

# SAFIR'S SUPER MINDS **TOTAL** 2 **LEARNING**

## Answer key



**Safir Pub.**



POWERED BY SAFIR

# Back to school

## There's / There are

Welcome  
Unit

### Page 2

#### Activity 1

2 a, 3 some, 4 a, 5 some,  
6 a (bookcase) / some (books)

### Page 3

#### Activity 2

2 are, 3 is, 4 is, 5 are, 6 is

#### Activity 3

2 There is a, 3 There is a, 4 There are  
some, 5 There is a, 6 There are some

### Page 4

#### Activity 1

2 down, 3 up, 4 Close, 5 your ruler,  
6 open your

### Page 5

#### Activity 2

2 open, 3 Pass, 4 up, 5 Don't,  
6 down

#### Activity 3

2 Sit down. 3 Don't open your book.  
4 Stand up. 5 Open your book.  
6 Don't stand up.

### Page 6

#### Activity 1

2 f, 3 f, 4 t, 5 t, 6 f

### Page 7

#### Activity 1

Students' own answers.

#### Activity 2

Students' own answers.

### Page 8

#### Activity 1

1d, 2e, 3f, 4b, 5c, 6a

#### Activity 2

Sentences with a tick✓:

Stand up, please.

Get your books, please.

Don't get your crayons.

Write your name, please.

### Page 9

#### Activity 1

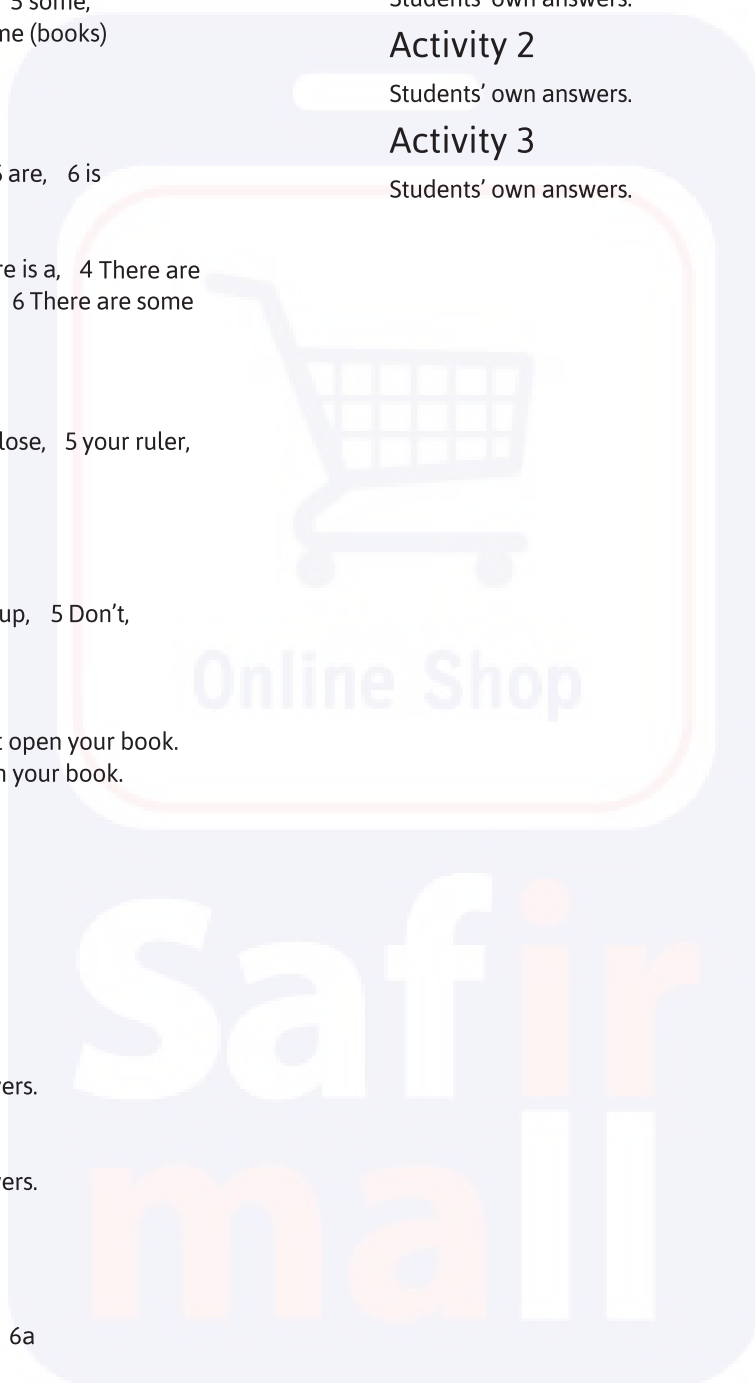
Students' own answers.

#### Activity 2

Students' own answers.

#### Activity 3

Students' own answers.



# Worksheets

## Worksheet 1: The classroom

### Using the worksheet

- This worksheet practises classroom vocabulary: door, window, bookcase, wall, board, clock, cupboard, chair, floor,crayon and revises classroom objects. It also raises awareness of vowels and consonants.
- Students can work individually or in pairs. They look at the picture of the classroom and use it to complete the missing vowels from the classroom words (2–9).
- Students then look at the classroom objects (a–g) on the desks in the classroom and write the words using the words from the box to help them.
- After checking, ask students to take turns to spell out the words on the worksheet for a partner to either say or write down the word they are spelling.

**KEY:** Activity 1: **2** clock, **3** wall, **4** board, **5** cupboard, **6** door, **7** bookcase, **8** chair, **9** floor; Activity 2: **b** pen, **c** pencil, **d** ruler, **e** notebook, **f** pencil case, **g** crayon

Optional follow-up activity: Demonstrate how to play I-Spy (see Introduction) by saying, e.g. I spy with my little eye something beginning with B.(Book) Students look around the classroom and guess the word. Students play the game in groups.

## Worksheet 2: There's / There are ...

### Using the worksheet

- This worksheet practises There's a/an ... and There are some ...
- Students can work individually or in pairs. They read the sentences carefully and complete them with the missing word.
- Students then read the sentences again and draw the missing objects on each desk.
- Ask students to read their sentences and show their pictures to another student or pair. Encourage them to try to correct their own work.

**KEY:** Activity 1: **2** an, **3** some, **4** are, **5** a, **6** rulers; Activity 2: Drawings of **2** an apple, **3** some pencils, **4** some books, **5** a pencil case, **6** some more rulers

Optional follow-up activity: Demonstrate how to play Kim's game (see Introduction). Put several different classroom objects on a desk. Ask students to gather round the desk and take it in turns to tell you what they can see, e.g. There's a pencil case. / There are some rubbers Students can also count items, e.g. There are four notebooks Ask students to close their eyes or turn round while you remove one or more things from the desk. Elicit what's missing, e.g. a book / some pencils Repeat. Then students play the game in groups.

## Worksheet 3: Imperatives

### Using the worksheet

- This worksheet practises affirmative and negative imperatives.
- Encourage students to look at the pictures in the story and elicit what is happening (the boy is training his dog). Do this in L1 if necessary.
- Students can work individually or in pairs. They complete the story by copying the imperatives into the correct speech bubble.
- Ask students to compare their work and act out the story in pairs.

**KEY:** Activity 1: **2** Don't sit down. Eat! **3** Don't eat. Play! **4** Don't stand up. Sit down! **5** Don't play. Sit down! **6** Don't close your book. Open it!

Optional follow-up activity: Students create their own imperatives story to act out in pairs. Brainstorm the imperatives students know and write them on the board to get students started. Students then plan their story. Less confident students can act out their story through mime. More confident students can say the imperatives in their story. Help with new language as necessary.

## Test

**1**

2 clock

3 window

4 board

5 bookcase

6 door

7 cupboard

8 chair

9 floor

**2**

2 There's a

3 There's a

4 There are some

5 There's a

6 There are some

**3**

33 – thirty-three

46 – forty-six

57 \_ fifty-seven

60 - sixty

79 – seventy-nine

100 – one hundred

**4**

2 Don't open

3 Don't sit

4 Sit

5 Stand

6 Don't stand

**5**

2 thirty-one clocks

3 forty-two chairs

4 fifty-four doors

5 sixty-three windows

6 seventy-six crayons

# My day

## Telling the time

# 1

### Page 16

#### Activity 1

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

### Page 17

#### Activity 2

2 at, 3 When, 4 o'clock, 5 do, 6 ten

#### Activity 3

- 2 I brush my teeth at seven o'clock.
- 3 I go to school at eight o'clock.
- 4 I have / eat lunch at twelve o'clock.
- 5 I play in the park at four o'clock.
- 6 I go to bed at nine o'clock.

### Page 18

#### Activity 1

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

### Page 19

#### Activity 2

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

#### Activity 3

2 leaves, 3 arrives, 4 has, 5 starts,  
6 gets

### Page 20

#### Activity 1

2 goes by bus, 3 her desk, 4 helps Suzy  
with her work, 5 They all have, 6 Mum

### Page 21

#### Activity 1

Students' own answers.

#### Activity 2

Students' own answers.

### Page 22

#### Activity 1

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

#### Activity 2

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

### Page 23

#### Activity 1

Students' own answers.

#### Activity 2

Students' own answers.

#### Activity 3

Students' own answers.

# Worksheets

## Worksheet 1: My day

### Using the worksheet

- This worksheet practises vocabulary: get up, get dressed, have breakfast, brush your teeth, go to school, have lunch, play in the park, have dinner, go to bed.
- Students label the pictures with the words in the boxes.
- Students then work in pairs. Student A mimes a phrase and Student B guesses. Students swap roles.

**KEY:** 2 get dressed, 3 have breakfast, 4 brush your teeth, 5 go to school, 6 have lunch, 7 play in the park, 8 have dinner, 9 go to bed

Optional follow-up activity: Prepare students to write about their routine during one day. Brainstorm activities and write them on the board. Tell students to draw pictures if they can't write about some things they do, e.g. housework.

## Worksheet 2: Telling the time

### Using the worksheet

- This worksheet practises questions and answers about the time.
- Students work individually or in pairs. They use the words on the clock to complete the questions and answers.
- Students then think of two more time questions. They write true answers. Then students stand up and mingle, asking and answering their questions.
- Students say Snap! when another student has the same answer as their own.

**KEY:** Activity 1: 2 It's four o'clock. 3 When do you play in the park? 4 At six o'clock.; Activity 2: Possible questions and answers: 1 What time do you go to school? At eight o'clock. 2 When do you have dinner? At six o'clock.

Optional follow-up activity: Play Time race (see Introduction). Write the 'o'clock' times that students know on the board in random order. Put students in two teams and ask both teams to line up on either side of the board. Give the first student in each team a board pen. Say one of the times, e.g. *ten o'clock*. The two students race to find and circle it. The first player to circle the correct time wins a point. Play continues with the next pair of students.

This game can also be played with numbers 1–20.

## Worksheet 3: Paula's day

### Using the worksheet

- This worksheet practises present simple, 3rd person.
- Students look at the pictures and read. They complete the text, using the verbs they know.
- Students read the text again and draw the correct times on the clocks.

- Ask students to work in pairs. Student A says a time, e.g. *eleven o'clock*. Student B says what Paula does, e.g. Paula plays in the park with her friends. Students swap roles.

**KEY:** Activity 1: 2 has/eats, 3 brushes, 4 plays, 5 has/eats, 6 watches, 7 goes; Activity 2: Times drawn on clocks: b ten o'clock, c eleven o'clock, d six o'clock, e seven o'clock, f eight o'clock

Optional follow-up activity: Demonstrate how to play What's the time, Mr Wolf? (see Introduction). Choose a student to be the wolf. You are the reporter. The other students are the runners. The wolf stands on one side of the room with his or her back turned, and the runners stand on the other. You stand in the middle. The runners say What's the time, Mr Wolf? The wolf says the time, e.g. It's seven o'clock. The runners take seven steps towards the wolf. You say what the wolf does at that time, e.g. At seven o'clock the wolf gets up. When you say an eating action, e.g. The wolf has breakfast/lunch/dinner, the wolf runs after the other students until one is caught. That student then becomes the wolf and the game starts again.

## Worksheet 4: Matching time

### Using the worksheet

- This worksheet practises Roman numbers for telling the time, using key Think and learn vocabulary.
- Students work in pairs. They look at the cards and draw the correct times on the clocks below the sundials.

**KEY:** Activity 1: IX – nine o'clock, V – five o'clock, X – ten o'clock, III – three o'clock, VI – six o'clock, XI – eleven o'clock, VIII – eight o'clock

## Test

**1**

2 have

3 get

4 go

5 have

6 go

**2**

2 It's eight o'clock.

3 It's ten o'clock.

4 It's seven o'clock.

5 It's nine o'clock.

**3**

2 What's the time, It's

3 When do you, At

4 What's the time, It's

5 When do you, At

**4**

2 has

3 get

4 have

5 go

6 goes

7 plays

8 play

**5**

(8) → VIII

(2) → II

(9) → IX

(6) → VI

(10) → X

# The zoo

## Likes / Doesn't like

# 2

### Page 30

#### Activity 1

2 likes, 3 doesn't like, 4 likes,  
5 doesn't like, 6 likes

### Page 31

#### Activity 2

2 doesn't, 3 likes, 4 likes, 5 like, 6 likes

#### Activity 3

2 likes cake, 3 doesn't like peas,  
4 likes sausages, 5 likes apples,  
6 doesn't like chicken

### Page 32

#### Activity 1

2 No, he doesn't, 3 No, she doesn't,  
4 Yes, she does, 5 No, he doesn't,  
6 Yes, he does

### Page 33

#### Activity 2

2 she, 3 walk, 4 doesn't, 5 does, 6 he

#### Activity 3

- 2 Does Ben ride a bike to school?  
Yes, he does.
- 3 Does the zebra eat chicken?  
No, it doesn't.
- 4 Does the hippo like swimming?  
No, it doesn't.
- 5 Does your cat sleep a lot?  
Yes, it does.
- 6 Does Tina go to bed at eight o'clock?  
No, she doesn't.

### Page 34

#### Activity 1

2 Yes, he does. 3 No, he doesn't. He  
sleeps after lunch. 4 His favourite food is  
apples. 5 Yes, he can. 6 Yes, she does.

### Page 35

#### Activity 1

2 eight, 3 carrots / steak, 4 steak /  
carrots, 5 run fast, 6 a long tail

#### Activity 2

Students' own answers.

### Page 36

#### Activity 1

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

#### Activity 2

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

### Page 37

#### Activity 1

Students' own answers.

#### Activity 2

Students' own answers.

#### Activity 3

Students' own answers.

# Worksheets

## Worksheet 1: Animals

### Using the worksheet

- This worksheet practises animals: zebra, monkey, parrot, tiger, crocodile, bear and revises other animals.
- Students work individually or in pairs. They read the quiz and write the animals.
- Ask students to write their own quiz on animals they know.
- Students work in pairs. Student A reads his/her descriptions to Student B. Student B names the animals. Students swap roles.

**KEY:** Activity 1: **2** monkey, **3** zebra, **4** parrot, **5** bear, **6** crocodile; Activity 2: Possible descriptions: **1** I'm grey. I've got two big ears and a big trunk. (elephant), **2** I've got four legs. I like milk. I don't like dogs. (cat)

**Optional follow-up activity:** Make some space. Demonstrate the game Sleeping animals. Students lie on the floor (or sit at their desks with their heads on folded arms). Ask students to choose an animal and dream about it while 'sleeping'. They try to stay still while you 'hunt' them by walking around, looking for movement. Students who move have to get up and describe the animal that they were dreaming of, e.g. I'm black, white and orange. (tiger) Then they help you to hunt. Tell them that they cannot touch the other students. The last sleeping animal is the winner.

## Worksheet 2: likes / doesn't like

### Using the worksheet

- This worksheet practises likes / doesn't like and revises like / don't like
- Students work individually or in pairs. They match the pictures and sentences.
- Brainstorm family words. Then ask students to write sentences about themselves and their family using like/likes and don't/doesn't like, e.g. I like cats. My brother likes football. Help with new language. Early finishers can draw pictures on the back of the worksheet to go with the sentences.
- Students work in pairs. Student A reads all his/her sentences to Student B, e.g. My sister doesn't like dogs. Student B listens carefully. Then Student B tells Student A what he/she can remember, e.g. Your sister doesn't like dogs. Student A listens and gives a point for each correctly remembered sentence. Students swap roles.

**KEY:** Activity 1: **2** e, **3** f, **4** a, **5** c, **6** d; Activity 2: Possible answers: **1** I like bears. **2** My brother likes football. **3** My sister doesn't like dogs. **4** My dad doesn't like pizza.

**Optional follow-up activity:** Make some space. Demonstrate the game Chinese whispers (see Introduction). Students sit in a circle or stand in lines. Whisper a sentence with like/likes or don't/doesn't like to the nearest student. He/She listens and whispers

the same sentence to the next student. The game continues. The last student says the sentence aloud. See if it is the same sentence you said. Then students can play the game in smaller groups.

## Worksheet 3: Does Joe like computers?

### Using the worksheet

- This worksheet practises asking and answering questions with does + verb.
- Students work individually or in pairs. They read and answer the questions.
- Students write two more questions and answers about Joe.
- Ask students to work in pairs. Student A asks Student B his/her questions about Joe. Student B answers the questions without looking at the text. Students swap roles.

**KEY:** Activity 1: **2** Yes, he does. **3** No, he doesn't. **4** No, he doesn't. **5** Yes, he does. **6** No, he doesn't. Activity 2: Possible questions and answers: **1** Does Joe eat ice cream in the park? Yes, he does. **2** Does Joe go to bed at eight o'clock? No, he doesn't.

### Optional follow-up activity:

Ask students to read Joe's blog again and use it to help them write a text about their family, likes and routine. They can draw pictures or find photos. Display their work.

## Test

**1**

2 polar bear

3 parrot

4 tiger

5 monkey

6 snake

7 zebra

8 hippo

9 bear

**2**

2 Does Maria like cats? (No, she) doesn't.

3 Does Tom like football? No, he doesn't.

4 Does Maria like tennis? Yes, she does.

5 Does tom like go-karts? Yes, he does.

6 Does Maria like dolls? No, she doesn't.

**3**

2 Jill likes

3 Ben doesn't like

4 Grace doesn't like

5 Tom likes

6 Bill doesn't like

**4**

2 comes

3 has got

4 eats

5 drinks

6 don't like

7 plays

**5**

2 yes

3 no

4 yes

5 yes

6 no

# Where we live

## Has ... got ... ?

3

### Page 44

#### Activity 1

- 2 Yes, he has. 3 No, he hasn't.  
4 Yes, he has. 5 No, he hasn't.  
6 No, he hasn't.

### Page 45

#### Activity 2

- 2 Yes, it has, 3 Has Top Town got,  
4 No, it hasn't, 5 Yes, it has,  
6 Has Top Town got

#### Activity 3

- 2 Has your town got a shop?  
Yes, it has.  
3 Has Anna got a dog?  
No, she hasn't.  
4 Has Tim got a go-kart?  
No, he hasn't.  
5 Has your town got a playground?  
Yes, it has.  
6 Has your town got a hospital?  
No, it hasn't.

### Page 46

#### Activity 1

- 2 between, 3 in front of, 4 in,  
5 between, 6 under

### Page 47

#### Activity 2

- 2d, 3f, 4b, 5a, 6c

#### Activity 3

- 2 in front of, 3 next to, 4 in front of,  
5 behind, 6 between

### Page 48

#### Activity 1

- 2 swimming pool, 3 a sandwich,  
4 his house, 5 is, 6 likes

### Page 49

#### Activity 1

Students' own answers.

#### Activity 2

Students' own answers.

### Page 50

#### Activity 1

- Sam's town: 2 ✓, 3 X, 4 ✓, 5 X  
Hugo's town: 1 ✓, 2 X, 3 ✓, 4 ✓, 5 X

#### Activity 2

- 2 behind, b; 3 in front of, c; 4 on, d;  
5 next to, e

### Page 51

#### Activity 1

Students' own answers.

#### Activity 2

Students' own answers.

#### Activity 3

Students' own answers.



# Worksheets

## Worksheet 1: Places in town

### Using the worksheet

- This worksheet practises town words: park, playground, hospital, cinema, swimming pool, bus stop, shop, school, train station, café, street, and revises zoo from Unit 2.
- Students work individually or in pairs. They look at the pictures and find the words in the word search. (The words go across and down.) Then they label the pictures.
- Students can then make their own word search with the same words to swap with a partner.

**KEY:** Activity 1: **2** park, **3** playground, **4** hospital, **5** bus stop, **6** zoo, **7** school, **8** shop, **9** swimming pool, **10** train station, **11** café, **12** street

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

Activity 2: Students' own answers.

**Optional follow-up activity:** Demonstrate how to play House (see Introduction). Write dashes to represent one of the town words on the board, e.g. \_\_\_\_\_ (street). Students take it in turns to guess the letters. If they guess a letter correctly, write the letter in the word. If the guess is incorrect, write the incorrect letter on the board and start to draw a house. (This house should be drawn line by line, with four straight lines for the walls, floor and ceiling, two diagonal lines for the roof and three lines for the door.) The first person to guess the word takes the next turn. If the house is complete before all of the letters of the word have been guessed, you win. Students can play the game in groups.

## Worksheet 2: Has your town got a school?

### Using the worksheet

- This worksheet practises asking and answering questions with has got and places in a town.
- Students can work individually or in pairs. They use the picture of the town to complete the dialogue.
- Ask students to imagine what Zula is like and write questions. Students can then work in pairs and take turns to ask and answer the questions by pretending to be Zuzu.

**KEY:** Activity 1: **3** Yes, it has. **4** Yes, it has. **5** No, it hasn't. **6** Yes, it has.

Activity 2: Possible questions: **2** Has Zula got a playground?

**3** Has Zula got a zoo? **4** Has Zula got a train station?

**Optional follow-up activity:** Students draw a picture of Zula. Then they write sentences about it, e.g. Zula has got three playgrounds. Display their work.

## Worksheet 3: It's next to ...

### Using the worksheet

- This worksheet practises prepositions of place and places in a town.
- Students read the sentences and draw pictures to illustrate them. Students can compare their work with a partner.
- Then students write sentences about where things are in a different town.
- Students work in pairs. Student A reads his/her sentences to Student B. Student B listens and draws. Students swap roles. Then they compare their pictures.

**KEY:** Activity 1: Students' drawings to show: **1** The café is next to the train station. **2** There's a park behind the school. **3** The cinema is between the shop and the swimming pool. **4** There's a street in front of the park. ; Activity 2: Students' own answers.

**Optional follow-up activity:** Demonstrate how to do a group picture dictation. Dictate a sentence for all of the students to draw, telling them to start in the centre of the page, e.g. In our town, there's a sweet shop. Pause while students draw. Continue with There's a fruit shop next to the sweet shop. There's a park behind the shops. Ask a volunteer to dictate the next sentence. The dictation continues. Students compare their drawings at the end.

## Test

**1**

2 swimming pool e

3 street a

4 café d

5 playground f

6 train station b

**2**

2 No, it hasn't

3 Yes, it has.

4 Yes, it has.

5 No, it hasn't

6 Yes, it has.

**3**

2 has got

3 hasn't got

4 has got

5 hasn't got

6 has got

**4**

2 between

3 behind

4 in front of

5 next to

6 in front of

**5**

2 a

3 b

4 f

5 c

6 e

# The market

## Would you like ... ?

4

### Page 58

#### Activity 1

2 an, 3 some, 4 some, 5 an, 6 some,  
7 some

### Page 59

#### Activity 2

2 please, 3 Would, 4 No, 5 some, 6 a

#### Activity 3

2 Would you like, thank you  
3 Would you like an, No,  
4 Would you like a lemon, please  
5 Would you like a banana, Yes, please  
6 Would you like a pear, No, thank you

### Page 60

#### Activity 1

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

### Page 61

#### Activity 2

Mia Let's make sandwiches for lunch. Is  
there any bread?  
John Yes, there is. There's white bread.  
Let's look in the fridge.  
Mia OK. Is there any chicken?  
John No, there isn't any.  
Mia Are there any sausages?  
John Yes, there are. There are two  
sausages.  
Mia My favourite—a sausage sandwich.  
Is there any cake?  
John Yes, there is. There's chocolate cake.  
Yummy!

#### Activity 3

2 Is there any cake?  
3 Are there any lemons?  
4 Is there any cheese in the fridge?  
5 Is there any bread in the basket?  
6 Are there any apples in the fridge?

### Page 62

#### Activity 1

2 There's one egg. 3 No, there isn't any.  
4 Yes, there is. 5 Yes, there is.  
6 chocolate, fruit or lemon juice

### Page 63

#### Activity 1

Students' own answers.

#### Activity 2

Students' own answers.

### Page 64

#### Activity 1

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

#### Activity 2

2a, 3b, 4e, 5c

### 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 worksheet practises food vocabulary : mangoes, watermelons, lemons, grapes, potatoes, beans, eggs, bread, tomatoes, greens, kiwis and revises apples, bananas, peas, carrots, sausages, pizza, fish. It also raises awareness of vowels and consonants.
- Students can work individually or in pairs. They use the picture to complete the words.
- Students look at the picture again and write down the other food they can see.
- Students work in pairs. Student A describes one of the foods, e.g. It's a fruit. It's big and green. Student B names the food, e.g. watermelon. Students swap.

**KEY:** Activity 1: **2** bread, **3** greens, **4** mangoes, **5** watermelons, **6** lemons, **7** grapes, **8** beans, **9** potatoes, **10** tomatoes, **11** kiwis; Activity 2: (no set order) sausages, apples, bananas, pizza, carrots, fish

**Optional follow-up activity:** Ask students to draw a 2 x 3 bingo grid and draw six of the food words on it (see Introduction). Slowly say the food words, e.g. peas, mangoes, potatoes, eggs. Write the words down as you say them. When students hear a word from their grid, they cross the corresponding picture out. The first student to have six crosses says Bingo!

## Worksheet 2: Would you like a / an / some ... ?

### Using the worksheet

- This worksheet practises 'Would you like ... ?' and 'a, an and some'.
- Students complete the questions.
- Ask students to choose an answer to each question and draw the missing mouths. Then they write the answers 'Yes, please' or 'No, thank you'.
- Students practise the dialogues in pairs.

**KEY:** **2** a banana; **3** like some cheese; **4** you, some grapes; **5** Would, like an apple; **6** Would you, some bread; Students own answers.

**Optional follow-up activity:** Ask a question, e.g. 'Would you like an egg?' Then add another food, e.g. 'Would you like an egg and some bread?' Ask a volunteer to repeat and add another food word, e.g. 'Would you like an egg, some bread and some sausages?' See how many items students can remember in one list. Students can then play in groups.

## Worksheet 3: Food weights

### Using the worksheet

- This worksheet practises key vocabulary for weights and food.
- Students play the game in pairs or small groups. Give each pair/group a dice or a spinner (see Introduction) and give each student their own copy of the game.
- Ask each student to use a rubber or pencil sharpener from their pencil cases as a counter. Alternatively, they can use different coloured paperclips.
- Students take turns to roll the dice / spin the spinner and move their counter across their copy of the game.
- When they land on a square with a food sum, they add up the grams in that square using the key given above. They write the total in the gap in the square in pencil.
- The first student to reach the 'Finish' square on their game, adds up the total number of grams for all the foods that they 'collected' during the game. Then they call you over to check it. If they have added it up incorrectly, they have to start from the beginning again and the game continues. If they are correct, then they are the winner.
- Groups can rub out their answers and play the game again.

**KEY:** **1** 200, **3** 150, **4** 400, **5** 210, **6** 150, **8** 210, **9** 300, **10** 250, **11** 200, **12** 300, **14** 400

**Optional follow-up activity:** Students can draw their own games on blank pieces of paper, using the fruit and vegetable key.

## Test

**1**

- 2 beans
- 3 mangos
- 4 kiwis
- 5 potatoes
- 6 grapes

**2**

- 2 an apple
- 3 a lemon
- 4 some greens
- 5 an egg
- 6 some bread

**3**

- 2 Are there, Yes, there is.
- 3 Are there, No, there aren't any.
- 4 Is there, Yes, there is.
- 5 Are there, No, there aren't any.
- 6 Is there, Yes, there is.
- 7 Are there, No, there aren't any.

**4**

- 2 There isn't any chicken in the fridge.
- 3 Is there any bread in the house?
- 4 Would you like some cake?
- 5 There are some sandwiches on the table.
- 6 Are there any carrots in your lunchbox?

**5**

- 2 50g of pears
- 3 500g of chicken
- 4 200g of flour
- 5 100g of carrots

# My bedroom

## This, that, these, those

5

### Page 72

#### Activity 1

2 these, 3 those, 4 that, 5 these, 6 this

### Page 73

#### Activity 2

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

#### Activity 3

2 these, 3 those, 4 that, 5 this, 6 those

### Page 74

#### Activity 1

2 these, 3 mine, 4 yours, 5 Whose,  
6 Tom's

### Page 75

#### Activity 2

2 It's Fred's. 3 It's Fred's. 4 It's May's.  
5 They're Fred's. 6 They're May's.

#### Activity 3

2 mine, 3 yours, 4's, 5 these,  
6 they're

### Page 76

#### Activity 1

2 Ben's, 3 Alice's, 4 It's Alice's/Ben's  
bedroom. 5 Alice's, 6 It's Ben's bedroom.

### Page 77

#### Activity 1

Students' own answers.

#### Activity 2

Students' own answers.

### Page 78

#### Activity 1

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

#### Activity 2

2 Lucy's, 3 Adam's, 4 Lucy's, 5 Adam's,  
6 Lucy's

### Page 79

#### Activity 1

Students' own answers.

#### Activity 2

Students' own answers.

#### Activity 3

Students' own answers.



# Worksheets

## Worksheet 1: My bedroom

### Using the worksheet

- This worksheet practises furniture words: bed, wardrobe, mirror, lamp, sofa, armchair, poster, table, rug.
- Students label the furniture in the bedroom, individually or in pairs.
- Ask students to draw and label their own bedroom. Help with new vocabulary.
- Students work in pairs. Student A says a sentence about his/her bedroom to Student B, e.g. I've got a table in my bedroom. Student B says Snap! if he/she has the same furniture. Then Student B says a sentence about his/her room.

**KEY:** Activity 1: **2** poster, **3** wardrobe, **4** mirror, **5** sofa, **6** lamp, **7** armchair, **8** table, **9** rug; Activity 2: Students' own answers.

**Optional follow-up activity:** Do a survey to find out the most common items in students' bedrooms. Write furniture items on the board. Ask, e.g. Have you got a mirror? Students put their hands up if the answer is yes. Write the number next to the furniture, e.g. mirrors: 10. Volunteers ask the remaining questions.

## Worksheet 2: this / that / these / those

### Using the worksheet

- This worksheet practises this/that/these/those.
- Students work individually or in pairs. They use the pictures to help them match the sentence halves.
- Ask students to write three more sentences or questions about the pictures.
- Students work in pairs. They take it in turns to point to a picture and say one of their sentences or questions, e.g. Student A asks Do you like that lamp? Student B replies Yes, I do or No, I don't. Students swap roles.

**KEY:** Activity 1: **2a**, **3d**, **4f**, **5b**, **6c**; Activity 2: Possible answers: **2** I like those books. **3** I don't like this lamp. **4** Do you like these T-shirts?

**Optional follow-up activity:** Play Musical chairs (see Introduction). Arrange the chairs in two rows, back to back, so there is one chair per student. Play some music. Students walk/dance around the chairs. Take one chair away, then stop the music. Students run to sit on a chair. The one who is left standing has to say a sentence with this, that, these or those, e.g. I like that ruler. They should move around the classroom and point to or touch the object(s). If they make a correct sentence, they can continue with the game. If they make a mistake, they are out. Each time a student is out, remove one more chair while the music is playing, so there is always one student who must make a sentence when the music stops.

Alternatively, students stay at their desks and pass a book around until the music stops. The student holding the book when this happens makes a sentence with this, that, these or those. If the sentence is incorrect, the student is out.

## Worksheet 3: It's made of ...

### Using the worksheet

- This worksheet practises talking about materials, using key Think and learn vocabulary.
- Ask students to work in pairs and look at the pictures.
- Pairs tell each other what materials they think the objects are made of.
- Remind students that objects can be made of more than one material. Tell them not to label the pictures at this stage.
- Then ask pairs to read the texts about the objects. Ask them if their guesses were correct.
- Finally, have students label the pictures with the correct materials.

**KEY:** Activity 1: Students' own answers.; Activity 2: **1** fabric and plastic, **2** glass and metal, **3** wood and metal, **4** wood and fabric, **5** metal and glass

**Optional follow-up activity:** In pairs, students think of an object and draw it on a piece of paper. They write the materials it's made of on the back of the paper. Then they show their drawing to their partner who guesses what materials it is made of. They turn over the paper to find out if they were correct.

## Test

**1**

- 2 sofa
- 3 armchair
- 4 lamp
- 5 wardrobe
- 6 rug

**2**

- 2 that
- 3 that
- 4 this
- 5 those
- 6 these

**3**

- 2 Whose shoes, Ben's shoes
- 3 Whose wardrobe, Lucy's wardrobe
- 4 Whose socks are these? They're Dan's socks.
- 5 Whose chair is this? It's Anna's chair.
- 6 Whose bed is this? It's David's bed.

**4**

- 2 yours
- 3 Nick's
- 4 those
- 5 Where
- 6 under
- 7 aren't

**5**

- 2 fabric
- 3 metal
- 4 wood
- 5 plastic

# People

## Am / Is / Are + adjective

6

### Page 86

#### Activity 1

2 happy, 3 scared, 4 tired, 5 angry,  
6 excited

### Page 87

#### Activity 2

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

#### Activity 3

2 scared, 3 happy, 4 angry,  
5 excited, 6 sad

### Page 88

#### Activity 1

2 December, 3 April, 4 July,  
5 February, 6 May

### Page 89

#### Activity 2

2 His, 3 Her, 4 His, 5 Our, 6 My

#### Activity 3

2 My, 3 Her, 4 His, 5 Their, 6 Its

### Page 90

#### Activity 1

2 It's in July.  
3 You can swim and play football.  
4 They are seven.  
5 It's at Dan's house.  
6 It's at 45 West Road, near the swimming pool.

### Page 91

#### Activity 1

Students' own answers.

#### Activity 2

Students' own answers.

### Page 92

#### Activity 1

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

#### Activity 2

2c, 3d, 4b, 5a

### Page 93

#### Activity 1

Students' own answers.

#### Activity 2

Students' own answers.

#### Activity 3

Students' own answers.



# Worksheets

## Worksheet 1: The face

Using the worksheet

- This worksheet practises face words: hair, ears, eyes, nose, mouth, chin, cheeks, glasses and revises body words foot, arm, knee, toes, leg, hand.
- Students work individually or in pairs. They look at the man's face and use it to help them solve and write the anagrams.
- Students look at the man's body and write the body words a–f. They then make anagrams of the body words, writing each one on a separate piece of paper.
- Students work in pairs and swap and solve the body anagrams.

**KEY:** Activity 1: **2** eyes, **3** glasses, **4** nose, **5** cheeks, **6** ears, **7** mouth, **8** chin; Activity 2: **b** hand, **c** knee, **d** leg, **e** foot, **f** toes

**Optional follow-up activity:** Play Body pictionary (see Introduction). Ask volunteers to take it in turns to draw a picture of a body part from the worksheet on the board, slowly, line by line. The first student to hold up their hand and guess the body part takes the next turn.

## Worksheet 2: I'm happy today!

Using the worksheet

- This worksheet practises am/is/are and adjectives.
- Students work individually or in pairs. They look at the pictures and describe how the animals are feeling.
- Ask students to draw a picture and complete the sentence to describe how they are feeling.
- Show students how to fold the worksheet in half vertically so that their sentence is hidden. Ask students to come to the front of the class and show their pictures. Get students to ask questions, e.g. Are you happy? Students respond with, e.g. No, I'm not happy. I'm tired or Yes, I'm happy and I'm excited. Students can also walk round the class, showing their pictures and asking and answering questions.

**KEY:** Activity 1: **2** are angry, **3** is sad, **4** is scared, **5** are excited/happy, **6** is tired; Activity 2: Students' own answers.

**Optional follow-up activity:** Make some space in the classroom. Play a miming game with the adjectives. Call out an adjective, e.g. happy. Students act out the adjective. The person who does the best acting calls out the next adjective.

## Worksheet 3: Portraits

Using the worksheet

- This worksheet practises key Think and learn vocabulary for art.
- Students work individually or in pairs. They use the Internet or art reference books / encyclopaedias to choose a famous portrait that they like.
- They find out who the artist is, who the portrait is of and what materials the artist uses.
- Help students with new language as necessary.
- Students then look at the portrait and think about how the person in the portrait is feeling. Remind students that there is not always a correct answer.
- Students then copy the portrait into the picture frame using whatever materials they like. Tell them that it doesn't have to look exactly like the portrait – as long as it helps them to remember the portrait.
- Finally, students write a sentence about why they like the portrait.

**KEY:** Activities 1 and 2: Students' own answers.

**Optional follow-up activity:** Make a class display of the worksheets. Students can describe their portraits to the class and see if the class can guess which one it is.

## Test

**1**

2 mouth a

3 hair e

4 ears f

5 eyes b

6 tears c

**2**

2 sad, face

3 angry, glasses

4 tired, dinner

5 excited, birthday

6 happy, curly

**3**

2 April

3 August

4 December

**4**

2 Their birthdays are in November.

3 Our birthdays are in March.

4 Its birthday is in May.

**5**

2 a, camera

3 d, pencil

4 b, paint

# Off we go!

I'd like to ...

7

## Page 100

### Activity 1

2 like, 3 I'd, 4 eat, 5 fly around,  
6 to see

## Page 101

### Activity 2

2 like, 3 I'd like, 4 fly to, 5 to sail,  
6 drive

### Activity 3

2 I'd like to fly a helicopter.  
3 I'd like to ride a motorbike.  
4 I'd like to sail a boat.  
5 I'd like to ride a scooter.  
6 I'd like to drive a lorry.

## Page 102

### Activity 1

2's eating, 3'm getting, 4's eating,  
5's brushing, 6'm taking

## Page 103

### Activity 2

2 Are you playing football?  
3 Is she riding a scooter?  
4 What is she doing?  
5 Are you eating an ice cream?  
6 Is he playing computer games?

### Activity 3

2 's/is, 's/is; 3 are, doing, 'm/am waiting;  
4 's/is playing; 5 What's / What is, She's /  
She is riding; 6 What's / What is, He's / He  
is playing

## Page 104

### Activity 1

Activities with a tick✓: look for shells B,  
visit the beach B, ride a bike D, skateboard  
R, climb trees R, play football R, take  
photos R

Note: 'sail a boat' is the only activity that is  
not ticked. Dan says he'd like to sail a boat,  
but he can't.

## Page 105

### Activity 1

Students' own answers.

### Activity 2

Students' own answers.

## Page 106

### Activity 1

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

### Activity 2

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

## Page 107

### Activity 1

Students' own answers.

### Activity 2

Students' own answers.

### Activity 3

Students' own answers.

# Worksheets

## Worksheet 1: Transport

### Using the worksheet

- This worksheet practises transport words: helicopter, lorry, bus, boat, scooter, skateboard, motorbike, taxi, ship and revises street, park, sea and sky.
- Use the pictures to teach/check street, sea, park and sky. Students work individually or in pairs. They look at the large picture and write the transport words in the correct column.
- Students add other transport words to the chart, then compare their charts.

**KEY:** Activity 1: **Street:** lorry, taxi, motorbike; **Park:** skateboard, scooter; **Sea:** ship, boat; **Sky:** helicopter; Activity 2: Possible answers: **Street:** car; **Park:** bike, go-kart; **Sea:** submarine; **Sky:** plane

**Optional follow-up activity:** Spell out one of the transport words. Pause after each letter, e.g. h e l i c o p t e r. Students put up their hand when they know the word. Notice who puts up their hand first, but don't ask for the answer. Once you have finished spelling the word, you can then ask the first student to say the word and spell it. If they are right, they take the next turn.

## Worksheet 2: I'd like to ...

### Using the worksheet

- This worksheet practises I'd like to ...
- Go through the forms of the verb to show students that they are the same, e.g. I/You/He/She/We/They would like to + infinitive.
- Check the meaning of pet. Students read and write t for true or f for false.
- Students write three true sentences about themselves.
- Students work in small groups and read out their sentences.

**KEY:** Activity 1: **2** f, **3** t, **4** t, **5** f, **6** t; Activity 2: Possible answers:  
**2** I'd like to have a swimming pool. **3** I'd like to have a pet cat.  
**4** I'd like to drive a lorry.

**Optional follow-up activity:** Say I'd and encourage a volunteer to say like. Continue the sentence by saying to and elicit a verb from the volunteer, e.g. drive. Say the next word, e.g. a and get the volunteer to finish by saying, e.g. car. Say the complete sentence (I'd like to drive a car). Students play the game in pairs, taking turns to say a word. Make sure that they take turns starting the sentence.

## Worksheet 3: ... ing

### Using the worksheet

- This worksheet practises questions and answers with the present continuous.
- Students read and choose the correct answer.
- Students draw pictures to illustrate the text, then act out the dialogues.

**KEY:** Activity 1: **2b**, **3b**, **4a**, **5a**, **6b**; Activity 2: Drawings of:  
**2** boy playing computer games, **3** someone doing homework,  
**4** two or more people watching TV, **5** two or more people cooking lunch, **6** girl brushing teeth

**Optional follow-up activity:** Demonstrate how to play Musical statues (see Introduction). Blindfold a volunteer and write an action on the board, e.g. You're playing tennis. Students act out the action while you play some music. Stop the music. Students freeze. Clean the board and remove the blindfold. The volunteer must guess what the class are doing. If any students move during this process, they are out.

## Test

**1**

2 drive (a) lorry

3 sail a boat

4 You drive a taxi.

5 You fly a helicopter.

6 You ride a scooter.

**2**

2 I'd like to go to Africa.

3 I'd like to ride a skateboard.

4 I'd like to drive a big bus.

5 I'd like to go to England by ship.

6 I'd like to take a spaceship to the moon.

**3**

2 Is she riding, Yes, she is.

3 Is she flying, No, she isn't. She's riding a bike.

4 Is she playing, No, she isn't. She's riding a skateboard.

5 Is he waiting, Yes, he is.

6 Is he sailing, No, he isn't. He's sailing a boat.

**4**

2 b

3 a

4 a

5 b

**5**

2 on land

3 in the air

4 Helicopters

5 Scooters

6 sail

7 in the air

# Sports club

## ing forms



### Page 114

#### Activity 1

2 Playing, 3 Making, 4 Riding,  
5 Reading, 6 Painting

### Page 115

#### Activity 2

2 Eating, 3 Swimming,  
4 Playing tennis, 5 Playing football,  
6 Playing ice hockey / hockey

#### Activity 3

2 Dancing, 3 swimming, 4 boring,  
5 club, 6 Playing

### Page 116

#### Activity 1

2d, 3a, 4b

### Page 117

#### Activity 2

2 don't, 3 riding, 4 do I, 5 like, 6 too

#### Activity 3

2 I like dancing.  
I don't.

3 I like riding my bike.  
Me too.

4 What sport do you like doing?  
I like swimming.

### Page 118

#### Activity 1

2 likes, 3 likes, 4 tennis, 5 twenty,  
6 at the swimming pool

### Page 119

#### Activity 1

Students' own answers.

#### Activity 2

Students' own answers.

### Page 120

#### Activity 1

2 table tennis, 3 badminton, 4 volleyball,  
5 football, 6 hockey

#### Activity 2

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

### Page 121

#### Activity 1

1 It's a bat.  
2 It's a racket.  
3 It's a helmet.  
4 It's a board.  
5 They're goggles.  
6 It's a net.  
7 It's a goal.  
8 It's a pitch.

#### Activity 2

Students' own answers.

#### Activity 3

Students' own answers.

#### Activity 4

Students' own answers.

# Worksheets

## Worksheet 1: Sports

Using the worksheet

- This worksheet practises sport words: badminton, football, swimming, volleyball, baseball, athletics, hockey, basketball, tennis, table tennis.
- Students work individually or in pairs. They look at the pictures and find the words in the word search. (The words go across and down.) Then they label the pictures.
- Students can then make their own word search to swap with a partner.

**KEY:** 2 football, 3 swimming, 4 volleyball, 5 baseball, 6 athletics, 7 hockey, 8 basketball, 9 tennis, 10 table tennis

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

Optional follow-up activity: Mime playing one of the sports and ask students to guess what sport you are doing. Ask a volunteer to do the next mime. The game can continue in pairs. Student A mimes playing a sport and Student B guesses. Students swap roles.

## Worksheet 2: Reading is great.

Using the worksheet

- This worksheet practises ing forms: reading a book, riding a bike, playing football, watching TV, painting a picture, listening to music, making a sandcastle, flying a kite and adjectives: fun, exciting, great, boring, difficult.
- Ask students to look at the pictures and elicit the activity in each one.
- Students work individually. They make three true and three false sentences using the ing forms and adjectives in the table.
- Students work in pairs. Student A reads one of his/her sentences from Activity 1 or 2 to Student B. Student B listens and guesses whether the sentence is true or false. Students swap roles.

**KEY:** Activity 1: Possible answers: 2 Riding a bike is fun.

3 Playing football is exciting. 4 Flying a kite is difficult.

Activity 2: Possible answers: 2 Listening to music is exciting.

3 Making a sandcastle is difficult. 4 Watching TV is boring.

Optional follow-up activity: Make some space in the classroom. Demonstrate how to play Simon says (see Introduction). Say,

e.g. Simon says watching TV is fun! Students act this out. Say, e.g. *Playing hockey is difficult.* Students should not act this out because you haven't said Simon says. When students make a mistake, they sit down. The winner plays Simon in the next game.

## Worksheet 3: Spin the sports equipment

Using the worksheet

- This worksheet practises key vocabulary for sports and sports equipment.
- Students work in pairs to complete the spinner (see Introduction) with the sports equipment words.

**KEY:** Activity 1: 2 goggles, 3 board, 4 bat, 5 racket, 6 net

## Test

**1**

- 2 athletics
- 3 hockey
- 4 baseball
- 5 badminton
- 6 table tennis

**2**

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

**3**

- 2 Playing the piano is difficult.
- 3 Making a pizza is easy.
- 4 Riding a skateboard is fun.
- 5 Listening to music is nice.
- 6 Collecting shells is great.

**4**

- 2 playing hockey
- 3 do I
- 4 playing tennis
- 5 too
- 6 don't like

**5**

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

# Holiday plans

## Can for requests



### Page 128

#### Activity 1

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

### Page 129

#### Activity 2

2 Can, 3 visit, 4 help, 5 We, 6 have

#### Activity 3

- 2 Can I visit Grandpa
- 3 Can I build a tree house
- 4 Can I have pizza
- 5 Can I go horse riding
- 6 Can I go swimming

### Page 130

#### Activity 1

2 Can, 3 Have, 4 Does, 5 Whose

### Page 131

#### Activity 2

- 2 Whose socks are these?
- 3 Can we go horse riding tomorrow?
- 4 Does your cat sleep a lot?
- 5 Where is the toy shop?
- 6 Has your town got a cinema?

#### Activity 3

- 2 Has your town got; 3 Do you like;
- 4 Where are; 5 Whose, is this;
- 6 Have we got

### Page 132

#### Activity 1

- 2 She lives with her (wicked) stepmother and two (ugly) sisters.
- 3 At seven o'clock.
- 4 It's Prince Harry's party.
- 5 No, he can't.
- 6 Cinderella's.

### Page 133

#### Activity 1

2a, 3e, 4b, 5d, 6f, 7c

### Activity 2

Possible answer:

When Sleeping Beauty is a baby, her parents have a birthday party for her. They don't invite the wicked witch. She is angry and she comes to the party. She says, 'Sleeping Beauty will prick her finger and die.' When Sleeping Beauty is 16, she finds a spinning wheel. She pricks her finger on the spinning wheel. She doesn't die, but she and everyone in the palace sleeps for 100 years. In this time, a forest grows around the palace. A prince is riding his horse and he finds the palace. He finds Sleeping Beauty and wakes her up. Everyone in the palace wakes up too. Everyone is happy and they all live happily ever after.

### Page 134

#### Activity 1

- Build a tree house. ✓
- Swim in the river. X
- Watch TV. X
- Go fishing. ✓
- Go hiking. ✓
- Play volleyball and tennis. X
- Help in the garden. ✓

#### Activity 2

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

### Page 135

#### Activity 1

Students' own answers.

#### Activity 2

Students' own answers.

#### Activity 3

Students' own answers.

# Worksheets

## Worksheet 1: Holiday activities

Using the worksheet

- This worksheet practises holiday activities: visit cousins, keep a scrapbook, help in the garden, learn to swim, build a tree house, take riding lessons, go camping/hiking, read a comic.
- Students work individually or in pairs. Tell them to cover the column on the left, look at the activities and predict the words on the left. Then they look and match the words.
- Students label the pictures with the correct holiday activities from Activity 1.
- Students work in pairs. Student A mimes a holiday / activity and Student B guesses it. They swap roles.

**KEY:** Activity 1: **2a/h, 3f, 4g, 5d, 6b, 7e, 8h/a, 9c;** Activity 2: **2** build a tree house, **3** go hiking, **4** take riding lessons, **5** read a comic, **6** learn to swim, **7** go camping, **8** visit cousins, **9** keep a scrapbook

Optional follow-up activity: Students work in pairs. They choose a holiday activity and brainstorm the things that they would need to do it. Students share what they already know, look on the Internet and in dictionaries, or ask you for information. Help with new language. Students present their holiday activity, e.g. My holiday activity is 'keep a scrapbook'. To keep a scrapbook you need a notebook, a pencil, a rubber, colouring pens, photographs, postcards, scissors and glue.

## Worksheet 2: Asking questions

Using the worksheet

- This worksheet revises questions and answers.
- Students work individually or in pairs. They use the prompts to write five more questions to ask a partner.
- Students work in pairs. Student A asks Student B the questions and writes the answers. Students swap roles.
- Early finishers can work with a different partner and report what they found out, e.g. Lucy likes reading on holiday.

**KEY:** Activity 1: **2** What do you eat on holiday? **3** Would you like to go camping? **4** When do you get up on holiday? **5** Can you make sandcastles? **6** Have you got a bike?; Activity 2: Possible answers: **2** I eat fruit and ice cream. **3** Yes, please. **4** I get up at nine o'clock. **5** No, I can't. **6** Yes, I have.

Optional follow-up activity: Demonstrate how to play What's the question? Write the answer to a holiday question about you on the board. Ask students to think about the question that goes with your answer and put up their hands when they have got a suggestion. Students can continue the game in groups.

## Worksheet 3: Am I a good environmentalist?

Using the worksheet

- This worksheet practises key vocabulary for helping the environment.
- Students look at the pictures and say what they see. Explain that an environmentalist loves helping the environment.
- Ask students to complete the quiz and to add up their scores. Explain that 'Mostly' means that they got more of this answer than the others. If students get an equal number of two different answers, encourage them to try to change a 'sometimes' answer to a 'yes' or 'no' answer. Tell them to share their scores with a partner.
- Then ask students to write two sentences and read them to the class.

Optional follow-up activity: On a large piece of paper draw a bar chart with the headings below. Students colour the answer they got most of in the quiz, e.g. yes, sometimes or no, on the poster (they don't write their names). Did the class get mostly yes, sometimes or no? Ask the class if they are happy with their results. Talk about what they can do to be good environmentalists.

### Are we good environmentalists?

yes 😊	sometimes 😐	no 😞

## Test

**1**

2 keep (a) scrapbook

3 learn (to) swim

4 hiking

5 help (in the) garden

6 take riding

**2**

2 Can we visit our cousins on Friday

3 Can we go camping at the weekend?

4 Can I read a comic?

5 Can we have an ice cream?

6 Can I take photos at the beach?

**3**

2 watches

3 doesn't

4 like

5 has

6 next to

**4**

2 Is

3 Whose

4 Are

5 What

6 Do

**5**

2 d

3 a

4 f

5 b

6 e

# Back to school

## Tests – answer key

Welcome  
Unit

**1**

- 2 clock
- 3 window
- 4 board
- 5 bookcase
- 6 door
- 7 cupboard
- 8 chair
- 9 floor

**2**

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

**3**

- 33 – thirty-three
- 46 – forty-six
- 57 \_ fifty-seven
- 60 - sixty
- 79 – seventy-nine
- 100 – one hundred

**4**

- 2 Don't open
- 3 Don't sit
- 4 Sit
- 5 Stand

**5**

- 2 thirty-one clocks
- 3 forty-two chairs
- 4 fifty-four doors
- 5 sixty-three windows
- 6 seventy-six crayons

# My day

## Tests – answer key

1

1

2 have

3 get

4 go

5 have

6 go

2

2 It's eight o'clock.

3 It's ten o'clock.

4 It's seven o'clock.

5 It's nine o'clock.

3

2 What's the time, It's

3 When do you, At

4 What's the time, It's

5 When do you, At

4

2 has

3 get

4 have

5 go

6 goes

7 plays

5

(8) → VIII

(2) → II

(9) → IX

(6) → VI

(10) → X

# The zoo

## Tests – answer key

2

1

- 2 polar bear
- 3 parrot
- 4 tiger
- 5 monkey
- 6 snake
- 7 zebra
- 8 hippo
- 9 bear

2

- 2 Does Maria like cats? (No, she) doesn't.
- 3 Does Tom like football? No, he doesn't.
- 4 Does Maria like tennis? Yes, she does.
- 5 Does tom like go-karts? Yes, he does.
- 6 Does Maria like dolls? No, she doesn't.

3

- 2 Jill likes
- 3 Ben doesn't like
- 4 Grace doesn't like
- 5 Tom likes
- 6 Bill doesn't like

4

- 2 comes
- 3 has got
- 4 eats
- 5 drinks
- 6 don't like
- 7 plays

5

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

# Where we live

## Tests – answer key

3

**1**

2 swimming pool e

3 street a

4 café d

5 playground f

6 train station b

**2**

2 No, it hasn't

3 Yes, it has.

4 Yes, it has.

5 No, it hasn't

6 Yes, it has.

**3**

2 has got

3 hasn't got

4 has got

5 hasn't got

6 has got

**4**

2 between

3 behind

4 in front of

5 next to

6 in front of

**5**

2 a

3 b

4 f

5 c

6 e



# The market

## Tests – answer key

4

1

- 2 beans
- 3 mangos
- 4 kiwis
- 5 potatoes
- 6 grapes

2

- 2 an apple
- 3 a lemon
- 4 some greens
- 5 an egg
- 6 some bread

3

- 2 Are there, Yes, there is.
- 3 Are there, No, there aren't any.
- 4 Is there, Yes, there is.
- 5 Are there, No, there aren't any.
- 6 Is there, Yes, there is.
- 7 Are there, No, there aren't any.

4

- 2 There isn't any chicken in the fridge.
- 3 Is there any bread in the house?
- 4 Would you like some cake?
- 5 There are some sandwiches on the table.
- 6 Are there any carrots in your lunchbox?

5

- 2 50g of pears
- 3 500g of chicken
- 4 200g of flour
- 5 100g of carrots

# My bedroom

## Tests – answer key

5

1

- 2 sofa
- 3 armchair
- 4 lamp
- 5 wardrobe
- 6 rug

2

- 2 that
- 3 that
- 4 this
- 5 those
- 6 these

3

- 2 Whose shoes, Ben's shoes
- 3 Whose wardrobe, Lucy's wardrobe
- 4 Whose socks are these? They're Dan's socks.
- 5 Whose chair is this? It's Anna's chair.
- 6 Whose bed is this? It's David's bed.

4

- 2 yours
- 3 Nick's
- 4 those
- 5 Where
- 6 under
- 7 aren't

5

- 2 fabric
- 3 metal
- 4 wood
- 5 plastic

# People

## Tests – answer key

6

1

2 mouth a

3 hair e

4 ears f

5 eyes b

6 tears c

2

2 sad, face

3 angry, glasses

4 tired, dinner

5 excited, birthday

6 happy, curly

3

2 April

3 August

4 December

4

2 Their birthdays are in November.

3 Our birthdays are in March.

4 Its birthday is in May.

5

2 a, camera

3 d, pencil

4 b, paint

# Off we go!

## Tests – answer key

7

**1**

2 drive (a) lorry

3 sail a boat

4 You drive a taxi.

5 You fly a helicopter.

6 You ride a scooter.

**2**

2 I'd like to go to Africa.

3 I'd like to ride a skateboard.

4 I'd like to drive a big bus.

5 I'd like to go to England by ship.

6 I'd like to take a spaceship to the moon.

**3**

2 Is she riding, Yes, she is.

3 Is she flying, No, she isn't. She's riding a bike.

4 Is she playing, No, she isn't. She's riding a skateboard.

5 Is he waiting, Yes, he is.

6 Is he sailing, No, he isn't. He's sailing a boat.

**4**

2 b

3 a

4 a

5 b

**5**

2 on land

3 in the air

4 Helicopters

5 Scooters

6 sail

7 in the air

# Sports club

## Tests – answer key

8

**1**

- 2 athletics
- 3 hockey
- 4 baseball
- 5 badminton
- 6 table tennis

**2**

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

**3**

- 2 Playing the piano is difficult.
- 3 Making a pizza is easy.
- 4 Riding a skateboard is fun.
- 5 Listening to music is nice.
- 6 Collecting shells is great.

**4**

- 2 playing hockey
- 3 do I
- 4 playing tennis
- 5 too
- 6 don't like

**5**

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

# Holiday plans

## Tests – answer key

9

**1**

2 keep (a) scrapbook

3 learn (to) swim

4 hiking

5 help (in the) garden

6 take riding

**2**

2 Can we visit our cousins on Friday

3 Can we go camping at the weekend?

4 Can I read a comic?

5 Can we have an ice cream?

6 Can I take photos at the beach?

**3**

2 watches

3 doesn't

4 like

5 has

6 next to

**4**

2 Is

3 Whose

4 Are

5 What

6 Do

**5**

2 d

3 a

4 f

5 b

6 e