

Worksheet 1: A Jurassic garden

Using the worksheet

- This worksheet practises words for natural features: *sunrise, horizon, valley, pond, grassland, stream, bush, swamp, log*. It also gives students an opportunity to revise other vocabulary from the course.
- Students read the sentences and decide whether they are true or false.
- Students then work in pairs. Give each student in the pair a photocopy of the letter cards and ask them to colour all the letters in one colour so that they can be identified as theirs. Make sure that students use a different colour from their partner.
- Students cut out the cards. Explain that they're going to lay words down on the table so that they cross over each other and look like the words in a crossword. Students get three points for making a word from Unit 9, two points for making a word from any of the other units in the book, and one point for any other English word they know. They also get an additional point for each letter card they use to make the word.
- The first student chooses the letters to make a word and puts them down on the table. Students can use the four cards with question marks on as letters of their choice during the game. They get one, two or three points for the word itself and a point for each letter in the word.
- The next student chooses a word that has one letter in common with the first word and lays it at right angles to the first word. Play continues with students laying down words at right angles to each other and always crossing another word at one of the letters (just like a game of Scrabble®).
- The student who has the most points when as many of the letters as possible have been used, wins.

KEY: Activity 1: **2 t, 3 t, 4 f, 5 f, 6 t, 7 t, 8 f, 9 t;**

Activity 2: Students' own answers.

Optional follow-up activity: Demonstrate how to play Find new words (see Introduction). Write a long word or phrase, e.g. *Jurassic garden*, on the board. Ask students to work in pairs and use the letters to make new words, e.g. *rug, car, dig*. The pair of students who find the most new words wins. Ask them to choose another word or phrase from any unit in the book and write it on the board for the class to play again.

Worksheet 2: If things were different ...

Using the worksheet

- This worksheet practises the second conditional.
- Students read about Tony. They work individually or in pairs to write two or three more sentences for each prompt.
- Students work individually and complete the sentences with their own ideas.

KEY: Activities 1 and 2: Students' own answers.

Optional follow-up activity: Students work in pairs or small groups. They compare their sentences from Activity 2, explaining the reasons for their answers.

Worksheet 3: What would you do?

Using the worksheet

- This worksheet practises second conditional questions.
- Students complete the sentences and then answer the questions about themselves. They tell the class their answers.
- Students then write six similar questions using the second conditional. They work in pairs, taking turns to ask and answer their questions.

KEY: Activity 1: **3 bought, 4 'd buy, 5 were/was, 6 'd be, 7 met, 8 'd say, 9 lived, 10 'd visit, 11 travelled, 12 'd travel;**

Activity 2: Students' own answers.

Optional follow-up activity: Demonstrate how to play The second conditional game (see Introduction). Students work in groups of four. They can sit or stand in a circle. One student starts the game by asking a question in the second conditional, e.g. *If you were a sports star, who would you be?* The next student in the circle answers the question and then asks the next student in the circle a new question, e.g. *If I were a sports star, I would be Lionel Messi. If you could live anywhere, where would you live?* If a student can't think of a question or can't answer a question, they drop out of the game. The winner is the student who is left in at the end of the game.

Worksheet 4: How did Stone Age people live?

Using the worksheet

- This worksheet builds on students' knowledge of the Stone Age, using key *Think and learn* vocabulary.
- Ask students what they remember about the Stone Age from the lesson. Explain that Stone Age people were like us in many ways.
- Tell students that *grind* means to make something into small pieces or a powder by pressing it between rocks.
- Students read the text. Then they work in pairs and tell each other what they found surprising in the text. Have some pairs share their thoughts with the class.
- Students work individually or in pairs to read the text again and answer the questions in their notebooks. Check answers.
- Ask students to imagine they live in the Stone Age. Ask them to think about what they would do during the day, where they would live and what they would do to relax. Then ask students to write a paragraph about their life as a child in the Stone Age. Invite volunteers to read their paragraphs to the class.

KEY: Activity 1: Students' own answers.; Activity 2: **1** They were made of bird bones and mammoth tusks. **2** They went in and out of their homes through a hole in the roof. **3** Because they worked very hard hunting and carrying their food. They also used heavy stones. **4** Because it was hard to find food. **5** They had to grind the wheat with a heavy stone to make flour. They mixed the flour with water and cooked it on a fire.

Activity 3: Students' own answers.

Optional follow-up activity: Students work in pairs or small groups to make a poster showing some different facts they have learned about the Stone Age. They present their posters to the class.

Name:

Class:

1 Read and write *t* (true) or *f* (false).

1 Ponds are bigger than lakes.

☒ f

2 A bush is a small plant with many branches.

☐

3 The sunrise comes in the morning.

☐

4 You can't sit on a log.

☐

5 Swamps are dry.

☐

6 A stream is a small river.

☐

7 You find a valley between two hills or mountains.

☐

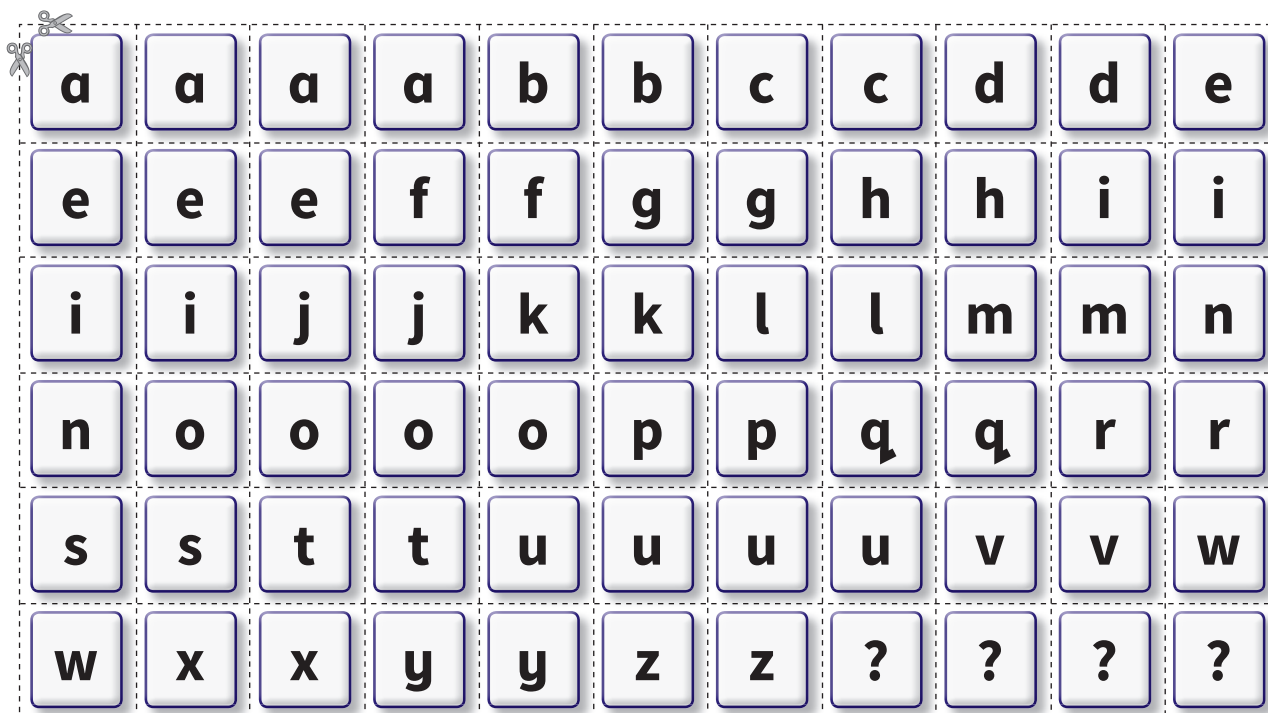
8 You don't often find cows on grassland.

☐

9 The horizon is between the Earth and the sky.

☐

2 Play Scrabble®.



Vocabulary: Natural features

Name:

Class:

1 Read about Tony. Then complete the sentences with your own ideas.

If Tony had time, he'd paint pictures.
 If Tony painted pictures, they would be beautiful. If Tony painted beautiful pictures, people would look at them. If people looked at Tony's paintings, journalists would want to interview Tony. If journalists interviewed Tony, he would become famous. But Tony doesn't have time, so he doesn't paint pictures.



- 1 If I lived in London, I'd visit the Queen. If I visited the Queen, _____.
- 2 If I went to the moon, I'd meet the man in the moon. If I met the man in the moon, _____.
- 3 If I were a film director, I'd work in Hollywood. If I worked in Hollywood, _____.
- 4 If I went swimming every day, I'd be strong. If I were strong, _____.

2 Complete these sentences so they are true for you.

- 1 If I had time, _____.
- 2 If I were rich, _____.
- 3 If I could live anywhere in the world, _____.
- 4 If I were an animal, _____.
- 5 If I could have a special power, _____.
- 6 If I could meet anyone in the world, _____.

Name:

Class:

1 Complete the sentences with the verbs in brackets. Answer the questions.



If Rick (1) went to Scotland, he (2) 'd go
to see Loch Ness. (go)

Where would you go?



If Emma (3) _____ a house, she (4) _____
a house near the sea. (buy)

Where would you buy a house?



If Greg (5) _____ an athlete, he (6) _____
a long jumper. (be)

What type of athlete would you be?



If Sophie (7) _____ the President of the USA, she
(8) _____, 'Nice to meet you.' (meet, say)

What would you say?



If Jack (9) _____ in Australia, he (10) _____
Sydney. (live, visit)

What city would you visit?



If Laura (11) _____ around the world, she
(12) _____ by boat. (travel)

How would you travel around the world?

2 Write six questions using *would*. Ask your partner.Language focus 2: 2nd conditional questions

Name:

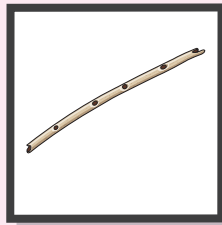
Class:

1 Read about Stone Age people. What do you find surprising?

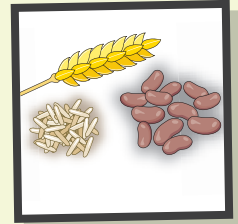
How Stone Age people lived

In some ways, life in the Stone Age was very different from life today, but in other ways it wasn't so different. Here are some things that historians have found out about how people lived in the Stone Age.

- 1 In the Stone Age, people played musical instruments. They made flutes from bird bones and mammoth tusks. Historians have found flutes in a German cave that they believe are more than 42,000 years old.



- 4 During the Stone Age, people started farming for the first time. Being a hunter-gatherer was difficult and it was often hard to find enough food. So people started planting crops like wheat, rice and beans in different parts of the Stone Age world.



- 2 At first, historians thought that Stone Age people always lived in caves, but then they found houses made of mud and brick that were thousands of years old. These houses had holes in the roofs. Historians think that the holes were doors and that Stone Age people used them to go in and out of their homes.



- 3 Historians have studied the bones of Stone Age women and men and found that they were very strong. This is because Stone Age people worked very hard. The women and men hunted their food and carried it home. Then they used heavy stones to prepare the food.



- 5 In north Jordan, historians have found parts of ancient bread from the Stone Age. Making bread in the Stone Age was difficult. To make flour, people had to grind the wheat with heavy stones. Then they mixed the flour with water and cooked it on a large fire.



2 Read the article in Activity 1 again and answer the questions.

- 1 What were some Stone Age wind instruments made of?
- 2 How did Stone Age people go in and out of their homes?
- 3 Why were Stone Age people strong?
- 4 Why did farming start during the Stone Age?
- 5 How did Stone Age people make bread?

3 Imagine you live during the Stone Age. Write about your day.

History: The Stone Age