

Level 3 Worksheets

Teacher's Notes

Worksheet 3.0.1 What's Your Favorite...?

Twenty-First Century Skills Communication

- Hand out a worksheet to each student and have them write down their favorite things.
- When students finish, invite them to call out their favorite color in turn. If one student calls out an item that's already been mentioned, tell him/her to go and sit with the other student and introduce themselves. (*Hi, I'm Javier. What's your name? Nice to meet you, etc.*)
- When colors are finished, move onto food. Walk around the room as students work, engaging students who aren't speaking by sharing your own favorites and asking them theirs.

Worksheet 3.0.2 About My Friend

Twenty-First Century Skills Communication

- Have students work in pairs and hand out one worksheet, a glue stick, and a pair of scissors per pair. Demonstrate how to cut out and fold the cube along the lines and then stick it together.
- Check students understand what information they are asking about, i.e. name, age, weather, mode of transport to school; adjectives to describe personality, and number of brothers and sisters.
- Have students take turns rolling the cube and asking/answering the six questions. If they roll the cube and get the same question, have them roll it again. Encourage them to listen by telling them they must remember the information.
- When students finish, invite different students to come to the front with their cubes to present their partners to the class, by saying, for example, *This is Javi. He's eight years old. He likes...*

Worksheet 3.0.3 Throw the Coin

Twenty-First Century Skills Communication

- Have students work in groups of three or four and hand out one worksheet per group. Make sure you have enough coins for each group. Display the worksheet and direct students' attention to the target. Say *Look. Five circles. Five topics to talk about.* Point to the topics and say *Choose five*

and write them in the circles. Give one student in each group the role of writer.

- When every group has written five topics, demonstrate by placing the worksheet on the ground, standing about 1.5 meters away and gently throwing a coin so that it lands on the topic circles. Point to the useful expressions and say, for example, *The topic is animals. I think monkeys are funny. I like monkeys.* Announce the number of points you have scored, for example, say *That's [8] points.*
- Make sure each group has a coin and have students take turns gently throwing the coin in their groups. If a student's coin lands on the bull's-eye and covers it completely, he/she gets 10 points without talking about a topic. Walk around and check that students are forming whole sentences and throwing the coin from a suitable distance.
- When students finish, have them call out their scores and congratulate the students with the highest scores. Call on students from each group to say something interesting about their group members.

Unit 1 My Country

Twenty-First Century Skills Critical Thinking

- Display a world map, either a classroom poster or the map on pp. 10–11 of the Student's Book. Have students work in pairs. Hand out one worksheet per pair. Say *Let's read where Lupita is from.* Read out the country description for Mexico and invite a student to the front. Say *Point to North America... Point to the United States... Point to South America... Right, so where is Mexico if it's between the US and South America?* Point to the silhouettes (A–E) on the worksheet and say *Can you see which one is Mexico?* Make sure students can locate Mexico on the world map.
- Have students open their Student's Books to pp. 10–11. Have students read about the other four countries and locate them on their maps.
- When everyone has finished, have students come to the front of the class and say which silhouette is each country, to check answers with the class.

ANSWERS:

1B, 2D, 3E, 4A, 5C

Unit 2 Treasure Map!

Twenty-First Century Skills Creativity and Communication

- Review prepositions of place: *on, near, next to, under, in, between*, etc. Use classroom objects (pens, erasers, paper, etc.) and place them in different positions relative to one another to elicit the prepositions, for example, *The eraser is between the paper and the pen.*
- Write *Treasure Island* and draw a treasure chest on the board to teach *treasure*.
- Display the map. Ask *What's on the island?* Call on students to say what they can see, for example, *There's a river. There are two mountains.* Then say *We are here [on the beach]. I have treasure. It's on the island. Where is it?* Call on students to make suggestions, for example, *on the mountain, in the forest, under the house, etc.* Don't tell them if they are correct yet.
- Say *Listen. This is where the treasure is.* Give directions, for example, *You go down the path, through the forest, past the house in the forest to the little village. The treasure is behind the last house.*
- Call on students to come to the board and place an X where they think the treasure is. Congratulate the students closest to your treasure.
- Hand out a worksheet to each student. Have them choose a place to hide their treasure, and mark the place with an X. They must not tell anyone. Then they should also choose a place where they are now.
- Put students in groups of three or four. Have them take turns giving directions and letting the other students place an X on their own maps where they think their classmate's treasure is hidden. You may choose to have students choose new locations for their treasure and play again, this time without the writing stage.

Unit 3 Find Someone Who...

Twenty-First Century Skills Communication and Collaboration

- Ask *Who in the class helps out at home? Let's find out!* Review the unit vocabulary by asking students to call out words and phrases for helping out at home.
- Hand out a worksheet to each student. Have students read 1-8 and have them write one more idea for helping out at home, such as feed

the dog or cat, pick vegetables, read a story to a brother or sister. Walk around and help as necessary.

- When students finish, review *How often* questions. Write the first prompt on the board: *sometimes takes out the garbage* and say *How often...?* Elicit the correct ending: *do you take out the garbage.*
- Repeat the question and elicit answers with adverbs of frequency for example, *I always/ usually/sometimes/never take out the garbage* or with a frequency expression such as *every day, once or twice a week, on weekends, every morning. When the answer is sometimes, write the student's name in the Name column.* Explain that students only write the student's name if the statement is true for them.
- Have students walk around the classroom and find a person for each category.
- While students are asking and answering questions, walk around and encourage them to respond with complete sentences. Encourage students to ask you questions, too.
- When students have completed their worksheets, invite different students to share interesting information that they have collected, such as *Paula never does the dishes. Isabella waters the plants in her bedroom once or twice a week.*

Unit 4 Does He Like Painting?

Twenty-First Century Skills Communication and Collaboration

- Hand out a copy of the Student A worksheets to half the students and a copy of the Student B worksheets to the other half. Ask the A students *What are Kerry and Sal doing?* (They're singing.) *Do they like singing?* (Yes, they do.) Ask the B students *What is Dieter doing?* (He's practicing the piano.) *Does he like practicing the piano?* (No, he doesn't.) Say *Write about your pictures. Write in the chart.* Give students two minutes to complete the chart with the information they have.
- When students finish, put them in pairs, A and B. Say *Don't show your partner your pictures.* Call on a pair to demonstrate the activity. Have Student B ask Student A about Kerry and Sal *What are Kerry and Sal doing? Do they like singing?* Write the structures on the board to remind the students.
What is [Lou] doing?
Does he/she like _ing?

What are [Nathan] and [Ben] doing?

Do they like _ing?

- Walk around to check students are making the questions and answers correctly and help out where necessary. When students finish, call on pairs to ask and answer the questions for the whole class to hear.

ANSWERS:

Worksheet A

What are Kerry and Sal doing?

They're singing.

Do they like singing?

Yes, they do.

What's Takis doing?

He's painting.

Does he like painting?

Yes, he does.

What are Teo and Leo doing?

They're running.

Do they like running?

No, they don't.

What's Lee doing?

He's cleaning up his bedroom.

Does he like cleaning up his bedroom?

No, he doesn't.

What's Lou doing?

She's taking a photo.

Does she like taking a photo?

Yes, she does.

What's Adrian doing?

He's reading a comic book.

Does he like reading a comic book?

Yes, he does.

Worksheet B

What's Dieter doing?

He's practicing the piano.

Does he like practicing the piano?

No, he doesn't.

What's Maria doing?

She's taking out the garbage.

Does she like taking out the garbage?

No, she doesn't.

What are An and Mai doing?

They're watching a movie.

Do they like watching a movie?

Yes, they do.

What are Nathan and Ben doing?

They're roller-skating.

Do they like roller-skating?

No, they don't.

What's Jun-Ho doing?

He's cooking.

Does he like cooking?

Yes, he does.

What's Tama doing?

She's playing video games.

Does she like playing video games?

No, she doesn't.

Unit 5 Spot the Difference

Twenty-First Century Skills Communication and Collaboration

- Hand out a copy of the Student A worksheet to half the students and a copy of the Student B worksheet to the other half. Say *This is your refrigerator. Can you see the milkshakes?* (Yes) Say *There are some milkshakes.* Have students repeat the sentence. Then say *Are there any oranges?* (No) *What can we say?* (There aren't any oranges). *What about bread?* (There isn't any bread). Put students in pairs within their group, i.e. AA AA BB BB..., and have them take turns saying what they can see.
- When students finish, say *The refrigerators in Student A sheet and Student B sheet are different. There are eight differences.* Write *Eight differences* on the board. Write model questions on the board: *Is there any...? Are there any...?*
- Put students in new pairs, Student A with Student B. Tell them not to show their refrigerators to each other. Have students ask and answer questions and try to find the eight differences.
- When students finish, have them explain the differences they found to the class, for example,

In my refrigerator, there's some soup, but in [Akiko's] there isn't any soup. Alternatively, once they think they have found the differences, allow students to compare their refrigerators.

- Have students turn over their worksheets so that they can't see the refrigerators. Say *Now, in pairs, write the eight differences.* Have students write sentences expressing the differences in the same way as in the answer key.

ANSWERS:

The differences are as follows:

In refrigerator A, there are three pancakes.

In refrigerator B, there are seven pancakes.

In refrigerator A, there isn't any soup. In refrigerator B, there is some soup.

In refrigerator A, there's one egg. In refrigerator B, there are six eggs.

In refrigerator A, there's some orange juice.

In refrigerator B, there's some mango juice.

In refrigerator A, there isn't a lot of water.

In refrigerator B, there's a lot of water.

In refrigerator A, there are a lot of grapes.

In refrigerator B, there aren't a lot of grapes.

In refrigerator A, there aren't any apples.

In refrigerator B, there's one apple.

In refrigerator A, there's a lot of salad.

In refrigerator B, there isn't a lot of salad.

Unit 6 Birthday Party!

Twenty-First Century Skills Critical Thinking

- Find out which student in the class has a birthday next. Say *Let's have a birthday party for Jana. Before a party, what do we need to do?* Call on students to suggest ideas, for example, make a cake, buy presents, put on party clothes, etc.
- Put students in pairs and hand out one worksheet per pair. Point to the secret code at the top of the page. Write a simple word on the board using the code, for example, **2 8 ^ ^ [** and call on a student to say the word (*Hello*). Say *Let's use the code to find out about a birthday.*
- Point to item 1. Say *Let's look at the first letter. What letter is that code? (i) In your pairs, find out the letters and complete the sentences.*
- When students finish decoding the letters, say *All these children are getting ready for a birthday party, but whose birthday is it? Is it Ben, George, Nisha, Patricia, or Tammy's birthday?* Give students

a minute to decide the answer in their pairs. Call on a student to say the answer (Tammy's).

- To extend this activity, have students write short messages using the code about what they are doing at the moment, where they are, who they're with, etc.

ANSWERS:

Part 1 1. She is baking a cake. 2. "Happy Birthday"

3. He is buying a present. 4. She is cleaning up the living room. 5. She is getting dressed for her party.

Part 2 Tammy's

Unit 7 Who is Who?

Twenty-First Century Skills Communication and Critical Thinking

- Have students work in groups of five. Photocopy one sheet per group. Cut up the information strips and hand out one to each student in the group. Hand out the picture.
- Write the names of the five characters on the board. Display the picture and say *Let's do a puzzle. Here are five people and here are their names. But who is who? Is this Abi? Or this? Or this? Read your information about the people. Look at the picture. Does your information help you know who is who?* Give students a minute to read the information strips.
- Say *You have all the information as a group, so listen to your classmates and work together.*
- Walk around and check that students are using everyone's information to work out who is who.
- When students finish, call on them to give the names of each character one by one, and check these are correct by having students say all the information they have for that character.

ANSWERS:

1. Cam 2. Dini 3. Bri 4. Eze 5. Abi

Unit 8 Questionnaire

Twenty-First Century Skills Collaboration

- Hand out a worksheet to each student.
- Display the chart and tell students to write six sentences that they think other students will agree with. They can also invent one of their own. Explain that they get five points if their partner completely agrees with them. Walk around and check students are writing correct and meaningful

sentences. Question any unusual sentences that may not elicit a 5—this would suggest the students haven't understood the task correctly.

- When students finish, write 1 ... 2 ... 3 ... 4 ... 5 on the board. Draw a cross under 1 and say *No! I don't agree.* Draw a check mark under 5 and say *Yes! I completely agree!* Point to 2, 3, and 4 and say *I agree a little bit.* Check understanding by having students respond to a few statements, such as *Chocolate ice cream is horrible* to elicit a response of 1, *Soccer is cool* to elicit a response of 5, and *Saturday is my favorite day* to elicit a variety of responses.
- Put students in pairs to respond to each other's sentences. Tell them to note their partner's responses from 1 to 5.
- When students finish, tell them to total up the scores by adding the six responses. Find out who got the highest score and find out what statements they wrote and whether the rest of the class also agrees. Discuss any differences of opinion.

Unit 9 Memory City

Twenty-First Century Skills Communication and Creativity

- Photocopy one worksheet for each student, and one for yourself. Fill in your copy of the city map by labeling ten of the plots of land with the names of buildings and features of cities from Unit 9 Lesson 1 and other known vocabulary (park, swimming pool, school, restaurant, bookshop, library, playground, zoo). For example, you may decide to designate one of the buildings on North Street as a library. Make sure there are two or three of a couple of the places, for example, two parks, three cafés.
- Display your map (or copy it on the board) and say *This is my city. You have one minute to remember as many places as you can and where they are.* After a minute, hide the map or erase it from the board. Ask *What was there in my city?* Make sure students use the past simple, for example, *There was a library. There were two parks.* For every true sentence, say *Good, and can you remember where it was?* A student may respond. *There was a library on North Street. For correct answers, say Great!*
- Put students in pairs. Hand out a worksheet per pair. Say *This is not my city. This is your city. Together,*

decide what there is and where. Give pairs a few minutes to complete their maps.

- Put pairs together to make groups of four. Say *Exchange your maps. You have two minutes to study and remember the other team's map.* When students finish, hand out a blank worksheet to each pair and say *Can you remember their map? Complete the new map so that it's the same as theirs. You have two minutes with your partner to talk about what there was and where.* Give students two or three minutes.
- Now say *Take turns to say one thing about the other map.* Walk around and check that students are using complete sentences with *was* and *were* to recall the maps, including the location of each place.
- When students finish, call on different pairs to say how many of the places they remembered. Congratulate teams which got most or all of the information correct.

Unit 10 What Was the Question?

Twenty-First Century Skills Critical Thinking

- Photocopy one copy of Worksheet A for each student.
- Photocopy one copy of Worksheet B for every four students and cut it up.
- Write on the board *Yes, they did. They watched it yesterday. / Yes, I did. And milk. / No, they didn't. They didn't have any money. Say These are the answers. Listen to a question and choose the correct answer. Ask Did you have bread for breakfast?* Elicit the correct response (Yes, I did. And milk.).
- Put students in pairs. Display Worksheet A and say *Here are some more answers. Write one question for each answer.* Hand out one worksheet to each student but make sure they understand they write the same questions as their partner. Walk around and check that students are writing logical and grammatically correct questions for each answer.
- When students finish, show the answer cards from Worksheet B and lay them out face up on a table where all the students can see. Invite two or three students to the table to demonstrate the game. Have a student read aloud one of their questions at random. Say *Listen to the question and pick up the correct answer before the others.* Award a point to the student who grabs it first. Say *Take turns to read out one of your questions each*

time. Remember how many points you have. The person with the most points is the winner!

- Put students in groups of four from different pairs, i.e. AA BB CC DD EE FF GG HH → ABCD ABCD EFGH, and so on. Hand out a pack of the eight answers to each group and have them spread them on their table. Tell students not to show each other their question sheets. Appoint a student in each group to start. Give them ten minutes to play the game.

Unit 11 Complete a Story

Twenty-First Century Skills Collaboration and Creativity

- Put students in pairs and hand out one worksheet per pair. Say *This is the story of The Lion and the Mouse, but it isn't finished. Some verbs are missing. It's a story, so is it in the past or the present?* (the past) Tell students to complete the story with the simple past of the verbs in parentheses.
- Check answers by having students read aloud the completed story, a sentence at a time.



The mouse had very strong teeth. It cut the rope with its teeth and helped the lion escape.

- Ask *Is the story finished now?* (no) Have students discuss in pairs a possible ending to the story. Ask *Did the mouse help the lion? What did it do?*
- Tell students to decide who will write the sentences and who will draw the picture.
- If any students can't think of an ending, show them the final picture below.
- Walk around the class and have the pairs read their ending and hold up their picture. Finally, read the ending above and show the picture.

ANSWER KEY

1. slept, went 2. wasn't, climbed 3. got, looked, was
4. sat, opened, saw 5. said, laughed 6. had

Unit 12 Make a Video

Twenty-First Century Skills Collaboration and Creativity

- Have students think of three things that are special/unusual about them selves. If they need extra help or ideas, tell them to think about:
 - an unusual place or country they went to
 - something they did that was challenging
 - any skills they have (play the piano, make a cake, etc.)
- Hand out a worksheet to each student and have them complete the three sentences. Walk around and help with vocabulary as necessary.
- Have students work in pairs to discuss the questions in Activity 2. As they practice asking and answering the questions, walk around the class and give help with pronunciation, and correct any language errors. Tell students that they will be making a video. This will make them want to be as accurate as possible.
- Divide the class into groups of four and schedule a time to record your students' video interviews. Depending on what equipment your school has, you may be able to use a proper video camera. If not, you could record your class, using your smartphone.
- After you've filmed students' videos, you can show them in class. Or, if you have a private class website or social media page, post the videos for the class and their families to see.
- Please be aware of any school rules about filming students.