

SAFIR'S SUPER MINDS

TOTAL 1 LEARNING

Answer key



Safir Pub.



POWERED BY SAFIR

Friends

Numbers

Welcome
Unit

Page 2

Activity 1

2 5, 3 10, 4 1, 5 3, 6 9

Page 3

Activity 2

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Activity 3

2 two, 3 three, 4 four, 5 five, 6 six,
7 seven, 8 eight, 9 nine, 10 ten

Page 4

Activity 1

2b, 3a, 4f, 5c, 6e

Page 5

Activity 2

2 orange, 3 red, 4 purple,
5 yellow, 6 blue

Activity 3

2 yellow, 3 red, 4 green, 5 purple,
6 orange

Page 6

Activity 1

2d, 3c, 4a

Page 7

Activity 1

1 How old are you?
2 What's your name?

Activity 2

Students' own answers.

Page 8

Activity 1

Ana – 7, Dan – 6, Kim – 9

Activity 2

Sam's hat – red, Ana's balloon – blue, Dan's bag –
green, Kim's balloon – orange

Page 9

Activity 1

Students' own answers.

Activity 2

Students' own answers.

Activity 3

Students' own answers.



Worksheets

Worksheet 1: I'm Whisper.

Using the worksheet

- This matching activity establishes the main characters in the book.
- Students match the silhouettes with the pictures of the characters and the correct speech bubbles. The first one has been done for them as an example. They then draw in any details and colour the silhouettes.
- Students can then work in pairs to ask and answer about the characters on the worksheet. Student A points to one character and asks What's your name? Student B answers, using the first person, e.g. I'm Whisper.

KEY: 2b I'm Flash. 3a I'm Misty. 4c I'm Whisper.

Optional follow-up activity: Play a name game. Allocate each student in the class the name of a main character to remember (Whisper, Thunder, Flash or Misty). Call out one of the names, e.g. Whisper. All the students allocated this name stand up. Ask individual students What's your name? They reply with I'm (Whisper).

Worksheet 2: I'm three.

Using the worksheet

- This counting and matching activity revises numbers and practises How old are you? I'm ...
- Students read the speech bubbles for the children on the worksheet and match them to the correct cake by counting the candles. Students can then check their work in pairs. For each child on the worksheet, Student A points and asks How old are you? Student B replies with the correct age, e.g. I'm three. They then swap roles.
- Students then draw their own candles on the cake at the bottom of the worksheet and complete the sentence with the number for their own age.

KEY: Activity 1: 2c, 3b, 4f, 5e, 6a Activity 2: Students' own answers.

Optional follow-up activity: Practise numbers by playing a number clapping game in class. Clap a number of times, e.g. three. Students listen and clap the same number of times, then say the number. Make this harder or easier by varying the speed and rhythm of your clapping. You can also call out numbers for students to make their own clapping patterns to.

Test

1

2 a

3 b

4 d

2

b nine

c eight

d six

e five

f two

g one

3

d; f; h; j; k; o

4

1 purple

2 green

3 orange

4 blue

5 yellow

5

2 seven

3 nine

4 six

5 ten

6 eight



At school

Questions and short answers

1

Page 14

Activity 1

- 2 Yes, it is. 3 No, it isn't. 4 Yes, it is.
5 Yes, it is. 6 No, it isn't.

Page 15

Activity 2

2c, 3a, 4d, 5b

Activity 3

- 1 It's a desk.
2 Is it a rubber? Yes, it is.
3 Is it a notebook? No, it isn't.
4 What's this? It's a green bag.
5 What's this? It's a yellow desk.

Page 16

Activity 1

2c, 3d, 4f, 5e, 6a

Page 17

Activity 2

2 Open, 3 Turn, 4 Put, 5 Pass, 6 away

Activity 3

2 your desk, please, 3 your book,
4 me a rubber, 5 out your notebook,
6 away your pencil case

Page 18

Activity 1

Fred – 4, Kim – 1, Mia – 2, Jane – 5

Page 19

Activity 1

Students' own answers.

Activity 2

Possible answer:

This is my desk. It is yellow. This is my blue pen and my red pencil. This is my pink rubber. This is my orange pencil case.

Page 20

Activity 1

2b, 3a, 4a, 5b, 6b

Activity 2

Students' own answers.

Page 21

Activity 1

b pencil, c rubber, d desk

Activity 2

Students' own answers.

Activity 3

Students' own answers.

Worksheets

Worksheet 1: Classroom objects

Using the worksheet

- This drawing and matching activity practises the vocabulary for classroom objects bag, book, rubber, desk, pen, pencil, ruler, pencil case, notebook.
- Students complete the drawings by tracing round the outlines. They then match the pictures to the correct words.

KEY: 2 book, 3 rubber, 4 desk, 5 pen, 6 pencil, 7 ruler, 8 notebook, 9 pencil case

Optional follow-up activity: Students use the worksheet for a colour dictation in pairs. They take turns to choose a colour for each object, dictate it to their partner and both, secretly, colour it in appropriately, e.g. a red pencil case, or pencil case – red. At the end they compare their worksheets to make sure they match.

Worksheet 2: What's this? Is it a ... ?

Using the worksheet

- This colouring activity practises classroom objects, What's this? Is it a ... ? and Yes, it is. / No, it isn't.
- Students colour the dotted sections in each picture puzzle to find out what the classroom object is. They then answer the What's this? question next to each picture by circling the correct answer.
- Students can then play this in pairs as a memory game. Student A asks, e.g. Number 1. Is it a pencil? Student B has to try to remember and answer Yes, it is or No, it isn't.

KEY: 2 No, it isn't. 3 Yes, it is. 4 Yes, it is. 5 No, it isn't. 6 Yes, it is.

Optional follow-up activity: Students make their own puzzle pictures for their partners to solve.

Worksheet 3: The senses game

Using the worksheet

- This worksheet helps students expand their knowledge of how we use our senses, using key vocabulary.
- Students work in pairs. They will each need a counter or button.
- In each empty box on the game board, students write one of the five sense words. (Ideally they should write each of the five sense words twice.)
- One student then throws their counter onto the board. If it lands on a sense word, their partner has to say what they can do with that sense, e.g. [board] smell, Student: a flower. They can use the pictures around the board to help them, or think of their own ideas. If the counter doesn't land on a sense word, they follow the instructions on the board. Students swap roles.

KEY: smell – flower, perfume; taste – ice cream, cough syrup; look – photos, the sea; listen – music, birds; touch – a dog, a cat

Optional follow-up activity: Students play the Yes / No game. They take turns to throw their counter on the board and say what they can do with the sense they land on. However, they should sometimes say an incorrect item for their partner to say Yes or No, e.g. [board] taste, Student 1: a dog. If they don't land on a sense word, they follow the instructions on the board.

Test

1

- 2 No, it isn't.
- 3 Yes, it is.
- 4 Yes, it is.
- 5 Yes, it is.
- 6 No, it isn't.

2

- 2 pencil
- 3 ruler
- 4 book
- 5 desk
- 6 notebook

3

- 2 Pass
- 3 Write
- 4 Close
- 5 get
- 6 Sit

4

- 2 Pass me your notebook, please.
- 3 Here you are.
- 4 Close your pencil case, please.
- 5 Is it a box?
- 6 It's a bag.

5

- 2 c
- 3 b
- 4 a
- 5 b
- 6 a



Let's play

What's his/her ...? How old is he/she?

2

Page 28

Activity 1

2e, 3d, 4f, 5b, 6a

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Activity 2

1 name; 2 What's, favourite; 3 she, She's

Activity 3

1 His name's Ben.

2 How old is Toby? He's seven.

3 What's his favourite number?

His favourite number is ten.

4 What's her name? Her name's Mary.

Page 30

Activity 1

2 ✓, 3 ✗, 4 ✓, 5 ✓, 6 ✗

Page 31

Activity 2

2 an, 3 beautiful new, 4 a,

5 big green, 6 an

Activity 3

2 a blue car, 3 a big ball, 4 an ugly green monster,

5 a beautiful doll, 6 a yellow and red plane

Page 32

Activity 1

2 He's seven. 3 His favourite toy's a go-kart. 4 Her name's Ana.

5 Her bike is green. 6 Her favourite colour's green.

Page 33

Activity 1

Students' own answers.

Activity 2

Students' own answers.

Page 34

Activity 1

2d, 3b, 4a

Activity 2

ball – yellow, plane – pink, car – green, train – blue

Page 35

Activity 1

2 Number 2 is a beautiful green kite.

3 Number 3 is a new orange go-kart.

4 Number 4 is a big red ball.

Activity 2

Students' own answers.

Activity 3

Students' own answers.

Worksheets

Worksheet 1: Toys

Using the worksheet

- This read and match activity practises recognising toy vocabulary bike, go-kart, computer game, doll, car, kite, monster, ball, plane, train and writing numbers 1 to 10.
- Students look at the toys and their numbers on the prize stall. They write the correct numbers on the relevant labels.

KEY: 2 doll, 3 computer game, 4 ball, 5 bike, 6 go-kart, 7 car, 8 train, 9 monster, 10 kite

Optional follow-up activity: Students play a simple prize game in pairs or small groups. They make number cards for numbers 1 to 10 and put them face down in front of them. Students then take turns to choose a number card and read it out, e.g. 4! Their partner looks at the stall on the worksheet and tells them what they have won: It's a ball! Encourage students to say Thank you. This can also be played in class with small toys or classroom objects.

Worksheet 2: How old is he?

Using the worksheet

- Matching activity 1 practises recognising toy vocabulary. Reading activity 2 practises his, her, he, she and questions What's his/her name? What's his/her favourite toy? How old is he/she?
- Students read the description of each child and find and number the correct child in the picture.
- Students then complete the questions at the bottom of the worksheet by circling the correct word each time. They then ask their partner the questions. Their partner can answer either from memory or by checking back to the information in Activity 1.

KEY: Activity 1: 2d, 3c, 4b; Activity 2: 1 five; 2 his, Ben; 3 her, (her) kite; 4 he, four

Optional follow-up activity: Organise students in groups of six or eight, and divide each group into pairs. In their groups, students make a group chart with their names, ages, favourite colours, and pictures of their favourite toys. Then each pair makes a copy of their group's chart. They use this to play a guessing game in pairs. Student A looks at the chart, keeping it hidden from Student B. They choose another student from the chart and describe them, stating their age, favourite toy and colour, e.g. She's eight. Her favourite colour is red. Her favourite toy is her bike. Student B guesses who it is. Students swap roles.

Worksheet 3: A long blue train

Using the worksheet

- This drawing activity practises ordering adjectives long, old, small, ugly; the colours red, yellow, blue, green; toys monster, car, train, kite and articles a and an.
- Starting at the top of the worksheet, students choose a stepping stone in each row to make a phrase using an adjective, colour and toy. They then draw and colour the toy in the toy box at the bottom to fit the phrase they have made. The first drawing has been done for them as an example. They can colour this in.
- Students then show and describe their pictures to the class.
- If appropriate, students can write the combinations they make, e.g. an ugly red monster.

KEY: Drawings will vary. Make sure that each phrase contains one word from each line of stepping stones, e.g. a long blue train. Students should also be careful to connect a with long or small and an with old or ugly.

Optional follow-up activity: Play a game of Stepping stones in class. Write words onto pieces of paper or card. You could include other adjectives, colours and toys. Lay these on the floor in four rows as in the worksheet. Ask for a volunteer to stand at the start of the stepping stones. Call out a description, e.g. an ugly red monster. The volunteer has to step on the correct stepping stones as you call them out. Students can also take turns at calling out descriptions. This could also be played with small cards on a table. Students follow the stepping stones using their fingers.

Worksheet 4: Spot the shapes

Using the worksheet

- This worksheet practises shape words using key Think and learn vocabulary.
- Students colour the different shapes they see on the board game, making sure they use different colours.
- Students then play the game in pairs. The first student throws the dice and moves their counter the same number of squares on the board. If they land on a picture square, they say the shapes they can see in the picture. For example, I can see triangles and a rectangle. If the sentence is incorrect, they miss a turn. If they don't land on a picture square, they follow the instructions in that square instead.

KEY: 1 triangles, square; 2 circles, triangle; 4 circles, triangle; 6 circles, rectangles, kite; 8 squares, rectangle, triangle, circle; 9 circles, rectangle; 11 rectangles, circles; 12 rectangles, circles; 14 squares, circles, kite; 15 circle, triangle

Optional follow-up activity: Students work in pairs. One student says a shape for their partner to find on the board game. The student looking for the shape has to find all the same shapes on the board, e.g. all the circles.

Test

1

- 2 go-kart
- 3 car
- 4 kite
- 5 plane
- 6 monster

2

- 2 old is he
- 3 his favourite toy
- 4 her name
- 5 old is she
- 6 her favourite toy

3

- 1b new bike
- 2a small plane
- 2b big plane
- 3a short train
- 3b long train

4

- 2 My favourite toy is a monster.
- 3 What's your favourite number?
- 4 My favourite shape is the triangle.
- 5 My favourite letter is 'C'.
- 6 What's your favourite school object?

5

- b7, c5, d1, e Seven circles are blue,
- f Five squares are orange.



Pet show

in, on, under

3

Page 44

Activity 1

2d, 3a, 4e, 5c

Page 45

Activity 2

2 on, 3 on, 4 under, 5 in, 6 on

Activity 3

2 The spider is under the book.

3 The frog is on the bag.

4 The cat is on the book.

5 The rat is on the book.

Page 46

Activity 1

2 like, 3 don't like, 4 don't like, 5 don't like

Page 47

Activity 2

2 too, 3 don't, 4 like, 5 lizards, 6 green

Activity 3

2 I don't like dogs. 3 I like elephants.

4 I don't like spiders. 5 I like ducks.

6 I don't like rats.

Page 48

Activity 1

2 yes, 3 no, 4 yes, 5 no, 6 no

Page 49

Activity 1

1 Digby is nine years old.

2 He is white.

3 His favourite toy's his ball.

Activity 2

Possible answer:

This is my dog. His name is Digby.

He's white. He's nine. His favourite toy's his ball. I like dogs – dogs are my favourite.

I don't like cats. What about you?

Page 50

Activity 1

2 under, 3 on, 4 in

Students draw as follows:

2 a duck under the chair, a spider on the box,

4 a cat in the hat

Activity 2

Jill: 2 X, 3 ✓, 4 ✓, 5 X

Bill: 2 ✓, 3 ✓, 4 ✓, 5 X

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Activity 1

The duck's under the desk.

The spider's under the chair.

The cat's on the kite.

The elephant's in the box.

The lizard's in the bag.

Activity 2

Students' own answers.

Activity 3

Students' own answers.

Worksheets

Worksheet 1: Animals

Using the worksheet

- This worksheet practises animal vocabulary dog, elephant, cat, spider, frog, lizard, rat, duck.
- Students match the silhouettes to the animals. They then label the pictures by copying the correct word each time from the word box.
- Students then write the name of their favourite animal in the sentence at the bottom of the worksheet. They can choose an animal from the page, or teach them new words for their favourite animals if you prefer.

KEY: Activity 1: **2d** (a dog), **3g** (a lizard), **4a** (a duck), **5b** (an elephant), **6h** (a cat), **7f** (a frog), **8e** (a spider); Activity 2: Students' own answers.

Optional follow-up activity: Students play an animal mime game in pairs or small groups. One student mimes an animal from the worksheet for the others to guess. Alternatively, they can make animal sounds.

Worksheet 2: in / on / under

Using the worksheet

- This drawing and colouring activity practises the prepositions in, on, under and revises colours, classroom objects and toy vocabulary. Students will need colouring pencils in red, yellow, blue, green, purple and orange.
- Students look at the example in number 1. Show them how to colour the spider in the appropriate colour. They then read the other sentences and draw and colour the spiders appropriately.

KEY: Spiders should be drawn and coloured as follows: a blue spider on the ball; a green spider in the bag; a yellow spider in the pencil case; a purple spider under the train; an orange spider on the book.

Optional follow-up activity: Do a class treasure hunt. Before class, hide about ten small objects around the room, e.g. on your desk, under a chair, etc. Write the names of these objects on the board for students to copy in a list onto a piece of paper. They then have to search for the objects round the classroom. When they find one, they don't say anything but write down its location on their piece of paper. The whole class checks answers at the end of the activity. Volunteers are asked to find and retrieve each object.

Worksheet 3: I like ...

Using the worksheet

- These reading and writing activities practise I like and I don't like and animal plurals.
- Students complete the chart with a happy 😊 or a sad 😞 face according to the animals they like and don't like. They can do this either individually or in pairs, with one student saying what they like and don't like and the other recording their answers.
- Students then complete the sentences next to the chart accordingly.
- Students read the riddle in Flash's speech bubble to find out the animal she doesn't like (rats). They write this word into her speech bubble.

KEY: Students' own answers. Make sure that students complete the sentences with the plural version of the animal words and that the sentences match their happy/sad faces in the chart.

Optional follow-up activity: Students make up their own riddles of their likes and dislikes for their partners to read and guess. They can use animal vocabulary or revise another vocabulary set they know, e.g. toys.

Test

1

- 1 elephant
- 2 donkey
- 3 spider
- 4 duck
- 5 frog
- 6 dog

2

- 2 under
- 3 on
- 4 in
- 5 in
- 6 under

3

- 2 I like dogs.
- 3 I don't like cats.
- 4 I don't like lizards.
- 5 I like frogs.
- 6 I like ducks.

4

- 2 This is a donkey.
- 3 The duck is on the pond.
- 4 The lizard is under the desk.
- 5 I like cats.
- 6 I don't like spiders.

5

- 2 b
- 3 a
- 4 a
- 5 b
- 6 a



Lunchtime

I've got / I haven't got ...

4

Page 58

Activity 1

2 yes, 3 no, 4 yes, 5 yes, 6 no

Page 59

Activity 2

2 haven't, 3 too, 4 got, 5've, 6 Me

Activity 3

2 I've got carrots. 3 I haven't got sausages. 4 I've got a pizza.

Page 60

Activity 1

2 No, we haven't. 3 Yes, we have.
4 Yes, we have. 5 No, we haven't.
6 No, we haven't.

Page 61

Activity 2

Katy No, I haven't. I don't like carrots. I've got cheese.

Alice Have you got sausage on your pizza?

Katy Yes, I have. I've got cheese and sausage. Sausage is my favourite.

Alice Me too! I like sausages.

Activity 3

2 Have we got any milk?
3 Have we got any sausages?
4 Have we got any cheese?
5 Have we got any bananas?
6 Have we got any chicken?

Page 62

Activity 1

✓ cheese, bananas, apples, chicken, pizza

Activity 2

2 banana, 3 cheese, 4 chicken/pizza,
5 pizza/chicken, 6 sausages

Page 63

Activity 1

cake, bananas, carrots, milk, apples, sausages, steak

Activity 2

Possible answer:

Mum Hi, Ana! I'm at the shop. I haven't got my shopping list. Look in the kitchen and help me, please! Have we got any cheese?

Ana Hi, Mum! Yes, we have.

Mum OK. Have we got any peas?

Ana No, we haven't, but we've got milk.

Mum OK Ana, ... peas. Thanks!

Page 64

Activity 1

Pictures with a tick ✓: 2, 3, 5, 8

Activity 2

2a, 3b, 4c

Page 65

Activity 1

Students' own answers.

Activity 2

Students' own answers.

Activity 3

Students' own answers.

Worksheets

Worksheet 1: Food

Using the worksheet

- This crossword activity practises food vocabulary: cheese, cake, sandwich, carrot, sausage, peas, steak, banana, apple, pizza, chicken.
- Students use the numbers under the pictures to complete the crossword, copying the words from the word box.

KEY: 1 ↓ cake, 2 sandwich, 3 carrot, 4 sausage, 5 peas, 6 steak, 7 banana, 8 apple, 9 pizza, 10 chicken

Optional follow-up activity: Do a drawing dictation. Draw the foods on the board and check lexis. Then say some foods you like and don't like and your favourite food, e.g. like sandwiches and I like chicken. I like apples and bananas, too. My favourite food is pizza. I don't like steak. Students listen and draw the things you say you like on a piece of paper. They don't draw any items you say you don't like. Students can also do this activity in pairs.

Worksheet 2: I've got ...

Using the worksheet

- These reading and writing activities practise *I've got / I haven't got* and revise food vocabulary: cake, steak, pizza, peas, cheese, chicken, sandwich, carrots.
- Students look at the picture of the boy with a cake and a sandwich. They complete the food poem by circling *I've got* or *I haven't got* in each sentence.
- Students then complete the second food poem by choosing and writing either *I've got* or *I haven't got* in each line. (There is no right or wrong answer.) They then read the poem aloud and draw all the items for which they've written *I've got* on the girl's plate.

KEY: Activity 1: 2 I haven't got, 3 I've got, 4 I've got;

Activity 2: Students' own answers. Check that students have drawn the correct items on the plate according to how they've completed the poem.

Optional follow-up activity: Students write their own version of the food poem. They can either keep the rhyming words: cheese, peas, cake and steak or they can write a version that doesn't rhyme.

Worksheet 3: Have we got any ... ?

Using the worksheet

- This reading and writing activity practises *Have we got any ... ?* Yes, we have. / No, we haven't. and food vocabulary: chicken, steak, banana, cheese, sandwich.
- Students look at the pictures in the story and complete the speech bubbles with *Yes, we have.* or *No, we haven't.*, then fill in the missing food word in picture 5.
- In pairs, students can then act the story out.

KEY: 2 No, we haven't. 3 Yes, we have. 4 Yes, we have. 5 banana

Optional follow-up activity: Students make up their own version of the story, using different food combinations in their sandwiches. Write the nine lines of the dialogue on the board, leaving blanks for the food words and answers. Students copy this into their books and add their own food words to each line. Provide a list of food words for them to choose from if necessary. Students see who can invent the most delicious or most disgusting sandwich. They can then draw their sandwiches and display them, with their dialogues, in the classroom.

Test

1

- 2 bananas
- 3 peas
- 4 chicken
- 5 cake
- 6 apples

2

- b 19, nineteen
- c 16, sixteen
- d 12, twelve
- e 14, fourteen
- f 17, seventeen

3

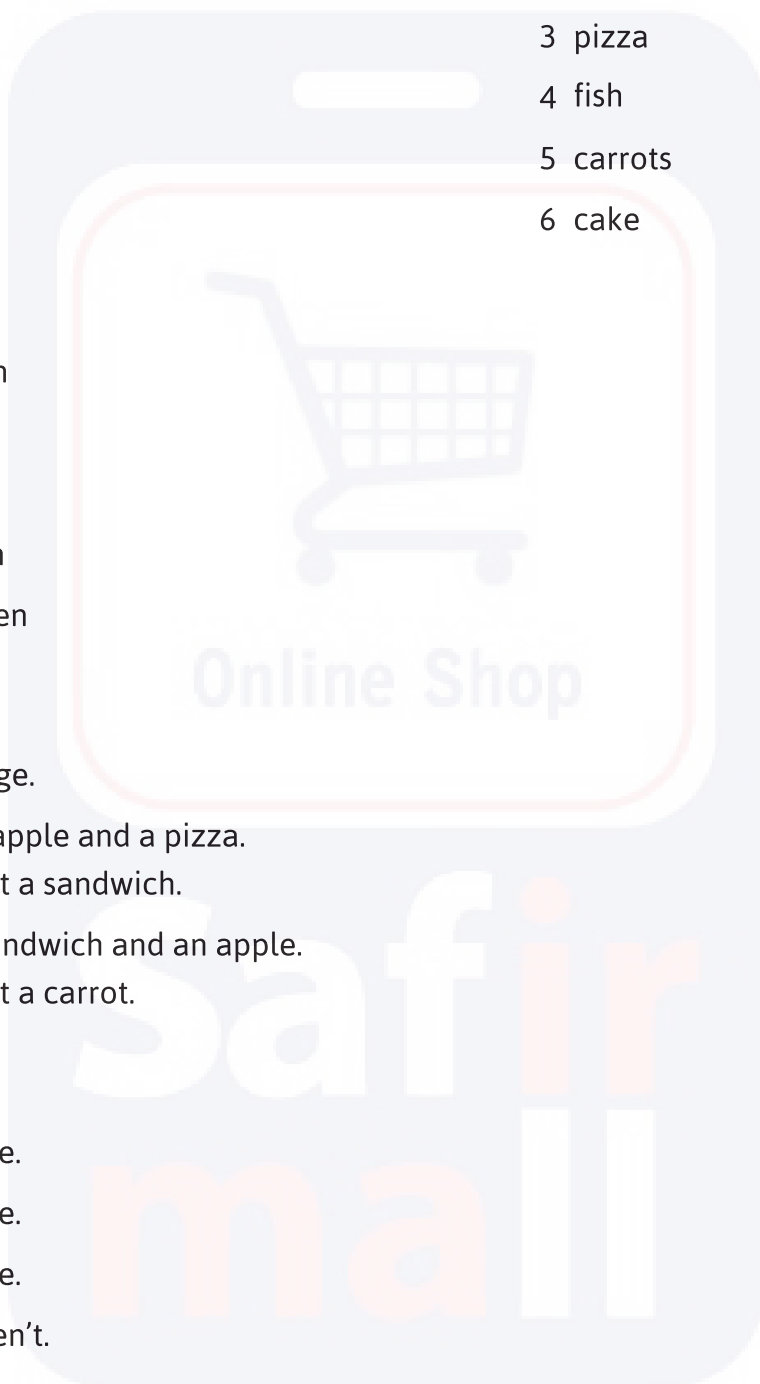
- 1 got a sausage.
- 2 I've got an apple and a pizza.
I haven't got a sandwich.
- 3 I've got a sandwich and an apple.
I haven't got a carrot.

4

- 2 Yes, we have.
- 3 Yes, we have.
- 4 Yes, we have.
- 5 No, we haven't.
- 6 Yes, we have.

5

- 2 apples
- 3 pizza
- 4 fish
- 5 carrots
- 6 cake



Free time

Free time activities

5

Page 72

Activity 1

2b, 3e, 4c, 5a, 6f

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Activity 2

2 go, 3 do, 4 ride, 5 play, 6 play

Activity 3

2 I go swimming on Mondays.

3 I ride my bike on Saturdays.

4 I play ball on Thursdays.

5 I play computer games on Fridays.

6 I watch TV on Sundays.

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Activity 1

2 Yes, I do. 3 No, I don't. 4 Yes, I do.

5 Yes, I do. 6 No, I don't.

Page 75

Activity 2

2d, 3a, 4f, 5b, 6e

Activity 3

2 Do you play football on Sundays?

3 Do you go swimming at the weekend?

4 Do you play hide-and-seek on Saturdays?

5 Do you watch TV at the weekend?

6 Do you play the piano on Mondays?

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Activity 1

Tuesday – swim, Wednesday – watch TV and read a book, Thursday – ride a bike, Friday – watch TV and read a book, Saturday – go to the park and play football, Sunday – watch TV and play computer games

Page 77

Activity 1

Students' own answers.

Activity 2

Students' own answers.

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Activity 1

watch TV – Saturday, play football – Friday, go swimming – Monday, play with my toys – Sunday, ride my bike – Tuesday

Activity 2

Saturday: go swimming, play board games

Sunday: ride my bike

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Activity 1

1 You sing. 2 You go fishing. 3 You play computer games. 4 You ride a/your horse.

5 You play board games. 6 You go swimming.

Activity 2

Students' own answers.

Activity 3

Students' own answers.

Worksheets

Worksheet 1: Days of the week

Using the worksheet

- This worksheet practises the days of the week.
- Students circle the days of the week in the word search. They then write them in the correct order on the diary page.
- Students then find the characters' favourite day of the week in the word art puzzles and complete their speech bubbles.

KEY: Activity 1:

F	R	I	T	A	Y	O	T	T
R	M	O	N	D	A	Y	H	U
I	E	B	T	H	U	R	U	E
D	S	U	N	D	A	Y	R	S
A	S	A	T	U	D	A	S	D
Y	R	T	A	M	O	P	D	A
W	E	D	N	E	S	D	A	Y
S	A	T	U	R	D	A	Y	Y

Activity 2: Thunder, Friday; Whisper, Saturday

Optional follow-up activity: Students make their own word art puzzle based on their favourite day of the week for a partner to guess. Students can also do this as a class activity, finding other students who have the same favourite day as them.

Worksheet 2: I play computer games on Mondays.

- Complete sentences 1-6 based on the pictures:

1. I play computer games.
2. I ride my bike.
3. I ride my pony.
4. I go swimming.
5. I play football.
6. I play the piano.

- Divide the class into two groups:

Group A draws the activities

(e.g., playing the piano, swimming).

Group B writes the days of the week

(Mondays, Tuesdays, etc.).

- Now, randomly match one picture with one day of the week.

Students should form sentences about themselves using the chosen activity and day. For example:

- "I play football on Fridays."
- "I ride my bike on Wednesdays."

Encourage students to speak clearly and share their sentences with the class.

Worksheet 3: My free time activities

Using the worksheet

- This worksheet helps students talk about their free time activities.
- Students colour in the pictures of the people doing different sports activities and then write an expression from the word box under each one.
- They then complete the boxes with a tick if they do the activity shown, or a cross if they don't.
- In pairs, students then take turns to talk about the sports activities they do/don't do.

KEY: 1 go surfing, 2 play football, 3 play basketball, 4 go running, 5 play tennis, 6 go climbing, 7 go swimming, 8 go skiing, 9 go sledging

Optional follow-up activity: Students work in pairs. They swap worksheets and try to memorise which activities their partner does. They then put the worksheets away and quiz each other, e.g. A: You go surfing. B: Yes/No

Test

1

2 Wednesday

3 Saturday, Sunday

4 Tuesday, Thursday

2

2 go swimming

3 ride a bike

4 play with toys

5 watch TV

6 play football

3

2 Yes, I do.

3 No, I don't.

4 No, I don't.

5 Yes, I do.

6 Yes, I do.

4

2 go running

3 play football

4 play tennis

5 ride my horse

6 go surfing

5

2 yes

3 yes

4 no

5 yes

6 no



The old house

There's / There are ...

6

Page 86

Activity 1

There's: sandwich (b), doll (c), dog (e)

There are: apples (d), sausages (f)

Page 87

Activity 2

2 There are, 3 There's, 4 There's,

5 There's, 6 There are

Activity 3

2 There's a lizard in the bedroom.

3 There are seven crocodiles in the bathroom.

4 There are five tigers in the garden.

5 There's a spider in the kitchen.

6 There's a cat in the living room.

Page 88

Activity 1

2 Are, 3 are, 4 Is, 5 Is, 6 are

Page 89

Activity 2

2 Yes, there are. 3 Yes, there is.

4 There are three sausages.

5 No, there isn't.

6 There are four apples.

Activity 3

2 Are there any, there are; 3 How many kites, There are; 4 Is there, Yes, there is;

5 Is there, Yes, there is; 6 How many cakes, There's

Page 90

Activity 1

2 no, 3 no, 4 no, 5 no, 6 yes

Page 91

Activity 1

Students' own answers.

Activity 2

Students' own answers.

Page 92

Activity 1

2 kitchen, 3 stairs, 4 bathroom, 5 hall,

6 living room

Activity 2

2b, 3b, 4a, 5b

Page 93

Activity 1

In Bedroom a, there's a yellow ball.

In Bedroom b, there's an orange ball.

In Bedroom a, there are two red books.

In Bedroom b, there are four red books.

In Bedroom a, there are two bananas.

In Bedroom b, there are two apples.

In Bedroom a, there's a blue monster.

In Bedroom b, there's a pink monster.

In Bedroom a, there's a teddy under the chair.

In Bedroom b, there's a teddy on the chair.

In Bedroom a, there are three purple pencils.

In Bedroom b, there are five purple pencils.

Activity 2

Students' own answers.

Activity 3

Students' own answers.

Worksheets

Worksheet 1: My house

Using the worksheet

- These spelling and observation activities practise vocabulary for rooms in the house bathroom, bedroom, living room, dining room, hall, kitchen, cellar, stairs, garden and What's in the ... ?
- Students complete the word labels for the rooms in the house, then match the questions and answers about the animals hidden in the house.

KEY: Activity 1: **2** bedroom, **3** living room, **4** hall, **5** dining room, **6** stairs, **7** cellar, **8** kitchen, **9** garden
Activity 2: **2a**, **3c**, **4b**

Optional follow-up activity: Students draw their own additional animals on the house picture for their partner to find and answer questions, e.g. What's in the bedroom? A duck!

- Students then play the same guessing game in pairs, using the conversations as a model. One student chooses a picture, the other has to guess, using Is there, Are there and How many questions.

KEY: **2** isn't, **3** there, **4** are, **5** many, **6** are, **7** there, **8** is, **9** How, **10** are, **11** Are, **12** aren't, **13** 2

Optional follow-up activity:

Students ask and answer similar questions to find out what their partners have in their pencil case or bag, e.g. Is there a book? (Yes, there is.) How many books are there? (There are three.) After asking the questions, students draw or write what they think the contents are, then check by taking the items out of the bag or pencil case.

Worksheet 2: There's / There are

Using the worksheet

- This spot the difference activity practises *There's ... / There are ...*
- Students look at the two pictures and circle the five differences they find. They can do this individually, then talk about the differences in pairs.
- Students then complete the sentences at the bottom of the worksheet, choosing and circling the correct words.

KEY: Activity 2: **2** there's, a cat; there's, a dog; **3** there are, three; there are, four; **4** there's, a sandwich; there's, a banana; **5** there are, five; there are, four

Optional follow-up activity: Play a memory game with the class. Draw some simple items on the board, e.g. two books, three pencils, a cat, three bananas. Ask students to say what they can see using There's/ There are and then study the board for a couple of minutes. Then ask them to close their eyes while you change some of the details, e.g. add another pencil, add a ruler, rub out two bananas. Students open their eyes again and describe any changes they notice, e.g. There are four pencils!

Worksheet 3: Is / Are there ... ? How many ... ?

Using the worksheet

- This gap-fill activity practises Is there a ... ? Yes, there is./No, there isn't. Are there any ... ? Yes, there are./ No, there aren't. and How many ... are there? There are ...
- Students look at the pictures and note the differences between them.
- They then read Misty and Thunder's conversations and complete the questions and answers, choosing the correct words from the word boxes.

Test

1

- 2 dining room, b
- 3 living room, c
- 4 kitchen, d
- 5 stairs, e
- 6 cellar, f

2

- 2 There's
- 3 There's
- 4 There's
- 5 There are
- 6 There are

3

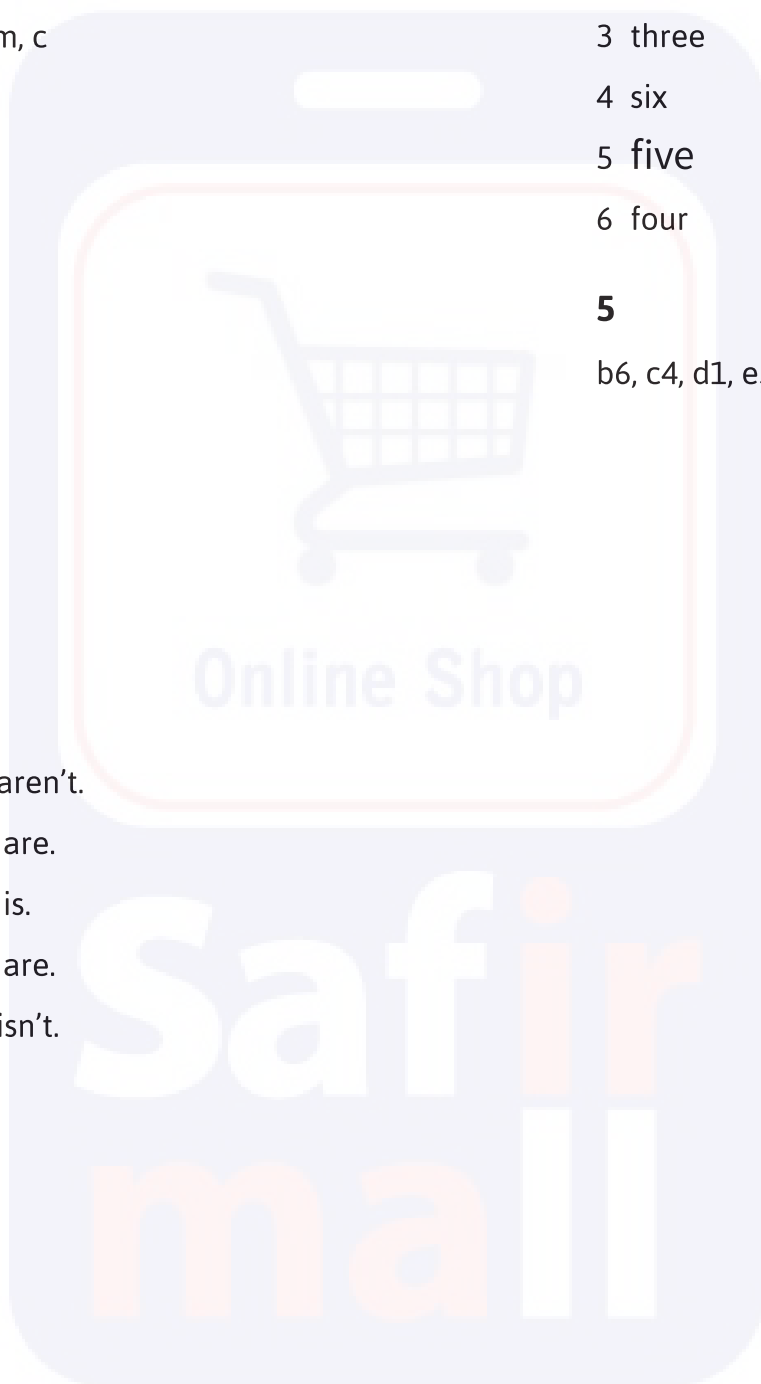
- 2 No, there aren't.
- 3 Yes, there are.
- 4 Yes, there is.
- 5 Yes, there are.
- 6 No, there isn't.

4

- 2 seven
- 3 three
- 4 six
- 5 five
- 6 four

5

- b6, c4, d1, e5, f2



Get dressed

Do you like this/these ... ?

7

Page 100

Activity 1

This: jacket (b), sweater (d)

These: jeans (c), socks (e), shorts (f)

Page 101

Activity 2

2 Do you like these shoes?

3 Do you like this jacket?

4 Do you like these shorts?

5 Do you like this T-shirt?

6 Do you like these jeans?

Activity 3

2 like these shoes, I don't; 3 like this jacket,

I don't; 4 you like these trousers, Yes, I do;

5 you like this hat, No, I don't; 6 Do you like these shoes, Yes, I do.

Page 102

Activity 1

2 no, 3 no, 4 yes, 5 no, 6 no

Page 103

Activity 2

2 No, he isn't. 3 Yes, he is. 4 No, she

isn't. 5 Yes, he is. 6 No, she isn't.

Activity 3

2 What is Bob doing?

3 Are Amy and Hannah riding bikes?

4 Emma and Tom are watching TV.

5 Oscar is playing football.

6 Is Kylie eating a sandwich?

Page 104

Activity 1

2 He's sleeping.

3 He's listening to music.

4 She's in the dining room.

5 He's in the living room.

6 No, she isn't. She's reading a book.

Page 105

Activity 1

Students' own answers.

Activity 2

Students' own answers.

Page 106

Activity 1

Pictures with a 😊: 2, 5, 6

Pictures with a ☹️: 3, 4

Activity 2

2b, 3d, 4c, 5a

Page 107

Activity 1

Helen's wearing a yellow T-shirt, red shorts and a blue and white baseball cap. She's playing football.

Matt's wearing a yellow sweater, blue trousers and red shoes. He's watching TV.

Pat's wearing a blue jacket and a red skirt. She's eating a banana.

Activity 2

Students' own answers.

Activity 3

Students' own answers.

Worksheets

Worksheet 1: Clothes

Using the worksheet

- This gap-fill activity practises clothes vocabulary T-shirt, skirt, jeans, trousers, sweater, shoes, cap, socks, shorts, jacket and My ... is /are ... It also revises colours.
- Students read the text and write the clothes words after each picture.
- They then colour in the clothes on the washing line, according to the text.

KEY: 2 jeans, 3 shoes, 4 jacket, 5 skirt, 6 trousers, 7 socks, 8 cap, 9 sweater, 10 shorts

Optional follow-up activity: Students write about their own clothes in the same way. Or they can play a guessing game in pairs. They choose another student in the class and describe their clothes as if they are that student, e.g. My shoes are brown. My skirt is green, etc. Their partner has to guess who they are.

Worksheet 2: Do you like this / these ... ?

Using the worksheet

- This read and circle activity practises Do you like this/ these ... ? and the short answers Yes, I do. / No, I don't.
- Students look at the picture story and write this or these in the mother's speech bubbles and circle Yes, I do or No, I don't in the boy's.
- Students then practise the dialogue in pairs and act it out for the class.

KEY: 2 this, No, I don't. 3 these, No, I don't. 4 this, No, I don't. 5 this, Yes, I do.

Optional follow-up activity: Write the clothes vocabulary on the board. Give each student three small pieces of paper. On each one, they write an item of clothing that they like and pin them to their own clothes. The class sit in a circle. One student stands in the middle and says, e.g. Do you like jeans? All the students who have the word jeans on them stand up, shout Yes, I do! and have to change seats. The student in the middle runs quickly to a seat. The student left standing takes their place and asks another question.

Worksheet 3: Is Lucy wearing a sweater?

Using the worksheet

- These reading and speaking activities practise Is he/she/Lucy wearing a ... ? and the short answers Yes, he/she is and No, he/she isn't. They also revise colours.
- Students look at the pictures and match the questions and answers about Lucy and Adam.

- Students work in pairs. One student rolls two dice: the first dice shows the clothes item, and the second shows the colour. They colour the item on the character and ask a question like "Is he wearing a red cap?" The partner answers "Yes, he is" or "No, he isn't." Then they switch roles. They continue until all the clothes are coloured. This activity practices clothes and colours vocabulary, present continuous questions, and short answers.

Worksheet 4: Socks with spots

Using the worksheet

- This activity reinforces key Think and learn vocabulary through colouring and sentence completion.
- Students colour the pictures as they prefer.
- Then they study the pictures and complete the sentences next to each one with words from the word box and colours. Explain that students can use the words from the word box more than once.
- Students draw one more item in the box and colour it. They write their own complete sentence to describe it, following the models for the other clothes pictures.

KEY: 2 spots, spots, [colour]; 3 plain/[colour], [colour]/plain; 4 stripes, stripes, [colour], [colour]; 5 flowers, flowers, [colour]; 6 plain/[colour], [colour]/plain; 7 zigzags, zigzags, [colour], [colour]; 8 Students' own answers.

Optional follow-up activity: Students work in pairs. They use one worksheet. One student chooses an item but doesn't say which one. Their partner then has to guess the item, e.g. A: Has it got stripes? B: Yes, it has. A: Is it the sweater? B: Yes, it is.

Test

1

- 2 socks
- 3 T-shirt
- 4 jacket
- 5 trousers
- 6 shoes

2

- 2 is he wearing a T-shirt?
- 3 Is he wearing jeans?
- 4 Is she wearing a skirt?
- 5 Is she wearing shorts?
- 6 Is she wearing a sweater?

3

- 2 these trousers, Yes, I do.
- 3 this hat, No, I don't.
- 4 this skirt, Yes, I do.
- 5 these jeans, Yes, I do.
- 6 this jacket, No, I don't.

4

- 2 Nick is playing football.
- 3 Olivia is playing the piano.
- 4 Kim is eating an apple.
- 5 Mark is riding a horse.
- 6 Lucy is drinking orange juice.

5

hat_red; flower_purple; spots on
T-shirt-yellow spots; stripes on
skirt-green; balloon-blue

The robot

Can/can't for ability

8

Page 116

Activity 1

2c, 3b, 4a, 5d, 6e

Page 117

Activity 2

2 can, 3 can't, 4 can't, 5 can, 6 can

Activity 3

2 Ned can't speak Spanish.

3 Ned can play the guitar.

4 Alice can play the piano.

5 Alice can speak Spanish.

6 Alice can't play the guitar.

Page 118

Activity 1

2d, 3f, 4a, 5b, 6e

Page 119

Activity 2

2 play, 3 can't, 4 sing, 5 speak, 6 can

Activity 3

2 Can you speak Spanish?

3 Can you play tennis?

4 Can you ride a bike?

5 Can you swim?

6 Can you ride a horse?

Page 120

Activity 1

2 no, 3 yes, 4 no, 5 no, 6 yes

Page 121

Activity 1

Students' own answers.

Activity 2

Students' own answers.

Page 122

Activity 1

head – yellow, hands – orange, arms – purple,

toes – purple, knees – blue

Activity 2

walk ✓, run X, jump ✓, get together X, sing X

Page 123

Activity 1

2 Can you skip?

3 Can you fly a kite?

4 Can you play football?

5 Can you make a sandwich?

6 Can you play chess?

7 Can you sing?

8 Can you swim?

Students' own answers.

Activity 2

Students' own answers.

Activity 3

Students' own answers.

Worksheets

Worksheet 1: The body

Using the worksheet

- This anagram activity practises vocabulary for parts of the body head, hand, arm, fingers, knee, leg, foot, toes and numbers up to 16.
- Students solve the anagrams and draw lines from the words to the relevant part of the robot.
- Students then fill in the robot's sentences with either numbers or words.

KEY: Activity 1: **2** hand, **3** knee, **4** toes, **5** arm, **6** fingers, **7** leg, **8** foot; Activity 2: **2** four/4, **3** sixteen/16, **4** six/6, **5** twelve/12, **6** three/3

Optional follow-up activity: Play a game of How many ... ?

Ask six volunteers in the class to stand up. Call out combinations of numbers and body parts, e.g. *four heads, three arms, fifteen fingers*. Students arrange themselves in different combinations to show that number of body parts, e.g. lean four of their heads together, hold up 15 fingers between them, etc.

Worksheet 2: I can ...

Using the worksheet

- This writing activity practises I can / I can't ...
- Students look at the chart to see what the characters can and can't do. They complete the speech bubbles, choosing can or can't each time.
- Students then use the worksheet to play a guessing or memory game in pairs. One student reads out one of the speech bubbles without saying the name, while the other listens without looking at the worksheet. He or she guesses which character they are from the description of what they can and can't do, e.g. I can skip. I can touch my toes. I can't stand on one leg. (You're Flash!)

KEY: **Misty** can, can; **Thunder** can, can't, can; **Flash** can, can, can't; **Whisper** can't, can, can

Optional follow-up activity: Make up instructions for students to try, e.g. Touch your knees with your nose, Stand on your hands, etc., and see which ones students can achieve! Encourage students to say, e.g. I can/can't touch my knees with my nose, accordingly. Students can also report on what other children in the class can do, e.g. Anna can stand on her hands!

Worksheet 3: Can you ... ?

Divide the class into pairs.

- One student reads out an instruction from the worksheet.
- The other student listens and performs the action.

For example:

- Student A: "Jump three times!"
- Student B: (Performs the action.)

Take turns and encourage clear pronunciation and active listening.

Test

1

2 fingers, e

3 hands, d

4 head, a

5 legs, f

6 eyes, b

2

2 can't

3 can

4 can't

5 can't

6 can

3

2 No, she can't.

3 No, he can't.

4 Yes, he can.

5 Yes, she can.

6 Yes, he can.

4

2 can ride a horse

3 can't fly a kite

4 can play the piano

5 can dance

6 can't skip

5

2 forwards

3 jumping

4 stretching

5 backwards

6 forwards



At the beach

Suggestions

9

Page 130

Activity 1

2c, 3f, 4b, 5e, 6a

Page 131

Activity 2

2 sure, 3 play, 4 want, 5 eat, 6 idea

Activity 3

2 Let's catch a fish. Sorry, I don't want to.

3 Let's eat ice cream. Good idea.

4 Let's read a book. I'm not sure.

5 Let's make a sandcastle. I'm not sure.

6 Let's play football. Good idea.

Page 132

Activity 1

2 Where is the big dog?

3 Where are the blue shoes?

4 Where is the cat?

5 Where is the beach?

6 Where are the orange kites?

Page 133

Activity 2

2 It's on the purple bag.

3 They're in the pink bag.

4 It's under the red book.

5 They're in the yellow bag.

6 It's in the red pencil case.

Activity 3

2 Where are, They're; 3 Where's, It's in the living; 4 Where's, It's in the kitchen.; 5 Where's the snake

Page 134

Activity 1

1 Any four of the following: high mountains, beautiful beaches, famous castle, old castle, fantastic Wales; 2 walk up the mountain, swim in the sea, see a castle (other possible answers: see sheep, take photos, have lunch, eat Welsh cakes); 3 Snowdon; 4 walk to the top, take photos; 5 sheep; 6 Welsh cakes

Page 135

Activity 1

2e, 3a, 4c, 5f, 6b

Activity 2

Possible answer:

Come to Scotland

Scotland is a beautiful country. There are lots of places to see. Walk in the high mountains; walk up Ben Nevis – it's really high! Go to Edinburgh and listen to bagpipes – take your camera and take photos. Have lunch in the Castle café and eat haggis! Look for shells on the super beaches and find the Loch Ness monster! Come to Scotland – it's got everything!

Page 136

Activity 1

2a, 3b, 4b, 5a

Activity 2

2 table, 3 bag, 4 table, 5 box, 6 box

Page 137

Activity 1

Students' own answers.

Activity 2

Students' own answers.

Activity 3

Students' own answers.

Worksheets

Worksheet 1: Catch a fish!

Using the worksheet

- This reading and writing activity practises the vocabulary for holidays catch a fish, look for shells, paint a picture, read a book, take a photo, eat ice cream, listen to music, make a sandcastle.
- Students can do this as a memory game from the picture on Student's Book page 106. They draw the missing details in the pictures in pencil and complete the captions using the word box, before checking.

KEY: 2 look, 3 paint, 4 read, 5 take, 6 make, 7 eat, 8 listen

Optional follow-up activity: Play a game of Simon says! (see Introduction), using these new actions and other actions that students know in English. When you say Simon says, e.g. Simon says make a sandcastle, they have to mime the action. If you give any instructions without Simon says, e.g. Make a sandcastle, students do nothing. Alternatively, you can play this as a reading game, writing instructions on the board or small slips of paper for students to read and act out.

Worksheet 2: Let's play tennis.

Using the worksheet

- This writing and matching activity practises the language of suggesting Let's ... and the answers Good idea, I'm not sure, Sorry, I don't want to. It also practises vocabulary for holiday activities.
- Students complete the suggestion in each speech bubble, using the words in the word box, then read the answer and circle the correct matching picture.

KEY: 2 picture, b; 3 TV, b; 4 sandcastle, a; 5 music, a; 6 book, b

Optional follow-up activity: Students play a suggestions game in class. Each student writes a suggestion on a piece of paper, e.g. Let's ride a horse. They fold these up and put them into a box or bag. Students then take it in turns to take a piece of paper and read out the suggestion to another student in the class. That student replies with Good idea, I'm not sure or Sorry, I don't want to. If the reply is Good idea, they act out the activity.

Worksheet 3: Where are the spiders?

Using the worksheet

- This writing and matching activity practises *Where's / Where are ... ?*, *It's / They're in the ...*
- Students read and complete the speech bubbles choosing 's, are, It's and They're from the word box. Read the example with them to demonstrate.
- Students then read the dialogues again and connect the pictures at the bottom of the worksheet correctly. They say where the objects are as they do so, e.g. The spiders are in the pencil case. The pencil case is in the classroom.

KEY: Activity 1: a are, b They're, c 's, d It's (this sequence is repeated in each dialogue); Activity 2: Students should draw connecting lines between: 2 sandwiches, bag, kitchen; 3 frogs, toy box, bedroom; 4 apples, tree, garden

Optional follow-up activity: Students play a memory game using the worksheet. In pairs, one student looks at the worksheet and asks questions, e.g. Where's the pencil case? The other student has to answer from memory. Students can also hide their own things somewhere in the classroom and ask and answer questions to find them.

Test

1

- 2 Let's eat, f
- 3 Let's catch, d
- 4 Let's paint, a
- 5 Let's take, c
- 6 Let's read, e

2

- 2 On Bondi Beach
- 3 Yes, you can
- 4 The Blue Mountains
- 5 Yes, they do
- 6 You can see the penguins.

3

- 2 Where's the guitar? It's on the bed.
- 3 Where are the birds? They're on the sandcastle.
- 4 Where's the fish? It's in the sea.
- 5 Where's the book? It's on the desk.
- 6 Where are the shells? They're in the box.

4

- 2 next to
- 3 swim
- 4 catch
- 5 trees
- 6 look at

5

- 2 no
- 3 no
- 4 yes
- 5 no
- 6 no

