

Cambridge Primary  
Revise for Primary Checkpoint

# World English

Jennifer Peek



## Teacher's Handbook

# Contents

Introduction	4	<b>Section 2: Reading for meaning</b>	57
<b>Unit 1 Listening and speaking</b>	5	Stories	
<b>Section 1: Personal information</b>	5	Cartoon strips	
Key words and question words		<b>Section 3: Reading for detail</b>	61
<b>Section 2: Instructions and directions</b>	9	Advertisements	
Giving and following instructions and directions		Diary entries	
<b>Section 3: People, places and happenings</b>	13	<b>Section 4: Reading instructions</b>	64
Listening for the main points		Instructions	
Listening for detail		<b>Section 5: Reading an argument</b>	67
Telling a story		Arguments	
<b>Section 4: What do you think?</b>	17	<b>Section 6: Reading poems</b>	70
Recognising opinions		Poems	
Expressing opinions		<b>Section 7: Reading idiomatic expressions</b>	73
<b>Section 5: The short version, please!</b>	21	Idioms	
Key points and summaries		<b>Check your understanding</b>	76
<b>Section 6: Arguments</b>	24	<b>Unit 4 Use of English</b>	77
Arguing your viewpoint		<b>Section 1: Grammar</b>	77
<b>Check your understanding</b>	27	Asking questions	
<b>Unit 2 Writing</b>	28	Making suggestions	
<b>Section 1: Making new words</b>	28	Present simple tense: active and passive	
Plurals and word forms		Past simple tense: active and passive	
<b>Section 2: Tricky vowels</b>	31	The present continuous tense	
Spelling rules for vowels		The past continuous tense	
<b>Section 3: Tricky consonants</b>	34	Present perfect tense	
Spelling rules for consonants		Talking about the future	
<b>Section 4: Don't get confused!</b>	38	The first conditional (if clauses)	
Apostrophes and homophones		Prepositions that follow verbs	
<b>Section 5: Proofreading</b>	41	Reported speech	
Postcards		Modals	
<b>Section 6: Punctuation</b>	44	Adjectives and order of adjectives	
Different punctuation marks		<b>Section 2: Vocabulary</b>	90
<b>Section 7: Writing layouts</b>	47	Prepositions	
Paragraphs		Adverbs	
Reports and presentations		Nouns	
Stories		<b>Section 3: Sentence structure</b>	97
Invitations		Quantifiers	
Letters		Pronouns	
Emails		Clauses and connectives	
<b>Check your understanding</b>	53	Other sentence patterns	
<b>Unit 3 Reading</b>	54	<b>Check your understanding</b>	104
<b>Section 1: Reading for the main points</b>	54	Hints for revision	105
Newspaper reports		Revision Practice Test instructions	106
		Revision Practice Test	107
		Revision Practice Test Answers	112

# Introduction

## What is this book about?

The aim of the Teacher's Handbook is to help teachers work alongside learners who are revising for the Cambridge Primary Checkpoint tests. It accompanies the *Cambridge Primary Revise for Primary Checkpoint World English Study Guide*, which is a write-in revision aid for learners. This Teacher's Handbook clearly explains the revision exercises and activities in the Study Guide and suggests ways that these could be extended or differentiated to provide further support. Notes about misconceptions and things to look out for, as well as answers to the exercises in the Study Guide, are also provided in this Teacher's Handbook.

The Teacher's Handbook is divided into four main revision units, mirroring the units in the Study Guide: *Listening and speaking*, *Writing*, *Reading* and *Use of English*. Each unit is split into sections covering smaller subtopic areas, which are based on the learning objectives of the Cambridge Primary World English Framework. Each section ends with *Let's revise*, which provides linked revision ideas and a *Top tip*, which gives extra teaching ideas or notes for you to implement in the classroom. The *Let's Go* feature at the end of each section in the Teacher's Handbook includes a photocopiable worksheet that can be used for further revision or reinforcement of the language concepts.

Although the Study Guide is a write-in book, it will be useful to have other materials available for learners to use, including rough paper or notebooks, colouring pencils or pens, highlighters, whiteboard markers and sometimes internet access.

## Why is revision important?

Revision gives learners the opportunity to reinforce and reflect on what they have learned. It also helps learners to identify what they are secure with and what they do not know, and then to work on what they have forgotten or remain uncertain about. Revising means that language learning is extended and deepened. It is also a very real and tangible way for learners to see just how far they have progressed along their language-learning journey. Revision is not just about revisiting concepts to prepare for a test. Above all, it is a self-reflection exercise. It is an opportunity to discover strengths and identify areas of uncertainty. As such, it should not be approached as a limited, one-method-suits-all process, because all learners have different strengths and weaknesses.

Revision should be a collaborative process between learners and teachers. Emphasise that it is okay to make mistakes, especially when revising. When working through the Study Guide with learners, frequently ask them to provide extra examples of language points. Encourage learners to always be honest with themselves and with you as their teacher. Make sure that they understand it is okay to acknowledge when they are not sure about something and to seek help or clarification. Sometimes, even after additional support, a learner may still not fully understand something, such as a grammar point, in which case you might need to go back a few steps in their learning to help them unpack what it is that they don't understand, or to undo any misconceptions that may have formed. In this way, you can produce bespoke explanations or examples for individuals to help move their learning forward.

# Unit 1

# Listening and speaking

## Section 1: Personal information



Study Guide pages 5–7



Audio 1.1, 1.2



Key skills: Recognising question words; identifying main points; understanding details; making notes; giving a short talk.

## Key words and question words

### Study Guide (pages 5–7)

### Learn

- This information explains the function of key words and question words in English. Before reading the definitions with the class, ask learners to share their ideas about what key words and question words do.
- Ask volunteers to tell you any question words that they know and write them on the board. It may be useful to tell learners to think about the 'w' questions: *who, what, when, where* and *why*.

### Try this

- This is a listening exercise.
- Play *Audio 1.1* from the online resources at [www.hoddereducation.co.uk/cambridgeextras](http://www.hoddereducation.co.uk/cambridgeextras). Learners listen to a conversation between two people and make notes to answer questions about it in a table. The notes relate to the 'w' questions. Learners need to identify who is speaking, what they want to do, why they want to do it, when and where they will do it, and any other information.
- It is always useful to play the audio recordings for listening exercises at least twice. Tell learners to read the questions before playing the audio recording. Explain to learners that they should not try to write anything at all on the first listen. Then, on the second listen, they can make notes.
- Play the audio recording again for a third time, or more for extra support, and allow time at the end for learners to look at their notes, and add or change anything before going through the answers as a class.
- When reviewing the answers, you can play and pause the audio recording in relevant places to highlight the information for consolidation. You may wish to complete the next *Practise* activity before going through both sets of the answers, as both activities relate to this audio recording.

### Answers

Question	Answer
Who is speaking?	A boy (Sesh Goudry)
What do they want to do?	Enter a race / a swimming race / the Meadow Bridge race
When will this happen?	10 November (tomorrow) 8 a.m.
Where will this happen?	Meadow Bridge
Why do they want to do it?	To show people they are as fast as any adult
What other information did you hear?	Any answers from: Sesh is 12 years old. The entry fee is \$10; Sesh saved the money himself. Sesh gets up at 6 a.m. every morning. If he is late, he won't be allowed to swim. Sesh thinks he will be in the top three. The adult wishes Sesh good luck.

### Practise

- This is a reading and responding task, based on the information in the listening exercise from the previous *Try this* activity.
- Learners read questions and choose the correct response from the multiple-choice options provided. Advise learners to read the questions and options slowly and carefully because it is very easy to make mistakes when rushing.
- Some of the multiple-choice options here differ only in very small ways, so learners need to pay close attention when they are reading.
- Tell learners to read the advice in the *Hint* box. Remind them to focus on the main points as they listen to the audio recording. They must not get distracted by the details.

### Answers

1 A                      2 B                      3 C                      4 C                      5 B

### Let's talk

- Learners should complete this speaking activity with a partner. In pairs, learners practise asking and answering questions politely in conversation with each other. A conversation structure is provided and learners decide on the missing details to complete the conversation.
- You could ask pairs to share their conversations in small groups or as a class. While learners are working on their conversations, circulate around the class and listen for learners who are collaborating well together and demonstrating confidence with spoken English. Encourage learners who are less confident to keep trying and reassure them that they are doing well.

### Practise

- This is a writing exercise. Learners complete the missing details to give personal information about themselves including their name, age and where they live, as well as what they like to do and something interesting about themselves.
- Tell learners to use neat, legible handwriting in their written work. Remind them that sentences start with an upper-case letter, end in a full stop and have appropriate punctuation such as commas and apostrophes in between. It may be helpful to review basic punctuation rules with less-confident learners.

### Practise

- This is a listening comprehension. It is always useful to play the audio recording for listening exercises at least twice. Tell learners to read the questions before you play the audio recording.
- Play *Audio 1.2* from the online resources at [www.hoddereducation.co.uk/cambridgeextras](http://www.hoddereducation.co.uk/cambridgeextras). Learners will listen to a conversation between two people and respond by choosing the correct option to answer five questions. The *Hint* box encourages learners to listen for the names of people and places in the conversation, to look at all of the options and to choose the answer that they hear, instead of guessing.
- Ask the class what else they can tell you about the names of people and places. What types of words are they? How do we recognise these words when we read them? These words are proper nouns, which are nouns that begin with an upper-case letter.

### Answers

1 B                      2 A                      3 C                      4 B                      5 A

### Try this

- This note-making activity could be carried out in class or it would be suitable as a homework activity with a follow-up task in class.
- For the first part of the activity, learners carry out some research about a sports or music personality that they like. They make notes in the table about where the person comes from, the language they speak, what they do, why they like them and anything else they feel is interesting. Learners can use books, the internet, magazines and newspapers, or even podcasts to do research about their chosen person.
- For the second part of the activity, learners use the notes they have made to give a short talk about their chosen person. Learners could do this with a partner, in small groups or as a class.



### Let's Revise

- Revise proper nouns for countries and cities by using a world map, atlas or globe.
- Hold a spelling bee. Ask learners to spell words for countries and cities aloud letter by letter. How many will they remember?
- Challenge learners to plan and present a profile about a classmate.

### Top tips

Encourage learners to use English as often as they can in class. Greetings, goodbyes, please, thank you and basic questions should always be asked and responded to in English.

### Let's go! Worksheet 1: Personal information

- Worksheet 1 provides further reinforcement and practice in giving personal information. This is a continuation of the *Practise* activity on page 6 of the Study Guide, but here learners imagine it is the future and they are writing about their past. They can use the template on page 6 as a guide.
- Tell learners that they can adapt and change sentences to make them work in the past and they can add extra sentences of their own if they wish to as well.
- When learners have written their paragraph, put them into pairs or small groups to practise giving the information by reading their work aloud. Learners could then give each other constructive feedback and advice, such as encouraging each other to speak a little louder or more slowly when reading aloud.

Worksheet 1

Personal information

Extra challenge: Practise, page 6

- 1 Imagine that you are fifty years old and you are talking about what you were like as a child. Use the template on page 6 to help you to write the information, but this time use the past tense. Include details about your age, where you lived, and your likes and dislikes. Write your paragraph in the space below.

I'm going to add extra information about where I went to school!



Handwriting practice lines consisting of 18 horizontal lines.

- 2 Now practise giving this information by reading to a partner or a small group.

## Section 2: Instructions and directions



Study Guide pages 8–11



Audio 1.3, 1.4, 1.5



Key skills: Sequencing directions; understanding and giving instructions; identifying main points and ideas.

### Giving and following instructions and directions

#### Study Guide (pages 8–11)

#### Learn

- Ask the class for volunteers to give you an example of an instruction they know. Encourage learners to think about instructions they hear every day at home, in school, or in other places.
- Use the information in the *Learn* box to remind learners that instructions are all about *how* to do something. Instructions are always in the present simple tense and connectives tell us the order in which to follow the instructions.

#### Try this

- This fun listening activity revises language for directions. Play *Audio 1.3* from the online resources at [www.hoddereducation.co.uk/cambridgeextras](http://www.hoddereducation.co.uk/cambridgeextras). Learners will listen to Pia giving instructions to get to her house while they follow her route on the map provided.
- There are further activities that can be done using the map to extend this activity and include a wider variety of language concepts and skills. For example, learners could label or write a list all of the places and features on the map, such as the houses, Pia's house, the bank, the hospital, the school, the train station, trees, hills, traffic lights and the lake.
- Worksheet 2 at the end of this section provides more revision of directions and uses the map from this activity.

#### Practise

- These multiple-choice questions are based on the map from the *Try this* activity on page 8. Learners could answer these questions individually, or less-confident learners could work with a partner for support.

#### Answers

1 C                      2 B                      3 B                      4 C

#### Practise

- These questions revise the use of connectives to join parts of sentences together. First, learners choose the correct word to complete sentences and then they choose words to fill gaps in a paragraph.
- Remind learners that instructions about how to get somewhere are called directions, as explained in the *Hint* box.

#### Answers

1 a until                      b when                      c next to

2 **First**, walk straight down the road **until** you come to a set of traffic lights. **Next**, turn right at the traffic lights. **Then** carry straight on through the next set of traffic lights.

#### Let's talk

- This speaking task gives learners the opportunity to construct their own instructions by writing directions to get from school to home. First, learners write a plan in the space provided. A plan can be rough notes, or a flow chart, or even pictures to help them to remember the directions. Learners can then write their sentences in their notebooks or on paper and, when they are finished, they can share their directions with a partner, in a small group or with the class.



## Unit 1 Listening and speaking

- Tell learners to read the bullet point instructions before they begin. They should remember to use the present simple tense, to keep directions short and to use connectives to show the order in which the directions are to be followed.
- Listen to learners' directions, give constructive feedback to support learners who make mistakes and provide praise to all learners for taking part and trying their best.

### Learn

- This part of Unit 1 revises listening for the main points. Explain to learners that listening for main points means not trying to understand every word, or fine details. Instead, it means to listen for the general ideas or for key information.
- Ask two volunteers to read the speech bubbles to emphasise this.

### Practise

- This is a listening exercise about understanding the main points. Play *Audio 1.4* from the online resources at [www.hoddereducation.co.uk/cambridgeextras](http://www.hoddereducation.co.uk/cambridgeextras). Learners will listen to information about a competition and choose the correct picture option to answer each multiple-choice question. They are listening for the key facts: what they need to make, where the race starts and at what time the race starts.
- Encourage learners to listen carefully for those key points and not to try to understand every word they hear. Additionally, before or after carrying out the activity, you could make sure that learners know the vocabulary for all of the picture options for some consolidation of language.

### Answers

1 C                      2 A                      3 C

### Try this

- This is a fun task with multiple activities based on an audio recording.
- First, play *Audio 1.5* from the online resources at [www.hoddereducation.co.uk/cambridgeextras](http://www.hoddereducation.co.uk/cambridgeextras). Ask learners to listen carefully for the ingredients. Learners could write down the ingredients that they hear (there are seven in total). Encourage learners to look at the pictures – can they name the ingredients shown on page 11?
- Next, learners find the seven ingredients hidden in the word search grid. The *Hint* box offers some advice about the word search puzzle for learners who may be unfamiliar with this type of puzzle.
- Finally, in pairs, learners have a conversation about how to make pancakes. They can talk about the information they heard in the audio or their own experiences of making pancakes. It may be helpful to play the audio recording again before learners carry out the speaking activity.

### Answers

s	r	t	e	z	x	k	l	w	y	n	e
u	a	c	m	l	p	f	x	e	n	w	m
g	k	l	v	k	f	l	o	u	r	s	i
a	o	u	t	w	x	z	r	i	m	n	l
r	k	c	b	p	e	o	g	k	l	q	k
n	y	w	l	k	g	x	z	e	t	r	s
b	a	k	i	n	g	p	o	w	d	e	r
i	s	r	z	o	b	w	k	v	l	k	g

**Let's revise**

- Ask learners to say the times of day when they do different things such as having breakfast or going to sleep.
- Set up an obstacle course in the school grounds. Put learners into pairs and tell them to take turns to guide their partner around the obstacle course by giving directions. Make this more challenging by having one partner close their eyes tight shut or using simple blindfolds – but be sure to risk assess the space if you do so!

**Top tips**

- To provide differentiated support for more confident learners, you could talk about how the verbs used in instructions are usually in the imperative form.
- You could also talk about how we can use adverbs to add more detail to instructions, for example, 'walk slowly'.

**Let's go! Worksheet 2: Give and follow directions**

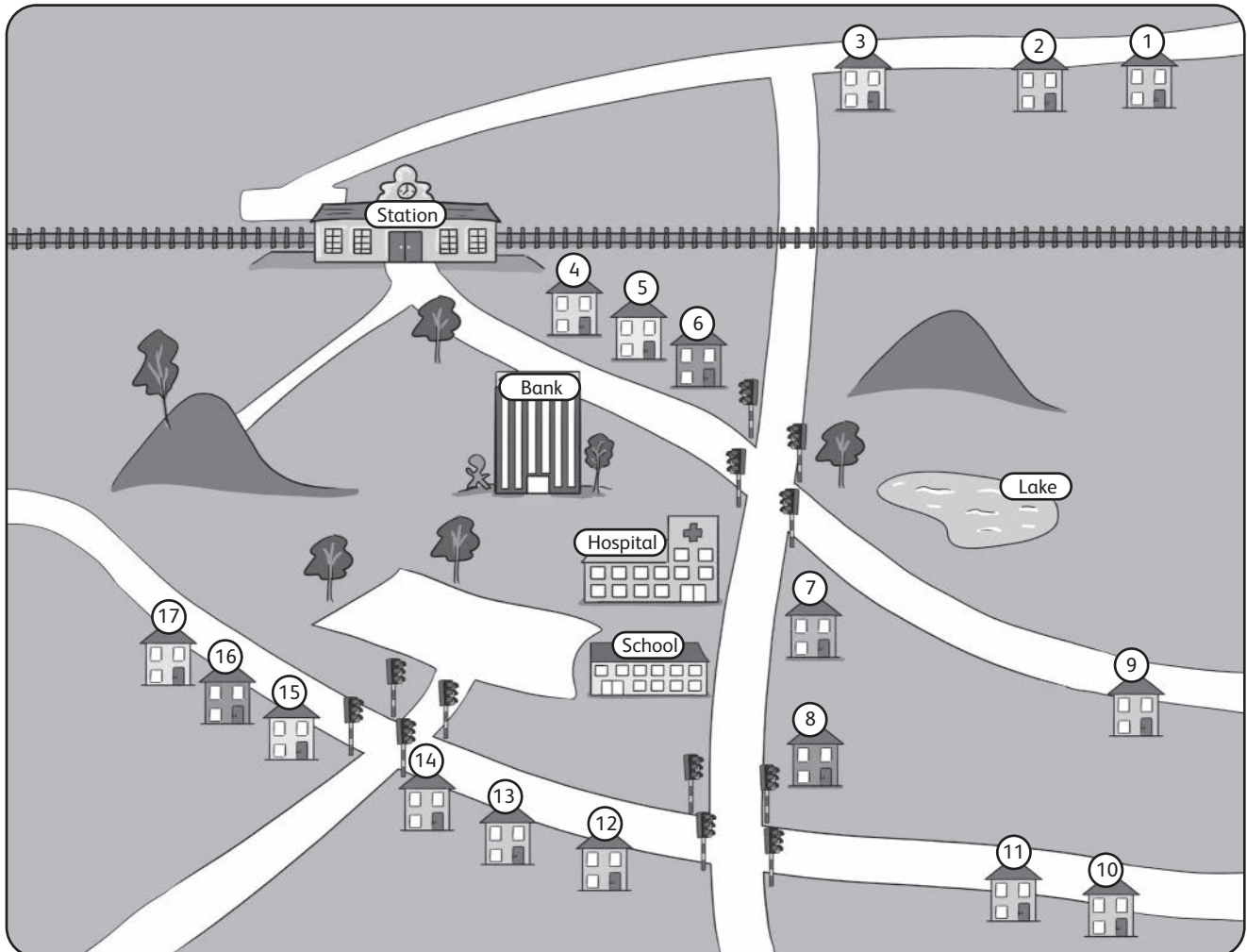
- Worksheet 2 provides further reinforcement and practice in giving directions. Learners use the map from page 8 in the Study Guide and work with a partner to give directions from one place to another.
- There is an extra team challenge for learners to give directions to every house on the map. Tell learners to read the advice in the speech bubble. They need to use ordinal numbers so that we know exactly where the directions end since the houses are in rows of more than one. Using ordinal numbers is also their only way of identifying houses as the map is monotone and not in colour. For example, they could end with '... and it's the second house after the traffic lights.' You may need to support less-confident learners by reminding them of ordinal numbers before they complete this activity. This activity could be extended for more confident learners by challenging them to give directions between any two or more numbered houses or labelled places on the map.

## Worksheet 2

### Give and follow directions

1 Work with a partner. Look at the map. Then take turns to give the following directions:

- from the train station to the hospital
- from the school to the lake
- from the bank to the school
- from the lake to the train station.



2 Work in groups to complete this team challenge. Start at House 1 in the top right corner of the map. Give directions to get from that house to every other house on the map.

We need to use ordinal numbers to say which item when we talk about more than one!



## Section 3: People, places and happenings



Study Guide pages 12–15



Audio 1.6, 1.7



Key skills: Identifying main points; role playing; using the present tense; listening for details; identifying and pronouncing adjectives and adverbs.

### Listening for the main points

#### Study Guide (page 12)

##### Learn

- This section develops and consolidates listening for the main points in spoken English. The speech bubble in the *Learn* box gives some further advice about what to listen for in order to quickly identify the main points.
- Emphasise that listening for the main points means listening for what is important and not worrying about extra information that isn't needed.

##### Practise

- This is a listening comprehension. It is always useful to play the audio recording for listening exercises at least twice. Tell learners to read the questions before playing the audio.
- Play *Audio 1.6* from the online resources at [www.hoddereducation.co.uk/cambridgeextras](http://www.hoddereducation.co.uk/cambridgeextras). Learners will listen to Ali and Ben talking about their school trip. Learners need to pick out some key information about where the boys are, the places they visit and what they think about the places.
- Point out the speech bubble before carrying out the activity. This reminds learners to listen out for connective words that we use to sequence events (to put them in order).

##### Answers

1 C                      2 B                      3 A                      4 A

##### Let's talk

- Ask learners to do this speaking activity in pairs or small groups. Learners work together to construct and read a role play about going on a school trip. They should talk about the places they will visit and should give their opinions about them.
- Pia's speech bubble gives an example that learners can use as a starting point. Remind learners that when we are describing places and giving our opinions, we should use present tense verb forms, as explained in the *Hint* box.

### Listening for detail

#### Study Guide (pages 13–14)

##### Learn

- Explain to learners that listening for details is about listening for specific information. Details are extra pieces of information that tell us more about the main points.
- Learners will go on to develop their skills in listening for details in the *Try this* activity when they will listen to the traditional story, *The clever fox and the greedy crow*.

##### Hint

- This information tells learners more about traditional stories. You may wish to spend some time talking about or reading some traditional stories from learners' countries or from cultures around the world.
- Traditional stories often include characters such as animals that can talk and they usually have a message or moral – something that can be learned by listening to the story.

### Try this

- Play *Audio 1.7* from the online resources at [www.hoddereducation.co.uk/cambridgeextras](http://www.hoddereducation.co.uk/cambridgeextras). Ask learners to listen to this audio recording of the traditional story, *The clever fox and the greedy crow*.
- On the first listen, tell learners to sit still and quietly listen without doing anything else.
- On the second listen, explain to learners that they can make notes to respond to questions 1–4.
- Point out to learners that they need to give more than one-word answers or short phrases. The point of the activity is to listen for details, so they should give plenty of information to answer each question. It may be helpful to play the audio recording at least three times to give learners ample time to write their responses.
- Learners can then share, compare and discuss their responses. You could talk through the answers as a class, playing the audio recording again, to help them hear anything they may have missed.

### Answers

- 1 The fox and the crow.
- 2 The fox is clever, and the crow is greedy.
- 3 The fox takes the crow's cheese.
- 4 Don't be fooled by flattery.

### Practise

- This is a reading and responding task, based on the information in the listening exercise from the previous *Try this* activity. Learners read questions and choose the correct response from the multiple-choice options provided.
- Advise learners to read the questions and options slowly and carefully because it is very easy to make mistakes when rushing. Some of the multiple-choice options here differ only in very small ways, so learners need to pay close attention when they are reading.

### Answers

- 1 C                      2 B                      3 A                      4 C                      5 A

### Practise

- This final activity, based on the story of *The clever fox and the greedy crow*, has several questions for learners to complete.
- First, learners read sentences about the story and choose the word or phrase that will make the sentence correct. To support less-confident learners, you may wish to play the audio again before learners answer question 1.
- Next, they work with a partner to practise the pronunciation of some adjectives and adverbs they have heard in the story. Learners need to put the stress (emphasis) on the correct part of each word, which is shown in bold.
- Finally, learners complete a writing activity where they write sentences of their own. They write a sentence for each of the adverbs and adjectives from question 2. Remind learners to use neat handwriting and to punctuate their sentences appropriately.

### Answers

- 1 a clever  
b greedy  
c strong and beautiful  
d as sweet as a songbird's  
e stupid
- 2 Learners' own responses.
- 3 Learners' own responses.

## Telling a story

### Study Guide (page 15)

#### Do you remember?

- There are many different forms of storytelling. What can learners tell you about the features of a story?
- Ask volunteers to read the speech bubbles, which describe some features that all stories have.

#### Let's talk

- On page 15, learners see a set of six pictures that illustrate the traditional story of *The Tortoise and the Hare*.
- They will use the pictures to tell the story to their partner. In order to help them to do this, learners need to first make a plan by noting down some of the key details they need to include. Learners make notes about the names of characters, the setting, the basic plot, the ending and what message or moral the story has.
- When they have noted all this information, they can use it to retell the tale to a partner in their own words. The *Hint* box provides some adverbs that will be useful. They can use these adverbs to make comparisons between the tortoise and the hare as they tell the story.

### Let's revise

- Ask learners to work in groups. Tell them to list as many different places to go or things to see for a school trip as they can in a limited amount of time.
- Compare the lists from each group as a class. How many different places or attractions can the class name in total?

### Top tips

- Challenge more confident learners to give synonyms for the words in the second *Practise* activity on page 14 (*greedy, clever, lovely, graceful, beautiful, stupid*). They may need to use a dictionary or thesaurus to do this.
- Extend the challenge further by asking learners to provide antonyms (opposites).

### Let's go! Worksheet 3: Stories

- Worksheet 3 provides further revision about stories.
- First, learners decide if the statements about stories are true or false.
- Then they work with a partner to tell each other about a traditional story that they know.

#### Answers

1	Statement	True	False
	Stories have characters.	✓	
	We use the present simple tense for stories.		✓
	Characters must be people.		✓
	Stories have a start, a middle and an ending.	✓	
	Some stories have a moral or message.	✓	
	The setting is where a story takes place.	✓	



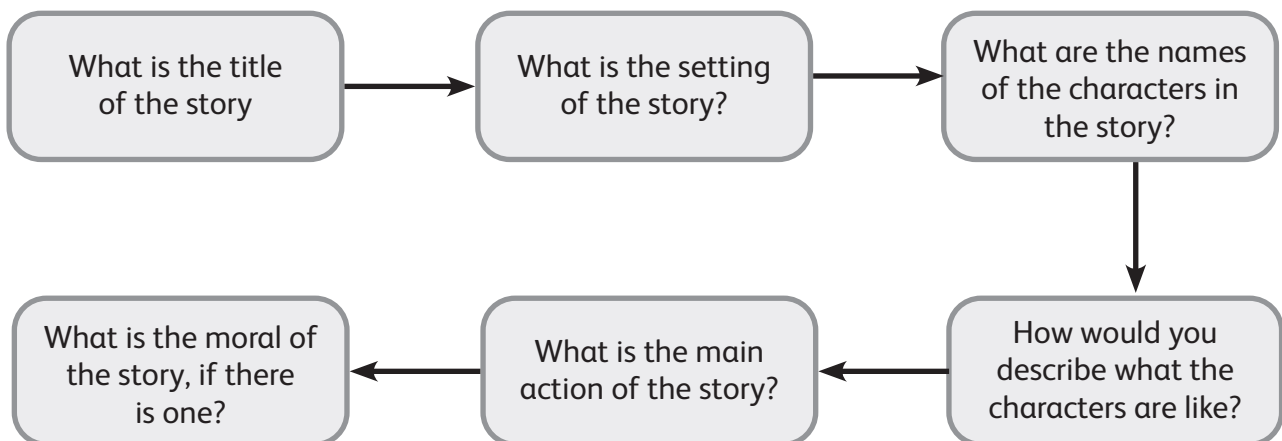
## Worksheet 3

### Stories

1 Are these sentences true or false? Put a tick (✓) in the correct column in the table.

Statement	True	False
Stories have characters.		
We use the present simple tense for stories.		
Characters must be people.		
Stories have a start, a middle and an ending.		
Some stories have a moral or message.		
The setting is where a story takes place.		

2 Work with a partner. Think of a traditional story that you know and talk to your partner about it. Do not retell the story. Tell your partner these facts:



I love the story of how the stars came to be in the sky!



## Section 4: What do you think?



Study Guide pages 16–19



Audio 1.8, 1.9



Key skills: Recognising opinions of others; giving your own opinions; listening for details; using the present continuous tense; developing critical thinking skills.

### Recognising opinions

#### Study Guide (pages 16–17)

#### Learn

- It is very important that learners are able to give not only their own opinions, but also to recognise and understand the opinions of others. Learners need to be able to understand the opinions they hear and to respond to them appropriately.
- The information in the *Learn* box provides some strategies learners can use to help them with recognising opinions. You could read through the strategies with the class or put learners into pairs or small groups to read about the strategies together. It may be helpful for learners to note down the key opinion phrases and opinion adverbs.

#### Try this

- This is a listening comprehension. It is always useful to play the audio for listening exercises at least twice. Tell learners to read the questions before playing the audio.
- Play *Audio 1.8* from the online resources at [www.hoddereducation.co.uk/cambridgeextras](http://www.hoddereducation.co.uk/cambridgeextras). Learners will listen to Raj talking about books and answer multiple-choice questions about what he says. The *Hint* box encourages learners to read all of the options and to choose the best in each case, instead of guessing. There are five questions in total.

#### Answers

1 B                      2 A                      3 C                      4 B                      5 B

#### Let's talk

- Now it is learners' turn to give their opinion about types of books. Remind learners that they can use verbs and adverbs to make their opinions clearer. They should give reasons for their opinions to help other people to understand them, as explained in the *Hint* box.
- Learners should write sentences to give their opinions about the six types of books listed. Then they can use their sentences to talk about their opinions with a partner or in a small group.

### Expressing opinions

#### Study Guide (pages 18–19)

#### Learn

- Learners now have opportunity to deepen and consolidate their ability to express their own opinions. Ask volunteers to read the speech bubbles about giving opinions.
- Write the key phrases for giving opinions on the board and then ask volunteers to give you an example of a sentence using each phrase to give their opinion about something. For example: *I believe poems are better than stories. I think we should recycle more. I know it is healthy to drink water, but I really like cola!*
- Encourage more confident students to respond to their classmates' sentences by agreeing or disagreeing with them. For example: *I don't believe that, stories are better because they are longer. I think you are right; recycling is very important! I disagree, cola isn't unhealthy if you don't drink it too often.*

### Try this

- Before starting the *Try this* activity, take a moment to refer to the *Hint* box and revise how to use the present continuous tense in English. This consists of the present tense of the verb 'to be' and the '-ing' form of the action verb. Learners will hear this tense during the argument in the audio recording.
- This listening exercise is an audio recording of a brother and sister arguing about recycling. Play *Audio 1.9* from the online resources at [www.hoddereducation.co.uk/cambridgeextras](http://www.hoddereducation.co.uk/cambridgeextras).
- Ask learners to read the questions before playing the audio recording for the first time. Then on the second listen, tell learners to choose their answers from the multiple-choice options provided.

### Answers

- 1 B                      2 B                      3 A                      4 B

### Practise

- This writing exercise has two tasks for learners to complete. The first task consolidates understanding of the present continuous tense and the second task strengthens recognising and giving opinions.
- In question 1, learners rewrite five sentences, converting the verbs in brackets from the present simple tense to the present continuous form. In question 2, learners indicate whether they agree or disagree with five statements. When they disagree, they write a sentence in response to say what they think.

### Answers

- 1 a What are you doing?  
b I'm washing the bottles for recycling.  
c Your four bottle are not going to make a difference.  
d Are you saying that all recycling programmes are useless?  
e I know the bottle I am recycling will be used again.

2 Learners' own responses.

### Learn

- This final part of Section 4 helps to develop critical thinking skills, as well as English language skills. Opinions and facts are not the same. Facts are true statements that can be proven, while opinions are people's beliefs or feelings about things.
- Can learners tell the difference between facts and opinions? Ask volunteers to give you examples of sentences that are facts and sentences that are opinions, or prepare some sentences in advance. Say these sentences to the class and ask learners to vote whether they think each sentence is a fact or an opinion.

### Let's talk

- This is an opportunity for learners to express their opinions about recycling. They are challenged to say at least five sentences about what they think, and they should use the key verbs and phrases given in bold on page 19.
- Learners plan their sentences in the space provided before sharing their opinion with a partner, in a small group or as a class.

### Let's revise

- Revise the use of adverbs with positive and negative opinions. Start with the adverbs on page 16 and ask learners what other adverbs they know.
- Don't be afraid to prompt learners by questioning them in order to elicit their opinions. Ask questions such as *Why do you think that?* when learners state opinions without giving reasons for them.
- Play the two-hand challenge game.
  - Each learner must come up with five sentences that are facts, one for each digit on their left hand, and another five sentences that are opinions, one for each digit on their right hand.
  - When it is their turn to say their sentences, they start by holding their arms up with clenched fists and they unroll a digit with each sentence until, eventually, they have two palms with all digits

outstretched.

- For fun, they can shake their hands like jazz hands when they finish the challenge. Learners may be interested to know that, in sign language, shaking two hands in this way is universally acknowledged as the sign for applause (clapping).

### Top tips

- You could give learners some of Roger McGough's poems to read aloud in class, to provide them more practice.
- Alternatively, provide more listening practice by allowing learners to listen to Roger McGough reading his poetry aloud – there are many videos to choose from on websites such as YouTube.

### Let's go! Worksheet 4: What do you think?

- Worksheet 4 provides further reinforcement and practice in giving opinions.
- Learners differentiate between facts and opinions, and write their own sentences about recycling. Then they discuss their opinion with a partner.
- They go on to think about different types of books and discuss their opinions about them with a partner.

### Answers

1	Statement	Fact	Opinion
	This is an English sentence.	✓	
	I think everyone should learn English.		✓
	English is fun!		✓
	I believe recycling is good for the planet.		✓
	Paper and cardboard can be recycled.	✓	
	It is okay for people to have different opinions.	✓	

2–3 Learners' own responses.

## Worksheet 4

## What do you think?

1 Are these sentences facts or opinions? Put a tick (✓) in the correct column in the table.

Statement	Fact	Opinion
This is an English sentence.		
I think everyone should learn English.		
English is fun!		
I believe recycling is good for the planet.		
Paper and cardboard can be recycled.		
It is okay for people to have different opinions.		

2 a Think about recycling. Write a sentence that is a fact and a sentence that is an opinion.

Fact: \_\_\_\_\_

\_\_\_\_\_

Opinion: \_\_\_\_\_

\_\_\_\_\_

b Compare sentences with a partner. Talk about whether you agree or disagree with each other.

Genres are different types of books or stories.



3 a Look at the list of genres below. Tick the ones you have read.

- Folktales ☐
- Science fiction and fantasy ☐
- Adventure stories ☐
- Comic books and manga ☐
- Poetry ☐
- Non-fiction ☐

b Compare lists with a partner. Talk about which genres you like most and least. Give reasons for your opinions.

## Section 5: The short version, please!



Study Guide pages 20–21



Audio 1.10



Key skills: Summarising (verbally and in writing); listening for main points; using connective words.

### Key points and summaries

#### Study Guide (pages 20–21)

#### Learn

- Section 5 is about describing and understanding key points and summarising information.
- Explain to learners that we need to do this sometimes to make the important information very clear, so that it isn't lost in sentences that are too long or contain too many other facts.

#### Try this

- This *Try this* activity is a listening comprehension. It is always useful to play the audio recording for listening exercises at least twice. Tell learners to read the information at the start of the activity and all the questions before playing the audio recording.
- Play *Audio 1.10* from the online resources at [www.hoddereducation.co.uk/cambridgeextras](http://www.hoddereducation.co.uk/cambridgeextras). Kati is trying to explain to her mother where her bike is. On the first listen, as suggested in the rubric, learners could make notes on paper or in notebooks that will help them to remember things. Then, on the second listen, learners could use their notes as well as what they hear to answer questions 1–5 by choosing from the multiple-choice options provided.

#### Answers

1 B                      2 B                      3 C                      4 C                      5 B

#### Hint

- Refer to the *Hint* box to remind learners about connectives. They join parts of sentences together and help to separate clauses.
- Connectives are very useful words in English, but we must be careful not to overuse them because they can make sentences very long and complicated – as learners will see in the next activity.
- Common connectives include *and*, *so* and *but*. Which other connectives can learners recall? Can they give you examples of sentences using connectives?

#### Practise

- This exercise will deepen learners' understanding of sentence structure and the importance of breaking long, complex sentences into shorter, clearer sentences.
- It may be useful for learners to work with a partner first to read the text together and share ideas about how it could be broken down into smaller sentences by replacing connectives with full stops.
- Learners can then work individually to put pen to paper and make their own changes to the text. They could write their new version of the text in their notebooks for you to check.

#### Answers

And then she said why not go across it on your bike and that was a cool idea, so we made a bit of a ramp, so I could get up some speed and then I went down the ramp pedalling like mad and got onto the first plank and it held, but then when I was almost at the end of the plank, my weight was too much and the plank came up behind me and hit me on the head and then the bike hit the life jackets and, well, me and the bike went over into the water – you know that deep bit, right in the middle?



## Unit 1 Listening and speaking

---

And then she said, 'Why not go across it on your bike?' That was a cool idea, so we made a bit of a ramp, so I could get up some speed. Then I went down the ramp pedalling like mad and got onto the first plank and it held. When I was almost at the end of the plank, my weight was too much and the plank came up behind me and hit me on the head! Then the bike hit the life jackets and, well, me and the bike went over into the water – you know that deep bit, right in the middle?

### Learn

- Learners are familiar with listening for the main points, so this can be a good place to begin to think about summarising skills. When learners listen for main points, they are essentially picking out the points they would use to write a summary or give a verbal summary.
- Summarising is when we provide only the key information about something and we leave out any extra details. So, for example, we don't include adjectives or adverbs when we summarise; we don't include extra instructions or examples; and we don't give detailed explanations.
- Ask volunteers to read the speech bubbles.

### Let's talk

- This is an opportunity for learners to practise summarising. Learners read Kati's explanation and break it down to a summary, which consists of no more than five short sentences. They should follow the steps described in the speech bubbles in the *Learn* box to do this.
- You may wish to pair up less-confident learners with more confident learners so they can work together on the summary for peer support.

### Let's revise

- Revise vocabulary for things that can be recycled. How many things can learners name?
- Find the adjectives in Kati's explanation on page 21 and ask learners to provide synonyms and/or antonyms for them.

### Top tips

Provide further summarising practice by asking learners to say or write a summary about what they did over the weekend – they will need to condense two days of activity into a few short sentences.

### Let's go! Worksheet 5: Write a summary

- Worksheet 5 provides further reinforcement and practice in summarising as learners are asked to write a summary of the story of *The clever fox and the greedy crow*, which they may recall from Section 3.
- Learners read their summaries to a partner, and discuss the similarities and differences between their summaries.

## Worksheet 5

### Write a summary

Do you remember the story of *The clever fox and the greedy crow*?

1 Read the story again. Then, in the space below, write a summary of the story.

#### The clever fox and the greedy crow

A crow stole a piece of cheese from a window and flew up into a tall tree. A fox, who saw this happen, said to himself, 'If I am clever, I will have cheese for supper tonight.'

'Good afternoon, Miss Crow,' said Fox. 'How lovely you look today. Your feathers shine in the light. Your wings are strong and beautiful. I am sure that if you had a voice, you would sing as sweetly as a songbird.'

Crow, pleased with this praise, wanted to prove that she could sing. But, as soon as she opened her mouth, the cheese fell to the ground, and Fox snapped it up.

As he walked off he called back to Crow, 'I said a lot about your beauty, but I said nothing about your brains.'

The moral of this story is: Don't be fooled by flattery!



---

---

---

---

---

---

---

---

---

---

---

---

2 Share and compare summaries with a partner. How are they similar and how are they different?

# Cambridge Primary Revise for Primary Checkpoint **World English** Teacher's Handbook

Focus revision where learners need most support with clearly identified success criteria and easy to follow teaching notes.

- Assess knowledge and progress with structured practice tests and whole-class activities.
- Improve understanding and technique with photocopiable resources such as practice questions and games.
- Introduce strategies for supporting recall and revision with further ideas to stretch learners and marking guidance.