

Worksheet 1: Eating out

Using the worksheet

- This worksheet revises restaurant vocabulary: *waiter, biscuits, salt, pepper, napkin, chopsticks, fork, spoon, knife, strawberries*.
- Students work individually or in pairs to solve the anagrams, then match the words with the pictures.
- Students then read and correct the sentences.

KEY: Activity 1: **2j** chopsticks, **3f** pepper, **4g** knife, **5b** napkin, **6i** fork, **7c** biscuits, **8h** spoon, **9a** salt, **10e** strawberries; Activity 2: **2** We use a spoon to eat soup. **3** We use a fork to pick up meat and vegetables. **4** We use a knife to cut our food. **5** We put salt and pepper on our food. **6** We eat strawberries cold.

Optional follow-up activity: Demonstrate how to play the Double drawing game (see Introduction). Put students into two teams. Draw a line down the middle of the board. Ask one student from each team to come to the front of the class. Show them one of the words from Student's Book page 46. Make sure the rest of the class do not see the word. The students at the board then draw the word for their team to guess. The first team to shout out the correct word wins a point. Continue in this way, with different students coming to the board in turn.

Worksheet 2: First, second or third?

Using the worksheet

- This worksheet practises ordinal numbers.
- Students work individually or in pairs to solve the puzzle. They read the clues and then decide where each of the runners in the race finished.
- Students then answer the questions about the dates on which there are special celebrations in the year.

KEY: Activity 1: **1** Tanya comes first in the race. **3** Holly comes third in the race. **4** Anna comes fourth in the race. **5** Sarah comes fifth in the race. **6** Claire comes last/sixth in the race.; Activity 2: **2** the 14th of February, **3** the 4th of July, **4** the 31st of October, **5** Students' own answers. **6** Students' own answers.

Optional follow-up activity: Students make their own puzzle using ordinal numbers, following Activity 1 as a model. Students can then swap puzzles with a partner.

Worksheet 3: If ...

Using the worksheet

- This worksheet practises the zero conditional.
- Students work alone to read the sentences and match each one with one of the three pictures by writing the letters *a, b* or *c* in the boxes.
- Students then work alone or in pairs to write sentences using the zero conditional, describing what happens if it's your birthday.

KEY: Activity 1: **2a, 3b, 4a, 5b, 6c**; Activity 2: Students' own answers.

Optional follow-up activity: Students work in pairs. They write the beginnings of zero conditional sentences. They then swap their sentences with a partner and complete them.

Worksheet 4: How is it made?

Using the worksheet

- This worksheet helps students reinforce and extend their knowledge of food-making processes, using key *Think and learn* vocabulary.
- Students look at the steps in the process to produce two foods, coffee and chewing gum. They read the two paragraphs and complete them with the correct passive form of the verbs under the pictures.
- They then cut out the 12 picture cards, sort them into two sets – coffee and gum – and shuffle them. In pairs, each student gets one set of cards (i.e. coffee or chewing gum). They have two minutes to put the process cards in the correct order. The winner is the student who finishes first with all their pictures in the correct order.

KEY: Coffee: **1** are picked, **2** are sorted, **3** are dried, **4** are sent, **5** are roasted, **6** are packed; **Chewing gum:** **7** is collected, **8** is boiled, **9** are added, **10** is kneaded, **11** is put, **12** is wrapped

Optional follow-up activity: Students play a mime game with the picture cards. They shuffle all the cards together and place them in a pack face down. They take turns to turn over a card, silently read the verb on it, and mime the action for their partner. Their partner has to guess the verb.

Name:

Class:

1 Look at the pictures and letters. Write the words.

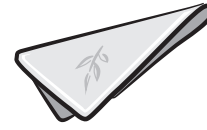
1 wraite

6 rofk

a



b



c



2 ssotpchick

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waiter

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i



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5 naknip

10 sratweriesbr

2 Correct the sentences.

1 We eat our food with one chopstick.

We eat our food with two chopsticks.

2 We use a napkin to eat soup.

3 We use a waiter to pick up meat and vegetables.

4 We use a fork to cut our food.

5 We put salt and pepper in our water.

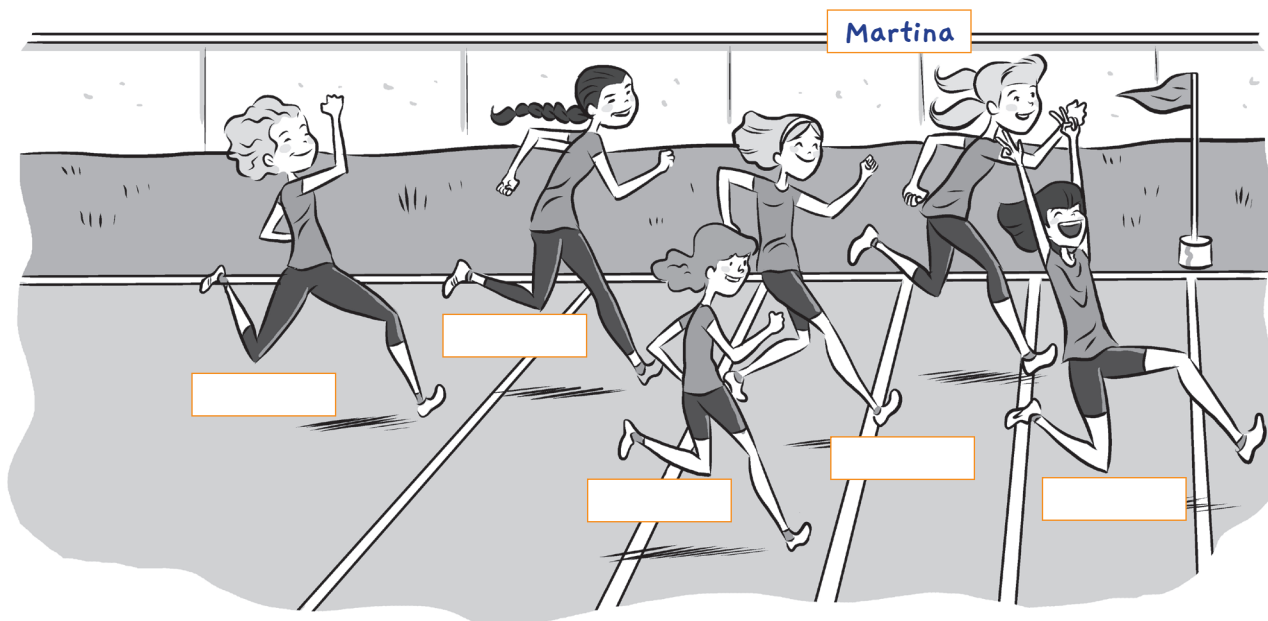
6 We eat strawberries hot.

Vocabulary: In a restaurant

Name:

Class:

1 Look, read and write the girls' names. Then write sentences.



Martina finishes second.

The girl running just behind Holly is called Anna.

Claire finishes behind Sarah.

Tanya finishes two places in front of Holly.

No-one finishes behind Claire.

Holly finishes two places in front of Sarah.

- 1 _____
 2 *Martina comes second in the race.*
 3 _____

- 4 _____
 5 _____
 6 _____

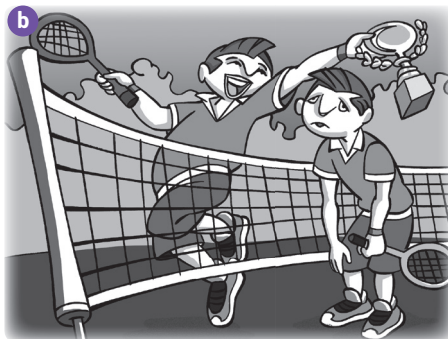
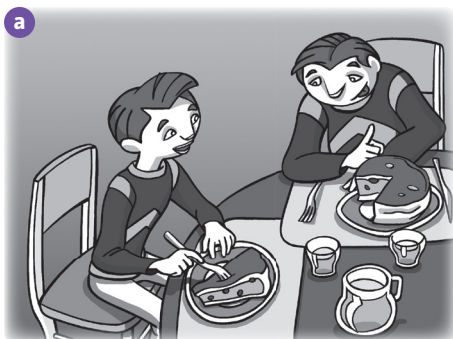
2 Answer the questions.

- 1 What date is Christmas Day?
 2 What date is Valentine's Day?
 3 What date is American Independence Day?
 4 What date is Halloween?
 5 What date is your birthday?
 6 What date is your best friend's birthday?

the 25th of December

Name:

Class:

1 Look, read and write *a*, *b* or *c*.

- 1 If it's your brother's birthday, you give him a present.
- 2 If you don't eat enough, you get hungry.
- 3 If you lose the game, you feel sad.
- 4 If you eat too much, you get sick.
- 5 If you win the game, you feel happy.
- 6 If it's your birthday, your brother gives you a present.

c

2 Write five sentences about what happens if it's your birthday.

If it's your birthday, you eat lots of cake.

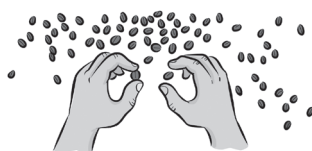
Name:

Class:

1 Look, read and write. Then cut out and play.



1 pick



2 sort



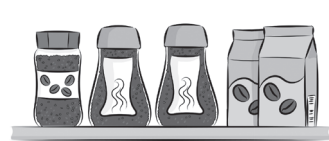
3 dry



4 send



5 roast



6 pack

COFFEE

The beans (1) _____ from the coffee trees when they are red. Then the beans (2) _____ by hand. The bad beans are thrown away and some of the good beans are planted again. The beans (3) _____ in the sun for a few days. After that they are put into bags and they (4) _____ to different countries around the world. When they arrive, the beans (5) _____ to give them more flavour. Then the coffee beans (6) _____ in jars or tins and sent to the shops.



7 collect



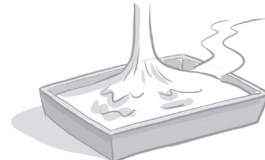
8 boil



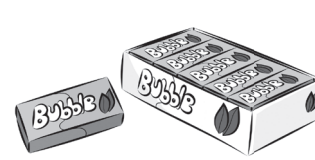
9 add



10 knead



11 put



12 wrap

CHEWING GUM

Chewing gum is made from chicle – a natural latex that comes from a type of tropical tree. The latex (7) _____ in a large bucket and then it (8) _____. The boiled latex goes into a big pot and other ingredients (9) _____ to give it more flavour. After that, the gum (10) _____ by hand, or by a machine. Then, it (11) _____ into a mould. Next it is cut into pieces and it (12) _____ in special paper and sent to the shops.

Science: Making chocolate