

SAFIR'S SUPER MINDS

TOTAL 3 LEARNING

Answer key



Safir Pub.



POWERED BY SAFIR

Meet the explorers

Be good at + ing

Welcome
Unit

Page 2

Activity 1

Students' own answers.

Page 3

Activity 2

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

Activity 3

2 is not good at snorkelling, 3 is good at skating,
4 is good at writing, 5 is good at asking

Page 4

Activity 1

2 correct

3 incorrect: Sam's sister is five years old.

4 correct

5 incorrect: Tony's brother runs really fast.

6 incorrect: Jane's grandmother speaks
Chinese and Spanish.

Page 5

Activity 2

2 My brother's guitar is a Fender
Stratocaster.

3 My father's bike is very old.

4 Mum's car is blue.

5 Bernard's favourite things are my shoes.

Activity 3

2's father, 3's aunt, 4's uncle, 5's sister

Activity 4

Possible answers:

1 Bob is Maria's father.

2 Molly is Oliver's daughter.

3 Penny is Ben's sister.

4 Paula is Ben's cousin

5 Lisa is Paula's mother.

Page 6

Activity 1

Anna: 2 ✓, 3 X, 4 ✓, 5 X

Dan: 2 X, 3 ✓, 4 X, 5 ✓

Activity 2

2e, 3a, 4c, 5d

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Activity 1

Students' own answers.

Activity 2

Students' own answers.

Activity 3

Students' own answers.

Worksheets

Worksheet 1: Museum treasures

Using the worksheet

- This worksheet practises numbers between 21 and 100, helping students to connect their numerical and written forms, and revises objects. It also helps to introduce the story, as Ben and Lucy – The Explorers – find treasure for museums. If necessary, elicit the names of the objects that you can see in the museum.
- Students work individually or in pairs. They look at the list of Lucy's favourite exhibits and locate them in the museum.
- Students then write the number of the exhibit beside each picture on the list.
- Finally, they draw their five favourite exhibits and write the names and numbers beside them. They then walk round the class, saying their favourite things, e.g. *My favourite doll is number fifty-five*, and write the name of another student whose favourite is the same.

KEY: Activity 1: **2** thirty-seven, **3** forty-one, **4** sixty, **5** sixty-two, **6** seventy-eight, **7** eighty-six, **8** ninety-four; Activity 2: Students' own answers.

Optional follow-up activity: Ask students to draw a 4 x 3 grid and to write 12 numbers on it between 21 and 60. (Alternatively, you could ask students to choose any numbers between 13 and 19 and then 20, 30, 40, etc. This would give good practice in hearing the difference between the 'teens' and 'ties'.) Play Bingo (see Introduction). Call out numbers between 21 and 60. When students hear you call out a number they have written, they cross it out. (Remember to keep a record of the numbers you say.) The first one to cross out all their numbers calls Bingo!

Worksheet 2: I'm really good at ...

Using the worksheet

- This worksheet practises *be good at+ing*, *be really good at+ing* and *be not good at+ing* and the activities: climbing trees, doing puzzles, flying a kite, riding bikes, snorkelling, playing the guitar.
- Students work individually. They complete the words under the pictures, then use the colour code to colour in the chart according to their own personal skills.
- They then write sentences about themselves, using information in the chart, e.g. *I'm really good at flying a kite. I'm not good at doing puzzles*

KEY: Activity 1: **2** doing puzzles, **3** flying a kite, **4** riding bikes, **5** snorkelling, **6** playing the guitar; Activities 2 and 3: Students' own answers.

Optional follow-up activity: In groups, students compare their answers and make a new, larger chart like the one in Activity 2, adding colours for everyone in the group. They can then write a conclusion for the group, e.g. *Three children are really good at climbing trees, but two children are not good at climbing trees.*

Worksheet 3: Clara's family

Using the worksheet

- This worksheet practises the possessive apostrophe 's and family members: grandmother, grandfather, parents, mother, father, son, daughter, aunt, uncle, brother, sister, cousin, granddaughter, grandson.
- Students work individually or in pairs. They look at the family picture and choose the best answer to complete the sentences.
- Then students match the suitcases with the people and complete the sentences.

KEY: Activity 1: **2** grandson, **3** cousin, **4** brother, **5** daughter, **6** aunt; Activity 2: **2** Ann's, **3** John's, **4** Daisy's, **5** Mike's, **6** Richard and Sophia's / Sophia and Richard's

Optional follow-up activity: Students draw a 20 x 15 centimetre rectangle on a sheet of paper. This is their suitcase. Ask them to draw a handle and to decorate their case on one side of the paper. They can also write their name on the case. On the other side, ask them to draw four objects related to actions they are good at, e.g. a football. Display the suitcases so that the objects are visible. Ask a volunteer to say what they are good at, and the rest must point to the suitcase. As the students guess, the pictures can be turned over and the names revealed. You can do this for short periods over a number of sessions until the outsides of all the suitcases are visible.

Test

1

2 sixty-seven

3 seventy-two

4 thirty-four

5 fifty-eight

6 eighty-three

2

2 f

3 e

4 b

5 a

6 d

3

2 brother

3 Josh's

4 daughter

5 Sue's

6 son

4

2 I'm not good at swimming.

3 I'm good at riding a bike.

4 I'm not good at playing tennis.

5 I'm good at swimming.

6 I'm not good at riding a bike.

5

aunt: mother; sister; granddaughter;
daughter

grandparent: parent; cousin

brother: son; uncle; grandfather;
father; grandson

Our school

Like / Don't like + ing

1

Page 14

Activity 1

- 2 She likes listening to stories about the past.
- 3 She likes reading about kings and queens too.
- 4 I like learning new words.
- 5 What do you like learning about in school?

Page 15

Activity 2

- 2 like playing, 3 likes playing,
- 4 likes reading

Activity 3

- 2 don't like playing computer games,
- 3 doesn't like playing tennis, 4 doesn't like reading (books)

Activity 4

Students' own answers.

Page 16

Activity 1

- 2 finish, 3 wash, 4 brush, 5 go, 6 brush

Page 17

Activity 2

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

Activity 3

Students' own answers.

Activity 4

- 2 has to get up, 3 has to make breakfast,
- 4 has to tidy up, 5 has to wear a uniform,
- 6 has to do her homework

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Activity 1

- 2a, 3b, 4b, 5b

Activity 2

- arrive at school at eight o'clock X
- do your homework every day X
- go to a club after school X
- read a book every week ✓
- bring your lunch X

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Activity 1

- 2 P.E, 3 Art, 4 Maths, 5 I.T., 6 Geography
- Students' own answers.

Activity 2

Students' own answers.

Activity 3

Students' own answers.

Worksheets

Worksheet 1: My school week

Using the worksheet

- This worksheet revises school subjects: English, Geography, Music, I.T., History, Maths, Science, Art and P.E. and the word lunch. It also practises the use of *before* and *after*.
- Students work individually or in pairs. Using the code in the table, they write the subject words out next to the numbers. Then they follow the example and complete the trail through the letter maze to find the names of the school subjects they have just written, in the same order.
- Students use the words in Activity 1 and the information in the school timetable to help them complete Pat's email to Sam with *before* or *after*.

KEY: Activity 1: **2** Geography, **3** Music, **4** I.T., **5** History, **6** Maths, **7** Science, **8** Art, **9** P.E., **10** Lunch; Activity 2: **3** after, **4** before, **5** before, **6** after

Optional follow-up activity: Help students to write their own school timetable in English, then write an email to a friend about it.

Worksheet 2: I love watching films.

Using the worksheet

- This worksheet practises *like(s)/love(s) + ing* and *really don't (doesn't) like / don't (doesn't) like + ing*.
- Students read about five members of Clara's family and look at the film posters. They decide which is the best film for each person in the family and write that name under the poster.
- Students then write the reasons for their choice by transforming the sentences in the speech bubbles into the third person. They can then work in pairs or groups to discuss their answers and give reasons.
- Finally, students can work in groups and say which film they personally like and why.

KEY: Activity 1: **2** William, **3** Clara, **4** Daisy, **5** Mike
Activity 2: **2** Sports, Sports, Sports! is the film for William. He likes playing basketball, football and tennis and he loves swimming.
3 Star School is the film for Clara. She likes listening to music and she loves dancing. **4** Polar Regions is the film for Daisy. She likes learning about animals, but she really doesn't like snakes.
5 *Bounce the Ball* is the film for Mike. He loves playing basketball, but he really doesn't like watching football.

Worksheet 3: Start again!

Using the worksheet

- This worksheet practises *have to + infinitive*.
- Students work individually or in pairs. They match the phrases with the pictures to put the situation right. They then complete the story by writing appropriate *have to* sentences.

KEY: Activity 1: **2** f, **3** e, **4** b, **5** a, **6** d; Activity 2: **2** your hands, **3** wear your uniform, **4** to wash your face, **5** have to go to school by bus, **6** You have to start again

Optional follow-up activity: Students work in groups and play Chinese whispers (see Introduction). They stand in lines or sit in a circle. One student whispers a *have to* sentence, e.g. You have to stand on one leg to the student next to them who then whispers it to the next student, and so on. The last student in the group says the sentence aloud and does the action. This sentence is compared with the original and if it is correct, the team gets a point. They can then reorganise the group to play again.

Worksheet 4: Counting angles

Using the worksheet

- This worksheet helps students reinforce their ability to identify sides and angles in geometric shapes, using key *Think and learn* vocabulary.
- Students look at the three robots and find the main shapes for the head and body in each picture. They complete the sentences about them with the words from the box and the numbers for the sides and angles.
- Students then draw their own robot and give it a name, which they write underneath their drawing. They then complete the sentences about their robot to read to the class.

KEY: **1** triangle, 3, rectangle, 4; **2** hexagon, 6, body, 3; **3** octagon, 8, head, 4; **4** Students' own answers.

Optional follow-up activity: In pairs, one student describes one of the robots and their partner has to guess which one it is. For example, A: Its head has got four angles and four sides. B: Is it 4U2? A: Yes!

Test

1

- 2 English
- 3 History
- 4 Science
- 5 Geography
- 6 Maths

2

- 2 She loves painting.
- 3 He doesn't like playing football.
- 4 She likes singing.
- 5 He loves reading.
- 6 She doesn't like watching TV.

3

- 2 You have to wash your hands before a meal.
- 3 You have to brush your teeth after a meal.
- 4 You have to have breakfast before you go to school.
- 5 You have to get up early before school.
- 6 You have to do your homework every night.

4

- 2 Yes, I do
- 3 Yes, I do
- 4 No, I don't
- 5 Yes, I do
- 6 No, I don't

5

- 2 red squares
- 3 green triangles
- 4 yellow pentagons
- 5 kites
- 6 shapes

The picnic

Questions and answers with some and any

2

Page 28

Activity 1

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

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Activity 2

- 2 Are there any rolls? There aren't any rolls.
- 3 Is there any salad? There isn't any salad.
- 4 Are there any vegetables? There aren't any vegetables.
- 5 Is there any soup? There isn't any soup.

Activity 3

- 2 There isn't any milk.
- 3 There is some cheese.
- 4 There are some tomatoes.
- 5 There aren't any onions.
- 6 There are some biscuits.
- 7 There is some orange juice.
- 8 There aren't any peas.

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Activity 1

- 2 Shall we have some cheese?
Picture b
- 3 How about some orange juice? Picture e
- 4 Shall we have some sausages? Picture a
- 5 How about some tea? Picture c

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Activity 2

2 Good, 3 about, 4 OK, 5 have

Activity 3

1

- 4 OK.
- 2 Good idea! How about an onion and carrot one?
- 1 Shall we make a pizza?
- 3 Yuk! How about cheese and tomato?

2

- 4 How about egg sandwiches, then?
- 1 Shall we have sandwiches for lunch?
- 3 Great idea. Oh no! There aren't any sausages in the fridge.
- 2 OK. How about sausage sandwiches?

3

- 2 Yes, of course. How about lemonade?
- 5 Yes, please. I like juice.
- 3 Sorry. I don't like that.
- 1 I'm thirsty. Can I have a drink, please?
- 4 That's OK. How about apple juice?

4

- 2 Yes, OK. I like sausages and eggs.
- 4 Yes! Good idea.
- 3 Shall we have beans with it?
- 1 How about sausages and eggs for breakfast?
- 5 I think there are some tins in the cupboard ... yes! Here they are.

5

- 3 Yes, good idea! Oh no! There isn't any tomato soup in the cupboard.
- 4 Oh, dear. How about vegetable soup?
- 5 That sounds great!
- 1 Shall we have soup for dinner?
- 2 OK! How about tomato soup?

Alternative answer:

- 4 Yes, good idea! Oh no! There isn't any tomato soup in the cupboard.
- 5 Oh, dear. How about vegetable soup?
- 2 That sounds great!
- 1 Shall we have soup for dinner?
- 3 OK! How about tomato soup?

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Activity 1

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

Activity 2

2d, 3b, 4a

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Activity 1

Students' own answers.

Activity 2

Students' own answers.

Activity 3

Students' own answers.

Worksheets

Worksheet 1: Tongue twisters

Using the worksheet

- This worksheet practises food vocabulary: apple juice, cheese, lemonade, salad, roll, soup, vegetables, water and teaches tongue twisters.
- Students write the words under the pictures and shade them in pencil in the word search.
- Students copy the remaining letters in the word search to find two tongue twisters.
- Get students to say the tongue twisters faster and faster.

KEY: Activity 1: **2** roll, **3** vegetables, **4** salad, **5** apple juice, **6** water, **7** cheese, **8** lemonade

c	u	s	o	u	p	p	c	a	v
k	e	c	o	c	h	e	e	s	e
w	o	k	s	i	n	c	u	p	g
a	p	p	l	e	j	u	i	c	e
t	c	a	k	e	c	o	o	k	t
e	s	r	c	a	p	s	s	c	a
r	o	o	o	k	c	u	a	p	b
c	a	l	k	e	s	b	l	r	l
e	a	l	e	m	o	n	a	d	e
d	n	b	u	t	t	e	d	r	s

Activity 2: The remaining letters read: **1** cupcake cooks in cupcake cooks' caps cook cupcakes; **2** bread 'n' butter (sometimes and is written as 'n' in informal writing)

Optional follow-up activity: Write waterrollemonade on the board. Show how it divides into three words. Groups of students make word snakes like this with food vocabulary. They then swap with another group and circle all the words they find.

Worksheet 2: What's in your basket?

Using the worksheet

- This worksheet practises asking and answering questions using some and any.
- Students look at the picnic baskets, then read the texts to work out who is speaking.
- Students then gap-fill the dialogues and draw the food in the appropriate baskets.

KEY: Activity 1: **1** Clara, **2** Richard; Activity 2: **5** Is, **6** any, **7** is, **8** some, **9** Are, **10** any, **11** aren't, **12** any (students draw apple juice in Daisy's basket); **13** Is, **14** any, **15** isn't, **16** any, **17** Are, **18** any, **19** are, **20** some (students draw oranges in Oliver's basket)

Optional follow-up activity: Play Sentence chains (see Introduction). Say, e.g. There are some apples in my basket

A student repeats this and adds to it, e.g. There are some apples in my basket and some tomatoes and so on. Play continues until a student repeats an item already said, can't go on or forgets an item.

Worksheet 3: Shall we ... ?

Using the worksheet

- This worksheet practises making and responding to suggestions: Shall we ... ? and How about ... ?
- Students match the pictures on spinner A with the sentences. They complete the questions on spinner B.
- Students match the responses on spinner B with the statements represented on spinner A.
- Then Student A spins spinner A and Student B spins spinner B. They look at the picture and the response that the spinners land on and decide whether these are a possible combination. If they are, they act out the dialogue. Student A chooses a final response: OK, Good idea! or I'm not sure

KEY: Activity 1: There isn't any bread. **4**, I want a drink. **3**, I love vegetables. **5**, There isn't any apple juice. **6**, I don't like chicken. **2**; Activity 2: b about, c some, d How about, e Shall we, f How; Activity 3: Possible combinations are: **2** a, c, e; **3** d, f; **4** a, b, c, e; **5** e; **6** d, f

Optional follow-up activity: Students work in pairs. One student spins spinner A and then both students spin spinner B. When a combination makes sense, that student wins a point.

Worksheet 4: What's in my food?

Using the worksheet

- Using key vocabulary, this worksheet reinforces the concept of edible parts of plants by getting students to think about how these are used in some familiar foods, drinks and cooked dishes.
- Students look at the pictures on the game board, then draw two additional dishes/foods of their own in the blank squares.
- In pairs they play the game. They take turns to roll a dice and move their button/counter as many times as the dice shows. When they land on a square with a picture in it, they have to say which part of a plant is used in the dish/food/drink shown, e.g. a smoothie – fruit. If they land on a snake or ladder they have to go up or down as in the standard game. The winner is the person who gets to the end of the board first.

KEY: **1** seeds, **4** fruit, **6** stems, **7** leaves, **9** fruit, **11** seeds, **12** fruit, **14** fruit, **15** leaves, **16** seeds, **18** seeds, **19** roots, **21** stems, **24** roots

Optional follow-up activity: Students work in pairs. One student says an edible item for their partner to find on the board game. The student looking for the edible item has to find it, then find all the pictures from the same category on the board, e.g. coffee – all the seeds.

Test

1

2 f

3 e

4 a

5 c

6 b

2 juice

3 cheese

4 vegetables

5 soup

6 water

2

2 some

3 any

4 any

5 any

6 some

3

1 Can

2 'd like

3 would

4 roll

5 How

6 Thank

4

2 b

3 c

4 a

5 f

6 d

5

2 egg roll

3 apple juice

4 eggs

5 chicken

6 bananas

Daily tasks

Telling the time

3

Page 42

Activity 1

- 2 It's half past eight.
- 3 It's quarter past five.
- 4 It's quarter to seven.
- 5 It's half past six.
- 6 It's six o'clock.

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Activity 2

- 2 o'clock, 3 quarter, 4 past, 5 seven

Activity 3

- 2 It's quarter to six.
- 3 It's eleven o'clock.
- 4 It's half past nine.
- 5 It's quarter to one.
- 6 It's eight o'clock.

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Activity 1

- 2 My father never goes to bed early.
- 3 My sister usually does lots of homework at the weekend.
- 4 My mother sometimes does the shopping on Fridays.
- 5 My brother always goes to bed at ten o'clock.

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Activity 2

- 2 usually, 3 always, 4 sometimes,
- 5 never, 6 never, 7 never

Activity 3

Possible answers:

- 1 My sister sometimes cooks.
- 2 My brother never washes up.
- 3 My dad sometimes dries the dishes.
- 4 My mum always feeds the cat.
- 5 I sometimes dry the dishes.
- 6 Mum never washes up.

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Activity 1

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

Activity 2

- 2 Jane, 3 Jane, 4 Peter, 5 Jane, 6 Peter

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Activity 1

- 2 cook, 3 wash up, 4 dry the dishes,
- 5 do the shopping, 6 sweep the floor;
- Students' own answers.

Activity 2

- Students' own answers.

Activity 3

- Students' own answers.

Worksheets

Worksheet 1: Daisy's new list

Using the worksheet

- This worksheet practises the vocabulary of daily tasks: wash up, tidy up, sweep the floor, cook the dinner, feed the dog, dry the dishes, do the shopping and take the dog for a walk.
- Explain that Oliver tore up Daisy's list of Things to do for the family and then put it together incorrectly.
- Students look at the pictures and write the number and letter of the task that each person is doing.
- Then students write out a correct list for Daisy.
- Students can then work in pairs to play a memory game. Student A says the name of a person in the family. Student B has to say what task that person has.

KEY: Activity 1: **2** h, **3** f, **4** c; Activity 2: **Daisy:** Tidy up, **Clara:** Dry the dishes, **Ann:** Feed the cat, **John:** Take the cat for a walk, **William:** Sweep the floor, **Richard:** Do the shopping, **Sophia:** Cook the dinner

Optional follow-up activity: Write a set of daily tasks on the board and agree mimes with the class for each one. Play Duck, duck, goose (see Introduction). Students sit in a circle on the floor, facing outwards. Choose one of the tasks, e.g. dry the dishes, to be the 'goose' task. One student walks around the outside of the circle, doing a different mime for each sitting student. The sitting student must name the task each time. When the 'goose' mime is done, the sitting student says, e.g. dry the dishes, then chases the miming student round the circle. If caught, the miming student must walk around the circle again. If the miming student gets to the empty place first, the sitting student becomes the new one to mime.

Worksheet 3: Run for gold!

Using the worksheet

- This worksheet practises adverbs of frequency and revises times and activities.
- Students look at Olympic runner Sally's weekly schedule and fill in the gaps with always, usually, sometimes or never
- Students then write about their own lifestyle, choosing an appropriate adverb of frequency each time.

KEY: Activity 1: **2** never, **3** sometimes, **4** sometimes, **5** always, **6** usually, **7** sometimes, **8** never, **9** usually; Activity 2: Students' own answers.

Optional follow-up activity: In an open space, stick the words always, usually, sometimes and never to different walls. Call out an activity, e.g. eat chicken. Students run to the wall according to how often they do that activity. Ask students to make sentences, e.g. We sometimes eat chicken. Repeat with a different activity.

Worksheet 4: Day, night or both?

Using the worksheet

- This worksheet uses key Think and learn vocabulary to extend students' knowledge about when some jobs are done – during the day or night, or both.
- Students look at the pictures, then read the job descriptions. They match the pictures with the texts by writing the number of the text in the correct box next to each picture.
- Students then draw the symbol that represents the time of day the person does the job, in the box under each job description.
- They then draw a picture of one more job and write a paragraph about it, using texts 1–4 to help them.
- Students get in pairs and show each other their pictures. Their partner has to guess when the job is done – day, night or both – and draw the corresponding symbol in the box. Then they read their partner's paragraph to check their answer.

KEY: 2d  3c  4a 

Optional follow-up activity: Students work in pairs. One student says some of the actions one of the people in texts 1–4 does in their job. Their partner has to guess which job it is. For example, A: Pretend to be a bank robber. B: An actor!

Test

1

- 2 tidy up
- 3 wash up
- 4 sweep
- 5 do the shopping
- 6 cook

2

- 2 It's quarter past three.
- 3 It's quarter past eight.
- 4 It's quarter past four.
- 5 It's half past one.
- 6 It's ten past twelve.

3

- 2 f
 - 3 c
 - 4 e
 - 5 a
 - 6 b
- 2 I go to school at quarter past eight.
 - 3 I do my homework at quarter past five.
 - 4 I walk the dog at half past six.
 - 5 I eat dinner at half past seven.
 - 6 I wash the dishes at eight o'clock.

4

- 2 never
- 3 usually
- 4 sometimes
- 5 never
- 6 always

5

Day: hairdresser; dentist; secretary
Both: doctor; cleaner; nurse
Night: night bus driver

Around town

Prepositions

4

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Activity 1

2 next to, 3 near, 4 below, 5 in front of

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Activity 2

2 near, 3 front, 4 between, 5 Opposite

Activity 3

Possible answers:

- 2 It's between the bus station and the bank. It's opposite the park.
- 3 It's next to the tower. It's between the cinema and the tower.
- 4 It's opposite the library. It's next to the sports centre.
- 5 It's opposite the cinema. It's near the market.
- 6 It's between the tower and the café. It's next to the café.

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Activity 1

- 2 He's going to the park to play football.
- 3 They're going to the bank to get some money.
- 4 I'm going to the Soup Shop to have dinner with my parents.
- 5 We're going to the sports centre to play basketball.
- 6 You're going to the café to have a glass of lemonade.

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Activity 2

Possible answers:

- 2 You're going to the supermarket to buy some bread.
- 3 She's going to my grandparents' house to help in the garden.
- 4 We're going to my cousin's house to play computer games.
- 5 They're going to the sports centre to go swimming.

Activity 3

- 2 Richard and Pierre are going to the cinema to watch a new adventure film.
- 3 Serge 's/is going to the library to get (some) books for his Science project.
- 4 Martina 's/is going to the market to buy a birthday present for her sister.
- 5 Emma 's/is going to the sports centre to go swimming.
- 6 We're going to the café later to drink milkshakes!

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Activity 1

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

Activity 2

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

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Activity 1

Students' own answers.

Activity 2

Students' own answers.

Activity 3

Students' own answers.

Worksheets

Worksheet 1: Where are they?

Using the worksheet

- This worksheet practises town vocabulary: map, bank, bus station, tower, library, market square, sports centre supermarket and revises the letters of the alphabet.
- Students work individually or in pairs. They count forwards and backwards along the alphabet to find the places in the town.
- Students then use the words to write the names of Clara's family members in the appropriate places in the town.

KEY: Activity 1: **2** bus station, **3** tower, **4** library, **5** market square, **6** sports centre, **7** supermarket, **8** map; Activity 2: **2** Richard, **3** Sophia, **4** John, **5** Mike, **6** William, **7** Clara and Oliver, **8** Ann

Optional follow-up activity: In pairs, students play Noughts and crosses (see Introduction). They draw a 3 x 3 grid and write a town word in each of the nine squares (words from the worksheet and from the unit in the Student's Book). They prepare five 'counters' each by cutting out five small squares of paper and colouring them in – one colour for 'noughts' and another colour for 'crosses' ☒. They then take it in turns to place a counter on a square as they read the word. The winner is the first player to place three counters in a vertical, horizontal or diagonal row.

Worksheet 2: Where are you going and why?

Using the worksheet

- This worksheet practises *be going to* + infinitive of purpose.
- Students work individually or in pairs. They make sentences using a *going to* start and a 'purpose' ending and match them with the pictures.
- Students can then work individually, in pairs or in small groups. Using one worksheet and dice or spinner (see Introduction) between them, and one counter each, students take turns to throw the dice or spin the spinner twice. They use the first throw/spin to move down the *going to* line and the second to move down the 'purpose' line. They combine the two phrases they land on to write a sentence. If the sentence makes sense, they put a tick ☒. If it doesn't, they put a cross ☒. When students get to the end of a line, they move back up the line in the opposite direction. Students continue to move up and down the lines to form new sentences.

KEY: Activity 1: (from left to right) **4a**, **2c**, **1d**

Optional follow-up activity: In groups, Student A reads the beginning of a sentence. The rest take turns to choose an ending. Student A chooses the best ending. The student whose ending was chosen begins the next sentence.

Worksheet 3: Why is it tall?

Using the worksheet

- This worksheet uses key Think and learn vocabulary to reinforce and expand students' awareness of tall buildings and their uses.
- Students read the texts and complete the gaps with words from the box.
- Then they draw another tall building they know in the empty box. They label their building and write three sentences about it and why it's tall.
- They present their work to the class.
- Then they quiz each other on the buildings on their worksheets and their uses, e.g. A: Why is Tower Bridge tall? B: It's tall so that big boats can pass under it.

KEY: **1** Scientists, **2** rainforest, **3** water, **4** views, **5** mummies, **6** rooms, **7** bridge, **8** opens, **9** radio, **10** top

Optional follow-up activity: Students take turns to say incorrect sentences about each building for their partners to correct. For example, A: You can study the weather from Tower Bridge. B: No, you can study the weather from the Amazon Tower.

Test

1

- 2 tower
- 3 bank
- 4 map
- 5 castle
- 6 library

2

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

3

- 2 opposite / below
- 3 near
- 4 near
- 5 above
- 6 near

4

- 4 Where is Sergio going?
- 5 He's going to the library.
- 6 He's going to get a book for his homework.
- 7 Why is Lucy going to the sports centre?
- 8 She's going to play volleyball.

5

- 2 going to
- 3 eat
- 4 a pizza
- 5 with
- 6 my friends

Under the sea

Was / Were

5

Page 66

Activity 1

- 2 I was scared!
- 3 We were at the beach.
- 4 There were dolphins, seals and turtles in the sea.
- 5 It was hot.
- 6 I was in the sea in my new swimsuit.

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Activity 2

- 2 I wasn't scared!
- 3 We weren't at the beach.
- 4 There weren't any dolphins, seals and turtles in the sea.
- 5 It wasn't hot.
- 6 I wasn't in the sea in my new swimsuit.

Activity 3

Possible answers:

- 1 We were at the beach.
- 2 It was hot.
- 3 I was in the sea in my new swimsuit.
- 4 There were dolphins, seals and turtles in the sea.
- 5 There was a small shark, too!
- 6 I was scared!

Activity 4

- 2 were, 3 was, 4 weren't, 5 were,
- 6 were, 7 wasn't, 8 were, 9 was,
- 10 were

Page 68

Activity 1

- 1 was; 2 Was, wasn't, was; 3 Were, weren't; 4 Was, was; 5 Were, weren't; 6 were, were

Page 69

Activity 2

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

Activity 3

- 2 Yes, they were.
- 3 No, she wasn't.
- 4 No, he wasn't.
- 5 Yes, she was.
- 6 No, they weren't.

Page 70

Activity 1

Pictures with a tick : 2, 3, 7, 8

Activity 2

George – d, Amy – a, Penny – e, Eva – b, Paul – c

Page 71

Activity 1

Students' own answers.

Activity 2

Students' own answers.

Activity 3

Students' own answers.

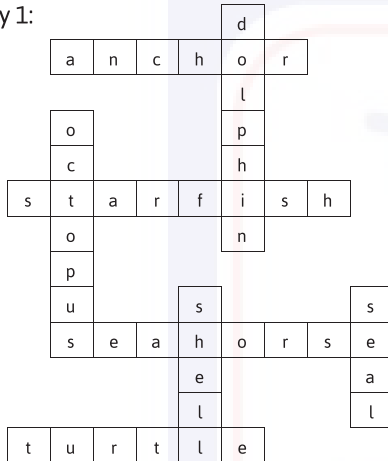
Worksheets

Worksheet 1: Sea crossword

Using the worksheet

- This worksheet practises sea-related vocabulary: seahorse, dolphin, seal, shell, octopus, anchor, starfish and turtle.
- Students work individually or in pairs. They use the picture clues to complete the crossword.
- They then match the words with the definitions.

KEY: Activity 1:



Activity 2: **2d, 3a, 4e, 5g, 6c, 7b, 8f**

Optional follow-up activity: In groups, students take turns to read one of the definitions. The first student to give the correct answer, e.g. It's a ... gets a point and takes the next turn.

Worksheet 2: Leprechauns

Using the worksheet

- This worksheet practises was/wasn't and were/weren't. The leprechaun /'leprəko:n/ is a type of Irish male fairy. Generally, leprechauns make their money by mending shoes. They don't like spending their money and keep it all in a pot, which they hide at the end of a rainbow. If caught, they have to tell the finder where their gold is.
- Students work individually or in pairs. They order the pictures, using the sentences in Activity 2 to help them, if necessary.
- Students then write the sentences of the story in the past, using was, were, wasn't, weren't

KEY: Activity 1: First row (from left to right): 3, 7, 4, 6; Second row (from left to right): 5, 8, (1), 2; Activity 2: **2 weren't; 3 wasn't; 4 were; 5 was; 6 was; 7 were; 8 wasn't, was**

Optional follow-up activity: Read out the story in the past, stopping in random places for the students to shout out the missing words, e.g. hungry, sad, apples, etc.

Worksheet 3: Were you on the beach?

Using the worksheet

- This worksheet practises questions and answers with was and were and revises affirmative and negative sentences and sea creatures.
- Students work individually or in pairs. They have to work out who wasn't on the beach last Saturday by completing the questions and answers and comparing them with the picture.
- They then complete the sentence under the picture.

KEY: Activity 1: **2 was, 3 Were, 4 weren't, 5 Was, 6 wasn't, 7 Were, 8 was, 9 Were, 10 were, 11 Were, 12 were, 13 Were, 14 was, 15 Were, 16 were, 17 Was, 18 wasn't;** Activity 2: Mike wasn't on the beach on Saturday. He says there were turtles but there weren't (any).

Optional follow-up activity: Students work in pairs. They each secretly draw a beach scene then ask each other questions about their pictures to compare how many of each item they have drawn.

Worksheet 4: Help or hurt?

- Write the question on the board:

"What things help the Earth?"

Encourage students to give ideas (e.g., recycle, plant trees). Then ask:

"What things hurt the Earth?"

- List their answers on the board under two headings:

Help ☺ / Hurt ☹

This will activate prior knowledge and vocabulary.

- Students read the actions in the book and decide if each one helps the environment or hurts it.

Key: Help

use recycled paper/ ride a bike to school/ turn off taps when brushing your teeth/ recycle plastic and glass/ take your rubbish home/ use natural products to wash and shower/ turn off lights when you aren't using them/ plant more trees keep your clothes for a long time

Hurt

use plastic bags at the supermarket/ cut down trees and build houses/ use chemicals to clean the house/ buy lots of clothes all the time/ leave the TV on all day go everywhere by car/ use plastic straws/ throw rubbish in the sea/ swim in coral reefs

Test

1

2 e

3 a

4 d

5 f

6 b

e turtle

a dolphin

d anchor

f octopus

b starfish

2

2 were, was

3 was, was

4 was, was

5 were, were

6 was, were

3

2 he was

3 there were

4 there was

5 she wasn't

6 they weren't

4

2 was

3 was

4 were

5 were

6 Was

7 wasn't

8 was

9 Were

10 weren't

11 was

5

2 rubbish

3 ears

4 shark

5 eggs

6 trees

Gadgets

Comparatives

6

Page 80

Activity 1

2 faster, 3 newer, 4 quieter, 5 bigger,
6 happier, 7 funnier, 8 more famous,
9 more beautiful, 10 more expensive

Page 81

Activity 2

2 The blue watch is bigger than the red watch.
3 The new tower is taller than the
old tower.
4 Clock A is older than clock B.
5 The SP Mini is cheaper than the Com20
Plus.
6 Josh is sadder than Jake.

Activity 3

2 cheaper, 3 better, 4 bigger than,
5 more, 6 smaller

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Activity 1

2 the fastest, 3 the newest, 4 the quietest,
5 the biggest, 6 the happiest,
7 the funniest, 8 the most famous,
9 the most beautiful, 10 the most expensive

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Activity 2

2 the funniest, 3 the happiest, 4 the
quietest, 5 The newest

Activity 3

Students' own answers.

Page 84

Activity 1

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

Activity 2

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

Page 85

Activity 1

The CLICK ONE is the smallest and shortest
phone.
The Tech 300 is the longest phone.
The XZ 10 is the cheapest phone.
The CLICK ONE is the most expensive
phone.

Possible answers for nicest and ugliest
The Tech 300 / CLICK ONE is the nicest
phone.
The XZ 10 is the ugliest phone.

Activity 2

Students' own answers.

Activity 3

Students' own answers.

Worksheets

Worksheet 1: Shopping for gadgets

Using the worksheet

- This worksheet revises gadget-related vocabulary: games console, electric fan, walkie-talkie, electric toothbrush, torch, *mobile phone, lift, laptop* and tablet. It also develops the students' ability to work with anagrams.
- Students work individually or in pairs to unscramble the letters to make the gadget words.

KEY: Activity 1: **2** torch, **3** lift, **4** electric fan, **5** walkie-talkie, **6** games console, **7** mobile phone, **8** electric toothbrush, **9** tablet

- Students choose six gadgets from the nine pictures on the worksheet and draw them on the six spaces on the spinner.

Worksheet 2: Two shops

Using the worksheet

- This worksheet practises comparatives and revises gadgets: games console, torch, tablet, laptop, mobile phone, electric toothbrush
- Students work individually or in pairs. They look at the pictures and the words in brackets and complete the sentences.
- They then look at the pictures of the shops, decide which shop assistant was speaking each sentence in Activity 1 and write the appropriate letter.
- Students then write sentences of their own to compare the different gadgets and characteristics.

KEY: Activity 1: **2** torch, bigger; **3** tablet, smaller; **4** laptop, more expensive; **5** mobile phone, bigger; **6** electric toothbrush, cheaper; Activity 2: **2a, 3a, 4b, 5a, 6b**; Activity 3: Possible answers: The games consoles are more expensive than the mobile phones. The torches are smaller than the laptops. The tablets are bigger than the mobile phones.

Optional follow-up activity: Think of an object in the classroom but don't name it. Compare it with another object in the room, e.g. It's bigger than a chair. Students then play Twenty questions (see Introduction), using comparative questions, e.g. Is it bigger than a torch? and ordinary ones, e.g. Is it black? The student who guesses what you are thinking of chooses the next object. To encourage the use of comparatives, you can suggest that a comparative question counts as one of the twenty questions, but an ordinary question counts as two.

Worksheet 3: The biggest in the world

Using the worksheet

- This worksheet practises superlatives and helps students to learn facts about the world they live in.
- Students work individually or in pairs. They use the prompts and the words from the word box to write sentences about the pictures.
- Students then complete sentences giving their own opinions.

KEY: Activity 1: **2** biggest market square, **3** smallest library, **4** smallest seahorse, **5** fastest train, **6** fastest runners, **7** most expensive violin, **8** most expensive mobile phone; Activity 2: Students' own answers.

Optional follow-up activity: Students work in pairs. They take turns to dictate a route around the pictures, e.g. This is the world's smallest seahorse. This is the world's most expensive violin. The other student traces the route with a finger. Alternatively, in small groups, one student gives the rest a combination of numbers, e.g. 8-4-7-1-3-5-2-6. All of the students then have to write sentences for the route, e.g. 8 is the world's most expensive mobile phone, 4 is the world's smallest seahorse. The winner is the first student to write down the complete route.

Test

1

- 2 torch
- 3 laptop
- 4 lift
- 5 walkie talkie
- 6 games console

2

- 2 mobile phone
- 3 torch
- 4 electric fan
- 5 games console
- 6 tablet

3

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

4

- 2 The MX8 is the biggest.
- 3 The MX6 is the fastest.
- 4 The MX7 is the slowest.
- 5 The MX7 is the most expensive.
- 6 The MX6 is the smallest.

5

- 2 laptop
- 3 car
- 4 electric fan
- 5 biggest
- 6 walkie talkie

In the hospital

Past simple: regular verbs

7

Page 92

Activity 1

2 watched, 3 visited, 4 walked,
5 cooked, 6 stayed, 7 helped, 8 liked

Page 93

Activity 2

2 shouted, f; 3 landed, c; 4 talked, a;
5 looked, e; 6 watched, b

Activity 3

Students' own answers.

Page 94

Activity 1

2 gave, 3 felt, 4 had, 5 went, 6 ate,
7 said, 8 wrote, 9 saw

Page 95

Activity 2

2 went, 3 said, 4 felt, 5 gave, 6 saw,
7 ate, 8 had, 9 wrote

Activity 3

2 have – had, 3 wake up – woke up,
4 say – said, 5 go – went, 6 give – gave,
7 are – were, 8 feel – felt

Page 96

Activity 1

Pictures with a tick ✓: 2, 3, 5, 6

Activity 2

Order from top to bottom: 2, 6, 3, 1, 4, 5

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Activity 1

Students' own answers.

Activity 2

Students' own answers.

Activity 3

Possible answer:

Last Sunday, Hugo went to the park to run. He was happy, but then, he hurt his (fore) head with a tree (branch). Hugo sat by the tree and his dad put some ice on his forehead. Later, at home, Hugo watched TV with his parents. He had a plaster on his forehead and his mum gave him a glass of water. Hugo felt better.

Worksheets

Worksheet 1: Fingerspelling

Using the worksheet

- This worksheet practises health-related vocabulary: doctor, nurse, cold, cough, headache, toothache, earache and stomach-ache. It uses sign language and so makes students aware of the way deaf and/or mute children may have to communicate.
- Explain to students that people who have difficulty hearing or speaking can use sign language. Although there are signs for whole words, there is also a fingerspelling alphabet so that people can spell names or words if they do not know the sign for a word. In this activity, students use the British Sign Language Fingerspelling Alphabet to work out which health-related words are being spelled.
- Students work individually or in pairs. They work out the words that are being fingerspelled and write the letters.
- They then draw a picture to illustrate each of the words.
- Students then practise spelling out two of the 'health' words using their hands and fingers.

KEY: Activity 1: **2** doctor, **3** cough, **4** cold, **5** stomach-ache, **6** earache, **7** headache, **8** toothache; Activity 2: Students' own answers.

Optional follow-up activity: Students learn to fingerspell their names.

Worksheet 2: What happened yesterday?

Using the worksheet

- This worksheet practises the past simple of the regular verbs: shouted, landed, jumped, looked at, watched, listened to, visited, phoned, played and walked.
- Students use the words from the word box to complete the sentences.
- They number the pictures to match the sentences.

KEY: Activity 1: **2** walked, **3** visited, **4** played, **5** landed, **6** looked at / watched, **7** shouted, **8** listened to, **9** jumped, **10** watched / looked at, **11** jumped; Activity 2: First row (from left to right): 10, 6, 2, 4, 3, 9; Second row (from left to right): 7, 11, 12, (1), 8, 5

Optional follow-up activity: Remind students that *ed* can be pronounced in one of three ways, depending on the sound that comes before it. Write the verbs from the unit on the board or on flashcards. Tell a third of the class that they must listen for /t/, another third /d/ and the final third /ɪd/. Point to one of the verbs as you say it. The students who have that phoneme stand up. As play continues, stop saying the verb and just point to the word.

KEY: /t/ walked, looked, jumped, watched; /d/ phoned, played, listened; /ɪd/ visited, landed, shouted

Worksheet 3: Letter code

Using the worksheet

- This worksheet practises the past simple of the irregular verbs: go, feel, say, wake up, have and give.
- Students work individually or in pairs. They use the code to work out and write the present or past forms of the verbs.
- They look at the pictures and write the verbs from Activity 1 in the correct part of the chart. They then complete the chart.

KEY: Activity 1: **2** wake up, **3** went, **4** give, **5** said, **6** have; Activity 2: **2** give, gave; **3** wake up, woke up; **4** go, went; **5** say, said; **6** have, had

Optional follow-up activity: Students use the code to write a secret message to a friend.

Worksheet 4: How healthy are you?

Using the worksheet

- This worksheet practises items of key Think and learn vocabulary used to describe a healthy lifestyle.
- Students read the quiz questions. Then they write one more question of their own. Students answer all six questions. They colour the block in the score grid that corresponds to their answer each time.
- Students look at the completed score grid to see whether they answered mostly As, Bs or Cs, and read the corresponding advice. They compare scores with their classmates.

Optional follow-up activity: Students work in small groups to make a bar chart with their results from the above activity. They show their work to the class.

Test

1

- 2 nurse
- 3 stomach-ache
- 4 cold
- 5 headache
- 6 toothache

2

- 2 jumped
- 3 landed
- 4 shouted
- 5 visited
- 6 scored

3

- 2 got up
- 3 felt
- 4 ate
- 5 gave
- 6 had

4

Exercise: walk to school; take the dog for a walk

Healthy food: have a healthy diet; eat fresh vegetables; eat lots of fruit

Rest: go to bed early; sleep eight hours; sit and read a book

Fresh air: go to the park; play outside



Around the world

Negatives with past simple

8

Page 104

Activity 1

2 didn't eat, 3 didn't drink, 4 didn't swim, 5 didn't spend, 6 didn't speak

Page 105

Activity 2

- 2 We didn't see the Taj Mahal in India.
- 3 We didn't eat tapas in Spain.
- 4 We didn't walk in the Outback in Australia.
- 5 We didn't have a great time.
- 6 We didn't fly to Brazil for the Rio Carnival.
- 7 We didn't drive to Argentina to see Buenos Aires.
- 8 We didn't like it there.
- 9 In China, we didn't take photographs of the Great Wall.
- 10 In Turkey, we didn't love the cities of Istanbul and Izmir.

Activity 3

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

Page 106

Activity 1

2 meet, 3 play, 4 go, 5 play, 6 read;
Students' own answers.

Page 107

Activity 2

- 2 How did you travel there?
- 3 Who did you go with?
- 4 Where did you stay?
- 5 What did you do?
- 6 How long did you stay?

Activity 3

Students' own answers.

Activity 4

2 see, 3 long, 4 stay, 5 went

Page 108

Activity 1

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

Activity 2

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

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Activity 1

Students' own answers.

Activity 2

Students' own answers.

Activity 3

Students' own answers.

Worksheets

Worksheet 1: Countries and capitals

Using the worksheet

- This worksheet revises the names and locations of countries: Mexico, Spain, Argentina, Egypt, Chile, China, Turkey, Brazil, Australia and India and the names of their capital cities.
- Students work individually or in pairs. They write the names of the countries in the puzzle. They could use a pencil until they are sure they are correct.
- Students then look at the map and locate the countries on it. They complete the sentences with the names of the capital cities.

KEY: Activity 1: **2** Turkey, **3** Spain, **4** Egypt, **5** Brazil, **6** India, **7** Chile, **8** Mexico, **9** Argentina; Activity 2: **2** Madrid, **3** Ankara, **4** Beijing, **5** Canberra, **6** New Delhi, **7** Cairo, **8** Buenos Aires, **9** Santiago, **10** Brasilia

Optional follow-up activity: Students use the Internet and reference books to find the population, official language and currency of each country.

Worksheet 2: I didn't do it.

Using the worksheet

- This worksheet practises the negative form of the past simple and revises the affirmative.
- Students work individually or in pairs. They complete the phrases in the columns by putting the verbs into their past affirmative or negative form, depending on whether there is a tick ☒ or a cross ☐.
- Students then write in the box for each picture, the number and letter of the phrases that describe that picture.
- Students can then work in groups to practise saying the sentences: Student A reads the beginning of one of the sentences; Student B completes that sentence, then begins the next one, and so on.

KEY: Activity 1: **3** went, **4** ate, **5** gave, **6** didn't phone, **7** visited, **8** didn't play; a didn't have, (b was), c didn't feel, d didn't go, e didn't have, f didn't eat, g didn't want, h didn't have; Activity 2: First row (from left to right): **2g, 7a, 8c, 3d**; Second row (from left to right): **5h, (1b), 6e, 4f**

Optional follow-up activity: Students play Sentence chains (see Introduction). Student A says a sentence using the affirmative form of the past tense. Student B says the same sentence in the negative form, then produces a new affirmative sentence, and so on, e.g. A: I went to the cinema B: I didn't go to the cinema. I watched a football game C: I didn't watch a football game. ... Play continues round the class/group until a student repeats a sentence already used, can't go on or forgets an item.

Worksheet 3: Holiday photos

Using the worksheet

- This worksheet practises questions and answers in the past simple.
- Students work individually or in pairs. They decide which three questions go with each picture, write the letters of the questions on the lines next to the picture and then answer each of the questions.

KEY: Activities 1 and 2: **1** f (For) 6 days. i (With) Oliver, Ann and Clara. **2** b (For) 11 days. e Yes, I did. l Yes, I/we did. **3** d (For) 9 days. g Yes, I/we did. j (With) John. **4** c Yes, I/we did. h Yes, I/we did. k (For) 13 days.

Optional follow-up activity: Students stick a photo from their last holiday or from a magazine into their notebooks. In groups, they show each other the pictures. Each student in the group asks the student to their left one or more questions about their picture, e.g. Who did you go with? Students with magazine pictures can make up their answers.

Test

1

2 Spain

3 Egypt

4 China

5 Brazil

6 Australia

2

2 didn't see

3 play tennis

4 didn't eat

5 didn't listen to

6 didn't go to

3

2 did you eat

3 did you do

4 Did you see

5 Did you like

6 Did you watch

4

2 Did you see any koala bears?

3 Did you visit the Great Barrier Reef?

4 Did you go swimming?

5 Did you eat fish and chips?

6 Did you go to the zoo?

5

2 Europe

3 Asia

4 North America

5 Australasia

6 Africa

Holiday plans

Future with be going to + + infinitive

9

Page 116

Activity 1

- 2 It's going to be different.
- 3 It's going to rain all day.
- 4 It's going to be cloudy and windy.
- 5 It's not / It isn't going to rain.
- 6 We're going to have a thunderstorm.

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Activity 2

1 's/is going to read (some); 2 's not / isn't going to do, 's/is going to eat; 3 's/is going to sit/lie, 's not / isn't going to go; 4 's not / isn't going to clean, 's/is going to walk

Activity 3

- 2 do, 3 ride, 4 going, 5 We, 6 fly,
7 swim, 8 great

Page 118

Activity 1

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

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Activity 2

- 2 What, 3 Who, 4 Is, 5 Are, 6 When

Activity 3

- 2 Keith's / Keith is going to do everything.
- 3 Carlos 's not / isn't going to read books.
- 4 They're going to visit museums.
- 5 No, he isn't. 6 Yes, he is.
- 7 Yes, they are. 8 No, he isn't.

Page 120

Activity 1

- Tuesday – c, Wednesday – a,
Thursday – e, Friday – f, Saturday – d

Activity 2

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

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Activity 1

Students' own answers.

Activity 2

Students' own answers.

Activity 3

Students' own answers



Worksheets

Worksheet 1: It's raining cats and dogs.

Using the worksheet

- This worksheet practises weather vocabulary: thunderstorm, lightning, rain(y), wind(y), cloud(y), fog(gy), umbrella, raincoat and boots.
- Students write the weather words under the pictures, then shade them in horizontally, vertically and diagonally (wind) in the word search.
- Students then copy in order the remaining unshaded letters to find the second part of a weather-related joke. Remind students of the word puddle. Students look at the picture. Explain the expression It's raining cats and dogs i.e. a lot, and the pun puddle (a breed of dog) for puddle.

KEY: Activity 1: **2** lightning, **3** rainy, **4** wind, **5** cloudy, **6** fog, **7** umbrella, **8** raincoat, **9** boots; Activity 2:

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

Activity 3: I know. I've just stepped on a puddle!

Optional follow-up activity: Get each student to look in the sky and draw a real cloud, then decide what it looks like. Make a class display of their named cloud drawings.

Worksheet 2: Holiday plans

Using the worksheet

- This worksheet practises positive and negative forms of be going to + infinitive, and revises days of the week.
- Students look at the pictures of Richard, Ann and Daisy and decide what each of them is going and not going to do on holiday. They use the verbs from the word box to complete the sentences.
- Students solve the anagrams and complete the sentences.

KEY: Activity 1: **2** 's/is going to go snorkelling, **3** 's not / isn't going to wake up at 7 o'clock, **4/5** 's/is going to play the guitar, **5/4** 's/is going to read, **6** 's not / isn't going to do the shopping, **7/8** 's/is going to go to Chile, **8/7** 's/is going to see the seals, **9** 's not / isn't going to watch TV; Activity 2: **2** Monday, lightning; **3** Friday, raincoat; **4** Wednesday, rainy; **5** Tuesday, thunderstorm

Optional follow-up activity: Give each student a clean sheet of paper. They write a sentence along the top of the page beginning On Monday, it's/there's going to be and add a weather type. They

then fold over the top of the page to hide the sentence and pass it to the next student. Under the fold, the second student writes a sentence describing what they are or are not going to do that day. The paper is passed on. Students three and four do the same for Tuesday. Continue for the whole week. The last student unfolds the paper and reads out the sentences.

Worksheet 3: Holiday card game

- Part 1: Complete the Questions. **Answer Key:**

- Are you going to play football in the holiday?
- Are you going to eat lots of ice cream?
- Are you going to go to the beach?
- Are you going to play with your cat?
- Are you going to go to the zoo?
- Are you going to send me a postcard?
- Are you going to visit your grandparents?
- Are you going to play computer games?
- Are you going to help your parents in the garden?
- Are you going to tidy your bedroom?
- Are you going to use an umbrella?
- Are you going to read lots of comics?

- Part 2: Complete the Questions. **Answer Key:**

- Tell students:
"Now we're going to play a game! Ask your partner six questions from the worksheet."
- Students write about their partner using the third person:
"This person is going to eat lots of ice cream."
"This person isn't going to tidy his bedroom."

- ✓ Remind them to use:

- is / isn't going to + base verb
- he / she instead of "you"

Worksheet 4: A holiday story

Using the worksheet

- This activity recycles key Think and learn vocabulary about holidays in the 19th century.
- Students read the seven paragraphs and complete them with words from the word box. Then they match the paragraphs with the pictures by writing the corresponding number in the corner of each picture.
- Students use the pictures to make an eight-page mini-book with a cover. They fold an A4 sheet of blank paper horizontally into three and cut along the folds to make three rectangles. They then fold each rectangle in half, place the three pieces one on top of the other, and fold them down the middle. They staple the pages down the mid-fold to keep them in place.
- Students cut out the pictures from the worksheet and stick them on their book pages in the correct order for the story, leaving the two outer pages for the book 'covers'. Under each picture, they copy the relevant part of the story.

KEY: 1 steam train, 2 crowded beach, 3 swimming boots, 4 picnic basket, 5 ice cream cart, 6 donkey ride, 7 puppet show;
First row (from left to right): 6, 5, 1; Second row (from left to right): 2, 4, 3, 7

Optional follow-up activity: Working in pairs students make a word search. They choose eight words from the story to hide in the word search. These should be nouns so that they can draw them for the clues, e.g. picnic basket, steam train, donkey. They draw a grid of 14 x 14 squares on squared paper. They then write the eight words in the word search, both horizontally and vertically (some should be intersecting if possible), and fill the rest of the squares with random letters. They draw pictures of the words they have chosen as clues under the word search. They then swap word searches with another pair and try to solve them.

Test

1

2 lightning

3 foggy

4 windy

5 rainy

6 cloudy

2

2 you going to visit, No, I'm not.

3 you going to read, Yes, I am.

4 you going to go, Yes, I am.

5 you going to listen, No, I'm not.

6 you going to eat, No, I'm not.

3

2 I'm going to see my cousins tomorrow.

3 I'm not going to swim in the sea on holiday.

4 I'm going to ride a horse on holiday.

5 I'm going to cook dinner for my family on Saturday.

6 I'm going to stay at home all day.

4

4; 2; 5; 3; 6

5

Holidays in the past: watch a puppet show at the beach; wear swimming boots

Holidays now: travel by plane; wear sunglasses; play volleyball on the beach