

# Guess! What!

Home Booklet **6**

**Julieta Hernández Rodríguez**



**CAMBRIDGE**  
UNIVERSITY PRESS

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10:30



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# INTRODUCTION

## About the booklet

**Guess What! Home Booklet** has interesting and fun activities, including cross-curricular topics (CLIL), designed to encourage children's curiosity about the world, while they learn to communicate in English. It also provides opportunities for children to develop their social skills by exploring values and emotions, as well as the basic competences necessary in Primary Education, following the National Curriculum for the teaching of English in Spanish primary schools.

## The characters

In Levels 5 and 6, Jane and Harry will learn English with the children throughout the units while they develop life skills and will invite them to reflect on their own emotions in a Class Chat.



## Common European Framework and Cambridge English

**Guess What! Home Booklet** has been written to coincide with the Common Reference Levels of the Common European Framework (CEF), and with the three levels of Cambridge English: Young Learners.

GUESS WHAT! LEVELS	COMMON REFERENCE LEVELS OF THE COMMON EUROPEAN FRAMEWORK (CEF)	CAMBRIDGE ENGLISH: YOUNG LEARNERS
1, 2 and 3	Towards Level A1	Cambridge English: Starters
4, 5 and part of 6	Level A1	Cambridge English: Movers
6	Towards Level A2	Cambridge English: Flyers

For further information, please see: [www.cambridgeenglish.org](http://www.cambridgeenglish.org)

# LETTER TO THE FAMILY

Dear Family,

Welcome to **Guess What! Home Booklet**, the games booklet for you and your child to revise English in a fun way at home, and to show you what your child has learnt in class. The booklet is organised into nine different topics.

We invite you to take part in your child's experience of learning English. You don't need to have a good level of English to do this. It is your support and enthusiasm that will keep your child motivated.

You can find this letter translated into different languages and the answer key to the **Guess What! Home Booklet** here: [www.cambridge.es/guesswhat](http://www.cambridge.es/guesswhat)

We hope you and your child have fun in English with **Guess What! Home Booklet!**

Your child's English teacher

# VISUAL MAP

A different **study skill** and **life skill** is presented in every unit and highlighted for your child to know what templates he/she could use to learn.

This activity practises **vocabulary and grammar** through a different study strategy in every unit. This will help your child to **learn to learn**. You can ask your child to think of other subjects where this study skill template could be useful.

SPACE

**SPACE MISSION** Jane is going to take part in the 'Space Mission' play at school. Look and complete the circle map.

What is Jane going to be in the play?  
An a \_ \_ \_ \_ \_ t

What is she going to wear?  
s \_ \_ c \_ \_ s \_ \_ t

Where is she going to work?  
s \_ \_ c \_ \_ t    s \_ \_ c \_ \_ t

What is she going to see?  
s \_ \_ f \_ \_    the m \_ \_ n  
p \_ \_ n \_ \_ s

**RESPONSIBILITY** Read the comic and write true (T) or false (F).

I am going to go for some water from the machine. would you like some?

Yes, please.

Here you are. Look, we are together in the space laboratory scene.

I know! I learned scene 5 last week. We must learn it by Friday! Don't you know your lines?

Oh... well, yes... well, no... not yet.

And you wanted me to go to the cinema with you this evening? Harry!

Harry wanted Jane to go to the cinema with him in the evening.

Harry knows his lines for scene 5.

Harry and Jane are in the space laboratory scene together.

**Do you think Harry is being responsible? What about Jane?**

**FUN AT HOME**

- Tell your family three things you think the astronaut in the play is going to see.
- Do a circle map about what you are going to be when you are older.

27

This activity develops **life skills** through situations featuring our main characters in a **comic strip**. These will be relevant and familiar to your child and will help him/her identify with the characters.

At the bottom of each page, you will find the **Fun at home** section. It suggests simple ideas for you and your child to communicate in English.

The second page includes a **reading text** and a **comprehension activity** focusing on different text types that your child is supposed to be able to read throughout his/her Primary Education, and are linked to cross-curricular (CLIL) topics.

A different **reading strategy** is highlighted for your child to be aware of what he/she is learning.

The third page includes a **guided writing activity** for a different type of text that follows the model of the reading text.

The **text type** is highlighted.

**Get Ready!** boxes give **guided preparation steps** for your child to follow before writing.

### MEET MY PLANET

Read and choose the correct words in the playscript.

**Date:** 3rd April 2018  
**Play:** Space Mission  
**Scene:** Meet my planet  
**Setting:** Mars emergency landing  
**Actors:**  
 • Jane as Astronaut Professor Jones  
 • John as Martian Zonk  
 • Harry as Professor Smith at Space station (voice only)

### Scene 1

**PART 1**  
 Astronaut: *[very nervous voice]* I am going to land! This is an emergency! *[Sound effects – crashing noise]*  
 Space Station: *[loud voice]* We can't hear you!

**PART 2**  
 Martian: *[metallic, friendly voice]* Hello!  
 Astronaut: *[confused voice]* Is that you Professor Smith?  
 Martian: *[smiling]* My name is Zonk. Who are you?  
 Astronaut: I am Professor Jones. I am on a research trip to Mars but my spacecraft / space station crashed.  
 Martian: Oh, welcome to Mars!  
 Astronaut: *[really surprised]* Are we in Mars / Pluto?  
 Martian: *[very happy and proud]* Yes, this is Mars, the fourth planet / satellite from the Sun and the second smallest / biggest in the solar system / moon!  
 Astronaut: *[energetic and confident]* I know... – and Jupiter is the biggest one!  
 Martian: Very good! And what planet are you from?  
 Astronaut: I'm from the Earth / Saturn.  
 Martian: Oh, but you only have one moon / sun there!  
 Astronaut: That's right!  
 Martian: I would like to visit Jupiter, it's got 63 moons / orbits!!  
*[They stand up and continue chatting...]*

### CREATIVE WRITING WORKSHOP

Write the playscript for Scene 2 in the 'Space Mission' play.

**GET READY!**

- Read Scene 1 again and think about the next scene. ✓
- Think about where the scene takes place. ✓
- Decide which actors are going to participate. ✓
- Write the dialogue. ✓

### CLASS CHAT

Enthusiasm Read and write a comment about feeling enthusiasm.

15:35

Guys, you were great at the rehearsal! 👍

Thank you Harry! 😊 What was your favourite part?

I really liked when the spacecraft crashed. 🚀

It was very realistic. And I loved your energy when talking to the martian! 🤖 You talked like a real professor!

### ARE YOU A FUN KID?

Read and tick.

**Now I know...**

- how to organise information in a circle map.
- how to be responsible.
- how to write a playscript.

### Writing tips

- Remember to write notes to indicate to actors how they say each line, what they are doing, sounds effects, etc.

**FUN AT HOME**

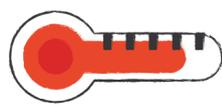
– Read the play to your family and ask them for suggestions.

This activity works on **emotional competence**. Your child will be able to recognise different emotions with the help of Jane and Harry, who write their comments in a class chat where your child participates with a personal comment. Encourage your child to talk about each emotion after writing a comment and discuss positive ways to handle it.

This is a **self-evaluation activity**. Your child reads the **Now I know...** statements and ticks the box if that statement is true to him/her. Ensure your child values his/her own progress.

**Writing tips** help your child with suggestions to write each type of text.

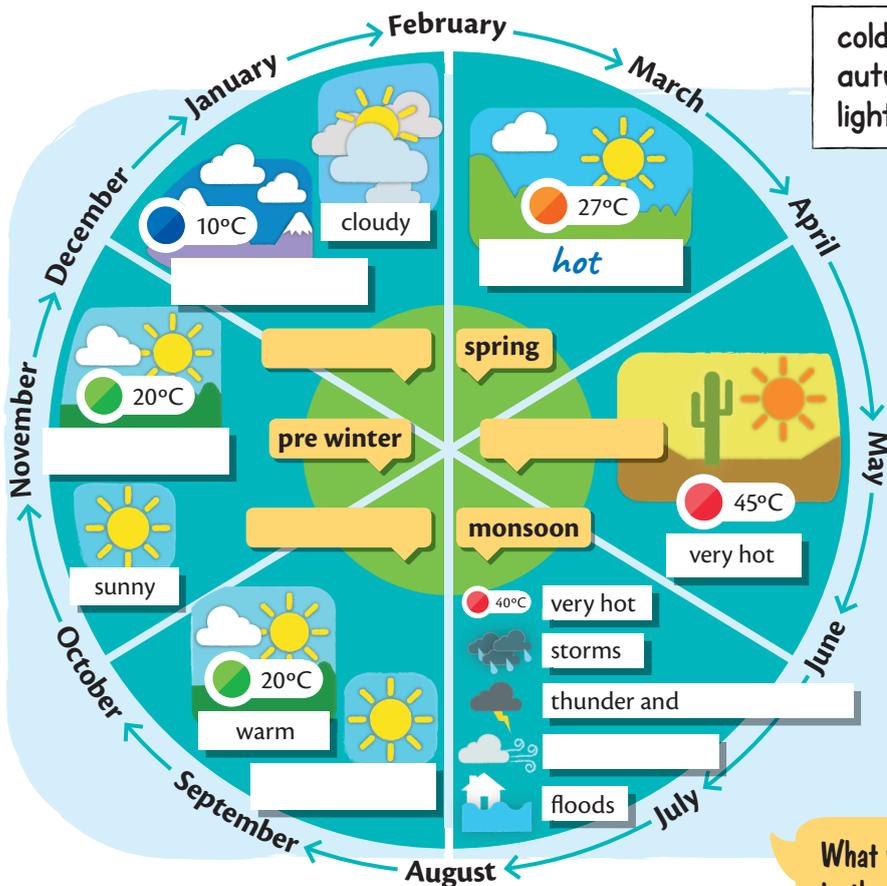
# SEASONS AND WEATHER



**Study skills:**  
a cycle circle  
**Life skills:** planning

## INDIAN HOLIDAY

Jane went to India in the summer holidays. Look and complete the weather information for each season in the cycle circle.



cold	<del>hot</del>	winter
autumn	windy	sunny
lightning	warm	summer



What was the weather like in the monsoon season?

## PLANNING



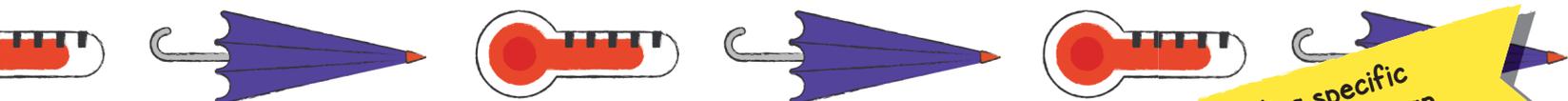
Read the comic and write true (T) or false (F).



- Jane showed Harry photos of the drought in India.
- When Jane and her family arrived, they had to drive through the floods.
- The monsoon started in June.
- They travelled to India in the Indian summer.

## FUN AT HOME

- Play a guessing game about the weather in India. One person describes the weather and the other person says the season.
- Choose where you would like to go on holiday with your family and find out about the weather in that place.

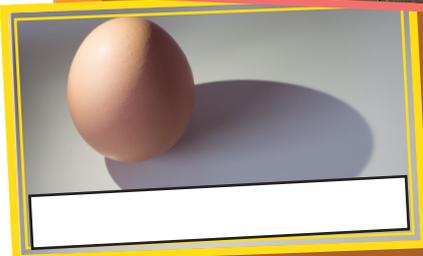
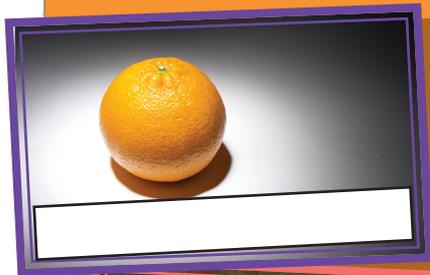


## SHADOWS AROUND US

Read the invitation and match the titles with the photographs.

Finding specific information in an invitation

- Light from above
- Light from the right side
- Light from the left side
- Light from behind



### EVENT

## The School Art Gallery invites you to SHADOWS AROUND US

An exhibition presenting photographs from local school students studying the effect of light on everyday objects.

### OPENING

Friday 22th of September, 2017 - Friday 7th October, 2017  
From 5.00 pm to 7.00 pm

### WHERE

Joan James Gallery  
34 Main Street  
CB2 1TQ Cambridge

### CONTACT US

(tel) +44 0223 675432  
(email) yourlocalartscentre@ylac.co.uk  
(web) www.yourlocalartscentre.co.uk

### ADDITIONAL INFORMATION

The exhibition is free.  
Come and have a fresh juice and snacks with us and admire the work of students in our community.

RSVP

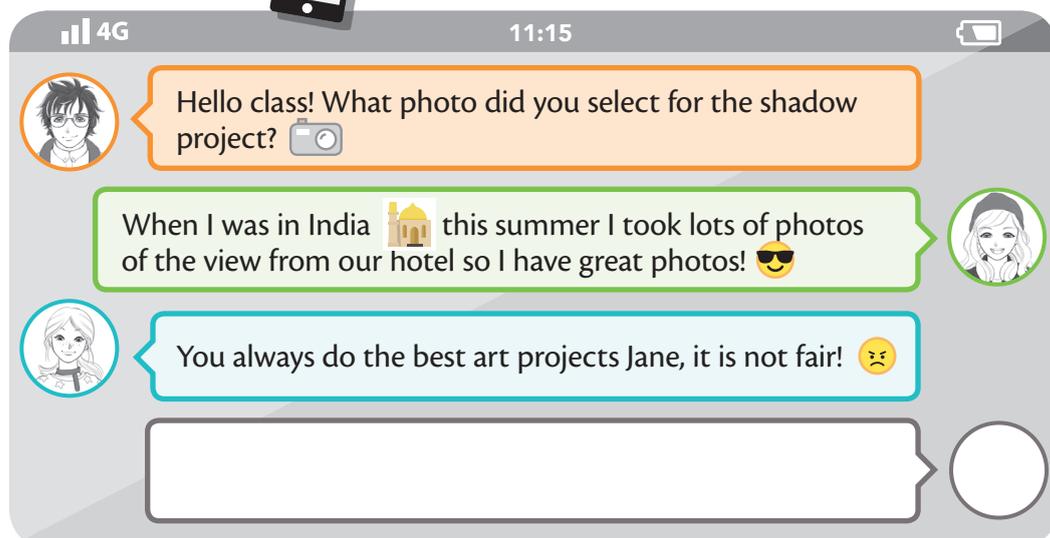


## CLASS CHAT

Envy

Read and write a comment to help Sally manage her envy.

RSVP stands for a French phrase, *Répondez, S'il Vous Plaît*, which means 'Please reply'.

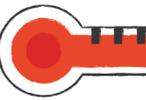
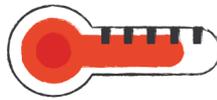


Encourage people to think about what they do well.

### FUN AT HOME

- Take a photo of the same object with light coming from different places and compare the shadows.

# SEASONS AND WEATHER



## CREATIVE WRITING WORKSHOP

Write an invitation to an art exhibition.

### GET READY!

- Think about what the exhibition is about. ✓
- Write some information about the exhibition. ✓
- Decide on the time, date and place. ✓
- Give other important information (price, contact details, etc.). ✓
- Draw or look for some images for your invitation. ✓
- Write a title for each picture. ✓

#### EVENT

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#### OPENING

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#### WHERE

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#### CONTACT US

(tel) \_\_\_\_\_ (email) \_\_\_\_\_

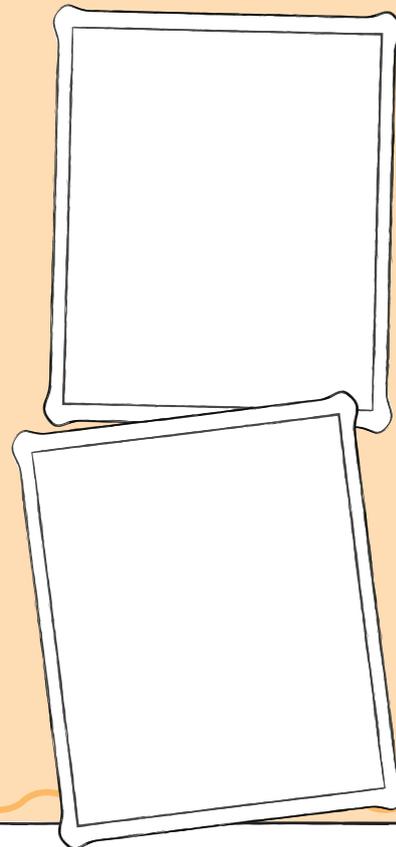
(web) \_\_\_\_\_

#### ADDITIONAL INFORMATION

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## ARE YOU A FUN KID?

Read and tick.

Now I know...

- how to use a circle map to learn about weather.
- how to plan actions.
- how to write an invitation.



### Writing tips

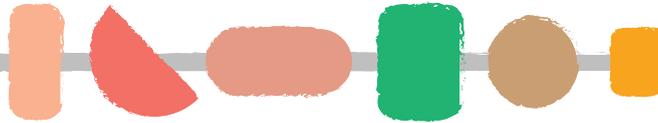
- Remember to use abbreviations such as RSVP, pm, etc.



### FUN AT HOME

- Read your invitation to your family and think of different names for the exhibition photos together.
- Look for an art exhibition to go with your family.

# CAMPING



Study skills: a step ladder chart  
Life skills: organisation skills

## SMART PACK

What do you need to go camping? Read the packing instructions and complete the step ladder chart. Then look and number the camping items.

light things  
things outside  
outside pockets

suitable pack  
heavy things

### PACKING INSTRUCTIONS

Finally, attach the tent  and the blanket .

Then, put in what you need to use frequently:  
a map  and a torch .

Next, put in what you need to eat:  
a bowl , a plate , and a cup .

First, put in what you need to sleep and drink:  
sleeping bag  and water bottle .

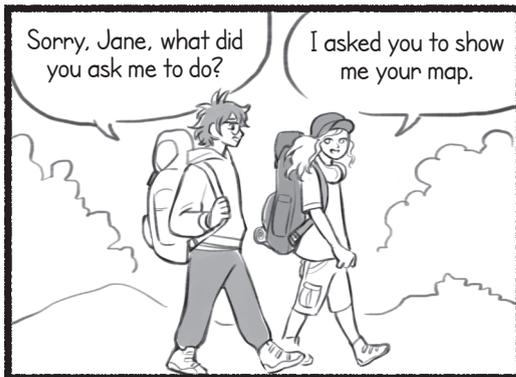
Choose the correct size rucksack .



## ORGANISATION SKILLS

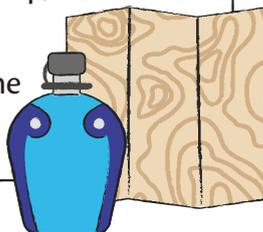
Life skills

Read the comic and complete the sentences.



Jane wanted Harry \_\_\_\_\_ her his map, but Harry forgot \_\_\_\_\_ his map.

Harry \_\_\_\_\_ Jane \_\_\_\_\_ him some water because he \_\_\_\_\_ his water bottle.



## FUN AT HOME

- Make a packing list of what you need to take to school tomorrow. Then make a step ladder chart with the steps you need to follow to pack.



## CAMPING FOOD

Read the recipe and match the sentences with the estimations.

Following the steps in a recipe

1 metre = 100 centimetres  
1 kilogram = 1,000 grams  
1 litre = 1,000 millilitres

### GRILLED CHICKEN WITH HERBS

Serves: 8 • Time: 55 mins • Difficulty: easy



#### Ingredients



Fresh herbs

100 ml of olive oil



750g of chicken

Salt



#### Utensils

A bowl



16 skewers about 30 cm long

A round grill about 60 cm diameter



#### Steps

- 1 Cut the chicken into pieces of 2 cm x 2 cm.
- 2 Mix the olive oil and the fresh herbs in a bowl and leave for 10 minutes.
- 3 Heat the grill on an open fire with a bit of olive oil for about 10 minutes.
- 4 Put about five pieces of chicken on each skewer.
- 5 Finally grill the skewers for about 5 minutes or until they are done.

It is more than half a kilogram but less than a kilogram. 750 g

It is longer than 50 centimetres but shorter than 1 metre. \_\_\_\_\_

It is less than a quarter of a litre. \_\_\_\_\_

It is less than half a metre. \_\_\_\_\_

## CLASS CHAT

### Disappointment

Read and write a comment to help Jane handle disappointment.



Hi guys, did you have a nice camping holiday? 📸

Yes, it was great! 👍 We had lovely weather and we met a lot of friends.



I did a barbecue for our new friends, but I cooked the chicken for too long and it got burnt! They had to invite us to dinner in the end! 😞

\_\_\_\_\_



## FUN AT HOME

- Cook the recipe next time you go camping with your family.
- Estimate the quantities of the ingredients you need to make an omelette.

# CREATIVE WRITING WORKSHOP

Write a camping recipe.

A recipe

GET READY!

- Choose a recipe. ✓
- Think about the ingredients and utensils you need. ✓
- Estimate the quantities. ✓
- Write the steps. ✓



RECIPE

SERVES

TIME

DIFFICULTY

INGREDIENTS

UTENSILS

STEPS

PHOTO



## ARE YOU A FUN KID?

Read and tick.

Now I know...

- how to use a step ladder chart to learn how to pack.
- how to stay organised.
- how to write a recipe.



## Writing tips

- Remember to use abbreviations when writing time and measurements.



## FUN AT HOME

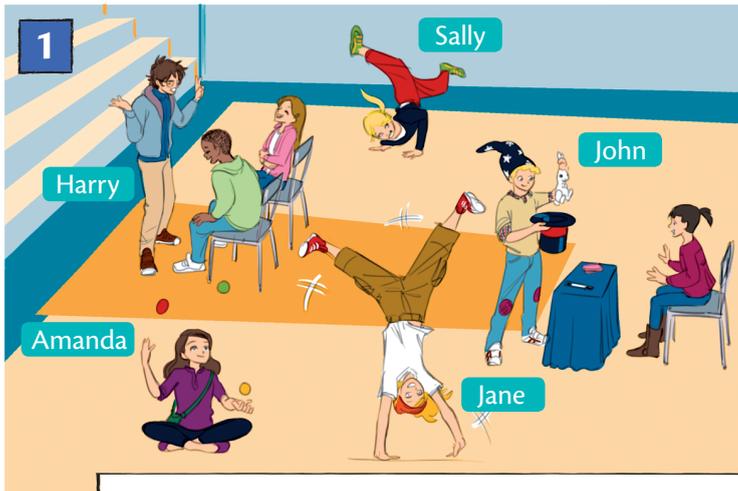
- Cook your recipe and invite your family to eat it.

# TALENT SHOW

Study skills:  
a bridge map  
Life skills:  
perseverance

## 'WHO'S GOOD AT?' PARTY

Read, look and complete the bridge maps.



~~doing cartwheels (x2)~~   juggling (x2)   doing tricks (x2)   street dancing (x2)   telling jokes (x2)

**1**

Jane \_\_\_\_\_ as Harry \_\_\_\_\_ as John \_\_\_\_\_ as Amanda \_\_\_\_\_ as Sally \_\_\_\_\_  
 is the best at                      is the best at                      is the best at                      is the best at                      is the best at

*doing cartwheels*                      \_\_\_\_\_                      \_\_\_\_\_                      \_\_\_\_\_                      \_\_\_\_\_

**2**

John \_\_\_\_\_ as Jane \_\_\_\_\_ as Harry \_\_\_\_\_ as Amanda \_\_\_\_\_ as Sally \_\_\_\_\_  
 is worse than                      is worse than                      is worse than                      is worse than                      is worse than

Jane \_\_\_\_\_ Harry \_\_\_\_\_ Amanda \_\_\_\_\_ Sally \_\_\_\_\_ John \_\_\_\_\_  
 at                      at                      at                      at                      at

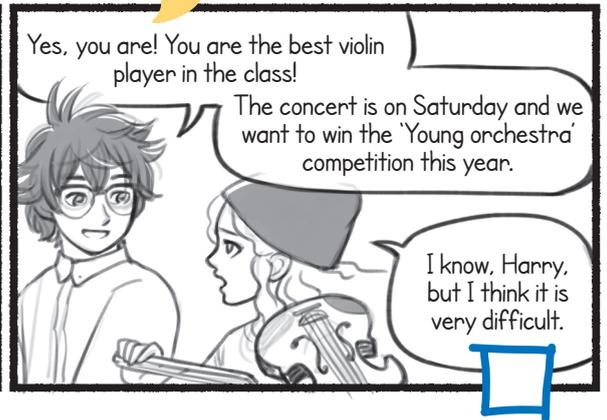
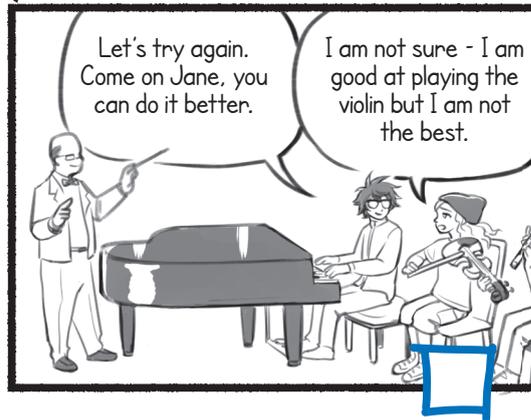
*doing cartwheels*                      \_\_\_\_\_                      \_\_\_\_\_                      \_\_\_\_\_                      \_\_\_\_\_

## PERSERVERANCE

Life skills

Read and put the comic in the right order.

How is perseverance shown in this comic strip?



## FUN AT HOME

- Make a bridge map with the talents in your family showing who is the best at what. Then make medals for the best at each category.

## SCHOOL OLYMPICS

Read the sports review and write the words.

stamina speed strength balance

Understanding specific details in a sports review

We were at the IV School Olympics in our city. There are four categories: Running, Skating, Acrobatics and Street Dancing.



### Running

Jane Wilson came first in the running competition. Her \_\_\_\_\_ was spectacular! Last year's winner Lisa Smith won the second prize. She wasn't very happy about this.



### Skating

Another surprise was the amazing \_\_\_\_\_ of the new student, John Smith, in the skating category. He stood on one leg for most of the performance!



### Acrobatics

All participants showed their \_\_\_\_\_ in the acrobatics category. The seven children human tower from Year 6 got the first prize.



### Street Dancing

And what about the great \_\_\_\_\_ of the street dancers? They had the longest performance of the show and there wasn't a single mistake. They were superb!

Congratulations to all winners and keep the good work!

## CLASS CHAT

### Confidence

Read and write a comment to help Lisa feel confident.



Well done Jane and Lisa! 🍷 You did great at the School Olympics! 🏅

Thanks Harry. 😊 It was very close, wasn't it, Lisa?



I did so badly! 😞 I don't think I am going to participate next year. I am not good at running anymore!

Come on, Lisa! You are a very good runner.



## FUN AT HOME

- Say who was the best at the running competition.
- Think of other sports where you need to have stamina, strength, balance and speed.

# TALENT SHOW

## CREATIVE WRITING WORKSHOP

Write a competition review.

A competition review

GET READY!

- Think about the type of competition you want to write about. ✓
- Think about the categories of the competition. ✓
- Write who did best for each category and explain why. ✓
- Write a positive closing line. ✓

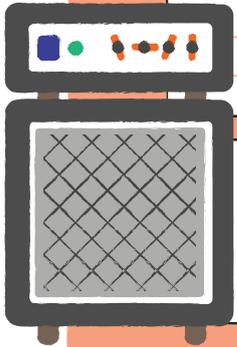
### INTRODUCTION

### CATEGORY 1

### CATEGORY 2

### CATEGORY 3

### CLOSING LINE



## ARE YOU A FUN KID?

Read and tick.

Now I know...

- how to use a bridge map to make comparisons.
- how to be perseverant.
- how to write a competition review.



## Writing tips

- Remember to use *best at/better than* when comparing.



## FUN AT HOME

- Organise a competition at home and write a review pretending to be a journalist.

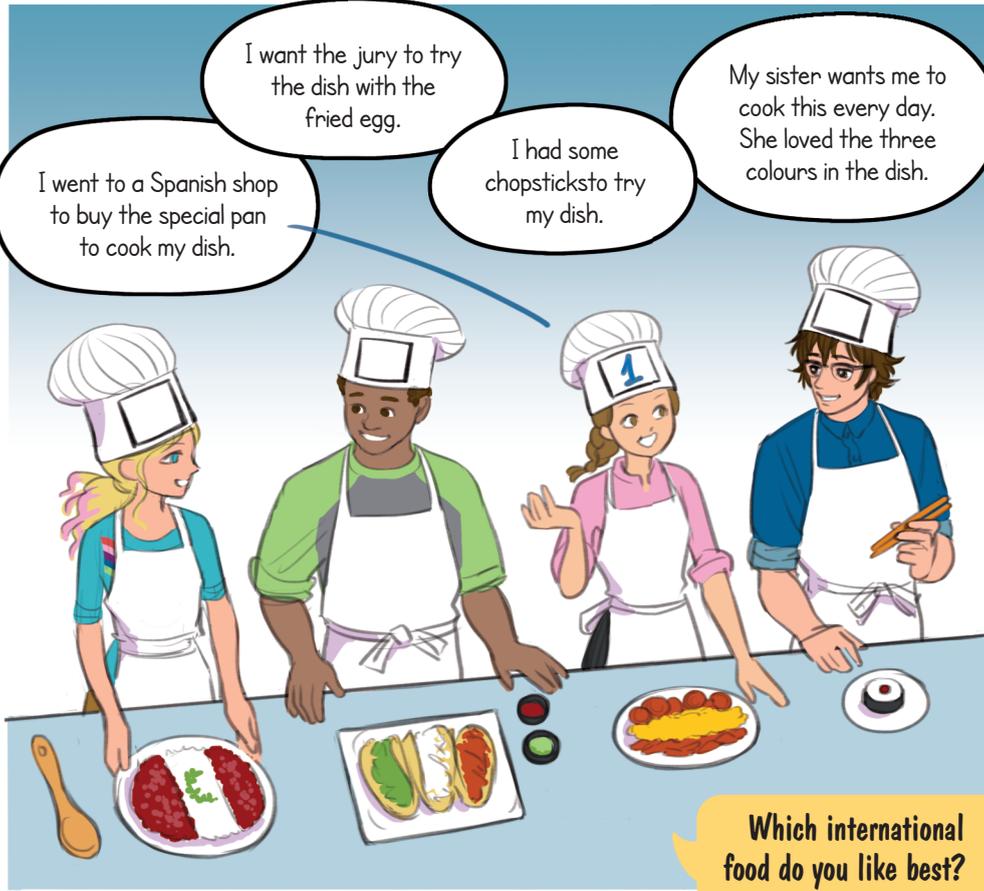
# INTERNATIONAL FOOD



**Study skills:**  
visual summary cards  
**Life skills:**  
diversity

## INTERNATIONAL CHEF'S COMPETITION

Who says what? Look and match. Then look and complete the visual summary cards and number the chef hats.



**Country:** S *pai* n  **1**  
**Dish:** Paella  
**Ingredients:** r \_\_\_\_\_ e, chicken, v \_\_\_\_\_ s   
**Chef:** Mary

**Country:** Japan  **2**  
**Dish:** S \_\_\_\_\_ i  
**Ingredients:** f \_\_\_\_\_ h, rice   
**Chef:** Harry

**Country:** P \_\_\_\_\_ u  **3**  
**Dish:** Rice and beans  
**Ingredients:** rice, b \_\_\_\_\_ s   
**Chef:** Jane

**Country:** Mexico  **4**  
**Dish:** T \_\_\_\_\_ s  
**Ingredients:** t \_\_\_\_\_ s, cheese, meat, vegetables   
**Chef:** Paul

## DIVERSITY

**Life skills**

Read and put the comic in the right order. Then answer the questions.



What did Jane want Harry to do? \_\_\_\_\_  
Did Harry want to try a new dish at first? \_\_\_\_\_  
Was he surprised when he tried the stew? \_\_\_\_\_

## FUN AT HOME

- Look for an international recipe and cook it for your family.
- Make a food card. Use the examples above to help you.

# INTERNATIONAL FOOD



## WE ARE WATER

Find the words in the water drop puzzle. Then read the explanations and write the words.

Understanding key information in an explanatory text

brain  
humans  
skin  
blood  
perspiration

## Why we need water



All \_\_\_\_\_ need water to live. We can go for weeks without food, but only three days without water!



**WATER HELPS OUR BRAIN**  
Our \_\_\_\_\_ needs water to think. More than 70% of our brain is water.

Remember: it is very important to drink 6-8 glasses of water every day to be healthy.



**WATER HELPS OUR BLOOD**  
Our \_\_\_\_\_ needs water to move around the body. When we run or do sports we need a lot of water.

**WATER HELPS OUR BODY WITH PERSPIRATION**  
When it is very hot we have to drink more water because we lose it through our \_\_\_\_\_; this body water is called \_\_\_\_\_. If we don't drink water, we can feel tired and have headaches.



## CLASS CHAT

### Irritation

Read and write a comment to help Harry feel less irritated.



Hello, where are you all? 😡 You wanted us to meet in the library at 4.00 and it's 4.15 and there's nobody here! I'm tired 😫 and I have got a headache 🤕.

I am at home Harry. Sorry, I missed the bus and it was too late to go. 😞



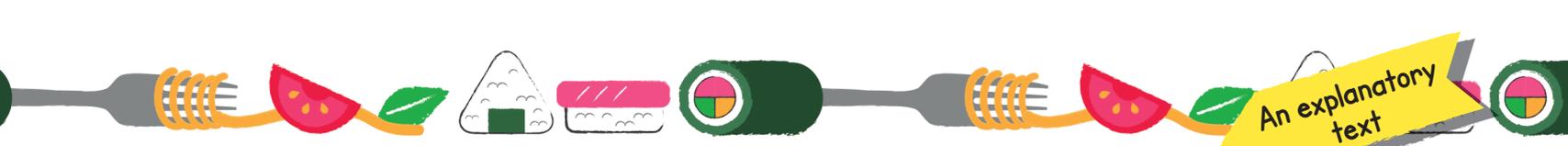
Sorry, I had a doctor's appointment and I had to wait. 🙄



Why do you think Harry is irritated?

## FUN AT HOME

- Keep a record of the water each person in your family drinks and put it on the fridge to remind everyone to drink at least 6-8 glasses a day.



An explanatory text

# CREATIVE WRITING WORKSHOP

Write an explanatory text about why we need food.

**Title**

**STATEMENT**

**REASON 1**

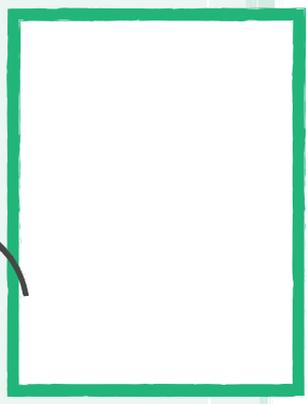
**REASON 2**

**REASON 3**

**CONCLUSION**

**GET READY!**

- Read the explanatory text in the reading section and think why food is important for humans. ✓
- Search for information in an encyclopedia or on the Internet. ✓
- Write three different reasons in the different sections, with a different heading each. ✓



## ARE YOU A FUN KID?

Read and tick.

Now I know...

- how to organise food information in visual cards.
- how to appreciate diversity.
- how to write an explanatory text.

**Writing tips**

- Remember headings must be short and clear:  
*We need food to live*  
*We need food to grow*  
*We need food to keep healthy*

**FUN AT HOME**

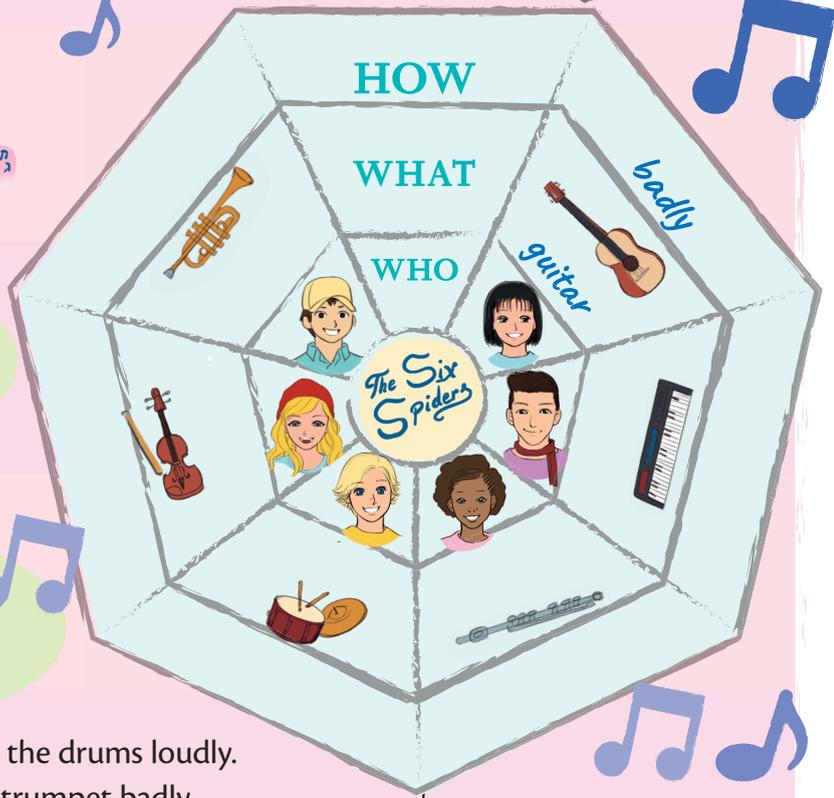
- Write a list of suggestions about healthy eating on the fridge, next to the water consumption summary.



Study skills:  
a spider map  
Life skills:  
teamwork

## 'THE SIX SPIDERS' PRACTICE

Look at the band, read the sentences and complete the spider map.



Lucy plays the guitar badly.  
John plays the keyboard beautifully.  
Jane plays the violin quickly.

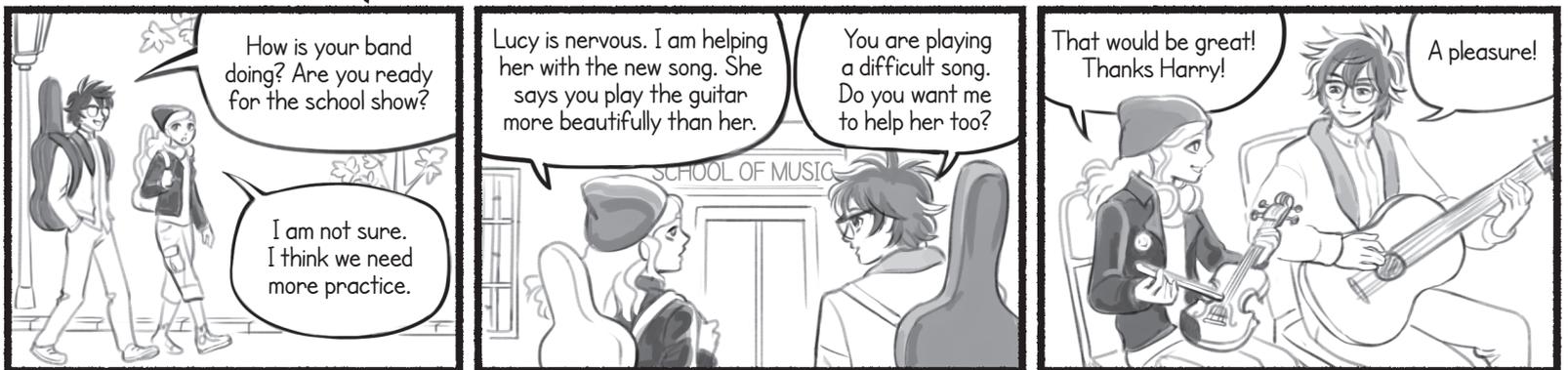
Mathew plays the drums loudly.  
Jack plays the trumpet badly.  
Suzy plays the flute quietly.

Do you play any instrument?

## TEAMWORK

Life skills

Read the comic and write the sentence.



Harry  
than  
more  
plays  
beautifully  
Lucy  
the guitar

## FUN AT HOME

- Look at the 'The Six Spiders' practice activity. Say who plays what instrument and how they play it.
- Talk with your family and decide who speaks more loudly and more quietly at home.

Understanding key information from a comic story

# SHOW TIME

Read the comic story and write the words.

vibrate high string pitch thin quickly beautifully

Look, I am making the string tighter so it makes a higher \_\_\_\_\_.

And I am using \_\_\_\_\_ strings that \_\_\_\_\_ quickly and make a \_\_\_\_\_ sound.

That's what we need for our competition song!

You play \_\_\_\_\_ John!

Thanks Lucy! But look at the time, it is my alarm!!

Let's go to the school show! It's at 5.00!

Let's go this way.

Careful, Harry, there's an ambulance driving \_\_\_\_\_!

Thanks Lucy! That was a loud sound!!

# CLASS CHAT

Relief

Read and say how you feel about what Lucy says.

4G 16:50

Where are you all!!!!? 😞 The school show starts in 10 minutes!!!! 😞

I am coming in, can you see me? Hello! 🙋

And I am behind you girls! 😊

But where is Lucy? 😞

Sorry guys! 🙏 I am coming with Harry! He almost got run over by an ambulance! But he is OK. No worries! 👍

How do you think the band feels about what happened to Harry?

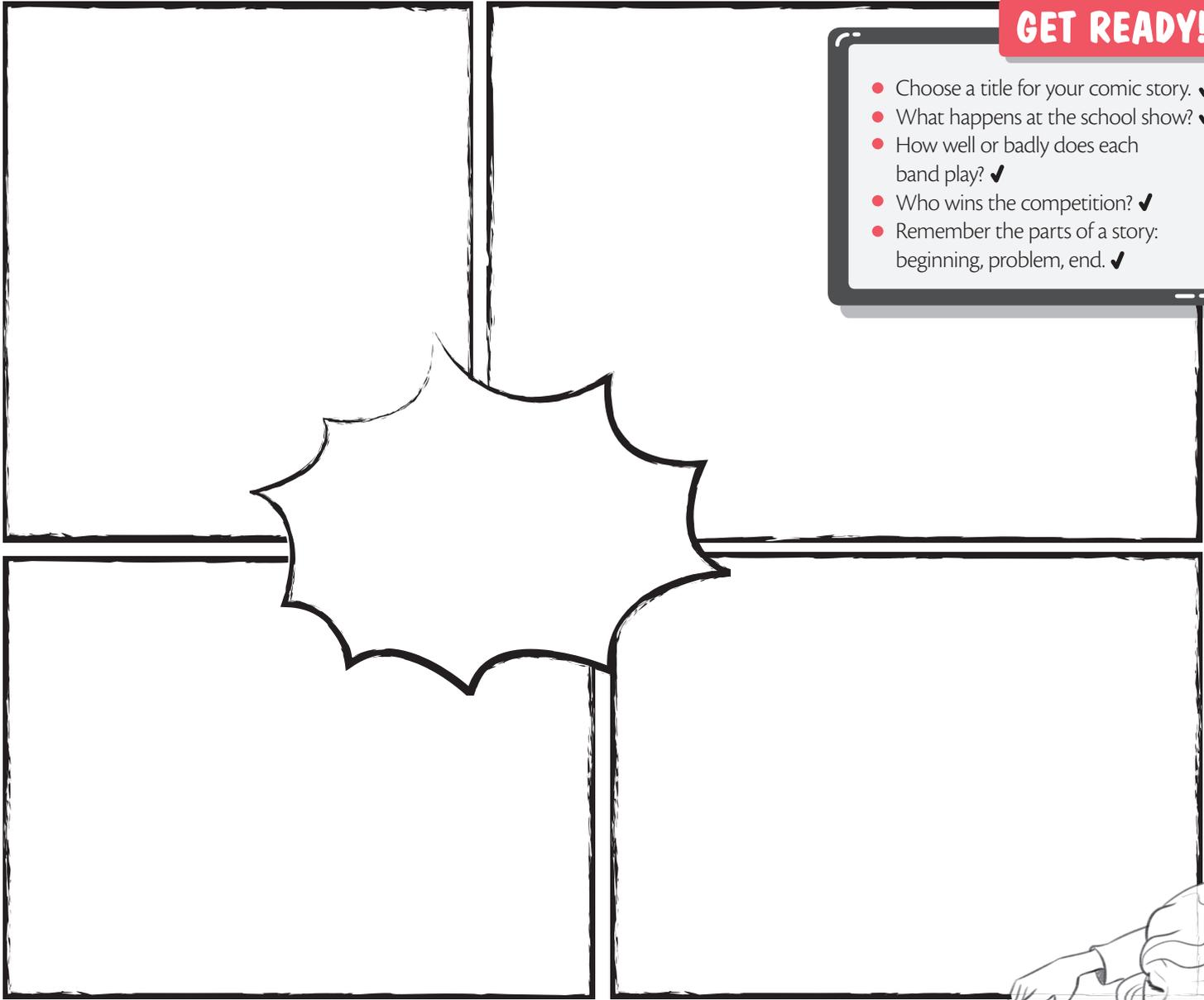
# FUN AT HOME

- Make a list of other things that make high and loud sounds.



## CREATIVE WRITING WORKSHOP

What do you think happens next at the school show?  
Continue the comic story in the Reading section.



### GET READY!



- Choose a title for your comic story. ✓
- What happens at the school show? ✓
- How well or badly does each band play? ✓
- Who wins the competition? ✓
- Remember the parts of a story: beginning, problem, end. ✓



### ARE YOU A FUN KID?

Read and tick.

Now I know...

- how to learn about instruments in a spider map.
- how to work as a team.
- how to write a comic story.



### Writing tips

- Remember to use adverbs (*badly, beautifully, loudly, quietly, etc.*) when you describe the band's performance.



### FUN AT HOME

- Do a fun music competition at home and give prizes to loud, quiet, quick and slow sounds.



# NOW AND THEN

## PAST AND PRESENT

Look, read and complete the timeline.

Study skills:  
a timeline  
Life skills:  
creative thinking

### Information Technology timeline

n \_\_\_\_\_

e \_\_\_\_\_

l \_\_\_\_\_

e \_\_\_\_\_

o \_\_\_\_\_

g \_\_\_\_\_

From 1960



From 1980



You could read the news every day.

You could look for information in these books.

You could write these to your friends and family.

You could send them from a computer.

You could play these on a computer.

e- \_\_\_\_\_

t \_\_\_\_\_

m \_\_\_\_\_

w \_\_\_\_\_

From 1990



What could and couldn't you do in the 1960's?

You could have lots of books here.

You could send them from your phone.

You could search for information from a computer.

## CREATIVE THINKING

Life skills

Read the comic and complete the conversation.

It is amazing that people couldn't search for information in \_\_\_\_\_ in the 1980's!

I know, and what about \_\_\_\_\_ messages! They could only send \_\_\_\_\_ to each other!

I think inventors of all these things were very \_\_\_\_\_

They probably work really hard too!

I want to \_\_\_\_\_ something new one day.

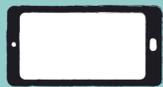
couldn't letters creative  
websites text invent

Children can go to museums in 2100 and read about what you \_\_\_\_\_ do in 2018!

That would be great!

## FUN AT HOME

- Ask your parents what they could and couldn't use when they were your age.
- Imagine you are in the 1960's. Write a letter to your grandparents about your school day telling them what you used to search for information.



Understanding specific information in a registration form

## MUSEUM WORKSHOPS

Read and fill in the registration form to participate in workshops at the museum. Then match the photos to the workshop title.

www.royalhistorymuseum.com/workshops/primarysources

### PERSONAL INFORMATION

Name

Address

City

Post code

Country

Telephone

Email

### OTHER INFORMATION

What exhibition did you visit today?

Medieval instruments

The History of News

Pre-historic tools

### Who did you come with?

My school

My family

By myself

Other

### PRIMARY SOURCES WORKSHOPS

Please number in order of preference (1-4).

**Jewellery in Ancient Egypt**  
Find out what jewellery was made of in Ancient Egypt!

**Uses of tools in Egyptian times**  
Do you know what Egyptians used as tools? Come and find out!

**Roman statues**  
You can learn who made lots of Roman statues and why they made them.

**History of board games**  
Come and play and discover lots of board games from the past!

### SUGGESTIONS

## CLASS CHAT

Curiosity

Read and write a comment about feeling curiosity.

4G
18:10

Did you like the museum exhibition?

I loved it! 😊 Did you fill in the registration form? I did!

Yes, I did. Which workshops did you tick?

All of them! I really like history! 💖

I didn't fill in the form. I don't like history, it's boring! 😴

Are you curious to find out things about the past?

## FUN AT HOME

- Talk to your family about primary sources that you have visited in museums in the past.
- Think about the primary sources for information technology.

## CREATIVE WRITING WORKSHOP

Write a registration form for two workshops at a museum.

### GET READY!

- Choose a name for your museum. ✓
- What is the registration form for? ✓
- What details do you need to know? ✓
- Remember the parts of a form. ✓

NAME OF MUSEUM

PERSONAL INFORMATION

WORKSHOPS

OTHER INFORMATION

SUGGESTIONS



### ARE YOU A FUN KID?

Read and tick.

Now I know...

- how to organise information in a timeline.
- how to be creative.
- how to write a registration form.



### Writing tips

- Remember to check for spelling and grammar. Registration forms should look neat and clean.



### FUN AT HOME

- Tell a family member to fill in your registration form above.
- Select a museum to go with your family to find out about primary sources.

# THE ENVIRONMENT

Study skills:  
a tree map  
Life skills: initiative

## THINK GREEN

Look and complete the tree map.

### ECO-FRIENDLY WEEK

We should...

We shouldn't...

recycle paper,  
g\_ \_ \_ s  
and metal

waste  
e\_ \_ c\_ r\_ \_ \_ t\_ \_  
and gas

use solar power  
and w\_ \_ \_ d  
power

use less  
w\_ \_ \_ \_ r  
in the  
shower

use a lot of  
w\_ \_ e\_ \_  
in a bath

reuse plastic  
b\_ \_ \_ s

throw away  
p\_ \_ \_ s\_ \_ \_ c  
bags

Let's help the environment.

## INITIATIVE

Life skills

Read and put the comic in the right order. Then write the words in the banner.



R\_ \_ \_ \_ \_



R\_ \_ \_ \_ \_



R\_ \_ \_ \_ \_



## FUN AT HOME

- Make the three R's signs for your house.
- Organise an 'Eco-friendly week' with your family and give a prize for the 'greenest' of all.

# WE ARE GREEN BLOG

Read and complete the section in the blog about recycling glass.

Understanding specific information in a blog



www.wearegreenfunktids.co.uk

## we are green

ABOUT US   REDUCE   REUSE   **RECYCLE**

### Introduction

Glass is a very unique material. You can recycle it again and again and again... BUT you should also reduce the use of glass using fewer bottles, and reuse it as many times as possible.

→ **What do you know about recycling glass bottles and jars?**

- 1 After using our **asgls glass** bottles and jars we should put them in glass recycling **njsb** \_\_\_\_\_.
- 2 Big lorries come and take them to a **clYGinerc** \_\_\_\_\_ centre. There, they sort them by colour.
- 3 A big **nehiamc** \_\_\_\_\_ breaks the glass into small pieces and another one mixes these pieces with **dsna** \_\_\_\_\_.
- 4 These pieces go into a furnace, a very hot oven. The mix of sand and glass **stelm** \_\_\_\_\_ and becomes liquid. Then they make new bottles.

**Remember: Recycling glass uses less energy and it is better for the **eneivnmortn** \_\_\_\_\_.**

**WE ARE NERGE** \_\_\_\_\_

paper  
glass  
plastic  
metal

## CLASS CHAT

Surprise

Read, tick and write the comment you think is more surprising.

4G 13:30

Hey! I went to the Green Recycling Centre and saw all stages of the recycling process!!! 😊

Did you see everything they say in their blog?

And more! They give you lots of surprising facts. 😎

- Recycling one glass bottle saves enough energy to power a television for 20 minutes.
- Glass is 100% recyclable and can be recycled again and again without losing quality.
- Recycling all the glass in a year in a house saves enough energy to power a computer for five days.

## FUN AT HOME

- Find a recycling blog with your family and find out how other materials are recycled: paper, cardboard or metal.



### GET READY!



- Choose a recycling process: paper, cardboard, metal. ✓
- Research the recycling process of your choice. ✓
- Think of a title. ✓
- Write some opening lines. ✓
- Write the steps of the recycling process. ✓
- Draw or look for some pictures. ✓
- Write a closing paragraph. ✓

## CREATIVE WRITING WORKSHOP

Write a recycling blog.

(title/web route)

ABOUT US

REDUCE

REUSE

RECYCLE

### Introduction

---

---

---

### Steps

1 • \_\_\_\_\_

---

---

2 • \_\_\_\_\_

---

---

3 • \_\_\_\_\_

---

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4 • \_\_\_\_\_

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(Closing line)

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## ARE YOU A FUN KID?

Read and tick.

### Now I know...

- how to compare information in a tree map.
- how to have initiative.
- how to write a recycling blog.



## Writing tips

- Remember to write the steps of the process in the correct order.



## FUN AT HOME

- Look for a recycling centre you can visit with your family.





## SPACE MISSION

Jane is going to take part in the 'Space Mission' play at school. Look and complete the circle map.

Study skills:  
a circle map  
Life skills:  
responsibility

What is Jane going to be in the play?  
An a \_ \_ \_ \_ \_ t

What is she going to wear?  
s \_ \_ c \_ s \_ \_ t

Where is she going to work?  
s \_ \_ c \_ c \_ \_ \_ t    s \_ \_ c \_ s \_ \_ t \_ \_ \_

What is she going to see?  
s \_ \_ r \_    the m \_ \_ n  
p \_ \_ n \_ \_ s

## RESPONSIBILITY



Read the comic and write true (T) or false (F).

Panel 1: Harry: "I am going to go for some water from the machine, would you like some?" Jane: "Yes, please."

Panel 2: Harry: "Here you are. Look, we are together in the space laboratory scene." Jane: "I know! I learned scene 5 last week. We must learn it by Friday! Don't you know your lines?"

Panel 3: Harry: "Oh... well, yes... well, no... not yet." Jane: "And you wanted me to go to the cinema with you this evening? Harry!"

- Harry wanted Jane to go the cinema with him in the evening.
- Harry knows his lines for scene 5.
- Harry and Jane are in the space laboratory scene together.

Do you think Harry is being responsible? What about Jane?



## FUN AT HOME

- Tell your family three things you think the astronaut in the play is going to see.
- Do a circle map about what you are going to be when you are older.

## MEET MY PLANET

Read and choose the correct words in the playscript.

Understanding specific information in a playscript

**Date:**  
3rd April 2018

**Play:**  
Space Mission

**Scene:**  
Meet my planet

**Setting:**  
Mars emergency landing

**Actors:**

- Jane as Astronaut Professor Jones
- John as Martian Zonk
- Harry as Professor Smith at Space station (**voice only**)



## Scene 1

### PART 1

Astronaut: *[very nervous voice]* I am going to land! This is an emergency! *[Sound effects – crashing noise]*

Space Station: *[loud voice]* We can't hear you!

### PART 2

Martian: *[metallic, friendly voice]* Hello!

Astronaut: *[confused voice]* Is that you Professor Smith?

Martian: *[smiling]* My name is Zonk. Who are you?

Astronaut: I am Professor Jones. I am on a research trip to Mars but my spacecraft / space station crashed.

Martian: Oh, welcome to Mars!

Astronaut: *[really surprised]* Are we in Mars / Pluto?

Martian: *[very happy and proud]* Yes, this is Mars, the fourth planet / satellite from the Sun and the second smallest / biggest in the solar system / moon!

Astronaut: *[energetic and confident]* I know... – and Jupiter is the biggest one!

Martian: Very good! And what planet are you from?

Astronaut: I'm from the Earth / Saturn.

Martian: Oh, but you only have one moon / sun there!

Astronaut: That's right!

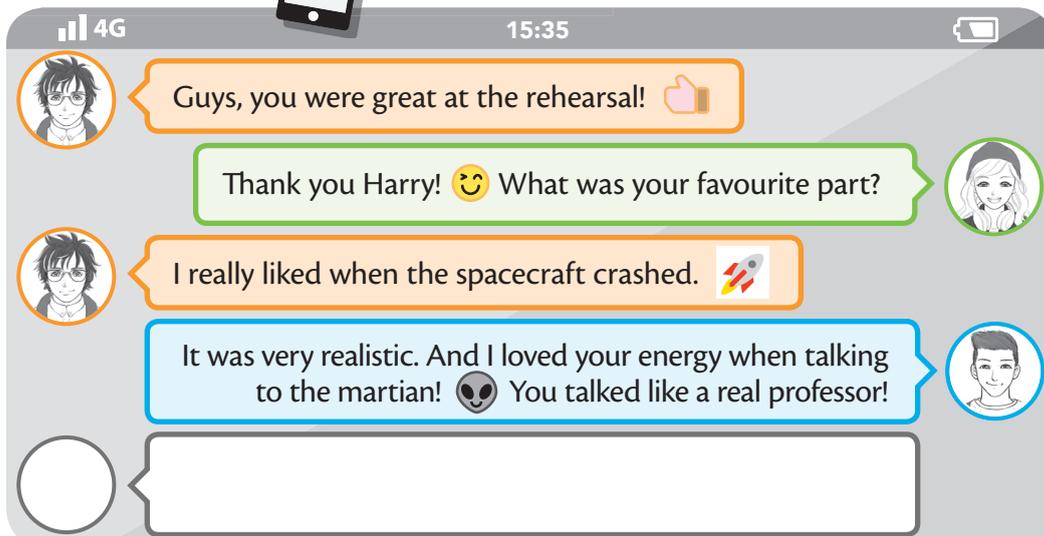
Martian: I would like to visit Jupiter, it's got 63 moons / orbits!!  
*[They stand up and continue chatting...]*



## CLASS CHAT

### Enthusiasm

Read and write a comment about feeling enthusiasm.



## FUN AT HOME

– Perform the scene with two other members of your family.

A playscript

GET READY!

# CREATIVE WRITING WORKSHOP

Write the playscript for Scene 2 in the 'Space Mission' play.

- Read Scene 1 again and think about the next scene. ✓
- Think about where the scene takes place. ✓
- Decide which actors are going to participate. ✓
- Write the dialogue. ✓

## Scene 2

PART 1

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PART 2

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DATE:

PLAY:

SCENE:

SETTING:

ACTORS:



### ARE YOU A FUN KID?

Read and tick.

Now I know...

- how to organise information in a circle map.
- how to be responsible.
- how to write a playscript.



### Writing tips

- Remember to write notes to indicate to actors how they say each line, what they are doing, sounds effects, etc.



### FUN AT HOME

- Read the play to your family and ask them for suggestions.

# CELEBRATIONS

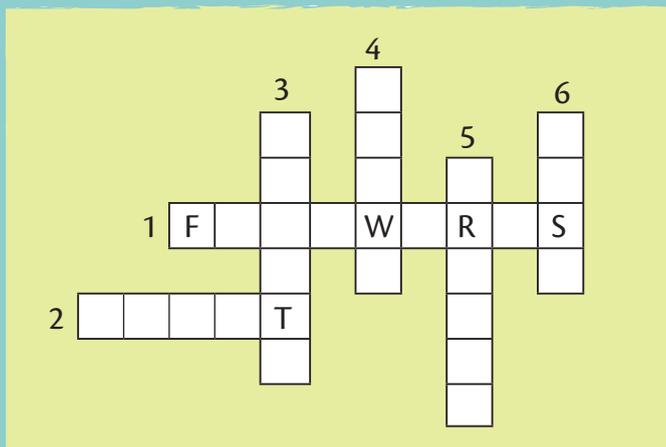
## SUMMER HOLIDAY

Read the clues, look at the picture and complete the crossword.

**Study skills:**  
a crossword  
**Life skills:** coping with stress



To the Summer Funfair



- 1 Those were the \_\_\_\_\_ which we shot at night.
- 2 This was the \_\_\_\_\_ which took us to the funfair.
- 3 That was the \_\_\_\_\_ costume which Jane made with old clothes.
- 4 That was the \_\_\_\_\_ costume which Harry wore for the party.
- 5 This was the \_\_\_\_\_ where we put the straw fireworks.
- 6 That is the \_\_\_\_\_ which Jane wore in the parade.

## COPING WITH STRESS



Read the comic and complete the sentences.



They saw the picture of the boy \_\_\_\_\_ chose the music for the show.

The dragon float was the float \_\_\_\_\_ won the medal.

The school playground was the place \_\_\_\_\_ they received their medals.

## FUN AT HOME

- Say and describe to your family the costume which Jane and Harry wore on the summer float.
- Write sentences with other celebration words and make a crossword for your family to find the words.

# HAVE A HEALTHY AND SAFE PARTY

Read and complete the health and safety instructions.

Understanding specific information to follow safety instructions

## WELCOME TO THE SUMMER FUNFAIR!

It is the end of the school year and we are going to have our summer party at school. We want everyone to enjoy but please, read the following health and safety instructions before your celebrations:

### PARADE

Be careful when you come down from the floats. \_\_\_\_\_ Don't run. Be patient!

### FOOD

There is lots of food in the \_\_\_\_\_ Please remember to try our international selection – you may be surprised you like new food!

### FIREWORKS

In the evening, there is the fireworks show. Remember that fireworks have gunpowder \_\_\_\_\_ inside them and also a \_\_\_\_\_ which make them very dangerous.



This year we have many different \_\_\_\_\_ in the fireworks so when the gunpowder \_\_\_\_\_ the show will be very colourful!



Thank you for coming and have a great summer!  
The school director

## CLASS CHAT

### Gratitude

Read and write a comment about what you are grateful for.



We are on holiday! 🎆 I am happy to go on holiday but I am sad to say goodbye. 😞

Yes! Me too! 😞 Thank you for all your help this year and for being such a fun friend, Harry! 😊



Learning together was really fun, thanks for that Jane. 😊

Empty text box for writing a comment.

## FUN AT HOME

- Make a list of safety instructions to put up at home.
- Make a list of all the things you are grateful for this year.



# CELEBRATIONS

## CREATIVE WRITING WORKSHOP

Write a safety poster for a party.

A safety poster

GET READY!

- Think about the party the poster is for. ✓
- Think about what recommendations you can give. ✓
- Look for or draw some pictures. ✓

TITLE

INTRODUCTION

SAFETY INSTRUCTIONS

CLOSING LINE

SIGNATURE



### ARE YOU A FUN KID?

Read and tick.

Now I know...

- how to learn about celebrations in a crossword.
- how to show gratitude.
- how to write a safety poster.



### Writing tips

- Remember to write the information in the correct part of the poster.



### FUN AT HOME

- Look for a summer funfair to go to with your family.
- Enjoy your holiday!