



## Song Worksheet 1

### Let's Go!

**1** Give pupils time to complete this activity on their own. Elicit that the two missing words in each verse of the song will rhyme with each other. Play the song so that pupils can check their answers. Then read out the completed song and explain any vocabulary that pupils don't understand.

#### Answers:

- 1 sea
- 2 be
- 3 land
- 4 sand
- 5 air
- 6 care
- 7 go
- 8 slow
- **2** Explain what pupils have to do. They should work in pairs and write three more verses for the song. Make sure they understand that they can either complete the verses given or use their own ideas. Elicit that the words at the end of the second and fourth lines in each verse should rhyme. Give pupils time to do the activity and provide them with any extra vocabulary that they ask for. If pupils want to, they can share their new verses with the class.

# Song Worksheet 2

## **Our Planet**

1 Pupils can do this activity in pairs or you could do it orally with the class. Before they start, play the recording of the song once, but do not explain any unknown vocabulary until after they have attempted Activity 1.

After you have gone over the answers to the activity, elicit or explain the meaning of any other words in the song that pupils don't understand.

### Answers:

- 1 forests
- 2 hear our call
- 3 oil. coal. wood/trees
- 4 in trouble
- 5 smoke
- **2** In pairs, pupils create a poster about an environmental issue. Give them time to decide what their poster will be about. Then give them any vocabulary that you think they might need. Pupils can decorate their posters with drawings or photos from websites or magazines.

# Song Worksheet 3

### **Gadgets Everywhere!**

**1** Give pupils time to do this activity on their own. Then play the recording of the song so that they can check their answers. Ask a different pupil to read each verse of the song aloud. The whole class can read out the chorus each time. Finally, explain any unknown vocabulary in the song.

#### Answer:

How many gadgets have you got? How many do you need? Isn't it time to think again? Where's it going to lead?

**2** You can do this activity orally with the class.

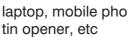
### Suggested answers:

MP3 player

hairdryer

**GPS** device

interactive whiteboard



laptop, mobile phone, digital camera,





# Song Worksheet 4 Food, Food, Delicious Food!

 Pupils can do this activity in pairs, or you could do it orally with the class. Before they start, play the recording of the song once, but do not explain any unknown vocabulary until after they have attempted Activity 1.

#### Answers:

- 1 boiled, steamed, roasted, fried
- 2 fries, chips
- 3 delicious
- 4 taste buds

Ask several pupils the question (*Have you tried any of the dishes mentioned in the song?*). If they have, ask whether they like these dishes, and whether they eat them often.

Pupils might want to know what *chow mein*, *couscous* and *chin chin* are. Explain that these are ethnic dishes that are described in Lesson 20 of the coursebook. *Chow mein* is a Chinese dish made with egg noodles. *Couscous* is a traditional dish from North Africa, and *chin chin* is a type of sweet pastry that is popular in Nigeria.

Before moving on to Activity 2, elicit or explain the meaning of any other words in the song that pupils don't understand.

Pupils can do this activity individually or in pairs. Give them any vocabulary that they ask for. You could also help them find rhyming words. Give them time to write their song. Then any pupils who want to can share their song with the class.

## Song Worksheet 5

### **Sports For You And Me**

Ask pupils to read the song silently. Encourage them to guess the word that fills each gap in the song. Then give them time to do the crossword in pairs. If pupils are finding this activity difficult, you could read out several clues and elicit the answers orally from the class. Go over the crossword and make sure that pupils all have the correct answers before they do the second part of the activity.

Pupils can then use the words from the crossword to complete the song. Remind them that they will be able to work out what some of the words should rhyme with. Play the recording of the song so that pupils can check their answers. Then explain the meaning of any other unknown vocabulary in the song.

