

# 9 Holiday plans

## Worksheet 1: Holiday activities

### Using the worksheet

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

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

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

## Worksheet 2: Can I ... ?

### Using the worksheet

- This game practises *can* for requests and revises vocabulary for holiday activities.
- Students work in pairs or small groups. Give each group a dice or spinner (see Introduction) and some counters. Students put the counters on *Start*. Students take turns to throw the dice or spin the spinner. The student with the highest score in each group starts. Students move the appropriate number of spaces. If they land on a picture with ? they ask a question using the picture, e.g. *Can I go hiking?* If they make a mistake they miss a turn. If they land on *Yes, you can!* / *No, you can't!* they move forward/back two spaces. Monitor and correct as necessary. The winner is the first student to reach *Finish*.

**KEY:** 1 Can I go hiking? 3 Can I play computer games? 4 Can I watch TV? 6 Can I go camping? 7 Can I play football? 9 Can I play tennis? 10 Can I listen to music? 11 Can I fly a kite? 12 Can I eat (an) ice cream? 14 Can I help in the garden? 15 Can I play baseball? 16 Can I keep a scrapbook? 17 Can I paint a picture? 18 Can I build a tree house? 20 Can I learn to swim? 21 Can I visit my cousins?

**Optional follow-up activity:** Ask students about the board games they play at home. Then ask them to work in groups and make their own board game to revise a unit from *Super Minds 2*.

## Worksheet 3: Asking questions

### Using the worksheet

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

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

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

## Worksheet 4: Am I a good environmentalist?

### Using the worksheet

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

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

### Are we good environmentalists?

yes 😊	sometimes 😐	no 😞

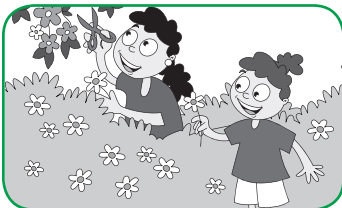
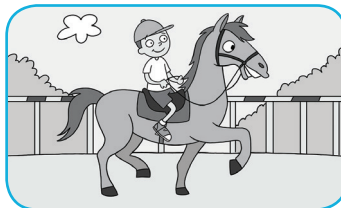
Name: .....

Class: .....

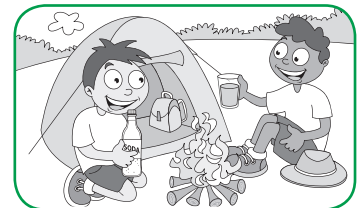
### 1 Match the words.

- |         |                  |
|---------|------------------|
| 1 help  | a hiking         |
| 2 go    | b to swim        |
| 3 keep  | c a comic        |
| 4 build | d cousins        |
| 5 visit | e riding lessons |
| 6 learn | f a scrapbook    |
| 7 take  | g a tree house   |
| 8 go    | h camping        |
| 9 read  | i in the garden  |

### 2 Look and write the words from Activity 1.

1 help in the garden

4 \_\_\_\_\_



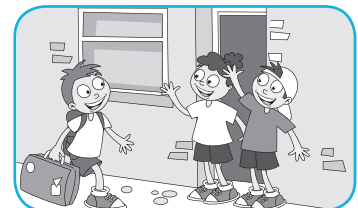
7 \_\_\_\_\_



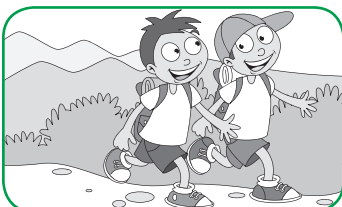
2 \_\_\_\_\_



5 \_\_\_\_\_



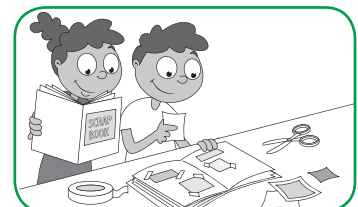
8 \_\_\_\_\_



3 \_\_\_\_\_



6 \_\_\_\_\_



9 \_\_\_\_\_

**Vocabulary: Holiday**

Name: .....

Class: .....

## 1 Play the game.













Language focus 1: Can for requests











Name: .....

Class: .....

### 1 Write questions about the holiday activities.

	1 Do / like / read <u>Do you like reading on holiday</u> ?	
	2 What / eat _____ ?	
	3 Would / like / go / camp _____ ?	
	4 When / get / up _____ ?	
	5 Can / make / sandcastles _____ ?	
	6 Have / got / bike _____ ?	

### 2 Interview your partner and write their answers.

	1 <u>Yes, I do.</u>	
	2 _____	
	3 _____	
	4 _____	
	5 _____	
	6 _____	

Language focus 2: Revision

Name: .....

Class: .....

**1** Read and circle your answers. What is your score?

### Are you a good environmentalist?

Do you help animals and their habitats? Do the quiz to find out!



- 1 Do you recycle paper, plastic and glass?  
**yes**   **sometimes**   **no**
- 2 Do you walk on the path in the forest?  
**yes**   **sometimes**   **no**
- 3 Do you put your rubbish in the bin in the park?  
**yes**   **sometimes**   **no**
- 4 Do you stop your dog running after animals and birds?  
**yes**   **sometimes**   **no**
- 5 Do you like learning about the environment?  
**yes**   **sometimes**   **no**

**Now add up your answers:**

yes \_\_\_\_ sometimes \_\_\_\_ no \_\_\_\_

I got mostly: \_\_\_\_\_

**Mostly yes:** You are a great environmentalist! You love nature. Well done!

**Mostly sometimes:** You want to help the environment but it's difficult. Think about what you could do to be a better environmentalist.

**Mostly no:** Hmm ... You aren't helping the environment very much. Remember that a happy environment is good for us, too.

**2** Write two things you can do every day to help the environment.

1 \_\_\_\_\_

2 \_\_\_\_\_

**Environmental studies: Helping the environment**