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1 My day

Worksheet 1: My day

Using the worksheet

- This worksheet practises vocabulary: *get up, get dressed, have breakfast, brush your teeth, go to school, have lunch, play in the park, have dinner, go to bed.*
- Students label the pictures with the words in the boxes.
- Students then work in pairs. Student A mimes a phrase and Student B guesses. Students swap roles.

KEY: 2 get dressed, 3 have breakfast, 4 brush your teeth, 5 go to school, 6 have lunch, 7 play in the park, 8 have dinner, 9 go to bed

Optional follow-up activity: Prepare students to write about their routine during one day. Brainstorm activities and write them on the board. Tell students to draw pictures if they can't write about some things they do, e.g. housework.

Worksheet 2: Telling the time

Using the worksheet

- This worksheet practises questions and answers about the time.
- Students work individually or in pairs. They use the words on the clock to complete the questions and answers.
- Students then think of two more time questions. They write true answers. Then students stand up and mingle, asking and answering their questions.
- Students say *Snap!* when another student has the same answer as their own.

KEY: Activity 1: 2 It's four o'clock. 3 When do you go to bed? 4 At nine o'clock; Activity 2: (Possible questions and answers: 1 What time do you go to school? At eight o'clock. 2 When do you have dinner? At six o'clock.)

Optional follow-up activity: Play Time race. Write the 'o'clock' times that students know on the board. Put students in two teams and ask both teams to line up on either side of the board. Give the first student in each team a board pen. Say one of the times, e.g. *ten o'clock*. The two students race to find and circle it. The first player to circle the correct time wins a point. Play continues with the next pair of students.

This game can also be played with numbers 1–20.

Worksheet 3: Paula's day

Using the worksheet

- This worksheet practises present simple, 3rd person.
- Students look at the pictures and read. They complete the text, using the verbs they know.

- Students read the text again and draw the correct times on the clocks.
- Ask students to work in pairs. Student A says a time, e.g. *11 o'clock*. Student B says what Paula does, e.g. *Paula plays in the park with her friends*. Students swap roles.

KEY: Activity 1: 2 has/eats, 3 brushes, 4 plays, 5 has/eats, 6 watches, 7 goes; Activity 2: 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 student to be the wolf. You are the reporter. The other students are the runners. The wolf stands on one side of the room and the runners stand on the other. 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 students until one is caught. Students swap roles.

Worksheet 4: Cities

Using the worksheet

- This worksheet practises finding out and asking about cities.
- Students work in four groups. Ask each group to find out the answers to the questions about one of the cities in the box. Students share what they already know, use the Internet, look at an encyclopaedia and ask you for information. Help with new language. Then students find or draw a picture of the city.
- Students work with a member of a different group. They take it in turns to ask and write the answers to the questions in 2a.

KEY: Activity 2a):

	Mexico City	Cairo	London	Beijing
Where?	Mexico	Egypt	United Kingdom	China
Population?	20 million	15 million	13 million	12 million
Famous building?	Palace of Fine Arts	Coptic Museum	Big Ben	Forbidden City
River?	No	Nile	Thames	Yongding

Optional follow-up activity: Students work in their original groups and make a short poster presentation.

1

Worksheet 2: Telling the time

1

Use the words on the clock to make the questions and answers.



- 1 What time is it _____ ?
- 2 _____ four _____ o'clock.
- 3 When _____ go _____ ?
- 4 _____ o'clock.

2

Write two more questions and answers about the time.

- 1 _____ ?
 _____ .
- 2 _____ ?
 _____ .

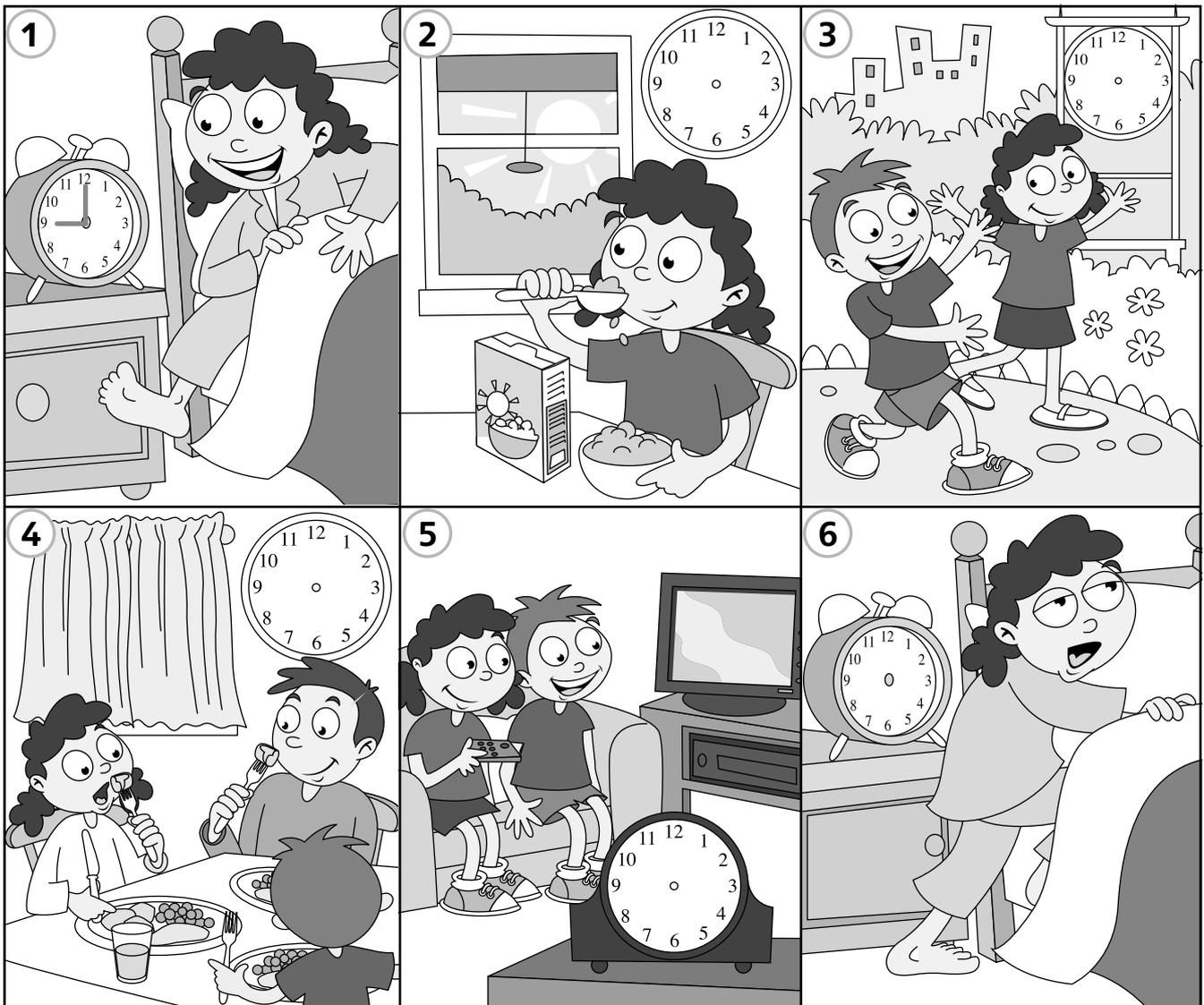
Grammar 1: Telling the time

1

Worksheet 3: Paula's day

1

Read and complete.



It's Saturday. Paula ¹ gets up at nine o'clock. She ² _____ breakfast at ten o'clock and ³ _____ her teeth. Paula ⁴ _____ in the park with her friends at eleven o'clock. Paula ⁵ _____ dinner with her family at six o'clock. She ⁶ _____ TV with her brother at seven o'clock and she ⁷ _____ to bed at eight o'clock.

2

Read again and draw the time on the clocks.

Grammar 2: Present simple, 3rd person

1 Worksheet 4: Cities

1 Circle your city.

Mexico City London Cairo Beijing

2 Find out about your city.

a) Tick the correct answer.

1 Where is your city?

- In Egypt. In China. In Mexico.
 In the United Kingdom.

2 What is the population of your city?

- The population is 20 million. The population is 13 million.
 The population is 12 million. The population is 15 million.

3 Are there any famous buildings in your city?

- Yes, there are. The Palace of Fine Arts.
 Yes, there are. The Forbidden City. Yes, there are. Big Ben.
 Yes, there are. The Coptic Museum.

4 Is there a river in your city?

- Yes, there is. The Nile. Yes, there is. The Yongding.
 Yes, there is. The Thames. No, there isn't.

b) Draw or find a picture of your city.

3 Ask a partner the questions in 2a about their city. Write your partner's answers.

Geography: Cities