

1. Home time

Unit objectives

To identify and talk about routine activities.

To sing a song and a chant.

To read and understand a story and a cartoon.

Target language

Vocabulary:

do homework, go to bed, have lunch; quarter past/to

Structures:

What time is it?

Present Simple: What time do you have lunch?

At half past one.

I do my homework at seven o'clock.

Review

o'clock and half past

Anticipating difficulties

In the first few classes the children may have difficulty in getting into a routine of using classroom language again. Some children may even find it difficult to produce some of the sounds as the muscles in their mouth are out of practise and this could make them feel self-conscious at the moment of speaking.

Teaching tip

You could choose a few of the most commonly used phrases in the classroom and get them to express the phrases in different ways using gestures and facial expressions. All emotions are welcome but it is important that they are clearly expressed. It is said that when an emotion is activated, it helps to retain the accompanying information in the long term memory.



Lesson 1A

Student's Book, page 5

Objectives

- To introduce and learn the names of routine activities.
- To practise using routine verbs.
- To learn and sing a song.

Target language

Vocabulary:

come (home), do (the dishes), go (to bed), have (dinner), practise (the recorder), see (my friends), tidy (my room), walk (the dog)

Structures:

When I come home I (tidy my room).
It's my favourite place.

Materials

CD
Unit 1 poster
flashcards: routines

▶ i-book activity

▶ i-poster

▶ i-flashcards

Getting started

Put the poster on the board. Write on the board: *What do you do when you go home?* Put the flashcards face down against the board. Ask for a volunteer to come to the front of the class and choose a flashcard. The child looks at the flashcard, holds it up to the rest of the class and says: *I (tidy my room)*. Ask for another volunteer to come to the poster and find the same verb and point to it. The child repeats: *I (tidy my room)*. Continue until all of the children have had a turn.

1 Listen and sing. ^{1.5}

Ask the class to look at the picture on page 5 and ask them who they can see. Ask them whether the characters are at home or at school. Then tell them they are going to hear a song about things the characters do when they get home. Play the CD and ask the class to listen. Play the CD again and ask the class to follow the song in the book with their fingers. Encourage the children to join in the singing with you. Play the CD a few more times until they are more confident. Then divide the class into groups and ask them to sing the song.

2 Listen and say the picture. ^{1.6}

Ask the children to look at the pictures in Activity 2. Then ask for volunteers to read out the captions to the pictures. Explain that they are going to listen to the CD. They will hear different conversations and have to work out which is the correct picture. Ask the children to listen carefully, and play the CD. Play it again and ask the children to decide which picture is the correct one.

Answers

1 have dinner, 2 go to bed, 3 tidy my room, 4 do my homework, 5 walk the dog, 6 see my friends, 7 do the dishes, 8 practise the recorder

Finishing off

Play *Read my lips*. Select a flashcard but don't show it to the class. Mouth the word and ask the class to guess which word it is. Invite the first child to guess the word to the front to have the next turn.

Transcript

Listen and say the picture. ^{1.6}

1 Boy: Dad, this chicken's delicious!

Dad: Do you like it?

Boy: Yes, I love it. Is there any more?

Dad: Yes, just a moment.

Boy: And can I have more potatoes and carrots too?

Dad: Yes, here you are!

2 Boy: Oh! I'm tired. What time is it?

Mum: It's ten o'clock. It's time for bed.

Boy: OK goodnight, Mum!

Mum: Goodnight!

3 Dad: Look at your bedroom!

Girl: What's the problem, Dad?

Dad: There are T-shirts on the floor!
There are books on your bed! There

are shoes on the chair!

Girl: OK, Dad. It's time to tidy my room.

4 Mum: La, la, la... La, la, la

Girl: Mum, be quiet please! I'm doing my homework.

Mum: Oh sorry! What have you got today?

Girl: I've got Maths, Spanish and English.

5 Dad: Where are you going?

Girl: I'm going to the park.

Dad: Can you walk the dog, please?

Girl: Oh yes, come on Lulu. Let's go to the park!

6 Boy 1: Hello, how are you?

Boys 2 & 3: Fine!

Boy 3: Do you want to play?

Boy 1: Yes, come in. Let's go and play on the computer!

Boy 2: Good idea!

7 Boy: Mum, sit down. I can do that.

Mum: Oh, thank you.

Boy: Oh no, sorry Mum!

8 Girl: Do you like music?

Boy: Yes, I do.

Girl: Oh good! Listen to this.

Boy: Oh... Um... Very good! But look, it's half past eight, it's time for my favourite TV programme. Bye!

1 Home time

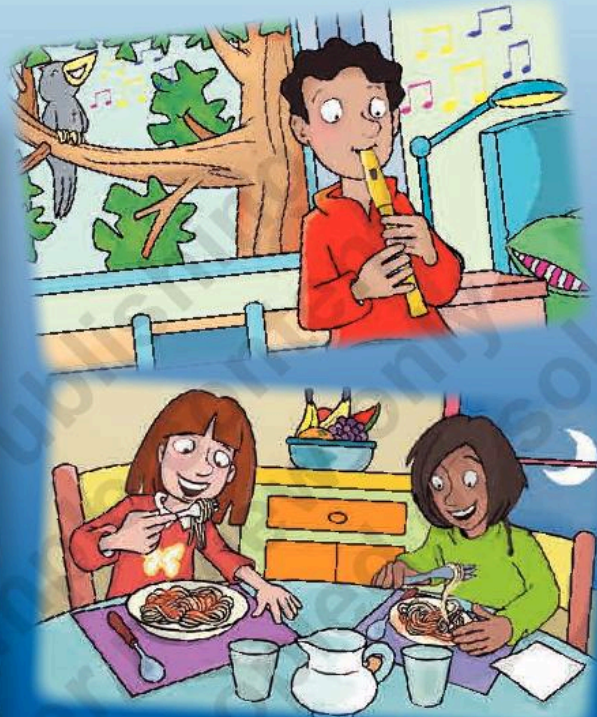
LESSON 1

1 Listen and sing. 1.5

When I come home from school,
 So many things to do.
 I walk the dog, ✓
 I tidy my room, ✓
 I do my homework too. ✓

I practise the recorder, ✓
 I sometimes see my friends, ✓
 I have my dinner and do the dishes, ✓
 And go to bed at ten.

I love to be at home,
 It's my favourite place.
 Whenever I'm at home,
 There's a smile on my face!



2 Listen and say the picture. 1.6



1 tidy my room



2 have dinner



3 do the dishes



4 walk the dog



5 see my friends



6 practise the recorder



7 do my homework



8 go to bed

5

Students develop *Cultural and artistic competence* via musical awareness by listening to and singing along with a song about home time and routine verbs. This activity helps to develop memory and musical intelligence by establishing an association between rhythm, language and word stress.

1 Home time

1 Look and write.

see my friends have dinner walk the dog do my homework
~~do the dishes~~ play the recorder go to bed tidy my room



1 I do the dishes.



5 I do my homework.



2 I have dinner.



6 I see my friends.



3 I tidy my room.



7 I play the recorder.



4 I walk the dog.



8 I go to bed.

2 Look and match.



- | | | |
|----------|--------------|---------------------|
| 1 I have | to bed | at half past six. |
| 2 I walk | the recorder | at half past eight. |
| 3 I do | dinner | at six o'clock. |
| 4 I go | my homework | at half past nine. |
| 5 I play | the dog | at half past seven. |

Students develop *Interpersonal and civic competence* by playing a flashcard game as a class and then letting volunteers take over the teacher's role and give orders to other members of the class.

Objectives

To practise describing routines.
To practise referring to different times of day.

Target language

Vocabulary:

come (home), do (the dishes),
go (to bed), have (dinner),
practise (the recorder), see (my
friends), tidy (my room), walk
(the dog)

Structures:

I do the dishes.
I go to the bed at (half past nine).

Materials

flashcards: routines

▶ i-flashcards

Getting started

Write some times on the board (*half past six, half past nine, seven o'clock*). Beside these, write: *after school, after dinner, after breakfast*. Show the flashcards one at a time and ask the children, as a group, to name them. Then hold out the flashcards face down and ask a child to come to the front, choose a card and say a sentence using one of the times on the board: *I wash the dishes after dinner*. Then ask for other volunteers to do the same: *I walk the dog after school*.

1 Look and write.

Say: *Open your Activity Books at page 5*. Ask the children to look at the verbs at the top of the page and then ask them to look at the eight pictures in Activity 1. Explain that each of the phrases corresponds to a picture and that they have to write a sentence following the example: *I do the dishes*. When they have finished, call out a number between 1 and 8 and ask the class to read out their sentence for that number.

2 Look and match.

Say: *Look at Activity 2*. Tell the children that they have to look at the picture and then match the sentences. When they have finished, check the activity by asking the children to read out their sentences.

Finishing off

Hide a flashcard behind your back. The children take turns to guess what it is by asking questions and saying routines. Continue until the children have guessed all the subjects. Then ask for volunteers to take over your role.

Resources

Communicative activities

TEACHER'S RESOURCE BOOK, PAGE 57

Lesson 2A

Student's Book, page 6

Objectives

To listen to and read a simple dialogue about routine activities.

To learn and practise adverbs of frequency.

To read and write about a typical evening.

Target language

Vocabulary:

come (home), do (the dishes), go (to bed), have (dinner), practise (the recorder), see (my friends), tidy (my room), walk (the dog); always, never, sometimes, usually

Structures:

Do you (practise the recorder) every day?

I (usually) practise (after school).

Materials

CD
flashcards: routines

▶ i-book activity

▶ i-flashcards

Getting started

Practise saying the days of the week. Ask for seven volunteers and give each one a different day of the week. Ask them to get into a line in the correct order and ask them to call out their day one after the other. Then write the days of the week on the board. Say: *I practise the recorder on Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.* Write *I practise the recorder* beneath the days of the week on the left-hand side of the board and tick each day of the week. Say: *I always practise the recorder.* Write *always* on the board. Choose a different activity and do the same for *usually*, but tick only four of the seven days. Repeat for *sometimes*, and tick two days. Finally, use *go to bed* plus a ridiculous time, and put a cross beneath the days of the week and *never* on the left-hand side of the board. Hand out the flashcards, and ask the children to say a sentence using their activity plus one of the adverbs of frequency.

3 Listen and read. 1.7

Say: *Open your books at page 6.* Ask the children to look at the picture and say: *This is Ben and this is Anita. They are walking home from school together and talking. Listen very carefully.* Play the CD. Play it again and get the children to follow the dialogue with their fingers. Play it once more, pausing at various points and choosing volunteers to say the next line. Then tell the children to get into pairs and get them to role-play the dialogue, taking turns to play each character. Finally, choose pairs to come to the front and act out for the rest of the class.

4 Look and read. Which sentence is in the dialogue?

Ask the children to look at the grammar box in Activity 4 and the bar chart on the right-hand side of the page to remind themselves of *always*, *usually*, *sometimes* and *never*. Ask the children to read the grammar box and to tick the sentence that is in the dialogue. When they have finished, ask for volunteers to read out their answers (*I sometimes see my friends*).

5 Read about Paul. Write about your evenings.

Say: *Look at Activity 5. We're going to read about what Paul does in the evening.* Ask for volunteers to read one sentence each aloud. Then explain that you are going to pretend to be Paul. Say sentences including mistakes and ask the children to correct you. T: *I always do my homework at six o'clock.* SS: *No! I usually do my homework at six o'clock!* Then get the children to write about their own evenings. They then read them out to the rest of the class.

Finishing off

Extend the activity by asking the children to write about a whole day, including their morning and afternoon activities. If you have time, look at cultural similarities/differences such as the earlier English lunchtime and the later Spanish lunch, the English school day finishing at 3.30/4.00 and the Spanish one finishing at 5.00.

3 Listen and Read. 1.7

Ben and Anita are walking home from school.

Hi, Anita! I see you've got a recorder. **Do you practise the recorder every day?**

Yes, I usually practise after school in my bedroom.

That's good. I usually play basketball after school.

Do you see your friends too?

Yes, I sometimes see my friends. We play computer games or listen to music.

Oh really? My friends all like music too! What time do you have dinner?

I always have dinner at half past six.

That's early! And do you go to bed at seven o'clock?



No! I never go to bed at seven o'clock. I go to bed at half past nine.

Me too! This is my house. Bye, Ben!

See you tomorrow!

4 Look and read. Which sentence is in the dialogue?



always	walk the dog.
usually	go to bed at nine o'clock.
sometimes	see my friends.
never	practise the recorder.

always					
usually					
sometimes					
never					

Beep on Grammar, page 2.



5 Read about Paul. Write about your evenings.

In the evening
 I usually do my homework at six o'clock and I always have dinner at seven o'clock with my family. After dinner, I sometimes do the dishes. Then, I usually play computer games in my room. I sometimes watch TV at nine o'clock and I sometimes read comics with my sister. I usually go to bed at ten o'clock.









Students develop *Competence in 'Learning to learn'* by reviewing new vocabulary. Students use visual cues to help them remember the names of home time and routine verbs and label them in English.

3 Look at the table and write.

always = ✓✓✓✓
usually = ✓✓✓
sometimes = ✓✓
never = X

do the dishes play the recorder
see my friends do my homework
walk the dog tidy my room

- ✓✓✓  1 I usually do the dishes.
- X  2 I never walk the dog.
- ✓✓  3 I sometimes see my friends.
- ✓✓✓✓  4 I always do my homework.
- X  5 I never play the recorder.
- ✓✓✓  6 I usually tidy my room.

4 Write about you, then listen and complete for Paul.

3.1

Child's own answers

always usually sometimes never



- 1 I _____ have dinner at seven o'clock.
- 2 I _____ do my homework in the kitchen.
- 3 I _____ see my friends.
- 4 I _____ tidy my room.

Paul

- 1 I sometimes do the dishes.
- 2 I usually tidy my room.
- 3 I never go to bed at ten o'clock.
- 4 I always see my friends.

6

Students develop *Processing information and digital competence* in the classroom by extracting specific information from a short CD recording. Children listen and write the corresponding adverbs of frequency.

Objectives

To practise adverbs of frequency.

To read and write about a typical evening.

Target language

Vocabulary:

come (home), do (the dishes), go (to bed), have (dinner), practise (the recorder), see (my friends), tidy (my room), walk (the dog); always, never, sometimes, usually

Structures:

Do you (practise the recorder) every day?
I (usually) practise after school.

Materials

CD

Getting started

Write the adverbs of frequency on the board: *always, never, sometimes, usually*. Tell the children that you are going to play a guessing game. Explain that you are going to mime some routine activities and ask the children to try to guess what they are (*do the dishes, walk the dog, tidy my room, play the recorder, do my homework*). Then ask a child to mime an activity and another to guess what it is. This time, the child has to repeat the sentence using an adverb of frequency: *I usually play the recorder*. Continue until they have said all the adverbs and all the activities.

3 Look at the table and write.

Tell the children to open their Activity Books at page 6. Ask them to identify the adverbs according to the ticks. T: *four ticks*. SS: *always*. Then ask the children to look at the pictures and identify the activities. When they have done that, ask the class to write the six sentences using the words in the box and the clues on the left-hand side of the page. Correct the activity by asking the children to read out their sentences.

4 Write about you, then listen and complete for Paul. 3.1

Tell the children to look at Activity 4. Explain that they have to write four sentences about themselves and their routines using adverbs of frequency. When they have done that, ask them to read out their sentences. Then tell them to look at the picture on the left, and explain that they are going to listen to Paul talking about his routine. Explain that they have to write similar sentences for Paul. Play the CD while the children listen. Play it again and this time the children write the correct adverb in the space. Play the CD again so that they can check their answers. Correct the exercise by asking the children to read out their sentences.

Finishing off

Divide the class into pairs and tell the children to prepare and ask each other questions using the routine activities and adverbs of frequency: *Do you always walk the dog after school? Do you usually have dinner at six o'clock?*

Transcript

Write about you, then listen and complete for Paul. 3.1

Hi, I'm Paul! I sometimes do the dishes. I usually tidy my room. I never go to bed at ten o'clock. I always see my friends.

Resources

Reading and writing

TEACHER'S RESOURCE BOOK, PAGE 89

Activity 1: The children have to read the text in the box and then answer the six questions underneath.

Activity 2: Tell the children to look at the picture. Then, using the words in the box and the picture, they have to write about Pablo.

Lesson 3A

Student's Book, page 7

Objectives

To listen and identify people through activities.

To ask a friend about their evenings.

Target language

Vocabulary:

come (home), do (the dishes), go (to bed), have (dinner), practise (the recorder), see (my friends), tidy (my room), walk (the dog); always, never, sometimes, usually

Structures:

I (usually) (go to bed) (at half past nine).
(After dinner) I (always) (do the dishes).
Do you (listen to music)?

Materials

CD
card

Getting started

Quickly revise the time: *o'clock, quarter past, half past, quarter to*. Dictate sentences about daily routines and ask the children to write them in their notebooks: *I wash the dishes, I see my friends after school, I tidy my room at the weekend*. They then rewrite the sentences so that they relate to themselves, including one of the adverbs *always, usually, sometimes, never*: *I sometimes do the dishes, I usually see my friends after school, etc.*

6 Listen and say the name. 1.8

Say: *Open your books at page 7*. Ask the children to look at the pictures and to read out the names of the characters. Explain that they are going to listen to the characters talking about their routines. Play the CD and ask the children to look at the pictures while they listen. Play the CD again, pausing after each description, and the children identify the correct picture.

7 Ask a friend about their evenings.

Ask the children to look at Activity 7. Ask for volunteers to read the short dialogue aloud. Then tell the children that they have to ask and answer the questions on the page. Divide the class into pairs and ask them to do the activity. Walk around the class listening to the children and correcting them if necessary. Make sure they are using the adverbs of frequency. When they have finished, ask pairs of children to come to the front of the class and act out their dialogue.

Finishing off

True or False? Prepare two cards with *TRUE* on one and *FALSE* on the other. Then tell the class about your evenings: *I usually go to bed at half past ten, I sometimes practise the recorder, I have dinner in the kitchen, etc.* After saying each sentence ask the children to give you a thumbs-up if they think it's true and a thumbs-down for false sentences. Then hold up the *True* or *False* card to reveal the answer. Ask for volunteers to take over your role.

Transcript

Listen and say the name. 1.8

1 Claudia: I usually go to bed at half past nine. I always read in bed.

2 Kim: I sometimes watch TV in the evenings. I like programmes about animals.

3 Jenny: After school, I always walk the dog in the park. I sometimes see my friends there.

4 Mark: After dinner, I always do the dishes. I sometimes listen to music too.

5 Eddie: I never tidy my room. I usually play the guitar. I sometimes sing songs too.

6 Ben: I usually do my homework in my room. I never walk the dog. I haven't got a dog! I've got a cat.

6 Listen and say the name. 1.8



Claudia



Kim



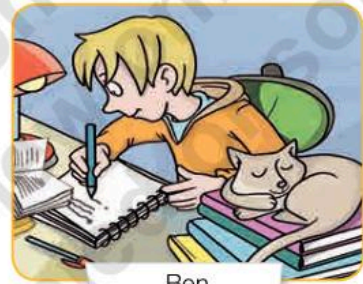
Jenny



Mark



Eddie



Ben

7 Ask a friend about their evenings.



Do you listen to music?

Yes, I usually listen to music with my sister.



Do you have dinner at seven o'clock?

Do you listen to music?

Do you do your homework in your bedroom?

Do you do the dishes?

Do you watch TV?

Do you go to bed at half past nine?

Students develop *Autonomy and personal initiative* by talking about their evenings and finding out about their partner's in order to boost their oral skills. Teachers must create conditions for oral interaction through group and individual activities.

5 Look at the table, then listen and complete.

3.2



never			
sometimes			
usually			
always			

- | | | | | |
|-------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|----------------------------------|
| 1 Do you read in bed? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I always read in bed. |
| 2 Do you do the dishes? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I sometimes do the dishes. |
| 3 Do you watch TV? | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | I usually watch TV. |
| 4 Do you practise the guitar? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I sometimes practise the guitar. |
| 5 Do you listen to music? | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | I always listen to music. |
| 6 Do you walk the dog? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I never walk the dog. |

6 Write the words in order and circle for you.

In the evening



- Child's own answers**
- | | | | |
|-------------------------------------|--|------------|--------------|
| 1 at have o'clock you dinner six Do | <u>Do you have dinner at six o'clock</u> ? | Yes, I do. | No, I don't. |
| 2 computer play Do games you | <u>Do you play computer games</u> ? | Yes, I do. | No, I don't. |
| 3 Do bed you read in | <u>Do you read in bed</u> ? | Yes, I do. | No, I don't. |
| 4 music Do to you listen | <u>Do you listen to music</u> ? | Yes, I do. | No, I don't. |

7 Read about Tim. Then, write about you.



Hello, I'm Tim. On Saturdays, I always play computer games and see my friends. I usually read books and watch TV. I sometimes play the recorder and go to the cinema. I never play basketball.

Child's own answer

7

Students develop *Interpersonal and civic competence* by learning the rules for *Hangman*. Games help students learn English and social skills at the same time, such as, following accepted rules and taking turns.

Objectives

To practise asking questions using adverbs of frequency.

To read and write about a typical day.

Target language

Vocabulary:

always, never, sometimes, usually

Structures:

I (usually) (go to bed) (at half past nine).

(After dinner) I (always) (do the dishes).

Do you (listen to music)?

Materials

CD

flashcards: routines

► i-flashcards

Getting started

Write these adverbs of frequency on the board: *always, never, sometimes, usually*. Place the flashcards of the routine activities around the classroom. Ask a question using one of them: *Do you walk the dog?* and ask for a volunteer to go to the flashcard, hold it up and say: *I (always) walk the dog*. Ask for another volunteer to take over your role of asking questions. Repeat several times with other volunteers.

5 Look at the table, then listen and complete. 3.2

Say: *Open your books at page 7. Look at Activity 5.* Ask the class to look at the table. Then tell them that they have to answer the questions on the CD. Play the CD. Play it again, pausing after each question to give the children time to write down their answers. Play the CD once more so that the children can check their answers. Then ask for six volunteers to ask the questions and another six to read out their answers.

6 Write the words in order and circle for you.

Tell the children to look at Activity 6. Tell them that they have to write the words in the correct order to form questions and then circle the correct answer. When they have finished, ask for volunteers to read out the corrected sentences and for other volunteers to give their answers.

7 Read about Tim. Then, write about you.

Tell the children to read about a typical Saturday in Tim's life. Then explain that they have to write a similar text about a typical Saturday in their own lives. When they have finished, ask for volunteers to read out their texts.

Finishing off

Play *Hangman* with the children, using adverbs of frequency and routine activities. Write lines on the board representing each letter in the sentence:

(*I always walk the dog after school.*)

Divide the class into teams. The teams take turns to say letters. If a letter appears in the sentence, write it on the corresponding line and give the team a point for each time it appears.

Transcript

Look at the table, then listen and complete. 3.2

1 Boy: Hello, Anna.

Girl: Hi!

Boy: Tell me about your evenings. Do you read in bed?

Girl: Yes, I do. I always read in bed. I love it!

2 Boy: Do you do the dishes?

Girl: Yes, I do. I sometimes do the dishes and my brother sometimes does the dishes.

3 Boy: Do you watch TV?

Girl: Yes, I usually watch TV after dinner with my mum.

4 Boy: Do you practise the guitar?

Girl: Yes, I sometimes practise the guitar. The guitar's my favourite instrument.

5 Boy: Do you listen to music?

Girl: Yes, I love music! I always listen to music in my bedroom.

6 Boy: Do you walk the dog?

Girl: No, I never walk the dog. My brother walks the dog.

Lesson 4A

Student's Book, pages 8 and 9

Objectives

To enjoy a story.

To read and listen for comprehension.

Target language

Vocabulary:

come (home), do (the dishes), go (to bed), have (dinner), practise (the recorder), see (my friends), tidy (my room), walk (the dog)

Structures:

Don't forget your homework.

Let's go for a walk.

Ron sees his friend Jason in the park.

There are shoes on the chair.

What have you got today?

Materials

CD

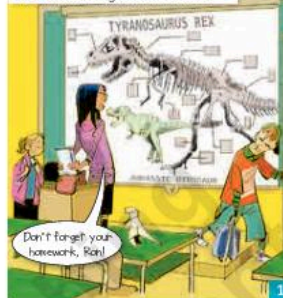
flashcards: routines

The science project!

LESSON 4

8 Read and listen to the story

Ron always goes home at quarter to five. He sometimes forgets his homework.



Ron is doing a science project about dinosaurs. It's very difficult.



Poor Ron! He doesn't know what to write about and Buster wants to go out.



Ron sees his friend Jason in the park.



Getting started

Play a game with the flashcards. Show the class the picture flashcards and elicit each routine verb. Then stick the cards to the left-hand side of the board, with the pictures facing the board. Next, repeat with the word flashcards and stick them face down to the right-hand side of the board. Divide the class into two teams. Ask a volunteer from Team 1 to turn over a picture card and a word card and to name the subject. If they match, the team wins the pair. If not, turn them over again. Next, a volunteer from Team 2 has a turn. The winner is the team to win the most pairs.

Before you read.



Tell the children who is in the story (*teacher, Ron, Jason, expert*). Then hold up your book and point to the series of pictures at the top of page 9. Say: *Find the (yellow helmet) in the story* and elicit the scene number (Scene 4). Tell the class to work in pairs to find the other items in the story. Correct as a class. Where possible, extend the activity with questions: *Does Ron always go home at quarter to five? Does he always forget his homework? What is Ron's science project about?*



Students develop *Linguistic competence* by listening to a recorded story that revises vocabulary and grammar structures from previous levels. Afterwards a guided role play is done by students for speaking consolidation.

8 Read and listen to the story. 1.9

Play the CD and tell the class to read and listen to the story. Check comprehension with questions: *Where is Ron in Scene 1? What is Ron doing in Scene 2? Is he busy? Does Buster want to go for a walk? Who does Ron see in the park? Write the main parts from the story on the board: narrator, teacher, Ron, Jason, expert.* Divide the class into groups of five and tell them to take a part each and read the story. Follow up by asking the children: *What time do you go home from school? Do you forget your homework?*

Finishing off

Tell the class to open their books at the story pages and to hold the books on their heads with the pages open like a hat. Read out a speech bubble or part of a caption, say *GO!* and instruct the children to race to find which scene it is in. Tell them to stand up when they find it. When most of the class are standing up, elicit the scene number. Repeat with other speech bubbles or captions.

The science project!

8 Look at the story and number the sentences in order.

- 2 Ron doesn't know what to write about.
- 5 The dinosaur is in the museum.
- 4 Buster finds a bone.
- 1 Ron goes home from school.
- 3 Ron sees his friend Jason in the park.



9 Read again. Which of these is not in the story? Cross (X).

- 1 Ron practises skateboarding with Jason.
- 2 Ron can't find his dog, Buster.
- 3 The teacher is very angry about Ron's homework.

10 Complete the story summary.

dinosaurs sees his friend Buster happy
quarter to five museum walk always

Ron always goes home at quarter to five.
He's doing a project about dinosaurs. Buster wants to go for a walk.
Ron sees his friend Jason. They practise
skateboarding in the park and Buster finds a bone. The dinosaur is in the
museum. The teacher is happy and so is Ron!

8

Students develop *Competence in 'Learning to learn'* by completing the summary of the story using the words in the box and the unfinished sentences.

Objectives

To focus on comprehension of the story in the unit.

To review key vocabulary from the story.

Target language

Vocabulary:

come (home), do (the dishes), go (to bed), have (dinner), practise (the recorder), see (my friends), tidy (my room), walk (the dog)

Structure:

Ron always goes home at quarter to five.

Getting started

Remember the story. Ask the class questions about the story: *What are the names of the children? Where are they? What is the dog's name?* Then ask them to open their Student's Books at Lesson 4. Assign the parts to five volunteers (*narrator, teacher, Ron, Jason, expert*). Read the story out loud.

8 Look at the story and number the sentences in order.

Ask the children to look at and number the sentences in the same order as they appear in the Student's Book. Then write a sentence on the board: *Buster finds a rabbit*. Ask the children to look at their Student's Books and say whether the sentence is *True* or *False*. (*False*.) Continue with the other sentences, but tell the children to read the sentences and write down their answers.

9 Read again. Which of these is not in the story? Cross (X).

Ask the class to read the sentences in Activity 9. Then tell them to look at the story again and find which of the sentences is not there. Tell them to put a cross next to the sentence. When they have finished, ask for volunteers to tell you their answer.

10 Complete the story summary.

Explain to the children that they are going to write a summary of the story using the words in the box and the unfinished sentences below. When they have finished, ask for volunteers to read out their summaries.

Resources

DVD

PEDRO'S PROJECT
TEACHER'S RESOURCE BOOK, PAGES 123 – 128

11 Complete the words from the story and write the number.

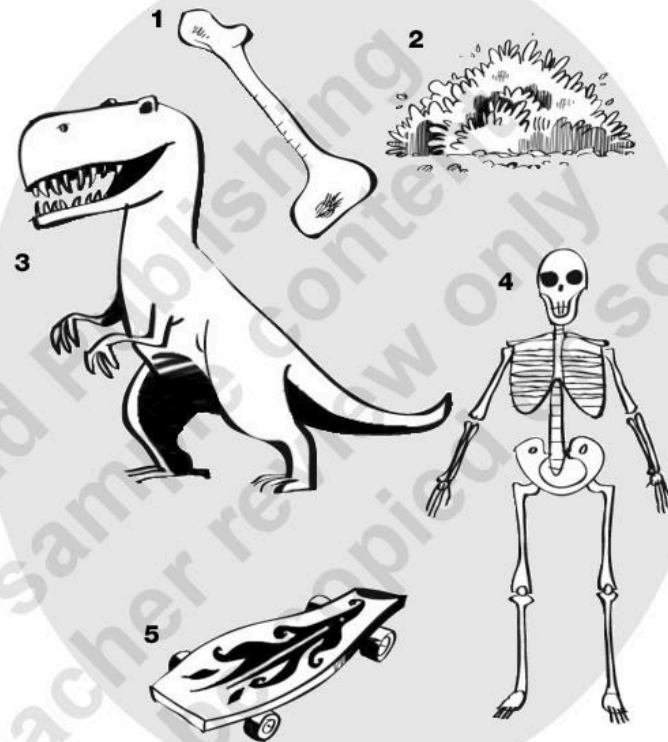
d i n o s a u r 3

s k e l e t o n 4

b u s h 2

s k a t e b o a r d 5

b o n e 1



12 What do you think? Child's own answers

I think this story is _____ . (funny / interesting / unusual)

My favourite character is _____ .

I like the part when _____ .
_____ . (Buster wants to go for a walk / Buster finds the dinosaur / the dinosaur is in the museum)

I give this story ☆ ☆ ☆ ☆ ☆ stars.



Students develop *Mathematical competence* by using numbers to match words and images and counting the number of letters for each word. The association between numbers and spelling can help children to improve memorization strategies for vocabulary.

Objectives

To focus on comprehension of the story in the unit.

To review key vocabulary from the story.

Target language

Vocabulary:

come (home), do (the dishes), go (to bed), have (dinner), practise (the recorder), see (my friends), tidy (my room), walk (the dog); bone, bush, dinosaur, skateboard, skeleton

11 Complete the words from the story and write the number.

Tell the children to look at the unfinished word boxes and the pictures in Activity 11. Then ask them to complete the words by checking the spelling in the story, and tell them to write the correct number in the box provided. When they have finished, call out the numbers 1 – 5 at random: the children say and spell the word they have written.

12 What do you think?

Ask the children to look at Activity 12. Explain that they have to complete the sentences to give their opinion about the story. When they have finished, ask for volunteers to read out their texts.

Finishing off

Spot the mistakes. Tell the story again, including deliberate mistakes. Ask the class to call out: *Stop!*, when they hear you make a mistake, and invite them to tell you the correct word or phrase.

Resources

Communicative activities

TEACHER'S RESOURCE BOOK, PAGE 58

Lesson 5A

Student's Book, page 10

Objectives

- To practise telling the time.
- To practise routine verbs with times.
- To sing a chant.

Target language

Vocabulary:

come (home), do (the dishes), go (to bed), have (dinner), practise (the recorder), see (my friends), tidy (my room), walk (the dog); half past, o'clock, quarter past, quarter to

Structures:

I (get up) at (quarter to eight).
What time do you have (Science)?

Materials

CD

▶ i-book activity

Getting started

Revise telling the time. Play *Run and write*. Draw two clock faces without hands on the board. Divide the class into two teams, invite a member of each team to the front and give them both pens. Say a time and tell them to draw hands on the clock to show that time. Give a point to the first child to draw the time correctly. Repeat with another time and then ask for another pair of volunteers. Continue until all the children have had a turn.

9 Listen and say the chant. 1.10

Say: *Open your books at page 10. Look at Activity 9.* Ask the children to look at the pictures, and play the CD. Play it again and ask the children to follow it in their books. Then tell the class to stand up, play the chant again and ask the children to sing along and march on the spot. Then divide the class into two teams. Ask Team A to say the first verse, and Team B to recite the second. Then reverse roles and repeat.

10 Look and say the times in pairs.

Ask the children to read the dialogue in Activity 10. Then divide the class into pairs and ask the children to choose a clock and repeat the dialogue. When the partner has answered, the children in each pair change roles.




11 Ask a friend.




Ask the children to look at Activity 11. Ask for six volunteers to read the questions. Divide the class into pairs and then explain that one of each pair has to ask the other the questions from the book and make a note of the answers. Remind the children to use adverbs of frequency whenever they can. When they have finished, reverse the roles. Ask for volunteers to come to the front of the class and act out the dialogue.

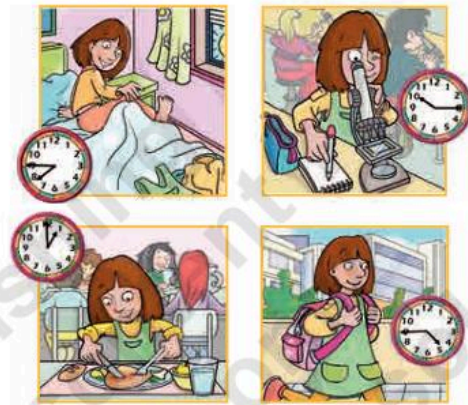
Finishing off

A day in the life. The activities on this page can be extended by asking the children to write about their day: *I usually get up at (quarter past seven), I always go to school at (half past eight), etc.* Alternatively, the children could choose a famous person or fantasy character and write about their day. For example, they could bring a photo of a famous sports star to school and write a profile of the star entitled: *A day in the life.*

9 Listen and say the chant. 1.10

 I usually get up at quarter to eight,
 I'm never late for school.
 I sometimes have Science at quarter past ten,
 Science is really cool!


 I have my lunch at one o'clock,
 And then I play with my friends.
 I finish school at quarter to five,
 And then I go home again!




10 Look and say the times in pairs.



11 Ask a friend.

- 1 What time do you get up?
- 2 What time do you have Science?
- 3 What time do you have lunch?
- 4 What time do you do your homework?
- 5 What time do you have dinner?
- 6 What time do you go to bed?



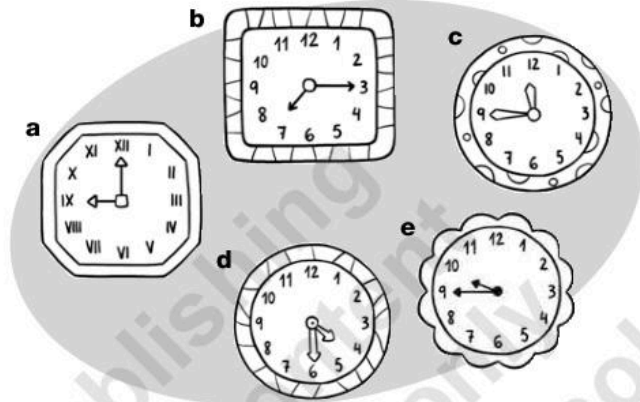
Beep on Grammar, page 3.



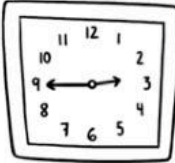
Students develop *Competence in 'Learning to learn'* by learning and practising a chant about times and timetables. Rhyme, music and chants are a useful way of memorizing functional language and gaining confidence while practising in a group setting.

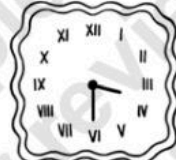
13 Read and write the letter.


- 1 It's quarter to twelve. c
- 2 It's quarter to ten. e
- 3 It's half past four. d
- 4 It's quarter past seven. b
- 5 It's nine o'clock. a

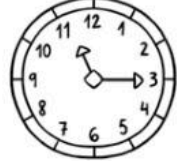


14 Look and write the times.

1  It's quarter to three.

2  It's half past three.

3 It's quarter past eight. 

4 It's quarter past eleven. 

15 Read and answer for you. Then ask your partner.



<ul style="list-style-type: none"> 1 What time do you get up? 2 What time do you go to school? 3 What time do you have lunch? 4 What time do you finish school? 5 What time do you go to bed? 	<p style="text-align: center; color: #e91e63;">Child's own answers</p> <hr/> <hr/> <hr/> <hr/> <hr/>
--	--

Students develop *Mathematical competence* by telling the time and practising timetables on an analogue clock. Children gain real competence with both clock and calendar, and the maths to use in reading them. This helps them to consolidate their concept of time.

Objectives

To practise telling the time

Target language

Vocabulary:

half past, o'clock, quarter past, quarter to

Structures:

*It's quarter to twelve.
What time do you get up?*

Materials

flashcards: routines

▶ i-flashcards

Getting started

Practise telling the time. Ask for volunteers to answer questions. T: (*David*), *what time do you have English on Monday?* (*Maria*), *what time do you have breakfast?* Then put the flashcards facing the board and ask for a volunteer to come to the front of the class and turn one over. The child then asks a friend a question: *What time do you (walk the dog)?* Tell the children that they can invent an answer if the activity is something that they don't do. Other volunteers continue with different flashcards.

13 Read and write the letter.

Say: *Open your Activity Books at page 10 and look at Activity 13. Look at the clocks. Tell them to read the sentences and write the correct letter in the box. When they have finished, ask five children to read out the time and say the letter.*

14 Look and write the times.

Say: *Look at Activity 14. Explain to the children that they have to look at the clocks and write the correct times in the spaces provided. When they have finished, ask for four volunteers to read out their answers.*

15 Read and answer for you. Then ask your partner.

Explain to the children that they have to write down the answers to the questions. When they have finished, ask for five volunteers to read the questions, and for another five to give you their answers. Then divide the class into pairs and tell the children to ask each other the questions.

Finishing off

Ask the children to make a list of five times using the digital format. Then divide the class into pairs and ask each pair to exchange their lists and to write the times using *quarter*, *half past* and *o'clock*. Go around the class checking the children's work.

Resources

Language

TEACHER'S RESOURCE BOOK, PAGES 11 – 13

Reinforcement

Activity 1: The children look at the clock faces and then write the times below each one using the sentences in the box. Then, they have to draw the times on the clocks.

Activity 2: Tell the children to look at the table and write sentences using Maria's information. Then, the children draw and write sentences according to what they do.

Consolidation

Activity 1: The children look at the five sentences and then complete them using the words in the box.

Activity 2: Tell the children to look at the table and explain to them that they have to fill in the boxes to complete it.

Activity 3: The children have to look at the five pictures and then write sentences about them, inventing their names.

Extension

Activity 1: Tell the children to look at the dialogue and explain to them that they are going to fill in the spaces using one word each time.

Activity 2: The children read the text on the left and then answer the six questions on the right.

Lesson 6A

Student's Book, page 11

Objectives

To read about dogs and hamsters.

To understand how to look after our pets.

Target language

Vocabulary:

at night, dog biscuits, examine, exercise, get dirty, injection, in the day, shampoo, the vet's, twice a day

Structures:

*We walk our dog twice a day.
I always give my dog a bowl of fresh water every day.*

Materials

CD

i-book activity

Getting started

Ask the children if they have got any pets. Say: *David, have you got a pet? What kind of pet have you got?* Write the names of the children's pets on the board (*dog, cat, hamster, budgie, etc.*). Then ask: *Do you feed your pet?* Explain that when our pets are sick we take them to the vet's. Then ask: *Where do you take your pet if it is sick? Does your pet sleep in the day or at night? What does your pet eat?* Write the answers to these questions on the board next to the names of the different animals.

12 Listen and read. 1.11

Say: *Open your books at page 11.* Ask the children to look at the photographs in Activity 12. Ask them what is happening in each photograph. Play the CD and encourage the children to listen. Play the CD again and ask the children to follow it in their books. Then ask for four volunteers to read the four paragraphs. When they have finished, ask for a volunteer to choose one of the pictures and to describe it out loud. The other children say which picture it is. Repeat the activity with all four photos.

Listen again and find one mistake in each text. 1.12

Then, tell the children that they are going to listen to the four texts again, and that this time there will be a mistake in each text. Tell the children to listen carefully and find the mistake. Play the CD and tell the children to listen. Play it again and ask the children to follow it in their books. Then ask the children to call out the mistakes. (*She likes swimming. She doesn't like swimming, she likes running!*)

Answers

1 She likes **swimming** and playing ball games. (running) **2** On Sunday, I **always** give him dog-biscuits for a treat. (sometimes) **3** He **doesn't like** having a bath! (likes) **4** I sometimes take my dog to the **dentist**. (vet's)

Do you know?

Ask the children to look at the texts about hamsters. Choose volunteers to read the texts. At the end of each text, ask comprehension questions: *Where do hamsters live? Do they sleep in the day or at night? What do they do when they wake up?* etc.

Finishing off

The children write short texts about their pets. They then draw a pet (real or imaginary) and write a description of it.

He's/She's a ...

Her/His name is ...

He/She eats ... He/She drinks ...

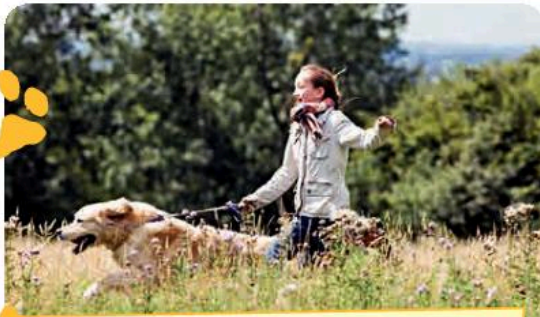
For a treat, he/she likes ...

He/She lives ...

When they have finished, display the projects and encourage the children to walk around the class reading and commenting on the different texts.



12 Listen and read. 1.11



1 Dogs need a lot of exercise. We walk our dog twice a day. My dad always walks her in the morning and I usually walk her in the park after school. She likes running and playing ball games.



2 Dogs drink a lot of water. I always give my dog a bowl of fresh water every day. He always eats in the evening. On Sunday, I sometimes give him dog-biscuits for a treat.



3 Dogs can get dirty. I sometimes give my dog a bath on Saturdays. I use a special shampoo for dogs. He likes having a bath!



4 I sometimes take my dog to the vet's. He examines her teeth and gives her injections.

● Listen again and find one mistake in each text. 1.12



Hamsters are desert animals. In the desert, they sleep in the day and they wake up at night and look for food.

Hamsters usually live for 2 to 3 years. Rabbits usually live for 5 to 10 years and cats usually live for 10 to 15 years.

Hamsters are omnivores. They eat fruit, plants, seeds and insects.

Students develop and consolidate competence in *Knowledge and interaction with the physical world* by learning more about different pets, such as dogs and hamsters.



16 Look at Activity 12 in the Student's Book. Read and correct the mistakes .



- 1 My dad sometimes walks my dog in the morning. always
- 2 My dog likes jumping and playing ball games. running
- 3 I always give my dog fresh milk every day. water
- 4 On Sunday, I usually give her dog biscuits. sometimes
- 5 I sometimes give my dog a bath on Sundays. Saturdays
- 6 My dog doesn't like having a bath. likes

17 Read and complete.

eats door three sofa climbing night drinks exercise



Hi, I'm Nico and this is my pet cat. His name is Felix and he's three years old. In the mornings, he always eats meat and drinks water for breakfast. He usually sleeps on a bed or on the sofa in the day. He always goes out at night. Look! He's got a special door. It's important for cats to do exercise. Felix likes running, jumping and climbing trees. Do you like cats?

18 Unscramble the pet words and answer.



roratp
parrot



ahrtmes
hamster



btriab
rabbit



sfhi
fish

What are your favourite pets? Child's own answers

11

Students develop *Competence in 'Learning to learn'* by spotting the mistakes. Students recognize untrue information and offer the correct version. This activity helps to activate long-term memory skills.

Objectives

To read about pets.
To practise using adverbs of frequency.

Target language

Vocabulary:

always, never, sometimes, usually

Structures:

*My dad sometimes walks my dog in the morning.
On Sunday, I usually give her dog biscuits.*

Getting started

Tell the children to imagine that they have been given a dog and that they have to learn how to look after it. Write the following words on the board: *dog biscuits, exercise, chocolate, fresh water, dog food, grooming* (explain). Then write the words: *always, sometimes, usually* and *never* next to them. Divide the class into pairs and ask them to put the correct adverb with each word. (*always: exercise, fresh water, dog food; sometimes: grooming, dog biscuits; never: chocolate*). When they have finished, ask them to make sentences: *I never give my dog chocolate.*

16 Look at Activity 12 in the Student's Book. Read and correct the mistakes.

Say: *Open your Activity Books at page 11. Look at Activity 16.* Ask for six volunteers to read out the sentences. Then tell the children that each sentence contains a mistake. Refer them to Activity 12 in their Student's Book and tell them to find the mistakes and correct them. When they have finished, ask for another six volunteers to read out the corrected sentences.

17 Read and complete.

Say: *Look at Activity 17.* Tell the children that they have to use the words in the box to complete the text about a pet cat. Explain that they have to identify the different words and then use them to complete the sentences. When they have finished, ask for volunteers to read out what they have written and ask the rest of the class to correct them if necessary.

18 Unscramble the pet words and answer.

Ask the children to identify the animals in Activity 18. Then explain that they have to re-arrange the letters and write the name of the animal in the space provided. Then they have to answer the question. When they have finished, ask for four volunteers to spell the words and for other volunteers to tell you what their favourite pets are.

Finishing off

Ask the children to choose one of their favourite pets and to write a short text about the way in which they look after it. They can use the activities in Lesson 6 to help them.

Resources

Communicative activities

TEACHER'S RESOURCE BOOK, PAGE 59

Lesson 7A

Student's Book, page 12

Objectives

To read and listen to a cartoon story.

To say a tongue twister and practise the *d* and *t* sounds.

To review the language of the unit.

Target language

Vocabulary:

come (home), do (the dishes), go (to bed), have (dinner), practise (the recorder), see (my friends), tidy (my room), walk (the dog)

Structures:

Beep can do the dishes, and walk the dog.

I can do homework and I can fly.

Materials

CD
Unit 1 poster
flashcards: routines

▶ i-book activity

▶ i-poster

▶ i-flashcards

Getting started

Put the poster and the flashcards on the board. Write the days of the week on the board. Write appropriate times of the day on the board (*at half past seven, at six o'clock, in the morning, after school, etc.*) and write the adverbs of frequency on the board. Ask for a volunteer to pick up a flashcard and read out the routine verb. Another volunteer goes to the poster, finds the appropriate picture and says a sentence: *I always tidy my room after school. I usually walk the dog at half past six, etc.*

13 Read and listen. 1.13

Tell the children to look at the Beep cartoon and explain that Sally's and Finn's dad is Professor Rubin. Beep is a robot. Play the CD and instruct the children to read and listen to the cartoon. Read out half a caption or speech bubble and ask the children to complete it: *Don't touch ... I can help ... Beep can do ... I can do homework and ...* Repeat with other sentences. Follow on by asking the class to read the cartoon aloud in pairs, with Child A saying the narrator's and Finn's parts and Child B saying Beep's and Sally's parts.

14 Listen and say a tongue twister. 1.14

Tell the children that they are going to learn a tongue twister. Play the CD and encourage the children to repeat each line in the pauses. Put the poster on the board and show the children the tongue twister. Play the CD again and invite the class to chant again. Then teach the children a clapping pattern to do in pairs along with the chant. The pairs face each other, clap hands as they say the line and then clap hands with a partner at the end of each line. Do this very slowly to begin with, and faster as the children get more familiar with the chant and with clapping along.

Finishing off

Play *Blah-blah-blah*. Write the verbs on the board or stick the flashcards up, and check understanding. Choose a verb and make sentences with it, substituting the phrase *blah-blah-blah* for the verb. For example, for *have dinner*, say: *I blah-blah-blah at seven o'clock / I don't blah-blah-blah in my bedroom / On Saturday, I blah-blah-blah with my friends in a restaurant* and so on until the children guess the verb. The child who correctly guesses it first then continues by choosing another verb and replaces it with *blah-blah-blah*. Continue until all the children have had a go.

13 Read and listen. 1.13

Sally and Finn's dad is Professor Rubik. He's an inventor.

Hey, look at this robot!

There's somebody at the door. Don't touch any buttons!

Sally never listens to Dad! She pushes a green button.

Hello, I am Beep version 7.01. Can I help you?

Wow! He can talk!

What can you do, Beep?

Let me show you...

I can help at home.

Oh, that's boring!

Beep can do the dishes, and walk the dog.

I can do homework and I can fly!

Now THAT's amazing!

Hmm! What else can you do?

Don't push the red button!

What's happening?

To be continued...

14 Listen and say a tongue twister. 1.14

Dom and Tom have dinner together,
Then Dom does the dishes,
And Tom tidies the toys!



Students develop *Linguistic competence* and comprehension by focusing on the phonetic pronunciation of the letters *t* and *d* by learning a tongue twister. Accuracy and awareness is developed by children through the repetition of the sound when chanting the text.

Review

1 Look, circle and write.

do go see play the to my bed the friends dishes recorder



do the _____
_____ dishes



go to _____
_____ bed

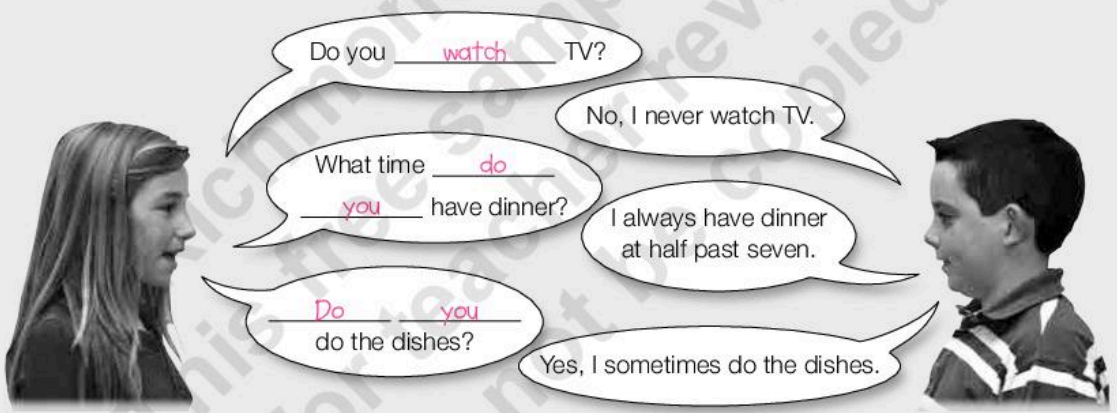


see my _____
_____ friends



play the _____
_____ recorder

2 Read and complete the questions.



Do you watch TV?
No, I never watch TV.

What time do you have dinner?
I always have dinner at half past seven.

Do you do the dishes?
Yes, I sometimes do the dishes.

3 Write about your Sundays.

always
usually
sometimes
never

Sunday

I Child's own answers do my homework.

I _____ tidy my room.

I _____ go to the park.

I _____ go to school.

I sometimes _____.

I usually _____.

Students develop *Competence in 'Learning to learn'* by going over adverbs of frequency. Lessons that focus on language consolidation help students to become more fluent and comfortable with the language.

Objectives

To practise reading and writing.
To revise the vocabulary from the whole unit.

Target language

Vocabulary:

come (home), do (the dishes), go (to bed), have (dinner), practise (the recorder), see (my friends), tidy (my room), walk (the dog)

Structures:

Do you watch TV?
No, I never watch TV.
I always do my homework.
I never tidy my room.

Materials

Unit 1 poster
flashcards: routines

▶ i-poster

▶ i-flashcards

Getting started

Put the poster on the board. Point to a picture and ask for a volunteer to tell you something about it, for example: *They are having dinner. He is tidying his room.* Continue until all the children have had a turn to speak.

1 Look, circle and write.

Say: *Open your Activity Books at page 12. Look at Activity 1.* Tell the children that they have to write the routine activities using the words in the box. The children write the correct words in the spaces. When they have finished, ask for four volunteers to read out their answers.

2 Read and complete the questions.

Say: *Look at Activity 2. We're going to make three questions.* Tell the children to look at the answers to the questions for a clue to give them the right verb. When they have finished, ask for volunteers to read out their questions.

Picture dictionary ^{3.17}

Ask the children to look at the *Picture dictionary* on page 69 of their Activity Books. Hold up your two index fingers and signal to the class to do the same. Say: *Point to walk the dog and always.* Encourage the class to quickly point to the two pictures and to check with the child next to them. Repeat with other words from the page. Tell the children to trace each word on the dictionary page. Play the CD, and ask the children to look at the pictures, repeat the words, and translate them below.

3 Write about your Sundays.

Ask the children to look at Activity 3, and explain that they have to write true sentences using adverbs. When they have finished, ask them to read out what they have written.

Finishing off

Place the flashcards around the room. Name one of the routine activities. Ask a child to point to the correct flashcard and to name it. If they name it correctly, they choose the next activity. Play the game again, but this time the children have to make a sentence using one of the adverbs of frequency.

Resources

Phonics

TEACHER'S RESOURCE BOOK, PAGE 47

Activity 1: Tell the children to listen and to repeat each sound and each word that they hear.

Activity 2: The children have to listen and circle the word that they hear.

Activity 3: Tell the children to unscramble the words and make full sentences. Then, they write the sentences underneath.

Activity 4: The children look at the words in the box and the pictures and then label the pictures by writing the correct word from the box underneath the picture.

Evaluation

Objectives

To evaluate children's understanding of target language from the unit.

Target language

Vocabulary:
days of the week

Structures:
I get up at seven o'clock.
I have my lunch.
I watch TV.

Materials

CD
photocopies of Teacher's Resource Book, pages 101 – 102

Even young children can get tense about doing evaluations. To help contribute to a more relaxed atmosphere in the class, you could play the karaoke songs in the background while they are doing the part of the evaluation that does not correspond to the listening. Tracks 3.42 – 3.51 of the class audio are karaoke melodies.

1 Listen and write what Cristiano does. 1.15

Tell the children that they are going to hear about Cristiano's day and that they have to fill in the table.

2 Look at the rota and answer the questions.

The children look at the rota. Then, they answer the six questions underneath, according to the information in the table.

3 Circle the correct answers.

Instruct the children to look at the eight incomplete sentences. Tell them they are going to complete each one by circling the correct word.

4 Complete the text with words from the box.

The children have to read the text about Sean's routine and fill in the gaps using the words from the box.

5 Unscramble the words to make sentences.

Tell the children to unscramble the four sentences and then write the correct sentences below.

Unit 1 Test

Name: _____ Class: _____

1 Cristiano Ronaldo's day

07:00	
08:00	
15:00	
21:15	
23:30	

2

Maria's Rota	Monday	Tuesday	Wednesday
Maria			
John			
Peter			

1 Does Maria walk the dog on Tuesdays? 4 What does Mary do on Mondays?

2 Does John do the dishes on Mondays? 5 What does John do on Wednesdays?

3 Does Peter tidy his room on Wednesdays? 6 What does Peter do on Tuesdays?

1 Listen and write what Cristiano does. 2 Look at the rota and answer the questions.

101

Unit 1 Test

Name: _____ Class: _____

3

1 I ... have breakfast at eight o'clock. 5 ... go for a walk!

a) some b) usually c) am d) shall e) Let's f) is

2 There ... some clothes on the floor. 6 I ... school at five o'clock.

a) are b) is c) any d) end e) go f) run

3 We're ... Maria on Friday. 7 We ... dinner at nine o'clock.

a) no b) got c) don't d) take e) have f) come

4 ... you see your friends every day? 8 My sister helps to do the ...

a) Do b) Why c) Does d) please e) bowls f) dishes

4

do walk in am always near to have go at

My Routine

Hi! My name is Sean. I live in _____, Dublin, Ireland. I'm _____ years old and I go to _____ school. _____ my house. During the week I wake up at _____ eight o'clock and _____ my breakfast. Then I _____ to school. After school I _____ have something to eat and then I _____ the dog. At six o'clock I _____ my homework and then I watch TV.

5

1 usually / my / do / homework / I / half past six / at _____

2 watch / Do / TV / you / wearing / the / is / ? _____

3 So since / do / What / you / time / have / ? _____

4 mornings / I / sometimes / walk / dog / the / in / the _____

3 Circle the correct answers. 4 Complete the text with words from the box. 5 Unscramble the words to make sentences.

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Transcript

Unit 1 Test. Activity 1. Listen and write what Cristiano does. 1.15

Jane: I'm Jane Davis. I'm interviewing top footballer, Cristiano Ronaldo for Beep News! Tell us about a typical day in your life...

Cristiano: Well, I get up at seven o'clock and before breakfast, I take my dog, Penalty, for a walk. He's very lively and we go to the park. Then I go training for

four hours. At three o'clock I have my lunch and after lunch I do the dishes. In the afternoon I watch TV and at a quarter past nine I usually practise the guitar and at half past eleven I go to bed.

Jane: Thank you very much Cristiano and good luck in your next game.