

# Guess What! Level 4

## Answer Key

### Welcome back!

#### page 6

##### Guess who? – A funnel diagram

What does he/she look like? Look, read, and complete the funnel diagram with the words in the box.

*dark hair, blue eyes, curly hair; She is Celia.*

##### Mike's diary

Sort the letters to find out how Mike is feeling. What score did you get? Then mark what Mike can do.

*irritated; Score: 18 points; Ask someone to help.*

##### Fun at home

› Describe a person in the *Guess who?* activity to your family and ask them to guess who he/she is.

#### page 7

##### At the gallery – Reading for specific detail

Read the exhibition pamphlet and match the labels with the pictures. Read the *Look!* box before you do the activity: note that the dollar symbol (\$) goes before the number.

(from left to right) D, C, A, B

##### Magic spell – -th endings

Look and match the adjective with the noun.

*wide – width, deep – depth, long – length, high – height*

##### Fun at home

- › Tell your family the patterns (zigzag, wavy, etc.) you can find at home.
- › Tell your family the length and width of your favorite photo.

#### page 8

##### Your turn! – An exhibition pamphlet

Draw and write a pamphlet for your own exhibition about patterns. Use the reading text on page 7 as a model. Read the *Writing tip* box before you start writing: use *cm* to express the length and width.

##### Are you a Fun Kid?

Mark the sentences if you have learned the concepts: using a funnel diagram to describe someone, spelling words ending in -th, writing an exhibition pamphlet.

##### Fun at home

- › Read your pamphlet to your family.

### Fun sports

#### page 9

##### Ready? – A Venn diagram

What are Mike and Suzy good at? Read and complete the diagram with the words in the box. Read the *Look!* box before you do the activity: remember that *good at* is always followed by the verb plus the -ing ending.

*(Mike) kayaking, skateboarding; (Mike and Suzy) skiing; (Suzy) fishing, ice skating*

##### Suzy's diary

Today Suzy is going sailing for the first time. Join the words to find out how she is feeling. Mark the best solution to the problem.

*scared today because she can't sail. Try sailing another day.*

##### Fun at home

- › Look at the *Ready to go!* activity and play True/False.

#### page 10

##### A great vacation! – Identifying parts of a postcard

Read and write the parts of the postcard. Then match the photos with the activities.

(parts of the postcard from top to bottom) *Greeting, Body, Address, Closing, Signature*; (photos) 1, 4, 3, 2

##### Magic spell – -ing endings

Find and write the verbs. Circle more examples in the postcard. Read the *Look!* box before you do the activity: study the rules for making the gerund -ing.

*writing, turning, painting, making; (card) having, ice skating, bowling, shaking*

### Fun at home

- › Bend, turn, and shake with your family.
- › Say the -ing form of other verbs in the *A great vacation!* postcard activity.

#### page 11

##### Your turn! – A postcard

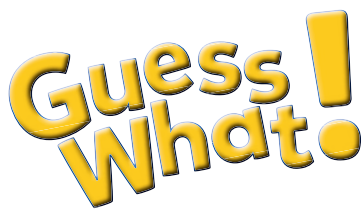
Write your own postcard about an adventure camp. Use the reading text on page 10 as a model. Read the *Writing tip* box before you start writing: when writing the date, use capital letters for months and a comma after the number.

##### Are you a Fun Kid?

Mark the sentences if you have learned the concepts: categorizing sports in a Venn diagram, spelling verbs ending in -ing, writing a postcard.

##### Fun at home

- › Read your postcard to your family.



# Guess What! Level 4

## Answer Key

### Around town

#### page 12

##### Where is the museum? – A flowchart

Look, read and complete the directions in the flowchart.

1 park; 2 right, traffic; 3 left, crosswalk; 4 straight; 5 Stop; 6 museum, square

##### Mike's diary

Mike is unable to find the places in the city! Cross out the consonants in the word *city* (c, t) to find out how Mike is feeling.

Complete the sentence for you.

Mike is feeling embarrassed.

M	<del>T</del>	I	<del>C</del>	K	E	<del>T</del>	I	<del>C</del>	S
F	<del>T</del>	<del>T</del>	E	<del>C</del>	E	L	<del>T</del>	I	<del>C</del>
N	G	<del>T</del>	<del>C</del>	E	<del>C</del>	M	B	<del>T</del>	A
R	<del>T</del>	R	A	<del>T</del>	S	S	<del>C</del>	E	D

##### Fun at home

› Find or draw a map of your town/city and tell your family how to get to your school.

#### page 13

##### A city break – Finding specific information

Read the factfile and write the headings using the words in the box.

Shape and height, Opening hours, Tickets, How to get there

##### Magic spell – British and American English

Write the British equivalent of these words in American English: you will find the words in the text about the Louvre. car park, underground, centre, shop

##### Fun at home

› Look for unusual buildings and describe them to your family.

› Find more British and American English words in a dictionary.

#### page 14

##### Your turn! – A factfile

Write a factfile about an important building you know. Use the reading text on page 13 as a model. Read the *Writing tip* box before you start writing: you can find information on the Internet.

##### Are you a Fun Kid?

Mark the sentences if you have learned the concepts: completing a flowchart, spelling some words in British and American English, writing a factfile.

##### Fun at home

› Read your factfile to your family.

### At work

#### page 15

##### Dream job – A circle map

What do they want to be? Read and complete the circle maps. Read the *Look!* box before you do the activity: use the article *a/an* with jobs.

(from left to right) bus driver: good at traffic signals, on a bus; actor: good at reading, costumes; nurse: in a hospital, helping

##### Suzy's diary

Break the code and write how Suzy is feeling. Read and mark the sentence for you. (*delighted*)

##### Fun at home

› Make your own dream job circle map and read it to your family.

#### page 16

##### A job questionnaire – Understanding specific information

What do you want to be? Read and complete the questionnaire with your information.

##### Magic spell – -an and -ian endings

Match the words to find the names of the jobs. Then number the pictures.

businessman (1 briefcase), musician (2 musical notes), magician (3 hat and rabbit), policewoman (4 police cap)

##### Fun at home

› Read your answers from the *My ideal job* questionnaire to your family.

› Find more jobs ending in -an and -ian in a dictionary.

#### page 17

##### Your turn! – A questionnaire

Write a questionnaire about your favorite sport. Use the reading text on page 16 as a model. Read the *Writing tip* box before you start writing: keep the questionnaire short and the language simple.

### Are you a Fun Kid?

Mark the sentences if you have learned the concepts: completing a circular map, spelling words with *-an* and *ian*, writing a questionnaire.

### Fun at home

› Answer the questions in your questionnaire and read them to your family.

## Wild animals

### page 18

#### Bigger than me! – A comparison chart

Look at the comparison charts and write the animals. Complete the sentences with the comparative forms. Read the *Look!* box before you do the activity: study the rules for making the comparative form.

(big / small) bear, gorilla, jaguar; (loud / quiet) parrot, bat, koala; (fast / slow) jaguar, kangaroo, penguin; (sentences) slower, louder, smaller, faster, quieter

### Mike's diary

Sort the letters and complete the sentence to find out how Mike is feeling. Mark why you think Mike is feeling like that. *astonished; Because Suzy is a Panda!*

### Fun at home

› Compare the animals in the *Bigger than me!* activity.

### page 19

#### Animal poems – Reading for specific detail

Read the acrostic poems and complete the sentences. Match the photos with each poem.

1 reptiles, 2 amphibians; (clockwise from no. 1) 2, 1, 1, 2, 1, 1, 2, 2

### Magic spell – -ph

Find the words in the word snake and write them. Circle an example in the acrostic poems.

elephant, alphabet, dolphin; (poem) amphibians



### Fun at home

- › Say more examples of reptiles and amphibians.
- › Find more words with *ph* in a dictionary.

### page 20

#### Your turn! – An acrostic poem

Write your own acrostic poem for MAMMALS. Use the poems on page 19 as a model.

Read the *Writing tip* box before you start writing: think of something about mammals for each line of the poem.

### Are you a Fun Kid?

Mark the sentences if you have learned the concepts: completing a comparison chart, spelling words with *ph*, writing an acrostic poem.

### Fun at home

› Read your acrostic poem to your family.

## Food and drink

### Page 21

#### Lunch is ready! – A fishbone diagram

Look, find and write the food words in the diagram. Then complete the sentences.

(always) yogurt, salad; (usually) soup, nuts; (often) chips, pasta; (never) cookies, coffee; (sentences) He always has yogurt and salad. He usually has soup and nuts. He often has crisps and pasta. He never has biscuits and coffee.



### Suzy's diary

Suzy is having a party at 17.30. Find the letters in the picture and complete the sentence to find out how she is feeling. Then complete the sentence for you. (*stressed*)

### Fun at home

› Do a fishbone diagram for your family dinners.

### page 22

**All about water – Reading for specific detail.** Read the travel article, look and write the words. Then match them with the pictures.

glaciers (2), springs (3), rain (1), well (4)

#### Magic spell – -ful endings

Find, circle and write the adjectives. Circle one word with -ful in the *Visit Iceland!* article.

*painful, careful, stressful; (article) beautiful*



#### Fun at home

- › Tell your family about Iceland.
- › Find more adjectives ending in -ful in a dictionary.

#### page 23

##### Your turn! – A travel website

Write your own article for a travel website. Use the reading text on page 22 as a model.

#### Are you a Fun Kid?

Mark the sentences if you have learned the concepts: completing a fishbone diagram, spelling words ending in -ful, writing an article for a travel website.

#### Fun at home

- › Read your travel article to your family.

### Health matters

#### page 24

##### Feeling sick – A cause and effect organizer

Read and complete the cause and effect organizer.

*cough – running, earache – swimming, headache – music, stomachache – chocolate, temperature – school*

#### Mike's diary

Good job, Mike! Your dog is feeling better now. Look at the colors and sort the sentence. Complete the sentence for you.

*Mike is feeling proud of himself today.*

#### Fun at home

- › Say other cause and effect actions to make a graphic organizer for your family.

#### page 25

##### Natural Pharmacy – Reading for a specific purpose

Read the online pharmacy advertisement, unscramble the letters and write the words.

*medicines, backaches, fabrics, fuel*

#### Magic spell – g or j

Look and complete with g or j. Circle more examples in *The Plant Pharmacy* ad.

*gem, jellyfish, gym, jaguar; (ad) germs, gels, jars*

#### Fun at home

- › Investigate with your family what a first aid kit should have.
- › Find more words with g and j in a dictionary.

#### page 26

##### Your turn! – An ad

Write your own ad about an online store. Use the reading text on page 25 as a model. Read the *Writing tip* box before you start writing: use exclamation marks (!) and question marks (?) in your ad.

#### Are you a Fun Kid?

Mark the sentences if you have learned the concepts: completing a cause and effect organizer, spelling words starting with g and j, writing an advertisement.

#### Fun at home

- › Read your ad to your family.

### Buildings

#### page 27

##### Vacation hotel – A bridge map

Where were you yesterday? Read and complete the bridge map with the words provided.

*0 - Ground - Café, 1 - floor - Restaurant, 2 - Second - Rooms, 3 - Third - Computer, A - Attic - Swimming*

#### Suzy's diary

Break the code and write how Suzy is feeling today. Complete the sentence for you.

*I'm feeling shy today.*

#### Fun at home

- › Look at the *Vacation hotel* activity and tell your family where you were yesterday: *I was in...*

### page 28

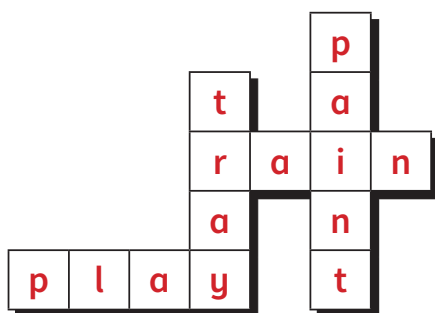
**School trip – Reading for specific information.** Read and complete the diary entry with the words in the box.

*buildings, clay, castle, stone, skin, animal*

**Magic spell – ai and ay**

Write *ai* or *ay* and complete the crossword. Circle more examples in the *School trip* diary entry.

*play, rain, paint, tray; (diary entry) Thursday, train, clay, always*



### Fun at home

- › Say which buildings in the *School trip* diary entry are made of clay, stone or animal skin.
- › Find more words with *ai* and *ay* in a dictionary.

### page 29

**Your turn! – A diary entry**

Write your own diary entry. Use the reading text on page 28 as a model. Read the *Writing tip* box before you start writing: when writing the date, use capital letters when writing months.

### Are you a Fun Kid?

Mark the sentences if you have learned the concepts: completing a bridge map, spelling words with *ai* and *ay*, writing a diary entry.

### Fun at home

- › Read your diary entry to your family.

## Weather

### page 30

**What was the weather like? – A double bubble diagram**

Look at the pictures and complete the double bubble diagram with the words. Read the sentences and write *London and/or Madrid*.

*(Suzy) sunny, foggy; (Suzy and Mike) windy; (Mike) cloudy, rainy; (sentences) Madrid, London, Madrid and London*

### Mike's diary

Match the tiles and complete the sentence to find out how Mike is feeling. Complete the sentence for you.

*delighted, grateful*

### Fun at home

- › Tell your family what the weather was like yesterday.

### page 31

**Extreme weather game – Finding specific information**

Look at the board game. Read and write the numbers from the boxes for each word.

*thunder (6, 31), lightning (6, 25), rainstorm (4, 14), blizzard (8, 32), tornado (20, 27), hurricane (18, 30)*

**Magic spell – Double consonant words**

Complete the words with the double consonants. Circle more examples in the *Extreme weather game*.

*shells, pizza, sunny, letter; (game) accompanied, funnel, blizzard, hurricane*

### Fun at home

- › Get a dice and play the *Extreme weather game* with your family. Roll the dice and move around the board. In the picture boxes, say the type of extreme weather they show (*hurricane, tornado*, etc.). In the text boxes, read the definition and also say the type of extreme weather. If you land on a thermometer, you move up; if you land on lightning, you move down.
- › Find more double consonant words in a dictionary.

### page 32

**Your turn! – A board game**

Make your own weather game. Use the game on page 31 as a model. Read the instructions before you start: in the *today/yesterday* boxes, first draw icons to represent different types of weather. If you land on one of these boxes, answer the question *What's the weather like today?* or *What was the weather like yesterday?* In the *T/F* boxes, first write sentences about the weather in your town/city.

If you land on one of these boxes, say whether the statement is true or false.

### Are you a Fun Kid?

Mark the sentences if you have learned the concepts: completing a double bubble diagram, spelling double consonant words, describing the weather.

### Fun at home

- › Get a dice and play your weather game with your family.