

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 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 (see Introduction). Call out numbers between 21 and 60. 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 their numbers calls *Bingo!*

Worksheet 2: I’m really good at ...

Using the worksheet

- This worksheet practises *be good at + ing*, *be really good at + ing* and *be 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; Activities 2 and 3: Students’ own answers.

Optional follow-up activity: In groups, students compare their answers and make a new, larger chart like the one in 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 picture and choose the best answer to complete the sentences.
- Then students match the suitcases with the people and complete the sentences.

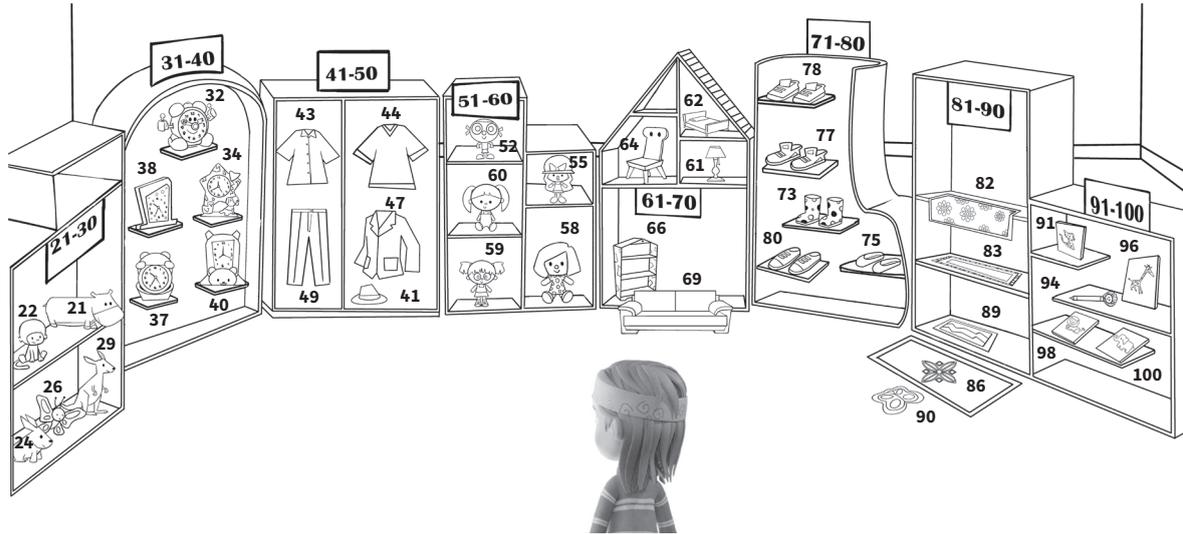
KEY: Activity 1: **2** grandson, **3** cousin, **4** brother, **5** daughter, **6** aunt; Activity 2: **2** Ann’s, **3** John’s, **4** Daisy’s, **5** Mike’s, **6** Richard and Sophia’s / Sophia and Richard’s

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.

Name:

Class:

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



Lucy's favourite things

1



twenty-six

2



3



4



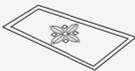
5



6



7



8



2

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

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 ...

Name:

Class:

1 Look and complete the words.

1



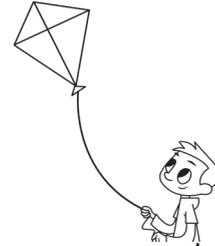
climbing trees

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.

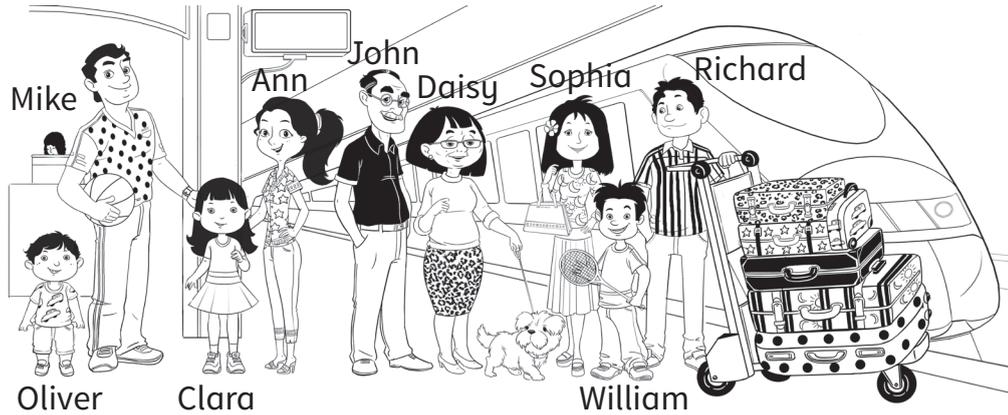
- 1 I'm really good at _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Language focus 1: Be good at + ing

Name:

Class:

1 Look and 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 and William is Sophia's son, 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 and William is Sophia's son, so Mike is William's uncle and Ann is William's _____.

2 Look at the family's clothes in Activity 1, then write the names.

- | | |
|---|--|
| <p>1  is <u>Oliver's</u> case.</p> <p>2  is _____ case.</p> <p>3  is _____ case.</p> | <p>4  is _____ case.</p> <p>5  is _____ case.</p> <p>6  is _____ and _____ case.</p> |
|---|--|

Language focus 2: Possessive apostrophe