

CAMBRIDGE

# SUPER Minds

Teacher's Resource Book 3

Kathryn Escribano



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# Introduction

The Teacher's Resource Book contains photocopiable worksheets which provide extra language practice for those teachers and students following *Super Minds* Level 3. In addition, for each of the ten Student's Book units there are two progress tests, one based on listening and one on reading and writing. They cover the same content as the photocopiable worksheets.

## What do the photocopiable worksheets provide?

The photocopiable worksheets have been carefully designed to reinforce and provide extra practice of the work done in class. They focus on the language introduced in each unit of Level 3 of the course and do not introduce or use any additional or unfamiliar language.

Each worksheet has accompanying teacher's notes with suggestions for exploitation in the classroom, together with suggested Optional follow-up activities.

There are three worksheets for use with the Introductory unit: Meet the Explorers. In addition, there are four worksheets for each main unit in Level 3:

**Worksheet 1:** This worksheet focuses on the key vocabulary presented on the opening page of each unit in the Student's Book. The vocabulary area is identified at the foot of the worksheet and the items listed at the start of the teacher's notes.

**Worksheet 2:** This worksheet focuses on the language presented and practised in the first grammar lesson of each unit (on the second page of each unit in the Student's Book). The grammar focus is detailed at the start of the teacher's notes.

**Worksheet 3:** This worksheet focuses on the language presented and practised in the second grammar lesson of each unit (on the fourth page of each unit in the Student's Book). Once again, the grammar focus is detailed at the start of the teacher's notes.

**Worksheet 4:** This worksheet is based on the CLIL focus of each unit (covered on pages nine and ten of each unit of the Student's Book).

## How can the worksheets be used?

The worksheets can be used in a number of ways:

- **The first three worksheets in each unit** have been designed so that students can either work on them individually or as part of pair or class activities. For individual work, the worksheets could be used by those students who finish class activities more quickly than others. Alternatively, they can be set for homework. For pair or class activities, the worksheets can be used when additional practice is necessary, for revision, or as an alternative activity when there

is a gap or change in your usual lesson routine. Suggestions on how to use the worksheets in different ways are included in the accompanying teacher's notes. You may find it useful to keep a record of the worksheets each student has completed.

- **The fourth worksheet in each unit** (the CLIL worksheet) is intended to be used communicatively, for pair, small group or class activities. These worksheets include games and craft activities. Suggestions on how to use these worksheets are also included in the accompanying teacher's notes.

## What activity types do the worksheets provide?

The worksheets provide a range of games, puzzles and activities which require the students to read and write words, phrases, sentences and questions. They also provide a range of matching activities.

All the activities on the worksheets (apart from the progress tests) are designed to be used without an audio accompaniment.

In some of the notes, there are references to well-known traditional games and activities which are described in more detail below.

**Noughts and crosses** Students play in pairs: one is 'noughts' (O) and one is 'crosses' (X). They draw a 3 x 3 grid and write a topic word in each of the nine squares. They prepare five 'counters' each and 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 of their counters in a row, horizontally, vertically or diagonally.

**Duck, duck, goose** Think of a topic you want to revise and write the vocabulary on the board. Choose one word to be the 'goose'. Students sit in a circle on the floor. One student stands outside the circle and walks around the outside of the group, touching each student's head in turn and saying one of the topic words. When the student who is speaking says the 'goose' word, the student whose head has been touched must jump up and chase the speaker round the circle. If caught, the speaker must walk around the circle again. If not caught, the other student becomes the speaker.

**Bingo** This game reviews vocabulary. Students choose five to six words from a vocabulary group or groups on the board. They write down the words. Call out words. Remember to keep a record of the numbers /words you say. When students hear you call out something they have written, they cross it out. The first one to cross out all their chosen words calls *Bingo!*

**Matching pairs** Students play this game in pairs or small groups. They lay out two sets of cards face down on a table, then take turns to turn up two cards at a time, one from each set, and name them. If the two cards match, they keep them. If they don't, they replace the cards in their original places on the table. As the game continues, students begin to remember where the cards are and start matching pairs from memory. The winner is the student who has the most matching pairs at the end of the game.

**Chinese whispers** To practise pronunciation and grammar, get the students to sit in teams in straight lines. Whisper a word, phrase or sentence to the first student in each team. This student then whispers it to the next one, and so on. The student at the end of the line says what they heard out loud. If it is correct, the team gets a point.

**Twenty questions** This game helps students to practise asking Yes/No questions and can be used with any set of vocabulary. Tell students that the word you are thinking of is a type of, e.g. animal. Students have 20 opportunities to ask you a question about it, e.g. *Does it live in the rainforest?* but you can only answer Yes or No. Ask a student to keep count of the number of questions asked. If a student guesses before the 20 questions have been asked, they can choose the next item. If not, you choose the next word.

**Sentence chains: *I went to market*** Students play in groups or whole class. Traditionally, the first player begins the sentence *I went to market and I bought ...*, e.g. *some apples*. The second repeats the first sentence and adds one more item. The third says these two plus a third item. Play continues until a student repeats a word already used, can't go on or forgets an item. The game can be adapted to practise other vocabulary areas.

**Spinners** As an alternative to using dice, or as part of a game, students may need to make a spinner. To make one (if not already provided on the worksheet), draw a circle and divide it into six equal segments by drawing lines (if you want to be exact and use a protractor, the angle between lines will be 60°). Students then cut off the 'arc' of each segment on the outside of the circle so that there is a straight edge going across the widest part of each segment. Students then write the numbers one to six (or topic words), one in each segment. Finally, a hole is made in the centre of the circle and a pencil pushed through. Students can then spin the pencil with their thumb and first two fingers. The number (or word) the spinner rests on each time is used to play the game. Note that the spinner works best if made out of card.

**NOTE:** Many of the activities in this book require students to cut out cards or objects such as spinners. We recommend that, if possible, you stick these worksheets onto card before the students cut them out. This makes them easier to pick up and also provides more durability.

## Using the end-of-unit progress tests

There are two progress tests for each of the ten units in the Level 3 Student's Book. The first test is a listening test. The second test is a reading and writing test. There are two activities in each test: the first activity usually covers the vocabulary and the second the grammar which are presented on the first, second and fourth pages in each unit of the Student's Book.

There are five questions and an example in each activity, so that each test is marked out of 10 and should take 20 to 30 minutes of class time. The total mark for both progress tests in a unit is, therefore, 20.

You might choose to do one of the two progress tests once students have completed the first part of each unit in the Student's Book and then save the other progress test until students have completed the entire unit. Alternatively, you might choose to do one of the two progress tests at the end of each unit and then save the other progress test until the end of term. This staged approach will help you to see what students have learnt and understood in the short term and what they can remember in the long term. It will also give students an opportunity to revise and/or ask for help between tests in order to improve their marks.

At the back of the book, from page 75 onwards, you will find teacher's notes, tapescripts and answer keys to help you plan and mark the tests.

# Meet the Explorers

## 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 bingo 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*: call out numbers. 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 his/her numbers calls *Bingo*!

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

### Using the worksheet

- This worksheet practises *good at + ing*, *really good at + ing* and *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; Activity 2: Students' own answers

**Optional follow-up activity:** In groups, students compare their answers and make a new, larger chart from 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

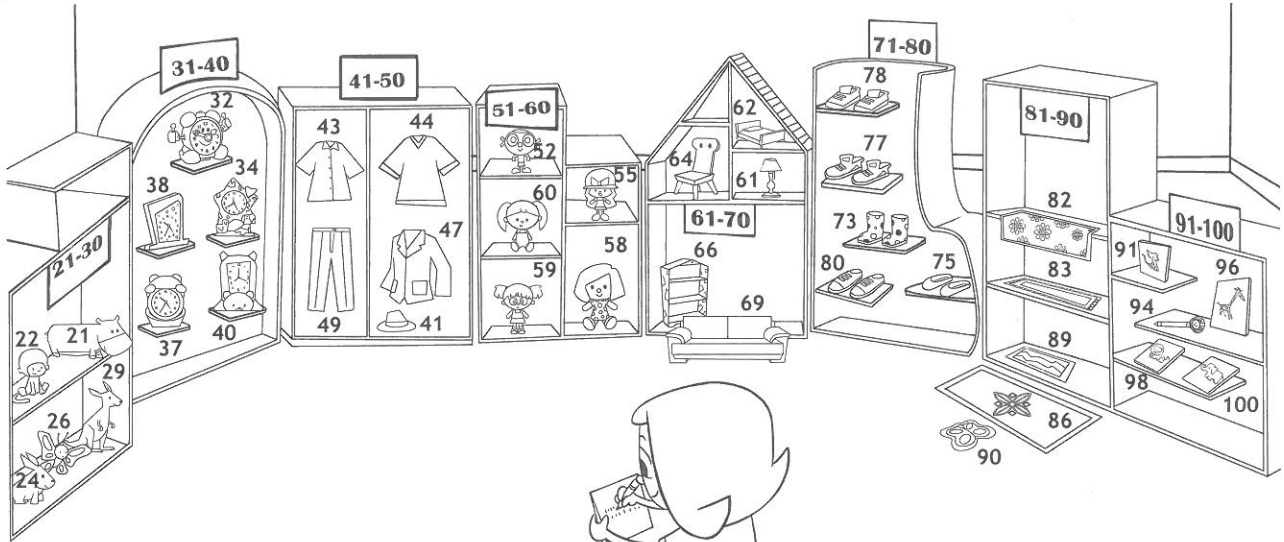
- This worksheet practises the possessive apostrophe 's and family members: *grandmother*, *grandfather*, *parents*, *mother*, *father*, *son*, *daughter*, *aunt*, *uncle*, *brother*, *sister*, *cousin*, *granddaughter*, *grandson*.
- Students work individually or in pairs. They look at the family photo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





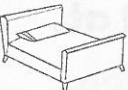

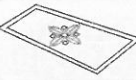

# Worksheet 1: Museum treasures

1 Write the numbers of Lucy's favourite things in the museum.




2 Draw your five favourite things. Write the names and numbers. Then talk to your friends.

## Lucy's favourite things

- 1  \_\_\_\_\_ twenty-six
- 2  \_\_\_\_\_
- 3  \_\_\_\_\_
- 4  \_\_\_\_\_
- 5  \_\_\_\_\_
- 6  \_\_\_\_\_
- 7  \_\_\_\_\_
- 8  \_\_\_\_\_

## My favourite things

	Thing	Number	Likes this too!
	 clock	32	Jo
1			
2			
3			
4			
5			

Vocabulary: Revision of numbers



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

## 1 Look at the pictures and write the words.

1



climbing trees

2



d\_\_ng p\_zzl\_s

3



fl\_\_ng \_k\_t\_

4



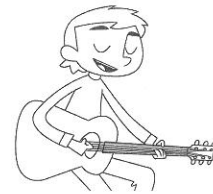
r\_d\_ng b\_k\_s

5



sn\_rk\_ll\_ng

6



pl\_\_\_ng th\_g\_\_t\_r

## 2 Think and colour in the chart for you.

I'm	Colour
really good at	red
good at	blue
not good at	yellow

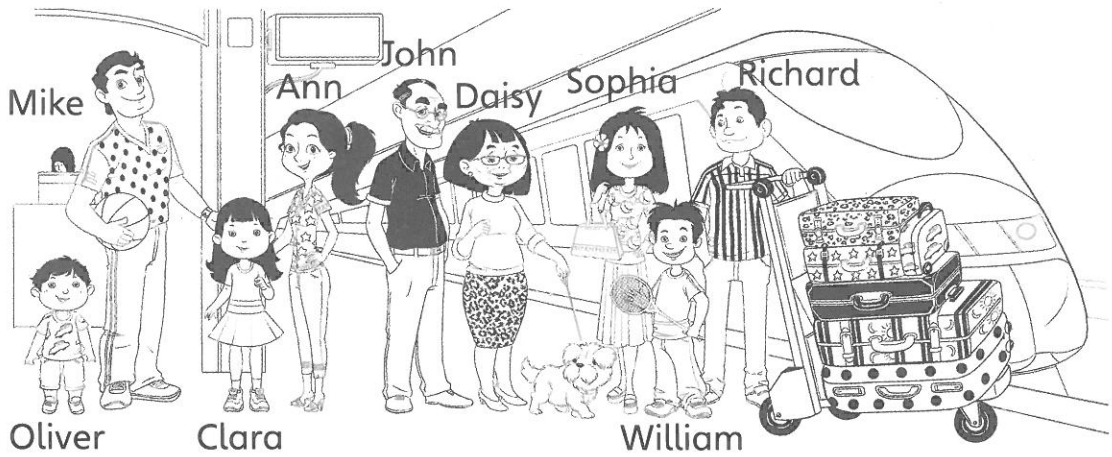

## 3 Write about the things you are good and not good at.

- I'm really good at \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.

Grammar 1: good at + ing

# Worksheet 3: Clara's family







1 Look at the picture. Write the family words.



daughter    cousin    ~~parents~~    brother    aunt    grandson

- 1 Ann is Clara's mother and Mike is Clara's father, so Ann and Mike are Clara's parents.
- 2 Daisy is Clara and Oliver's grandmother and John is Clara and Oliver's grandfather, so Clara is their granddaughter and Oliver is their \_\_\_\_\_.
- 3 Sophia is Ann's sister, so William is Clara's \_\_\_\_\_.
- 4 Ann and Mike are Oliver's parents, so Oliver is Clara's \_\_\_\_\_.
- 5 Oliver is Ann's son and Clara is Ann's \_\_\_\_\_.
- 6 Ann is Sophia's sister, so Mike is William's uncle and Ann is William's \_\_\_\_\_.

2 Look at the family's clothes, then write the names.

- 1  is Oliver's case.
- 2  is \_\_\_\_\_ case.
- 3  is \_\_\_\_\_ case.
- 4  is \_\_\_\_\_ case.
- 5  is \_\_\_\_\_ case.
- 6  is \_\_\_\_\_ and \_\_\_\_\_ case.

Grammar 2: Possessive apostrophe

**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 six 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, 6 Ann; 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. 6 *Beautiful Ballet* is the film for Ann. She loves dancing but she doesn't like singing.

**Optional follow-up activity:** Prepare four cards and write on them *I like / love / don't like* and *really don't like*, one phrase for each card. Put the cards face down on your desk without the students seeing which

is which. Students take turns to come and turn over a card and then mime an action they do or don't like according to what it says on the card. The rest of the class must make an appropriate sentence about the mime, e.g. *You really don't like brushing your teeth.*

**Worksheet 3: Start again!****Using the worksheet**

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

**KEY:** Activity 1: 2f, 3e, 4b, 5a, 6d; 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 page 5). They stand in a line 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 students give each other a high five if they have got it right. They can then reorganise the group to play again.

**Worksheet 4: Xylophone****Using the worksheet**

- This worksheet revises what students have learnt about musical instruments.
- Students work individually or in pairs. They can use pages 18 and 19 of the Student's Book to help them.
- Ask students to complete the sentences, then colour the picture of the xylophone according to the colour code.

**KEY:** 2 three wind instruments – pink, 3 three percussion instruments – red, 4 one stringed, one wind and one percussion instrument – orange, 5 one wind and two percussion instruments – yellow, 6 two stringed and one percussion instrument – green, 7 one stringed and two wind instruments – blue

**Optional follow-up activity:** Ask for seven volunteers. Tell them that they are your xylophone. Line them up and assign a note to each, either *do, re, mi, fa, so, la, ti* or C, D, E, F, G, A, B. As you point to each student, they say or sing their note. Try to make a tune! Alternatively, assign an instrument to each student and ask them to imitate the noise it makes as you point to them.

# 1

## Worksheet 1: My school week


















1 Write the words. Then complete the trail.

1	2	3	4	5	6	7	8	9	10	11	12	13
E	N	I	S	H	P	H	Y	T	H	I	S	T
14	15	16	17	18	19	20	21	22	23	24	25	26
H	G	L	E	G	A	U	M	I	M	Y	R	O
27	28	29	30	31	32	33	34	35	36	37	38	39
C	L	E	O	G	R	S	I	C	A	T	H	S
40	41	42	43	44	45	46	47	48	49	50	51	52
N	U	P	T	R	A	E	C	N	E	I	C	S

- 1 1-2-15-16-3-4-5 ENGLISH
- 2 18-17-30-31-32-19-6-7-8 \_\_\_\_\_
- 3 21-20-33-34-35 \_\_\_\_\_
- 4 22-9 \_\_\_\_\_
- 5 10-11-12-13-26-25-24 \_\_\_\_\_

- 6 23-36-37-38-39 \_\_\_\_\_
- 7 52-51-50-49-48-47-46 \_\_\_\_\_
- 8 45-44-43 \_\_\_\_\_
- 9 42-29 \_\_\_\_\_
- 10 28-41-40-27-14 \_\_\_\_\_

2 Look at Pat's timetable and complete the email.

Monday	Tuesday	Wednesday	Thursday	Friday
ABC	ABC	+ - × ÷		+ - × ÷
	+ - × ÷	ABC		ABC
+ - × ÷				
<b>LUNCH</b>				
				
				

Hi Sam,

On Monday and Tuesday, I've got Science. On Monday, it's <sup>1</sup> after Music and on Tuesday it's <sup>2</sup> before lunch. I've got P.E. on Wednesday. It's <sup>3</sup> \_\_\_\_\_ English and on Friday it's after History and <sup>4</sup> \_\_\_\_\_ we go home! I've got I.T. on Thursday. It's <sup>5</sup> \_\_\_\_\_ Geography and on Wednesday it's <sup>6</sup> \_\_\_\_\_ lunch. We have Art on Thursday afternoon. Write and tell me about your school week.

Love Pat

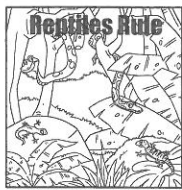
Vocabulary: School subjects; *before / after*

# 1

## Worksheet 2: I love watching films.

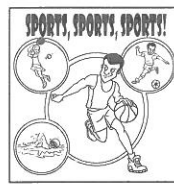
1 Read, choose and write the names under the films.

1



John

2



I'm Ann. I love dancing but I don't like singing.

Hello, my name's John. I love looking at plants and animals.

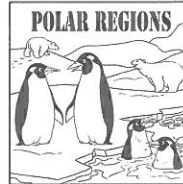


My name's Mike. I love playing basketball but I really don't like watching football.

3



4



Hello, I'm William. I like playing basketball, football and tennis and I love swimming.



5



6



Hi, I'm Clara. I like listening to music and I love dancing.

Hi, I'm Daisy. I like learning about animals but I really don't like snakes.



2 Write about the family.

1 *Reptiles Rule* is the film for John. He loves looking at plants and animals \_\_\_\_\_.

2 *Sports, Sports, Sports!* is the film for \_\_\_\_\_.

3 *Star School* is the film for \_\_\_\_\_.

4 *Polar Regions* is the film for \_\_\_\_\_.

5 *Bounce the Ball* is the film for \_\_\_\_\_.

6 *Beautiful Ballet* is the film for \_\_\_\_\_.

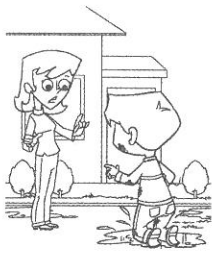
Grammar 1: like / don't like + ing

# 1

## Worksheet 3: Start again!

1 What is Tom's mother saying? Look and match.

1



c

2



3



4



5



6



Tom, you have to ...

a go to school by bus

c ~~go to school~~

e wear your uniform

b wash your face

d start again!

f wash your hands

2 Write the story.

It's raining. Tom is in the garden.

His mum says, 'Come in, Tom. <sup>1</sup> You have to go to school.'

She sees his hands. She says, 'You have to wash <sup>2</sup> \_\_\_\_\_.'

She sees his clothes. She says, 'You have to <sup>3</sup> \_\_\_\_\_.'

She sees his face. She says, 'You have <sup>4</sup> \_\_\_\_\_.'

Look at Tom's bike! His mum says, 'You <sup>5</sup> \_\_\_\_\_  
\_\_\_\_\_.'

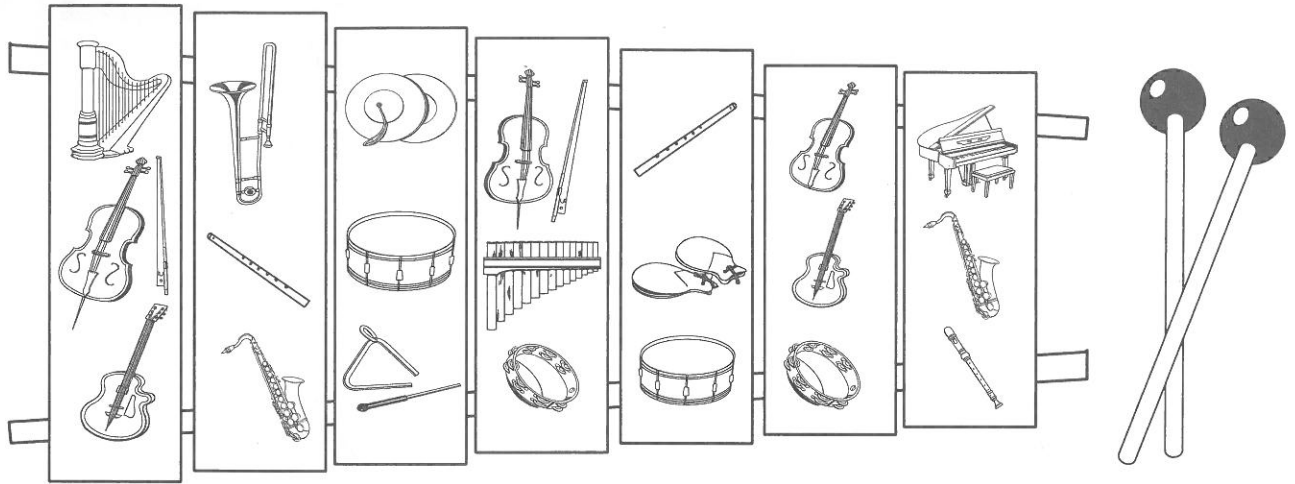
The bus comes. Oh dear! Tom's mum says, 'Oh, no!' <sup>6</sup> \_\_\_\_\_  
\_\_\_\_\_!'

Grammar 2: have to + infinitive

# 1

## Worksheet 4: Xylophone

Use the code to complete the sentences. Then colour the xylophone.



Instruments	Colour
3 wind	pink
1 wind, 2 percussion	yellow
2 stringed, 1 percussion	green
3 stringed	purple

Instruments	Colour
1 stringed, 1 wind, 1 percussion	orange
1 stringed, 2 wind	blue
3 percussion	red

- On the first bar of the xylophone, I can see three stringed instruments.  
The first bar is purple.
- On the second bar, I can see \_\_\_\_\_.  
The second bar is \_\_\_\_\_.
- On the third bar, I can see \_\_\_\_\_.  
The third bar is \_\_\_\_\_.
- On the fourth bar, I can see \_\_\_\_\_.  
The fourth bar is \_\_\_\_\_.
- On the fifth bar, I can see \_\_\_\_\_.  
The fifth bar is \_\_\_\_\_.
- On the sixth bar, I can see \_\_\_\_\_.  
The sixth bar is \_\_\_\_\_.
- On the seventh bar, I can see \_\_\_\_\_.  
The seventh bar is \_\_\_\_\_.

Music: Instruments

**Worksheet 1: Tongue twisters****Using the worksheet**

- This worksheet practises food vocabulary: *apple juice, cheese, lemonade, salad, roll, soup, vegetables* and *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 them faster and faster.

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

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 *cupcake cooks in cupcake cooks' caps cook cupcakes* and *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:** Say, e.g. *There are some apples in my picnic 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 to the sentences. They complete the questions on B.
- Students glue the spinners onto card, cut them out and push a pencil through the centre of each one.
- Students match the responses on spinner B to the statements represented on spinner A.
- Then Student A spins spinner A and Student B spins spinner B. They 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: Where do they live?****Using the worksheet**

- This worksheet revises the names of wild animals and habitats.
- Students write the names of the regions in the descriptions.
- Students look at the sets of pictures, label the animals, then write the name of the odd one out and a reason. In groups, they then take turns to name the odd ones out and say why.

**KEY:** Activity 1: 2 oceans, 3 rainforests, 4 polar regions; Activity 2: 1 a frog, b dolphin, c monkey, d tiger; 2 a camel, b parrot, c lizard, d spider (odd one out = b, parrots live in rainforests, the other animals live in deserts); 3 a owl, b rabbit, c penguin, d shark (odd one out = d, sharks live in the oceans, the other animals live in polar regions)

**Optional follow-up activity:** Ask a volunteer to name a habitat. Other students must each choose an animal found in that habitat and mime it. Ask the volunteer, *What animals can you see?* They answer, e.g. *I can see a rabbit.*

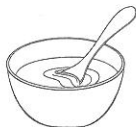


# 2

## Worksheet 1: Tongue twisters

1 Write the words under the pictures and shade them in the word search.

1



s o u p

4



7



2



5



8



3



6



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



2 Write the letters you didn't use and make tongue twisters. Then say them!

1 \_\_\_\_\_ , \_\_\_\_\_

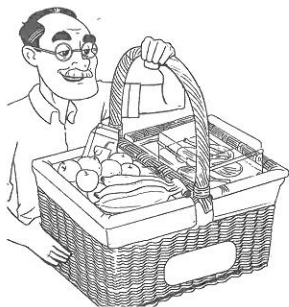
2 \_\_\_\_\_ ' ' \_\_\_\_\_

Vocabulary: Food

# 2

## Worksheet 2: What's in your basket?

### 1 Match, then write the names.



John

1  
There are some vegetables in my basket but there isn't any fruit. Who am I?  
\_\_\_\_\_



Clara

2  
There's some fruit and there are some vegetables in my basket. Who am I?  
\_\_\_\_\_



Richard

3  
There's some fruit in my basket but there aren't any vegetables. Who am I?  
John

### 2 Write the words and draw the food in the baskets.



1 Are there 2 any bananas in your basket? Yes, there 3 are 4 some bananas. 5 \_\_\_\_\_ there 6 \_\_\_\_\_ apple juice in your basket? Yes, there 7 \_\_\_\_\_ 8 \_\_\_\_\_ apple juice. 9 \_\_\_\_\_ there 10 \_\_\_\_\_ tomatoes? No, there 11 \_\_\_\_\_ 12 \_\_\_\_\_ tomatoes.

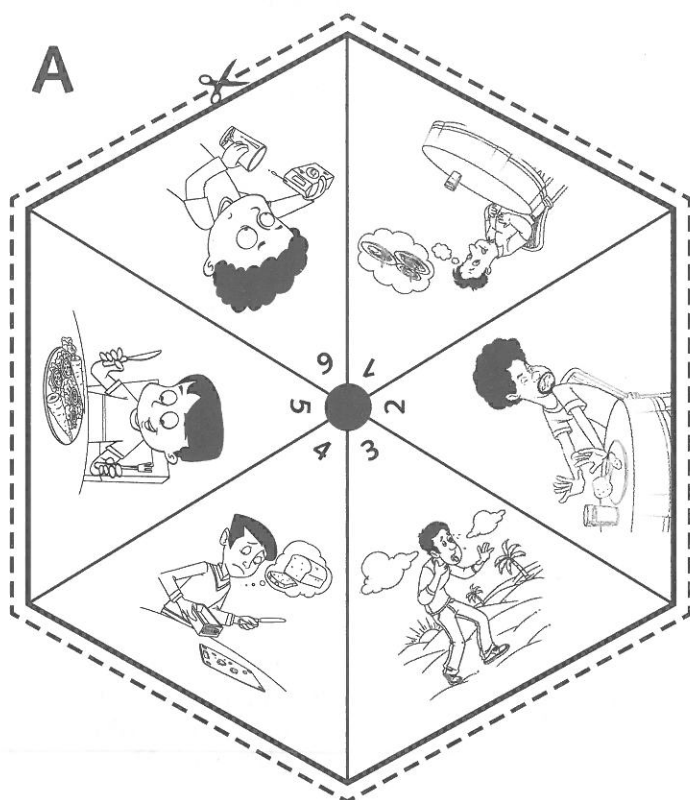
13 \_\_\_\_\_ there 14 \_\_\_\_\_ lemonade in your basket? No, there 15 \_\_\_\_\_ 16 \_\_\_\_\_ lemonade. 17 \_\_\_\_\_ there 18 \_\_\_\_\_ oranges in your basket? Yes, there 19 \_\_\_\_\_ 20 \_\_\_\_\_ oranges.



Grammar 1: Questions and answers with *some* and *any*

1

Look and match.



I'm hungry. 1

There isn't any bread. \_\_\_\_\_

I want a drink. \_\_\_\_\_

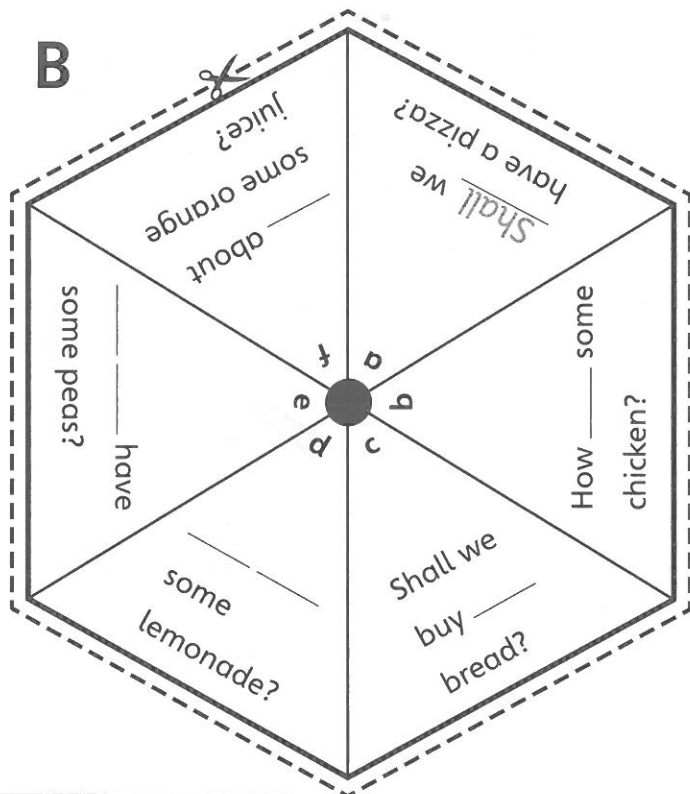
I love vegetables. \_\_\_\_\_

There isn't any apple juice. \_\_\_\_\_

I don't like chicken. \_\_\_\_\_

2

Complete the questions.



3

Match the pictures on spinner A and the questions on spinner B.

1 a b c e

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

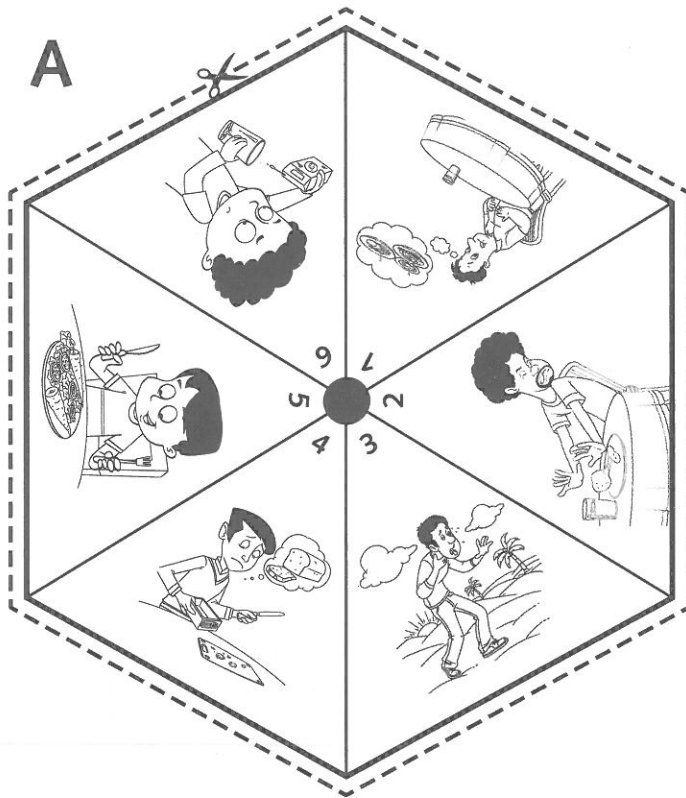
6 \_\_\_\_\_

Grammar 2: Suggestions

# 2

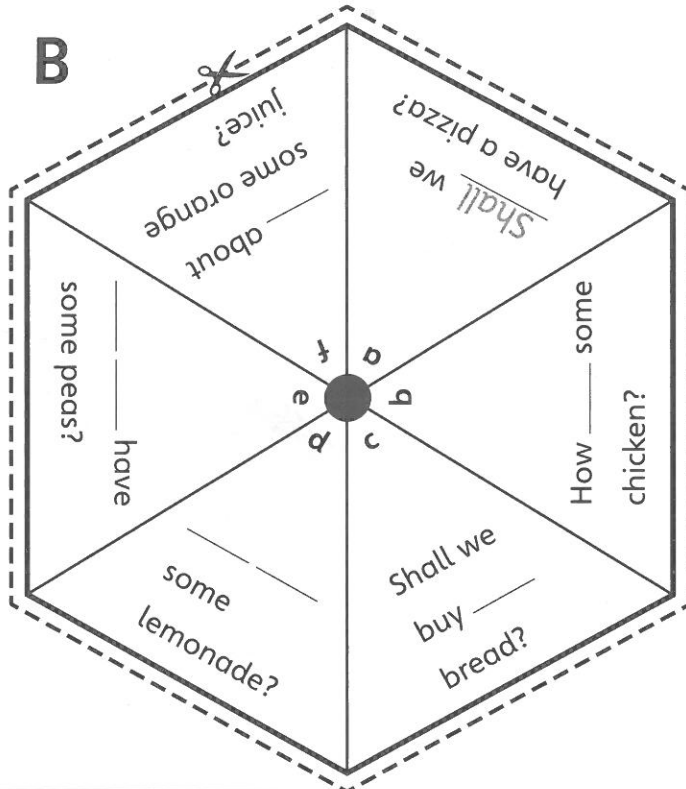
## Worksheet 3: Shall we ... ?

### 1 Look and match.



- I'm hungry. 1
- There isn't any bread. \_\_\_\_\_
- I want a drink. \_\_\_\_\_
- I love vegetables. \_\_\_\_\_
- There isn't any apple juice. \_\_\_\_\_
- I don't like chicken. \_\_\_\_\_

### 2 Complete the questions.



### 3 Match the pictures on spinner A and the questions on spinner B.

- 1 a b c e
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

Grammar 2: Suggestions

# 2

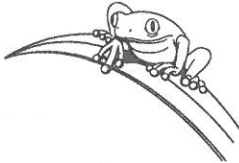



## Worksheet 4: Where do they live?

### 1 Complete the descriptions.

rainforests    ~~deserts~~    polar regions    oceans





- Camels, lizards, snakes and spiders live in deserts.
- cover 71% of the earth. These animals live there: octopus, dolphin, shark and fish.
- Frogs, monkeys, tigers and parrots live in                   . Half of all the animal species in the world live there.
- In                    it is always day in summer and always night in winter. These animals live there: owl, rabbit, penguin and polar bear.

### 2 Write the names. Then choose the odd one out.

1 (a)                          (b)                          (c)                          (d)                    





                                                                                          

The odd one out is (b) the dolphin. It lives in the oceans but the others live in rainforests.

2 (a)                          (b)                          (c)                          (d)                    

The odd one out is                   .

3 (a)                          (b)                          (c)                          (d)                    

The odd one out is                   .

**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 8h, 3 6f, 4 3c; Activity 2: Daisy: Tidy up; Clara: Dry the dishes; Ann: Feed the dog; John: Take the dog for a walk; William: Sweep the floor; Richard: Do the shopping; Sophia: Cook the dinner.

**Optional follow-up activity:** Agree with the class mimes for a set of daily tasks. Play *Duck, duck, goose* (see page 4). Students sit in a circle on the floor, facing outwards. Choose one of the tasks, e.g. *wash 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. *wash the dishes*, then chases the miming student round the circle. If the miming student gets to the empty place first, the sitting student becomes the new one to mime.

**Worksheet 2: Telling the time dominoes****Using the worksheet**

- This worksheet practises telling the time.
- Students work in pairs. They cut out a set of dominoes per pair.
- Students lay all the dominoes face down on the desk and mix them up. Each player takes five dominoes. Student A puts a domino on the desk and says the two times on that domino. If Student B has a matching time, they put their domino next to the one on the table to begin a chain, matching clocks to sentences, and sentences to clocks. If Student B cannot play, they pick up another domino from the table and wait a turn. The winner is the first to play all their dominoes or with the fewest dominoes left when no-one can go.

**Optional follow-up activity:** Students stick or copy their domino chain onto a large piece of paper to display on the wall. Students check if the chains are correct and see who has made the longest chain.

**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: Saving water****Using the worksheet**

- This worksheet develops the topic of saving water.
- Students make sentences about the pictures, using *always* and *never*. Put a tick (✓) and a cross (X) as two headings on the board. Elicit sentences from the students about the pictures and write them under the appropriate heading.
- Students cut out their own cards, then work in groups. Each student chooses a different colour to colour the boxes at the bottom of their cards i.e. Student A, red; Student B, yellow, etc.
- Students shuffle the cards and place them face down on the table. They take turns to turn over a card. If they turn over one of their own cards, i.e. in their colour, they keep it and say the corresponding *always* or *never* sentence. If the card is not theirs, they replace it. The winner is the first student to collect all their own cards.
- Students think of two more water saving ideas and prepare new cards. Help with language. Students then play the game again.

**KEY:** (possible answers): 1 Always turn the tap off while you brush your teeth. 2 Never have the tap on while you wash the dishes. 3 Always take a shower. 4 Always turn the tap off carefully so that it doesn't drip. 5 Never use a hosepipe to wash your bike. 6 Always use a bucket of water to wash your car.

**Optional follow-up activity:** Students ask at home what their families do to save water and report back in the following lesson.

# 3

## Worksheet 1: Daisy's new list

1 Look what Oliver did to Daisy's list of tasks for the family. Which tasks are Mike, Sophia, William and Clara doing?

### List of tasks for the family

- |         |                      |
|---------|----------------------|
| 1 Wash  | a the shopping       |
| 2 Tidy  | b the dog for a walk |
| 3 Dry   | c the dinner         |
| 4 Feed  | d up                 |
| 5 Take  | e the floor          |
| 6 Sweep | f the dishes         |
| 7 Do    | g up                 |
| 8 Cook  | h the dog            |



Mike

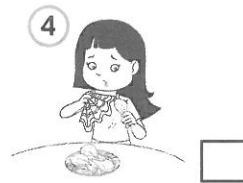
1a



Sophia



William



Clara

2 Write Daisy's list again.

### New list of tasks for the family













- Mike: Wash up \_\_\_\_\_ .
- Daisy: Tidy \_\_\_\_\_ .
- Clara: Dry \_\_\_\_\_ .
- Ann: Feed \_\_\_\_\_ .
- John: Take \_\_\_\_\_ .
- William: Sweep \_\_\_\_\_ .
- Richard: Do \_\_\_\_\_ .
- Sophia: Cook \_\_\_\_\_ .
- Oliver: Go to bed!













Vocabulary: Daily tasks

# 3

## Worksheet 2: Telling the time dominoes

Cut out the cards. Play dominoes and match the times.

	It's one o'clock.
	It's quarter past two.
	It's half past three.
	It's quarter to five.
	It's five o'clock.
	It's quarter past six.
	It's half past seven.
	It's quarter to nine.
	It's nine o'clock.
	It's quarter past ten.
	It's half past eleven.
	It's twelve o'clock.

	It's quarter past two.
	It's quarter to five.
	It's quarter past six.
	It's quarter to nine.
	It's quarter past two.
	It's half past three.
	It's half past eleven.
	It's quarter past ten.
	It's one o'clock.
	It's twelve o'clock.
	It's five o'clock.
	It's half past seven.

Grammar 1: Telling the time



# 3

## Worksheet 3: Run for gold!

1

Complete the sentences about Sally's week. Use *never*, *sometimes*, *usually*, *always*.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
get up							
breakfast							
morning							
lunch							
afternoon							
drinks							
dinner							
evening							
go to bed							



- Sally usually gets up at quarter to eight.
- Sally \_\_\_\_\_ eats cake for breakfast.
- Sally \_\_\_\_\_ runs in the morning.
- Sally \_\_\_\_\_ eats chicken for lunch.
- Sally \_\_\_\_\_ goes to the sports centre in the afternoon.
- Sally \_\_\_\_\_ drinks water.
- Sally \_\_\_\_\_ eats salad for dinner.
- Sally \_\_\_\_\_ reads a book in the evening.
- Sally \_\_\_\_\_ goes to bed at eleven o'clock.

2

Write about your week.

I \_\_\_\_\_ get up at \_\_\_\_\_.

I \_\_\_\_\_ drink \_\_\_\_\_.

I \_\_\_\_\_ eat \_\_\_\_\_ for breakfast.

I \_\_\_\_\_ eat \_\_\_\_\_ for dinner.

I \_\_\_\_\_ in the morning.

I \_\_\_\_\_ in the evening.

I \_\_\_\_\_ eat \_\_\_\_\_ for lunch.

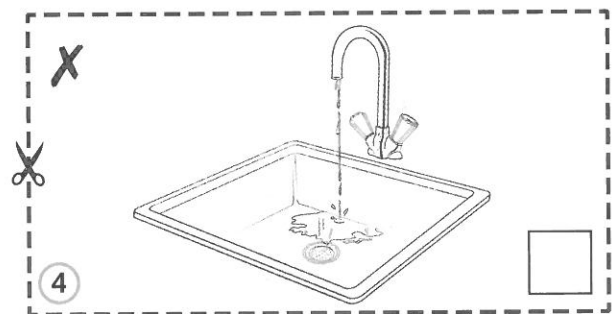
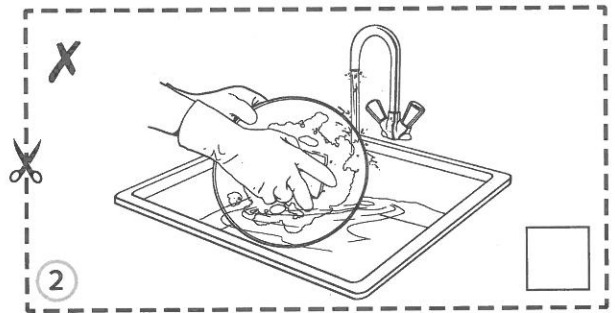
I \_\_\_\_\_ go to bed at \_\_\_\_\_.

Grammar 2: Adverbs of frequency

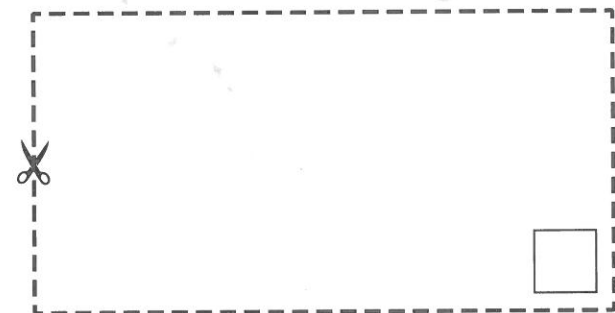
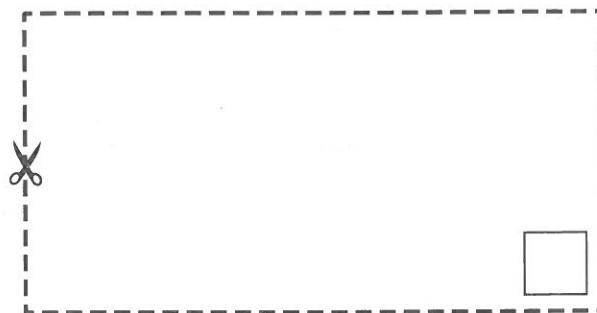
# 3

## Worksheet 4: Saving water

1 Cut out the cards and play the game.



2 Make more cards.



Environment: Saving water

**Worksheet 1: Where are they?****Using the worksheet**

- This worksheet practises town vocabulary: *town map, bank, bus station, tower, library, market square, sports centre, park* and *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 town map; Activity 2: Ann – bus station, Richard – tower, Clara and Oliver – library, Mike – market square, Sophia – sports centre, Daisy – supermarket, William – town map

**Optional follow-up activity:** In pairs, students play *Noughts and crosses* (see page 4). They draw a 3 x 3 grid and write a town word in each of the nine squares. They prepare five 'counters' each: one is 'noughts' (O) and one is 'crosses' (X), by colouring in and cutting out five small squares of paper, and 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 the things in town?****Using the worksheet**

- This worksheet practises prepositions: *opposite, above, near, below, next to, between, in* and *in front of*. It also revises town vocabulary.
- Students work individually or in pairs. They read the four sentences in the grid, decide what is being described and number the boxes and write the words in the grid accordingly.
- Students work out the missing numbers by getting each side of the grid to add up to 20. They then write the name of the place in town in the grid and write sentences for the missing numbers, e.g. *The library is next to the park / in front of the tower / opposite the sports centre.*

**KEY:** Activity 1: Top: 7, 9, 4 (boy, bank, café); Middle: 2, 8, 10 (map, tower, market square); Bottom: 11, 3, 6 (butterfly, sports centre, park); Activity 2: Answers will vary.

**Optional follow-up activity:** Students draw a man, a woman, a boy, a girl and a dog in their picture without showing their partner. They then compare pictures to spot the differences, e.g. *There's a man in the market square in my picture but in your picture he's in front of the cafe.*

**Worksheet 3: Where are you going and why?****Using the worksheet**

- This worksheet practises *going to* + infinitives of purpose.
- Students work individually or in pairs. They make sentences using a *going to* start and a 'purpose' ending and match them to the pictures.
- Students can then work individually, in pairs or in small groups. Using one worksheet and dice or spinner (see page 5) 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 (x). 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 4: My trip to Great Britain****Using the worksheet**

- This worksheet gives practice in explaining locations and develops students' awareness of places of interest in Great Britain.
- Tell students that Great Britain is the largest of the islands that make up the British Isles. The countries it includes are England, Scotland and Wales. Show them the capital of each country. Encourage students to tell you about any places they have visited in Great Britain. What did they see?
- Students work individually or in pairs. They look at the pictures and decide which six places, numbered on the map, they would like to visit. They then write six sentences like the examples to plan their itinerary, using words from the word box to help them.

**Optional follow-up activity:** Students use the Internet, encyclopaedias and their own experience to prepare a short presentation on one of the places they have decided to visit.

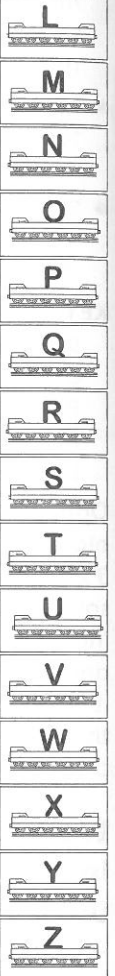
# 4

## Worksheet 1: Where are they?

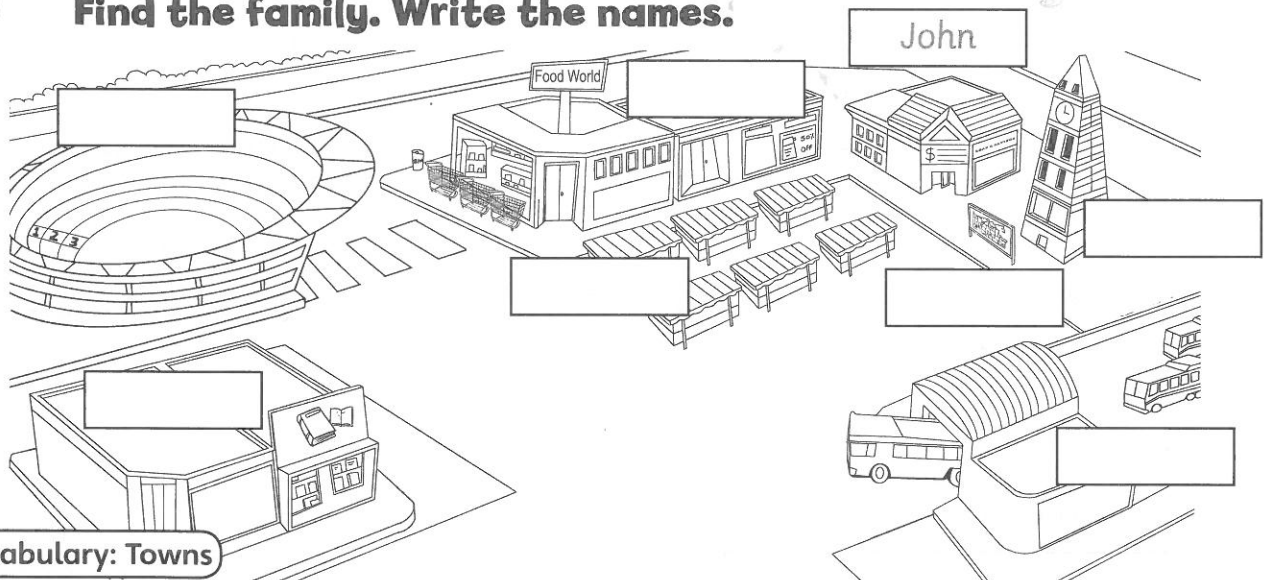
### 1 Write the places in town.



- John is here. Count 2 from the start. Go back 1. Go forward 13.  
Go back 3. b a n k
- Ann is here. Count 2 from the start. Go forward 19. Go back 2. Stay where you are. Go forward 1. Go back 19. Go forward 19. Go back 11.  
Go forward 6. Go back 1. \_\_\_\_\_
- Richard is here. Count 20 from the start. Go back 5. Go forward 8.  
Go back 18. Go forward 13. \_\_\_\_\_
- Clara and Oliver are here. Count 12 from the start. Go back 3. Go back 7.  
Go forward 16. Go back 17. Go forward 17. Go forward 7.  
\_\_\_\_\_
- Mike is here. Count 13 from the start. Go back 12. Go forward 17. Go back 7.  
Go back 6. Go forward 15. Go back 1. Go back 2. Go forward 4. Go back 20.  
Go forward 17. Go back 13. \_\_\_\_\_
- Sophia is here. Count 19 from the start. Go back 3. Go back 1.  
Go forward 3. Go forward 2. Go back 1. Go back 16. Go forward 2.  
Go forward 9. Go forward 6. Go back 2. Go back 13.  
\_\_\_\_\_
- Daisy is here. Count 19 from the start. Go forward 2. Go back 5. Go back 11.  
Go forward 13. Go back 5. Go back 12. Go forward 17. Go back 7. Go back 6.  
Go forward 15. \_\_\_\_\_
- William is here. Count 20 from the start. Go back 5. Go forward 8. Go back 9.  
Go back 1. Go back 12. Go forward 15. \_\_\_\_\_



### 2 Find the family. Write the names.

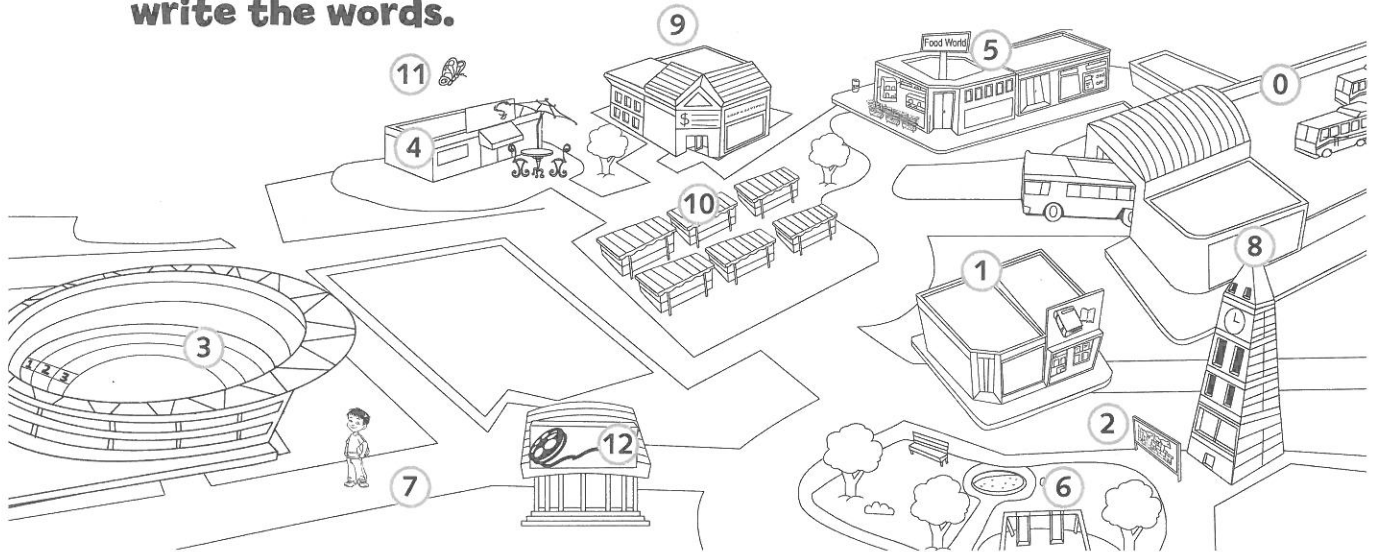


Vocabulary: Towns

# 4

## Worksheet 2: Where are the things in town?

1 Find the four places on the map. Number the sentences and write the words.



He's in front of the sports centre. _____ the boy _____ <input type="checkbox"/> 7	_____ <input type="checkbox"/>	_____ <input type="checkbox"/>
It's below the tower. _____ <input type="checkbox"/>	_____ <input type="checkbox"/>	It's between the supermarket and the cinema. _____ <input type="checkbox"/>
_____ <input type="checkbox"/>	_____ <input type="checkbox"/>	It's in front of the tower and the library. _____ <input type="checkbox"/>

2  $\Rightarrow$  and  $\Downarrow$  = 20. Write the missing numbers and the words in the boxes. Then write sentences.

- 7 The boy is in front of the sports centre \_\_\_\_\_ .
- \_\_\_\_\_ .
- \_\_\_\_\_ .
- \_\_\_\_\_ .
- \_\_\_\_\_ .

Grammar 1: Prepositions

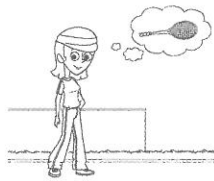
# 4

## Worksheet 3: Where are you going and why?

### 1 Look, read and match.



3b



- |                                    |                        |
|------------------------------------|------------------------|
| 1 She's going to the library       | a to play tennis.      |
| 2 He's going to the park           | b to buy some oranges. |
| 3 He's going to the market         | c to fly his kite.     |
| 4 She's going to the sports centre | d to get a book.       |

### 2 Play and write sentences. Then tick (✓) or cross (X).

*I'm going to the clothes shop to buy a sweater. ✓*

*I'm going to the swimming pool to buy some apples. X*



I'm going to the clothes shop
I'm going to the library
I'm going to the sports centre
I'm going to the market
I'm going to my grandmother's
I'm going to my friend's house
I'm going to the swimming pool
I'm going to the bus station



to buy some apples.
to get a bus.
to get a book.
to help in the kitchen.
to buy a sweater.
to play badminton.
to watch a DVD.
to swim.

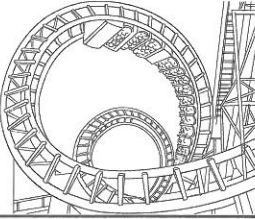
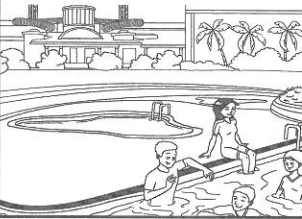
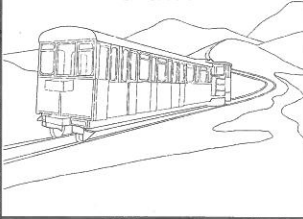
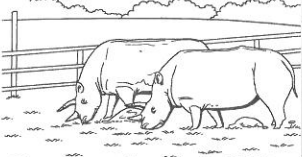
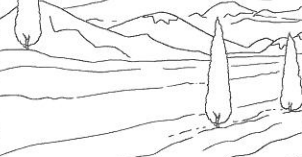
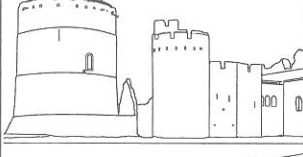
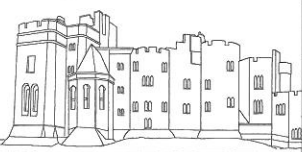
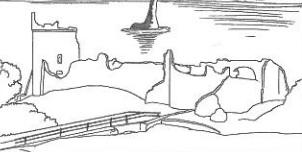

**Grammar 2: going to + infinitives of purpose**

# 4

## Worksheet 4: My trip to Great Britain

- 1 Great Britain is made up of England, Scotland and Wales. Which six places do you want to visit?



England	Scotland	Wales
<p>1 Alton Towers Theme Park</p> 	<p>4 Time Capsule Water Park</p> 	<p>7 Snowdon train</p> 
<p>2 Longleat Safari Park</p> 	<p>5 Ben Nevis ski range</p> 	<p>8 Pembroke Castle</p> 
<p>3 Alnwick Castle (Harry Potter's School)</p> 	<p>6 Loch Ness</p> 	<p>9 Anglesey Sea Zoo</p> 

- 2 Write six sentences about the places in Great Britain. Use the words in the box.

in the North of    in the South of    north of    south of    England    Wales  
in the West of    in the East of    west of    east of    Scotland

The first place I want to visit is Alnwick Castle. It's in the North of England.  
It's north of London and south of Loch Ness.

The second place I want to visit is \_\_\_\_\_ . It's in the  
\_\_\_\_\_ . It's \_\_\_\_\_ and \_\_\_\_\_ .

Geography: Directions





# 5

## Worksheet 1: Sea crossword

1 Look at the pictures and write the words.

The crossword puzzle grid is as follows:

- Vertical word: d, o, l, p, h, i, n
- Horizontal word: i, n
- Other words: 10 boxes, 10 boxes, 10 boxes, 10 boxes, 10 boxes, 10 boxes, 10 boxes, 10 boxes, 10 boxes, 10 boxes

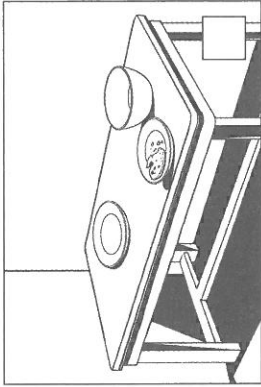
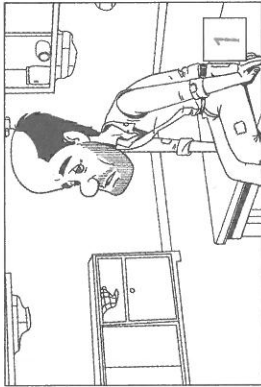
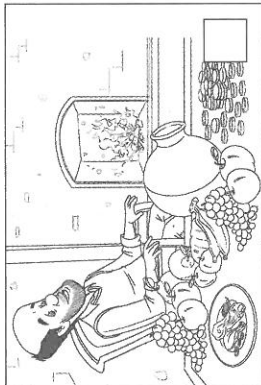
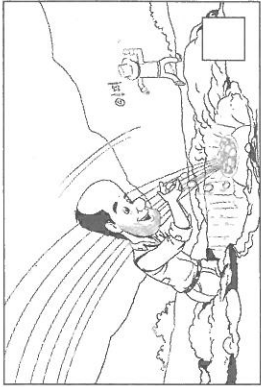
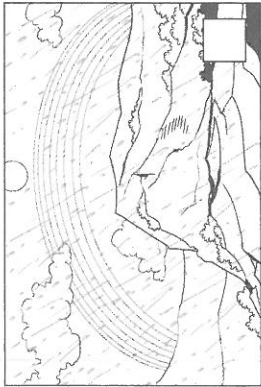
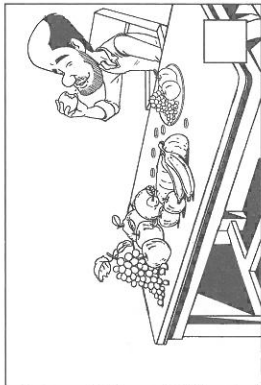
Illustrations around the grid include: an anchor, a starfish, a seahorse, a turtle, a dolphin, an octopus, a shell, and a seal.

2 Read and match.

- |            |   |
|------------|---|
| 1 anchor   | a This fish has a head like a horse.              |
| 2 starfish | b This mammal lives in water. It's very clever.   |
| 3 seahorse | c This is hard. It's an animal's house.           |
| 4 turtle   | d This looks like a star. It's not a fish!        |
| 5 octopus  | e This lives in water. Its babies come from eggs. |
| 6 shell    | f This mammal can live in polar regions.          |
| 7 dolphin  | g This sea creature has eight arms.               |
| 8 seal     | h When boats use this, they do not move.          |

Vocabulary: Sea creatures

1 Read the story and number the pictures.



Grammar 1: was / were

2 Write the story in the past.

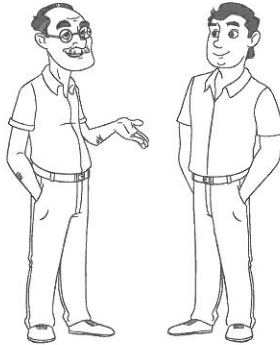
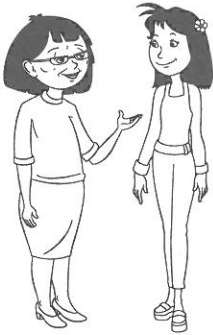
- 1 George (is) was sad and hungry.
- 2 There (aren't) \_\_\_\_\_ any apples, bananas or rolls on the table.
- 3 There (isn't) \_\_\_\_\_ any money in his pockets.
- 4 There (are) \_\_\_\_\_ clouds in the sky and the sun and a rainbow.
- 5 There (is) \_\_\_\_\_ a leprechaun with a pot of gold.
- 6 George (is) \_\_\_\_\_ rich!
- 7 There (are) \_\_\_\_\_ apples, bananas and gold on the table.
- 8 George (isn't) \_\_\_\_\_ hungry. He (is) \_\_\_\_\_ happy.

# 5

## Worksheet 3: Were you on the beach?

1

Write *was*, *were*, *wasn't*, *weren't*.



Daisy: <sup>1</sup> Were you on the beach on Saturday?

Sophia: Yes, I <sup>2</sup> \_\_\_\_\_.

Daisy: <sup>3</sup> \_\_\_\_\_ there any shells on the beach?

Sophia: No, there <sup>4</sup> \_\_\_\_\_.

Daisy: <sup>5</sup> \_\_\_\_\_ there a shark in the sea?

Sophia: No, there <sup>6</sup> \_\_\_\_\_.

John: <sup>7</sup> \_\_\_\_\_ you on the beach on Saturday?

Mike: Yes, I <sup>8</sup> \_\_\_\_\_.

John: <sup>9</sup> \_\_\_\_\_ there any seals?

Mike: Yes, there <sup>10</sup> \_\_\_\_\_.

John: <sup>11</sup> \_\_\_\_\_ there any turtles?

Mike: Yes, there <sup>12</sup> \_\_\_\_\_.

Richard: <sup>13</sup> \_\_\_\_\_ you on the beach on Saturday?

Ann: Yes, I <sup>14</sup> \_\_\_\_\_.

Richard: <sup>15</sup> \_\_\_\_\_ there any dolphins in the sea?

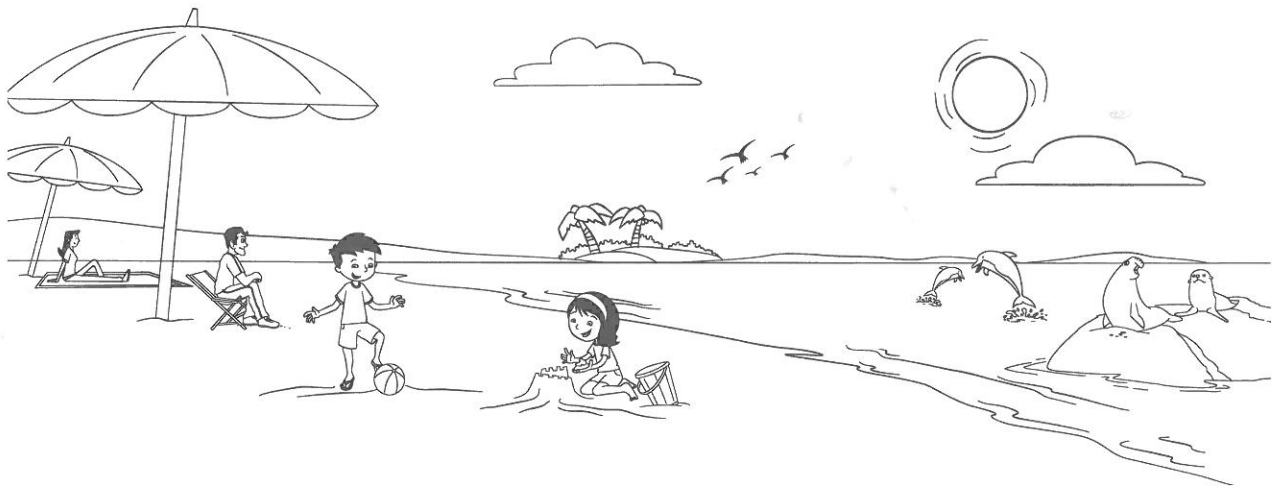
Ann: Yes, there <sup>16</sup> \_\_\_\_\_.

Richard: <sup>17</sup> \_\_\_\_\_ there an octopus in the sea?

Ann: No, there <sup>18</sup> \_\_\_\_\_.

2

Look at the picture. Who wasn't on the beach on Saturday?



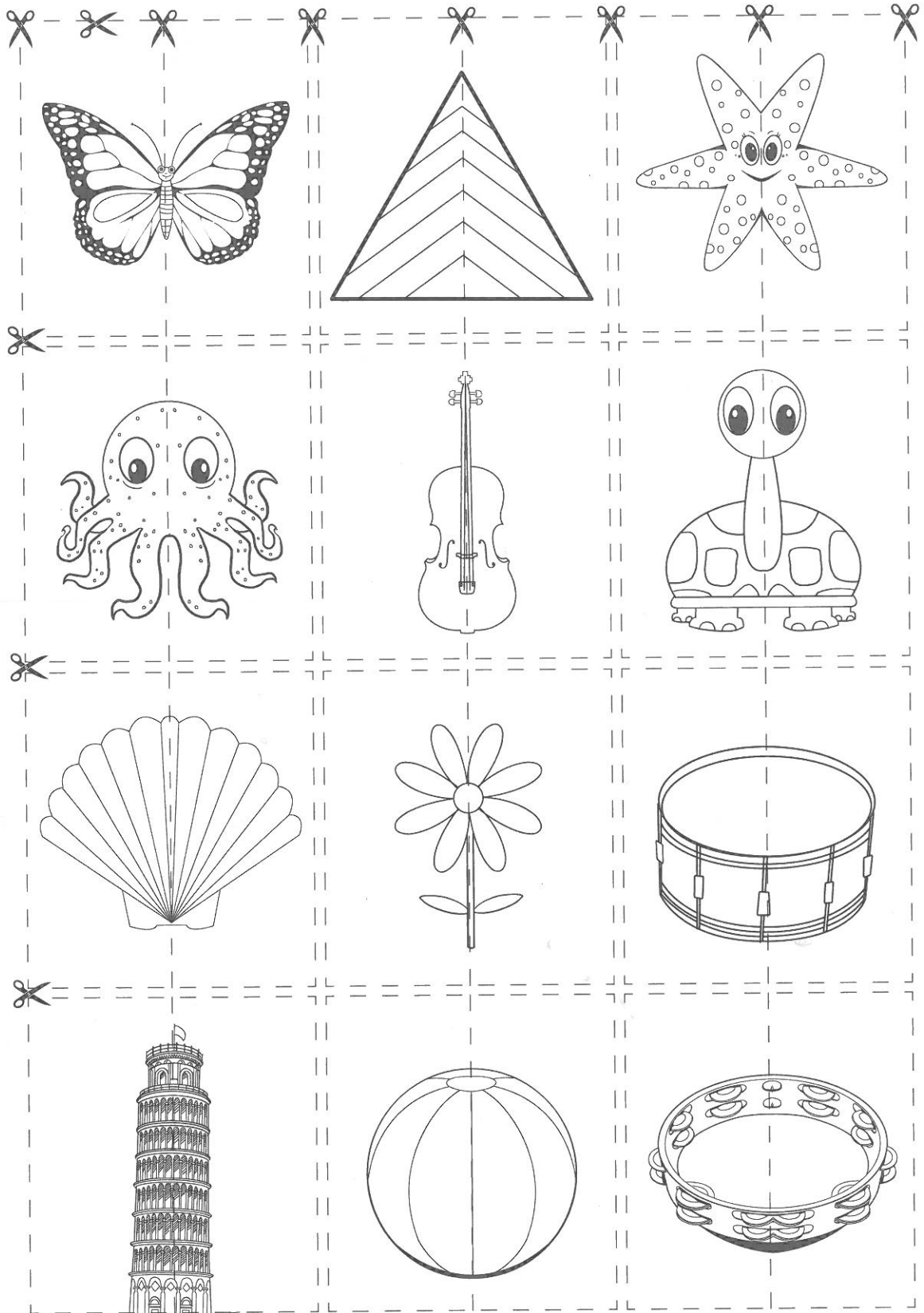
\_\_\_\_\_ wasn't on the beach on Saturday. He/She says \_\_\_\_\_  
 \_\_\_\_\_ but \_\_\_\_\_.

Grammar 2: Questions and answers with *was* / *were*

# 5

## Worksheet 4: Matching pairs

Colour the cards. Cut them out and play.



Art and Maths: Pattern and Symmetry

**Worksheet 1: Shopping for gadgets****Using the worksheet**

- This worksheet revises gadget-related vocabulary: *games console, electric fan, walkie-talkie, electric toothbrush, CD player, torch, mobile phone, lift, laptop* and *mp3 player*. It also develops the students' ability to work with anagrams.
- Students work individually or in pairs to solve the anagrams. (There are no anagrams for the words *CD player* and *mp3 player*.)
- Students choose six gadgets from the ten on the worksheet and draw them on the six spaces on the spinner. Tell them that they will be spending their money on these gadgets so the lift is not an option! Students cut out the spinner, mount it on card and push a pencil through the centre.
- Students then spin the spinner to make a shopping list in their notebooks. Each time they land on an item, they write it on the list. After a given amount of time, get them to compare their lists in groups. Who has to buy the most CD players / electric toothbrushes ... ? Who has a gadget missing from their list?

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

**Optional follow-up activity:** Create a price list on the board by writing the names of the gadgets in one column, then asking volunteers to write the prices you dictate. Possible prices are: games console £200, electric fan £22, walkie-talkie £25, electric toothbrush £12, CD player £90, torch £8, mobile phone £45, laptop £325 and mp3 player £35. Students look at the price of the first six (different) items on their shopping list and work out how much money they would need to buy one of each.

**Worksheet 2: Two shops****Using the worksheet**

- This worksheet practises comparatives and revises gadgets: *games console, torch, CD player, laptop, mobile phone, electric toothbrush*.
- Students work individually or in pairs. They look at the pictures 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 CD player, smaller; 4 laptop, more expensive; 5 mobile phone, bigger; 6 electric toothbrush, cheaper; Activity 2: 2a, 3a, 4b, 5a, 6b; Activity 3: Students' own answers

**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 page 5), 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 20 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 in 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.

**Worksheet 4: Magic numbers****Using the worksheet**

- This worksheet practises using numbers. It also introduces students to the magic of numbers.
- Students work in pairs. They read the text and follow the instructions. One is the 'magician' and the other 'the audience'. Then they swap roles. You may like to demonstrate both exercises first to make sure they understand the workings of the 'magic'. In the first puzzle, regardless of the number you start with, the answer is always 3. In the second puzzle, the answer is always your age.
- Encourage students to do the magic at home with their families to experiment with different numbers.

**Optional follow-up activity:** Tell the students to record the number 0.7734 in their notebooks and then to put it into a calculator. They then turn the calculator upside down and tell you what the calculator 'said'. The answer is 'HELLO'!

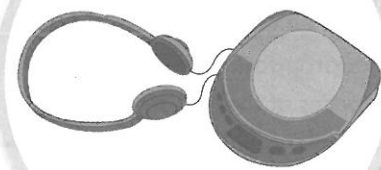
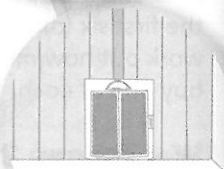
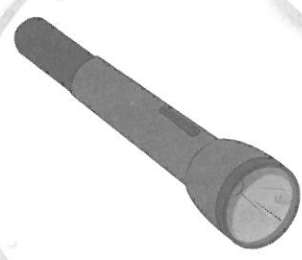
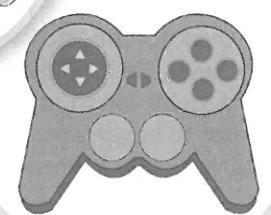
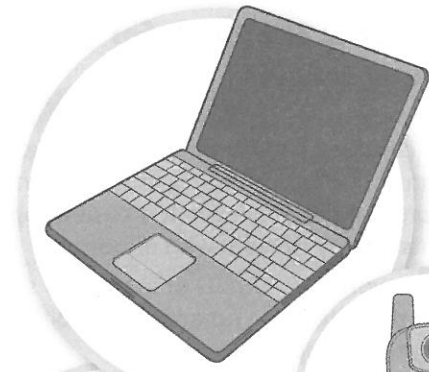
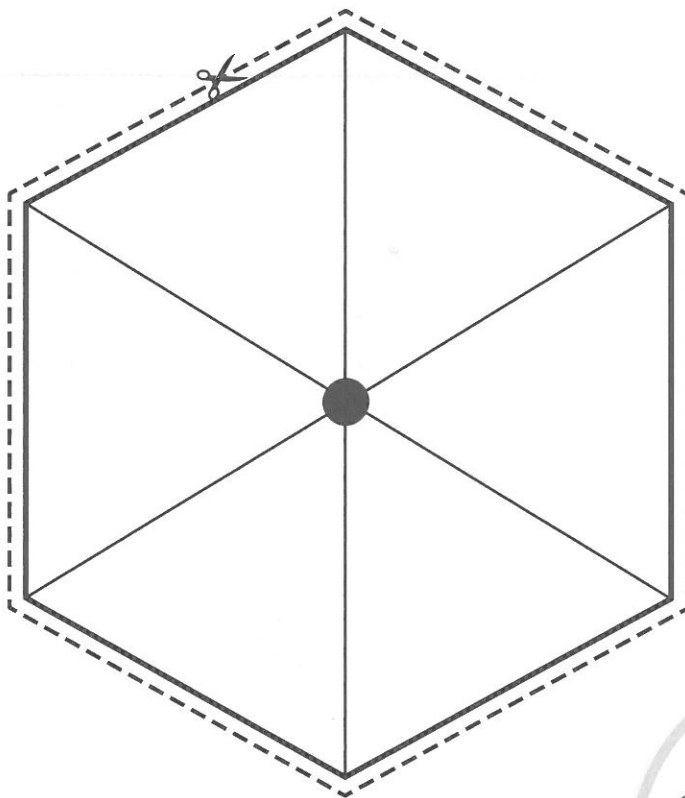
# 6

## Worksheet 1: Shopping for gadgets

### 1 Write the gadget words.

- |                        |                 |
|------------------------|-----------------|
| 1 pat pol              | <u>laptop</u>   |
| 2 thorc                | t _____         |
| 3 flit                 | l _____         |
| 4 accent filer         | e _____         |
| 5 awake like lit       | w _____ - _____ |
| 6 mega coolness        | g _____         |
| 7 bleep hi moon        | m _____         |
| 8 broccoli teeth hurts | e _____         |

### 2 Draw six gadgets on the spinner and play the shopping game.




Vocabulary: Technology

# 6


## Worksheet 2: Two shops


### 1 Write about the gadgets.


1 The  games console in this shop is (cheap) cheaper.

2 The  \_\_\_\_\_ in this shop is (big) \_\_\_\_\_.

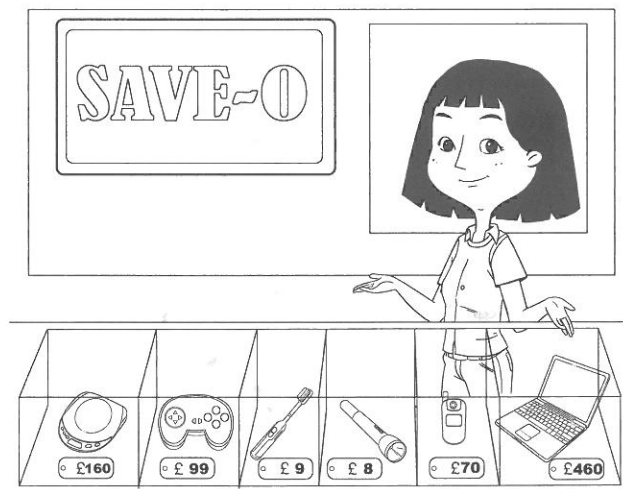
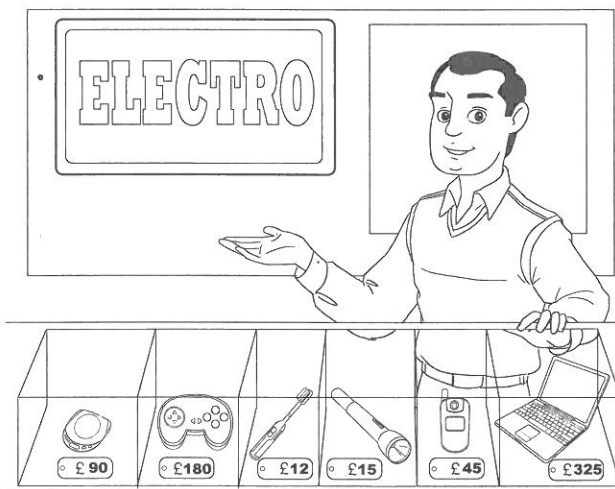
3 The  \_\_\_\_\_ in this shop is (small) \_\_\_\_\_.

4 The  \_\_\_\_\_ in this shop is (expensive) \_\_\_\_\_.

5 The  \_\_\_\_\_ in this shop is (big) \_\_\_\_\_.

6 The  \_\_\_\_\_ in this shop is (cheap) \_\_\_\_\_.

### 2 Who says the sentences in Activity 1? Look and think.



a \_\_\_\_\_ b \_\_\_\_\_ 1 b 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

### 3 Write four sentences about the gadgets in the shops. Use *cheap*, *expensive*, *small* and *big*.

(cheap) The electric toothbrushes are cheaper than the CD players.

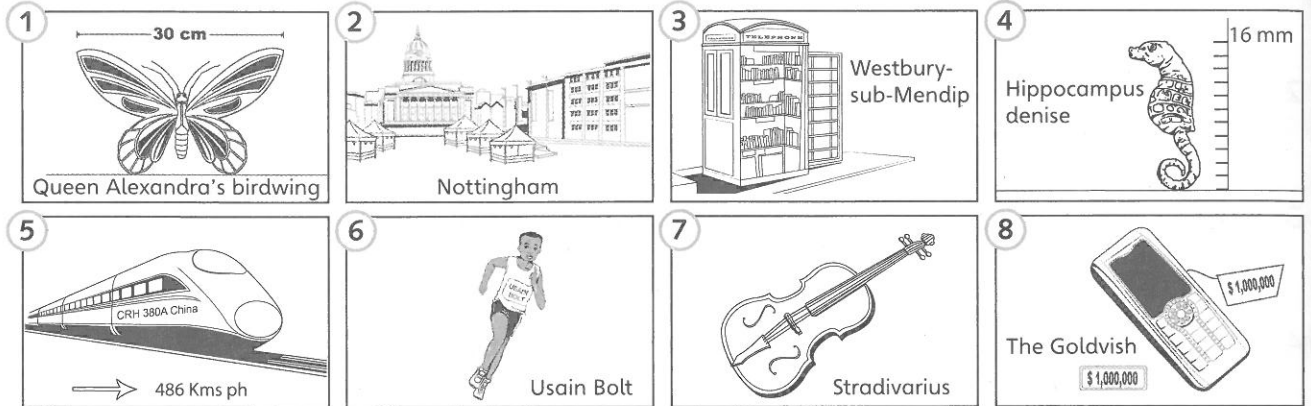
Grammar 1: Comparatives

# 6

## Worksheet 3: The biggest in the world

### 1 Write about the pictures.

train violin market square seahorse mobile phone library butterfly runners



- 1 This is the (big) biggest butterfly in the world.
- 2 This is the (big) \_\_\_\_\_ in England.
- 3 This is the (small) \_\_\_\_\_ in the world.
- 4 This is the (small) \_\_\_\_\_ in the world.
- 5 This is the (fast) \_\_\_\_\_ in the world.
- 6 This is one of the (fast) \_\_\_\_\_ in the world.
- 7 This is the (expensive) \_\_\_\_\_ in the world.
- 8 This is the (expensive) \_\_\_\_\_ in the world.

### 2 Choose and write.

- 1 I think \_\_\_\_\_ is the easiest word to say.
- 2 I think \_\_\_\_\_ is the happiest girl in my class.
- 3 I think \_\_\_\_\_ has the funniest face.
- 4 I think the \_\_\_\_\_ is the most beautiful sea creature.

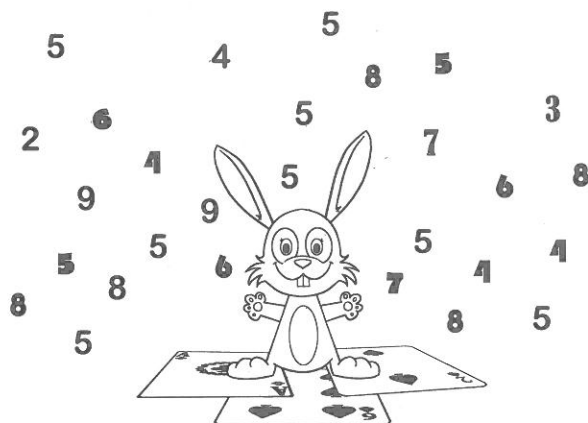
### Grammar 2: Superlatives



# 6

## Worksheet 4: Magic numbers

Do these puzzles with your friends.



### 1 3, 3, always 3!

- 1 Write a number between 1 and 20 (e.g. 5) \_\_\_\_\_
  - 2 Double the number. (e.g.  $2 \times 5 = 10$ ) \_\_\_\_\_
  - 3 Add 6. (e.g.  $10 + 6 = 16$ ) \_\_\_\_\_
  - 4 Divide by 2. (e.g.  $16 \div 2 = 8$ ) \_\_\_\_\_
  - 5 Subtract the original number. (e.g.  $8 - 5 = 3$ ) \_\_\_\_\_
- The answer is 3!

### 2 How old are you?

- 1 Take the first number of your age. (e.g. 2 if you are 27, but 0 if you are under 10.) \_\_\_\_\_  
Don't tell me the number.
  - 2 Multiply the first number by 5. (e.g.  $2 \times 5 = 10$ ) \_\_\_\_\_
  - 3 Add 3. (e.g.  $10 + 3 = 13$ ) \_\_\_\_\_
  - 4 Double the number. (e.g.  $13 \times 2 = 26$ ) \_\_\_\_\_
  - 5 Add the second number of your age. (e.g.  $26 + 7 = 33$ ) \_\_\_\_\_
  - 6 Subtract 6. (e.g.  $33 - 6 = 27$ ) \_\_\_\_\_
- You are \_\_\_\_\_  
(e.g. 27)

**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 spelt.
- Students work individually or in pairs. They work out the words that are being fingerspelt 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

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

**Worksheet 2: What happened yesterday?****Using the worksheet**

- This worksheet practises the simple past 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, 7 shouted, 8 listened to, 9 jumped, 10 watched, 11 jumped; Activity 2: First row: 10, 6, 2, 4, 3, 9; Second row: 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 /Id/. 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; /Id/ visited, landed, shouted

**Worksheet 3: Letter code****Using the worksheet**

- This worksheet practises the simple past 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 table. They then complete the table.

**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: Keep cool!****Using the worksheet**

- This worksheet looks at the ways in which animals and humans regulate their body temperature.
- Students work individually or in pairs. They look at the pictures and tick the 'keep warm' or 'keep cool' box for each. Tell them to be careful about their choice, pointing out to them how, in picture a, the person looks cold but is shivering to keep warm!
- They then check their answers by matching each picture to a sentence.
- Finally, students use the ideas to write two sentences about themselves.

**KEY:** Activity 1: Keeping warm: a, b, g, j, k, l; Keeping cool: c, d, e, f, h, i; Activity 2: 2b, 3a, 4k, 5g, 6l, 7i, 8c, 9e, 10f, 11d, 12h

**Optional follow-up activity:** Students use the Internet and/or books to discover how animals in polar regions keep warm and how animals in hot deserts keep cool. They can prepare a short presentation in groups or write and illustrate a short text in their notebooks / on a poster for display.

# 7

## Worksheet 1: Fingerspelling

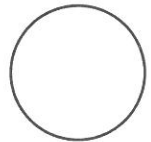
1 Write the words, then draw a picture.



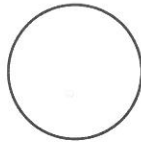
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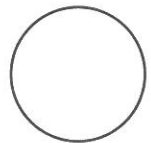
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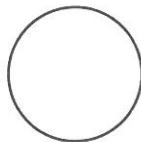
2 -----



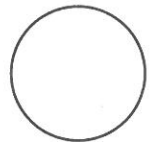
6 I've got



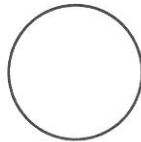
3 I've got a



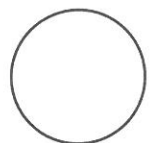
7 I've got a



4 I've got a



8 I've got



2 Fingerspell two of the 'health' words for a friend.

Vocabulary: Health

# 7

## Worksheet 2: What happened yesterday?

### 1 Write the words in the story.

phoned      jumped      shouted      visited      played      listened to  
 watched      landed      looked at      walked      jumped

- 1 Yesterday, Daisy phoned Clara and Oliver. 'I need some apples,' she said.
- 2 Clara and Oliver \_\_\_\_\_ to the market square to buy the apples.
- 3 They \_\_\_\_\_ their grandmother to give her the apples.
- 4 Then they \_\_\_\_\_ in the park.
- 5 Suddenly, a space ship \_\_\_\_\_ .
- 6 A little monster was in the space ship. Clara and Oliver \_\_\_\_\_ him.
- 7 It rained. The monster \_\_\_\_\_ , 'Rain! Help!'
- 8 The children \_\_\_\_\_ him shout, 'Help!'
- 9 Clara and Oliver \_\_\_\_\_ in the puddles. They were happy.
- 10 The monster \_\_\_\_\_ them.
- 11 The monster \_\_\_\_\_ in the puddles, too.
- 12 Everyone was happy!

### 2 Look and write the numbers of the sentences in Activity 1.



### Grammar 1: Simple past; regular verbs

# 7







## Worksheet 3: Letter code

1 Use the code to find the verbs.

6	c	o	d	e	a
5	b	c	d	e	f
4	g	h	i	j	k
3	l	m	n	o	p
2	q	r	s	t	u
1	v	w	x	y	z
	A	B	C	D	E

- 1 E5 – D5 – A3 – D2      felt
- 2 B1 – E6 – E4 – D6      E2 – E3      \_\_\_\_\_
- 3 B1 – D6 – C3 – D2      \_\_\_\_\_
- 4 A4 – C4 – A1 – D5      \_\_\_\_\_
- 5 C2 – E6 – C4 – C6      \_\_\_\_\_
- 6 B4 – E6 – A1 – D6      \_\_\_\_\_

2 Write the verbs in the chart.





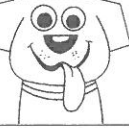







	1 	2 	3 	4 	5 	6 
Present	feel					
Past	felt					

Grammar 2: Simple past; irregular verbs

# 7

## Worksheet 4: Keep cool!

### 1 Look, think and tick (✓).

<p>a Keep warm <input type="checkbox"/> cool <input type="checkbox"/></p> 	<p>b Keep warm <input type="checkbox"/> cool <input type="checkbox"/></p> 	<p>c Keep warm <input type="checkbox"/> cool <input type="checkbox"/></p> 	<p>d Keep warm <input type="checkbox"/> cool <input type="checkbox"/></p> 
<p>e Keep warm <input type="checkbox"/> cool <input type="checkbox"/></p> 	<p>f Keep warm <input type="checkbox"/> cool <input type="checkbox"/></p> 	<p>g Keep warm <input type="checkbox"/> cool <input type="checkbox"/></p> 	<p>h Keep warm <input type="checkbox"/> cool <input type="checkbox"/></p> 
<p>i Keep warm <input type="checkbox"/> cool <input type="checkbox"/></p> 	<p>j Keep warm <input checked="" type="checkbox"/> cool <input type="checkbox"/></p> 	<p>k Keep warm <input type="checkbox"/> cool <input type="checkbox"/></p> 	<p>l Keep warm <input type="checkbox"/> cool <input type="checkbox"/></p> 

### 2 Read and match to the pictures.

#### Keeping warm

- Eating food makes energy. Energy keeps us warm. j
- Goose pimples help hair to trap warm air. \_\_\_\_\_
- When we shiver, the muscle movement makes heat. \_\_\_\_\_
- Animals like polar bears have thick fur. \_\_\_\_\_
- Lizards lie in the sun. \_\_\_\_\_
- People wear warm clothes. \_\_\_\_\_

#### Keeping cool

- Pigs roll in mud. \_\_\_\_\_
- People sweat. They keep cool through evaporation. \_\_\_\_\_
- Dogs pant. Water on their tongue evaporates. \_\_\_\_\_
- We wear cool clothes. \_\_\_\_\_
- Kangaroos lick their arms. \_\_\_\_\_
- Crocodiles stay in water. \_\_\_\_\_

### 3 How about you?

- When I want to keep warm, I \_\_\_\_\_.
- When I want to keep cool, I \_\_\_\_\_.

Science: Body temperature

**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 simple past 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 next to 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: i 2g, ii 7a, iii 8c, iv 3d, v 5h, vi 1b, vii 6e, viii 4f

**Optional follow-up activity:** Students play *Sentence chains* (see page 5): 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.

**Worksheet 3: Holiday photos****Using the worksheet**

- This worksheet practises questions and answers in the simple past.
- 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:** Activity 1: 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.

**Worksheet 4: Origami cranes****Using the worksheet**

- This worksheet looks at a story about the making of Origami cranes.
- Explain to the students that one of the most popular Origami animals is the bird called a crane. Cranes are supposed to have special powers to grant wishes. Show a picture of a crane. There is one on page 102 of the Student's Book. Then ask students if they can tell you anything about Hiroshima.
- Students work individually or in pairs. They read the text. Ask them to match the numbered sentences to the pictures. They write the number in the corner of each picture.
- Students make the pictures into a mini book by folding a portrait sheet of paper in three, horizontally, cutting along the folds and stapling the pages together in the centre. They then cut out the pictures and stick them in order. Under each picture, they write the underlined parts of the story.

**KEY:** Activity 2: 2b, 3e, 4a, 5f, 6c

**Optional follow-up activity:** Cut up a set of enlarged pictures from the story and stick them on the board. Divide the class into teams and ask one member of each team to come forward. Say one part of the story. The first student to touch the correct picture wins a point for his/her team. Play continues with different players.

# 8

## Worksheet 1: Countries and capitals

1 Count the letters. Write the countries.

- |        |        |           |
|--------|--------|-----------|
| MEXICO | SPAIN  | ARGENTINA |
| TURKEY | BRAZIL | AUSTRALIA |
| EGYPT  | CHILE  | CHINA     |
| INDIA  |        |           |

	1		4		6		7	8	
	C								
	H								
	I	2			5				
	N		3						9
10	A	U	S	T	R	A	L	I	A

2 Look at the numbers of the countries on the map. Write the capital cities.



- 1 The capital of Mexico is Mexico City.
- 2 The capital of Spain is \_\_\_\_\_.
- 3 The capital of Turkey is \_\_\_\_\_.
- 4 The capital of China is \_\_\_\_\_.
- 5 The capital of Australia is \_\_\_\_\_.
- 6 The capital of India is \_\_\_\_\_.
- 7 The capital of Egypt is \_\_\_\_\_.
- 8 The capital of Argentina is \_\_\_\_\_.
- 9 The capital of Chile is \_\_\_\_\_.
- 10 The capital of Brazil is \_\_\_\_\_.

Vocabulary: Countries



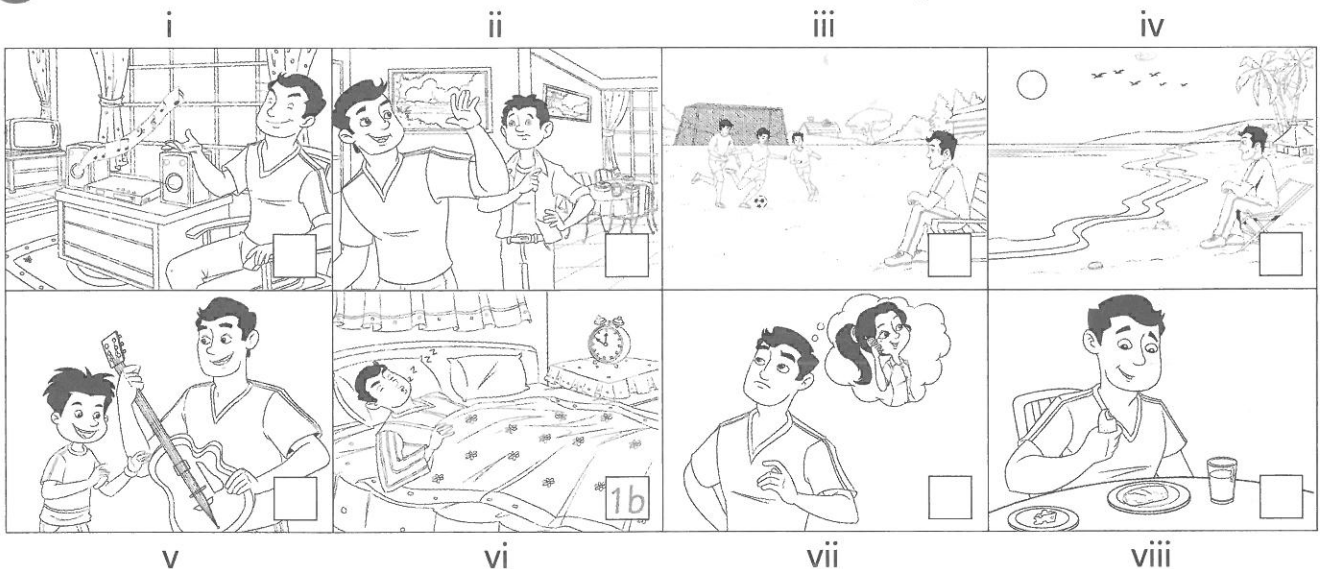
# 8

## Worksheet 2: I didn't do it.

### 1 Write in the missing words.

- 1 Mike (x wake up) didn't wake up at eight o'clock
- 2 Mike (✓ listen to) listened to his CD player
- 3 Mike (✓ go) \_\_\_\_\_ to the beach
- 4 Mike (✓ eat) \_\_\_\_\_ the rolls
- 5 Mike (✓ give) \_\_\_\_\_ William a guitar
- 6 Mike (x phone) \_\_\_\_\_ Ann
- 7 Mike (✓ visit) \_\_\_\_\_ Richard's house
- 8 Mike (x play) \_\_\_\_\_ football
  - a but he (x have) \_\_\_\_\_ dinner there.
  - b because he (✓ be) was very tired.
  - c because he (x feel) \_\_\_\_\_ well.
  - d but he (x go) \_\_\_\_\_ swimming.
  - e because he (x have) \_\_\_\_\_ his mobile phone.
  - f but he (x eat) \_\_\_\_\_ the cheese.
  - g because he (x want) \_\_\_\_\_ to watch TV.
  - h because he (x have) \_\_\_\_\_ an instrument.

### 2 Make sentences and match them to the pictures.



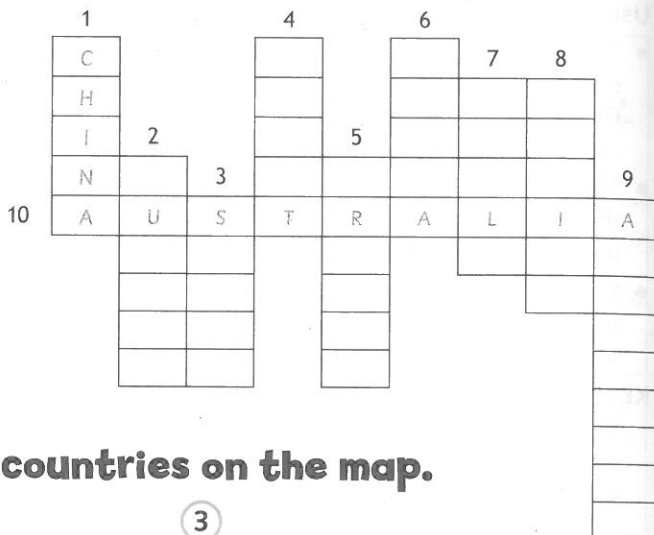
Grammar 1: Negative simple past

# 8

## Worksheet 1: Countries and capitals

1 Count the letters. Write the countries.

MEXICO	SPAIN	ARGENTINA
TURKEY	BRAZIL	<del>AUSTRALIA</del>
EGYPT	CHILE	<del>CHINA</del>
INDIA		



2 Look at the numbers of the countries on the map. Write the capital cities.



- 1 The capital of Mexico is Mexico City.
- 2 The capital of Spain is \_\_\_\_\_.
- 3 The capital of Turkey is \_\_\_\_\_.
- 4 The capital of China is \_\_\_\_\_.
- 5 The capital of Australia is \_\_\_\_\_.
- 6 The capital of India is \_\_\_\_\_.
- 7 The capital of Egypt is \_\_\_\_\_.
- 8 The capital of Argentina is \_\_\_\_\_.
- 9 The capital of Chile is \_\_\_\_\_.
- 10 The capital of Brazil is \_\_\_\_\_.

**Vocabulary: Countries**

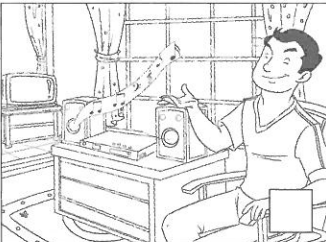

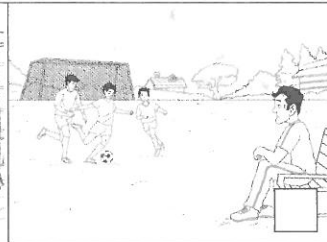
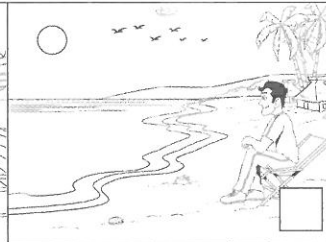




# 8

## Worksheet 2: I didn't do it.

### 1 Write in the missing words.

- 1 Mike (x wake up) didn't wake up at eight o'clock
- 2 Mike (✓ listen to) listened to his CD player
- 3 Mike (✓ go) \_\_\_\_\_ to the beach
- 4 Mike (✓ eat) \_\_\_\_\_ the rolls
- 5 Mike (✓ give) \_\_\_\_\_ William a guitar
- 6 Mike (x phone) \_\_\_\_\_ Ann
- 7 Mike (✓ visit) \_\_\_\_\_ Richard's house
- 8 Mike (x play) \_\_\_\_\_ football
  - a but he (x have) \_\_\_\_\_ dinner there.
  - b because he (✓ be) was very tired.
  - c because he (x feel) \_\_\_\_\_ well.
  - d but he (x go) \_\_\_\_\_ swimming.
  - e because he (x have) \_\_\_\_\_ his mobile phone.
  - f but he (x eat) \_\_\_\_\_ the cheese.
  - g because he (x want) \_\_\_\_\_ to watch TV.
  - h because he (x have) \_\_\_\_\_ an instrument.

### 2 Make sentences and match them to the pictures.

i	ii	iii	iv
			
v	vi	vii	viii
			

Grammar 1: Negative simple past

# 8

## Worksheet 3: Holiday photos

- Match the questions to the holiday photos.
- Answer the questions for the people in the photos.

a Did you see the pyramids?

b How long did you stay in India?

c Did you see the Sydney Opera House?

d How long did you stay in China?

e Richard, did you take any photos?

f How long did you stay in Egypt?

g Did you see the Great Wall?

h Did you go shopping?

i Mike, who did you go with?

j Daisy, who did you go with?

k How long did you stay in Australia?

l Did you see the Taj Mahal?

1



a Yes, I did.

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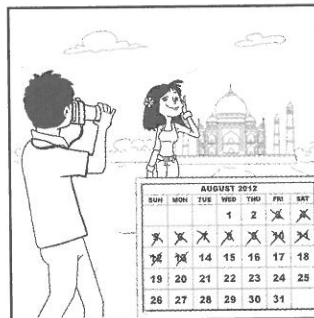


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2




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3




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4




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### Grammar 2: Questions and answers with simple past


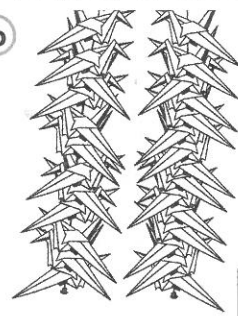


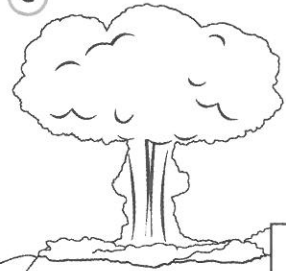

# 8

## Worksheet 4: Origami cranes

### 1 Read the story.

- (1) This is Japan . (2) In Japan, people make one thousand origami cranes, a Senbazuru, to have a wish .
- (3) In 1945, an atomic bomb landed on Hiroshima . (4) Because of the bomb, a girl called Sadako Sasaki was ill .
- (5) She decided to make a Senbazuru because she wanted to live. She finished 644 cranes before she died. Her family and friends made the other 356 cranes.
- (6) There is a statue of Sadako Sasaki in Hiroshima . The Thousand Origami Cranes are a symbol of world peace.

### 2 Match the sentences in the story to the pictures.

<p>a</p> 	<p>b</p> 	<p>c</p> 
<p>d</p> 	<p>e</p> 	<p>f</p> 

### 3 Make a book with the pictures and copy the underlined text.

Art: Origami

## 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 *poodle* (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 poodle!

**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 *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 (X) 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 is going to go snorkelling, 3 isn't going to wake up at 7 o'clock, 4/5 is going to play the guitar, 5/4 is going to read, 6 isn't going to do the shopping, 7/8 is going to go to Chile, 8/7 is going to see the seals, 9 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

### Using the worksheet

- This worksheet practises questions and answers with *going to* + infinitive.
- Students use the pictures to complete the questions on the cards.
- In groups of four, they cut out one set of cards, shuffle them and place them face down on the desk. Student A turns over a card and asks the student on their left (Student B) the question. Student A writes B's answer on their worksheet. They place the card back on the table. Student B repeats the process with Student C (on the left). Play continues round the group until everyone has asked six questions and written the answers.
- Each student reads out their sentences in a new group, e.g. *This person isn't going to play football* and they try to guess who in the first group gave those answers.

**KEY:** Activity 1: 2 Are / going to / ice cream, 3 Are / going to / beach, 4 Are / going to / dog, 5 Are / going to / swimming pool, 6 Are / going to / postcard, 7 Are / going to / grandma/grandmother, 8 Are / going to / computer games, 9 Are / going to / garden, 10 Are / going to / bedroom, 11 Are / going to / umbrella, 12 Are / going to / books; Activity 2: Students' own answers

- **Optional follow-up activity:** Make a graph on the board to see how many students say yes to each question and which is the most popular holiday activity.

## Worksheet 4: Story board

### Using the worksheet

- This worksheet practises talking about the seasons.
  - Use the example story board, at the top of the page, to show how the game works. Count 3 from the Start square. Cross out the text on the square you land on. Then count 3 again, not counting the corners with arrows. Again, cross out the text. Continue in this way, jumping over 'Start', the corners and any crossed-out boxes, until there is only one text box not crossed out on each side of the board. The remaining information is used to write the story.
  - Students work individually or in small groups, choosing a number (not 3) to count with.
- Optional follow-up activity:** Students make up new groups. They choose one story and make it longer.

# 9

## Worksheet 1: It's raining cats and dogs.

### 1 Write the weather words.

1



t h u n d e r s t o r m

2



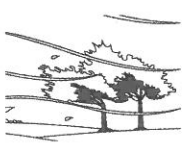
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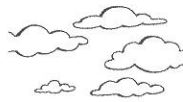
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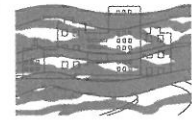
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5



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6



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7



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8



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9



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### 2 Shade in the weather words in the word search.

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

### 3 Write the unshaded letters in order and finish the joke.



A: It's raining cats and dogs.

B: -----!

Vocabulary: Weather

# 9

## Worksheet 2: Holiday plans

1 Write about Richard, Ann and Daisy's holiday plans.



~~play tennis~~   watch TV   do the shopping   read   wake up at 7 o'clock  
 play the guitar   go to Chile   see the seals   go snorkelling

- 1 Richard (✓) is going to play tennis .
- 2 Richard (✓) \_\_\_\_\_ .
- 3 Richard (x) \_\_\_\_\_ .
- 4 Ann (✓) \_\_\_\_\_ .
- 5 Ann (✓) \_\_\_\_\_ .
- 6 Ann (x) \_\_\_\_\_ .
- 7 Daisy (✓) \_\_\_\_\_ .
- 8 Daisy (✓) \_\_\_\_\_ .
- 9 Daisy (x) \_\_\_\_\_ .

2 Write the days and the weather words.

- 1 On (rash duTy) Thursday , it's going to be (ludoyc) cloudy .
- 2 On (dynaMo) \_\_\_\_\_ , there's going to be (ling thing) \_\_\_\_\_ .
- 3 On (Fry aid) \_\_\_\_\_ , I'm going to wear my (cat in oar) \_\_\_\_\_ .
- 4 On (dandy eWes) \_\_\_\_\_ , it's going to be (in ray) \_\_\_\_\_ .
- 5 On (sueT day) \_\_\_\_\_ , there's going to be a (horned mrs tut) \_\_\_\_\_ .




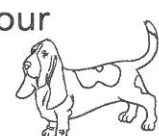



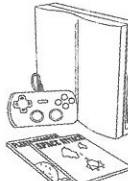

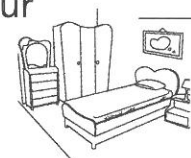


Grammar 1: Future with *going to* + infinitive



# 9

## Worksheet 3: Holiday card game

### 1 Complete the questions.

<p>1 <u>Are</u> you <u>going to</u> <u>play football</u> in the holidays?</p> 	<p>2 _____ you _____ eat lots of _____ _____?</p> 	<p>3 _____ you _____ go to the _____?</p> 
<p>4 _____ you _____ play with your _____?</p> 	<p>5 _____ you _____ go to the _____?</p> 	<p>6 _____ you _____ send me a _____?</p> 
<p>7 _____ you _____ visit your _____?</p> 	<p>8 _____ you _____ play _____?</p> 	<p>9 _____ you _____ help your parents in the _____?</p> 
<p>10 _____ you _____ tidy your _____?</p> 	<p>11 _____ you _____ use an _____?</p> 	<p>12 _____ you _____ read lots of _____?</p> 

### 2 Cut out the cards and play the question game. Ask six friends a holiday question, then write about them.

e.g. This person isn't going to tidy his bedroom.

- 1 This person is \_\_\_\_\_.
- 2 \_\_\_\_\_.
- 3 \_\_\_\_\_.
- 4 \_\_\_\_\_.
- 5 \_\_\_\_\_.
- 6 \_\_\_\_\_.

Grammar 2: Questions and answers with *going to* + infinitive

# 9

## Worksheet 4: Story board

Choose a number. Play the game and write the story.

Start Finish	It was spring.	It was summer.	It was autumn.	It was winter.	↻
So I put on my boots.					I was in India.
So I put on my raincoat.					I was in Australia.
So I put on my sunglasses.					I was in England.
So I put on my swimming costume.					I was in the Arctic.
↻					It was raining.

It was spring. I was in the Arctic.

There was a thunderstorm. So I put on my swimming costume.

Start Finish	It was spring.	It was summer.	It was autumn.	It was winter.	↻
So I put on my boots.					I was in India.
So I put on my raincoat.					I was in Australia.
So I put on my sunglasses.					I was in England.
So I put on my swimming costume.					I was in the Arctic.
↻					It was raining.




Geography: Seasons and hemispheres


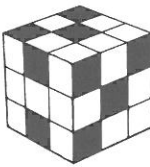

Name \_\_\_\_\_




1  Listen and tick (✓) or cross (X).




- 1 26  2 43  3 51  4 69  5 76  6 85



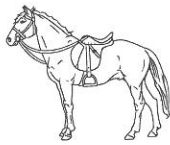
2  Listen and tick (✓) what the children are good at.




1  Frank a   b 

2  Pam a   b 

3  Daisy a   b 

4  Kate a   b 

5  Oliver a   b 

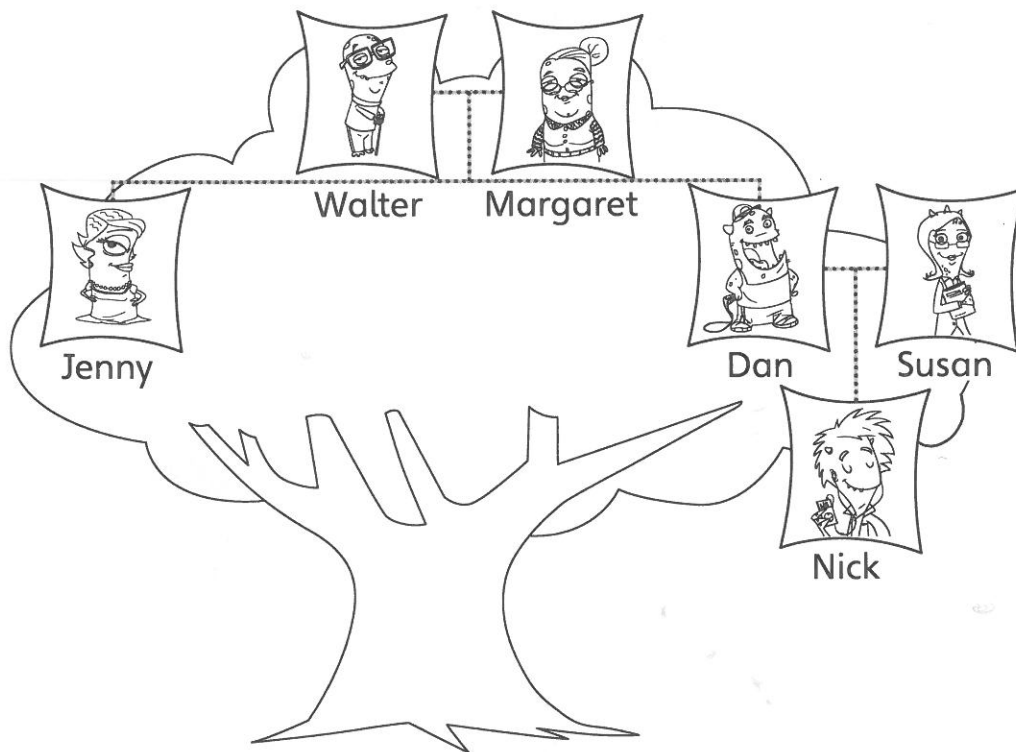
6  Sam a   b 

Name \_\_\_\_\_

1 Write the words for the missing numbers.

- 1 20 \_\_\_\_\_ twenty-one \_\_\_\_\_ 22
- 2 33 \_\_\_\_\_ 35
- 3 46 \_\_\_\_\_ 48
- 4 55 \_\_\_\_\_ 57
- 5 81 \_\_\_\_\_ 83
- 6 98 \_\_\_\_\_ 100

2 Complete the sentences about the family tree.



- 1 Walter is \_\_\_\_\_ Nick's \_\_\_\_\_ grandfather.
- 2 Dan is \_\_\_\_\_ brother.
- 3 Susan and Dan are \_\_\_\_\_ parents.
- 4 Jenny is \_\_\_\_\_ sister.
- 5 Margaret is \_\_\_\_\_ wife.
- 6 Jenny is \_\_\_\_\_ and \_\_\_\_\_ daughter.

# 1

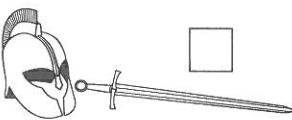
## Progress test 1: Listening

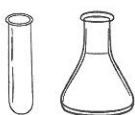
Name \_\_\_\_\_

1  Listen and number the pictures.

a **A B C**

d 

b 

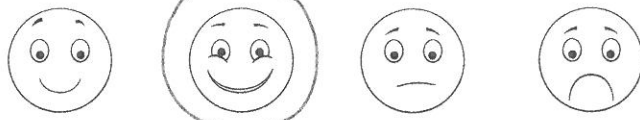
e   1

c 

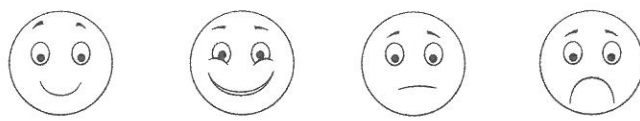
f 

2  Listen and circle a face.

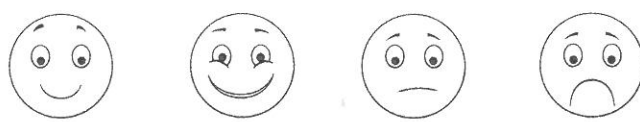
1  Bill



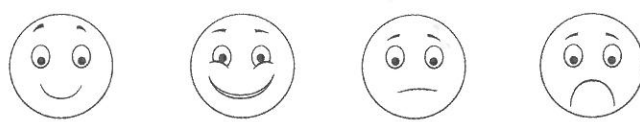
2  Fred



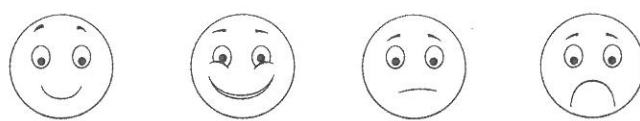
3  Amanda



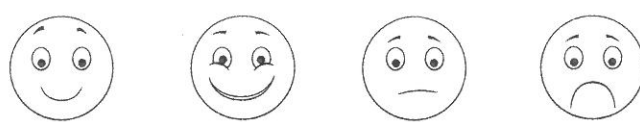
4  James



5  Sebastian



6  Sylvia



# 1

## Progress test 2: Reading and writing

Name \_\_\_\_\_

### 1 Read, then write the words.

- 1 In this subject, you learn to play an instrument. M u s i c
- 2 In this subject, you learn to use a computer. \_ . \_ .
- 3 In this subject, you learn to draw. \_ \_ \_
- 4 In this subject, you have to be good at numbers. \_ \_ \_ \_ \_
- 5 In this subject, you learn to speak a different language. \_ \_ \_ \_ \_
- 6 In this subject, you learn about plants, animals and the body. \_ \_ \_ \_ \_

### 2 Look, read and complete the sentences.

at 7 o'clock  
before you go to bed

before you eat  
at 6 o'clock

before you go to school  
every day



1 You have to get up \_\_\_\_\_ at 7 o'clock \_\_\_\_\_.



2 You have to have breakfast \_\_\_\_\_.



3 You have to brush your hair \_\_\_\_\_.



4 You have to wash your hands \_\_\_\_\_.



5 You have to play the guitar \_\_\_\_\_.



6 You have to brush your teeth \_\_\_\_\_.

# 2

## Progress test 1: Listening

Name \_\_\_\_\_

1  Listen and write the food and drink.

1 lemonade

2 \_\_\_\_\_

3 \_\_\_\_\_

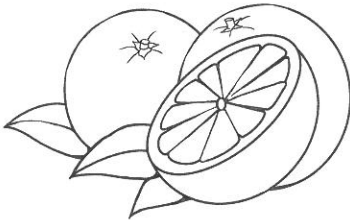
4 \_\_\_\_\_

5 \_\_\_\_\_

6 juice

2  Is it in the lunch box? Listen and tick (✓) or cross (X).

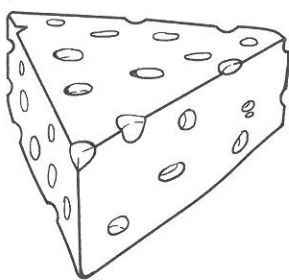
1



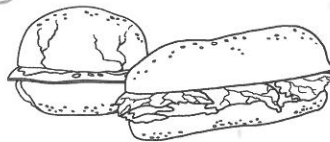
4



2



5



3



6



Name \_\_\_\_\_

**1 Read and circle the correct word.**

- |   |  |
|---|--|
| 1 Is there <i>some</i> / <u><i>any</i></u> chicken? | 4 Are there <i>some</i> / <i>any</i> oranges?  |
| 2 There is <i>some</i> / <i>any</i> cheese.         | 5 There isn't <i>some</i> / <i>any</i> soup.   |
| 3 There are <i>some</i> / <i>any</i> apples.        | 6 There aren't <i>some</i> / <i>any</i> rolls. |

**2 Read, match and write the letter.**

- 1 It's hot. \_\_\_\_\_ *b* \_\_\_\_\_
  - 2 I'm hungry. \_\_\_\_\_
  - 3 I'm thirsty. \_\_\_\_\_
  - 4 I want to play a game. \_\_\_\_\_
  - 5 I want to make a fruit salad. \_\_\_\_\_
  - 6 I want to make some soup. \_\_\_\_\_
- a** Shall we put some carrots, potatoes and onions in?
  - b** How about going swimming?
  - c** How about having a sandwich?
  - d** Shall we make it with bananas, oranges and apples?
  - e** How about football?
  - f** Shall we have some lemonade?



Name \_\_\_\_\_

**1 Read and circle the correct word.**

- |   |  |
|---|--|
| 1 Is there <i>some</i> / <u><i>any</i></u> chicken? | 4 Are there <i>some</i> / <i>any</i> oranges?  |
| 2 There is <i>some</i> / <i>any</i> cheese.         | 5 There isn't <i>some</i> / <i>any</i> soup.   |
| 3 There are <i>some</i> / <i>any</i> apples.        | 6 There aren't <i>some</i> / <i>any</i> rolls. |

**2 Read, match and write the letter.**

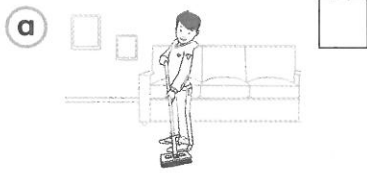
- 1 It's hot.   b
  - 2 I'm hungry. \_\_\_\_\_
  - 3 I'm thirsty. \_\_\_\_\_
  - 4 I want to play a game. \_\_\_\_\_
  - 5 I want to make a fruit salad. \_\_\_\_\_
  - 6 I want to make some soup. \_\_\_\_\_
- a** Shall we put some carrots, potatoes and onions in?
- b** How about going swimming?
- c** How about having a sandwich?
- d** Shall we make it with bananas, oranges and apples?
- e** How about football?
- f** Shall we have some lemonade?

# 3

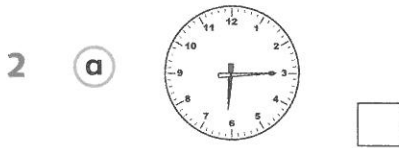
## Progress test 1: Listening

Name \_\_\_\_\_

**1**  Listen and number.



**2**  Listen and tick (✓) the time.



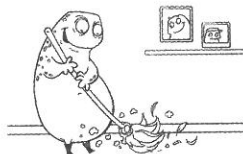
Name \_\_\_\_\_

## 1 Look at the pictures, then write the words.

1



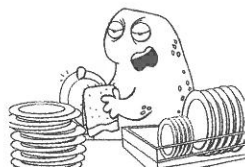
2



3



4



5



6

First, 1 cook the dinner. Then 2 \_\_\_\_\_.

Then 3 \_\_\_\_\_ . Then 4 \_\_\_\_\_ .

Then 5 \_\_\_\_\_ . Then 6 \_\_\_\_\_ .

2 Read, then complete the sentences with *never*, *usually*, *sometimes* or *always*.

My name is Bob. I live with my mum, my dad and my sister. My family love reading. We all read books every evening. We like music, too. My sister has guitar lessons on Wednesdays and she plays the guitar at home on Sundays. I play the violin.

My sister and I go to school from Monday to Saturday. We go in the car with Mum on Monday and Saturday but walk with our friends from Tuesday to Friday. I take the dog for a walk every day. My mum usually tidies up but Dad tidies up on Sundays.

- 1 Bob's family always read in the evening.
- 2 Bob's sister \_\_\_\_\_ plays the guitar.
- 3 Bob \_\_\_\_\_ goes to school on Sunday.
- 4 Bob and his sister \_\_\_\_\_ walk to school with their friends.
- 5 Bob \_\_\_\_\_ takes the dog for a walk.
- 6 Bob's dad \_\_\_\_\_ tidies up.

# 4

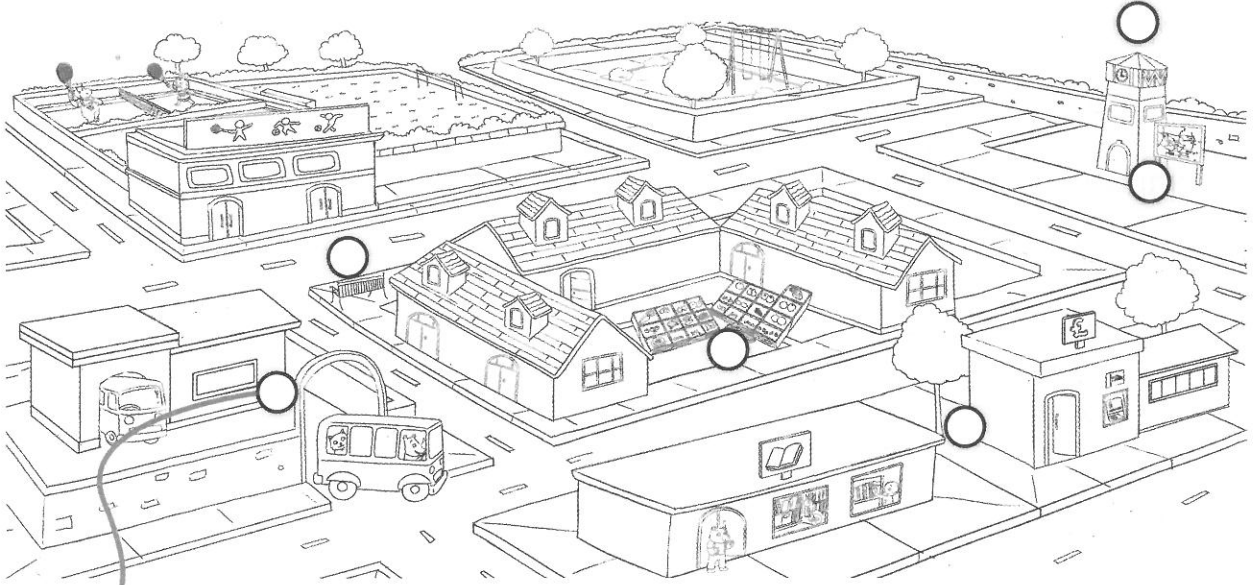
## Progress test 1: Listening

Name \_\_\_\_\_

1

CD 10

Listen and draw lines.



1



dog

2



lizard

3



rabbit

4



butterfly

5



fox

6

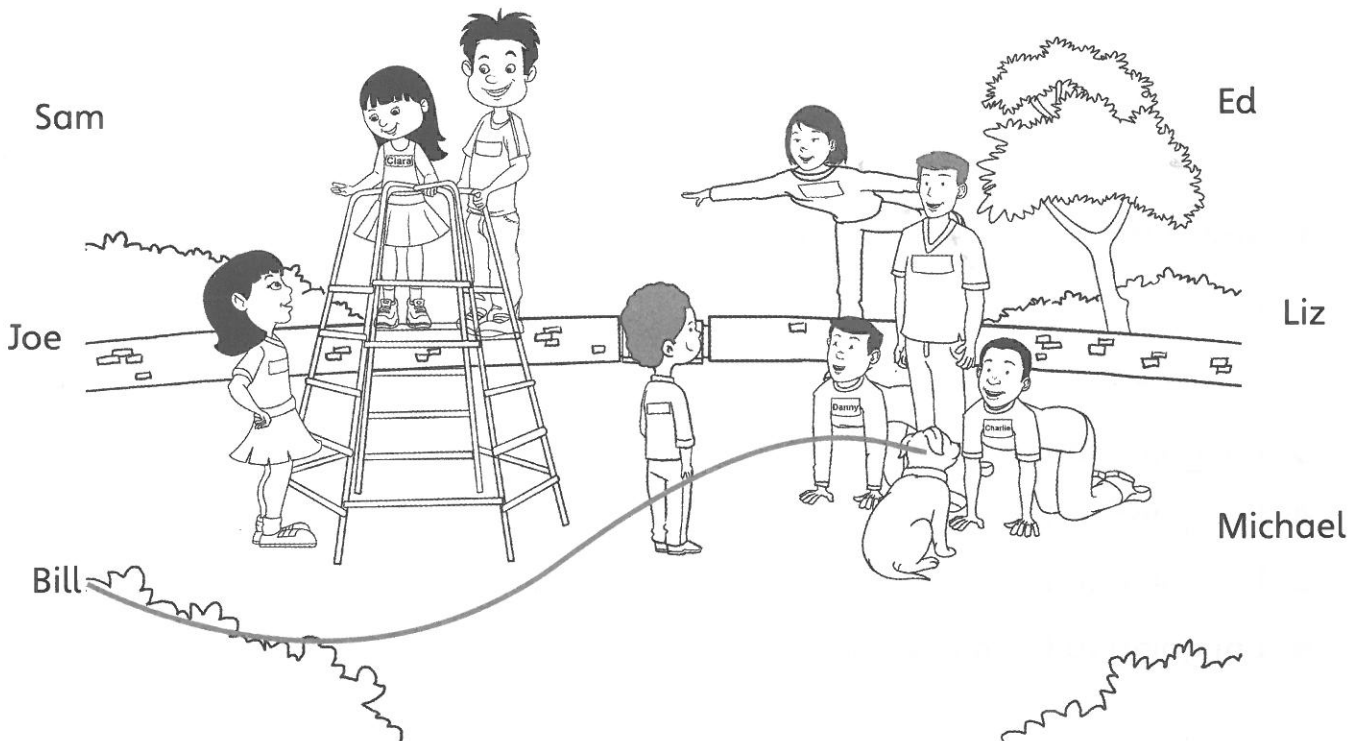


cat

2

CD 11

Listen and draw lines from the names to the children.



# 4

## Progress test 2: Reading and writing

Name \_\_\_\_\_

### 1 Write the questions and answers.

1 a the me where's excuse supermarket

Excuse me, where's the supermarket ?

b square in it's market the

\_\_\_\_\_ .

2 a is where you can me tell bank the

\_\_\_\_\_ ?

b library yes opposite the it's

\_\_\_\_\_ .

3 a town map for I'm the looking

\_\_\_\_\_ .

b below the tower it's

\_\_\_\_\_ .

### 2 Match, then complete the sentences.

get a book

play football

buy some oranges

watch a film

~~buy some water~~

fly my kite

1 I'm going to the supermarket \_\_\_\_\_ to buy some water \_\_\_\_\_ .

2 I'm going to the cinema \_\_\_\_\_ .

3 I'm going to the sports centre \_\_\_\_\_ .

4 I'm going to the library \_\_\_\_\_ .

5 I'm going to the park \_\_\_\_\_ .

6 I'm going to the market square \_\_\_\_\_ .

# 5

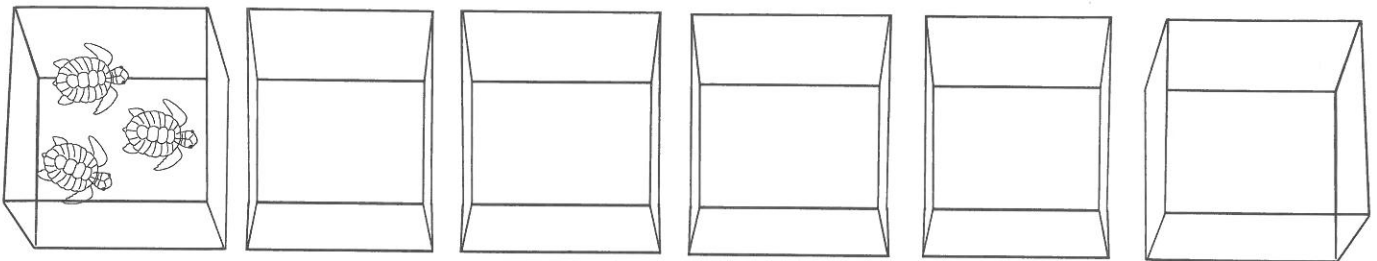
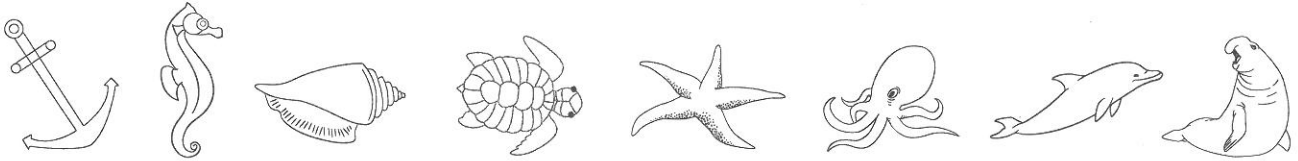
## Progress test 1: Listening

Name \_\_\_\_\_

1

CD  
12

Listen and draw the correct number of sea creatures.



Tank 1

Tank 2

Tank 3

Tank 4

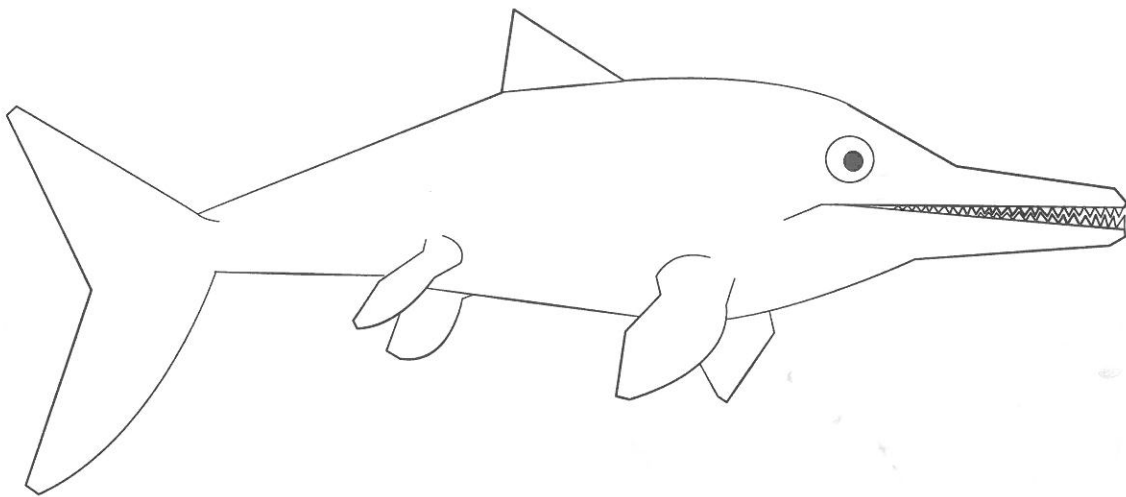
Tank 5

Tank 6

2

CD  
13

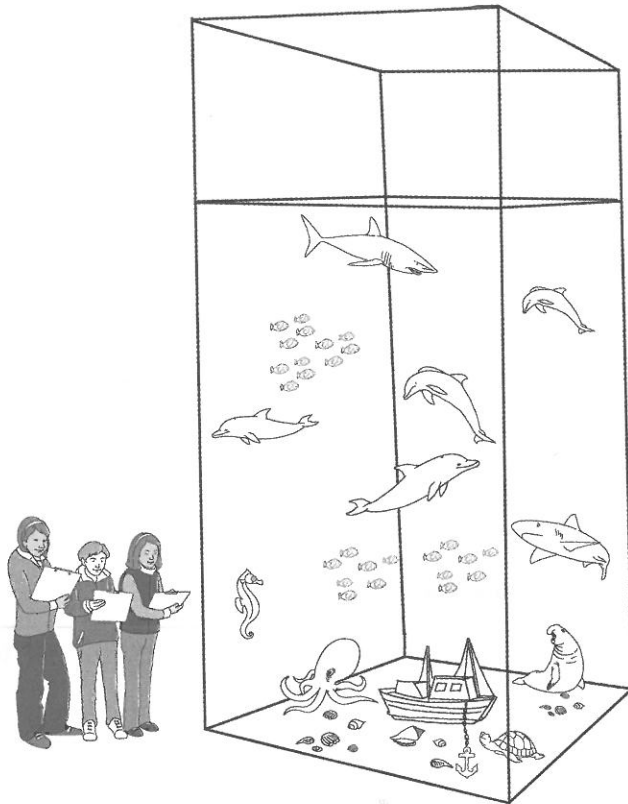
Listen and write *was*, *wasn't*, *were* or *weren't*.



- 1 A long time ago, there were a lot of ichthyosaurs in the ocean.
- 2 The ichthyosaur \_\_\_\_\_ a dinosaur.
- 3 It \_\_\_\_\_ very good at swimming.
- 4 Its food \_\_\_\_\_ small dinosaurs.
- 5 Ichthyosaur babies \_\_\_\_\_ in eggs.
- 6 Ichthyosaur ear bones \_\_\_\_\_ big.

Name \_\_\_\_\_

1 Look at the picture, then write the words.

1 lase  
\_\_\_\_\_ seal \_\_\_\_\_2 eshasroe  
\_\_\_\_\_3 toocups  
\_\_\_\_\_4 lehsl  
\_\_\_\_\_5 plodnih  
\_\_\_\_\_6 luttre  
\_\_\_\_\_

2 Read, then complete the questions.

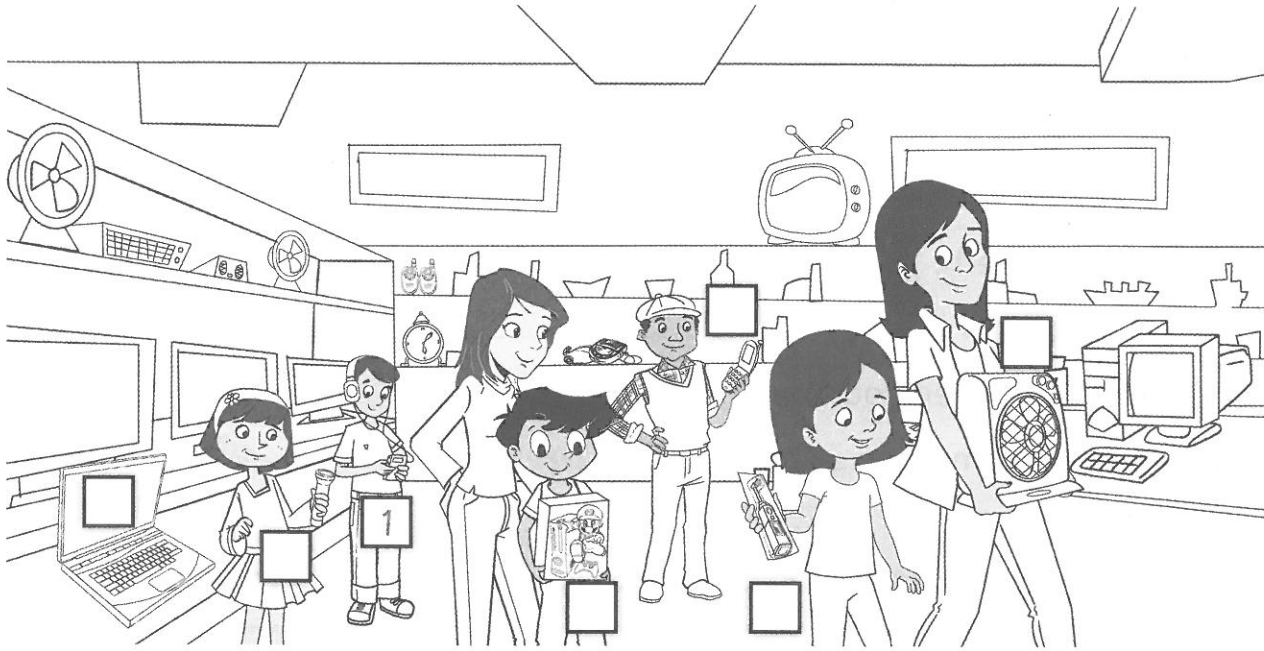
- |   |                          |   |
|---|--------------------------|---|
| 1 | Were there lots of fish? | Yes, there were. There were lots.         |
| 2 | _____ an anchor?         | Yes, there was. Next to the boat.         |
| 3 | _____ the octopus small? | No, it wasn't. It was big.                |
| 4 | _____ two dolphins?      | No, there weren't. There were four.       |
| 5 | _____ a whale?           | No, there wasn't. There were some sharks. |
| 6 | _____ the shells blue?   | No, they weren't. They were pink.         |

# 6









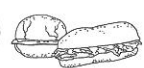



## Progress test 1: Listening

Name \_\_\_\_\_

**1**  **Listen and number.**



**2**  **Listen and tick (✓) the correct picture.**

- |                          |   |  |
|--------------------------|---|--|
| 1 What's more beautiful? | a  <input checked="" type="checkbox"/> | b  <input type="checkbox"/> |
| 2 What's cheaper?        | a  <input type="checkbox"/>            | b  <input type="checkbox"/> |
| 3 What's newer?          | a  <input type="checkbox"/>            | b  <input type="checkbox"/> |
| 4 What's lighter?        | a  <input type="checkbox"/>            | b  <input type="checkbox"/> |
| 5 What's more expensive? | a  <input type="checkbox"/>            | b  <input type="checkbox"/> |
| 6 What's bigger?         | a  <input type="checkbox"/>            | b  <input type="checkbox"/> |



# 6

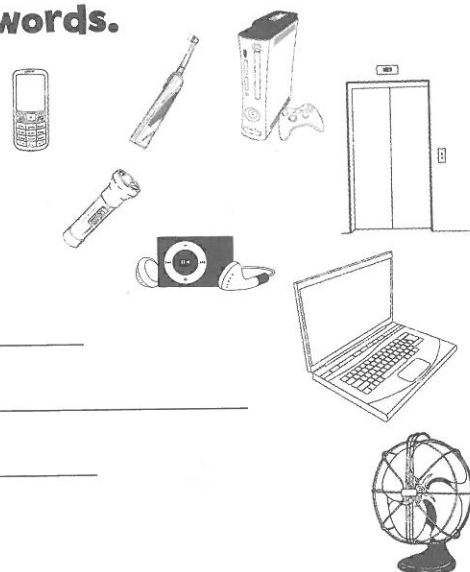
## Progress test 2: Reading and writing

Name \_\_\_\_\_

### 1 Look at the pictures, then write the words.

You use this:

- 1 to listen to music. mp3 player
- 2 to go upstairs and downstairs. \_\_\_\_\_
- 3 to brush your teeth. \_\_\_\_\_
- 4 when the weather is very hot. \_\_\_\_\_
- 5 in a dark cellar when you have to see. \_\_\_\_\_
- 6 This is a small computer. \_\_\_\_\_



### 2 Look at the pictures, then complete the sentences.

cheap — beautiful fast — ~~funny~~ happy expensive

1 Tom is the funniest.

2 Fido is \_\_\_\_\_ dog.

3 Sylvia is \_\_\_\_\_ child in the class.

4 The 201-carat Chopard is the world's \_\_\_\_\_ watch.

The 201-carat Chopard watch costs \$25 million.

The Rolex Daytona watch costs \$2,500.

The Seiko SNN233 watch costs \$250.

5 Sylvia's mp3 player is the \_\_\_\_\_.

6 The CRH 380A is the world's \_\_\_\_\_ train.

The AVE train can go at 356 kph.

The Eurostar train can go at 320 kph.

The CRH 380A train can go at 486 kph.

Name \_\_\_\_\_

1

CD  
16

Listen and tick (✓) the correct picture.

1

a



b



2

a



b



3

a



b



4

a



b



5

a



b



6

a



b



2

CD  
17

Listen and draw lines.

Monday

a



Tuesday

b



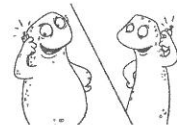
Wednesday

c



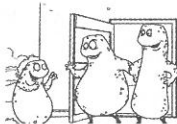
Thursday

d



Friday

e



Saturday

f



Name \_\_\_\_\_

## 1 Complete the words.

1

cough

2



s \_ \_ m \_ ch - a \_ \_ \_

3



\_ \_ r a \_ \_ \_

4



t \_ \_ \_ h \_ \_ \_ \_

5



\_ \_ \_ d a \_ \_ \_

6



\_ o \_ \_

## 2 Read, choose and write the correct words.

Last Saturday, Louise <sup>1</sup> woke up at nine o'clock. Her mum  
<sup>2</sup> \_\_\_\_\_ 'Happy Birthday!' She <sup>3</sup> \_\_\_\_\_ her a ball.  
 Louise <sup>4</sup> \_\_\_\_\_ to the park. She played with her friend, Carolina.  
 They <sup>5</sup> \_\_\_\_\_ hungry so they <sup>6</sup> \_\_\_\_\_ an ice cream.

- |   |         |                    |          |
|---|---------|--------------------|----------|
| 1 | wake up | <del>woke up</del> | wakes up |
| 2 | said    | say                | says     |
| 3 | give    | gives              | gave     |
| 4 | go      | went               | goes     |
| 5 | is      | was                | were     |
| 6 | had     | has                | have     |







# 8

## Progress test 1: Listening

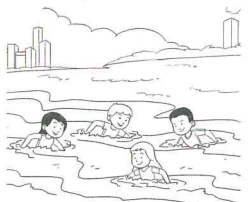

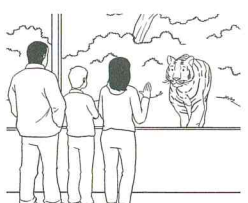

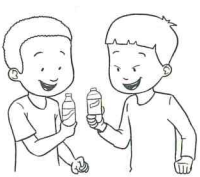
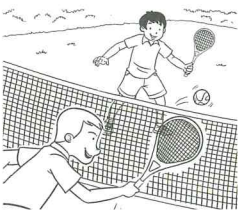
Name \_\_\_\_\_

**1**  Listen and write the countries the women went to.

- |        |           |       |           |        |
|--------|-----------|-------|-----------|--------|
| Mexico | Argentina | China | India     | Turkey |
| Spain  | Egypt     | Chile | Australia | Brazil |

1 	_____ Turkey _____	4 	_____
	_____	5 	_____
3 	_____	6 	_____

**2**  Listen and write *True* or *Not true*.

1 	_____ Not true _____	4 	_____
2 	_____	5 	_____
3 	_____	6 	_____

Name \_\_\_\_\_

## 1 Write the countries.

1



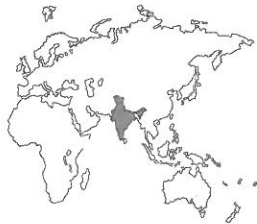
E g y p t

4



S \_ \_ \_ \_

2



I \_ \_ \_ \_

5



B \_ \_ \_ \_

3



C \_ \_ \_ \_

6



A \_ \_ \_ \_ \_

## 2 Write questions about Clara's holiday.

- 1 holiday did where go you on Where did you go on holiday ? To Spain.
- 2 you did go who with \_\_\_\_\_ ? Mum, Dad and Oliver.
- 3 you how there long did stay \_\_\_\_\_ ? Ten days.
- 4 did you where stay \_\_\_\_\_ ? In a hotel.
- 5 get when home did you \_\_\_\_\_ ? On Monday.
- 6 a have did time you nice \_\_\_\_\_ ? Great, thanks.

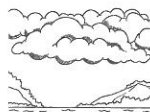
Name \_\_\_\_\_

1

CD 20 Listen and draw lines.

Monday

a



Tuesday

b



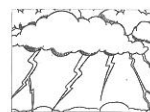
Wednesday

c



Thursday

d



Friday

e



Saturday

f

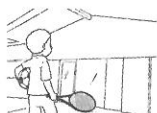


2

CD 21 Listen and tick (✓) the correct picture and word.

1

a




b




2

a




b




3

a




b




4

a




b




5

a




b




6

a

Egypt

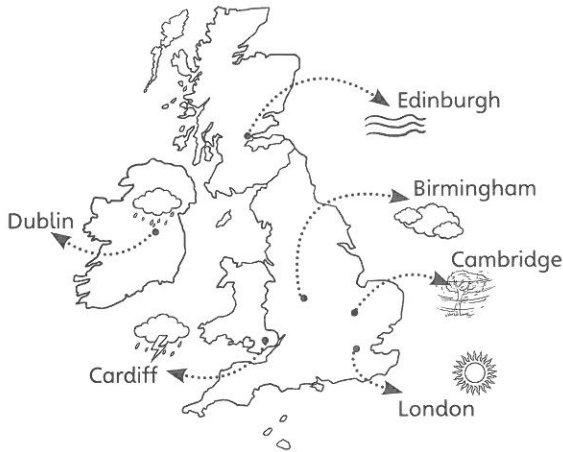
b

Turkey

Name \_\_\_\_\_

1

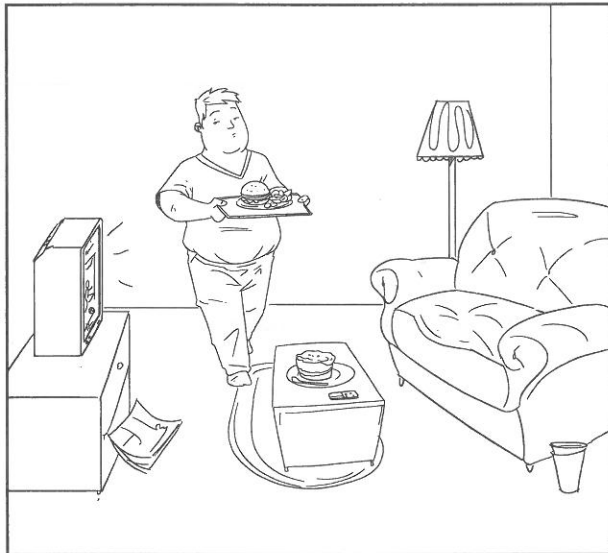
Read and look, then write the weather words.



- 1 In London, it's going to be s u n n y.
- 2 In Edinburgh, it's going to be \_\_\_\_\_.
- 3 In Cardiff, there's going to be a \_\_\_\_\_.
- 4 In Dublin, it's going to be \_\_\_\_\_.
- 5 In Cambridge, it's going to be \_\_\_\_\_.
- 6 In Birmingham, it's going to be \_\_\_\_\_.

2

Look at the pictures and answer the questions.



Tony



Tina

- 1 Tina. Are you going to stay at home? No, I'm not.
- 2 Tony. Are you going to watch television? \_\_\_\_\_.
- 3 Tony. Are you going to eat lots of food? \_\_\_\_\_.
- 4 Tina. Are you going to go snorkelling? \_\_\_\_\_.
- 5 Tony. Are you going to play tennis? \_\_\_\_\_.
- 6 Tina. Are you going to watch football? \_\_\_\_\_.

# Progress tests

For an introduction to the Progress tests see page 5.

## Meet the Explorers

### Progress test 1: Listening

#### 1 Listen and tick (✓) or cross (x).

Students listen and tick the box if the number they hear matches the number they can see. They put a cross in the box if it doesn't match.

#### TAPESCRIPT

1

Girl: Is that your aunt?

Boy: Yes, she's twenty-nine.

2

Boy: Who's that?

Girl: It's my mum. She's forty-three.

3

Boy: Is that your dad?

Girl: Yes, he's fifty-one.

4

Girl: Is that your grandmother?

Boy: Yes, she's sixty-eight.

5

Boy: Who's that?

Girl: It's my grandmother. She's seventy-seven.

6

Girl: Look! That's my grandfather. He's eighty-five.

KEY: 2 ✓, 3 ✓, 4 x, 5 x, 6 ✓

#### 2 Listen and tick (✓) what the children are good at.

Students listen and tick the correct picture.

#### TAPESCRIPT

1

Boy: Is Frank good at playing football?

Girl: He watches football but he's good at playing basketball.

2

Boy: Does Pam like doing puzzles?

Girl: Yes, and she's good at them.

3

Boy: Daisy, I'm good at climbing trees in the park.

Girl: And I'm good at flying kites!

4

Boy: Are you good at playing the guitar, Kate?

Girl: No. But I'm good at singing.

5

Boy: Oliver is good at riding bikes.

Girl: I know but he's not good at riding horses.

6

Boy: Is Sam good at snorkelling or bad at snorkelling?

Girl: He's good at swimming but he's bad at snorkelling.

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

## Meet the Explorers

### Progress test 2: Reading and writing

#### 1 Write the words for the missing numbers.

Students write the missing numbers in words.

KEY: 2 thirty-four, 3 forty-seven, 4 fifty-six, 5 eighty-two, 6 ninety-nine

#### 2 Complete the sentences about the family tree.

Students look at the family tree, read the sentences and complete them using possessive 's.

KEY: 2 Jenny's, 3 Nick's, 4 Dan's, 5 Walter's, 6 Walter and Margaret's / Margaret and Walter's

## Unit 1 Progress test 1:

### Listening

#### 1 Listen and number the pictures.

Students listen and number the school subjects.

#### TAPESCRIPT

1

Boy: Hello, Maria. You've got a Science book. Do you like Science?

Girl: Yes, I do.

2

Girl: Is that an English book?

Boy: Yes, it is. I've got English now.

3

Girl: What do you really like doing?

Boy: I love drawing. My favourite subject is Art.

4

Boy: Do you like Geography?

Girl: Yes, I love learning about countries.

5

Girl: Is that a History book?

Boy: Yes, my History class starts at ten o'clock.

6

Boy: Where are you going with that ball?

Girl: I have P.E. now.

KEY: a2, b5, c4, d3, f6

#### 2 Listen and circle a face.

Students listen and circle the correct face (*likes, loves, doesn't like, really doesn't like*) for the child named in the picture.



## TAPESCRIPT

1

Girl: Does Bill like running?

Boy: Yes, he loves it.

2

Girl: Fred doesn't like football.

Boy: Really? It's my favourite sport.

3

Girl: What sport does Amanda like?

Boy: She likes tennis.

4

Girl: Do you like basketball, James?

Boy: No, I really don't like it. Do you?

Girl: Yes, I love it.

5

Girl: Sebastian, do you like swimming?






Boy: Yes, I do. I go swimming every day.

6

Boy: Hello, Sylvia. What's the matter?

Girl: I don't like badminton.

Boy: Clara and William love it.

KEY: 2 , 3 , 4 , 5 ,  
6 

## Unit 1 Progress test 2:

### Reading and writing

#### 1 Read, then write the words.

Students read the definitions and write the names of the school subjects.

KEY: 2 I.T., 3 Art, 4 Maths, 5 English, 6 Science

#### 2 Look, read and complete the sentences.

Students look at the pairs of pictures and complete the sentences with words from the word box.

KEY: 2 every day, 3 before you go to school, 4 before you eat, 5 at six o'clock, 6 before you go to bed

## Unit 2 Progress test 1:

### Listening

#### 1 Listen and write the food and drink.

Students listen and write the name of the food or drink they hear.

#### TAPESCRIPT AND KEY

1 lemonade	4 rolls
2 water	5 salad
3 soup	6 apple (juice)

#### 2 Is it in the lunch box? Listen and tick (✓) or cross (x).

Students listen to the conversation and put a tick if the food is in the lunch box and a cross if it isn't.

## TAPESCRIPT

1

Boy: Julie. Guess what's in my lunch box.

Girl: Are there any oranges?

Boy: Oranges? Er ... no but there are some bananas.

2

Girl: Is there any cheese in your lunch box?

Boy: Yes, there is some cheese. Would you like some for your roll?

Girl: Yes, please.

3

Boy: Look, there are some tomatoes.

Girl: Tomatoes? I like tomatoes.

4

Girl: Is there any chicken?

Boy: No, I don't like chicken.

5

Girl: Are there any rolls in your lunch box?

Boy: Yes, two. One with salad and one with cheese.

6

Girl: Is there any lemonade?

Boy: No, today, there's some water.

KEY: 2 ✓, 3 ✓, 4 x, 5 ✓, 6 x

## Unit 2 Progress test 2:

### Reading and writing

#### 1 Read and circle the correct word.

Students read and circle the correct word.

KEY: 2 some, 3 some, 4 any, 5 any, 6 any

#### 2 Read, match and write the letter.

Students match the statements and suggestions and write the correct letter next to the statement.

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

## Unit 3 Progress test 1:

### Listening

#### 1 Listen and number.

Students listen and number the pictures.

#### TAPESCRIPT

1

Man: Are you tidying up, Ann?

Girl: Yes, I am.

2

Woman: Can you do the shopping, Henry?

Boy: No, I'm drying the dishes.

3

Man: What are you cooking, Sally?

Girl: Vegetables.

4

Woman: What are you doing, Ben?

Boy: I'm sweeping the floor.

5

**Woman:** Are you washing up, Tom?

**Boy:** Yes, I am.

6

**Man:** What are you doing, Jane?

**Girl:** I'm feeding the dog.

**KEY:** a4, c3, d6, e2, f5

**2 Listen and tick (✓) the time.** 

Students listen and tick (✓) the time they hear.

**TAPESCRIPT**

1 Ann has lunch at quarter to two.

2 Oliver does his homework at quarter to six.

3 Andrew brushes his teeth at half past one.

4 Christine goes to bed at quarter past nine.

5 Paul gets up at half past eight.

6 Margaret drinks orange juice at eleven o'clock.

**KEY:** 2b, 3a, 4b, 5a, 6a

## Unit 3 Progress test 2:

### Reading and writing

**1 Look at the pictures, then write the words.**

Students look at the pictures and write the daily tasks.

**KEY:** 2 sweep the floor, 3 wash up, 4 dry the dishes, 5 do the shopping, 6 feed the dog

**2 Read, then complete the sentences with *never*, *usually*, *sometimes* or *always*.**

Students complete the sentences with *always*, *usually*, *sometimes* or *never*, according to the text.

**KEY:** 2 sometimes, 3 never, 4 usually, 5 always, 6 sometimes

## Unit 4 Progress test 1:

### Listening

**1 Listen and draw lines.** 

Students listen and draw lines from the animals to the circles in the picture.

**TAPESCRIPT**

1

**Man:** Where's the dog?

**Woman:** It's near the bus station.

2

**Man:** Do you know where the lizard is?

**Woman:** Yes, it's opposite the sports centre.

3

**Man:** Can you see the rabbit?

**Woman:** Yes, it's in the market square.

4

**Man:** Do you know where the butterfly is?

**Woman:** Yes, it's above the tower.

5

**Man:** Is that the fox?

**Woman:** Yes, it's between the library and the bank.

6

**Man:** Where's the cat?

**Woman:** It's there, below the map.

**KEY:** 2 lizard opposite sports centre, 3 rabbit in market square, 4 butterfly above tower, 5 fox between library and bank, 6 cat below town map

**2 Listen and draw lines from the names to the children.** 

Students listen and draw lines from the names round the picture to the children's name badges.

**TAPESCRIPT**

1

**Man:** Look at the children. What's the name of that dog opposite Charlie?

**Woman:** Oh. Its name's Bill. It's Charlie's dog.

2

**Man:** And who's that boy between Charlie and Danny?

**Woman:** His name's Ed. He's Danny's brother.

3

**Man:** Look. There's Clara. Who's that girl below her?

**Woman:** Below Clara? Oh, that's Sam. She's Clara's friend.

4

**Man:** And who's the boy near Clara. Is it Joe?

**Woman:** Yes, that's right. Joe's near Clara.

5

**Man:** Michael's here, too.

**Woman:** Yes. He's opposite Danny. Michael likes watching the big children.

6

**Man:** And is that Liz? She's above Danny.

**Woman:** Yes, that's Liz above Danny. She's very clever!

**KEY:** Ed – boy between Charlie and Danny, Sam – girl below Clara, Joe – boy near Clara, Michael – boy opposite Danny, Liz – girl above Danny

## Unit 4 Progress test 2:

### Reading and writing

**1 Write the questions and answers.**

Students put the words in order to form questions and answers and make conversations.

**KEY:** 1b It's in the market square. 2a Can you tell me where the bank is? 2b Yes, it's opposite the library. 3a I'm looking for the town map. 3b It's below the tower.


**2 Match, then complete the sentences.**

Students complete the sentences with the correct phrase from the box, adding *to* for purpose.

**KEY:** 2 to watch a film, 3 to play football, 4 to get a book, 5 to fly my kite, 6 to buy some oranges

## Unit 5 Progress test 1:

### Listening

- 1 Listen and draw the correct number of sea creatures. 

Students listen and draw the correct number of sea creatures in the appropriate tanks at the zoo. Tell them to draw outlines only.

#### TAPESCRIPT

1

Girl: Hello, Ben. I saw some sea creatures at the zoo this morning.

Boy: Really? Was it good there?

Girl: Yes. There were fish and reptiles.

Boy: Reptiles? So were there some turtles?

Girl: Yes, there were three in Tank 1.

2

Boy: Were there any mammals?

Girl: Yes, there were. In Tank 2, there were two dolphins. They were lovely.

Boy: Oh, I love dolphins.

3

Boy: I love seals, too. Were there any seals at the zoo?

Girl: Yes, there was one in Tank 3.

4

Boy: Were there any shells?

Girl: No, there weren't. But there was an anchor in Tank 4.

Boy: An anchor? Wow!

5

Boy: What was in Tank 5? An octopus?

Girl: Yes, there was. It was really big!

6

Boy: Were there any small sea creatures?

Girl: Yes, there were three starfish in Tank 6.

Boy: That's great.

KEY: 2 two dolphins, 3 one seal, 4 one anchor, 5 one octopus, 6 three starfish

- 2 Listen and write *was*, *wasn't*, *were* or *weren't*. 

Students listen and write *was*, *were*, *wasn't* or *weren't* to complete the sentences.

#### TAPESCRIPT

- A long time ago, there were a lot of ichthyosaurs in the ocean between England and Canada.
- The ichthyosaur was a reptile. It wasn't a dinosaur.
- It lived in the sea and it was very good at swimming.
- Its food was in the sea and it ate fish and octopus.
- The ichthyosaur had babies. It was a reptile but its babies were not in eggs.
- Ichthyosaurs' eyes and ear bones were big.

KEY: 2 wasn't, 3 was, 4 wasn't, 5 weren't, 6 were

## Unit 5 Progress test 2:

### Reading and writing

- 1 Look at the picture, then write the words.

Students look at the picture, solve the anagrams and write the words.

KEY: 2 seahorse, 3 octopus, 4 shell, 5 dolphin, 6 turtle

- 2 Read, then complete the questions.

Students read the questions and answers and fill in the gaps.

KEY: 2 Was / there, 3 Was, 4 Were / there, 5 Was / there, 6 Were

## Unit 6 Progress test 1:

### Listening

- 1 Listen and number. 

Students listen and number the gadgets.

#### TAPESCRIPT AND KEY

- |                |                       |
|----------------|-----------------------|
| 1 mp3 player   | 4 games console       |
| 2 torch        | 5 electric toothbrush |
| 3 electric fan | 6 mobile phone        |

- 2 Listen and tick (✓) the correct picture. 

Students listen to the conversations and tick the correct picture to answer the questions.

#### TAPESCRIPT

1

Girl: Look at these shells and the starfish.

Boy: What's more beautiful?

Girl: Oh, the shells.

2

Man: Shall we buy Robert a bike for his birthday?

Woman: But a guitar's cheaper than a bike.

Man: A guitar. OK. Good idea.

3

Boy: Shall we go to the swimming pool in the park or the sports centre?

Girl: The swimming pool in the park. I really like it. It's newer than the sports centre.

Boy: OK.

4

Man: Shall we take the laptop on holiday or the games console?

Woman: Er ... well, the laptop's lighter.

Man: Yes. But the games console's more fun!

5

Girl: I'm hungry. Shall we buy a sandwich?

Boy: Get a roll. A sandwich is more expensive than a roll.

Girl: OK. Good idea.

6

Boy: Look at that seal and that dolphin.

**Girl:** The seal's bigger than the dolphin.

**Boy:** Yes. The dolphin's a baby.

**KEY:** 2a, 3a, 4b, 5b, 6a

## Unit 6 Progress test 2:

### Reading and writing

1 Look at the pictures, then write the words.

Students read the definitions and write the words.

**KEY:** 2 lift, 3 electric toothbrush, 4 (electric) fan, 5 torch, 6 laptop

2 Look at the pictures, then complete the sentences.

Students complete the sentences using the appropriate superlative form of the adjectives in the word box.

**KEY:** 2 the most beautiful, 3 the happiest, 4 most expensive, 5 cheapest, 6 fastest

## Unit 7 Progress test 1:

### Listening

1 Listen and tick (✓) the correct picture. 

Students listen and tick the correct picture.

#### TAPESCRIPT

1 There's the doctor. 4 I've got a headache.

2 I've got toothache. 5 I've got a cough.

3 I've got stomach-ache. 6 I've got earache.

**KEY:** 2b, 3a, 4b, 5b, 6a

2 Listen and draw lines. 

Students listen and draw a line from the day to the correct picture.

#### TAPESCRIPT

1

**Boy:** On Monday, I watched a film.

**Girl:** Was it a good film?

**Boy:** Yes, I liked it.

2

**Boy:** On Tuesday, I played football in the park with my friends.

**Girl:** Do you like football?

**Boy:** Yes, I do.

3

**Boy:** I phoned Tom on Wednesday.

**Girl:** Is he OK?

**Boy:** Yes, he is.

4

**Boy:** Tom and I played basketball.

**Girl:** Basketball on Friday?

**Boy:** No, on Thursday.

5

**Girl:** I listened to my mp3 player on Friday.

**Boy:** Me, too. I love listening to music on my mp3 player.

6

**Girl:** What did you do on Saturday?

**Boy:** I visited my grandparents. They were really happy to see me!

**KEY:** Tuesday a, Wednesday d, Thursday f, Friday c, Saturday e

## Unit 7 Progress test 2:

### Reading and writing

1 Complete the words.

Students fill in the gaps and complete the health words.

**KEY:** 2 stomach-ache, 3 earache, 4 toothache, 5 headache, 6 cold

2 Read, choose and write the correct words.

Students read the text. They then choose and write the correct words from the list.

**KEY:** 2 said, 3 gave, 4 went, 5 were, 6 had

## Unit 8 Progress test 1:

### Listening

1 Listen and write the countries the women went to. 

Students listen and write the country each woman went to.

#### TAPESCRIPT

1

**Man:** Hello, Victoria. I didn't see you on the beach this summer.

**Woman:** No, I went to Turkey with my family.

2

**Man:** Hello, Mary. Did you go to India this year?

**Woman:** No, I went to Spain.

3

**Man:** Hello, Sam. Where did you go on holiday?

**Woman:** I went to China.

**Man:** Did you say Chile?

**Woman:** No, China.

4

**Man:** I like your hat.

**Woman:** Thank you. I got it in Australia.

5

**Man:** My cousin went to Brazil this summer, Linda.

**Woman:** Oh, I went to Argentina.

6

**Man:** Hello, Maria. I saw the pyramids in Egypt.

**Woman:** Really? I went to Mexico and I saw some pyramids there.

**KEY:** 2 Spain, 3 China, 4 Australia, 5 Argentina, 6 Mexico

**2 Listen and write True or Not true.** CD  
19

Students listen, compare the picture with what they hear and write *True* or *Not true*.

**TAPESCRIPT**

- 1 We went to the beach but we didn't swim in the sea.
- 2 We went to the zoo and we saw the tigers.
- 3 We had some chocolate and we had some ice cream.
- 4 We went to England and it didn't rain!
- 5 We saw a film but we didn't like it.
- 6 We played tennis in the park.

**KEY:** 2 True, 3 Not true, 4 Not true, 5 True, 6 True

## Unit 8 Progress test 2: Reading and writing

**1 Write the countries.**

Students look at the outlines and symbols of the countries and write the names.

**KEY:** 2 India, 3 China, 4 Spain, 5 Brazil, 6 Australia

**2 Write questions about Clara's holiday.**

Students order the words to make questions that fit the answers given.

**KEY:** 2 Who did you go with? 3 How long did you stay there? 4 Where did you stay? 5 When did you get home? 6 Did you have a nice time?

## Unit 9 Progress test 1: Listening

**1 Listen and draw lines.** CD  
20

Students listen and draw lines from the days to the correct picture.

**TAPESCRIPT**

- 1  
**Girl:** Did you have a nice holiday at the beach?  
**Boy:** Yes, but on Monday I was scared. There was a thunderstorm.
- 2  
**Girl:** Was the weather OK on Tuesday?  
**Boy:** Well, it was cloudy but it didn't rain.
- 3  
**Girl:** Did it rain on Wednesday?  
**Boy:** Yes, it rained all day.
- 4  
**Girl:** Did you visit the tower?  
**Boy:** Yes, on Thursday, but it was very foggy so we didn't see the mountains from there.
- 5  
**Girl:** Did you fly your kite?  
**Boy:** Yes. On Friday, it was very windy. It was great for flying my kite!

6

**Girl:** Did you have really good weather any day?  
**Boy:** Yes, on Saturday it didn't rain and it wasn't cloudy. It was sunny and I was in the sea all day!

**KEY:** Tuesday a, Wednesday e, Thursday f, Friday c, Saturday b

**2 Listen and tick (✓) the correct picture.** CD  
21

Students listen and tick the correct picture and word.

**TAPESCRIPT**

- 1  
**Boy:** Today I'm going to play tennis with Paul but I'm not going to play football.
  - 2  
**Boy:** Tomorrow it's going to be windy. We can fly our kites.  
**Girl:** Sorry, tomorrow I'm going to play tennis on the beach.
  - 3  
**Boy:** It's going to be sunny tomorrow. I'm not going to play with my friend. I'm going to help my grandmother in the garden.  
**Woman:** That's nice.
  - 4  
**Boy:** I'm going to go on holiday tomorrow. I'm not going to phone my friends but I'm going to write to them.  
**Man:** Good idea!
  - 5  
**Girl:** I'm going to buy an mp3 player. How about you?  
**Boy:** I want a CD player but I'm not going to buy one. I'm going to buy an mp3 player, too.
  - 6  
**Woman:** I'm going to go on holiday tomorrow.  
**Man:** Are you going to go to Egypt?  
**Woman:** This year I'm going to go to Turkey.
- KEY:** 2b, 3a, 4a, 5b, 6b

## Unit 9 Progress test 2: Reading and writing

**1 Read and look, then write the weather words.**

Students look at the map and write what the weather is going to be like in the cities.

**KEY:** 2 foggy, 3 thunderstorm, 4 rainy, 5 windy, 6 cloudy

**2 Look at the pictures and answer the questions.**

Students look at the pictures of Tony and Tina and answer the questions with *Yes, I am* or *No, I'm not*.

**KEY:** 2 Yes, I am. 3 Yes, I am. 4 Yes, I am. 5 No, I'm not. 6 No, I'm not.



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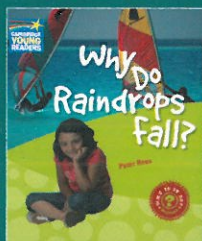
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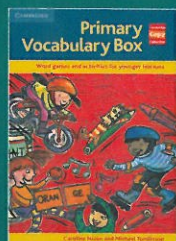
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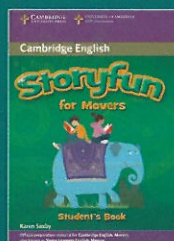
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