an astronaut. They sort jumbled words to make six questions to ask their astronaut, then imagine the answers and write under the questions.

Preparation time: 5 minutes

Completion time: 20–25 mins

Language focus: Question forms: *How many / what + noun.*

Vocabulary: Voyages and exploration (depending on learners' answers)

Materials: One **Interview with an astronaut** handout for each learner; paper and pens for drawing (optional).

Procedure

- Distribute one copy of the handout to each learner.
- Focus learners on **Activity 1** and ask them to imagine an astronaut by answering the prompt questions. They write their ideas in the box under the questions. They could also draw their astronaut, if time permits and you think your class would enjoy this.
- Now focus their attention on the jumbled questions in **Activity 2**. Look at the example in question a together. Write the jumbled words for question (a) on the board; ask learners to turn over their handouts (so they can't see the answer) and elicit the correct order of the question. Then ask them to do the same for questions (b–f), and write their own question (or questions, if you want to extend the activity) for g.
- Tell learners that they must also imagine and write the answers for each question using the boxes underneath each one. Circulate and monitor while they are writing to help with expression and vocabulary.

- When they have finished, have them read each other's answers to questions (a–g), and look for similarities and differences in the imagined astronaut profiles and answers.
- Alternatively, you could set this up as a role play by having pairs of learners assuming the identity of their imagined astronaut and answering their partner's questions in that role. Then, as a consolidation, they write the answers in the boxes after the speaking activity.

Wrap up

- When learners have finished interviewing, share responses as a class. Focus in particular on reasons for the space missions (**Activity 1**) and what the astronauts are studying in space (**Activity 2**, question c), as a review of these themes in **Unit 6**.

Answers

1 Learners' own answers.

2

a What food do you eat in space? (+ learners' own answers).

b What clothes do you wear? (+ learners' own answers).

c What things do you study in space? (+ learners' own answers).

d What things do you talk about with the other astronauts? (+ learners' own answers).

e How many days have you been in space? (+ learners' own answers).

f What things do you miss from home? (+ learners' own answers).

g Learners' own answers

Photocopiable activity 11

Question forms: Interview with an astronaut

1 Imagine your astronaut: Is he/she male or female? *What nationality is he/she? How old is he/she? What is the reason for his/her space mission?*

2 Sort the words to make questions to ask your astronaut. Imagine the answers and write in the box under the question.

a food / what / you / do / in space / eat? *What food do you eat in space?*

b wear / do / clothes / what / you? _____

c in space / do / things / study / what / you? _____

d things / the / do / other astronauts / what / you / with / talk about?

e you / been / how many / in space / days / have? _____

f miss / home / things / do / what / you / from? _____

g (Write your own question here) _____

Photocopiable activity 12

Conversation cards: Describing expeditions

Aim: Learners use the prompt cards to talk about an expedition as part of a guessing activity; then they write a blog or journal entry about the expedition detailed on the card.

Preparation time: 5 minutes

Completion time: 45 minutes

Vocabulary: Voyages and exploration (depending on learners' answers)

Materials: One set of **Conversation cards** for each group; notebooks or separate paper for writing.

Procedure

- Put learners in groups of four or five. Distribute one set of prompt cards per group, positioned face down on groups' tables.
- Introduce the activity theme: exciting expeditions. Tell learners that each card in the set on their tables contains a short description of an expedition. They have to imagine that they are taking part, and use the questions on the cards to build up a picture of what is happening on the expedition and the reasons for doing it.
- Tell each member of the group to take a card and not show it to anyone else in the group. Tell them to

read the information on the card and think about answers to the questions to build up a picture of their expedition.

- Now tell learners that they are going to take it in turns to tell their group about their expedition, without mentioning where it is actually taking place. The rest of the group has to listen and guess.
- Tell learners to wait until their classmate has finished their description before guessing the answer.
- Choose one learner in each group to start the activity; then learners go around the table, describing their expeditions and guessing where they are taking place.
- If you feel your learners would need more support with guessing the places, write the different places on the board and have them listen to their classmate and then choose from the list. Otherwise stretch learners and tap into their knowledge of geography by getting them to listen and guess without clues.
- When learners have finished the speaking stage, have them write a blog or journal entry, based on the information on their card.

Answers

Learners' own answers.

Photocopiable activity 12

Conversation cards: Describing expeditions

- A plane has just dropped you in the middle of the **Antarctic**:

What can you see?

What can you hear?

What is the climate like?

What equipment do you have?

Why are you there?

What do you miss from home?

Now write a diary entry or blog.

- You are trekking deep in the **Amazon Rainforest**:

What animals can you see?

What can you hear?

What is the climate like?

What equipment do you have?

Why are you there?

Who are you with?

What do you miss from home?

Now write a diary entry or blog.

- You are on a sailing ship in the **Indian Ocean**:
How long have you been on this voyage?
Why are you there?
Who are you with?
Where are you going?
What activities are you going to do from the ship (e.g. diving)?

Now write a diary entry or blog.

- You are travelling across the **Sahara Desert**:

What can you see?

What can you hear?

Who are you with?

How are you travelling?

What is the climate like?

Why are you there?

What do you have to eat?

Now write a diary entry or blog.

- You are exploring some **ancient ruins in Central America**:
What can you see?
Why are you there?
How old are the ruins?
What equipment do you have?
Who are you with?
Does anyone live in or near the ruins?

Now write a diary entry or blog.

- You are **cycling across Africa**:

What can you see?

What can you hear?

How do you feel?

What is the climate like?

What equipment do you have?

Who are you with?

Where are you going to?

Now write a diary entry or blog.

Photocopiable activity 13

Creating a business idea: *Be your own boss*

Aim: Learners write down things they are good at and interested in and compare with a partner, noting similarities. They then use the skills and interests they have in common to create an idea for a business which they will run together.

Preparation time: 5 minutes

Completion time: 1 hour

Language focus: Adjective + preposition (+ noun): *good at, interested in, crazy about, knowledgeable about.*

Materials: One **Create a business idea** handout for each learner; poster paper and pens.

Procedure

- Distribute one copy of the handout to each learner.
 - Focus learners on Activity A and ask them to think about all the things they are good at and interested in. Point out that this includes things at school and outside of school too – so they should think about things they are good at at home, e.g. being tidy, looking after their younger brother; and things they are good at in their relationships with other people, e.g. being kind, making people laugh, etc. Give them some examples using yourself as a model.
 - **Note:** Point out to learners that, as well as the *adjective + preposition + noun* model (outlined in the Learner's Book), they can also use the *adjective + preposition + verb +ing* structure to express their ideas, e.g. I am good at *playing* football, I am good at *tidying* my bedroom.
 - Ask learners to complete section A. Monitor and circulate, helping with vocabulary and language structures. Tell learners to answer the questions completely and not be overly modest about their skills and knowledge (i.e. everyone is good at more than one or two things!).
 - When they have completed section A, put them into pairs or groups of three and ask them to compare their answers. Tell them to circle all the answers that are the same or similar.
- Now tell them that they are going to get together and create a business that will incorporate one or more of the skills and / or interests that they have in common.
 - Elicit from learners what a *business* is. Elicit or tell them that sometimes people think of an idea for something that they know other people will like and want to buy; so they create a business to sell it to them. This means that they don't work for a boss: they work for themselves and 'are their own bosses'.
 - Explain that in order to start their business they will need to borrow some money. Ask learners who they think will lend them the money (the bank). Then tell them that they are now going to write down their business ideas and think of ways to convince the bank to lend them lots of money to start their business.
 - Now give learners time to think of a business idea and record it in the table (section C) on the handout. Each person in the pair or group must fill in each section. (Groups of threes could take responsibility for a section each, if allocating duties works better with your learners).
 - Monitor and circulate, helping with vocabulary and language to express ideas. You may need to talk some groups through section 3 on the table, and input some ideas, depending on their business idea.
 - When learners have input their ideas on the table, ask them to make a poster to explain their business idea. The poster will incorporate the ideas on the handout and pictures to illustrate their idea.
 - When posters are ready, ask learners to display them around the classroom so they can walk around and look at each other's ideas. One learner will stay by the poster and talk about the idea, while the others walk around and look at the other posters, noting down which idea they liked best.

Wrap up

- Vote as a class on the best business idea.

Answers

Learners' own answers.

Photocopiable activity 13

Creating a business idea: *Be your own boss*

A All about you

1 Write six things you are good at.

2 Write five things you are interested in or crazy about.

3 Write down something that you are very knowledgeable about.

B Compare with your partner

Compare your lists above with your partner and circle the things you have in common.

C Be your own bosses

Now think of an idea for a business that you can create together. Describe your idea in the table.

<p>1 Our business idea Are you selling a product or a service? What kind of product or service? Why do you think people will like it?</p>
<p>2 Reasons for our idea Why do you think you will be good at this business? What skills and interests do you have?</p>
<p>3 How we will start our business What are the first four things you need to do to start your business?</p>

Photocopiable activity 14

Revision crossword: *Name that job!*

Aim: Learners complete the crossword and definitions with words to describe jobs.

Preparation time: 5 minutes

Completion time: 15 minutes.

Vocabulary: words to describe jobs: *mechanic, architect, artist, dentist, vet, biologist, plasterer, builder, teacher, pilot*

Materials: One **Revision crossword** handout for each learner; notebooks for vocabulary extension activity (optional).

Procedure

- Distribute one copy of the handout to each learner.
- Ask learners to read the clues, think of the missing word and complete the crossword. If you feel your learners need more support, you could get them to do the crossword in pairs. Ask learners to complete the gaps in the clues with the target words too.
- This activity could be done as a competition with a time limit and points awarded to the first learner or pair who correctly complete the crossword.
- **Extension:** When learners have completed the crossword, you could extend the activity by asking learners to categorise the target words according to suffix or job type and add more words to the category. Learners could also create their own crossword or word search with other jobs or job-related vocabulary from **Unit 7**.

Answers

Down

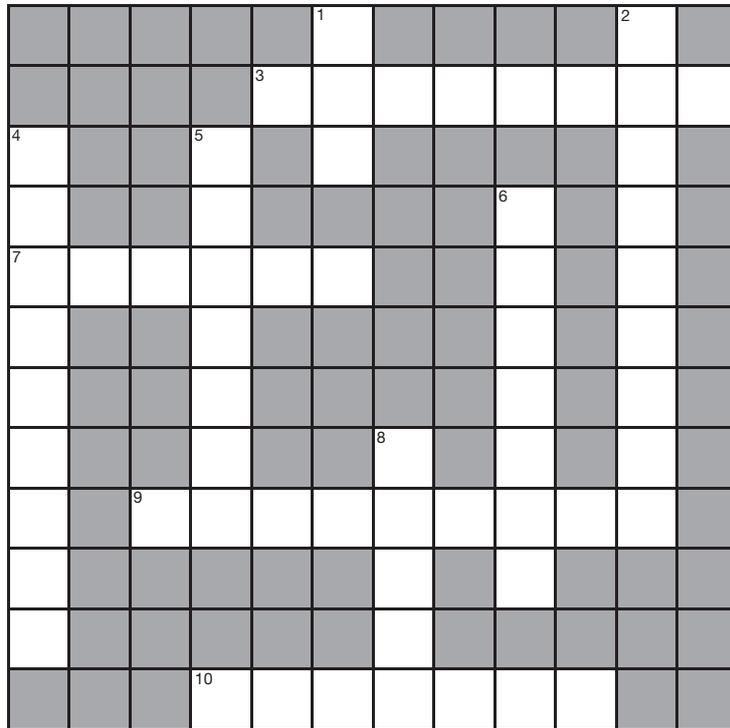
- 1 vet
- 2 biologist
- 4 plasterer
- 5 builder
- 6 teacher
- 8 pilot

Across

- 3 mechanic
- 7 artist
- 9 architect
- 10 dentist

Photocopiable activity 14

Revision crossword: *Name that job!*



1 Complete the crossword and write the missing words in the spaces.

Down ↓

- 1 A _____ knows how to look after sick animals.
- 2 A marine _____ is fascinated by the wildlife in the sea.
- 4 A _____ knows how to make the walls in your house look smooth.
- 5 A _____ uses bricks and cement to make places to live.
- 6 A _____ is good with children and knowledgeable about lots of school subjects.
- 8 A _____ controls planes and takes passengers all over the world.

Across →

- 3 A _____ is knowledgeable about different types of engines.
- 7 An _____ is very talented at painting and drawing.
- 9 An _____ is very interested in how people live and work in buildings.
- 10 A _____ is knowledgeable about healthy gums and teeth.

Photocopiable activity 17

Holiday dates worksheet: *Time to have fun!*

Aim: Learners make calculations with dates within the context of holiday activities (in the form of advertisements and descriptions of different holiday scenarios).

Preparation time: 5 minutes + time to calculate answers to handout tasks

Completion time: 20 minutes

Vocabulary: Holiday activities and places: *rock-climbing, snorkelling, bungee-jumping, surfing, skiing, camping, a theme park, a wildlife park*

Materials: One **Holiday dates** handout for each learner; one small calendar for each learner, showing current and following years (see small types that are available for children's calendar-making activities).

Note: Teachers will need to calculate answers to handout tasks 1–8 before the lesson, as answers are specific to the year in which the tasks are carried out.

Procedure

- Distribute one copy of the handout and a calendar to each learner.
- Focus learners on the advertisements on the handout and elicit the text type. Look at question 1 together and do the task as a class. Ask learners to calculate the answer using their calendars. Explain that all the questions on the handout are about holiday activities and they will need to use their calendars in the same way for all the tasks.
- Ask learners to work through all the tasks in the same way. Monitor and circulate, giving support as appropriate. This activity could be presented as a competition (with a time limit), with learners working in pairs to calculate the answers.

Wrap up

- Ask learners about their plans for different holiday activities and the dates that they will take place; or talk about the days for different school events that are coming up.

Answers

Answers will depend on the year in which these activities are carried out.

Photocopiable activity 17

Holiday dates worksheet: *Time to have fun!*

Read the advertisements and write the dates or days for the activities.

Rock climbing club.

We meet on the fourth Saturday every month, February–November.
Come and join us! Visit our website for more information.

1 When is the next meeting? _____

Snorkelling trips

Snorkelling boat trips are available on Monday, Wednesday and Fridays for the next three months. Book early! Limited places available.

2 Next month is the first month for the trips. Starting next month, how many boat trips will take place all together? _____

Surfing for beginners.

Two-day surfing courses for beginners on Thursdays and Fridays, starting in July. Book your place now! Visit our website for more information.

3 When is the next available date for a bungee-jump? _____

Try bungee jumping!

Bungee-jumping across the Delphia Falls starts next month! Don't miss your chance! Weekend jumps have already sold out! Places available Mon–Fri.

4 What are the dates for the next surfing course? _____

5 Tom's school organises a skiing trip for Year 6 students in the second week of February every year. They go on a Monday and come back on a Saturday. What are the dates of the next trip? _____

6 Fatima's class are going on a school trip to a wildlife park on the second Friday of next month. What date is the trip? _____

7 At the wildlife park, you can usually watch a dolphin show every day. But last month it was cancelled for the last two days of the month. What day did it start again? _____

8 Every year, Talia's family go camping in the third week of August, from Monday to Sunday. What are the dates of their next holiday? _____

PCM 24 My time machine

Name: _____ Date: _____

Where I go:	My time machine	Year I visit:
How I get back:		Who I meet:
What happens:		
Where I would go next time:		

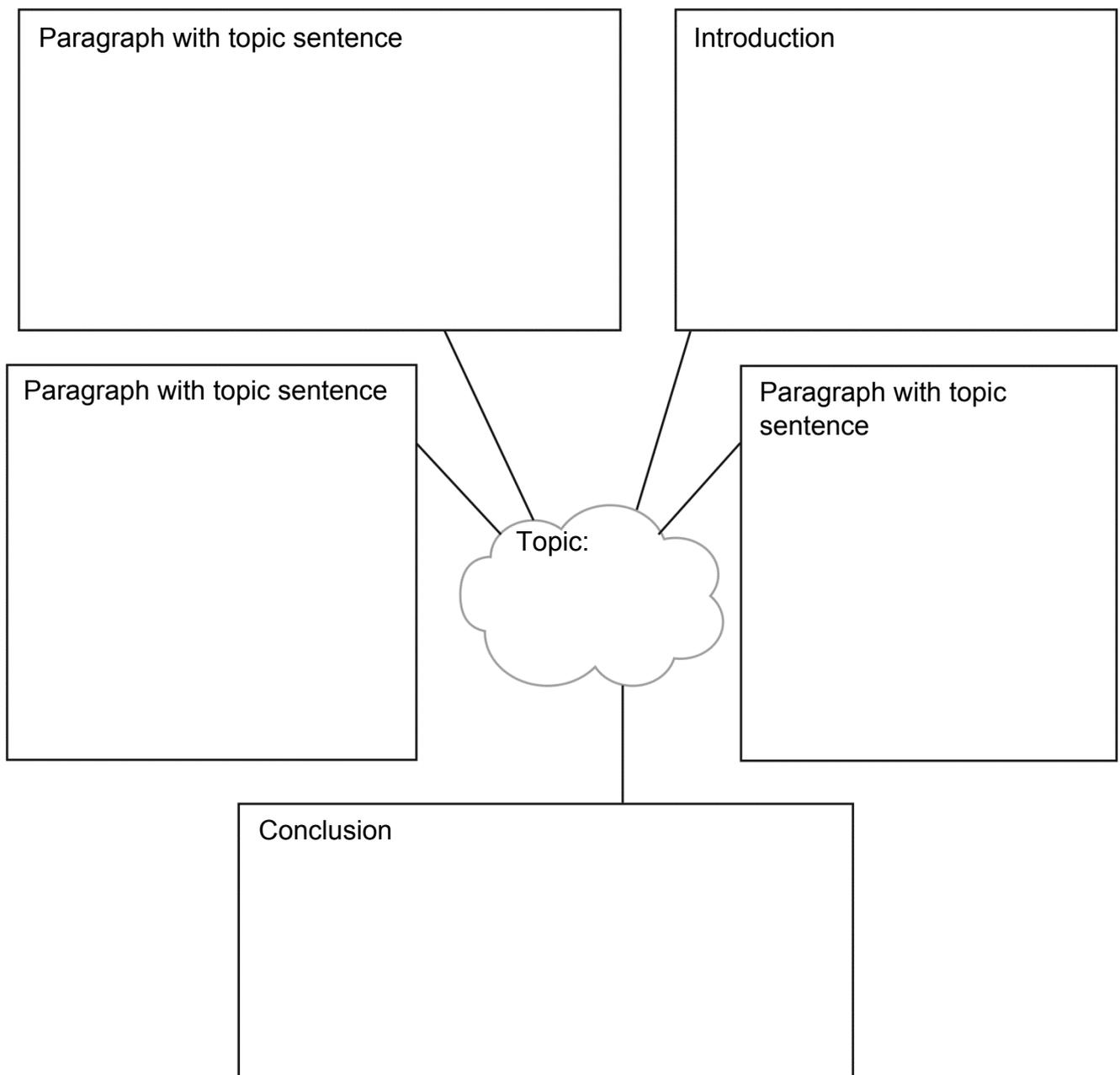
PCM 25 Plan a non-chronological report

Name: _____ Date: _____

Here are some things to remember:

- A non-chronological report is a non-fiction text that provides information about a topic.
- It presents the facts.
- The information can be placed in any order and it still makes sense.
- It usually has a title, an opening paragraph and a concluding paragraph.
- It should include some specialised vocabulary – words that relate to the topic.
- The writing style should be formal and impersonal.

Use this mind map to help you to plan a non-chronological report. Write key words only in the spaces provided.



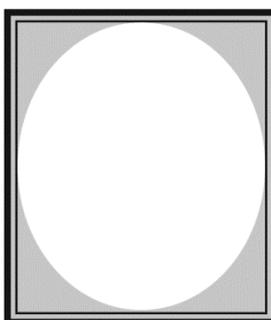
PCM 33 Plan a biography

Name: _____ Date: _____

1 Consider the following success criteria as you plan and write a biography:

	A biography is a written account of another person's life.	
	It can be a historical account or obituary.	
	It uses third-person narrative with pronouns <i>he, she, they</i> .	
	The <i>voice</i> is the voice of the writer, not the voice of the subject.	
	Details are researched and presented from the writer's point of view.	
	It describes the context e.g. time period, peers, culture, world view, historical setting.	
	It can be divided into sections describing different parts of the person's life e.g. childhood, education, successes and failures, awards, interests.	

2 It is important to research information about the person you want to write about. Use this format to plan each section of the biography. Write a paragraph for each, then edit it.



Match the numbers

✂ 500 505	Five hundred thousand, five hundred and five	500 005	Five hundred thousand and five
505 550	Five hundred and five thousand, five hundred and fifty	50 050	Fifty thousand and fifty
550 550	Five hundred and fifty thousand, five hundred and fifty	50 505	Fifty thousand, five hundred and five
505 050	Five hundred and five thousand and fifty	55 005	Fifty five thousand and five



1 000 000

One million

500 000

Five hundred thousand

123 456

One hundred and twenty three thousand, four hundred and fifty six

56 565

Fifty six thousand, five hundred and sixty five

54 321

Fifty four thousand, three hundred and twenty one

58 904

Fifty eight thousand, nine hundred and four

23 178

Twenty three thousand, one hundred and seventy eight

245 698

Two hundred and forty five thousand, six hundred and ninety eight

The Number System

Look at each **objective** and the questions that go with it. Then decide if you can answer the questions on your own or if you need help.

I know what each digit represents in whole numbers up to 1 million

1. Shade the place value chart to represent the number forty five thousand and forty five.

100 000	200 000	300 000	400 000	500 000	600 000	700 000	800 000	900 000
10 000	20 000	30 000	40 000	50 000	60 000	70 000	80 000	90 000
1 000	2 000	3 000	4 000	5 000	6 000	7 000	8 000	9 000
100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9

2. Which of these numbers is fifty thousand and five?

5005

50 005

5 000 005

5 000 005

3. What does the digit 7 represent in the number 675 345?

I can answer these questions on my own.

I need help to answer these questions.

I can round whole numbers to the nearest 10, 100 or 1000

1. Round 34 765 to the nearest 10, to the nearest 100 and to the nearest 1000.
2. Use the four digits 3, 4, 5 and 6 once to make the 4-digit number nearest to 4000.

I can answer these questions on my own.	<input type="checkbox"/>
I need help to answer these questions.	

I can use the symbols < and > correctly

1. Use the one of the signs < or > to make this statement correct.

$$32\ 785 \quad \square \quad 32\ 875$$

2. Use the digits 5, 6 and 7 once to make these statements correct.

4	9	<		2	5	2	>		0	7	5	<		7
---	---	---	--	---	---	---	---	--	---	---	---	---	--	---

I can answer these questions on my own.	<input type="checkbox"/>
I need help to answer these questions.	

Practise and consolidation of telling the time

Make sure that you have an analogue and digital clock that you can change the time on, and people to talk to about your methods and solutions.

Fill in the missing numbers of minutes.

minutes past the hour
 minutes to the next hour

minutes past the hour
 minutes to the next hour

minutes past the hour
 minutes to the next hour

minutes past the hour
 minutes to the next hour

minutes past the hour
 minutes to the next hour

minutes past the hour
 minutes to the next hour

minutes past the hour
 minutes to the next hour

minutes past the hour
 minutes to the next hour

12-hour	12 midnight	1 a.m.	2 a.m.	3 a.m.		5 a.m.		7 a.m.	8 a.m.		10 a.m.	
24-hour	00:00	01:00			04:00		06:00			09:00		11:00

12-hour	12 noon	1 p.m.	2 p.m.		4 p.m.	5 p.m.		7 p.m.	8 p.m.	9 p.m.	10 p.m.	11 p.m.
24-hour	12:00	13:00		15:00			18:00					

 morning	 afternoon	 04:44	 18:33
Write this as a 24-hour digital time. <input type="text"/> <input type="text"/> : <input type="text"/> <input type="text"/>	Write this as a 24-hour digital time. <input type="text"/> <input type="text"/> : <input type="text"/> <input type="text"/>	Draw hands on the clock to show this time. 	Draw hands on the clock to show this time.

Find the Number

14 590	1940	75 030	1906
4203	112 000	4610	14 405

Activity 1 (Individuals or pairs)

Find the number that satisfies all these clues:

- the number is less than 100 000
- no digit is greater than 5
- two digits are the same
- the number is greater than 10 000.

Activity 2 (Pairs)

Player 1 chooses a number from the grid and keeps it secret.

Player 2 asks questions to identify the number. Each question must have an answer of either yes or no.

The aim is to identify the number with the minimum number of questions.

Example questions:

- Is it less than . . . ?
- Is it greater than . . . ?
- Are any of its digits more than . . . ?
- Are all its digits different?
- Is it nearer to . . . than to . . . ?
- Is it a multiple of 10/100?
- Is one of its digits . . . ?

Activity 3

Draw a grid and choose your own numbers.

Repeat activities 1 and 2 using this grid.

Using digit cards to make equivalent fractions and decimals

Example

Here are four digit cards.



Use these cards to complete an equivalent fraction and decimal.

$$\frac{\boxed{2}}{\boxed{4}} = \boxed{0} \cdot \boxed{5}$$

Now try these. Some of them can be done in more than one way.

1. $\boxed{0} \quad \boxed{4} \quad \boxed{5} \quad \boxed{8} \quad \frac{\boxed{}}{\boxed{}} = \boxed{} \cdot \boxed{}$

2. $\boxed{8} \quad \boxed{5} \quad \boxed{16} \quad \boxed{0} \quad \frac{\boxed{}}{\boxed{}} = \boxed{} \cdot \boxed{}$

3. $\boxed{10} \quad \boxed{3} \quad \boxed{0} \quad \boxed{3} \quad \frac{\boxed{}}{\boxed{}} = \boxed{} \cdot \boxed{}$

4. $\boxed{3} \quad \boxed{5} \quad \boxed{6} \quad \boxed{0} \quad \frac{\boxed{}}{\boxed{}} = \boxed{} \cdot \boxed{}$

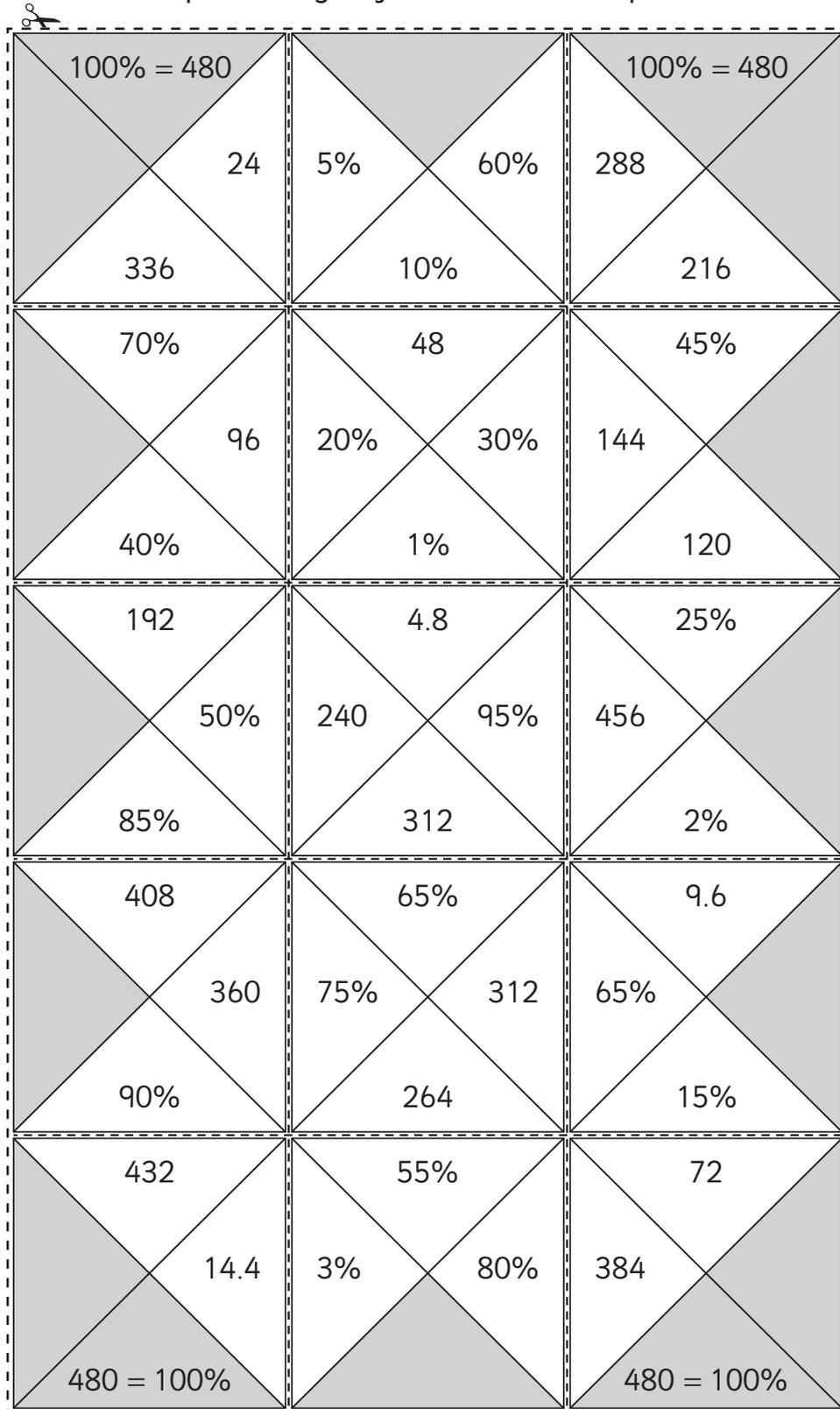
5. $\boxed{7} \quad \boxed{7} \quad \boxed{0} \quad \boxed{10} \quad \frac{\boxed{}}{\boxed{}} = \boxed{} \cdot \boxed{}$

6. $\boxed{0} \quad \boxed{2} \quad \boxed{4} \quad \boxed{5} \quad \frac{\boxed{}}{\boxed{}} = \boxed{} \cdot \boxed{}$

7. $\boxed{1} \quad \boxed{1} \quad \boxed{10} \quad \boxed{0} \quad \frac{\boxed{}}{\boxed{}} = \boxed{} \cdot \boxed{}$

Percentages of a quantity jigsaw

Cut into squares along the dotted lines. Shuffle the pieces. Get learners to re-assemble so that a percentage of 480 matches up with its value.



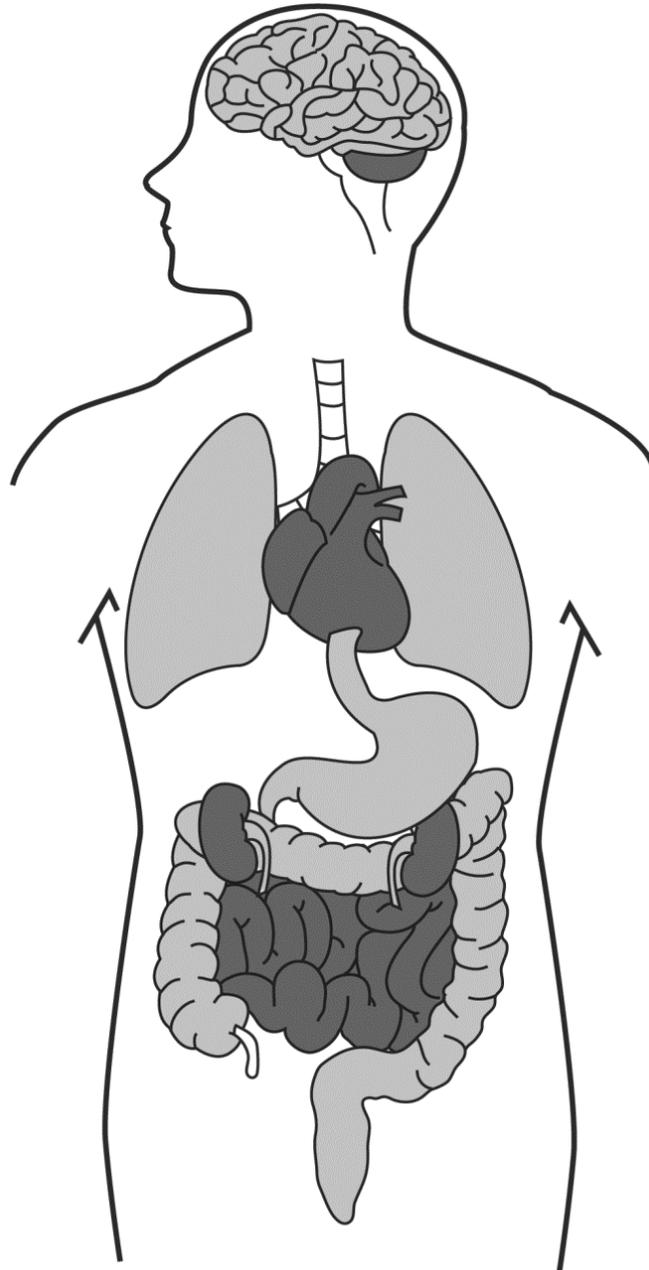
Worksheet 1.1

Label body organs

Name: _____ Date: _____

Label the drawing of body organs. Use the words in the box to help you.

brain heart intestines kidneys liver lungs stomach



Worksheet 1.2

How William Harvey explained circulation

Name: _____ Date: _____

Read about how William Harvey's observations and experiments led him to understand and explain how the circulatory system works.

William Harvey was an English doctor who lived 400 years ago. At that time, doctors and scientists thought that the lungs moved the blood around the body and that the body used up the blood for energy as it flowed to the different organs. They also thought the heart's job was to control our feelings. Harvey observed water pumps in London which gave him the idea that the heart pumped blood around the body. He studied the heart and blood vessels and carried out experiments. He was very thorough in his work and spent many hours repeating experiments and going over every detail. He also read the work of early doctors to help him build up his own ideas.

Harvey's results showed him that the heart works by muscle contraction to pump blood to body organs and that blood is carried away from the heart by arteries and returns to the heart through veins. He observed that in one hour the heart pumps more than the body's weight in blood. This showed him that the body did not use up the blood that flowed to body organs. Harvey explained how blood flows in one direction throughout the body and that gases enter and leave the blood in the lungs.

William Harvey's work became so admired that he became the court physician to King Charles I, who took a great interest in his work on circulation.

1 What incorrect ideas did doctors and scientists have about circulation 400 years ago?

2 What observation made William Harvey start to think about how the heart works?



Worksheet 1.2

3 a How did Harvey obtain evidence about how the circulatory system works?

b Why did he repeat his experiments?

4 a How did Harvey show that the body does not use up the blood that flows to the organs?

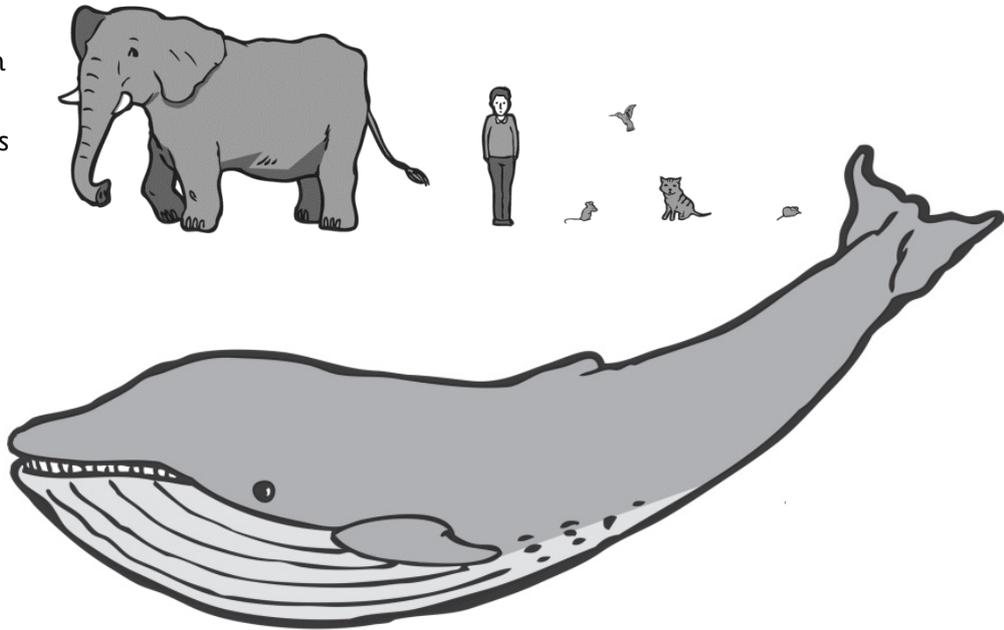
b Name **three** other discoveries that William Harvey made about the circulatory system.

Worksheet 1.3a

Comparing heartbeats

Name: _____ Date: _____

Some animals have faster heartbeats than others. The table shows some of them.



Animal	Heartbeat in beats per minute
human	70
elephant	30
mouse	500
blue whale 1	10
cat	150
humming bird	1300

1 a Which animal has the fastest heartbeat? _____

b Which animal has the slowest heartbeat? _____

2 a Which animal is the biggest? _____

b Which animal is the smallest? _____

3 a List the animals in the table according to their heartbeats. Start with the slowest heartbeat.

b What pattern do you notice in the results?

Worksheet 1.3a

4 a Write a conclusion about animal heartbeats from these results.

b Predict the heartbeat of a:

horse _____ shrew _____

c Do some research to find out if your prediction is true or not. Does the evidence support your prediction?

Challenge:

When the average bat hibernates, its heart rate drops to about 20 beats per minute.

Why is this so?

Worksheet 1.3b

Draw a bar chart of pulse rate

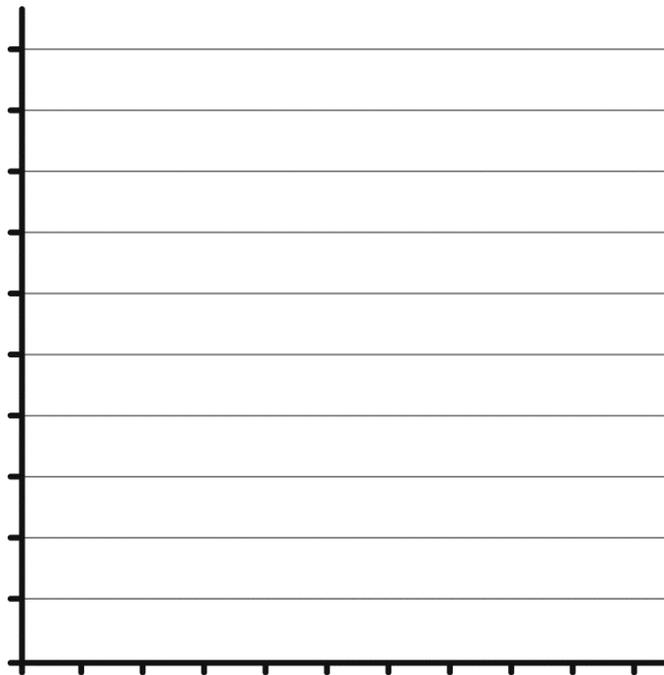
Name: _____ Date: _____

Bo and Fang measured the pulse rate of some of their friends before and after exercising for three minutes. These are their results.

Name	Pulse rate before exercise	Pulse rate directly after exercise
Bo	91	120
Fang	88	122
Ming	90	128
Kumei	89	125

1 What equipment did they need to measure the pulse rates?

2 Draw and label a bar chart of the pulse rates measured.



3 a Use the results to draw a conclusion.

b Predict what would happen to the pulse rates if the friends exercised for longer.

Worksheet 1.3c

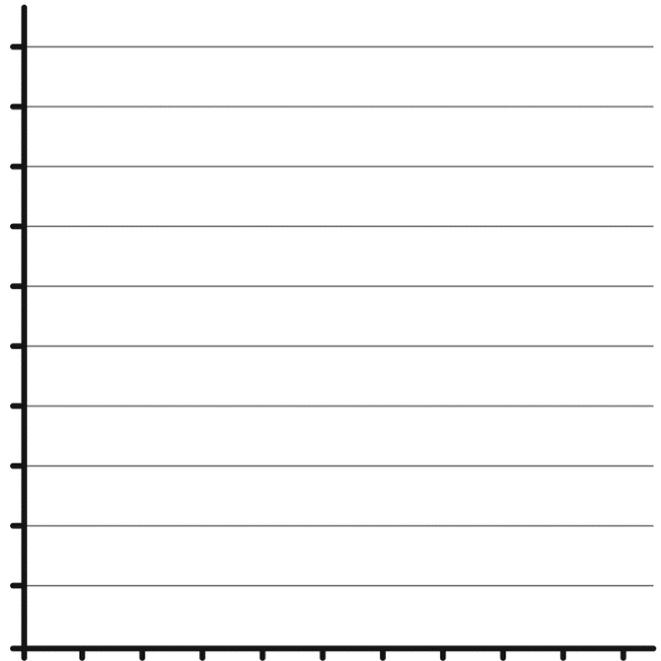
Draw a line graph of pulse rate

Name: _____

Date: _____

Mr Mitchell measured the effect of exercise on his pulse rate.

Time since exercise started in minutes	Pulse rate in heartbeats per minute
0	70
5	80
10	90
15	100
20	120
25	140



1 Draw a line graph to present these results.

2 Predict the pulse rate five minutes after exercise ends. Extend your graph to show your prediction.

3 By how much did Mr Mitchell's pulse rate increase after 25 minutes?

4 Explain why pulse rate increases as you exercise more.

Worksheet 1.4

Investigating breathing rate

Name: _____

Date: _____

This worksheet involves a practical investigation.

The average breathing rate is about sixteen times per minute.
What happens when we exercise?

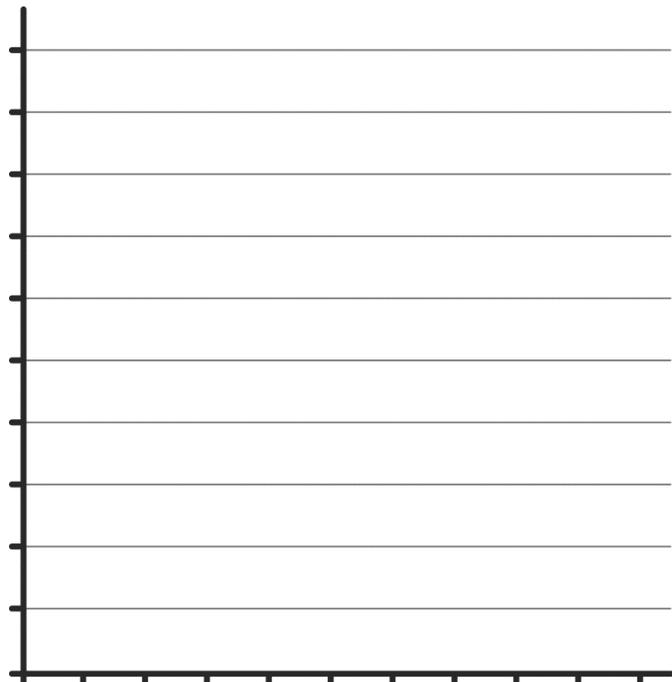
You will need:

- a watch with a second hand

- 1 Count the number of breaths you take per minute, while at rest. Record this in the table.

Time in minutes	Breathing rate in breaths per minute
Start: 0	

- 2 Run on the spot for two minutes and then stop. Count and record the number of breaths per minute.
- 3 Wait two minutes and measure and record your breathing rate again. Do this again after another two minutes.
- 4 Draw a line graph of your breathing rate.



Worksheet 1.4

5 a When was your breathing rate lowest _____

b When was your breathing rate highest? _____

6 How did exercise affect your breathing rate? Suggest a reason for this.

7 a Suggest another factor that could affect a person's breathing rate. Hint: think about athletes and sports players.

b Predict how this factor affects the breathing rate and why.

8 Name another body system you have learnt about that is also affected by exercise.

Worksheet 1.7

Compare brain sizes

Name: _____

Date: _____

The table shows the body weights of different adult animals and the weights of their brains.

Animal	Body weight in kg	Brain weight in g
human	60	1400
dolphin	160	1700
cat	3	30
kangaroo	35	56
elephant	4500	6000
raccoon	4	39
owl	0.7	2.5
baboon	30	140



- List the animals in order of body weight in the table below. Start with the heaviest animal.
- Now list the animals in order of brain weight. Start with the heaviest brain.

Animals in order of body weight	Animals in order of brain weight

- Compare your lists.
 - Identify a pattern in the results.

- Which result does not seem to fit the pattern?

Challenge:

Which animal has the biggest brain for its body weight? How did you work this out?

Worksheet 1.8

Revising body organs and systems

Name: _____

Date: _____

Use the words in the box to complete the sentences. You will have to use some words more than once.

blood blood vessels breathing carbon dioxide circulatory digestive
excretory food gullet heartbeat intestines mouth nerves
nervous oxygen systems wastes windpipe

Body organs work together to form organ _____.

The lungs and _____ are part of the _____ system, which brings _____ gas into your body and releases _____ gas into the air.

Your heart is part of the _____ system, which takes _____ containing food and _____ to all of the parts of your body. Blood is carried in the _____

Your stomach is part of the _____ system, which is responsible for breaking down _____ so that your body can use it. Other parts of this system are the _____, _____ and _____.

Your kidneys are part of the _____ system, which is responsible for removing _____ from your body.

Your brain and _____ form the _____ system, which controls your _____, _____, muscle movement and your senses.

Worksheet 2.3

Consumers

Name: _____

Date: _____

Fill in the correct words in these sentences. Choose your words from the box.

consumers	dioxide	energy	food	lion	oxygen	predators
	prey	producers	water	wildebeest		

Plants are the only living things that make their own _____. This is why they are called _____.

Plants make food from sunlight, _____ and carbon _____. The waste product is _____, which they send back into the atmosphere.

Animals are _____ because they eat plants and other animals. When we eat vegetables we use the sugars in the vegetables to give us _____.

Many animals eat other animals. These animals are _____ and the animals they eat are their _____. For example a _____ is a predator and zebras and _____ are the prey.