



# Teacher's notes

## Reinforcement worksheet 1

- Pupils discuss Braille and use the key to solve the crossword. They note their answers in the table.

**Key:** Braille is a language for the blind invented by a Frenchman called Braille. The dots represent the bumps that the blind can feel and 'read' with their fingers.

1 difficult, 2 easy, 3 boring, 4 careful, 5 quick, 6 busy, 7 slow, 8 exciting.

- **Optional follow-up activity:** In pairs or small groups, pupils write sentences, or find them in their Pupil's Book, to act as clues for the crossword. Give them this example for the word *difficult*:

1 We like his lessons because they aren't  
 \_\_\_\_\_ . (from Pupil's Book, page 11)

## Reinforcement worksheet 2

- Pupils look at the three pictures and choose which one they prefer. They complete and write the sentences. Write this key on the board:

$a = 3$   $b = 2$   $c = 1$

The pupils add up the points to discover what sort of person they are, based on the following key which you can read out to the class:

### 7–9 points

You are happy doing exciting things. You like difficult activities. You like doing quick things and being busy. You think slow activities are a bit boring.

### 4–6 points

You like some exciting things but you like activities that are not too difficult. You like some quick activities but you don't need everything to be quick. Sometimes you like to be busy – but not too busy!

### 3 points

You don't like difficult activities. You like doing slow activities and you are happy when people are quiet. You don't like being busy all the time.

- **Optional follow-up activity:** Pupils think of another school subject involving three alternative activities. They choose their favourite of the three. In groups, they compare their results to produce a survey about favourite activities in different subjects.

## Extension worksheet 1

- Pupils read the sentences in the grid. They find the people in the picture and number the boxes accordingly. They then work out the missing numbers by getting each side of the grid to add up to 20. They write *This is the ...* sentences for the other four squares in the grid.

**Key:** Top line: 1, 4, 5, 10; Middle line: 11, 7; Bottom line: 8, 0, 9, 3.

- **Optional follow-up activity:** Pupils colour in the scene and then write alternative *This is the ...* sentences in their notebooks, for example *This is the boy who is wearing a blue jumper.*

## Extension worksheet 2

- Pupils listen to the story (Track 4) and follow on the worksheet. They then follow the instructions to write the sentences from the story. They can write in their notebooks or on the back of the worksheet, as you prefer.
- **Optional follow-up activity:** In groups of four, each pupil cuts out the six frames. The dealer shuffles them and deals them all out. Pupil A puts one of the frames face up on the table and the others race to put down the next frame. The first to do so keeps the cards and play passes to Pupil B, and so on. The game continues until one pupil has won all the cards. Tell the pupils that, in this game, frame 1 follows on from frame 6.

## Song worksheet

- Pupils match the rhyming pairs, then complete the song. They listen to the song (Track 5) to check their answers.

**Key:** See Pupil's Book, page 13.

- **Optional follow-up activity:** In groups, pupils think of as many words as possible to rhyme with the words they have paired.

## Topic worksheet

- Pre-teach words you think the pupils may find difficult. Pupils read the text and do the activities. They may need time to measure people at home if they have already measured their friends in class.

**Key:** 2 65 cm, 3 37.5 cm, 4 42.5 cm.

- **Optional follow-up activity:** Pupils convert the measurements of their classroom objects from page 17 of the Pupil's Book into inches.

Unit  
**1**

**Reinforcement worksheet 1**

★ The crossword is in Braille. What is Braille?

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

★ Use the Braille key to solve the crossword.

1	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	T										
1	di								2	E	⠠	⠠	⠠						
2									3	R	⠠	⠠	⠠						
3									4	R	⠠	⠠	⠠	⠠					
4									5	I	⠠	⠠	⠠						
5									6	B	⠠	⠠	⠠						
6									7	L	⠠	⠠	⠠						
7									8	E	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	
8																			

Unit  
**1**

**Reinforcement worksheet 2**

**What do you prefer? Choose a picture.**

**1** In the playground

playing basketball



skipping



sitting down and talking



I prefer the children who are ..... Picture

**2** In art lessons

painting



colouring in



learning about art



..... Picture

**3** In English lessons

doing craft work



playing games



doing exercises

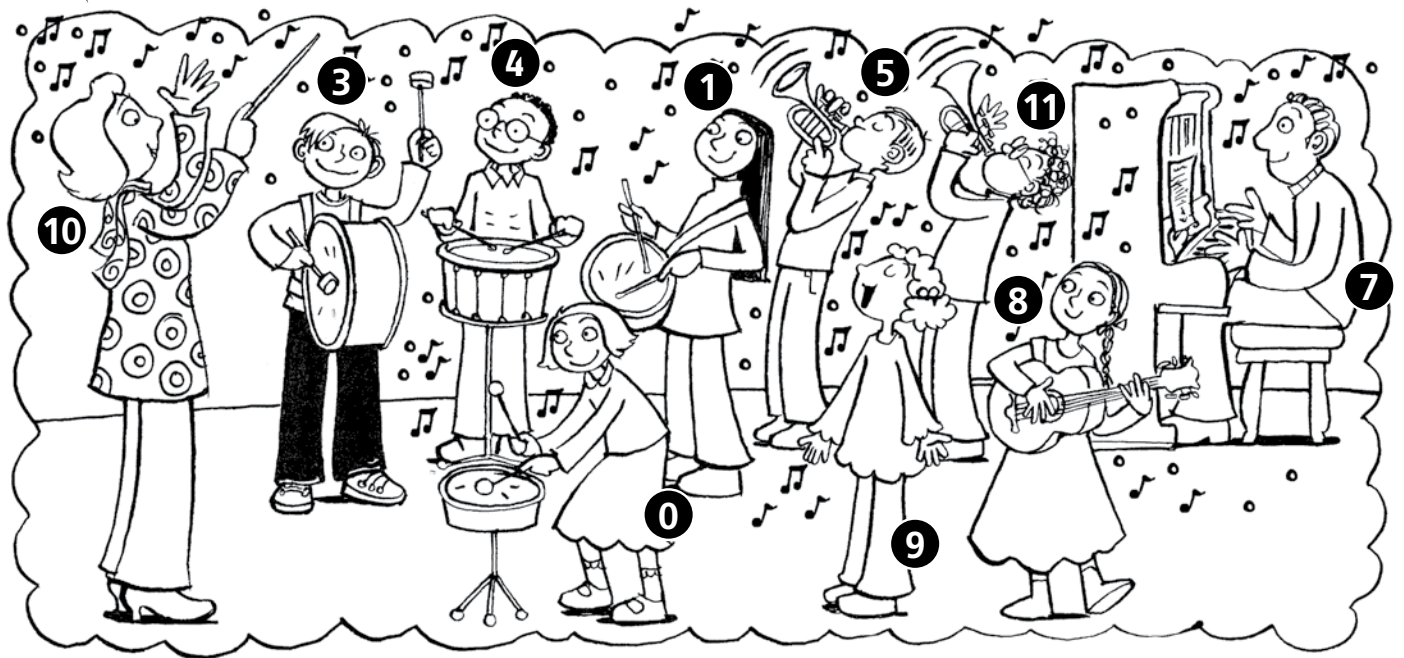


..... Picture

Unit  
**1**

**Extension worksheet 1**

**Find the people. Number the sentences.**



→ = 20

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 5 This is the boy who's playing the trumpet and who isn't wearing glasses.	<input type="checkbox"/> This is the teacher who is standing up.
<input type="checkbox"/> This is the boy who is playing the trumpet and wearing glasses.			<input type="checkbox"/> 7 This is the teacher who
<input type="checkbox"/> This is the girl who is playing the guitar.	<input type="checkbox"/> This is the girl who is playing the drums and wearing a skirt.	<input type="checkbox"/>	<input type="checkbox"/> This is the boy who is playing the drums and wearing black trousers.

↓ = 20

↓ = 20

→ = 20

**Each side → and ↓ = 20. Think and write sentences.**

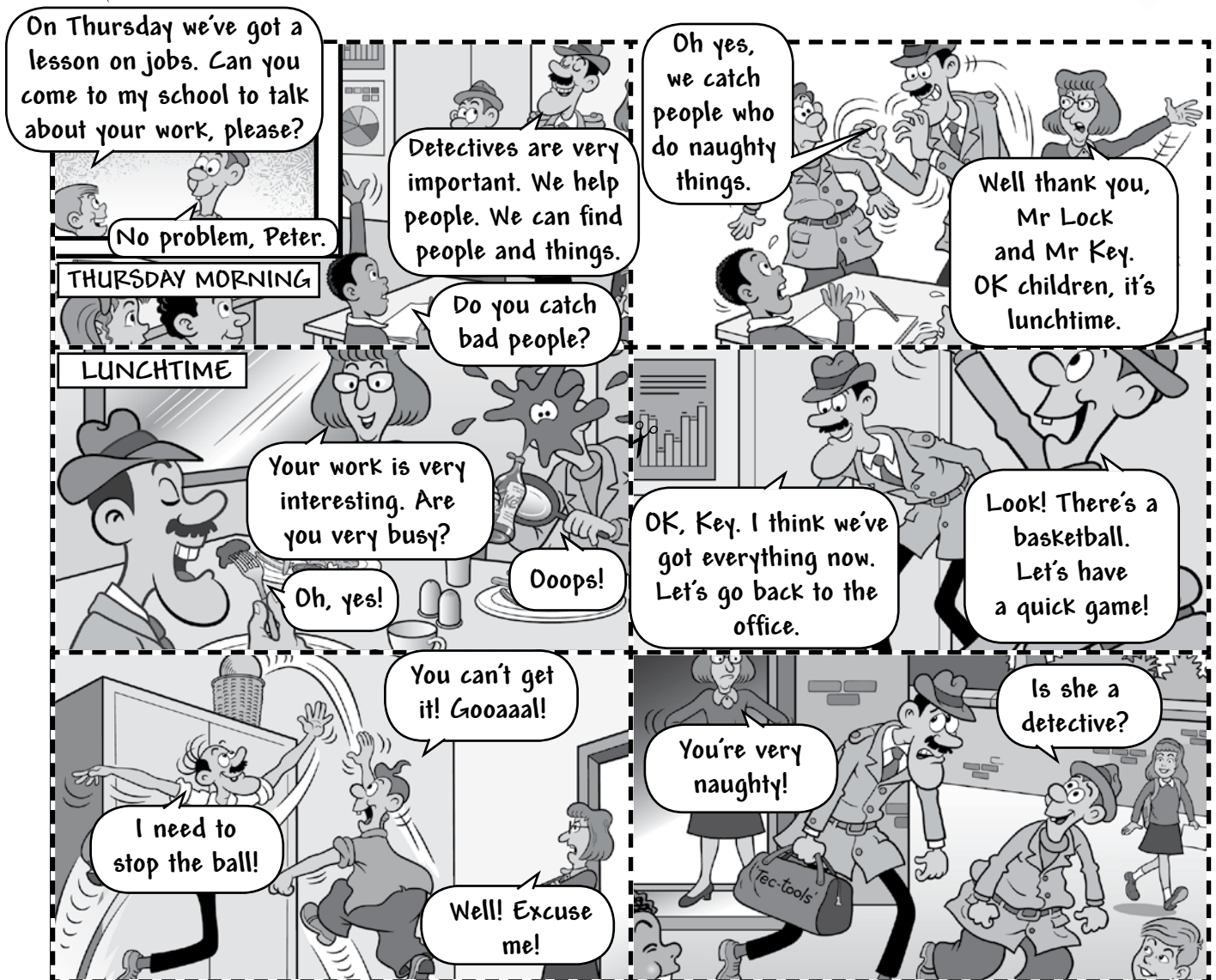


Unit

1

## Extension worksheet 2

Read the clues. Write the sentences from the story.



- 1 The man who is jumping says this.
- 2 The woman who is eating asks this question.
- 3 The boy who has his hand up asks this question.
- 4 Key asks this question when they are leaving the school.
- 5 Key says this when he is pointing at the ball.
- 6 Lock says this when we can see three children who are sitting down.

# Unit 1

## Song worksheet



Match the words that rhyme. Complete the song.

read	draw	slow	add	<del>teach</del>
go	week	need	floor	sad

A line connects 'draw' in the first row to 'need' in the second row.

Listen and check. Sing.

The classroom's where you learn,  
 The classroom's where we  
 ..... teach .....,  
 Lots of exciting things,  
 To do in our school .....

1 I teach Sport,  
 It's quick, not .....,  
 Run, jump and skip,  
 Go, go, .....

2 I teach English,  
 All I .....,  
 Are lots of words,  
 And books to  
 .....

3 I teach Maths,  
 It's easy to .....,  
 But if it's wrong,  
 Don't be .....

4 I teach Art,  
 We can paint and .....,  
 Careful with the paint,  
 Don't drop it on the .....

5 The classroom's where you learn,  
 The classroom's where we  
 .....,  
 Lots of exciting things,  
 To do in our school .....



**Unit**  
**1**

**Topic worksheet**



**Read about measuring. Do the activities.**

In the United Kingdom, people use the metric system to measure, but a lot of people in the United Kingdom and in the United States still use the Imperial system from before. Some people still say their height in feet and inches. One foot is about 30 centimetres and there are twelve inches in a foot. One inch is about two and a half centimetres or 25 millimetres.

**How many centimetres are there in a metre? .....**

**How many millimetres are there in a centimetre? .....**

**How tall are you and your friends and family in feet and inches?**

Name	Centimetres	Feet and inches

Television and computer sizes are in inches – and not just in the United Kingdom! Look at these televisions and computers. We write inches like this: 22”.

**How big are these televisions and computers in centimetres?**

**1**

22"

**2**

26"

**1**

15"

**4**

17"

..... 55 cm .....