

Meet The Explorers

Worksheet 1: Museum treasures

Using the worksheet

- This worksheet practices numbers between 21 and 100, helping students connect their numerical and written forms, and reviews objects. It also helps 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 favorite exhibits and locate them in the museum.
- Students then write the number of the exhibit next to each picture on the list.
- Finally, they draw their five favorite exhibits and write the names and numbers next to them. They then walk around the class, saying their favorite things, e.g., *My favorite doll is number fifty-five*, and write the name of another student whose favorite 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 practices *good at + ing*, *really good at + ing*, and *not good at + ing* and the activities: *climbing trees*, *doing puzzles*, *flying a kite*, *riding bikes*, *snorkeling*, *playing the guitar*.
- Students work individually. They complete the words under the pictures, then use the color code to color 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 snorkeling, 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 colors 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 practices 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 picture and choose the best answer to complete the sentences.
- Then students match the suitcases to the people and complete the sentences.

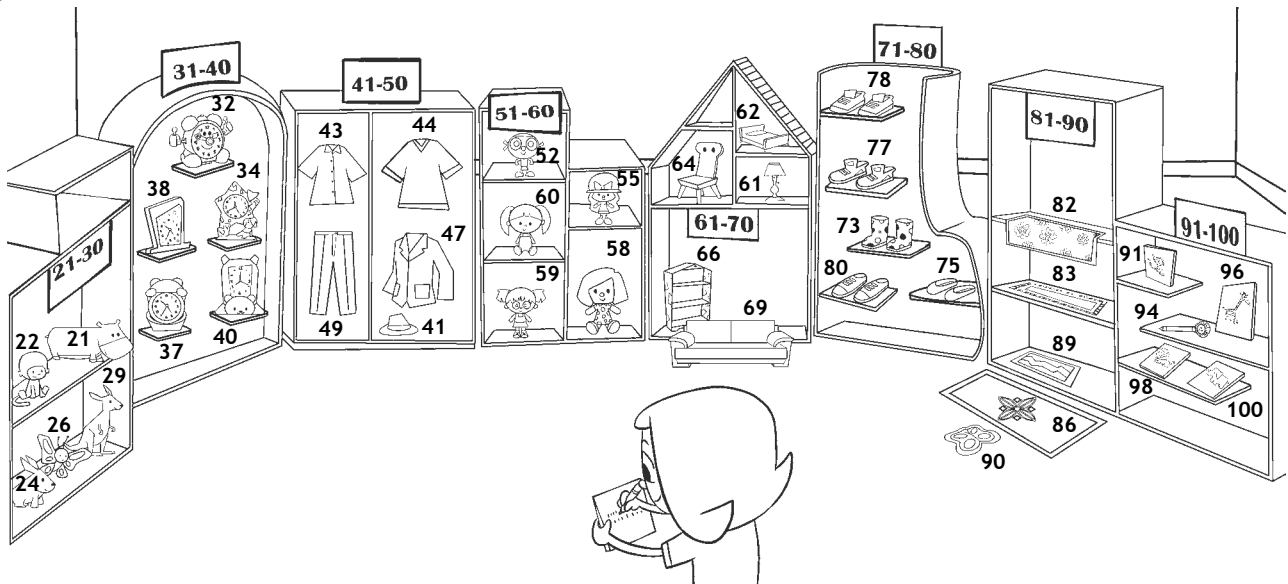
KEY: Activity 1: 2 grandson, 3 cousin, 4 brother, 5 daughter, 6 aunt; Activity 2: 2 Ann's, 3 John's, 4 Daisy's, 5 Mike's, 6 Richard and Sophia's / Sophia and Richard's

Optional follow-up activity: Students draw a 20 x 15 centimeter 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 soccer ball. Display the suitcases so that the objects are visible. Ask a volunteer to say what they are good at, and the rest have to 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 favorite things in the museum.



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

Lucy's favorite things

- 1 _____ twenty-six _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

My favorite things

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

Vocabulary: Review of numbers



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

1 Look at the pictures and write the words.

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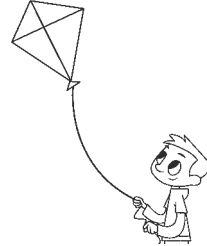
cl_i_m_b_i_n_g t_r_e_e_s

2



d__n_g p__z_z_l__s

3



fl__n_g _k__t__

4



r__d__n_g b__k__s

5



sn__r_k__l__n_g

6



pl__n_g th__g__t__r

2 Think and color in the chart for you.

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

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

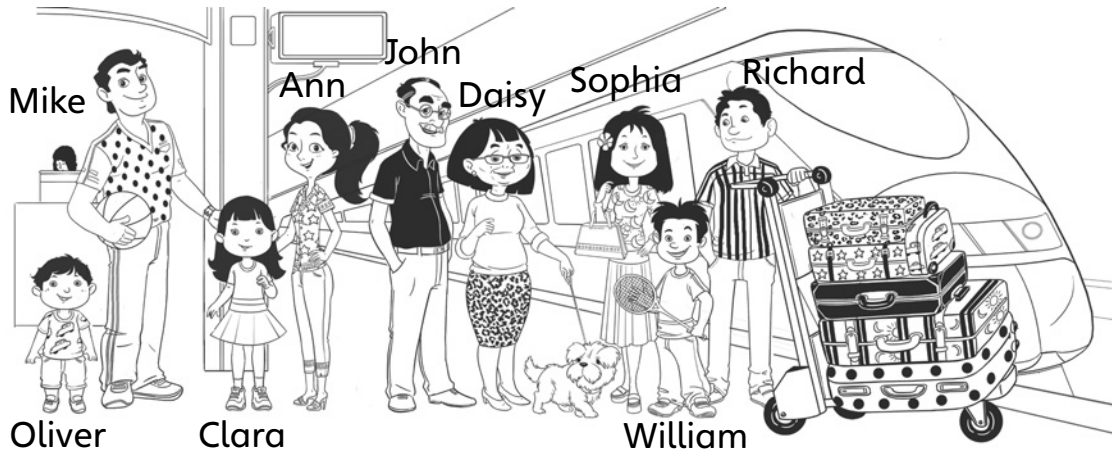
- I'm really good at _____ .
- _____ .
- _____ .
- _____ .
- _____ .
- _____ .

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 <u>Oliver's</u> case. | 4  is _____ case. |
| 2  is _____ case. | 5  is _____ case. |
| 3  is _____ case. | 6  is _____ and _____ case. |

Grammar 2: Possessive apostrophe

1

Our school

Worksheet 1: My school week**Using the worksheet**

- This worksheet reviews school subjects: *English, geography, music, I.T., history, math, science, art, and P.E.* and the word *lunch*. It also practices the use of *before* and *after*.
- Students work individually or in pairs. Using the code in the chart, 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 just wrote, in the same order.
- Students use the words in Activity 1 and the information in the school schedule 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 MATH, 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 write their own school schedule in English, then write an email to a friend about it.

Worksheet 2: I love watching movies.**Using the worksheet**

- This worksheet practices *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 movie posters. They decide which is the best movie 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 movie 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 movie for William. He likes playing basketball, soccer, and tennis, and he loves swimming. 3 *Star School* is the movie for Clara. She likes listening to music, and she loves dancing. 4 *Polar Regions* is the movie for Daisy. She likes learning about animals, but she really doesn't like snakes. 5 *Bounce the Ball* is the movie for Mike. He loves playing basketball, but he really doesn't like watching soccer. 6 *Beautiful Ballet* is the movie 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 coming and turning 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 has to 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 practices *have to + infinitive*.
- Students work individually or in pairs. They match the phrases to the pictures to correct the situation. 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 are correct. They can then reorganize the group to play again.

Worksheet 4: Xylophone**Using the worksheet**

- This worksheet reviews what students have learned 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 color the picture of the xylophone according to the color 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 | 6 | 23-36-37-38 | _____ |
| 2 | 18-17-30-31-32-19-6-7-8 | _____ | 7 | 52-51-50-49-48-47-46 | _____ |
| 3 | 21-20-33-34-35 | _____ | 8 | 45-44-43 | _____ |
| 4 | 22-9 | _____ | 9 | 42-29 | _____ |
| 5 | 10-11-12-13-26-25-24 | _____ | 10 | 28-41-40-27-14 | _____ |

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

Monday	Tuesday	Wednesday	Thursday	Friday
ABC	ABC	+ - × ÷		+ - × ÷
	+ - × ÷	ABC		ABC
+ - × ÷				
LUNCH				

Hi Sam,

On Monday and Tuesday I have science. On Monday it's ¹ after music, and on Tuesday it's ² before lunch. I have P.E. on Wednesday. It's ³ _____ English, and on Friday it's after history and ⁴ _____ we go home! I have I.T. on Thursday. It's ⁵ _____ geography, and on Wednesday it's ⁶ _____ lunch. We have art on Thursday afternoon. Write and tell me about your school week.

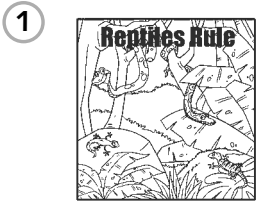
Love, Pat

Vocabulary: School subjects; before/after

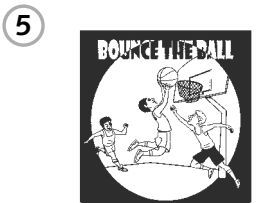
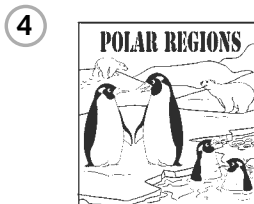
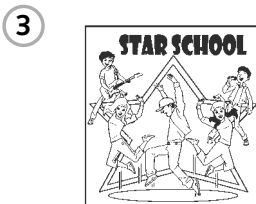
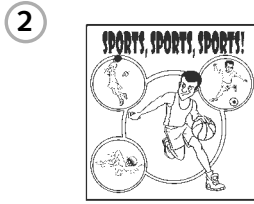
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Worksheet 2: I love watching movies.

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



John



Hello, my name's John. I love looking at plants and animals.
 I'm Ann. I love dancing, but I don't like singing.
 My name's Mike. I love playing basketball, but I really don't like watching soccer.
 Hello, I'm William. I like playing basketball, soccer, and tennis, and I love swimming.
 Hi, I'm Daisy. I like learning about animals, but I really don't like snakes.
 Hi, I'm Clara. I like listening to music, and I love dancing.

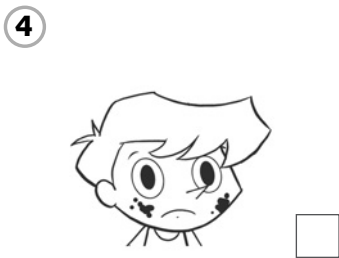
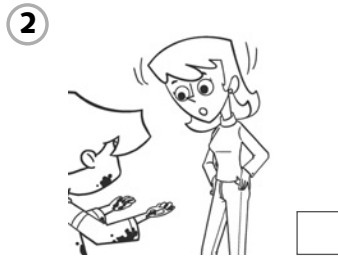
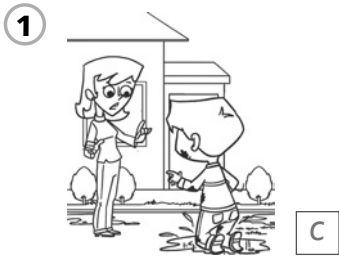
2 Write about the family.

- 1 *Reptiles Rule* is the movie for John. He loves looking at plants and animals .
- 2 *Sports, Sports, Sports!* is the movie for _____ .
- 3 *Star School* is the movie for _____ .
- 4 *Polar Regions* is the movie for _____ .
- 5 *Bounce the Ball* is the movie for _____ .
- 6 *Beautiful Ballet* is the movie for _____ .

Grammar 1: like / don't like + ing

1 Worksheet 3: Start again!

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



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 yard.

His mom says, "Come in, Tom. 1 You have to go to school ."

She sees his hands. She says, "You have to wash 2 _____ ."

She sees his clothes. She says, "You have to 3 _____ ."

She sees his face. She says, "You have 4 _____ ."

Look at Tom's bike! His mom says, "You 5 _____
 _____ ."

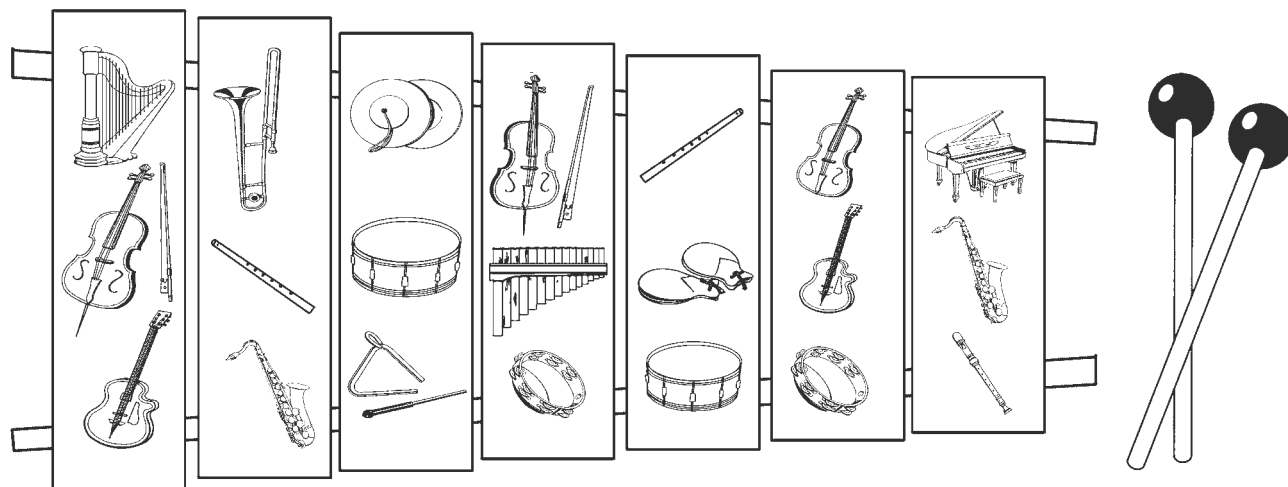
The bus comes. Oh, dear! Tom's mom says, "Oh, no!" 6 _____
 _____ !"

Grammar 2: have to + infinitive

1

Worksheet 4: Xylophone

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



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

Instruments	Color
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

2

The picnic

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

- This worksheet practices 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 practices asking and answering questions using *some* and *any*.
- Students look at the picnic baskets, then read the texts to figure out who is speaking.
- Students then fill in the blanks in the dialogs 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: Should we ... ?**Using the worksheet**

- This worksheet practices making and responding to suggestions: *Should we ... ?* and *How about ... ?*
- Students match the pictures on spinner A to the sentences. They complete the questions on spinner B.
- Students glue the spinners onto thin cardboard, cut them out, and push a pencil through the center 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 dialog. 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 Should 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 reviews 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 one that doesn't belong and a reason. In groups, they then take turns naming the ones that don't belong and saying why.

KEY: Activity 1: 2 oceans, 3 rain forests, 4 polar regions; Activity 2: 1 c monkey, d tiger; 2 a camel, b parrot, c lizard, d spider (one that doesn't belong = b, parrots live in rain forests, the other animals live in deserts); 3 a owl, b rabbit, c penguin, d shark (one that doesn't belong = 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 have to 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*.