

Worksheet 1: Animals

Using the worksheet

- This worksheet practises animals: *zebra, monkey, parrot, tiger, crocodile, bear* and revises other animals.
- Students work individually or in pairs. They read the quiz and write the animals.
- Ask students to write their own quiz on animals they know.
- Students work in pairs. Student A reads his/her descriptions to Student B. Student B names the animals. Students swap roles.

KEY: Activity 1: **2** monkey, **3** zebra, **4** parrot, **5** bear, **6** crocodile; Activity 2: Possible descriptions: **1** I'm grey. I've got two big ears and a big trunk. (elephant), **2** I've got four legs. I like milk. I don't like dogs. (cat)

Optional follow-up activity: Make some space. Demonstrate the game Sleeping animals. Students lie on the floor (or sit at their desks with their heads on folded arms). Ask students to choose an animal and dream about it while 'sleeping'. They try to stay still while you 'hunt' them by walking around, looking for movement. Students who move have to get up and describe the animal that they were dreaming of, e.g. *I'm black, white and orange.* (tiger) Then they help you to hunt. Tell them that they cannot touch the other students. The last sleeping animal is the winner.

Worksheet 2: likes / doesn't like

Using the worksheet

- This worksheet practises *likes / doesn't like* and revises *like / don't like*.
- Students work individually or in pairs. They match the pictures and sentences.
- Brainstorm family words. Then ask students to write sentences about themselves and their family using *like/likes* and *don't/doesn't like*, e.g. *I like cats. My brother likes football.* Help with new language. Early finishers can draw pictures on the back of the worksheet to go with the sentences.
- Students work in pairs. Student A reads all his/her sentences to Student B, e.g. *My sister doesn't like dogs.* Student B listens carefully. Then Student B tells Student A what he/she can remember, e.g. *Your sister doesn't like dogs.* Student A listens and gives a point for each correctly remembered sentence. Students swap roles.

KEY: Activity 1: **2** e, **3** f, **4** a, **5** c, **6** d; Activity 2: Possible answers: **1** I like bears. **2** My brother likes football. **3** My sister doesn't like dogs. **4** My dad doesn't like pizza.

Optional follow-up activity: Make some space. Demonstrate the game Chinese whispers (see Introduction). Students sit in a circle or stand in lines. Whisper a sentence with *like/likes* or *don't/doesn't like* to the nearest student. He/She listens and whispers

the same sentence to the next student. The game continues. The last student says the sentence aloud. See if it is the same sentence you said. Then students can play the game in smaller groups.

Worksheet 3: Does Joe like computers?

Using the worksheet

- This worksheet practises asking and answering questions with *does + verb*.
- Students work individually or in pairs. They read and answer the questions.
- Students write two more questions and answers about Joe.
- Ask students to work in pairs. Student A asks Student B his/her questions about Joe. Student B answers the questions without looking at the text. Students swap roles.

KEY: Activity 1: **2** Yes, he does. **3** No, he doesn't. **4** No, he doesn't. **5** Yes, he does. **6** No, he doesn't. Activity 2: Possible questions and answers: **1** Does Joe eat ice cream in the park? Yes, he does. **2** Does Joe go to bed at eight o'clock? No, he doesn't.

Optional follow-up activity: Ask students to read Joe's blog again and use it to help them write a text about their family, likes and routine. They can draw pictures or find photos. Display their work.

Worksheet 4: Where do I live?

Using the worksheet

- This worksheet practises talking about animal habitats, using key *Think and learn* vocabulary.
- Divide the board into four columns and write the headings: *polar habitat, grassland, rainforest, ocean*. Cut out a set of cards and stick the card for each habitat under each heading. Place the animal cards face down in a pile on the front desk.
- Divide students into two teams. Each team takes it in turns to pick a card and decide in which column to place it on the board. They can stick it on or they can place it on the floor under the correct column. As they do so, they say what the animal is and where it lives.
- Remind students that some animals can live in more than one habitat, so there may be more than one correct answer.
- Teams get a point for each correct answer. When all the cards have been used, add up the points to find out which team has won.
- Then students can cut out their own cards and play the game in smaller groups or pairs at their desks.

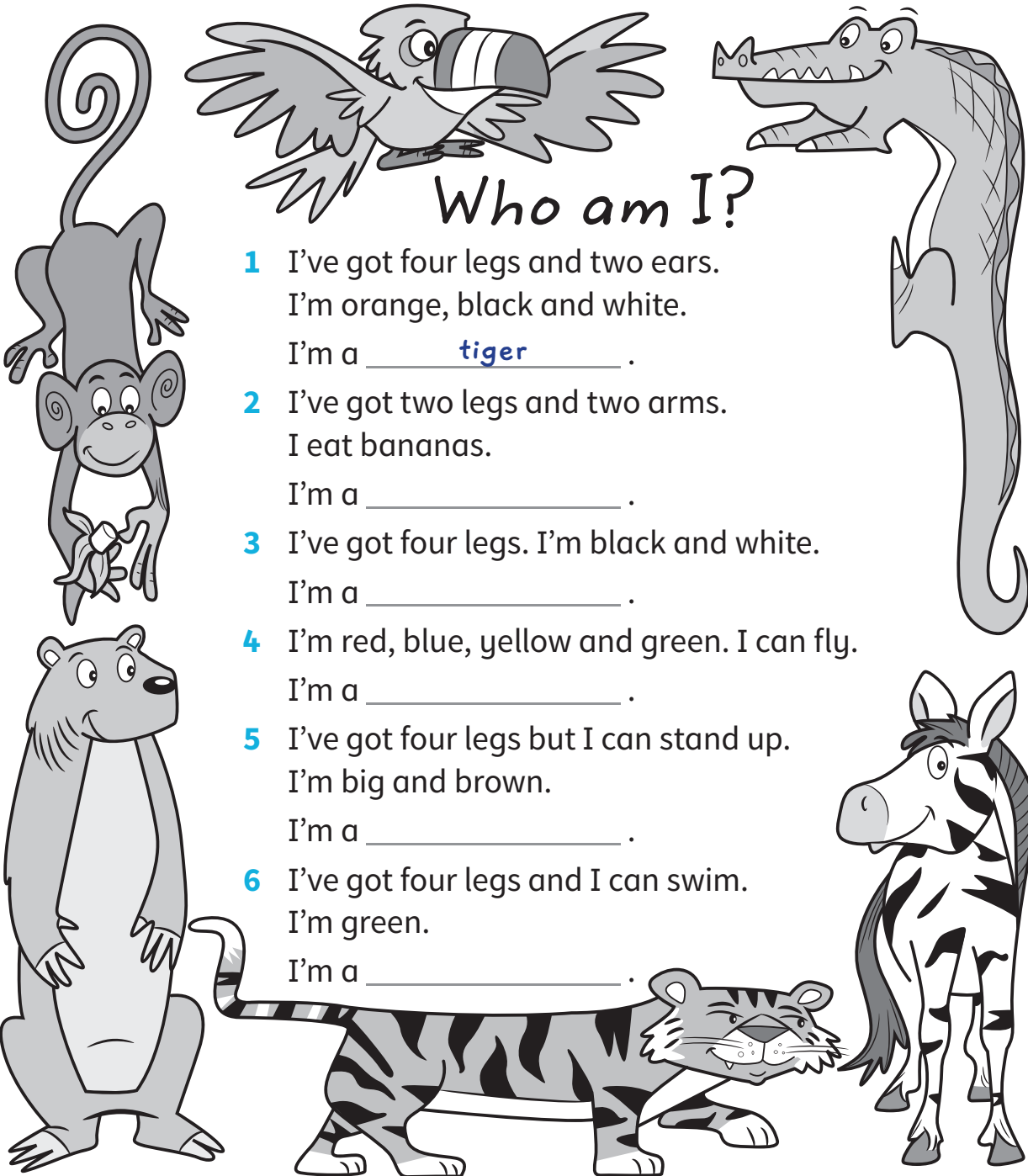
KEY: **polar habitat:** polar bear, penguin, shark; **grassland:** zebra, elephant, butterfly, frog, snake, monkey, tiger, parrot, crocodile; **rainforest:** crocodile, tiger, elephant, snake, frog, monkey, parrot, butterfly; **ocean:** shark, (salt water) crocodile, penguin, polar bear, (sea) snake

Optional follow-up activity: Students play ‘odd one out’ in pairs. One student places a habitat card on the desk and places three animal cards under it. One of the three animals they choose must not live in the habitat. Their partner has to say which animal does not live in the habitat. Students then swap roles.

Name:

Class:

1 Answer the zoo animals quiz.



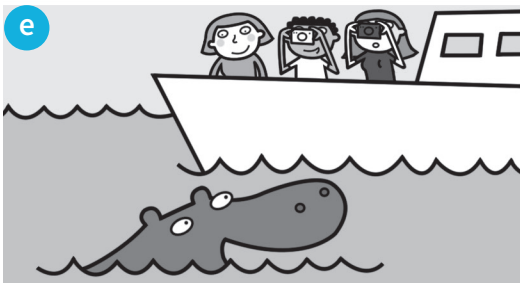
2 Make an animals quiz.

Vocabulary: Animals

Name:

Class:

1 Look, read and write the letters.



1 Bill likes monkeys.

☒

2 Anna likes hippos.

☐

3 Paul doesn't like dogs.

☐

4 Claire doesn't like spiders.

☐

5 Sue likes tigers.

☐

6 Tom doesn't like crocodiles.

☐

2 Write about you and your family.

1 I like

2 My likes

3

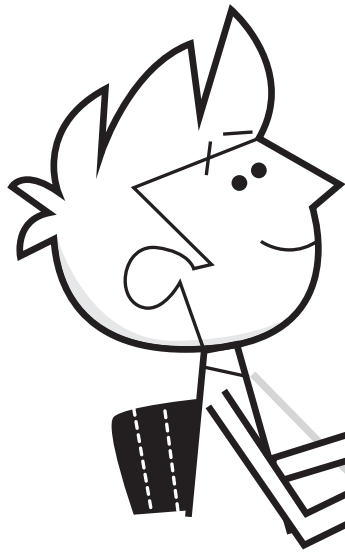
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Language focus 1: likes / doesn't like

Name:

Class:

1 Read and answer *Yes, he does* / *No, he doesn't*.



I'm Joe. I'm ten. I like computers. This is my blog.

I have a brother and a sister. I like school. I play football with my friends at lunchtime. I have dinner with my family. I like chicken and peas. I don't like steak and carrots.

I don't like Saturdays. I go swimming on Saturdays and I don't like swimming. I really like Sundays. I go to the park with my family on Sundays. We eat ice cream and fly a kite.

I go to bed at nine o'clock.

- 1 Does Joe like computers? Yes, he does.
- 2 Does Joe have a brother? _____
- 3 Does Joe play football with his dad at lunchtime? _____
- 4 Does Joe like steak? _____
- 5 Does Joe go swimming on Saturdays? _____
- 6 Does Joe go to the zoo on Sundays? _____

2 Write two more questions and answers about Joe.

- 1 _____ ?
_____ .
- 2 _____ ?
_____ .

Language focus 2: Questions and answers with *does*

Name:

Class:

1 Cut out the cards and play the game.

