

Guess What! Level 3 Unit Worksheets – Answer Key

Welcome Unit

Vocabulary

- 1 Read, match, and write.
2 Lucas, 3 Tom, 4 Max, 5 Anna
- 2 Look, read, and write the names.
2 Anna, 3 Tom, 4 Lily, 5 Max

Grammar 1

- 1 Look and write questions. Circle the answers.
2 How old are you? ten 3 What's your favourite animal? dog 4 Do you like computer games? Yes, I do. 5 Do you have a brother? No, I don't. 6 Can you sing? Yes, I can.
- 2 Answer the questions.
Answers will vary.

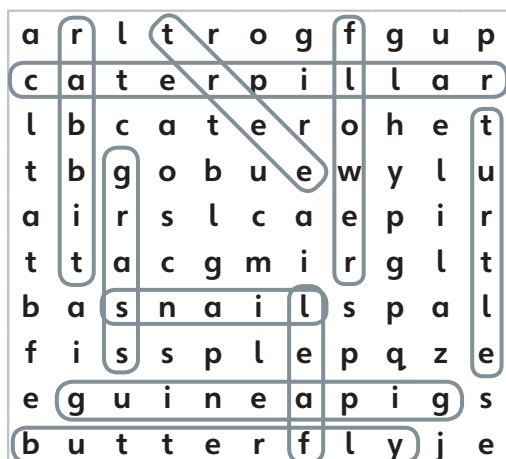
Grammar 2

- 1 Look and write the months.
2 April, 3 June, 4 September, 5 November, 6 December
- 2 Look and match.
2 d, 3 a, 4 c
- 3 Look and complete.
Answers will vary, e.g., Mom / July.

Unit 1

Vocabulary

- 1 Find and circle the words. Write.
2 leaf, 3 tree, 4 snail, 5 butterfly, 6 flower, 7 rabbit, 8 grass, 9 guinea pig, 10 turtle



- 2 Read and check ✓ or put an X.
2 ✓, 3 X, 4 ✓, 5 X

Grammar 1

- 1 Look and read. Write yes or no.
2 yes, 3 no, 4 no, 5 yes, 6 yes, 7 yes, 8 yes
- 2 Look at the table in activity 1. Read and complete.
2 His, 3 Their, 4 His, 5 Their, 6 His, 7 Her

Grammar 2

- 1 Read and number.
2 c, 3 j, 4 b, 5 h, 6 a, 7 f, 8 d, 9 e, 10 g
- 2 Look and read. Cross out the incorrect word and write.
2 leaves leaf, 3 They're It's, 4 that those, 5 flower flowers

Unit 2

Vocabulary

- 1 Look, read, and circle.
2 sports field, 3 cafeteria, 4 gym, 5 playground, 6 library, 7 classroom, 8 reception, 9 music room, 10 science lab
- 2 Read and write yes or no.
2 no, 3 yes, 4 no, 5 yes

Grammar 1

- 1 Look, read, and match.
2 e, 3 b, 4 f, 5 d, 6 a
- 2 Look and write questions and answers.
1 We're in the music room, 2 Where are Gemma and Lucy? They're in the art room, 3 Roger and Betty, where are you? We're on the sports field.

Grammar 2

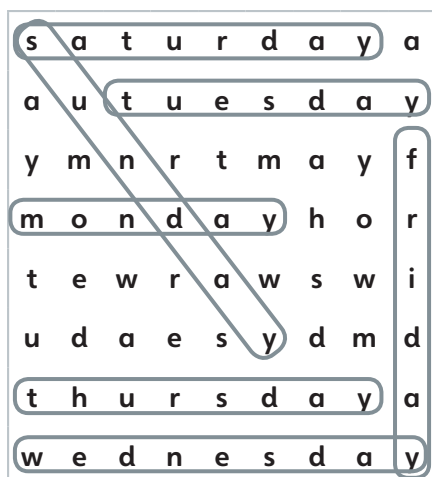
- 1 Look and read. Check ✓ or put an X.
2 ✓, 3 X, 4 ✓
- 2 Look at the picture and read the questions. Write.
2 reading, 3 playing, 4 We're

Guess What! Level 3 Unit Worksheets – Answer Key

Unit 3

Vocabulary

1 Find and circle the days. Write.



School: Tuesday, Wednesday, Thursday, Friday, No school: Saturday, Sunday

2 Look, read, and complete.

2 Friday, 3 Thursday, 4 Saturday, 5 Tuesday, 6 Monday, 7 Sunday

3 Read and complete.

Answers will vary.

Grammar 1

1 Read and circle.

2 science, 3 English, 4 Sunday, 5 Tuesday, 6 Wednesday

2 Look at activity 1. Read and write yes or no.

2 no, 3 yes, 4 yes, 5 yes, 6 yes, 7 no

3 Write about your days.

Answers will vary, e.g. We have art on Monday, We don't have math on Friday.

Grammar 2

1 Look, read and choose.

2 afternoon, 3 evening, 4 before

2 Look at activity 1 and read. Write questions.

2 What lesson does he have after, 3 What club does she have before, 4 What lessons does he have in the

Unit 4

Vocabulary

1 Look, read, and number.

2 e, 3 b, 4 g, 5 a, 6 h, 7 d, 8 c, 9 f, 10 j

2 Read a–j in activity 1. Write the sentences in order.

3 I have breakfast with my sister.
4 I brush my teeth after breakfast.
6 I have lunch with my friend.
8 I take a shower before dinner.
10 I go to bed at night.

Grammar 1

1 Look and read. Check ✓ or put an X.

2 ✓, 3 X, 4 ✓, 5 X, 6 X

2 Write about you.

Answers will vary.

Grammar 2

1 Read and write the activities in the table.

	7:00	8:00	8:30	9:30
Steve	(get up)	get dressed	go to school	
Ella	get up		get dressed	go to school
Luke		get up	get dressed	go to school

2 Look and read. Complete the questions and circle.

1 So do I, 2 What time do you have, I don't, 3 What time do you go, I don't

Unit 5

Vocabulary

1 Read and match. Write.

2 a book (g), 3 juice (h), 4 TV (i), 5 a sandwich (d), 6 music (a), 7 the car (b), 8 homework (c), 9 on the computer (f)

2 Look and write.

2 eating, 3 playing, 4 watching, 5 listening, 6 doing

Grammar 1

1 Look, read, and circle.

2 enjoys, 3 loves, 4 doesn't enjoy

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2 Look, read, and complete.

2 loves, 3 loves, 4 likes, 5 doesn't like,
6 doesn't enjoy, 7 doesn't like, 8 doesn't
enjoy

Grammar 2

1 Read, complete, and draw a happy face or a sad face.

2 eating, 3 playing, 4 watching, ☺ park,
sausages, socks, ☹ fish, TV

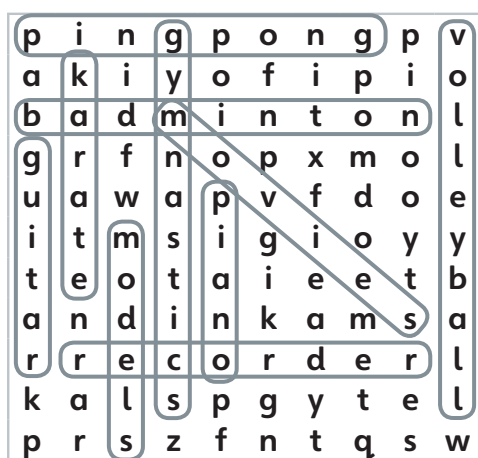
2 Look and complete the questions. Then check ✓ or put an X.

2 Does Fred (✓), 3 Does Vivian (X), 4 Does
Camilla (✓), 5 Does Pedro (X), 6 Does Lina
(X)

Unit 6

Vocabulary

1 Find and circle the words. Circle and write.



2 play the recorder, 3 do karate, 4 play
Ping-Pong, 5 play volleyball, 6 make
movies, 7 play the piano, 8 do gymnastics,
9 play the guitar, 10 play badminton

2 Read and complete.

Answers will vary.

Grammar 1

1 Read and check ✓.

	(guitar)	(sandwich)	(Ping-Pong)	(karate)	(badminton)
before classes				(✓)	
after school					✓
in the evening	✓	✓			
on Saturdays			✓		

2 Look, read, and circle.

2 plays, 3 doesn't do, 4 plays, 5 doesn't
play, 6 doesn't make

Grammar 2

1 Look and read. Write the names.

2 Emma, 3 Paul, 4 Julia, 5 David

2 Look at activity 1 again. Read and write questions and answers.

2 Does he/Paul play the guitar, 3 No, she
doesn't, 4 Does she/Julia paint pictures,
5 No, he doesn't, 6 Does he/David make
models, 7 Yes, she does, 8 Does she/Katie
do homework, 9 No, she doesn't, 10 Does
she/Emma go to gymnastics

Unit 7

Vocabulary

1 Match and write.

2 coconuts, 3 grapes, 4 onions, 5 pears,
6 pineapples, 7 watermelons, 8 lemons,
9 mangoes, 10 limes

2 Read and complete with words from activity 1.

2 Pineapples, 3 Watermelons, 4 Grapes,
5 Tomatoes

Grammar 1

1 Read and write yes or no.

2 yes, 3 yes, 4 yes, 5 no, 6 no, 7 no, 8 no,
9 yes, 10 no

2 Look at activity 1. Read and complete.

2 There aren't any, 3 There are lots of,
4 There are some, 5 There aren't any

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Grammar 2

1 Read and circle.

2 carrots, 3 pineapples, 4 bananas, 5 trees, 6 grapes

2 Complete the questions and answers.

Draw in activity 1.

2 Are there any / Yes, 3 Are there any / No,

4 Are there any / Yes, 5 Are there any / No.

Pupils draw butterflies and snails in the picture.

3 Think and write.

Answers will vary.

Unit 8

Vocabulary

1 Find and circle the words. Look and write.



2 sun, 3 burger, 4 swimsuit, 5 fries, 6 shorts, 7 sand, 8 towel, 9 shells, 10 sunglasses

2 Read and complete with words from activity 1.

2 ocean, 3 burger / fries, 4 towel, 5 swimsuit

Grammar 1

1 Read and color.

Students color the girl's bike red, ball green, and computer purple; the boy's bike purple and computer orange; the grandparents computer blue, ball pink and bike yellow

2 Look and read. Write the names from activity 1.

2 f Mary and Tom, 3 c Jess, 4 a Jess,

5 b Danny, 6 d Mary and Tom

Grammar 2

1 Look, read, and circle.

2 yours, 3 ours, 4 mine

2 Look, circle, and write.

2 They're Rob's, 3 It's Mel's, 4 They're David's, 5 It's Erin's

3 Look and write questions.

2 Whose apple is this?

3 Whose sock is this?

4 Whose socks are these?

5 Whose shoe is this?

6 Whose apples are these?

Guess What! Level 3 Vocabulary Worksheets

Teaching notes and answer keys

Welcome

Using the worksheet

- These writing and spelling activities review the months of the year.
- Pupils complete the missing months in the calendar.
- Pupils then look at the picture clues and complete the crossword grid with the appropriate month. Remind pupils that months begin with capital letters.

Reinforcement: Activity 1: Write some of the letters for each of the missing months and/or draw lines to show how many letters each word has, e.g. M _ r _ h.

Extension: Activity 1: Erase all of the months before photocopying the worksheet.

Key: Activity 1: The missing months in order are: March, May, August, September, November;
Activity 2: 2 June, 3 December, 4 October, 5 November, 6 March

Optional follow-up activity: Bring to class numbered pictures of outdoor scenes in different months, the clothes people wear, food people eat and activities people do. Put them on the classroom walls. Pupils work in pairs and write down which month(s) they associate with each picture.

Unit 1

Using the worksheet

- In this interactive speaking activity learners draw animals in a pet shop and then work with a partner to describe their pet shop and draw their partner's.
- For Activity 1, learners work on their own to draw the animals of their choice in the pet shop. Encourage them to be creative. You may like to revise the animal words.
- For Activity 2, revise prepositions of place using classroom objects.
- Learners work in pairs. One of them describes their pet shop while the other draws it. Then they swap roles. You may like to encourage them to use these phrases: *Can you say that again? I don't understand. Where's the ...?*
- When they have finished, they compare their pictures.

Unit 2

Using the worksheet

- For Activity 1, tell learners that there are three more classroom objects to find in the word search. Learners work in pairs. Check answers.
- For Activity 2, ask learners for information about what the photo shows. Check or pre-teach the following vocabulary: *walk, start, learn, lunch, read, stories, finish*. Tell learners they are going to read a blog post. Explain (in L1 if necessary) that a *blog* is a website in which someone writes about their life and interests and that what you write on a blog is called a *post*. Learners read the blog post and then complete the activity in pairs.
- For Activity 3, read out the three incomplete sentences. To give learners an example, you could complete the sentences with your own ideas and write the completed sentences on the board. Ask learners to work alone to complete the sentences.

Key: 1 pencil, book, pen
2 2 no 3 yes 4 yes 5 no

Unit 3

Using the worksheet

- This worksheet provides practice of the days of the week.
- Learners draw a line to spell the days of the week in order, starting from *Monday*, as in the example. You can suggest that they use a different colour for each day.
- They then write out the days of the week. Make sure they use capital letters to start each day.

Key: Learners draw lines to follow the words in the maze, and then write the words: Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

Optional follow-up activity (reinforcement):

Learners form circles of roughly ten children. Each circle needs a ball. They throw the ball around the circle at random with each learner saying a day of the week in sequence as they throw. They should try to do it as fast as possible.

Guess What! Level 3 Vocabulary Worksheets

Teaching notes and answer keys

Unit 4

Using the worksheet

- This reading and writing activity practises present simple, 3rd person, clock times and vocabulary for daily routines.
- Pupils look at the pictures and read. They then complete the text, using phrases they know.
- Pupils read the text again and draw the correct times on the clocks.

Extension: Activity 1: Ask pupils to work in pairs. Pupil A says a time, e.g. *11 o'clock*. Pupil B says what Paula does, e.g. *Paula plays in the park*. Pupils swap roles.

Key: Activity 1: 2 has/eats breakfast, 3 plays, 4 has/eats dinner, 5 watches TV, 6 goes to bed;
Activity 2: Pupils draw hands on the clock faces for 2 10 o'clock, 3 11 o'clock, 4 6 o'clock, 5 7 o'clock, 6 8 o'clock

Optional follow-up activity: Demonstrate how to play *What's the time, Mr Wolf?* Choose a pupil to be the wolf. You are the reporter. The other pupils are the runners. The wolf stands on one side of the room and the runners stand on the other, facing him. You stand in the middle. The runners say *What's the time, Mr Wolf?* The wolf says the time, e.g. *It's seven o'clock*. The runners take seven steps towards the wolf. You say what the wolf does at that time, e.g. *The wolf gets up*. When you say an eating action, e.g. *The wolf has breakfast/lunch/dinner*, the wolf runs after the other pupils until one is caught. This pupil becomes the wolf in the next game.

Unit 5

Using the worksheet

- These spelling and observation activities practise vocabulary for rooms in the house, animals and *What's in the ... ?*
- Pupils complete the word labels for the rooms, then write answers to the questions about the animals hidden in the house.

Extension: Activity 2: For fast finishers, write more questions about the picture on the board, e.g. *Where's the sofa? What's in the cellar?*

Key: Activity 1: 2 bedroom, 3 living room, 4 hall, 5 dining room, 6 stairs, 7 kitchen;
Activity 2: 2 a frog, 3 a dog, 4 a cat

Optional follow-up activity: Brainstorm the names of more animals. Pupils work in pairs. They each secretly draw their own additional animals on the house picture. Then they show the pictures and ask and answer questions, e.g. Pupil A: *What's in the bathroom?* Pupil B: *A mouse!*

Unit 6

Using the worksheet

- This worksheet provides practice of describing habitual activities using the present simple with *When ... ?*, adverbs of frequency and other frequency phrases.
- For Activity 1, learners write notes to complete the survey in the *You* column. Check that they use the phrases in the box.
- For Activity 2, learners work in pairs to ask and answer *When ... ?* questions. They note down their partner's answers.

Optional follow-up activity (extension): Learners write one or two sentences about their partner using the information in the survey, e.g. *My partner does sport every afternoon*. Collect in the sentence sheets. Choose one at random and read it out. Learners guess who it is about.

Unit 7

Using the worksheet

- These writing activities practise vocabulary for food. They also raise awareness of vowels and consonants.
- Pupils work individually or in pairs. They use the picture to complete the words by filling in the consonants.
- Pupils then look at the picture again and write down the other food they can see.
- Finally, pupils can work in pairs. Pupil A describes one of the foods, e.g. *It's a fruit. It's big and green*. Pupil B looks at the worksheet and names the food, e.g. *watermelon*. They then swap.

Extension: Activity 1: Delete more of the letters before photocopying the worksheet.

Extension: Pupils play the above game from memory.

Guess What! Level 3 Vocabulary Worksheets

Teaching notes and answer keys

Key: **Activity 1:** 2 eggs, 3 bread, 4 fish, 5 mangoes, 6 watermelons, 7 lemons, 8 grapes, 9 beans, 10 potatoes; **Activity 2:** (no set order) 2 sausages, 3 apples, 4 bananas, 5 carrots

Optional follow-up activity: Ask pupils to draw a two by three bingo grid and draw six items of food on it. Slowly say different food words, e.g. *peas, mangos, potatoes, eggs ...*. Keep a note of the words as you say them. When pupils hear a food item from their grid, they cross it out. The first person with six crosses says *Bingo!*

Unit 8

Using the worksheet

- This worksheet provides practice of the unit's vocabulary: *shoes, burger, chips, sunglasses, swimsuit, shorts, shell, sand*. It also revises clothes vocabulary from previous levels: *socks, skirt jacket, shirt, t-shirt*.
- For Activity 1, learners work on their own to look at the pictures and circle the correct words.
- For Activity 2, learners work on their own to read and write the correct words in the gaps.

Key:

1 2 jacket 3 shell 4 shorts 6 T-shirt
2 2 shorts 3 socks 4 sunglasses
5 swimsuit

Optional follow-up activity (revision):

Give each learner a 4 x 2 *Bingo* grid. Ask them to write a clothes word in each square. Mime putting on or taking off the different clothes. Learners call out the word, cross it out on their grids and play *Bingo*.

Guess What! Level 3 Grammar Worksheets

Teaching notes and answer key

Welcome

Using the worksheet

- The learners will listen to a conversation and write answers to questions – either a name or a number.

Track 15

- 1 Adult: Hello, Grace. How are you?
Girl: I'm fine, thank you.
Adult: And how old are you, Grace?
Girl: Eight.
- 2 Adult: What are you doing today, Grace?
Girl: I'm at the riding school and I'm having a horse-riding lesson.
Adult: Wow! That's great. What's the school's name?
Girl: It's Park School.
Adult: Park?
Girl: Yes. P-A-R-K.
- 3 Adult: Is this the horse you're riding today?
Girl: Yes.
Adult: And what's the horse's name?
Girl: Her name's Beauty!
Adult: Oh. Is that B-E-A-U-T-Y?
Girl: Yes, that's right!
- 4 Adult: Do you like Beauty?
Girl: Yes, I do. She's beautiful, but she's old.
Adult: How old is she?
Girl: She's ten years old now.
Adult: Ten years! Yes, that's old.
- 5 Adult: And do you like horse riding?
Girl: Yes, I do. It's fun.
Adult: How many children are in your lesson?
Girl: There are three girls and two boys.
Adult: So five children.
Girl: Yes, five.

Key: 2 Park 3 Beauty 4 10 5 5

Unit 1

Using the worksheet

- These writing activities practise possessive adjectives and the names of the months.
- Pupils look at the pictures and complete the sentences with the missing possessive adjectives.

- 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 *My / Our*) 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's his birthday?* (pointing to picture 2) Pupil B: *It's in March.*

Key: Activity 1: 2 His, 3 Their, 4 Her, 5 Its, 6 Our;
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. *My birthday is in March.* They form a line in month order.

Unit 2

Using the worksheet

- These reading activities practise vocabulary for actions *fly a kite/plane, eat a sandwich, dance, play with the dog, talk on the phone, fish, read a book, listen to the radio, play the guitar* and present continuous.
- Pupils read the first parts of the conversations. They write *yes* or *no* on the lines according to the picture.

Key: Activity 1: 2 yes, 3 no, 4 no, 5 yes, 6 yes;

Unit 3

Using the worksheet

- In this activity, learners practise writing questions with *Have you got ... ?* Then they answer the questions about themselves by circling a short answer option.

Key: 2 Have you got black hair? 3 Have you got blue eyes? 4 Have you got a brother? 5 Have you got a sister? 6 Have you got twins in your family?

Guess What! Level 3 Grammar Worksheets

Teaching notes and answer key

Optional follow-up activity (extension):

In groups, learners make a bar chart to show their group's answers to the questions on the worksheet. Split the class up into groups of six. Each learner in the group has one of the questions and writes it into their notebook. They ask everyone in their group their question and make a note of the 'yes' answers. They count up the number of 'yes' answers and make a bar chart.

Unit 4

Using the worksheet

- This worksheet provides practice of talking about routines using the present simple.
- Learners work in pairs to make the spinners. They stick them on a piece of cardboard, cut them out and put a pencil or a toothpick through the centre. They can also colour the sections different colours.
- Learners take it in turns to spin the two spinners, call out the verb and time phrase and ask a question.

Optional follow-up activity (extension):

Learners spin the spinners again and write sentences about themselves, e.g. *I don't get up in the evening.*

Unit 5

Using the worksheet

- For Activity 1, learners look at the homes in the photos. They listen, read and repeat the sentences. Ask learners to guess which countries the homes are in.
Track 6
1 Spanish boy: I live in a cave.
2 British girl: I live in a houseboat.
3 American boy: I live in a trailer.
- Tell learners where the three homes are (in Spain, the UK and the USA). Ask if they guessed correctly.
- For Activity 2, tell learners to read the blog quickly and to put up their hands as soon as they know the answer.

- For Activity 3, learners work on their own. They read the sentences and then read the blog again and write. With classes that need more support, you may prefer to do the activity with the class as a whole. Check answers.
- Ask learners to guess the meaning of the following words and phrases from the blog: *it looks small, come to visit, think, share, hot, cold.*

Key: 1 | Spain 2 United Kingdom
3 the United States

2 1 – the cave house 3 1 cave 2 bedrooms /
bathrooms 3 watching 4 playing video
games

Optional follow-up activity (extension):

Learners use the blog as a model to write a blog about their own homes. Provide a writing frame for them to follow:

I live in ...

I live with ...

My home has got ...

My favourite room is ... because ...

I enjoy ... I don't like ...

Unit 6

- Make groups of four, with two pairs in each group. In pairs, learners write some daily activities in the *Activities* column, e.g. *play football, ride your bike, watch TV.* Then they write the names of the pair of learners they are going to interview at the top of the second and third columns. They do the survey, e.g. *How often do you play football? I play football on Tuesdays and Thursdays.* They note their friends' answers in the second and third columns.

Unit 7

Using the worksheet

- This worksheet practises *Is/Are there any ...* questions and answers with *Yes / No, there is / isn't / are / aren't.*
- Pupils work in pairs. They cut out one set of word cards per pair, shuffle them and lay them face up on the desk. Pupils then take turns placing cards on the desk to make as many questions and answers as possible.

Guess What! Level 3 Grammar Worksheets

Teaching notes and answer key

Key: (Possible questions and answers): Is there any fish / bread? Yes, there is. / No, there isn't.
Are there any beans/peas/mangoes/carrots?
Yes, there are. No, there aren't.

Optional follow-up activity: Pupils work in pairs. Pupil A makes a question or answer from the cards without showing Pupil B. Pupil A writes the sentence down and then mixes up the cards and passes them to Pupil B to put them in order. Pupil A then checks.

Unit 8

Using the worksheet

- This worksheet provides practice of talking about possessions using possessive adjectives: *mine, yours, his, hers, our, theirs*.
- Learners work on their own to look at the pictures and read the short dialogues. They circle the best answer in each one.
- Check answers with the whole class by reading out the questions and asking learners to say the answers.

Key: 2 C 3 B 4 A 5 C 6 B

Optional follow-up activity (extension):
Learners work in pairs to learn and act out the dialogues.