




**1** Look and find. Circle and write.


1  prawn \_\_\_\_\_

2  \_\_\_\_\_


3  \_\_\_\_\_


4  \_\_\_\_\_


5  \_\_\_\_\_


6  \_\_\_\_\_


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


7  \_\_\_\_\_

8  \_\_\_\_\_

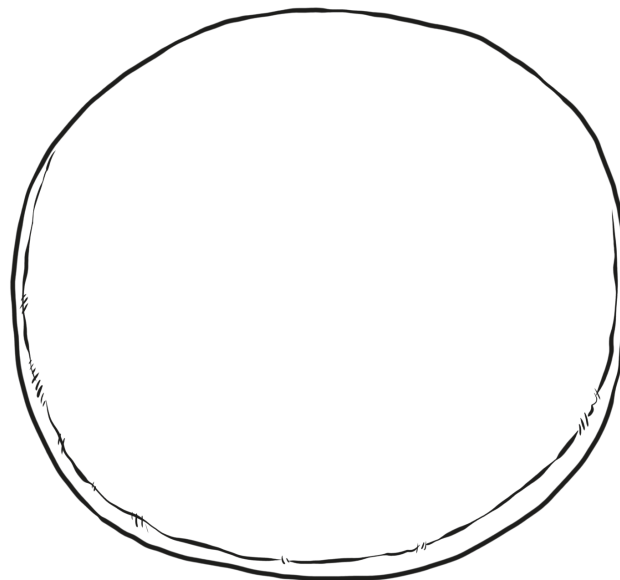
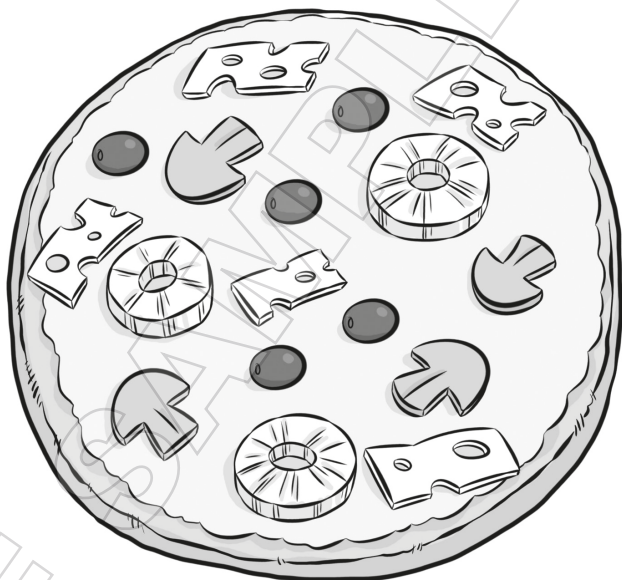
9  \_\_\_\_\_

10  \_\_\_\_\_

11  \_\_\_\_\_

12  \_\_\_\_\_

**2**  Look and complete. Draw your pizza and write.



1 I've got olives \_\_\_\_\_  
 \_\_\_\_\_  
 and \_\_\_\_\_ on my pizza.

2 I've got \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_.



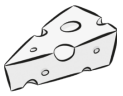



32-20-4-16-4-12-32-20

**1** Complete the sentences in the grammar table.

peppers would some lots We of like would like

1 I	_____ like	_____	spinach.
2 She	would _____	a lot _____	cheese.
3 _____	would like	_____ of	olives.
4 They	_____	some	_____.

**2**  Write the questions. Answer *Yes, please* or *No, thank you*.

-  Would you like some cheese? \_\_\_\_\_
-  \_\_\_\_\_
-  \_\_\_\_\_
-  \_\_\_\_\_

**3**  **Talk Partners** Write a conversation with your friend. Act it out.



What \_\_\_\_\_ would you like on your \_\_\_\_\_ pizza?

I'd like some \_\_\_\_\_, please.

Would \_\_\_\_\_?

Yes, please. I love \_\_\_\_\_.

\_\_\_\_\_?

No, thank you. I don't like \_\_\_\_\_.



76-80-60-52-4-12-32 4-12-32-20

**After you read**

**1 Read and match.**

- 1 First we need to mix these ingredients.
- 2 I'd like mushrooms and chilli, please.
- 3 And I'd like tuna and olives, please.
- 4 I prefer sweet food.
- 5 The first prize is for the big, spicy, savoury and sweet pizza.



**2 Listen and circle the eight mistakes. Listen again. Write the correct words.**



**Our Adventure Blog** *by Lily, Josh and Ravi*

In this adventure, we make a pizza for a project. First we cook the ingredients. Then we play board games in the living room. We forget about the mixture and it grows a lot. We roll out the mixture and the pizza is very small. Lily puts some onions and chilli on it. Josh puts some peppers and olives on it. Aarti puts some pineapple and sweetcorn on it. We take the pizza to the restaurant. The judges taste the pizza. They think that it's delicious and we win second prize.

- 1 competition      2 \_\_\_\_\_      3 \_\_\_\_\_      4 \_\_\_\_\_
- 5 \_\_\_\_\_      6 \_\_\_\_\_      7 \_\_\_\_\_      8 \_\_\_\_\_

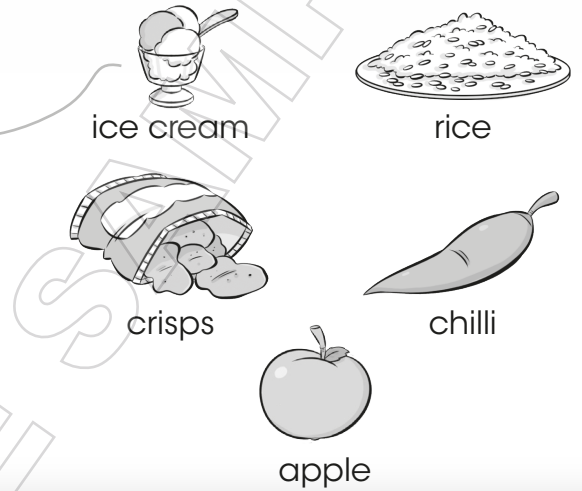
**3 Thinking skills** Read and complete. What do you think?

- 1 The story is funny / boring / sad / interesting / exciting / scary.
- 2 My favourite frame in the story is number \_\_\_\_\_ because \_\_\_\_\_.
- 3 I give the story \_\_\_\_\_ stars. ★ ★ ★ ★ ★



**1 Read and write. Match.**

- 1 This food is soft and sweet. ice cream
- 2 This food is savoury and crunchy. \_\_\_\_\_
- 3 This food is soft and plain. \_\_\_\_\_
- 4 This food is spicy and crunchy. \_\_\_\_\_
- 5 This food is sweet and crunchy. \_\_\_\_\_



**2 Order the words in the grammar table. Write the sentences.**

1 I	savoury food.	prefer
2 prefers	He	plain food.
3 She	spicy food.	prefers
4 prefer	They	sweet food.

**Remember!**  
Adjectives go before nouns -  
crunchy apple  
spicy chilli

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

**3  Read and answer. Draw.**

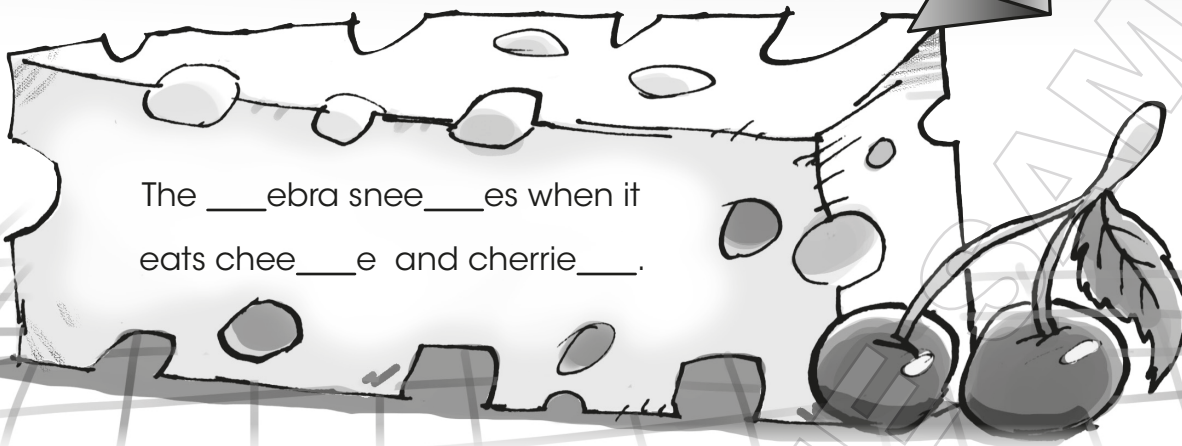
- 1 Do you prefer sweet food or savoury food?  
I prefer \_\_\_\_\_
- 2 Do you prefer soft food or crunchy food?  
\_\_\_\_\_
- 3 Do you prefer plain food or spicy food?  
\_\_\_\_\_
- 4 Describe your favourite food.  
My favourite food is \_\_\_\_\_

My favourite food

**CODE!** 12-84-80  
\_\_\_\_\_

Speak and spell

1 Complete and say.




The \_\_\_ebra snee\_\_\_es when it  
eats chee\_\_\_e and cherrie\_\_\_.

2 Find and circle the words. Classify and write.

v h u h c h e e s e n z e b r a n p r i z e

t  
w  
e  
a  
s  
y  
x  
s  
n  
e  
e  
z  
e



s


cheese

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



z

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

n o i s y s n o s e z g h k l a z y u q u i z

j  
k  
l  
p  
l  
e  
a  
s  
e  
o  
o  
l

3 **Talk Partners** Test your friend. Ask and answer.



What's this word? S-N-E-E-Z-E.

It's sneeze.

That's right. Well done!



8-72-60-44-20-56 48-20-28



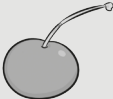
**Literacy** Text type: **shape poems**

**After you read**

1 Find the words in the shape poems. Match.

- |           |                         |                   |
|-----------|-------------------------|-------------------|
| 1 juicy   | They taste sugary.      | cherry            |
| 2 shiny   | It reflects light.      | bread             |
| 3 savoury | It's got lots of juice. | cherry            |
| 4 sweet   | It doesn't taste sweet. | banana and cherry |

2 Complete the chart with adjectives from the shape poems.

	size and shape	taste	colour
	long thin		
		savoury	
			red

Can you beat the clock?



3 **Thinking skills** Work in small groups. Read and write the food.

- 1 Three foods that you peel: banana, potato, orange
- 2 Three foods that are soft: \_\_\_\_\_
- 3 Three foods that are square: \_\_\_\_\_
- 4 Three foods that are round: \_\_\_\_\_
- 5 Three foods that are juicy: \_\_\_\_\_
- 6 Three foods that are sweet: \_\_\_\_\_
- 7 Three foods that are green: \_\_\_\_\_
- 8 Three foods that you eat in the summer: \_\_\_\_\_



**CODE!** 12-60-84-28-32



**Plan your writing**

1 Think of a food that has a simple shape. Plan your shape poem. Make notes.



Food: \_\_\_\_\_

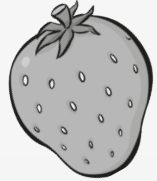
Taste: \_\_\_\_\_

Size: \_\_\_\_\_

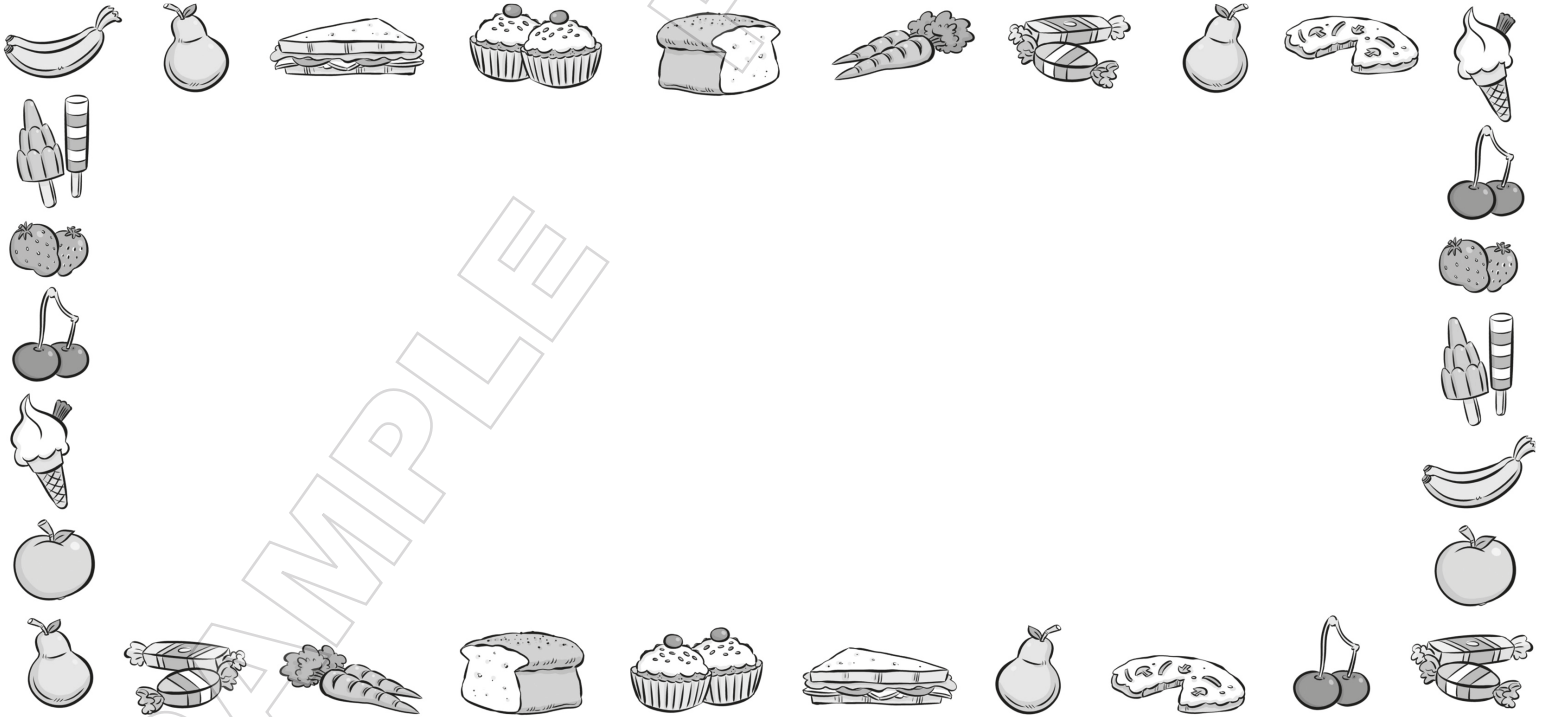
Colour: \_\_\_\_\_

Touch: \_\_\_\_\_

Other information: \_\_\_\_\_



2 Draw your food. Use your notes to write a shape poem.



**Share and check**

3 Read your poem with a friend. Write a tick (✓) or a cross (X).

The shape of the food is simple and clear.

I use different adjectives.

The poem is a description.

The spelling is correct.



80-20-52-64-20-72-4-80-84-72-20

## 1 Listen and complete the recipe.



## Kaju burfi

### Ingredients:

Three cups of (1) \_\_\_\_\_ cashew nuts

Half a cup of (2) \_\_\_\_\_

Two cups of (3) \_\_\_\_\_

### Instructions:

Chop the (4) \_\_\_\_\_ into small pieces. Mix the cashew nuts with hot

(5) \_\_\_\_\_ and (6) \_\_\_\_\_.

Put the mixture on a plate and wait for two hours.



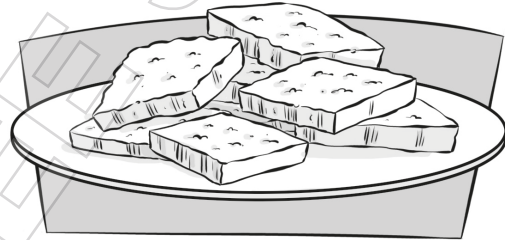
water



sugar



cashew nuts



Now eat and enjoy this traditional Indian sweet!

1

2

## 2 Explore the Internet with your teacher. Do the India web quest.



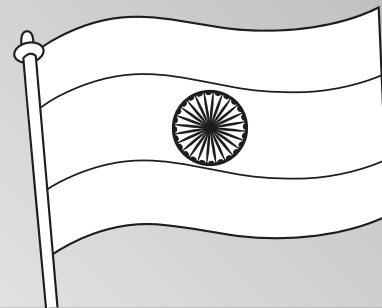
1 Which mountains are in the north of India? \_\_\_\_\_

2 How do you say 'Hello' in India? \_\_\_\_\_

3 What's the capital city of India? \_\_\_\_\_

• 4 What colours are the Indian flag? Colour the flag.

5 What's the weather like in the capital city of India today?  
\_\_\_\_\_



## 3 Find out more. Investigate traditional food in India. What are the main ingredients for these foods: bhajji, dal and lassi?



12-60-48-16



# Ready, Steady, Go!



Can you beat the clock?

**Cooperative learning** Work with a friend to do the quiz.

1 Name nine pizza toppings.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 Write the toppings for three different pizzas.

I would like \_\_\_\_\_ on a pizza.

\_\_\_\_\_

\_\_\_\_\_

3 Describe the food.

Ice cream is \_\_\_\_\_ *soft* \_\_\_\_\_ and \_\_\_\_\_.

Apples are \_\_\_\_\_ and \_\_\_\_\_.

Curry is \_\_\_\_\_ and \_\_\_\_\_.

4 Which food do you prefer? Read and write.

chocolate / sweets *I prefer* \_\_\_\_\_.

pizza / curry \_\_\_\_\_

apples / bananas \_\_\_\_\_

5 Where's Luke in this unit? \_\_\_\_\_

6 Break the code to find out where Luke goes next.

**CODE!** 32-4-92-4-36-36 \_\_\_\_\_



**Thinking skills** Think about your work in this unit. Read, circle and write.

My work in Unit 4 is excellent / good / OK.

Now I can \_\_\_\_\_.

My favourite lesson in Unit 4 is \_\_\_\_\_.

because \_\_\_\_\_.



**My progress**

**CODE!** 76-60-72-20 80-32-72-60-4-80

# Using your imagination

1 Read and match. Listen and check. Repeat.



1 Which shape do you prefer?

I prefer flowers.

2 Which colour do you prefer?

I prefer a circle. What about you?

3 Which decorations do you prefer?

Let's write our names.

4 What else can we do?

I prefer purple. Do you?

2 Listen and complete the notes. Which tip do you think is the best?





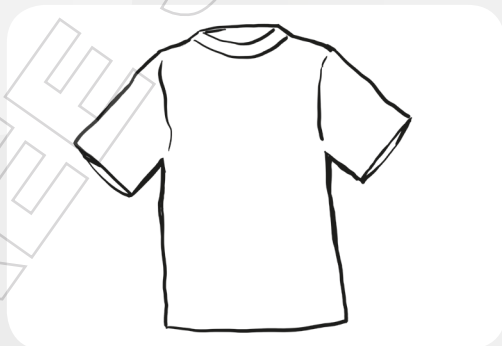
### Tips for having more imagination

- 1 Read lots of \_\_\_\_\_ books.
- 2 Ask lots of \_\_\_\_\_.
- 3 Try \_\_\_\_\_ activities.
- 4 Switch off the TV and \_\_\_\_\_.
- 5 Talk about your \_\_\_\_\_.



Now it's your turn to use your imagination.

3  Work with a partner. How can you make this T-shirt and this cake special? Decorate.  **Talk Partners**



Let's decorate the T-shirt.

OK. Which decorations do you prefer?

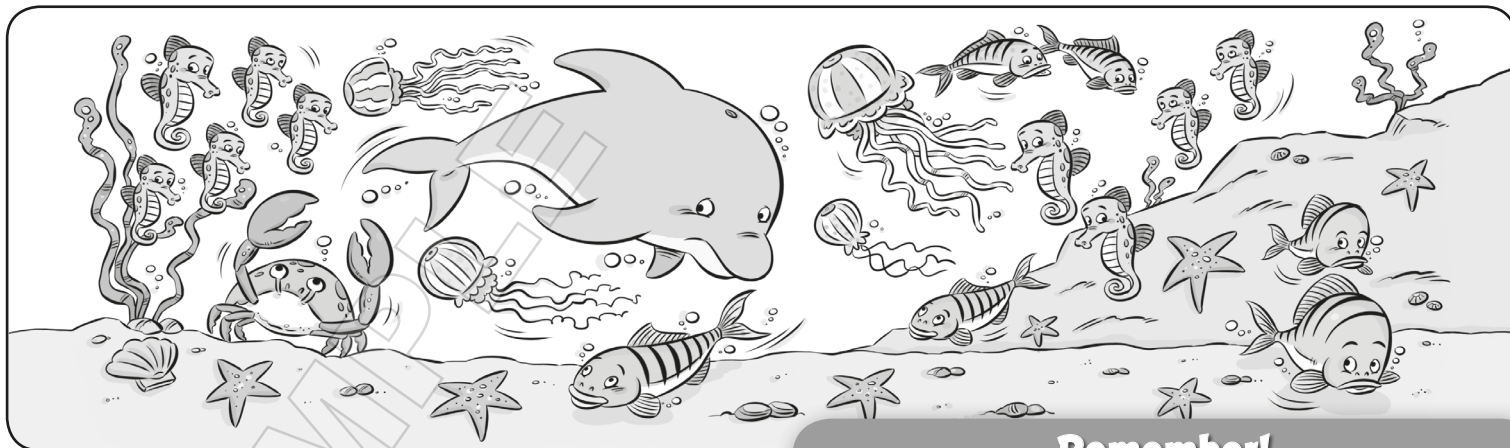
I prefer stars.

**1 Read and write. Order the letters to find the mystery word.**

- 1 This sea animal has got two sharp claws.
- 2 This sea animal can sting you.
- 3 People eat this sea animal. It's got tentacles.
- 4 This sea animal has got fur.
- 5 This sea animal lives on the sea floor.
- 6 This sea animal has got eight legs.
- 7 This sea animal likes playing.
- 8 This sea animal has got four flippers and a shell.
- 9 This sea animal is very big.
- 10 This sea animal has got big, sharp teeth.

The mystery word is \_\_\_\_\_.

**2 Order and write the words. Count and write.**



**Remember!**  
one shark - two sharks    one fish - two fish

- 1 hifs    fish    There are six fish. \_\_\_\_\_
- 2 brac    crab    There's \_\_\_\_\_.
- 3 yelljshif    \_\_\_\_\_
- 4 lodniph    \_\_\_\_\_
- 5 aseehosr    \_\_\_\_\_
- 6 arstsihf    \_\_\_\_\_

**CODE!** 60-48-36-88-20-76

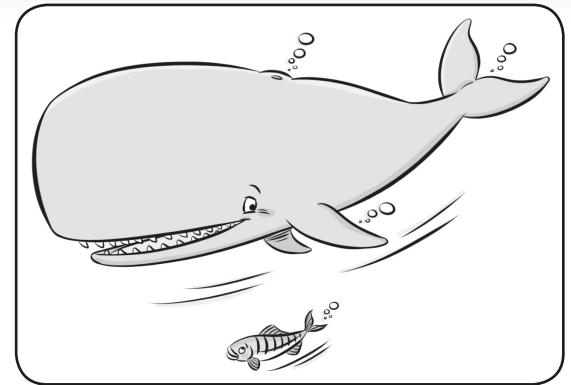
1 Complete the sentences in the grammar table.

longer is than shark smaller is crab than

1 A _____	is	slower	_____	a dolphin.
2 A _____	is	bigger	_____	an octopus.
3 A dolphin	_____	_____	than	a seahorse.
4 A seal	_____	_____	than	a whale.

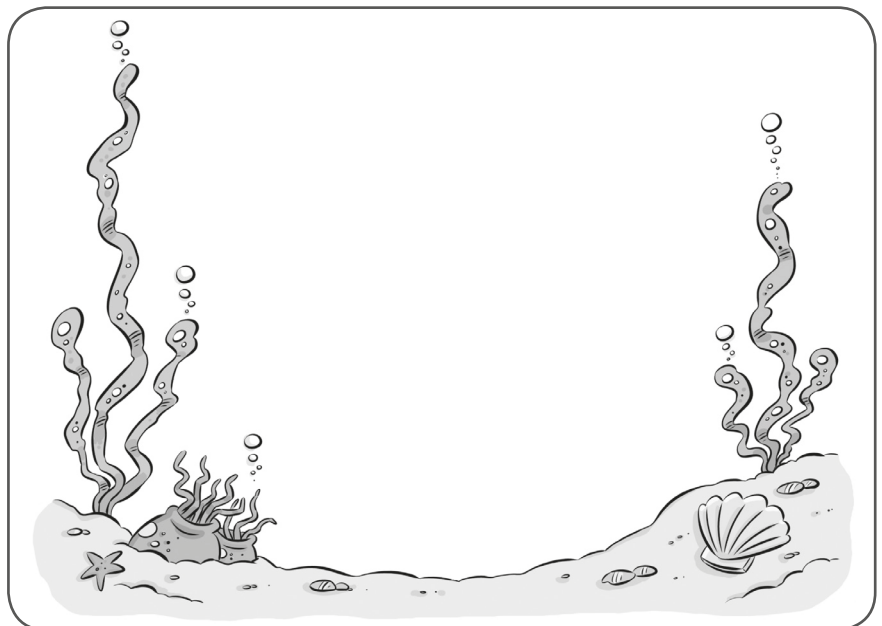
2 Compare a whale and a fish. Write.

- big A whale is bigger than a fish.
- slow A fish
- light \_\_\_\_\_
- long \_\_\_\_\_
- thin \_\_\_\_\_



3 **Thinking skills** Read and draw.

- Draw a jellyfish in the sea.
- Draw a fish. The fish is smaller than the jellyfish.
- Draw a starfish. The starfish is bigger than the fish. The starfish is smaller than the jellyfish.
- Draw an octopus. The octopus is bigger than the jellyfish.
- Draw a shark. The shark is bigger than the octopus.



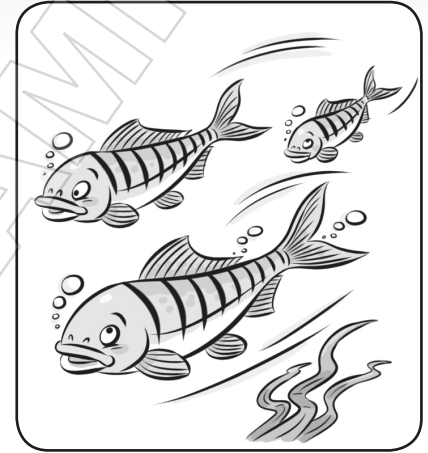
CODE!

12-32-20-20-76-20

**After you read**

**1 Read and match.**

- |                                |                           |
|--------------------------------|---------------------------|
| 1 The children go on           | a whale.                  |
| 2 The submarine goes           | they're gold coins.       |
| 3 The children see             | a mini submarine.         |
| 4 There are some shiny objects | are cans.                 |
| 5 The children think           | on the sand.              |
| 6 The shiny objects            | to the bottom of the sea. |



**2 Listen and circle the eight mistakes. Listen again. Write the correct words.**



**Our Adventure Blog** by Lily, Josh and Ravi

In this adventure, we go on a mini boat. We go to the bottom of the sea and we see lots of birds. We also see a very big shark. Next, we visit an old pirate car. It's very exciting because Ravi sees some shiny objects on the sand. We think the objects are silver coins. The captain uses the robot legs to pick them up. Later, we find out that the objects are bottles and we put them in the bag.

- 1 submarine    2 \_\_\_\_\_    3 \_\_\_\_\_    4 \_\_\_\_\_  
 5 \_\_\_\_\_    6 \_\_\_\_\_    7 \_\_\_\_\_    8 \_\_\_\_\_

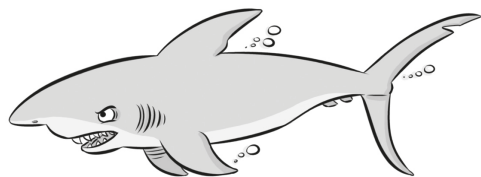
**3 Thinking skills** Read and complete. What do you think?

- The story is funny / boring / sad / interesting / exciting / scary.
- My favourite frame in the story is number \_\_\_\_\_ because \_\_\_\_\_.
- I give the story \_\_\_\_\_ stars. ★ ★ ★ ★ ★



64-72-4-92-56-76

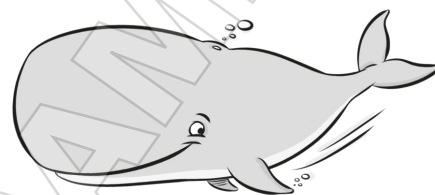
1 Look, read and circle.



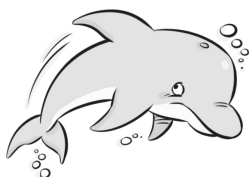
1 It's colourful / dangerous.



2 It's ugly / pretty.



3 It's heavy / ugly.



4 It's dangerous / intelligent.



5 It's pretty / heavy.



6 It's intelligent / colourful.

2 Order the words in the grammar table. Write the sentences.

1 a jellyfish.	A dolphin	more intelligent	is	than
2 heavier	a starfish.	is	than	A whale
3 is	prettier	A seal	than	a squid.
4 than	a turtle.	is	A shark	more dangerous

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

3 Write true sentences about other animals.

1 tiger / heavy / elephant

An elephant is heavier than a tiger.

2 dog / intelligent / fish

\_\_\_\_\_

3 mouse / colourful / parrot

\_\_\_\_\_

4 snake / dangerous / hamster

\_\_\_\_\_

5 spider / pretty / lion

\_\_\_\_\_

6 hippo / ugly / penguin

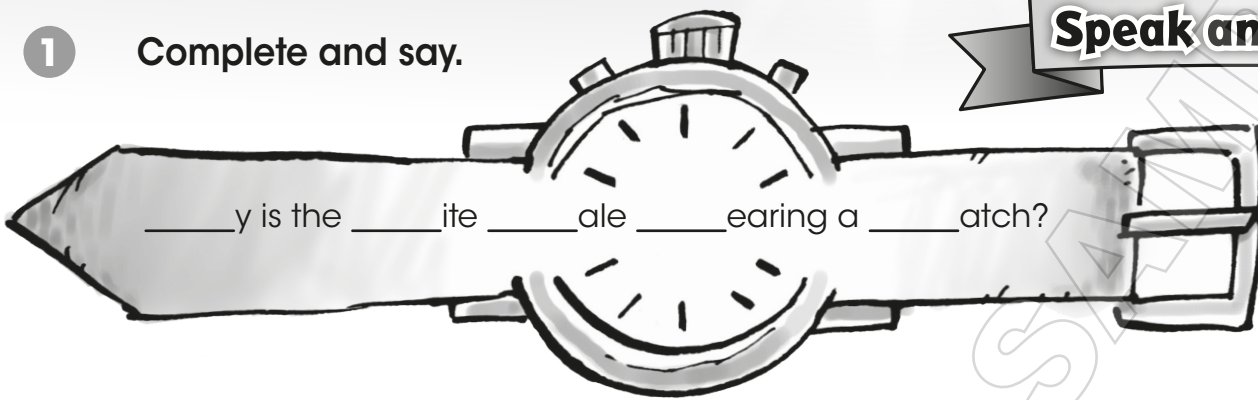
\_\_\_\_\_



60-56-36-60-56-76


Speak and spell

1 Complete and say.



2 Find and circle the words. Classify and write.

w i n d o w k o u b w h y a t q v w a l k



w


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



wh

\_\_\_\_\_

\_\_\_\_\_

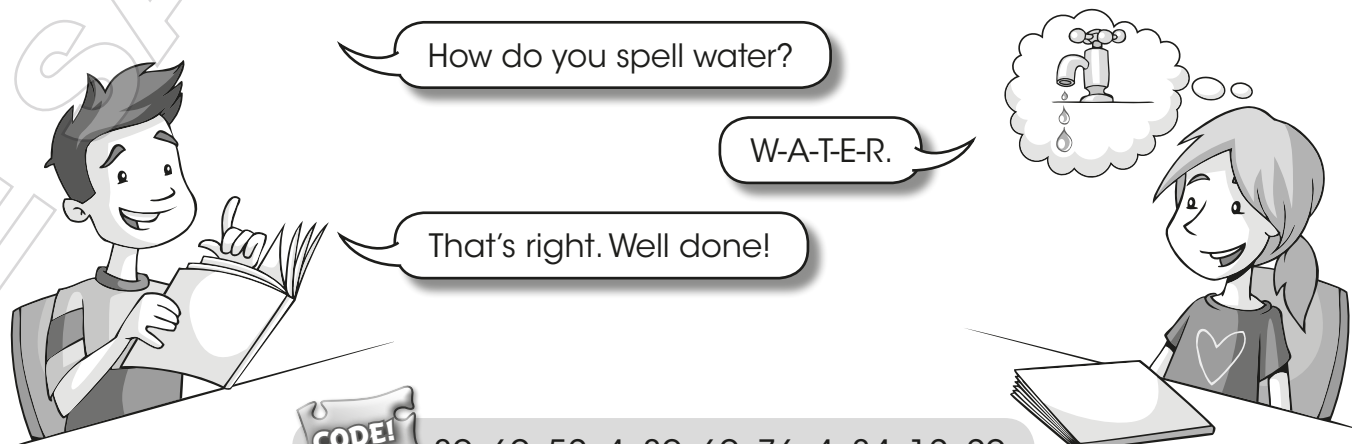
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

w h a t g u w h e n n g a h d w h a l e

3 **Talk Partners** Test your friend. Ask and answer.



80-60-52-4-80-60 76-4-84-12-20



## Literacy Text type: a magazine article

### After you read

1 Read and write *b* (blue whale), *s* (seahorse) or *c* (crab).

Which animal ...

1 is about 30 metres long?

2 has got ten legs?

3 has got a very big mouth?

4 can change colour?

5 has got an enormous tongue?

6 has got teeth?

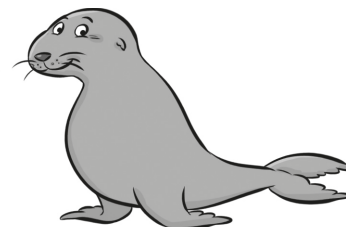
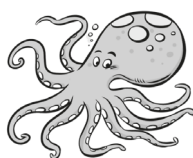
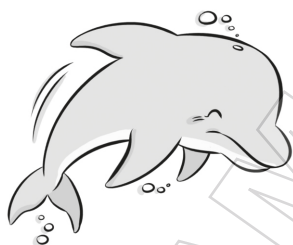
7 hasn't got a stomach?

8 has got a hard shell?

2 Complete the chart with three things that each sea animal has got.

Blue whales have got ...	Seahorses have got ...	Crabs have got ...
soft skin		

3 **Talk Partners** Play a game with a friend. Ask and answer.



Has it got a blowhole?

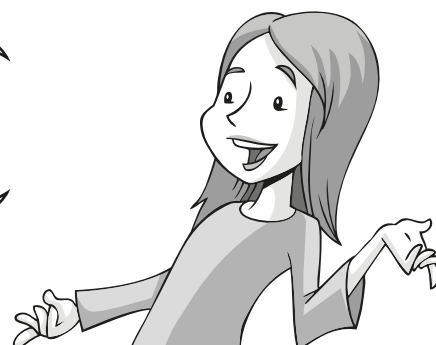
No, it hasn't.

Has it got a shell?

Yes, it has.

Is it a turtle?

Yes, it is.



CODE!

64-20-64-64-20-72-76




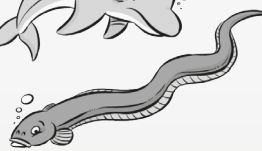



**Literacy** Text type: **a magazine article**

**Plan your writing**

**1**  **Cooperative learning** Investigate a sea animal. Plan your magazine article. Make notes. 

**AN AMAZING SEA ANIMAL**

Animal name: \_\_\_\_\_

How big is the animal? \_\_\_\_\_

What does it look like? \_\_\_\_\_

What does it eat? \_\_\_\_\_

Why is it amazing? \_\_\_\_\_

**2** Use your notes to write your magazine article. Draw your sea animal.

\_\_\_\_\_

\_\_\_\_\_ are \_\_\_\_\_ long.

They \_\_\_\_\_

\_\_\_\_\_

They eat \_\_\_\_\_

Do you know that \_\_\_\_\_

\_\_\_\_\_

That's amazing!

**Share and check**

**3** Read your magazine article with a friend. Write a tick (✓) or a cross (X).

I answer all of the questions.	<input type="checkbox"/>	I use <i>and</i> to add information.	<input type="checkbox"/>
The amazing fact is interesting.	<input type="checkbox"/>	I use a question mark.	<input type="checkbox"/>



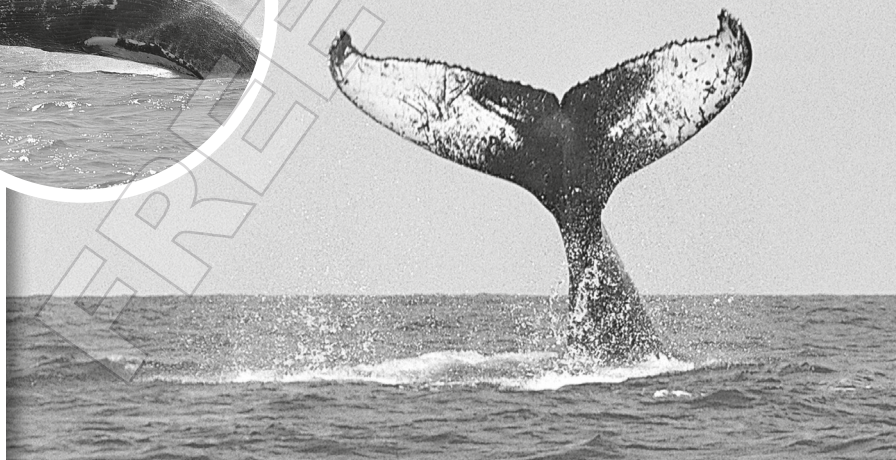
80-84-56-4

## 1 Listen and complete.



## Watch the whales!

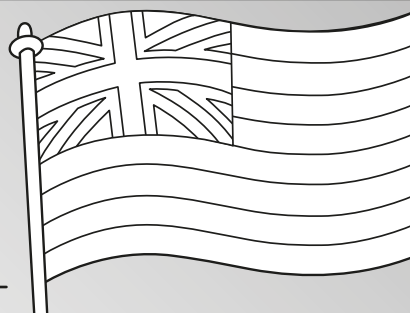
- 1 The trip begins at 11 o'clock.
- 2 The trip finishes at \_\_\_\_\_.
- 3 You can see whales and \_\_\_\_\_.
- 4 The trip is \_\_\_\_\_ dollars for adults.
- 5 The trip is \_\_\_\_\_ dollars for children.



## 2 Explore the Internet with your teacher. Do the Hawaii web quest.



- 1 What country is Hawaii part of? \_\_\_\_\_
- 2 Which ocean is it in? \_\_\_\_\_
- 3 What's the capital city of Hawaii? \_\_\_\_\_
- 4 What colours are the Hawaiian flag?  
Colour the flag.
- 5 What's the weather like in Hawaii today?  
\_\_\_\_\_



## 3 Find out more. Investigate Hawaii Island. What can you see in the national park?



12-32-36-48-48-36-20-76

# Ready, Steady, Go!



Can you beat the clock?

**Cooperative learning** Work with a friend to do the quiz.

1 Name four sea animals that begin with the letter s.

\_\_\_\_\_

\_\_\_\_\_

2 Name two sea animals that have got a shell.

\_\_\_\_\_

3 Name two sea animals that have got a blowhole.

\_\_\_\_\_

4 Complete the chart.

slow	slower than	ugly	
big		colourful	
heavy		intelligent	

5 Compare a shark and a starfish.

big A shark is \_\_\_\_\_.

pretty \_\_\_\_\_

dangerous \_\_\_\_\_

6 Where's Luke in this unit? \_\_\_\_\_

7 Break the code to find out where Luke goes next.

**CODE!** 56-20-92 100-20-4-48-4-56-16 \_\_\_\_\_



**Thinking skills** Think about your work in this unit. Read, circle and write.

**My progress**

My work in Unit 5 is excellent / good / OK.

Now I can \_\_\_\_\_.

My favourite lesson in Unit 5 is \_\_\_\_\_

because \_\_\_\_\_.



**CODE!** 52-84-76-32-72-60-60-52-76

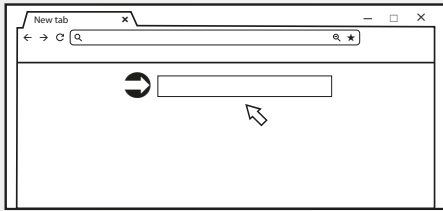
\_\_\_\_\_

# Finding information online

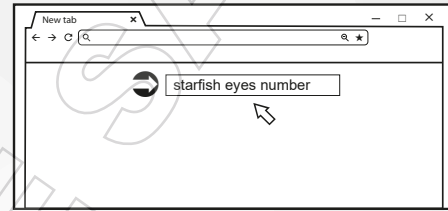
1 Read and write. Listen and check. Repeat.



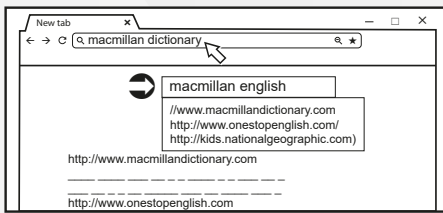
keywords webpage search engine website



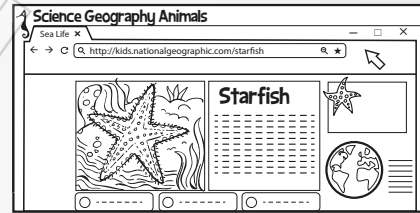
1 search engine



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

2 Listen and complete the notes.



### Tips for finding information online

- 1 Use a search engine for children.
- 2 Don't write a \_\_\_\_\_ in the search engine. Use keywords.
- 3 Read the names of the \_\_\_\_\_ and choose the best one.
- 4 Check the \_\_\_\_\_ on another webpage.



Now it's your turn to look for information online.

3 Read and complete. Use the Internet to find information about animals.



- 1 My question: \_\_\_\_\_
- 2 My key words: \_\_\_\_\_
- 3 Name of website: \_\_\_\_\_
- 4 Information on this website: \_\_\_\_\_

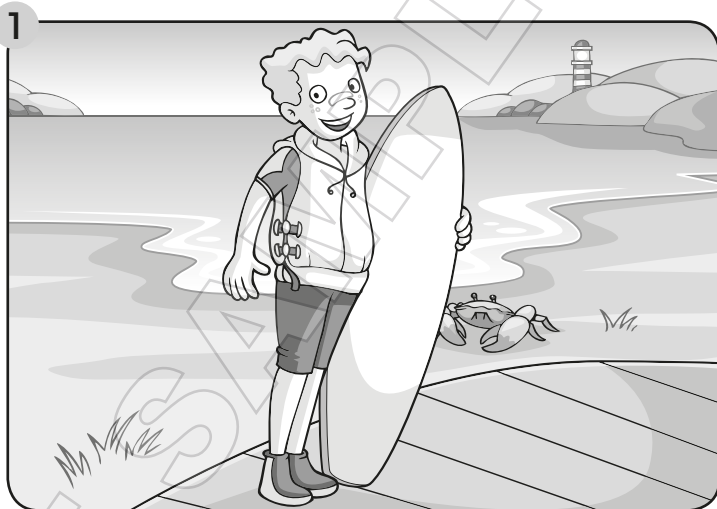
**1**  **Thinking skills** Order the letters and write. Match.

- 1 frusbadro  
\_\_\_\_\_ surfboard
- 2 samk  
\_\_\_\_\_
- 3 file kectaj  
\_\_\_\_\_
- 4 depdal  
\_\_\_\_\_
- 5 kesnlor  
\_\_\_\_\_
- 6 pifplres  
\_\_\_\_\_



- 7 twetusi  
\_\_\_\_\_
- 8 melthe  
\_\_\_\_\_
- 9 sumiwsti  
\_\_\_\_\_
- 10 yakak  
\_\_\_\_\_
- 11 ratwe-isks  
\_\_\_\_\_
- 12 levsog  
\_\_\_\_\_

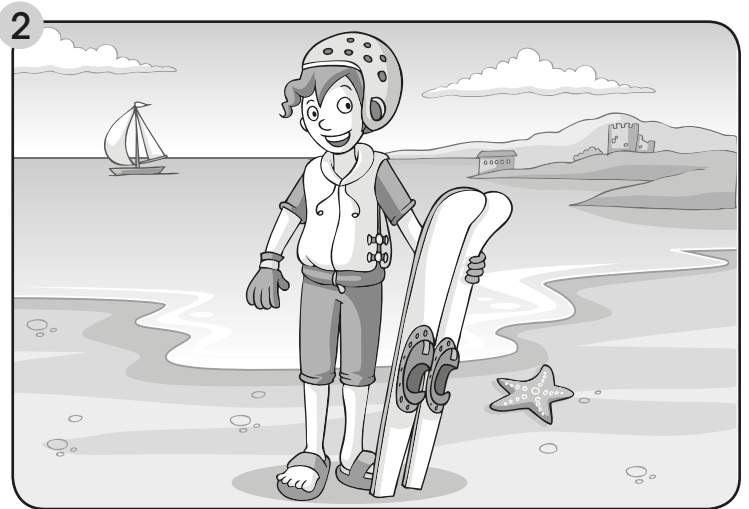
**2** Look and write.



He's wearing a wetsuit and a life jacket.

He's got a \_\_\_\_\_.

He's ready to \_\_\_\_\_.



She's \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

1 Complete the sentences in the grammar table.

isn't aren't watch going to go am play tomorrow

1 I	_____	going to	_____ football	on Monday.
2 He	_____	going to	go sailing	_____.
3 We	are	_____	_____ swimming	next week.
4 They	_____	going to	_____ TV	tomorrow.

2 What are the children going to do tomorrow? Look and write.

1



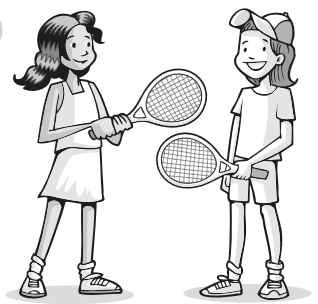
2



3



4



- 1 He's going to play football \_\_\_\_\_.
- 2 They \_\_\_\_\_.
- 3 \_\_\_\_\_.
- 4 \_\_\_\_\_.

**Remember!**  
We use *going to* when we talk about our plans.

3 Write about your plans. Ask and answer. **Talk Partners**

- 1 *I'm going to* \_\_\_\_\_.
- 2 *I'm not going to* \_\_\_\_\_.
- 3 \_\_\_\_\_.
- 4 \_\_\_\_\_.
- 5 \_\_\_\_\_.
- 6 \_\_\_\_\_.



I'm going to visit my grandparents tomorrow. I'm not going to play football next week. What are you going to do?

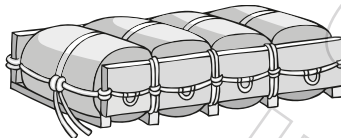


12-72-4-8

**After you read**

**1 Read and complete the puzzle. What's the mystery word?**

- 1 The children tie the plastic bottles to the wood with this.
- 2 They must paddle the rafts around this object.
- 3 Dad sits on this material.
- 4 The children help this person.
- 5 These plastic objects are under the raft.
- 6 The race begins and finishes here.



1	r	o	p	e		
2						
3						
4						
5						
6						

The mystery word is \_\_\_\_\_.

**2 Listen and circle the eight mistakes. Listen again. Write the correct words.**



## Our Adventure Blog *by Lily, Josh and Ravi*

In this adventure, we enter a bike race. Mum enters the race, too. We build a raft with some plastic bags and some wood. We tie the bottles to the wood with paper, but Dad doesn't use rope. We paddle slowly. Dad has problems because his raft is sinking. We help Dad get back to the lighthouse. At the end of the race, Dad is wet and angry and he wants to go swimming.

- 1 \_\_\_\_\_ raft      2 \_\_\_\_\_      3 \_\_\_\_\_      4 \_\_\_\_\_  
 5 \_\_\_\_\_      6 \_\_\_\_\_      7 \_\_\_\_\_      8 \_\_\_\_\_

**3 Thinking skills** Read and complete. What do you think?

- 1 The story is funny / boring / sad / interesting / exciting / scary.
- 2 My favourite frame in the story is number \_\_\_\_ because \_\_\_\_\_.
- 3 I give the story \_\_\_\_\_ stars. ★ ★ ★ ★ ★



76-32-4-72-44

1 Look, read and circle.

1



He swims badly / slowly / well.

2



She rollerblades well / quickly / badly.

3



He plays football loudly / quietly / slowly.

4



She cycles badly / quickly / slowly.

2 Order the words in the grammar table. Write the sentences.

1 loudly.	sing	I
2 You	slowly.	walk
3 cycles	He	quickly.
4 well.	They	dance

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

3



Read and answer. Ask and answer. **Talk Partners**

- 1 What do you do well? I \_\_\_\_\_.
- 2 What do you do quickly? \_\_\_\_\_
- 3 What do you do quietly? \_\_\_\_\_
- 4 What do you do loudly? \_\_\_\_\_
- 5 What do you do slowly? \_\_\_\_\_

I swim very well.  
What about you?

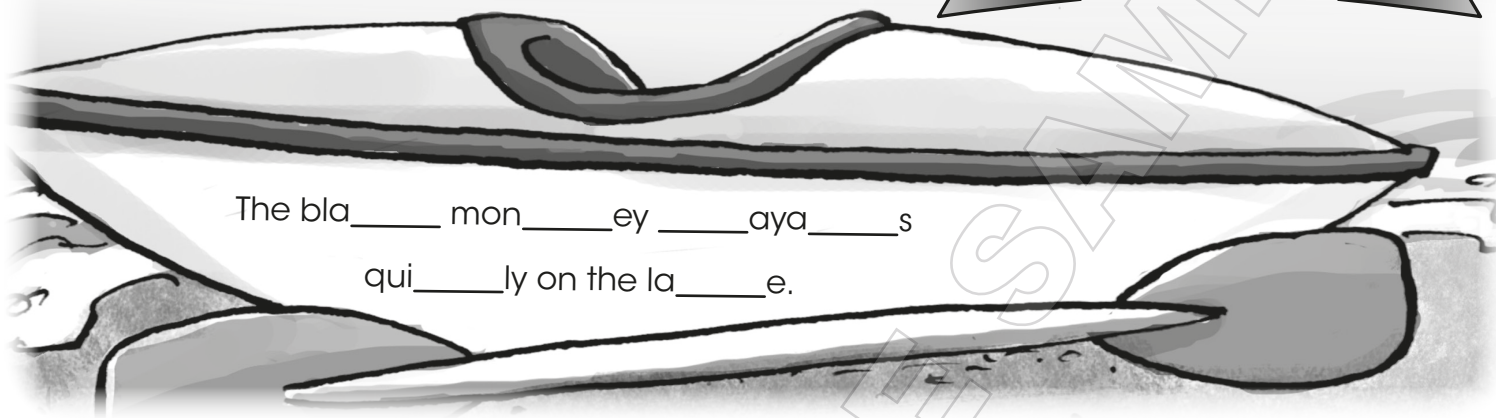


92-32-4-48-20



Speak and spell

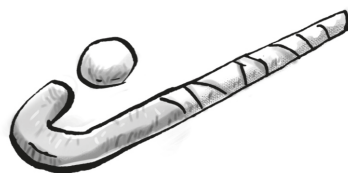
1 Complete and say.



The bla\_\_\_\_ mon\_\_\_\_ey \_\_\_\_aya\_\_\_\_s  
qui\_\_\_\_ly on the la\_\_\_\_e.

2 Find and circle the words. Classify and write.

w h o c k e y e r o c k e j m b l a c k t g



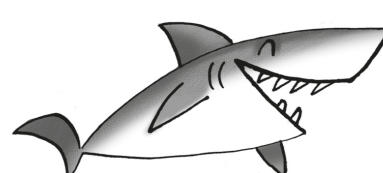
ck  
hockey

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



k

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

s k s h a r k r k i t e e b a c k s n a k e

3 **Talk Partners** Test your friend. Ask and answer.



How do you spell snake?

S-N-A-K-E.

That's right. Well done!



CODE! 76-20-4-48



## Literacy Text type: a letter

### After you read

#### 1 Read and order the letter.

a There are lots of exciting sports to try. First, I'm going to play volleyball because that's my favourite sport.

b How are you? I'm very happy because I'm going to go to a sports camp with my friends tomorrow. The camp is in the middle of a beautiful forest and I can do sport all day.

c See you after the camp.  
Love,  
Robert xxx

d 95 Sun Road  
Newtown  
NT1 8BN  
15th March

e Finally, I'm going to go mountain biking in the forest with my friends. I can't wait!

f Dear Grandma and Grandad,

g Next, I'm going to go kayaking. The lessons are on a lake and I need to wear a life jacket and a helmet.

#### 2 Read and write the answers.

1 When's Robert going to go to the sports camp?

He's going to go to the sports camp tomorrow.

2 Where's Robert going to go kayaking?

He's \_\_\_\_\_.

3 Where's Robert going to go mountain biking?

\_\_\_\_\_

4 How many sports is Robert going to do?

\_\_\_\_\_



16-60-48-64-32-36-56



Plan your writing

1  **Cooperative learning** Work with a friend. Plan your letter. Make notes.

- 1 What type of camp is it? \_\_\_\_\_
- 2 When are you going to go? \_\_\_\_\_
- 3 Where is it? \_\_\_\_\_
- 4 What three activities are you going to do? \_\_\_\_\_  
\_\_\_\_\_



2 Use your notes to write a letter to a friend.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dear \_\_\_\_\_,

I'm very happy because I'm going to go to \_\_\_\_\_

\_\_\_\_\_. It's \_\_\_\_\_.

There are lots of exciting sports to try. First, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

See you after the camp!

Love,

\_\_\_\_\_

Share and check

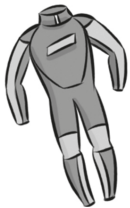
3 Read your letter with a friend. Write a tick (✓) or a cross (X).

- The address is in the correct place.
- The information is in the correct order.
- The date is in the correct place.
- I use *First*, *Next* and *Finally* to order my activities.

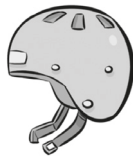


80-84-72-80-48-20

1 Listen and write the equipment you need.



wetsuit



helmet



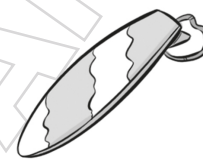
harness



rope



paddle



surfboard



life jacket

1 BUNGEE JUMPING

---



---



---

2 ZORBING

---



---

3 RAFTING

---



---



---

4 SAND SURFING

---



---

2 Explore the Internet with your teacher. Do the New Zealand web quest.



1 How many main islands has New Zealand got? \_\_\_\_\_

2 What's the highest mountain in New Zealand called? \_\_\_\_\_

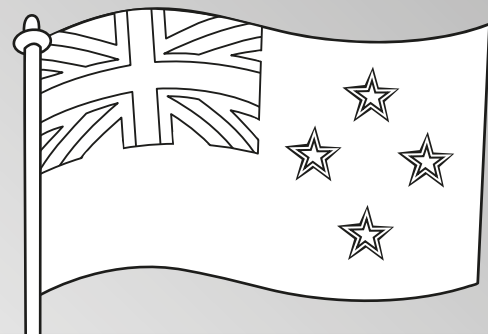
3 What's the capital city of New Zealand? \_\_\_\_\_

4 What colours are the New Zealand flag?

Colour the flag.

5 What's the weather like in New Zealand today?

---



3 Find out more. Investigate more outdoor activities that you can do in New Zealand. What's the most popular sport in New Zealand?



76-68-84-36-16

# Ready, Steady, Go!



Can you beat the clock?

**Cooperative learning** Work with a friend to do the quiz.

1 Write the equipment you need to go water-skiing.

\_\_\_\_\_

2 Write the equipment you need to go snorkelling.

\_\_\_\_\_

3 Remember the song in Pupil's Book Lesson 1. What are the children going to do?

Ravi is going to \_\_\_\_\_.

Lily \_\_\_\_\_.

Josh \_\_\_\_\_.

4 Read and answer.

What are you going to do tomorrow?

I \_\_\_\_\_.

What's your friend going to do tomorrow?

My friend \_\_\_\_\_.

5 How do you do these activities?

swim I swim quickly.

sing \_\_\_\_\_

rollerblade \_\_\_\_\_

6 Where's Luke in this unit? \_\_\_\_\_

7 Break the code to find out where Luke goes next.

**CODE!** 4-84-76-80-72-4-48-36-4 \_\_\_\_\_



**Thinking skills** Think about your work in this unit. Read, circle and write.

**My progress** My work in Unit 6 is excellent / good / OK.

Now I can \_\_\_\_\_.

My favourite lesson in Unit 6 is \_\_\_\_\_.

because \_\_\_\_\_.



**CODE!** 76-20-4-32-60-72-76-20  
\_\_\_\_\_

# Staying safe

1 Look and write. Listen and check. Repeat.



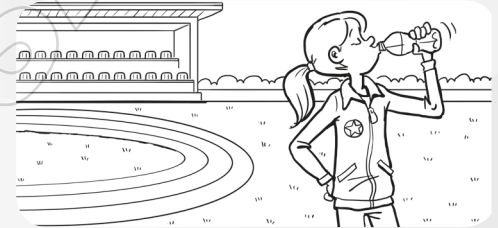
warm up drink plenty of water wear knee pads  
wear sun cream wear goggles follow the rules



1 wear sun cream



2



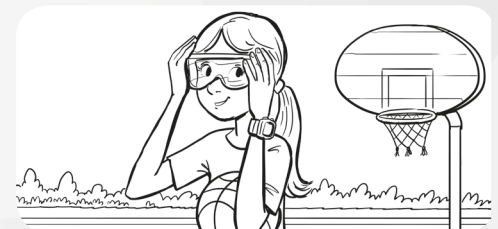
3



4



5



6

2 Listen and complete the notes.



## Safe skateboarding

- 1 You must always wear a helmet.
- 2 It's also a good idea to wear \_\_\_\_\_.
- 3 Pads protect your elbows and your \_\_\_\_\_.
- 4 You mustn't skate on the \_\_\_\_\_.
- 5 Never ride behind a \_\_\_\_\_.



Think about a sport that you do.  
What do you do to stay safe?

3 Read and answer. Ask and answer. **Talk Partners**

- 1 What sports do you do? \_\_\_\_\_.
- 2 What do you wear? \_\_\_\_\_.
- 3 What do you do to stay safe? \_\_\_\_\_.

# Treasure islands

## Investigate

1 Make notes about your island.



Name of the island: \_\_\_\_\_

Where is it? \_\_\_\_\_

What natural things can you see on the island? Tick (✓).

- |        |                          |              |                          |           |                          |         |                          |             |                          |
|--------|--------------------------|--------------|--------------------------|-----------|--------------------------|---------|--------------------------|-------------|--------------------------|
| cliffs | <input type="checkbox"/> | a beach      | <input type="checkbox"/> | mountains | <input type="checkbox"/> | a cave  | <input type="checkbox"/> | rocks       | <input type="checkbox"/> |
| a lake | <input type="checkbox"/> | a rainforest | <input type="checkbox"/> | a volcano | <input type="checkbox"/> | a river | <input type="checkbox"/> | a waterfall | <input type="checkbox"/> |

Others: \_\_\_\_\_

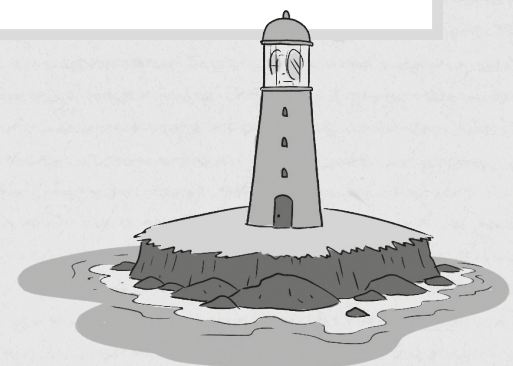
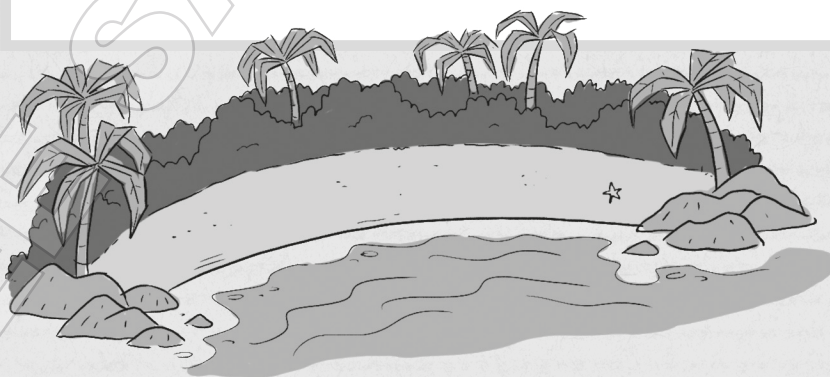
What man-made things can you see on the island? Tick (✓).

- |          |                          |        |                          |           |                          |        |                          |              |                          |
|----------|--------------------------|--------|--------------------------|-----------|--------------------------|--------|--------------------------|--------------|--------------------------|
| a bridge | <input type="checkbox"/> | a road | <input type="checkbox"/> | a village | <input type="checkbox"/> | a port | <input type="checkbox"/> | a lighthouse | <input type="checkbox"/> |
|----------|--------------------------|--------|--------------------------|-----------|--------------------------|--------|--------------------------|--------------|--------------------------|

Others: \_\_\_\_\_

Would you like to live on the island? \_\_\_\_\_

Why? \_\_\_\_\_



**1** Make notes about your treasure map.

Name of the island: \_\_\_\_\_

Natural things on the island: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Man-made things on the island: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The treasure is \_\_\_\_\_

\_\_\_\_\_

**Think about your project**

**2** **Cooperative learning** Think about your project. Read and circle.

	★	★★	★★★
1 Now we know ...	a little information about islands.	some information about islands.	a lot of information about islands.
2 Our map ...	has some natural things.	has some natural and man-made things.	has some natural and man-made things and is exciting.
3 Our classmates ...	say the game is OK.	say the game is good.	say the game is fantastic.
4 We work together ...	badly.	well.	very well.