

Guess What! Level 5 Unit Worksheets – Answer Key

Around the world Unit Worksheets

Vocabulary 1

1 Read and color.

Students color the flags accordingly (NB the colors are in order left to right and top to bottom).

2 Read and number.

2 e, 3 d, 4 a, 5 b

3 Read and write the countries on the map.

a Russia, b the United States, c France, e Spain, f China, g Colombia

Grammar 1

1 Write the questions. Look and complete the answers.

2 Where are your grandparents from? Italy, 3 Where's your uncle from? Spain, 4 Where are your cousins from? Russia, 5 Where's your aunt from? France

2 Read and complete.

2 she's from, 3 He's from, 4 They're from, 5 it's from

3 Look at activity 2. Read and circle.

2 United States, 3 France, 4 Colombia

Grammar 2

1 Look, read, and complete. Write the names.

2 was born on October 8th, 1969 / William, 3 was born on September 30th, 1942 / Marie, 4 was born on June 4th, 1974 / Victoria, 5 was born on February 24th, 1974 / Andrew

2 Look at activity 1. Write the questions.

2 Where was Angela's cousin born? 3 Where was Angela's dad born? 4 Where were Angela's grandparents born? 5 When was Angela's grandpa born?

3 Answer the questions.

Answers will vary.

Unit 1 worksheets

Vocabulary

1 Read and circle.

2 hardworking, 3 artistic, 4 shy, 5 kind

2 Read and complete with words from activity 1.

2 sporty, 3 funny, 4 naughty / talkative, 5 hardworking, 6 smart, 7 artistic, 8 kind, 9 shy, 10 friendly

3 Write about your friends.

Answers will vary.

Grammar 1

1 Look, read, and complete.

2 kinder, 3 naughtier, 4 funnier, 5 more artistic

2 Look at activity 1 again. Read and order the questions.

2 Is your uncle more artistic than you? 3 Is your sister naughtier than your brother? 4 Is your mom funnier than your sister? 5 Is your brother sportier than your uncle?

3 Write about you and your family.

Answers will vary.

Grammar 2

1 Look and read. Answer the questions.

2 My brother's shorter, 3 I'm taller, 4 My sister's older, 5 My brother's younger

2 Read and circle.

2 smarter, 3 talkative, 4 bigger, 5 naughtier

3 Read the text in activity 2 again. Complete the questions and match.

2 Who's more hardworking (d), 3 Who's friendlier (c), 4 Who's smaller (a)

Unit 2 worksheets

Vocabulary

1 Read and circle. Number.

2 throw (d), 3 help (a), 4 text (c)

2 Read and correct the sentences.

2 ~~funny~~ sad, 3 ~~Quiet~~ Noisy, 4 ~~two-legs~~ one leg, 5 ~~sad~~ happy

3 Read the text. Complete the sentences.

2 help others, 3 cry, 4 laugh, 5 throw a ball

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Grammar 1

- 1 Read and check ✓ or put an X.**
2 X, 3 ✓, 4 X, 5 ✓
- 2 Read and circle.**
2 shouldn't, 3 should, 4 should, 5 shouldn't
- 3 Complete the sentences about your school.**
2 We should be quiet / We shouldn't shout, 3 We should listen to the teacher / We shouldn't talk with our friends, 4 We should skip / We shouldn't sit on the floor, 5 We shouldn't throw food / We should eat it

Grammar 2

- 1 Read and circle the one that doesn't belong.**
2 b, 3 c, 4 a, 5 a
- 2 Read and match.**
2 b, 3 e, 4 a, 5 d
- 3 Complete with your ideas.**
Any appropriate answers.

Unit 3 worksheets

Vocabulary

- 1 Read and circle a, b, or c. Number the pictures.**
2 a (e), 3 c (a), 4 b (c), 5 a (b)
- 2 Read and complete.**
2 teeth / swimming, 3 fish / long, 4 legs / walking, 5 shell / ocean
- 3 Write about your favorite sea animal.**
Answers will vary.

Grammar 1

- 1 Read and complete.**
-est; the lightest, the shyest, the weakest, -iest; the friendliest, the heaviest, most; the most beautiful, the most interesting, the most dangerous
- 2 Write sentences.**
2 Cheetahs aren't the slowest animals. They're the fastest, 3 Giraffes aren't the shortest animals. They're the tallest, 4 Jellyfish aren't the friendliest animals. They're the most dangerous, 5 Snakes aren't the shortest animals. They're the longest.

3 Write about your friends.

Answers will vary.

Grammar 2

- 1 Look and read. Check ✓ or put an X.**
2 ✓, 3 X, 4 X, 5 X
- 2 Read and check ✓ the correct answer. Write sentences with opposite words.**
2 (c) It's a pencil. A board is the heaviest, 3 (a) It's February. March is the longest, 4 (a) It's a bike. A plane is the fastest, 5 (b) It's a library. A playground is the noisiest.
- 3 Answer the questions.**
Answers will vary.

Unit 4 worksheets

Vocabulary

1 Read, match, and write.

1 word	2 words
(smartphone) television laptop headphones tablet e-reader	digital camera games console MP4 player video camera

- 2 Read and write two words from activity 1.**
Any appropriate answers.
- 3 Write about when you use technology.**
Answers will vary.

Grammar 1

- 1 Look and read. Write the names and complete.**
2 studied / Tim, 3 played / Karen and Tim, 4 listened / John, 5 used / Karen and John
- 2 Look at activity 1. Correct the sentences.**
2 She didn't use her tablet, 3 He didn't watch a movie on TV, 4 She didn't listen to music on her smartphone, 5 They didn't study for a test on their laptops.
- 3 Read and complete with your own ideas.**
Answers will vary. Suggested answers:
2 I listened to music on my MP4 player, 3 I took photographs with my digital camera, 4 I didn't study on my laptop, 5 I watched a movie on TV

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Grammar 2

- Write the questions and answers.**
2 What did you do last Saturday morning?
3 What did you do last Saturday evening?
4 What did you do last Sunday morning?
5 What did you do last Sunday afternoon?
Answers will vary.
- Read the text and the questions in activity 1. Circle the correct answers for Kevin.**
2 c, 3 b, 4 a, 5 a
- Read the text in activity 2 again and write.**
Answers will vary.

Unit 5 worksheets

Vocabulary

- Look and check ✓.**
2 cave, 3 desert, 4 jungle, 5 waterfall, 6 forest
- Read and complete with words from activity 1.**
2 volcano, 3 cave, 4 lake, 5 mountain, 6 waterfall, 7 island
- Complete the chart.**

water	high land	tall trees
(waterfall) river lake	mountain volcano	jungle forest

Grammar 1

- Look and write. Change the words in the box.**
2 swam in a lake, 3 took a shower, 4 saw a volcano, 5 ate pasta, 6 drank coffee
- Order the words to make questions and match.**
2 What did you eat and drink? d, 3 Where did you go swimming? b, 4 What animals did you see? a
- Write about your last vacation.**
Answers will vary.

Grammar 2

- Read and match. Answer the questions.**
2 d, 3 a, 4 c
Answers will vary.

2 Read and write the answers.

2 Yes, they did. They saw some deer, 3 Yes, they did. They ate carrots and tomatoes, 4 No, they didn't. They drank milk, 5 No, they didn't. They swam in a river, 6 No, she didn't. She had a great day.

- Write questions and answers about your family.**
Answers will vary.

Unit 6 worksheets

Vocabulary

- Complete the chart.**

dry	clean	make	sweep	cook
(the dishes)	the bathroom	your bed	the floor	dinner
your hair	your bedroom	a sandwich	the stairs	pasta

- Read and correct the sentences.**
2 ~~morning~~ evening, 3 ~~kitchens~~ bedrooms, 4 ~~before~~ after, 5 ~~bathroom~~ dining room / kitchen
- Look and write.**
2 Neil and Jane set the table, 3 Eddy washes his clothes, 4 Gerry and Lisa water the plants, 5 Jonny takes out the trash

Grammar 1

- Look and read. Check ✓ or put an X.**
2 X, 3 X, 4 ✓, 5 ✓, 6 X, 7 ✓
- Look at the chart in activity 1 and write.**
Any answers that correspond with the information in the activity 1 chart.
- Answer the questions.**
Answers will vary.

Grammar 2

- Read and complete the questions and answers.**
2 What does Emma have to do / has to call her mom's office, 3 What does Nico have to do / has to go to soccer club, 4 What do they have to do / have to help their mom with the shopping

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2 Read the text in activity 1 again.

Answer the questions.

2 Nico does, 3 Emma's mom does, 4 Nico does

3 Write about your weekend.

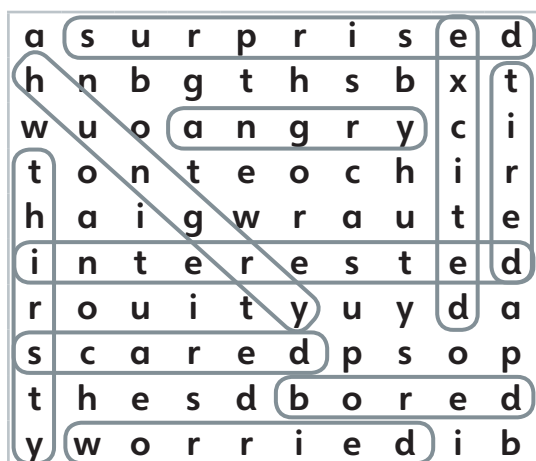
Answers will vary.

Unit 7 worksheets

Vocabulary

1 Look and write. Find and circle.

2 angry, 3 tired, 4 bored, 5 interested, 6 thirsty, 7 worried, 8 scared, 9 hungry, 10 excited



2 Read and complete with words from activity 1.

2 surprised, 3 thirsty, 4 scared, 5 angry

3 Write about last week.

Answers will vary.

Grammar 1

1 Look, read, and circle. Number the pictures.

2 worried (a), 3 thirsty (e), 4 scared (b), 5 hungry (c), 6 excited (d)

2 Read and complete.

2 bored, 3 scared, 4 hungry, 5 surprised, 6 worried, 7 angry, 8 happy

3 Order the sentences.

2 Helen's excited because she's going on vacation tomorrow. 3 Tom's not sleeping because he's not tired.

Grammar 2

1 Read, match, and complete the answers.

2 a He's hungry, 3 b They're cold, 4 e She's excited, 5 d He's scared

2 Read and write the questions.

2 Why's she shouting? 3 Why are they bored? 4 Why's he worried? 5 Why's she surprised?

3 Answer the questions.

Answers will vary. Suggested answers: 2 She's happy because she's on vacation, 3 They're tired because they're playing soccer, 4 They're interested because the movie is good, 5 (any adjective)? I'm (any adjective) because (any reason)

Unit 8 worksheets

Vocabulary

1 Read and check ✓ or put an X.

2 ✓, 3 ✓, 4 X, 5 X, 6 X, 7 ✓, 8 ✓

2 Read and write activities from activity 1.

in the ocean	in a boat	on land
(bodyboarding) windsurfing snorkeling	canoeing rowing	hiking rock climbing trampolining

3 Look and write about the activities.

2 You have to have strong legs, and you have to jump high, 3 You have to use a boat, and you have to have strong arms, 4 You have to wear special clothes, and you have to be a good swimmer

Grammar 1

1 Read and write yes or no.

2 yes, 3 no, 4 no, 5 yes

2 Look at the text in activity 1. Match and complete the answers.

2 d / went canoeing / rowing, 3 b / she did, 4 a / She went go-carting, 5 c / he didn't

3 Look, read, and write the questions.

2 What did your sister do last weekend? 3 Did your brother go, 4 Did he go scuba diving? 5 What did your cousins do last weekend?

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Grammar 2

1 Read and write the activities in the calendar.

	Dave	Lauren
Jan	ice-skating	(ice-skating)
Feb	skiing	
Mar		skiing
Apr	hiking	
May	sailing	sailing
Jun	canoeing	fishing

2 Look and complete.

2 So did I, 3 I went biking in November,
4 So did I

3 Look at activity 2. Read and write the questions.

2 When did Lauren go go-carting? 3 When
did Dave and Lauren go rowing?

Guess What! Level 5 Unit Worksheets

Teaching notes, scripts and answer keys

Unit 0 Vocabulary

Using the worksheet

- This worksheet revises the names and locations of countries Canada, the UK, Romania, the USA, Spain, China, Ecuador, Morocco, Egypt and Australia and the names of their capital cities.
- Pupils write the countries in the puzzle.
- They then locate the countries on the map and write the names of the capital cities in the sentences.

KEY: Activity 1: (across) 2 Ecuador, 7 Morocco, 8 China, 9 Spain; (down) 2 Egypt, 3 USA, 5 UK, 6 Romania, Activity 2: 2 Madrid, 3 Rabat, 4 Beijing, 5 Canberra, 6 London, 7 Cairo, 8 Washington DC, 9 Bucharest, 10 Ottawa

Optional follow-up activity: Pupils use the internet and reference books to find the population, official language and currency of each country.

Cultural awareness and expression

Bring some photos of capitals from around the world. Write an exciting thing you can do in each city on the board, e.g. (Paris) go on a boat trip on the river, (Beijing) see pandas. Pupils guess which thing you can do in each city. Ask pupils if they think the capital cities are more or less interesting than the place where they live and/or their country's capital city, and why.

Unit 1 Vocabulary

Using the worksheet

- This worksheet practises the question *What do you think of...?* and responding with *I think it's / he's / she's / they're... + adjective*.
- Pupils choose an adjective for each person/animal and draw six pictures accordingly. Encourage pupils to illustrate a different adjective for each person.
- They complete the questions according to what they have drawn in each frame.
- Pupils take turns to ask for and give opinions about each other's pictures. Remind pupils that it's polite to be positive.

KEY: Activity 1: Pictures will vary but should illustrate the six people/animals and some of the adjectives; Activity 2: 2 my..., 3 of my..., 4 think of my...,

5 you think of my..., 6 What do you think of my... (people/animals will vary)

Reinforcement: Activity 2: Write *What do you think of my* on all the lines. Pupils complete each question with a person/animal according to their pictures. **Activity 3:** Write example responses on the worksheet, e.g. *I think it's great. I think they're old.*

Extension: Activity 2: Erase all the words from the questions. Pupils write six complete questions.

Unit 2 Vocabulary

Using the worksheet

- This worksheet provides practice of some verbs they can do in the playground: *throw a ball, drop litter, cry, text a friend, hop, jump, laugh, shout* and *skip*.
- 1 Learners work on their own to read the verbs and definitions and draw lines to match the puzzle pieces.

Key: 1 hop 2 laugh 3 throw 4 cry
5 shout 6 jump 7 drop 8 text 9 skip

- 2 Learners work in pairs. One of them chooses an action verb and gives instructions to their partner to mime doing the action.
- The other learner mimes the action and says what he/she is doing, e.g. *I'm dancing*.

Optional follow-up activity (extension):

Work with the whole class. Give each learner two or three pieces of paper and tell them to write short instructions using the action verbs, one on each piece. Encourage them to be as creative as possible, e.g. *Hop on your left leg for two minutes. Throw and catch a ball ten times*. Collect the pieces of paper. Learners can play a team game with them.

Unit 3 Vocabulary

Using the worksheet

- This worksheet expands pupils' knowledge of sea creatures and reviews language from the unit.
- Check the language in the first column of the table. Divide pupils into groups of three and assign a different sea creature to each one. Pupils read and complete their column in the table.

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Teaching notes, scripts and answer keys

- Elicit the questions pupils need to ask to find out information about the other sea creatures and write them on the board. *What water temperature does the marine iguana like? What does it eat? What is dangerous for it? How long can it live?* Pupils ask questions in their groups and complete the table.
- Pupils then complete the *Did you know?* facts.

KEY: Activity 1:

Name	Marine iguana	Whale shark	Common octopus
Water temperature	25°C	12–23°C	24°C
Food	sea plants / algae	plankton / small fish	fish / crabs
Danger	birds / dogs	boats	dolphins / sharks
Maximum age	12 years	70 years	2 years

Activity 2: 2 Marine iguanas, 3 Octopuses, 4 Whale sharks, 5 Marine iguanas, 6 Marine iguana

Optional follow-up activity: Pupils choose a sea creature to research for homework to make a poster in the next class. They will need to find three facts and, if possible, print a picture of their creature.

Unit 4 Vocabulary

Using the worksheet

- This worksheet practises comparatives and revises vocabulary for gadgets.
- Pupils use the pictures to complete the sentences.
- They then look at the pictures of the shops and decide which shop the sentences in Activity 1 are about. Pupils write an appropriate letter on each line.
- Pupils then write sentences of their own to compare the different gadgets and their characteristics.

KEY: Activity 1: 2 MP4 player / cheaper, 3 tablet / more expensive, 4 walkie-talkie / uglier, 5 car / faster, 6 smartphone / more beautiful, 7 videocamera / smaller, 8 games console / older; **Activity 2:** 2b, 3b, 4a, 5a, 6b, 7b, 8a; **Activity 3:** Answers will vary.

Reinforcement: Activity 1: Before photocopying the worksheet, write in the first (and last) letters of the gadgets.

Reinforcement: Activity 3: Pupils write seven sentences.

Optional follow-up activity: Secretly think of an object in the classroom. Compare it with another object in the room, e.g. *It's bigger than a chair*. Pupils then play Twenty Questions (see page 5), using comparative questions, e.g. *Is it bigger than a torch?* and ordinary ones, e.g. *Is it black?*

Unit 5 Vocabulary

Using the worksheet

- This worksheet provides practice of the following words connected to the natural world: *cave, desert, environment, hill, land, ocean, stone, stream* and *wood(s)*.
- Learners work on their own to match the definitions with the natural words by colouring pairs of word and definition the same colour.

Key: 1 environment 2 ocean 3 land 4 cave 5 stream 6 wood 7 desert 8 stone 9 hill 10 fire

- Learners draw pictures of six of the words of their choice, one in each square. Play *Bingo* with the class with the natural words. Instead of calling out the words, you could spell them out letter by letter to add challenge and interest to the game.

Unit 6 Vocabulary

Using the worksheet

- This worksheet practises the vocabulary of daily tasks: *wash up, tidy up, sweep, cook, feed the dog, dry the dishes, do the shopping* and *take the dog for a walk*.
- Explain that the little boy tore up his sister's list of tasks for the family and then put it together incorrectly.
- Pupils match the words to make phrases by drawing lines.
- Then pupils look at the pictures of the family members doing different tasks and write out a correct list for Daisy.
- Pupils can then work in pairs to play a memory game. Pupil A says the name of a person in the family. Pupil B says what task that person has.

KEY: Activity 1: 2g, 3f, 4h, 5b, 6e, 7a, 8c; **Activity 2:** **Mike:** do the shopping. **Sofia:** cook the dinner/ feed the dog. **William:** tidy up/dry the dishes. **Daisy:** take the dog for a walk/sweep the floor.

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Teaching notes, scripts and answer keys

Extension: Activity 2: Pupils cover Activity 1 to make the task more challenging.

Optional follow-up activity: Pupils play *Last man standing* in groups of five or six. Pupil A calls out the tasks one by one. If pupils do the task at home, they remain standing. If they don't do the task, they sit down. The last pupil standing calls out the activities in the next round. In other rounds pupils remain standing or sit down depending on whether they like the tasks or whether they are going to do the tasks that day or week.

Initiative and Entrepreneurship

Ask pupils what things they do to help at home. Elicit what other things they could do to make life at home easier for the people they live with. Pupils write a list of things they plan to do at home in the next few weeks and compare them in small groups.

Unit 8 Vocabulary

Using the worksheet

- This worksheet provides practice of talking about vocabulary of the unit.
- Give out one worksheet to each pair. Learners read the instructions, cut out the cards and put them face down in a pile.
- Each pair needs a coin to play.

Unit 7 Vocabulary

Using the worksheet

- This worksheet practises the adjectives *angry, excited, hungry, ill, scared, thirsty, tired, worried, busy*.
- Pupils read what the people in the pictures are saying and write an appropriate adjective in the crossword.
- Pupils then write an adjective in the gaps, and finish each sentence so it is true for them.

KEY: Activity 1: 1 angry 2 busy, 3 scared, 4 worried, 6 hungry, 7 tired, 8 excited, 9 ill;
Activity 2: 2 hungry, 3 excited, 4 angry, 5 ill, 6 worried (and any appropriate activity in each case)

Reinforcement: Activity 1: Write the nine adjectives in a word box above the task. **Activity 2:** Write possible sentence completions on the board in a random order for pupils to copy, e.g. *because there's a spider, because it's my birthday*.

Extension: Activity 1: Pupils take turns to remember all nine adjectives. **Activity 2:** Pupils write sentences for *tired, thirsty* and *busy*.

Guess What! Level 5 Unit Worksheets

Teaching notes, scripts and answer keys

Unit 0 Grammar

Using the worksheet

- These writing activities practise the grammar notions of this unit.
- Pupils look at the pictures and complete the sentences with the missing words.
- Ask pupils to write the months of the year on the board. Pupils then work individually, using the example in Activity 2, and make a chart with information about their family's birthdays. (They may need to ask their relatives for homework.)
- Pupils then work in pairs and take turns to read their sentences to each other.

Reinforcement: Activity 1: Write two options in the gaps (e.g. 1 *on/in*) before photocopying. Pupils circle the correct word.

Extension: Activity 1: Fast finishers ask and answer questions about the pictures in pairs, e.g. Pupil A: *When was he born?* (pointing to picture 2) Pupil B: *He was born in March.*

KEY: Activity 1: 2 was, on, of. 3 Where, were, in. 4 She, in. 5 was, in. 6 When, on, of.

Activity 2: Answers will vary.

Optional follow-up activity: Do a class survey to find out the months pupils were born in. Pupils stand up and say, e.g. *I was born in March.* They form a line in month order.

Social and civic competences

Ask pupils what people normally do to celebrate their birthday and what presents they get. Ask which birthdays are special. Ask the class to guess which birthdays are important in the UK, e.g. *You can drive when you are 17, vote when you are 18.*

Unit 1 Grammar

Using the worksheet

- This worksheet practises comparatives with single-syllable adjectives and irregular comparatives *better* and *worse*.
- Pupils look at the pictures and read the sentences. They write *yes* or *no* each time accordingly.
- Pupils complete the sentences with a comparative and the name of one of their friends. Then they read their sentences to their partner without saying the names and guess who their partner's sentences are about.

KEY: Activity 1: 2 no, 3 yes, 4 no, 5 yes, 6 no; **Activity 2:** 2 shorter, 3 worse, 4 stronger, 5 bigger, 6 better

Reinforcement: Activity 2: Complete the comparatives in the gaps and erase the adjectives in brackets. Pupils read the sentences and complete them with names.

Extension: Activity 2: Pupils write three or four more gapped sentences for their partner to complete.

Optional follow-up activity: Pupils work in pairs and write five comparative sentences about different animals of their choice. Some sentences should be true and some false. Pupils regroup into threes. Pupils B and C sit with their backs to one another. Pupil A stands next to them and reads the five sentences. Pupils B and C listen and do thumbs up or thumbs down depending on whether they think the sentence is true or false. Pupil A awards points for correct answers. Pupils swap roles and repeat. The pupil with the most points at the end is the winner.

Unit 2 Grammar

Using the worksheet

- This worksheet provides practice of talking about obligation using *must/mustn't*.
- Read the instructions with the class and do some examples, watching one group to make sure all learners understand how to play the game.
- Learners work in small groups to play the game. They make a list of players and keep the score, marking the number of sentences they make each turn.

Optional follow-up activity (reinforcement):

Learners choose a place and write a *We must ...* and a *We mustn't ...* sentence for it on a small sheet of paper. They swap their sheet with a partner who reads the sentence and guesses the place.

Unit 3 Grammar

Using the worksheet

- This worksheet provides practice of the target grammar of comparing things, using comparatives, superlatives and *as ... as*. It also revises the adjectives that learners know from Levels 1 and 2.
- Learners need one worksheet per pair. They cut out the group and adjective cards and spread them out face down on the desk.

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Teaching notes, scripts and answer keys

- The first learner turns over one card of each type and makes a sentence comparing the items on the group card using the word on the adjective card, as in the examples. If they can make a comparison, they keep the adjective card and turn the group card over again. If they can't make a sentence, they turn both cards back face down. The second learner then turns over two cards and does the same.
- The game finishes when there are no more adjective cards left face down on the desk.

Optional follow-up activity (extension):

Learners do an 'odd one out' activity with the group cards. They can work in pairs, groups or as a whole class to compare their ideas, e.g. *Russia – China – USA – England. England is the odd one out because it's smaller than the others. England is the odd one out because it's an island.*

Unit 4 Grammar

Using the worksheet

- This worksheet practises simple past regular verbs *shouted, landed, jumped, looked at, watched, listened to, visited, phoned, played and walked.*
- Pupils use the simple past form of the verbs in the word box to complete the story.
- They then number the pictures to match the sentences.

KEY: Activity 1: 2 walked, 3 visited, 4 played, 5 landed, 6 looked at, 7 shouted, 8 listened to, 9 jumped, 10 watched, 11 jumped; Activity 2: First row: 10, 6, 2, 4; Second row: 3, 9, 7, 11; Third row: 12, 1, 8, 5

Optional follow-up activity: Remind pupils that -ed can be pronounced as /t/, /d/ or /Id/. Write the verbs from the unit on the board. Tell a third of the class that they must listen for /t/, a third for /d/ and a third for /Id/. Point to the verbs as you say them. The pupils who have that phoneme stand up.

KEY: /t/ walked, looked, jumped, watched; /d/ phoned, played, listened; /Id/ visited, landed, shouted

Unit 5 Grammar

Using the worksheet

- This worksheet practises questions and answers in the simple past.
- Remind pupils of the names of the family members. Pupils decide which three questions go with each picture, write the letters of the questions under the picture, then answer the questions.

KEY: Activity 1: 1 f (for) 6 days, i (with) Oliver, Ann and Clara; 2 b (for) 11 days, e Yes, I did. l Yes, I /we did; 3 d (for) 9 days, g Yes, I /we did, j (with) John; 4 c Yes, I /we did. h Yes, I /we did. k (for) 12 days

Optional follow-up activity: Pupils stick a holiday photo or magazine picture into their notebooks. In groups, they show each other their pictures. Each pupil in the group asks the pupil to their left one or more questions about their picture, e.g. *Who did you go with?*

Unit 6 Grammar

Using the worksheet

- This worksheet practises questions with *Do you/they have to* and short answers.
- Pupils look at the chores in the table and complete the 'Me' column with ticks depending on whether they have to do the chores at home.
- They work in pairs and take turns to ask questions about the chores, e.g. *Do you have to cook?* They respond appropriately, e.g. *Yes, I do* or *No, I don't* and complete the table with ticks where appropriate.
- Pupils repeat the activity with two more friends.
- Pupils write questions about teachers using *Do they* and the prompts. They take turns to ask you the questions.

KEY: Activity 1: Pupils' own answers; Activity 2: Do they have to get up early/use computers every day/eat lunch at school/learn songs/read lots of books?

Reinforcement: Activity 2: Write 'Do they have to' on the sentence rules. Pupils complete the questions.

Extension: Activity 1: Pupils extend the table and draw two more chores. They ask their friends extra questions about these activities and complete the table.

Unit 7 Grammar

Using the worksheet

- This worksheet practises questions and answers about feelings.
- Pupils look at the pictures and read the questions. They circle an option and write an adjective.
- Pupils use the pictures to complete the corresponding questions and responses. They answer the final question about themselves.

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Teaching notes, scripts and answer keys

KEY: Activity 1: 2 They're ill, 3 We're hungry, 4 She's busy, 5 He's thirsty; **Activity 2:** 2 Why is Susan scared? She's scared because... 3 Why is Andrew worried? He's worried because... 4 Why is Mrs Brown angry? She's angry because... 5 Why are Amy and Eric excited? They're excited because... 6 I'm...

Reinforcement: Activity 1: Before photocopying the worksheet, write the letters for each adjective as an anagram for pupils to solve. **Activity 2:** Underline the personal pronouns in the second part of the responses.

Optional follow-up activity: Give each pupil a piece of paper with an adjective and an explanation, e.g. *I'm excited because I've got a party tomorrow.* Pupils mingle and ask each other *How are you, (name)?* Elicit some appropriate responses, e.g. *Great! / I see. / Poor you!*

Unit 8 Grammar

Using the worksheet

- This worksheet practises the negative form of the simple past and revises the affirmative.
- Pupils complete the phrases by putting the verbs into their past affirmative or negative form.
- They then make sentences and write the number and letter that describe each picture.
- In pairs, pupils practise the sentences.

KEY: Activity 1: 3 went, 4 ate, 5 gave, 6 didn't phone, 7 visited, 8 didn't play, a didn't have, b was, c didn't feel, d didn't go, e didn't have, f didn't eat, g didn't want, h didn't have; **Activity 2:** i 2g, ii 7a, iii 8c, iv 3d, v 5h, vi 1b, vii 6e, viii 4f

Optional follow-up activity: Pupils play Sentence chains (see page 5): Pupil A says a sentence in the past affirmative. Pupil B says the same sentence in the negative form, then makes a new affirmative sentence, and so on, e.g. A: *I went to the cinema.* B: *I didn't go to the cinema. I watched a football game.* C: *I didn't watch a football game. I ...*