

SAFIR'S SUPER MINDS

TOTAL LEARNING

STARTER



Safir Pub.



POWERED BY SAFIR

answer key

Welcome Unit (Say Hello!) – Page 2

1. Say Hello! Say your name.

Students write their own names. For example:

- I'm **Sarah**.
- I'm **Max**.

2. Trace.

Students trace the words.

- Hello
- Hi

Page 3

3. Point and say the colours. Then colour the words.

- **Blue** → Students colour the word 'Blue' to match the color of the pictures opposite it — in this case, blue.
- **Green** → Students colour the word 'Green' to match the color of the pictures opposite it — in this case, green.
- **Yellow** → Students colour the word 'Yellow' to match the color of the pictures opposite it — in this case, yellow.
-

Page 4

4. Point and say the colours. Then colour the words.

- **Orange** → Students colour the word 'Orange' to match the color of the pictures opposite it — in this case, orange.
- **Red** → Students colour the word 'Red' to match the color of the pictures opposite it — in this case, red.
- **Pink** → Students colour the word 'Pink' to match the color of the pictures opposite it — in this case, pink.

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5. Point and say the numbers. Then trace them.

- Students read the number one - the numeral 1, an image of one rabbit, and the written word 'One', then trace the number 1 on the dotted line.
- Students read the number two - the numeral 2, an image of two clouds, and the written word 'Two', then trace the number 2 on the dotted line.

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6. Point and say the numbers. Then trace them.

- Students read the number three - the numeral 3, an image of three stars, and the written word 'Three', then trace the number 3 on the dotted line.
- Students read the number four - the numeral 4, an image of four hearts, and the written word 'Four', then trace the number 4 on the dotted line.

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7. Point and say the numbers. Then trace them.

- Students read the number five - the numeral 5, an image of five yellow drops, and the written word 'Five', then trace the number 5 on the dotted line.
- Students read the number six - the numeral 6, an image of six moons, and the written word 'Six', then trace the number 6 on the dotted line.

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8. Point and say the numbers. Then trace them.

- Students read the number seven - the numeral 7, an image of seven purple balls, and the written word 'Seven', then trace the number 7 on the dotted line.
- Students read the number eight - the numeral 8, an image of eight yellow fish, and the written word 'Eight', then trace the number 8 on the dotted line.

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9. Point and say the numbers. Then trace them.

- Students read the number nine - the numeral 9, an image of nine apples, and the written word 'Nine', then trace the number 9 on the dotted line.
- Students read the number ten - the numeral 10, an image of ten rainbows, and the written word 'Ten', then trace the number 10 on the dotted line.

Unit 1 (My classroom) - Page 10

1. Colour the objects.

Students' own colouring. Examples:

- Bag: Blue
- Pencil: Yellow and red
- Chair: Brown
- Window: blue
- Book: Green
- Table: Yellow
- Door: Brown

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3. Follow the lines and find the objects.

- Students follow the lines to match the words with the pictures.

4. Students read the phrases, then work together to practise the imperatives.

Unit 2 (My body) - Page 12

1. Point and say the body parts. Then find the words in the puzzle.

Students say the body parts: mouth, head, eye, legs, ear, arm

Then they do the puzzle

MY BODY PARTS							
E	Y	E	A	F	G	A	A
I	P	C	O	E	A	R	B
R	B	E	H	I	C	M	I
C	A	F	A	R	D	I	M
A	L	O	N	B	E	D	O
H	E	A	D	I	G	C	U
O	G	C	E	F	O	O	T
P	S	I	D	O	B	F	H

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2. Colour the monster.

Students' own choice of name and colouring for the monster.

3. How many ... have you got? Write about the monsters.

Students write about the monsters using *I've got ...*

The orange monster:

- I've got **4 eyes**.
- I've got **2 arms**.
- I've got **1 mouth**.
- I've got **2 legs**.

The purple monster:

- I've got **3 eyes**.
- I've got **2 arms**.
- I've got **1 mouth**.
- I've got **4 legs**.
- I've got **2 ears**.

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4. Let's play. Point and do the actions.

The aim of this exercise is for the students to become familiar with the actions in the pictures. They are divided into pairs. One student point to the action in the picture (such as run or wave) and the other will either perform the action or say the word

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5. Let's practise. Trace the words.

Students trace the words:

1. eyes
2. ears
3. legs
4. nose
5. arms
6. mouth
7. head
8. walk
9. run
10. wave

Unit 3 (My family) - Page 16

1. Who is this? Point and make sentences.

The aim of this exercise is for students to learn the names of family members.

- This is my **father**.
- This is my **sister**.
- This is my **grandfather**.
- This is my **mother**.
- This is my **grandmother**.

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2. Draw your family. Then point and say.

- Students' own drawing of their family members .

3. Students point to the picture and practise with the following structure:

- This is my **brother/mother/...**

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4. Colour and say the names.

Students' own colouring of animals. Examples:

1. hen
yellow and red
2. duck
orange and pink
3. dog
red and green
4. cat
pink and green

5. Students trace the words under the pictures.

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6. Match the animals to their names.

Students match the pictures on the left to the words on the right.

- Picture 1: hen
- Picture 2: duck
- Picture 3: dog
- Picture 4: cat

7. Students draw a line connecting the duck to the duckling.

Unit 4 (At the zoo) - Page 20

1. Colour the zoo. Then point and say the words.

- Students' own colouring.
- Students say the words they see in the picture.

Page 21

2. Make sentences using "big" and "small".

Students make sentences using the animals on the previous page. Examples:

- It's a **big** lion.
- It's a **small** fish.
- It's a **big** zebra.
- It's a **small** parrot.

3. What's your favourite animal?

Students' own drawings.

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4. Count and say how many animals you see in the pictures.

Students count the number of animals in the pictures.

Picture 1:

- 1 lion
- 2 zebras
- 3 fish
- 1 parrot

Picture 2:

- 1 lion
- 1 zebra
- 1 fish
- 2 parrots

5. Now find the differences.

Now students work in pairs and find the differences between the two pictures.

1. There are 2 zebras in picture one, but there is 1 zebra in picture two.
2. There is 1 parrot in picture one, but there are 2 parrots in picture two.
3. There are 3 fish in picture one, but there is 1 fish in picture two.
4. There is 1 lion in both pictures one and two.

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6. What is this? Point and say.

Students say the correct words: pond, grassland, tree

7. Listen to your teacher and draw the animals.

The teacher reads the phrases while the students draw them in the correct picture:

- pond → a big green frog
- grassland → a small black and white zebra
- tree → a big orange monkey

Test Units 0–4

1. Listen and Colour:

- Arms – Yellow ●
- Eyes – Blue ●
- Noses – Red ●
- Legs – Blue ●

Mouth – Orange ●

2. Look at the monster. Circle.

1. He's got **6** arms.
2. He's got **3** eyes.
3. He's got **5** noses.
4. He's got **6** legs.
5. He's got **1** mouth.

3. Match.

- 1 → **book**
- 2 → **mum**
- 3 → **parrot**
- 4 → **fish**

4. Read and write ✓ or X.

- 1 → ✓
- 2 → X
- 3 → ✓

5. Write.

1. **lion**
2. **fish**
3. **dog**
4. **zebra**

Unit 5 (My food) - Page 27

1. Let's go on a picnic.

Students' own drawings of the food.

2. Now draw your own favourite food.

Students' own drawings.

3. Colour.

Students colour the pictures using the correct colour. Examples:

Oranges à orange

Cakes à red, yellow, and green

Apples à red

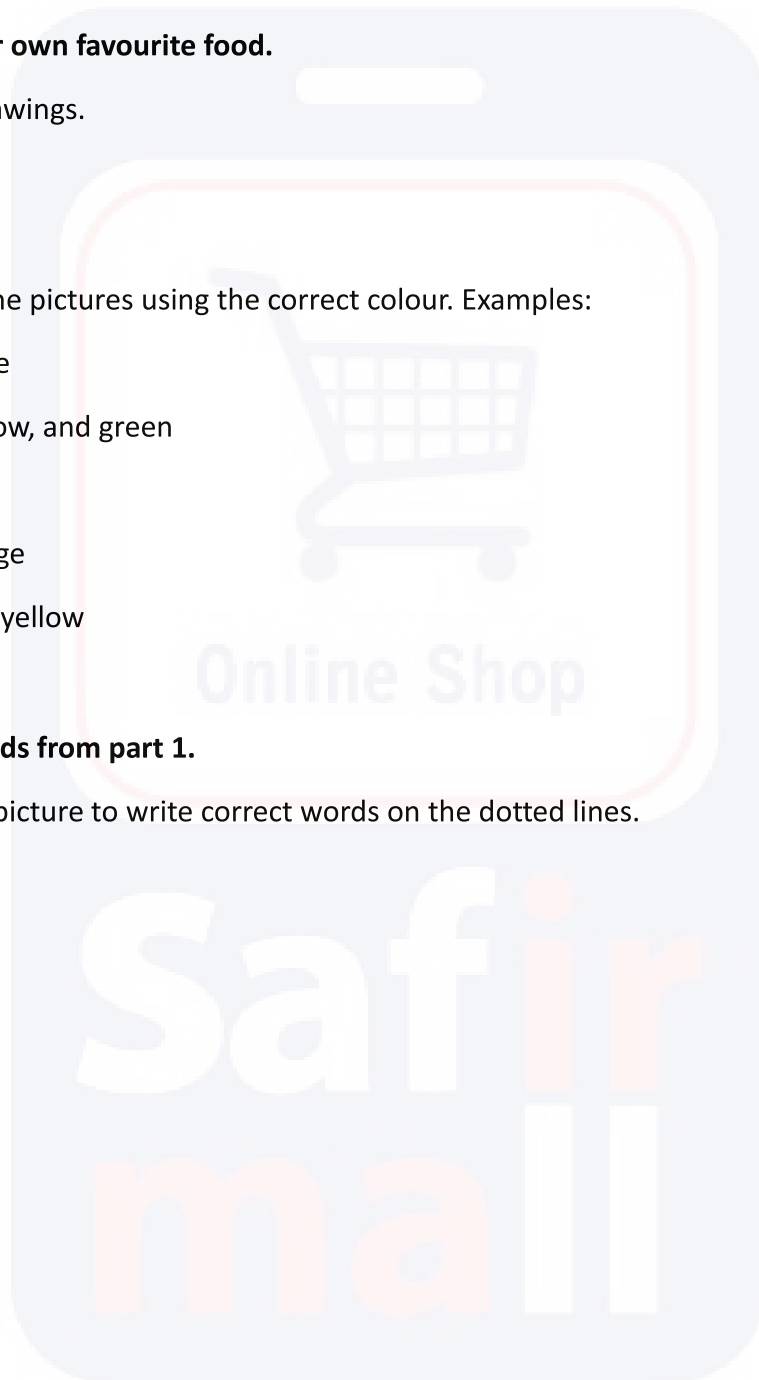
Chocolate à orange

Milk container à yellow

4. Write the words from part 1.

Students use the picture to write correct words on the dotted lines.

1. cakes
2. milk
3. oranges
4. pear
5. chocolate
6. tomatoes



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5. Ask your friend about what food they like.

- Students work in pairs to talk about the food they like using the structure: *Do you like oranges ... ? Yes, I do. / No, I don't.*
- They write the food they like/dislike in the boxes. Examples:
 - I like cakes.
 - I don't like milk.

6. Draw foods you like or don't like.

Students' own drawings.

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7. Where Do They Come From? Draw lines.

Students write where each fruit item comes from.

Tree: pear, banana, orange

Ground: tomato, carrot, potato

Unit 6 (My town) – Page 30

1. Point and say the words. Then colour.

Students point to pictures and say the words.

1. school
2. hospital
3. cinema
4. toy shop

1. Write the words you know.

Students write the words.

1. school
2. hospital
3. cinema
4. toy shop

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1. Find the way
2. Number the places.

Students choose a place in the maze to start and then draw on the dotted line to find each of the places.

Then they say the number and the word.

1. park
2. café
3. toy shop
4. hospital

Page 32

1. Complete the sentences about London:

Students complete the sentences using the correct words.

1. There **are** 2 bus stops.
2. There is **a** school.
3. There **is** a toy shop.
4. There are **2** cafés.

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6. Now make sentences.

Students make new sentences using the words given. Answers may vary.

- There is a **hospital**.
- There are 2 **cinemas**.
- There is a **toy shop**.
- There is a **market**.

7. Draw your town.

Students' own drawings.

8. Practice with a friend:

Using the pictures they drew, students now work in pairs to ask and answer questions about their maps.

A: Where's the **park**?

B: It's **there**.

Unit 7 (Jobs) - Page 34

1. What is this job? Trace the lines and find them.

Students draw lines to match the pictures with the correct job titles.

2. What is your favorite job? Practise with a friend?

Students ask and answer questions about their favourite jobs.

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3. Draw your favorite job

Students' own drawings.

4. Go around the class and ask your friends' favorite jobs.

Students move around the classroom, asking classmates about their favourite jobs and recording the answers in their books. Examples:

Name	Favourite Job
------	---------------

Mina	teacher
------	---------

Amir	doctor
------	--------

5. Tick (✓) or cross (X). What is this job?

Students look at the picture and the sentence. Then, decide if the sentence is correct or not.

- He is a teacher. ✗
- She is a farmer. ✗
- She is a dentist. ✓
- He is a police officer. ✗
- He is a vet. ✗
- She is a shop assistant. ✓

6. Now correct the wrong sentences.

Students correct the sentences on the previous page that were wrong.

- He is a gardener.
- She is a teacher.
- He is a firefighter.
- He is a police officer.

1. Complete the words:

Students complete the words in the box. Then they add a new job title.

OUTSIDE	INSIDE
farmer	teacher
gardener	vet
police officer	dentist
fire fighter	shop assistant
farmer	doctor

8. What is this job? Trace and colour.

Students trace the picture and colour it.

fire fighter ✓

Unit 8 (My clothes) - Page 38

1. Match the words to the pictures.

Students match the words with the picture

The left column:

- gloves
- coat
- scarf
- jeans

The right column:

- boots
- sweater
- T-shirt
- hat

2. Point and say the words. Colour.

Students say the words and colour them.

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3. Complete the crossword:

Students complete the crossword using the pictures.

1. jeans
2. sweater
3. gloves
4. boots
5. scarf
6. coat
7. t-shirt
8. hat

1. Find the secret word:

The secret word is *safir*

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5. Draw yourself. Then colour your clothes.

Students' own drawings.

6. What are you wearing? Practise with your friend.

Using the picture they have drawn, students now work in pairs to talk about their clothes with the structure *I'm wearing a ...* .

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7. Answer the questions.

Students use the picture to answer the questions.

The boy:

- Is he wearing a hat? → **Yes, he is.**
- Is he wearing a coat? → **No, he isn't.**
- Is he wearing gloves? → **No, he isn't.**

The girl:

- Is she wearing a T-shirt? → **No, she isn't.**
- Is she wearing a coat? → **Yes, she is.**
- Is she wearing boots? → **Yes, she is.**

8. Which picture shows hot weather? Which one shows cold weather? Point and say.

- The boy → hot weather
- The girl → cold weather

9. Circle the items red for hard objects and yellow for soft objects:

Students circle the correct picture.

- Red (hard): sunglasses, belt, boots
- Yellow (soft): T-shirt, hat, sweater

Unit 9 (My hobbies) - Page 42

1. Complete the sentences:

Students write about the pictures using the correct phrases in the box and the structure *I'm ...* .

- I'm playing football.
- I'm reading.
- I'm painting a picture.
- I'm running.
- I'm swimming.

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2. Draw 2 of your favourite hobbies.

Students' own drawings.

3. Now practise with a friend. Ask and answer questions.

Now students work in pairs to talk about their hobbies using the structure below:

Are you playing football?

- *Yes, I am.*
- *No, I'm not.*

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4. Point and say what the children are doing.

- Top left: **watching a film**
- Top right: **playing football**
- Bottom: **reading**

How many children are...?

- reading: **1**
- playing football: **2**
- watching a film: **5, 6, or ...**

5. Trace. Then draw 😊 or ☹️

Students draw a happy face or a sad face to show if the phrases are positive or negative.

- I'm having fun. 😊
- Play today. 😊
- Sorry ☹️

6. Ask questions and complete the chart about your friends.

Students walk around the classroom asking their classmates about their favourite animals and record their answers. Example:

Do you like cats?

Yes, I do.

7. Complete the bar chart.

Now they complete the bar chart using the data they have collected.

Test Units 5–9

1. Listen and Colour.

- 🍊 **Oranges** – Green ● and Orange ●
- 🍰 **Cakes** – Yellow ● and Blue ●
- 🍐 **Pears** – Pink ● and Red ●
- 🍅 **Tomatoes** – Red ● & Green ●
- 🍫 **Chocolates** – Blue ● & Yellow ●

2. Look at the picture. Write.

1. **1 orange**
2. **3 cakes**
3. **5 chocolates**
4. **3 pears**
5. **6 tomatoes**

3. Write.

- 1 → **toy shop**
- 2 → **bus stop**
- 3 → **fire fighter**
- 4 → **sweater**

4. Read and write yes or no.

1. Are there two cinemas? → **Yes**
 2. Is he wearing a coat? → **No**
 3. Are you playing football? → **Yes**
-

5. Write.

1. vet
2. doctor
3. She's swimming.
4. He's reading.

