

**NEW**

# English Adventure

**Teacher's Resource Pack**

**LEVELS 1 TO 5**



**Pearson Education Limited**

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**Photocopiable Worksheets**

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**NEW**  
**English**  
**Adventure**

**TEACHER'S RESOURCE PACK**

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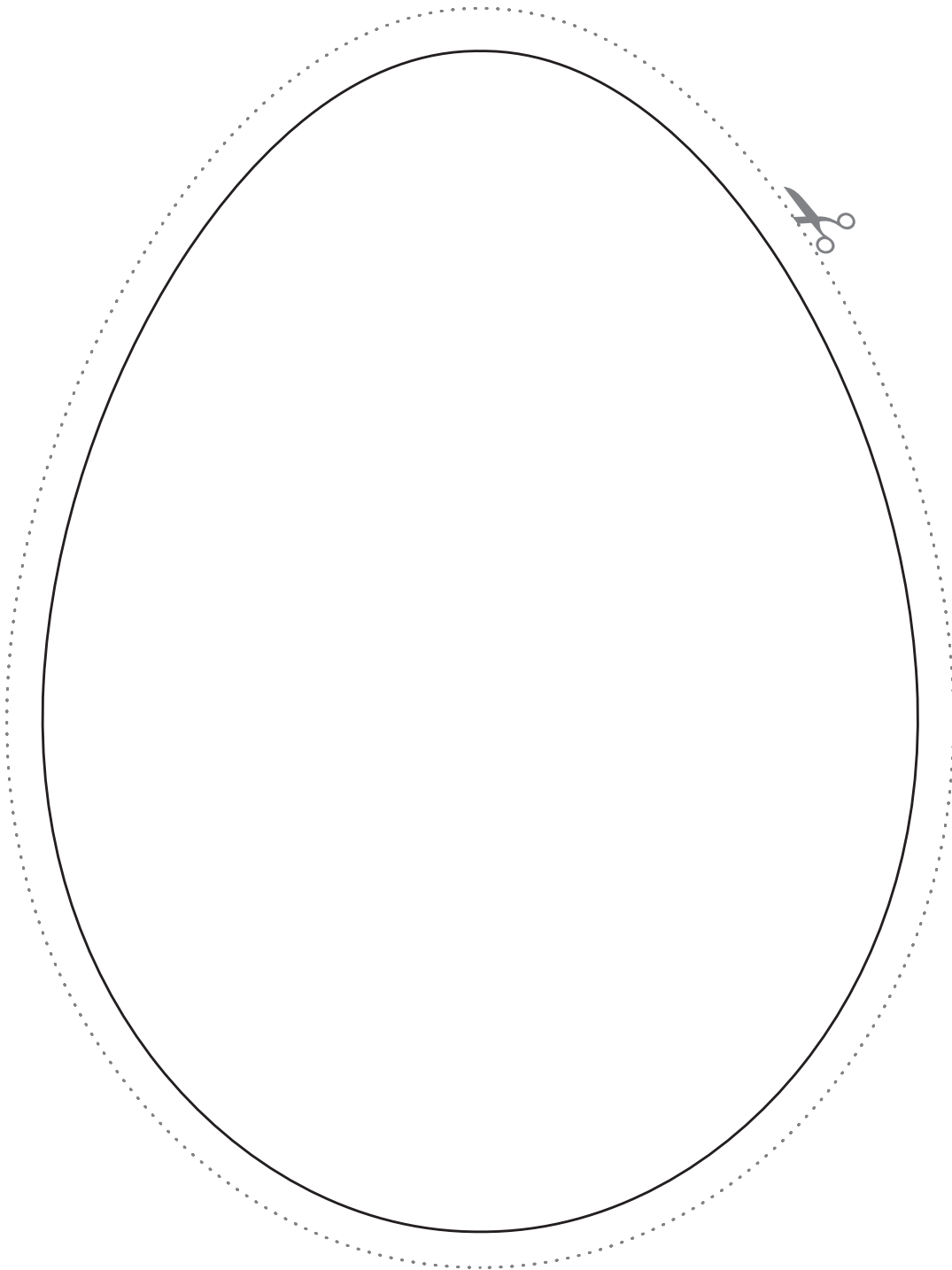
**NEW**

# **English Adventure**

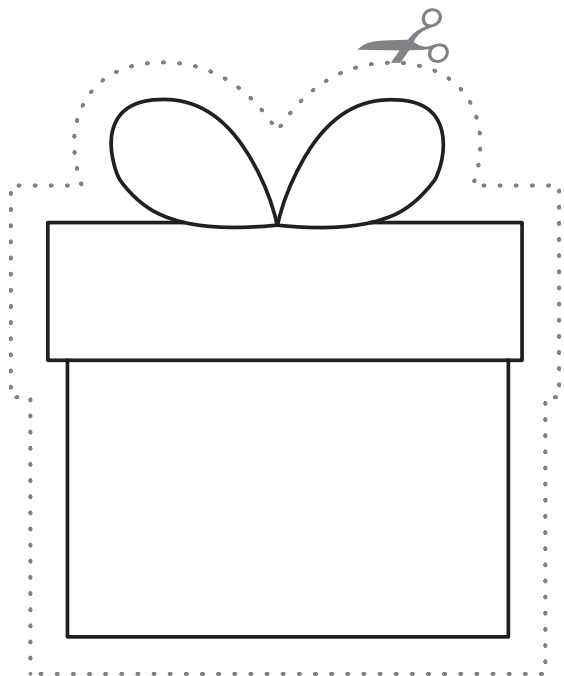
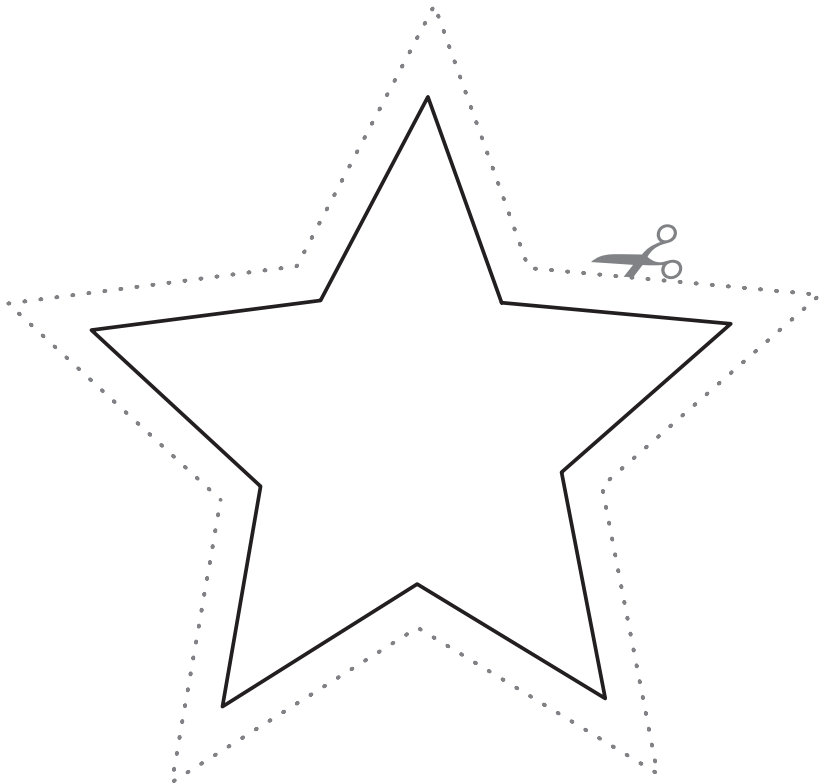
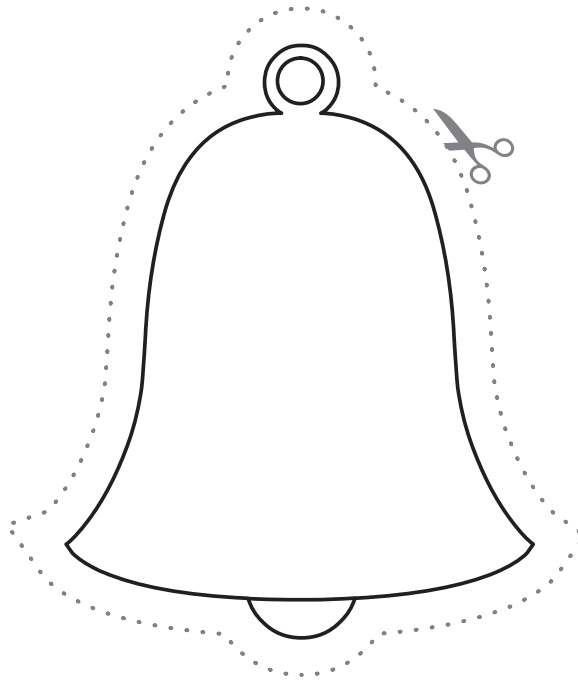
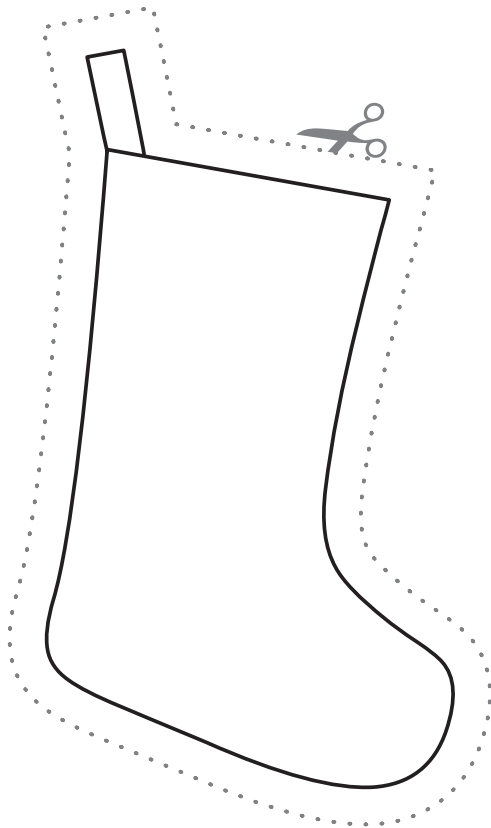
**PHOTOCOPIABLE  
RESOURCES**

**LEVEL 1**

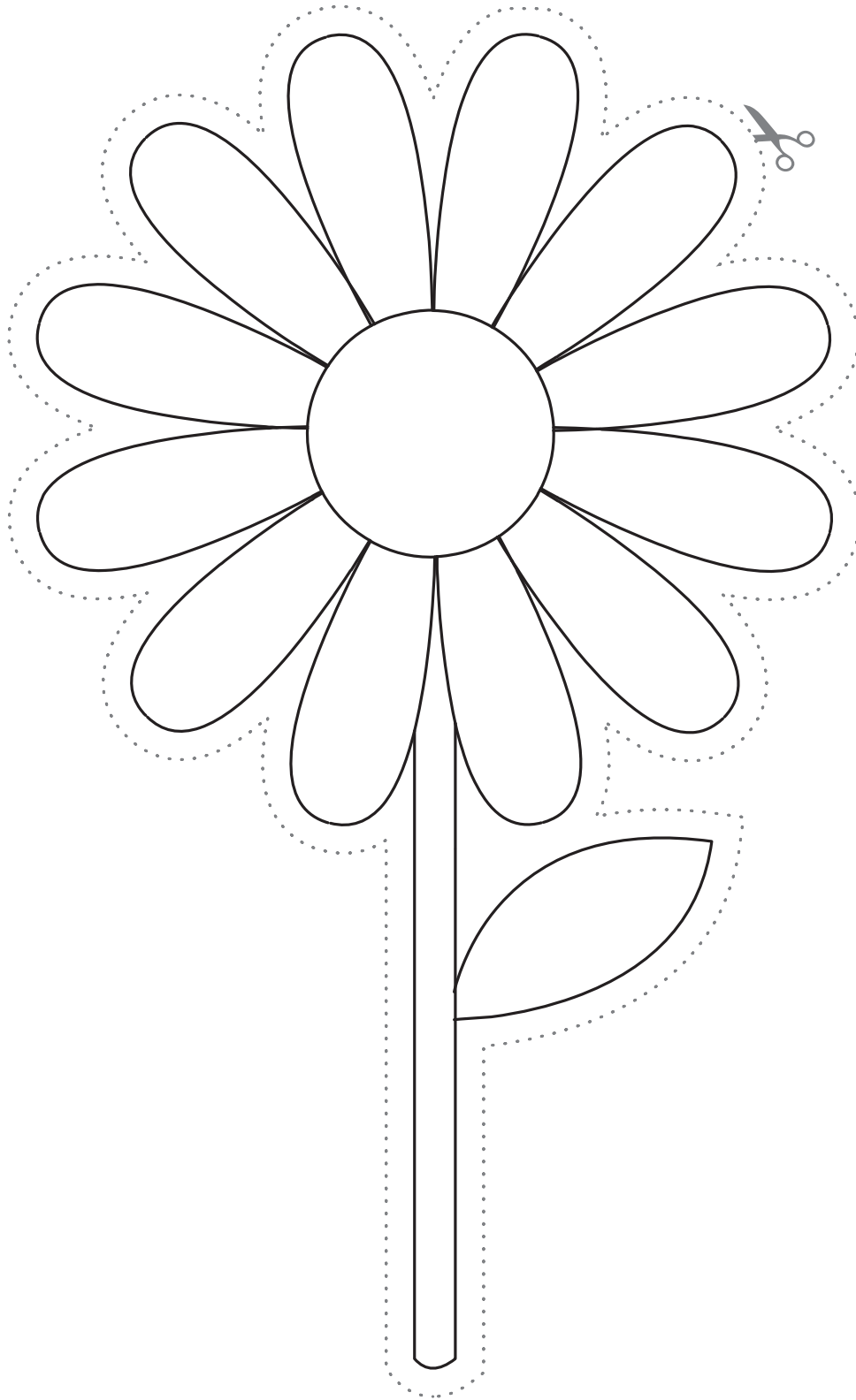
# HAPPY EASTER! CUT OUT



# MERRY CHRISTMAS! CUT OUT



# FAMILY DAY CUT OUT



# Photocopiable materials

## Teacher's notes

### Welcome activities, Activity 1

#### Worksheet 1

**Aim:** review of *hello, goodbye*.

#### 1 Color. Then cut out and make pencil puppets.

- Hand out the worksheets and ask students to color and cut out the characters. Then ask students to stick the characters to pencils with tape.
- Ask students what the characters are doing (they are saying hello and goodbye to each other).
- Show students the puppets you have made previously. Bringing them close to each other, say, in two different voices: *Hello!* Then say: *Goodbye! Goodbye!* and move the characters away from each other.
- Ask students to perform a similar scene using the two puppets they have made. They can do it individually or in pairs. They can also use school objects to decorate their scene, such as a pencil box as a bench in a park or an eraser as a chair.
- Encourage students to present the scene they have performed in class to their parents.

### Welcome activities, Activity 2

#### Worksheet 2

**Aim:** review of *hello, goodbye*.

#### 1 Listen and circle. Then listen and draw.

- Hand out the worksheets and ask students to look closely at the pictures.
- Ask students if they feel happy or sad when they greet someone. Ask them to demonstrate their emotions by saying *Hello* in a joyful voice. Explain to students that we usually feel sad when we say goodbye to someone close who we won't meet for some time. Ask them to demonstrate their emotions by saying *Goodbye* in a sad voice.
- Draw students' attention to the pictures in the first row. Students guess if the characters shown are saying *Hello* or *Goodbye*.
- Say: *Hello* in a joyful voice. Students circle the character who is smiling.
- Then say: *Goodbye* in a sad voice. Students circle the picture with a sad character.
- Do the same with the pictures in the second row. This time students draw a smiling face on the characters when they hear *Hello*, or a sad face when you say *Goodbye*.

### Welcome activities, Activity 3

#### Worksheet 3

**Aim:** review of *Come here. Listen. Look. Quiet, please. Sit down. Stand up.*

#### 1 Cut out and play.

- Hand out the worksheets and ask students to cut out the cards.
- Ask students what instructions those pictures refer to. Make sure all students understand them. Students then color the pictures.
- Say each instruction out loud and ask students to raise the corresponding card.
- Play a game. Say the instructions once again. Do it in a different order from the one you did before. Ask students to arrange the cards on their desk in the same order of the instructions. In pairs, students compare their answers. The pair that finishes first raises their hands and say *Yes!*

### Welcome activities, Activity 4

#### Worksheet 4

**Aim:** review of *laptop, hot dog, hamburger, radio, cellphone*.

#### 1 Find and draw.

- Hand out the worksheets to the students and ask them to look closely at the pictures. Students name the objects. After that, ask students to compare both pictures and find the differences between them.
- Students then draw the missing objects in the second picture (hamburger, cell phone).

#### Extra activity

Students cut out the objects from the first picture and arrange them on their desk in the same order you say them out loud.

## Hello

### Worksheet 5

**Aim:** review of colors.

#### 1 Listen and color.

- Hand out the worksheets and ask students to look closely at the picture. Explain to them that their task is to color the picture using four paints.
- Show them pictures of cans of paint. One by one say the names of the colors: *red, yellow, green, and blue*. Ask students to repeat. Then allow them some time to color the picture using the colors.
- Monitor students' work and ask them questions about the choice of colors. Say: *What color?* Students say: (*Yellow*).
- Finally, students show and talk about their work.

## Unit 1 My body

### Worksheet 6

**Aim:** review of the parts of the body and colors.

#### 1 Cut out and make.

- Hand out the worksheets. Then ask students to look closely at the pictures and name the parts of the monster's body. Students say: (*Head*). You ask: *How many (heads)?* Students answer: (*Two*). Then students cut out the pictures and stick them on a separate sheet of paper, completing the monster.
- Ask students to color their monsters. Monitor students' work and explore the picture. Point to any part of the monster's body and elicit the word from a student. The student then says: (*Head*). You ask: *What color?* The student answers: (*Blue*).
- In pairs, students compare their monsters. Student A says: (*Yellow hands*). Student B says: (*Blue hands*).

#### Extra activity

Sit down with students on the floor in a circle and organize a monster show. Each student sits at the center of the circle and describes his/her monster. Encourage students to clap their hands at the end of each presentation. This will help them feel more confident when they speak.



## Unit 2 My family

### Worksheet 7

**Aim:** review of family members and; numbers from 1 to 5.

#### 1 Match and say. Then count and draw.

- Hand out the worksheets. Ask students to look closely at the pictures and name the family members. Students say: *This is (mom)*.
- Students match the pictures and count them. Ask: *How many (sisters)?* Students answer: *(Three)*.
- Students then draw dots that represent the quantity of each family member in the boxes below the pictures.
- **Answers:** *Mom – one. Dad – one. Sister – three. Brother – two.*

## Unit 3 My classroom

### Worksheet 8

**Aim:** review of classroom objects.

#### 1 Find and draw.

- Hand out the worksheets. Ask students to name the objects shown in the first chart and count them.
- Explain to students that their task is to verify if all the pictures from the first chart have been included in the second chart. Students check the pictures in the second chart that are present in the first chart and draw the missing ones.
- **Answers:** missing in chart 2: *pencils, bag*
- Repeat the procedure the other way around: students verify if all the pictures from the second chart have been included in the first chart. Then they draw the missing pictures.
- **Answers:** missing in chart 1: *crayon, erasers*

#### Extra activity

Invite students to play Memory Game. See Teacher's Guide, page A17.

## Unit 4 Animals

### Worksheet 9

**Aim:** review animals and numbers from 1 to 5.

#### 1 Count and color.

- Hand out the worksheets. Explain the activity to students. Point at digit 1 on the left side of the worksheet. Move your finger along the line which connects this digit to one of the pictures on the right column. Ask students to name the animal. Students say: *Birds*. After that, tell them to color one bird.
- Allow students some time to do the activity. Finally, check the answers. Ask: *How many (rabbits)?* Students say: *(Five)*.
- **Answers:** *1 – bird; 2 – horses; 3 – cats; 4 – dogs; 5 – rabbits.*

## Unit 5 The sea

### Worksheet 10

**Aim:** review of sea animals.

#### 1 Listen and color.

- Hand out the worksheets. Ask students to take out their crayons and arrange them in the same order of the colors of the rainbow (red, orange, yellow, green, blue, indigo, and violet). Walk around the class and check students' work.
- Hand out the worksheets. Tell students to color the sea elements with those colors. Say: *Crabs – red; shells – orange; starfish – yellow; fish – green; starfish – blue; shells – pink; fish – purple.*

#### Extra activity

Help students memorize the sequence of the colors of the rainbow, saying the colors in a loud and rhythmical voice.

## Unit 6 Toys

### Worksheet 11

**Aim:** review of toys.

#### 1 Find and circle. Then color.

- Hand out the worksheets. Ask students to name the toys on each shelf.
- Students find the toys which do not match the other items in the group and circle them.
- Finally students color the toys and describe them. Students say: *It's a (yellow) (kite)*.
- **Answers:** *Answers: second teddy bear; third doll; fourth car; first kite; second boat, third train*

## Unit 7 Food

### Worksheet 12

**Aim:** review of food and fruit.

#### 1 Cut out. Then count and show.

- Hand out the worksheets to individual students or pairs. Ask them to cut out the whole chart. Make sure that they do not cut the chart into smaller pieces. Tell them to fold the cut-out chart along its lines.
- Students' task is to show the specific number of a fruit given by the teacher. Demonstrate the activity by saying *Show me three bananas* and folding the sheet of paper in a way that only three bananas are visible. Encourage students to fold their sheets of paper in a similar way.
- You can make the activity more challenging by asking students to show two types of fruit. You can say, for instance: *Show me two bananas and two pears*. You can allow students some time to play the game in pairs then.

## Unit 8 My vacation

### Worksheet 13

**Aim:** review of school objects, toys and sea elements.

#### 1 Circle and color.

- Hand out the worksheets and ask students to name the pictures. Students then circle the pictures that belong to the same category in different colors, such as blue for school objects, red for toys and green for sea elements. Walk around and check the answers.
- Give students some time to color the pictures in the same color they have circled them. Ask some volunteers to show their work and say: *(Red - teddy bear, doll, boat)*.

## Happy Easter!

### Worksheet 14

**Aim:** review of egg, rabbit.

#### 1 Trace. Then count and check (✓) or cross (X).

- Hand out the worksheets.
- Students trace the lines to draw Easter eggs and a rabbit. Ask them *How many (Easter eggs)?* Students say: *(Three)*.
- Draw students' attention to the pictures at the bottom of the page. Students compare them with the large picture, check the ones that have the same number of elements and cross the ones that have a different number of elements.
- **Answers:** *Three Easter eggs - ✓. - One rabbit – ✓.*

#### Extra activity

Students can color the large picture.

# Merry Christmas!

## Worksheet 15

**Aim:** review of *bell, Christmas card, Christmas tree, Santa Claus, star, present.*

### 1 Cut out and color. Then play.

- Hand out the worksheets and ask students to cut out the cards.
- Students describe the pictures. They say: *It's a (bell).*
- Say the names of the objects and ask students to raise the card that corresponds to the word you have said.

## Family Day

### Worksheet 16

**Aim:** review of *flower, card, present.*

### 1 Trace. Then color.

- Hand out the worksheets.
- Ask students to trace the lines with their fingers and find the presents given to Mom and Dad.
- **Answers:** *flower - Mom; card - Dad.*
- Monitor their work and ask them questions. Ask: *What's this?* Students say: *It's a (flower).* Ask: *What color is it?* Students say: *It's (red).*

## Review Units 1–2

### Worksheet 17

**Aim:** review of body parts, family members, colors and numbers from 1 to 5.

### 1 Find and circle. Then color.

- Hand out the worksheets.
- Draw students' attention to the pictures of the monsters. Students compare the monsters and circle the body parts which are different between them. Then they describe the differences. Students say: *(One head – two heads).*
- Then tell students to color the squares below each monster according to the number of each body part.
- **Answers:** *monster on the left - one head, two hands, four feet; monster on the right - two heads, two hands, two feet.*
- Students color the monsters. Monitor the work and ask them questions. Ask: *How many (heads)?* Students say: *(Two).* Then ask: *What color are they?* Students answer: *(Red).*

### 2 Match and color.

- Elicit from students the family members represented in the pictures. Students say: *This is my (mom).*
- Students match the pairs.
- **Answers:** *mom - dad, grandma - grandpa, sister - brother.*
- Ask students to color the pictures. Walk around, monitor students' work and ask them questions. Ask: *Is it (mom)?* Students answer: *(Yes).*

## Review Units 3–4

### Worksheet 18

**Aim:** review of toys, food and numbers from 1 to 10.

### 1 Connect. Then match and color.

- Hand out the worksheets.
- Ask students to count from 1 to 10 out loud. Then ask them to connect the digits and tell you what they find: an eraser, a pencil, a book.
- After that, students match the big objects to the small ones.
- Students color the pictures. Walk around the class, monitor their work and ask them questions. Ask: *What is this?* Students answer: *It's (an eraser).* You can ask then: *What color is it?* Students answer: *It's (green).*

### 2 Look and draw. Then color.

- Ask students to compare the two pictures and tell you the animals in each merry-go-round.
- Allow them some time to draw the missing animals in the merry-go-round on the left.
- Ask students to color the pictures. Monitor their work and ask them questions. Ask: *What is it?* Students answer: *It's a (cat). It's (black).*

## Review Units 5–6

### Worksheet 19

**Aim:** review of sea elements and toys.

### 1 Find, circle and color.

- Hand out the worksheets.
- Ask students to pay attention to the pictures in each row. Encourage them to give you sentences, such as: *It's a (fish) – It's an (octopus) – It's a (crab).*
- Students then circle the picture in each row which does not match the rest. Then they name them. Students say: *It's a (crab).* Then they color the pictures they have circled and say: *It's a (yellow crab).*
- **Answers:** *1 - fish; 2 - starfish; 3 - crab; 4 - fish*

### 2 Look and draw. Then color.

- Students name the toys pictured in the activity.
- Ask them these questions: *How many balls? How many boats? How many yo-yos? How many cars?* Students answer: *Five balls. Two boats. Four yo-yos. One car.*
- Ask students to draw and color those toys. Monitor their work and elicit from them complete sentences, such as: *It's a green ball. It's a yellow ball. It's a red ball. It's a pink ball. It's an orange ball.* Go over the four items as you walk around the classroom.

## Review Units 7–8

### Worksheet 20

**Aim:** review of food and vocabulary items from units 1 to 6.

### 1 Look and draw. Then color.

- Hand out the worksheets.
- Point at each picture and ask: *What's it?* Address the whole class. Students say, for instance: *chicken, milk, etc.*
- Ask students to pay attention to the sign close to each item. Tell them the items that are checked are the ones someone has ordered in a restaurant.
- **Answers:** *chicken, milk, cake*
- Students draw and color those items on the plate. Invite some volunteers to show their work and talk about it. They say: *(Brown chicken).*

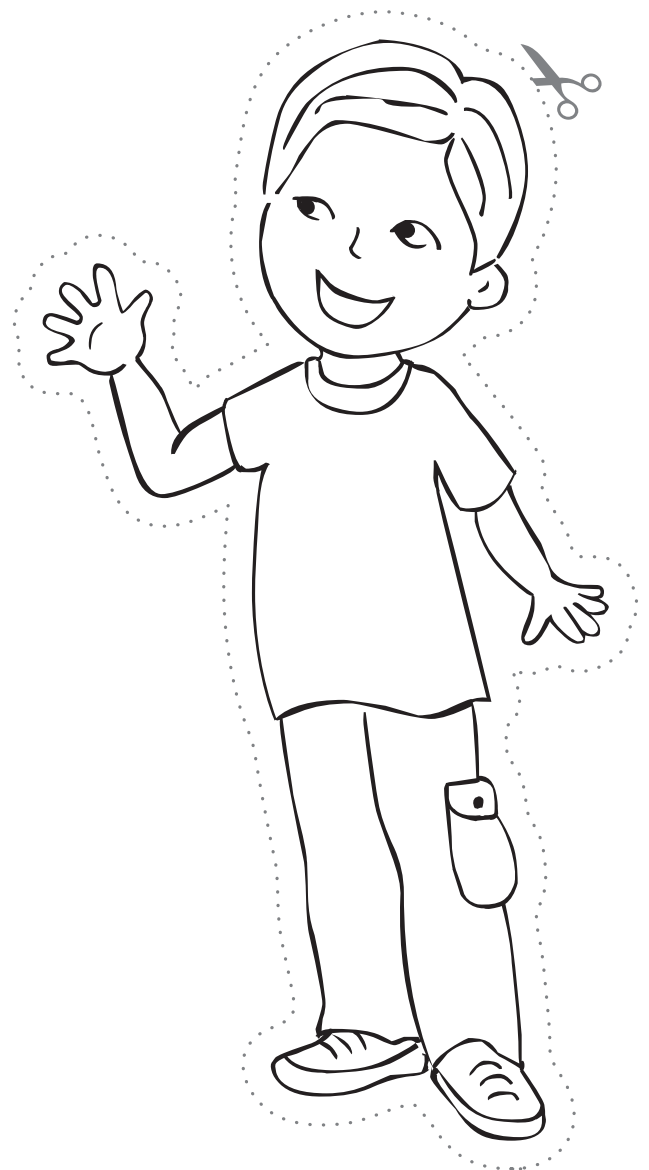
### 2 Look and draw. Then color.

- Ask students to name the objects pictured in the frame.
- Then tell students to draw the objects in the correct place and color them.
- Point to the aquarium and then to the bag to elicit the answers.
- **Answers:** *aquarium - boat, starfish, fish, shell; bag - crayon, eraser*

# WELCOME ACTIVITIES, ACTIVITY 1

## WORKSHEET 1

1 COLOR. THEN CUT OUT AND MAKE PENCIL PUPPETS.



# WELCOME ACTIVITIES, ACTIVITY 2

## WORKSHEET 2

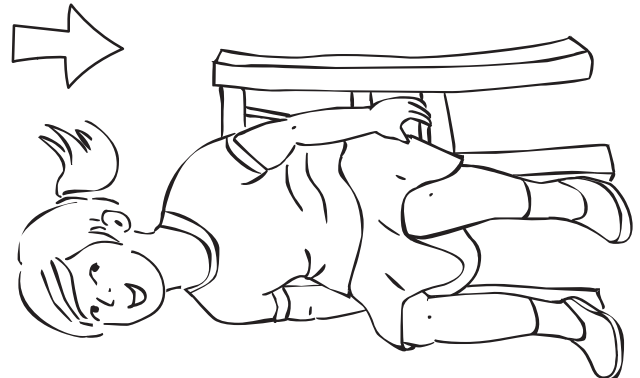
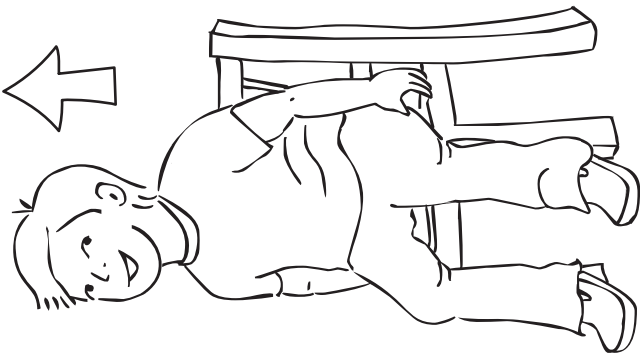
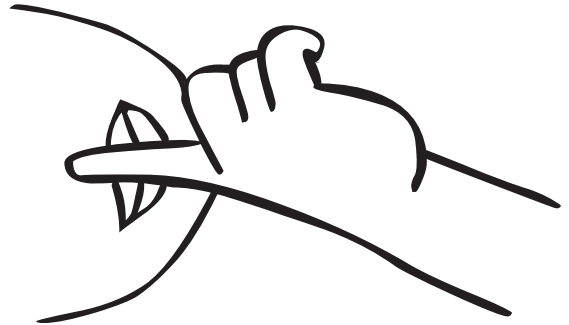
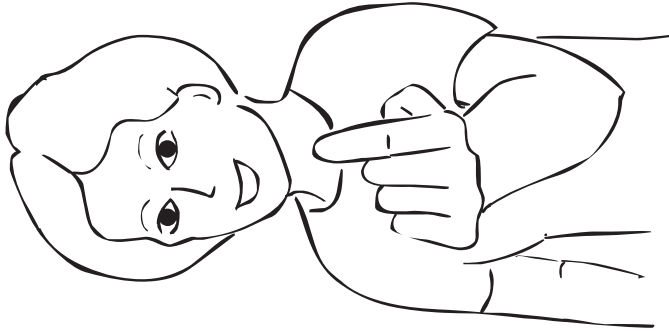
1 LISTEN AND CIRCLE. THEN LISTEN AND DRAW.



# WELCOME ACTIVITIES, ACTIVITY 3

## WORKSHEET 3

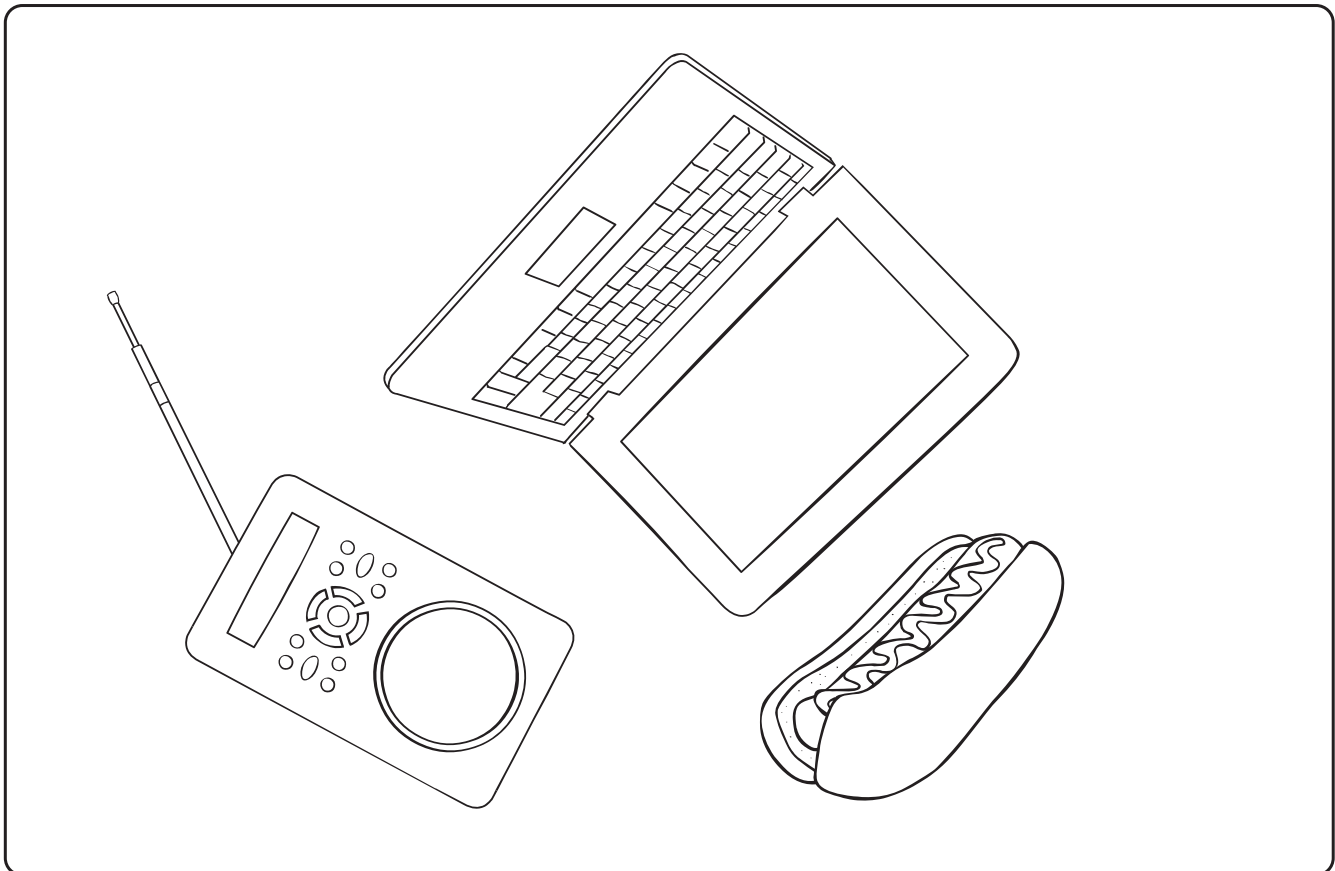
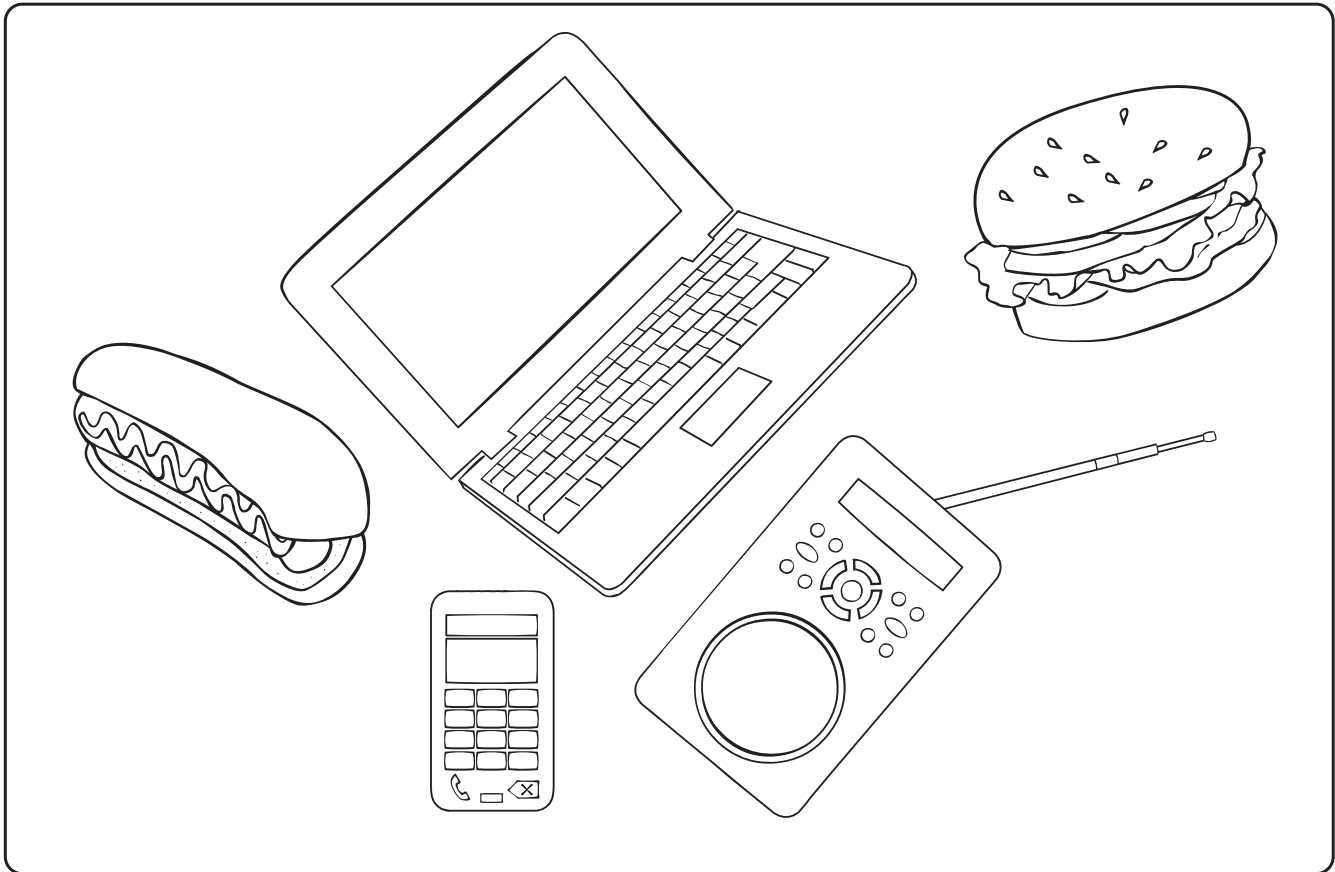
1 CUT OUT AND PLAY.



# WELCOME ACTIVITIES, ACTIVITY 4

## WORKSHEET 4

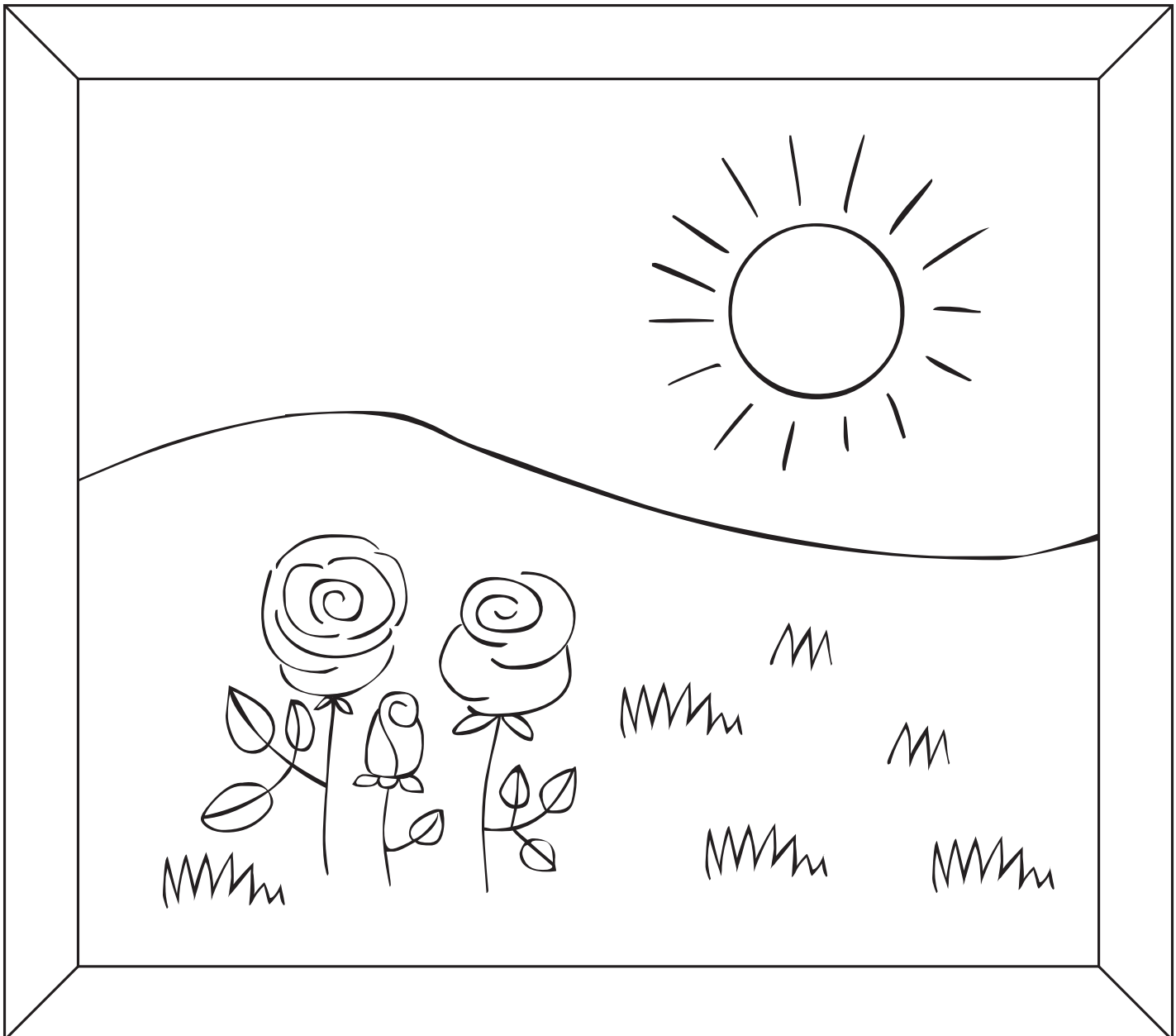
1 FIND AND DRAW.



# HELLO

## WORKSHEET 5

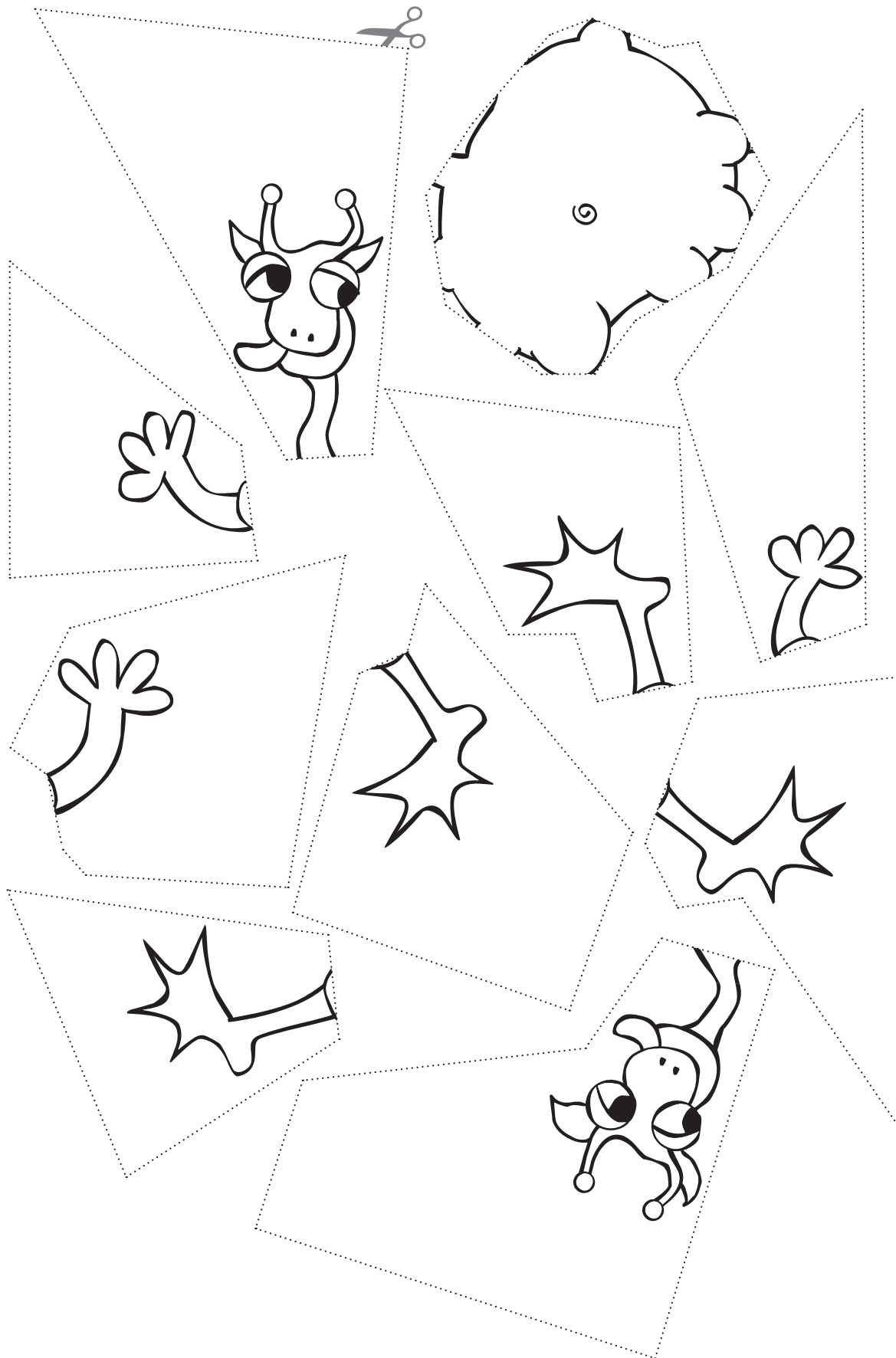
1 LISTEN AND COLOR.



# UNIT 1 MY BODY

## WORKSHEET 6

1 CUT OUT AND MAKE.

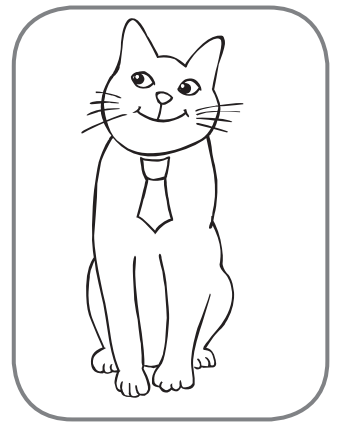
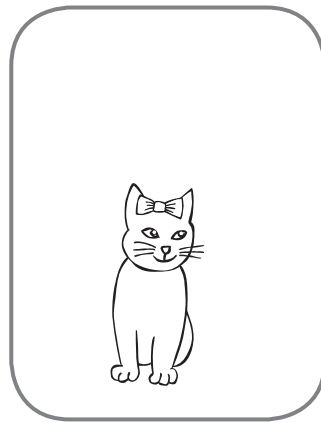
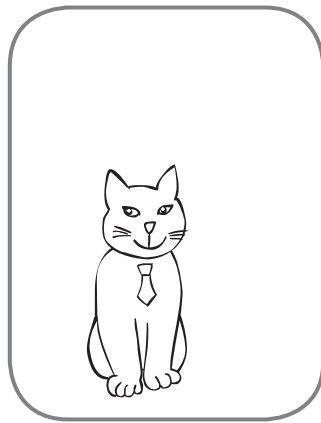
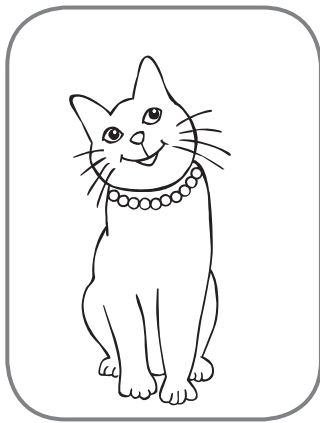
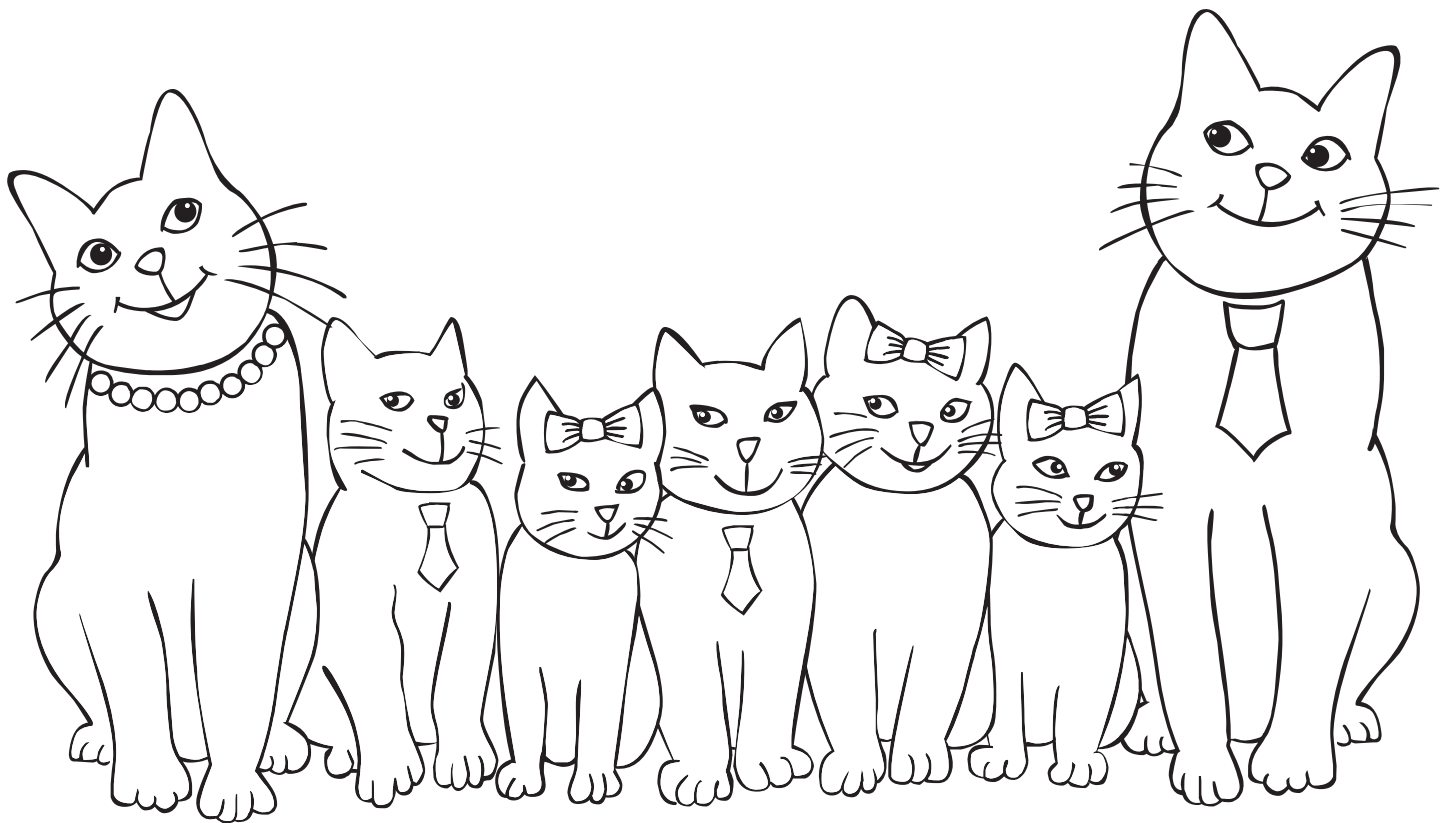




# UNIT 2 MY FAMILY

## WORKSHEET 7

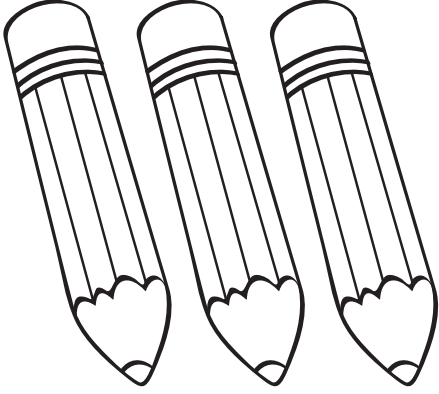
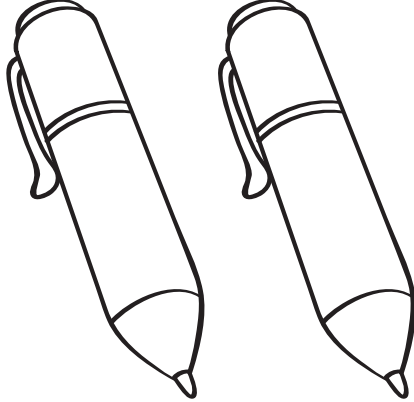

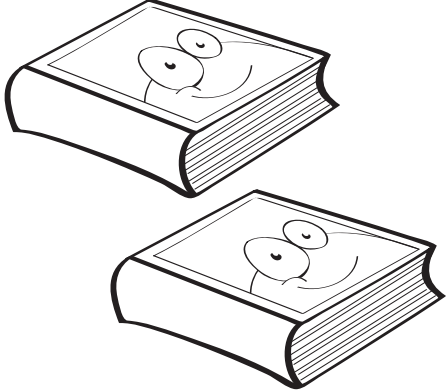
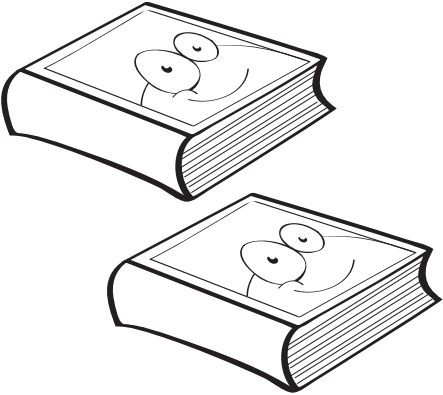
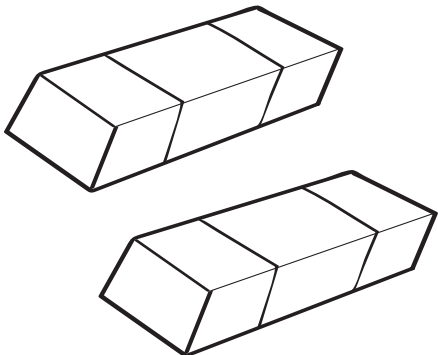
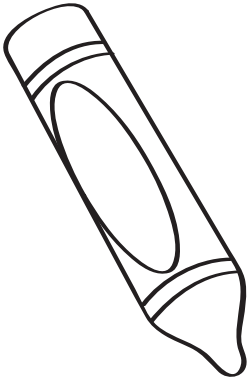
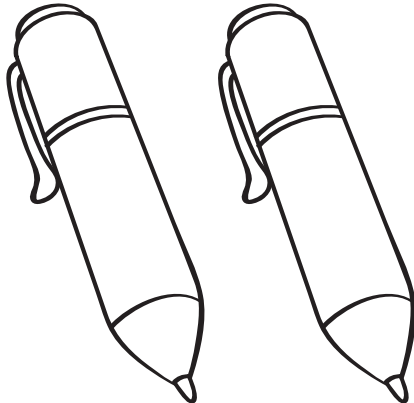
1 MATCH AND SAY. THEN COUNT AND DRAW.



# UNIT 3 MY CLASSROOM

## WORKSHEET 8

1 FIND AND DRAW.

|   |  |   |
|---|--|---|
|    |    |    |
|   |  |   |
|  |  |  |
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# UNIT 4 ANIMALS

## WORKSHEET 9

1 COUNT AND COLOR.

1

2

3

4

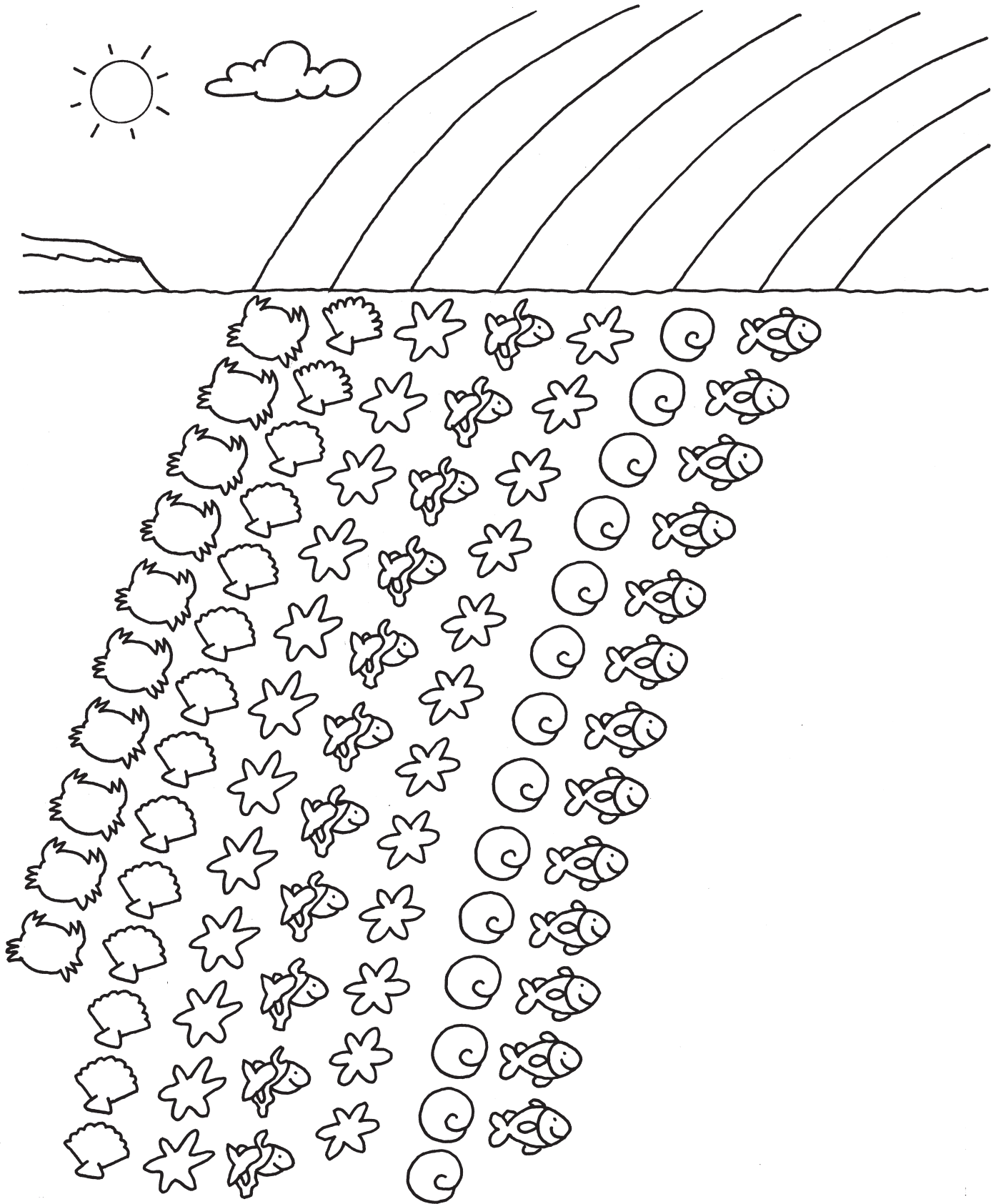
5

1 rabbit, 2 horses, 3 cats, 4 birds, 5 dogs

# UNIT 5 THE SEA

## WORKSHEET 10

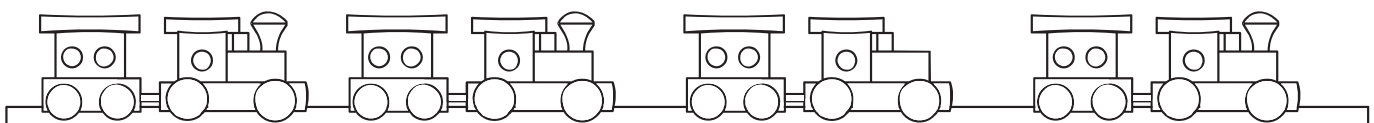
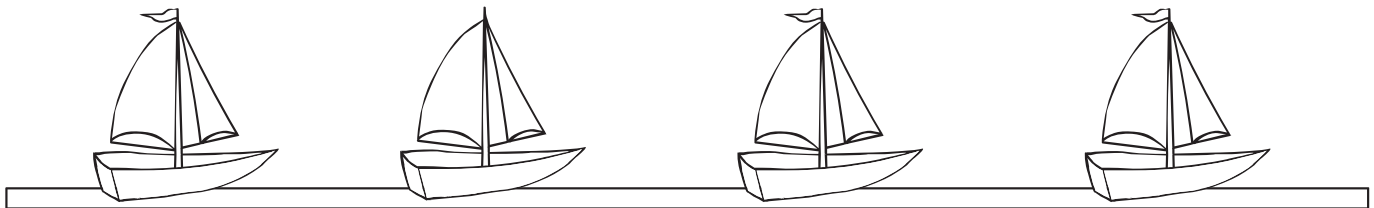
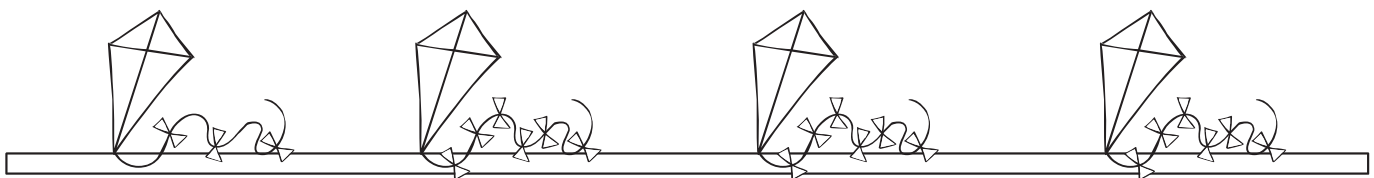
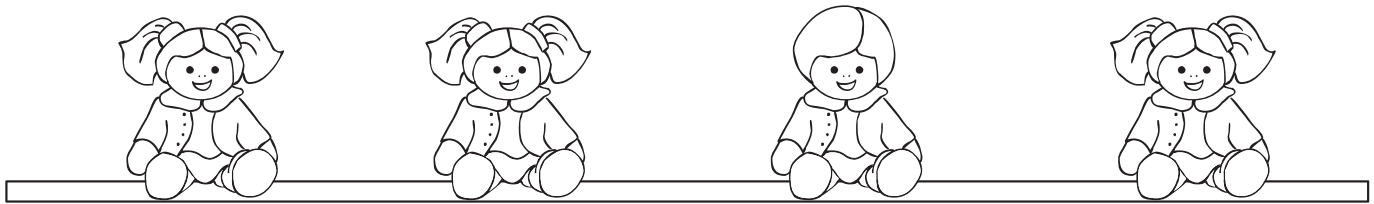
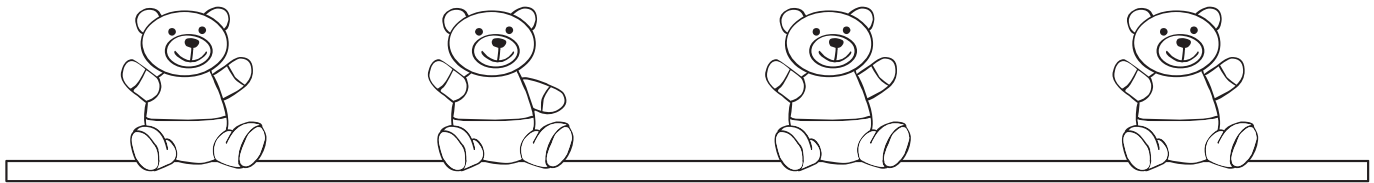
1 LISTEN AND COLOR.



# UNIT 6 TOYS

## WORKSHEET 11

1 FIND AND CIRCLE. THEN COLOR.

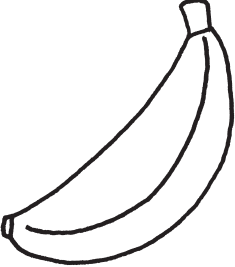
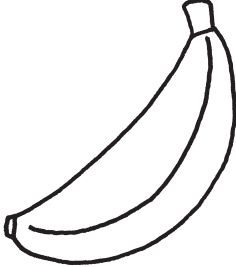
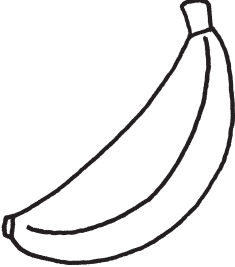
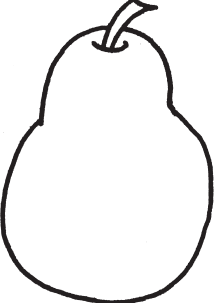
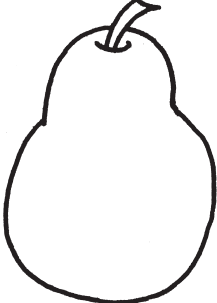
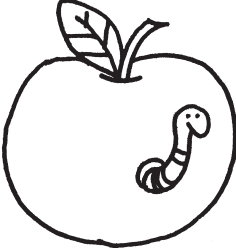
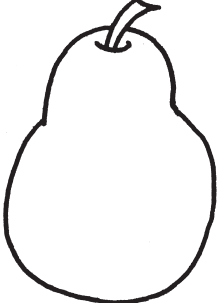
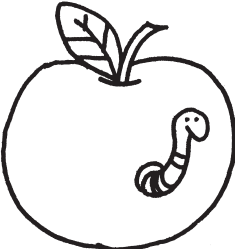
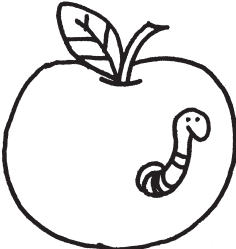
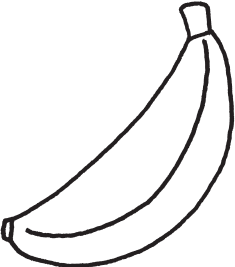
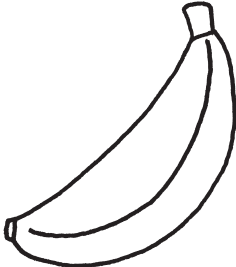
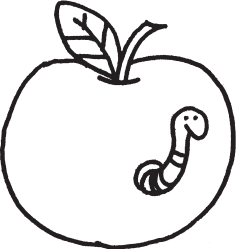
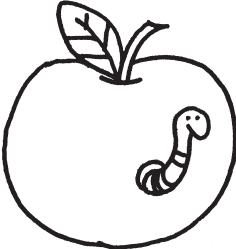
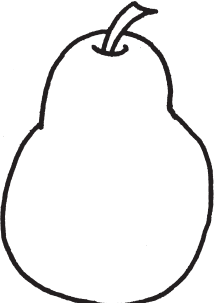
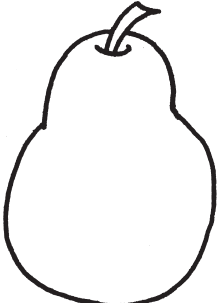
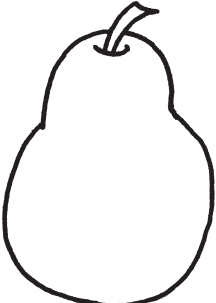


# UNIT 7 FOOD

## WORKSHEET 12

1 CUT OUT. THEN COUNT AND SHOW.

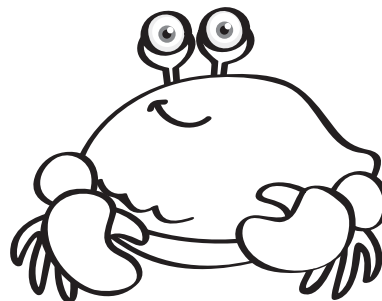
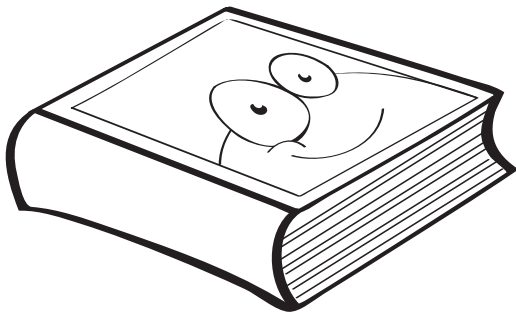
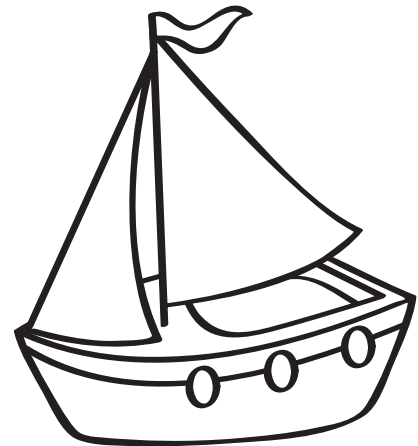
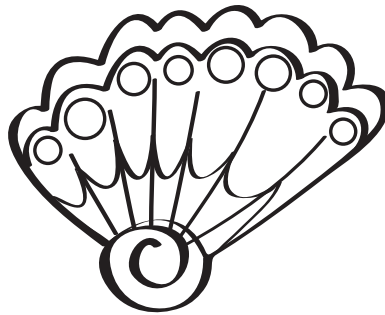
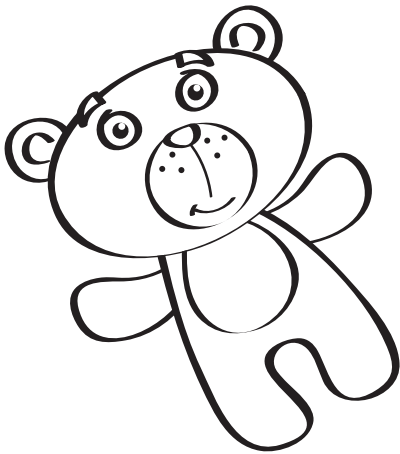
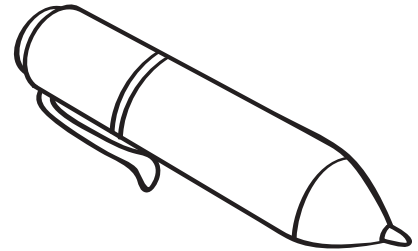
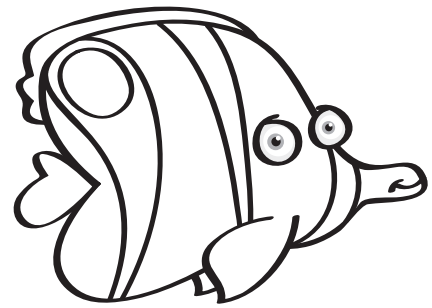
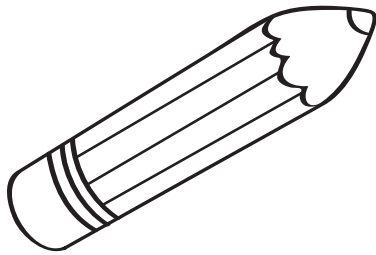


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# UNIT 8 MY VACATION

## WORKSHEET 13

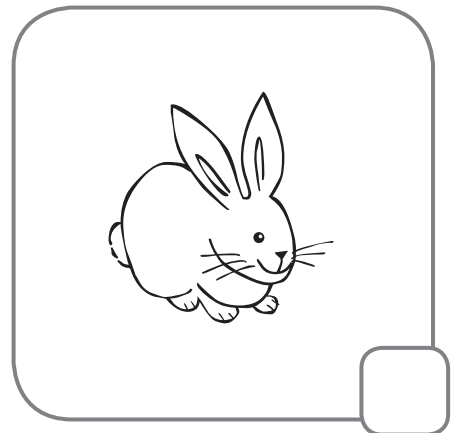
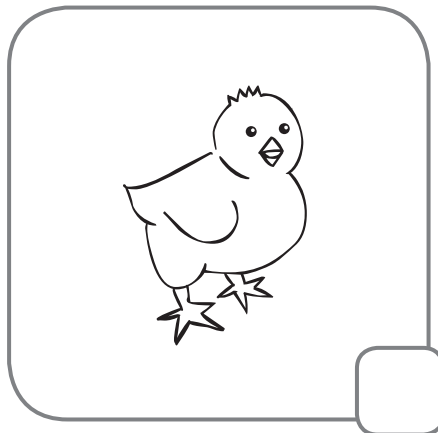
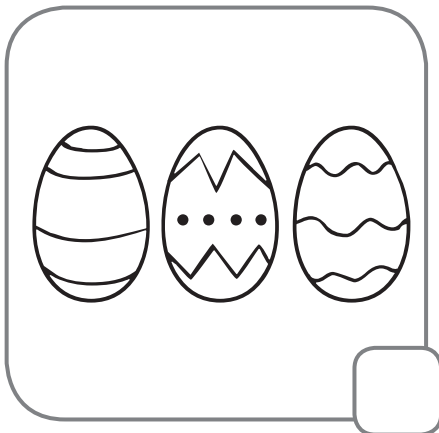
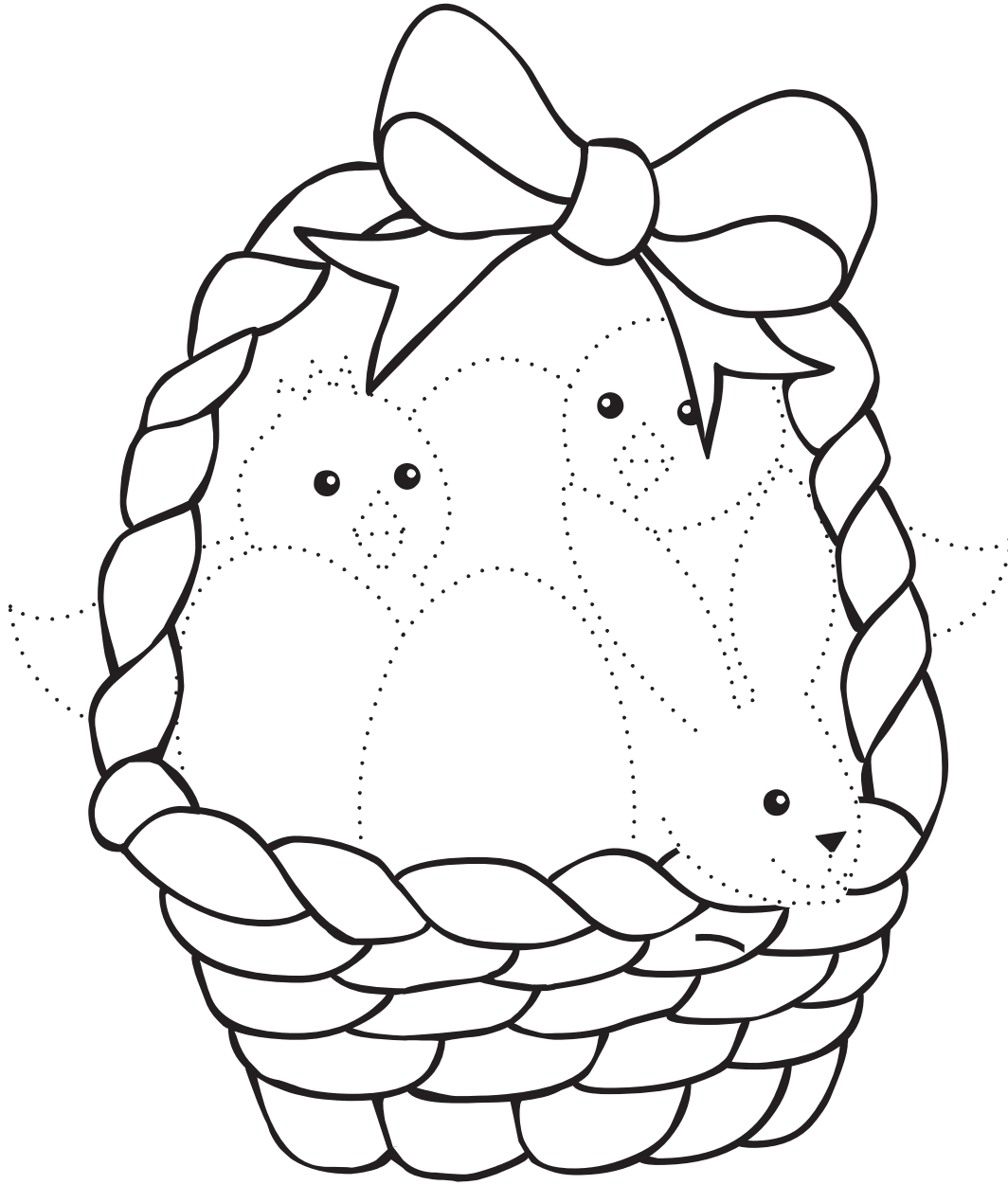
1 CIRCLE AND COLOR.



# HAPPY EASTER!

## WORKSHEET 14

1 TRACE. THEN COUNT AND CHECK (✓) OR CROSS (x).

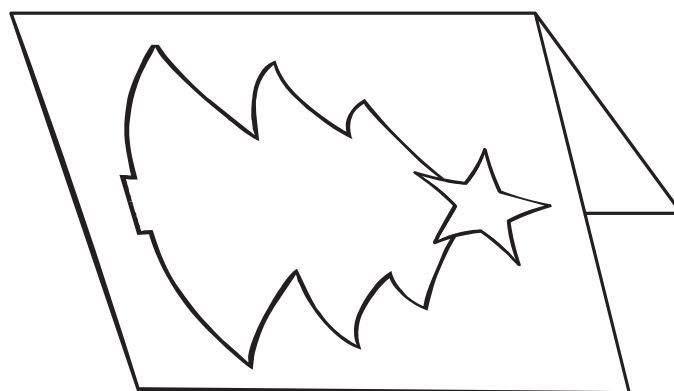
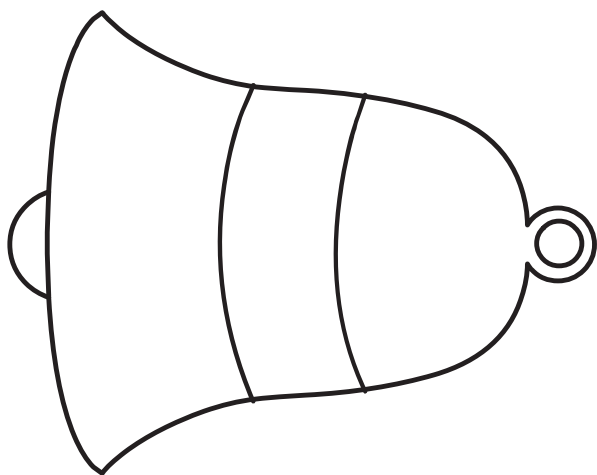
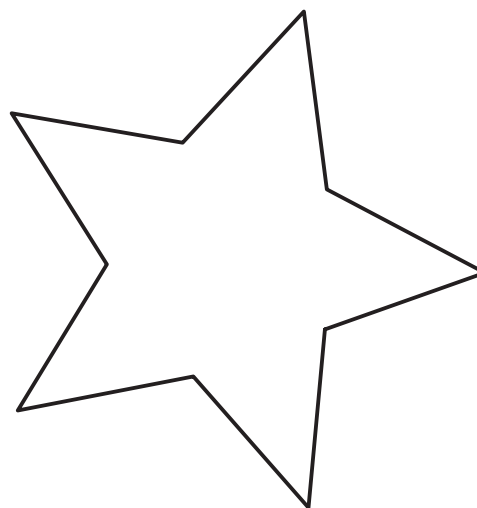
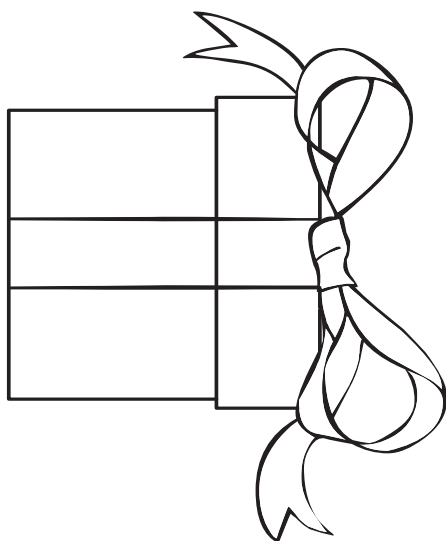
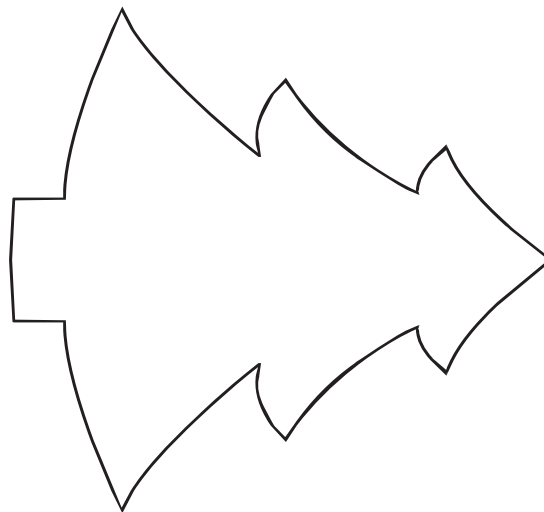
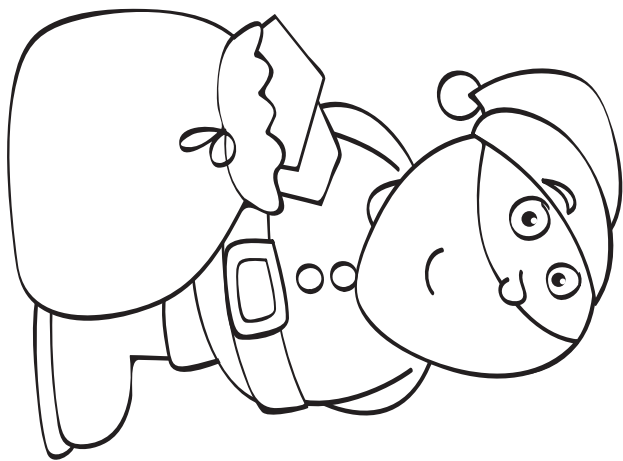




# MERRY CHRISTMAS!

## WORKSHEET 15

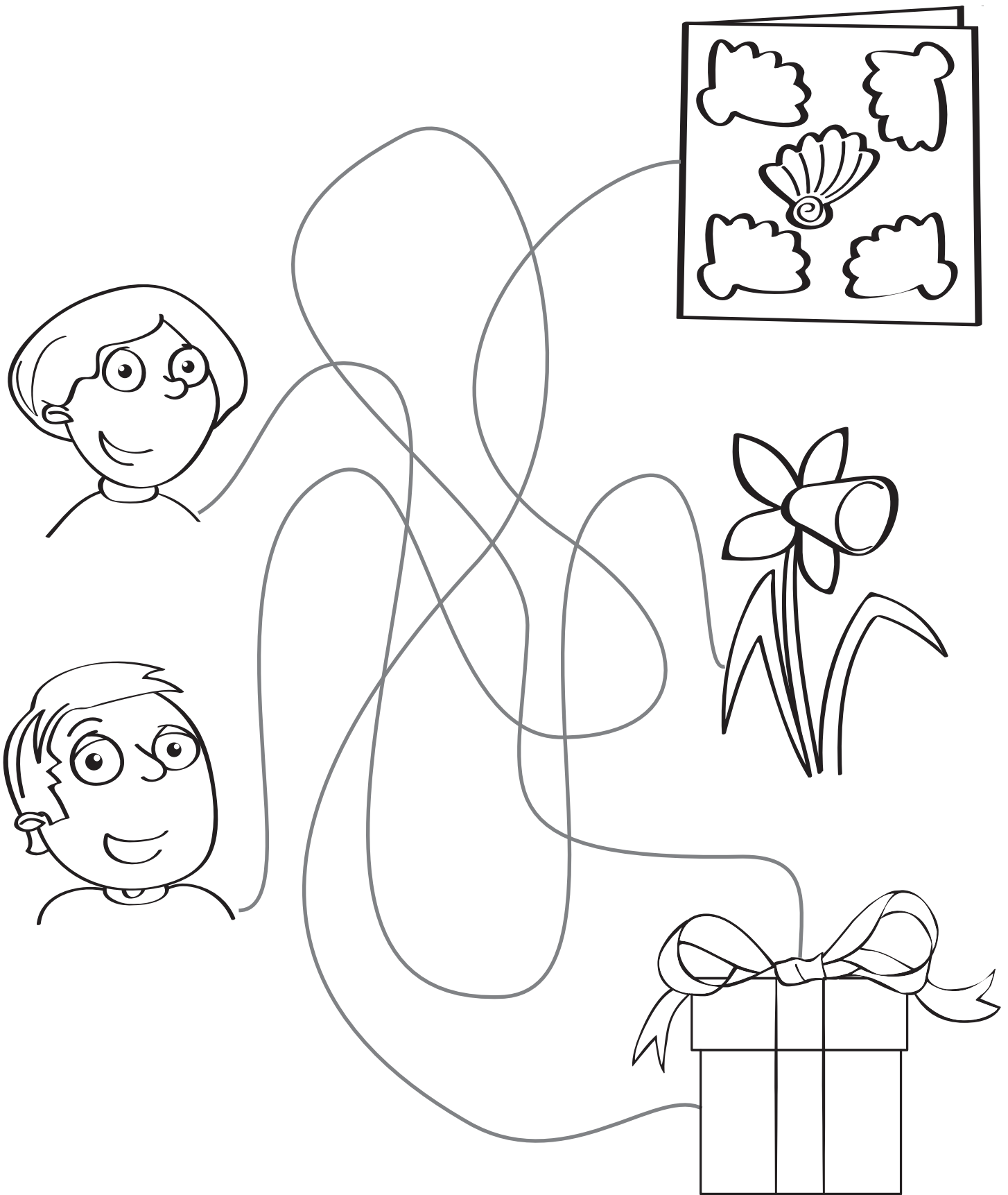
1 CUT OUT AND COLOR. THEN PLAY.



# FAMILY DAY

## WORKSHEET 16

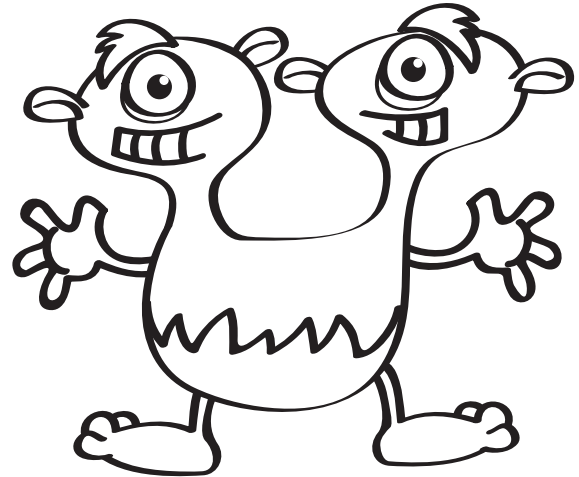
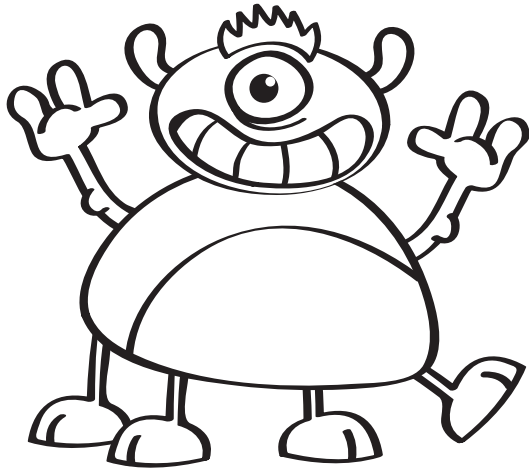
1 TRACE. THEN COLOR.



# REVIEW UNITS 1-2

## WORKSHEET 17

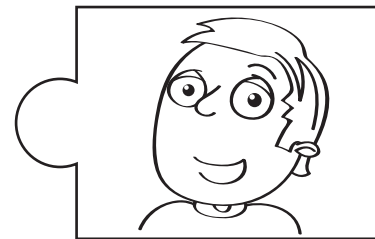
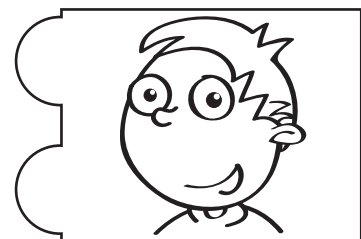
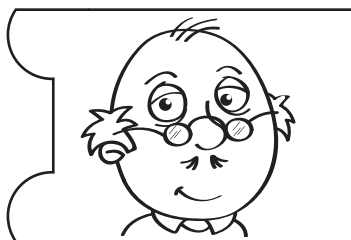
1 FIND AND CIRCLE. THEN COLOR.



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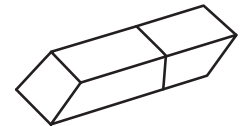
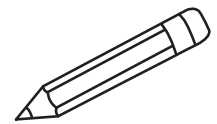
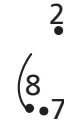
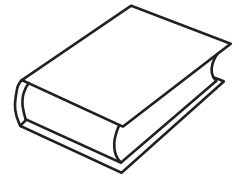
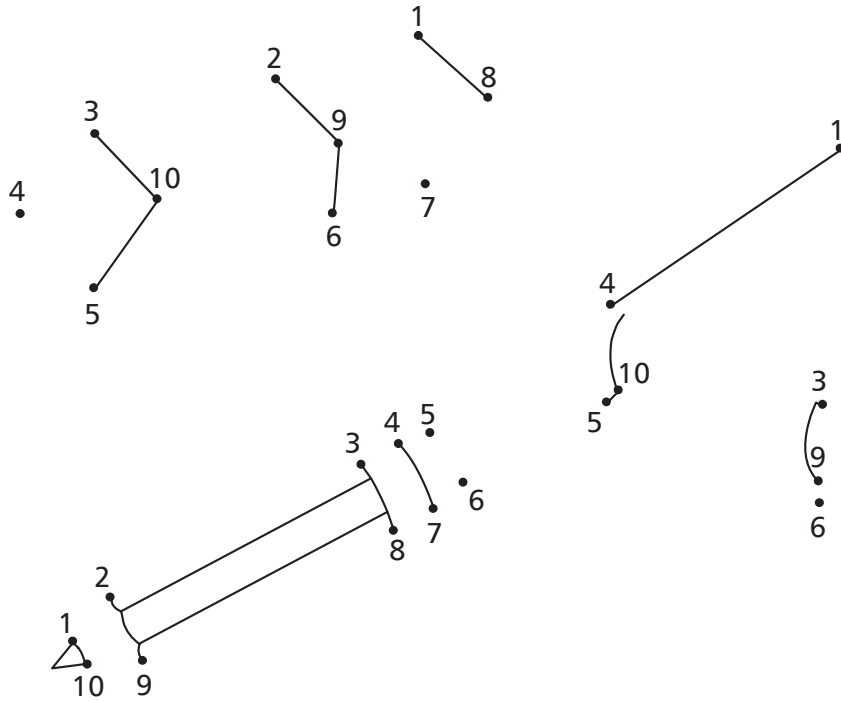
2 MATCH AND COLOR.



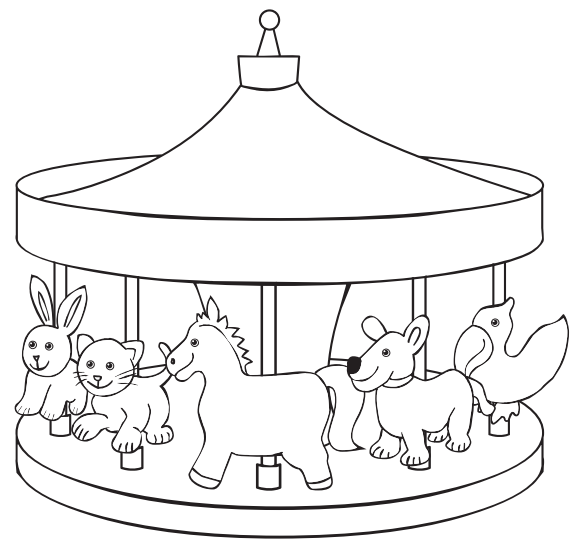
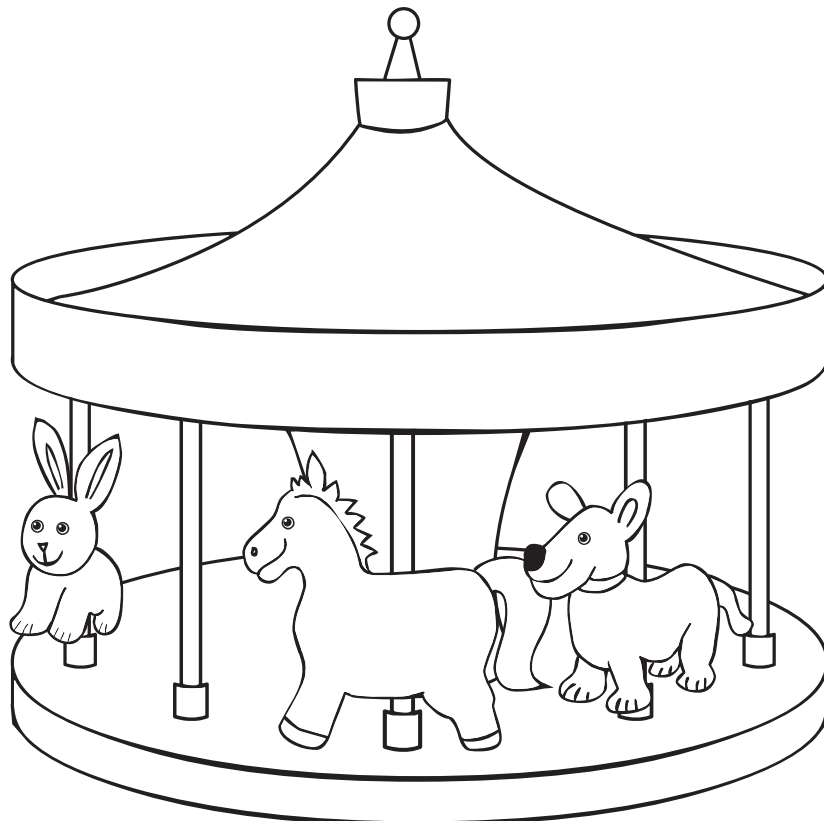
# REVIEW UNITS 3-4

## WORKSHEET 18

1 CONNECT. THEN MATCH AND COLOR.



2 LOOK AND DRAW. THEN COLOR.



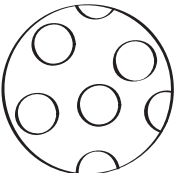
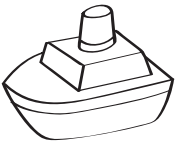
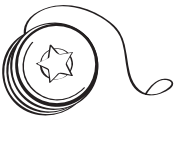
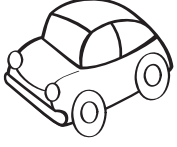
# REVIEW UNITS 5-6

## WORKSHEET 19

1 FIND, CIRCLE AND COLOR.

|   |  |  |  |   |  |  |
|---|--|--|--|---|--|--|
| 1 |   |   |   |   |   |   |
| 2 |   |   |   |   |   |   |
| 3 |   |   |   |   |   |   |
| 4 |  |  |  |  |  |  |

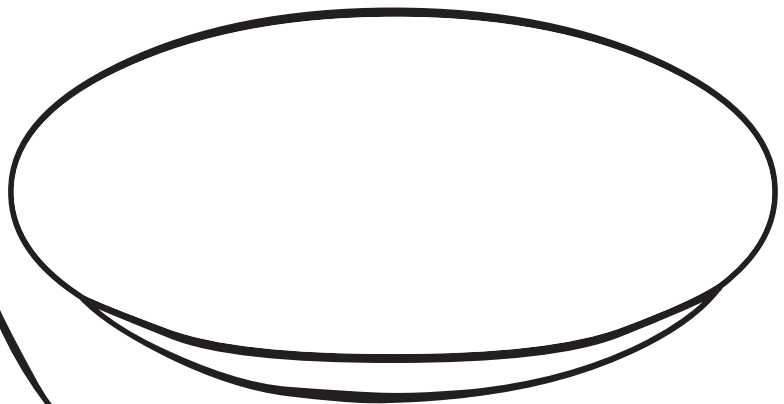
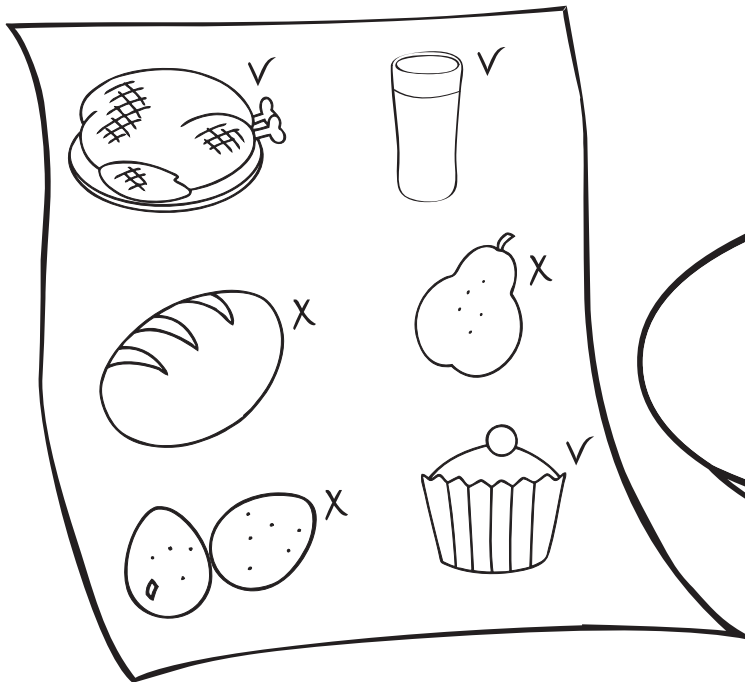
2 LOOK AND DRAW. THEN COLOR.

|   |   |                      |
|---|---|----------------------|
| 5 |  | <input type="text"/> |
| 2 |  | <input type="text"/> |
| 4 |  | <input type="text"/> |
| 1 |  | <input type="text"/> |

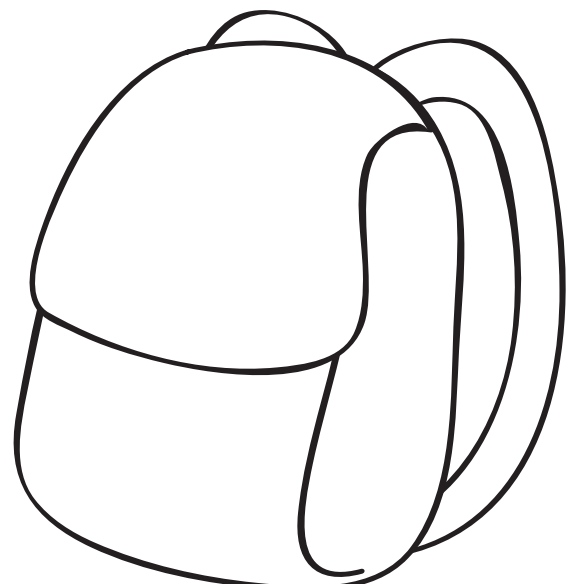
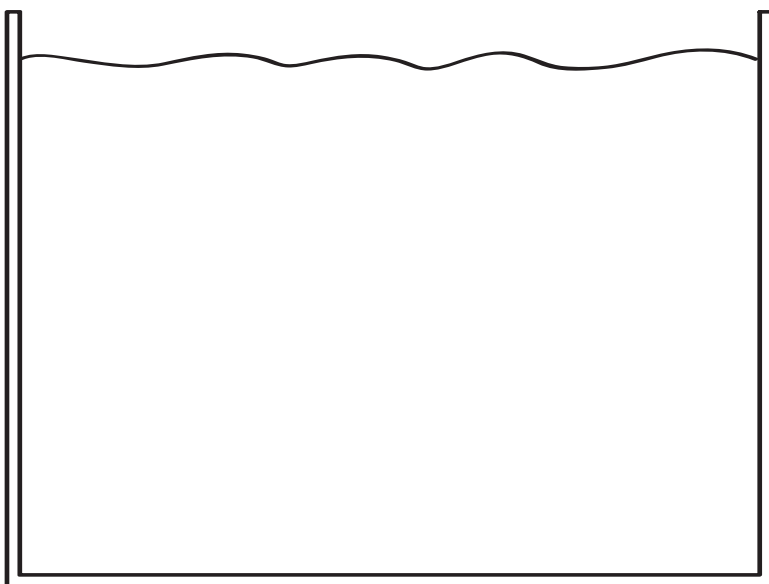
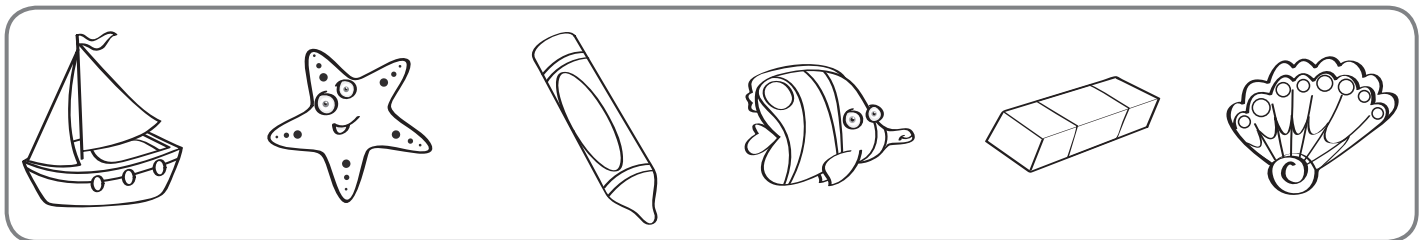
# REVIEW UNITS 7-8

## WORKSHEET 20

1 LOOK AND DRAW. THEN COLOR.



2 LOOK AND DRAW. THEN COLOR.



NEW

# English Adventure

**TESTS**

**LEVEL 1**

# LEVEL 1 TEACHER'S NOTES - TESTS

## UNIT 1 - MY BODY - TEST

### 1 Listen and color.

- Ask students to get crayons of the following colors: yellow, blue, green and pink, and then to look at the picture of the monster.
- Students are going to listen to the recording and color the monster accordingly. Play the recording and pause it after each sentence.

TRACK 2.57

- |                    |                  |
|--------------------|------------------|
| 1 My yellow heads. | 3 My blue hands. |
| 2 My pink body.    | 4 My green feet. |

4 points (1 point for each correctly colored part of the body)

### 2 Listen and color.

- Ask students to look at the boxes with circles.
- Students are going to listen to the recording and color the correct number of circles in each box accordingly. Play the recording and pause it after each item.

TRACK 2.57

- |         |        |
|---------|--------|
| 1 three | 3 five |
| 2 four  | 4 one  |

4 points (1 point for each correctly colored box)

### 3 Listen and circle.

- Ask students to look at the pairs of pictures.
- Students are going to listen to the recording and circle a picture in each box accordingly. Play the recording and pause it after each sentence.

TRACK 2.57

- |                    |                    |
|--------------------|--------------------|
| 1 Touch your head. | 2 Clap your hands. |
|--------------------|--------------------|

2 points (1 point for each correctly circled picture)

## UNIT 2 - MY FAMILY - TEST

### 1 Listen and check (✓) or cross (✗).

- Ask students to look at the pictures of family members.
- Students are going to listen to the recording and check (✓) the pictures with true descriptions and put a cross (✗) next to the pictures with false descriptions.
- Play the recording and pause it after each sentence.

TRACK 2.58

- |                       |                      |
|-----------------------|----------------------|
| 1 This is my grandma. | 5 This is my sister. |
| 2 This is my grandpa. | 6 This is my dad.    |
| 3 This is my mom.     | 7 This is my family. |
| 4 This is my brother. |                      |

Answers: 1 - ✓, 2 - ✗, 3 - ✗, 4 - ✓, 5 - ✗, 6 - ✗, 7 - ✓.

7 points (1 point for each correctly marked picture)

### 2 Listen and circle.

- Ask students to look at the pairs of pictures.
- Students are going to listen to the recording and circle a picture in each box accordingly. Play the recording and pause it after each sentence.

TRACK 2.58

- |                |        |
|----------------|--------|
| 1 Turn around! | 3 Run! |
| 2 Jump!        |        |

3 points (1 point for each correctly circled picture)

## UNIT 3 - MY CLASSROOM - TEST

### 1 Listen and circle.

- Ask students to look at the pairs of pictures.
- Students are going to listen to the recording and circle a picture in each box accordingly. Play the recording and pause it after each sentence.

TRACK 2.59

- |                        |                       |
|------------------------|-----------------------|
| 1 It's a book.         | 4 It's an eraser.     |
| 2 Look, three pencils. | 5 It's a big chair.   |
| 3 It's a small table.  | 6 Look, four crayons. |

6 points (1 point for each correctly circled picture)

### 2 Listen and color.

- Ask students to get crayons of the following colors: yellow, blue, green and pink, and then to look at the pictures of classroom items.
- Students are going to listen to the recording and color the classroom items in the picture accordingly. Play the recording and pause it after each sentence.

TRACK 2.59

- |                      |                        |
|----------------------|------------------------|
| 1 It's a pink chair. | 3 It's a blue book.    |
| 2 It's a green bag.  | 4 It's a yellow table. |

4 points (1 point for each correctly colored item)

## UNIT 4 - ANIMALS - TEST

### 1 Listen and check (✓).

- Ask students to look at the pairs of pictures.
- Students are going to listen to the recording and check (✓) a picture in each box accordingly. Play the recording and pause it after each sentence.

TRACK 2.60

- |                 |                  |
|-----------------|------------------|
| 1 It's a dog.   | 4 It's a rabbit. |
| 2 It's a horse. | 5 It's black.    |
| 3 It's a bird.  | 6 It's white.    |

6 points (1 point for each correctly marked picture)

### 2 Listen and color.

- Ask students to look at the boxes with pictures of animals.
- Students are going to listen to the recording and color the correct number of animals in each box accordingly. Play the recording and pause it after each item.

TRACK 2.60

- |              |               |
|--------------|---------------|
| 1 seven cats | 3 six rabbits |
| 2 nine birds | 4 ten horses  |

4 points (1 point for each correctly colored box)

## UNIT 5 - THE SEA - TEST

### 1 Listen and circle.

- Ask students to look at the pairs of pictures.
- Students are going to listen to the recording and circle a picture in each box accordingly. Play the recording and pause it after each sentence.

TRACK 2.61

- |                    |                    |
|--------------------|--------------------|
| 1 It's a seahorse. | 4 I'm sad!         |
| 2 I'm happy!       | 5 It's an octopus. |
| 3 It's a shell.    | 6 It's a turtle.   |

6 points (1 point for each correctly circled picture)



## 2 Listen and color.

- Ask students to get crayons of the following colors: brown, orange, purple and pink, and then to look at the picture of the aquarium.
- Students are going to listen to the recording and color the sea elements in the picture accordingly. Play the recording and pause it after each sentence.

### TRACK 2.61

- |                               |                              |
|-------------------------------|------------------------------|
| 1 It's a crab. It's brown.    | 3 It's a fish. It's orange.  |
| 2 It's a starfish. It's pink. | 4 It's a shell. It's purple. |

4 points (1 point for each correctly colored sea element)

## UNIT 6 - TOYS - TEST

### 1 Listen and check (✓) or cross (✗).

- Ask students to look at the pictures of toys.
- Students are going to listen to the recording and check (✓) the pictures with true descriptions and put a cross (✗) next to the pictures with false descriptions. Play the recording and pause it after each sentence.

### TRACK 2.62

- |                |                 |
|----------------|-----------------|
| 1 It's a doll. | 4 It's a yo-yo. |
| 2 It's a boat. | 5 It's a kite.  |
| 3 It's a car.  | 6 It's a train. |

Answers: 1 - ✓, 2 - ✗, 3 - ✗, 4 - ✓, 5 - ✗, 6 - ✓.

6 points (1 point for each correctly marked picture)

### 2 Listen, draw and color.

- Ask students to get crayons of the following colors: brown, blue, purple and green, and then to look at the pictures.
- Students are going to listen to the recording, draw the correct toys in the speech balloons and color them accordingly. Play the recording and pause it after each sentence.

### TRACK 2.62

- 1 I have a blue train. I have a brown teddy bear.
- 2 I have a purple boat. I have a green ball.

4 points (1 point for each correctly drawn and colored toy)

## UNIT 7 - FOOD - TEST

### 1 Listen and draw ☺ or ☹.

- Ask students to look at the pictures.
- Students are going to listen to the recording and draw a happy face next to the pictures of food the boy likes and a sad face next to the pictures of food the boy does not like. Play the recording and pause it after each sentence.

### TRACK 2.63

- |                       |                         |
|-----------------------|-------------------------|
| 1 I like milk.        | 4 I don't like bread.   |
| 2 I like pears.       | 5 I like cheese.        |
| 3 I don't like juice. | 6 I don't like chicken. |

6 points (1 point for each correctly marked picture)

### 2 Listen and draw.

- Students are going to listen to the recording and draw the correct amount of food in each box accordingly.

### TRACK 2.63

- |                |               |
|----------------|---------------|
| 1 three apples | 3 five eggs   |
| 2 two cakes    | 4 six oranges |

4 points (1 point for each correctly drawn picture)

## UNIT 8 - MY VACATION - TEST

### 1 Listen and circle.

- Ask students to look at the pairs of pictures.
- Students are going to listen to the recording and circle a picture in each box accordingly. Play the recording and pause it after each sentence.

### TRACK 2.64

- |                    |                      |
|--------------------|----------------------|
| 1 It's the sea.    | 4 It's the beach.    |
| 2 It's a starfish. | 5 Look, six crabs.   |
| 3 It's a seahorse. | 6 Look, seven kites. |

6 points (1 point for each correctly circled picture)

### 2 Listen and color.

- Ask students to get crayons of the following colors: brown, blue, purple and pink, and then to look at the pictures.
- Students are going to listen to the recording and color the toys in the picture accordingly. Play the recording and pause it after each sentence.

### TRACK 2.64

- |                       |                              |
|-----------------------|------------------------------|
| 1 I have a pink kite. | 3 I have a brown teddy bear. |
| 2 I have a blue ball. | 4 I have a purple boat.      |

4 points (1 point for each correctly colored toy)

## END OF YEAR - TEST

### 1 Listen and circle.

- Ask students to look at the pairs of pictures.
- Students are going to listen to the recording and circle a picture in each box accordingly. Play the recording and pause it after each sentence.

### TRACK 2.65

- |                       |                    |
|-----------------------|--------------------|
| 1 It's my head.       | 3 Turn around!     |
| 2 It's a small chair. | 4 Stamp your foot! |

4 points (1 point for each correctly circled picture)

### 2 Listen and check (✓) or cross (✗).

- Ask students to look at the pictures.
- Students are going to listen to the recording and check (✓) the pictures with true descriptions and put a cross (✗) next to the pictures with false descriptions. Play the recording and pause it after each sentence.

### TRACK 2.65

- |                        |                    |
|------------------------|--------------------|
| 1 I don't like cheese. | 3 I'm sad.         |
| 2 It's a sandcastle.   | 4 It's my grandma. |

Answers: 1 - ✗, 2 - ✓, 3 - ✓, 4 - ✗.

2 points (0.5 point for each correctly marked picture)

### 3 Listen, draw and color.

- Ask students to get crayons of the following colors: gray and orange.
- Students are going to listen to the recording, draw some objects or animals in the boxes and color them in accordingly. Play the recording and pause it after each sentence.

### TRACK 2.65

- |                          |                           |
|--------------------------|---------------------------|
| 1 I have an orange book. | 3 I have a gray starfish. |
| 2 I have two birds.      | 4 I have seven balls.     |

4 points (1 point for each correctly drawn and colored toy)

# MY BODY

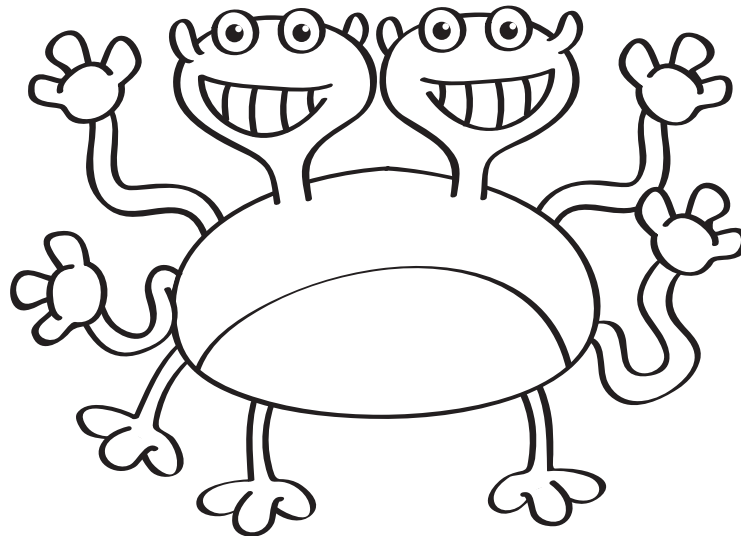
# TEST

NAME ..... CLASS .....

TOTAL: ..... / 10    0-3 ☹️    4-7 😊    8-10 😄

## 1 LISTEN AND COLOR.

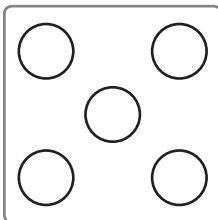
..... / 4



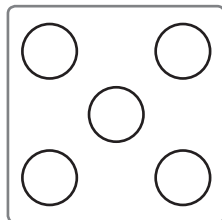
## 2 LISTEN AND COLOR.

..... / 4

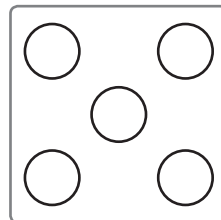
1



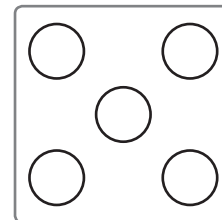
2



3



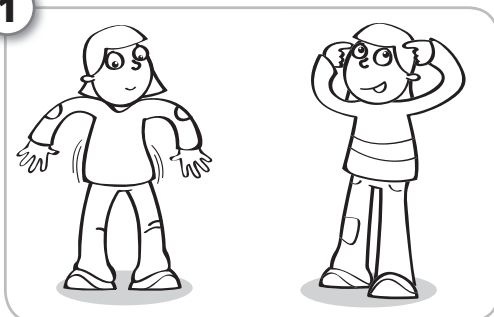
4



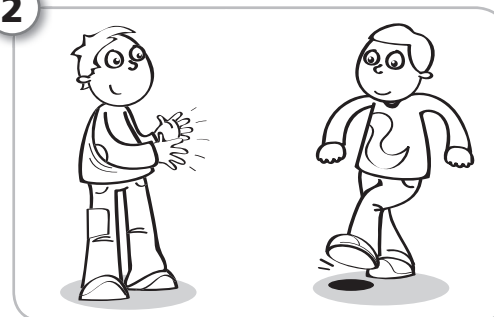
## 3 LISTEN AND CIRCLE.

..... / 2

1



2



# MY FAMILY

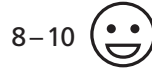
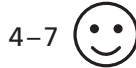
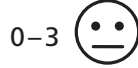
# TEST

UNIT

# 2

NAME ..... CLASS .....

TOTAL: ..... / 10



## 1 LISTEN AND CHECK (✓) OR CROSS (X).

..... / 7

1

2

3

4

5

6

7

## 2 LISTEN AND CIRCLE.

..... / 3

1

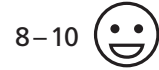
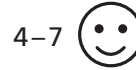
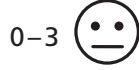
2

3

# MY CLASSROOM TEST

NAME ..... CLASS .....

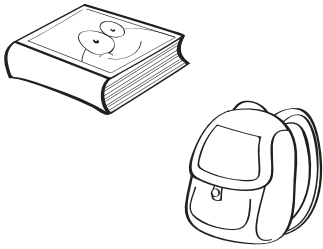
TOTAL: ..... / 10



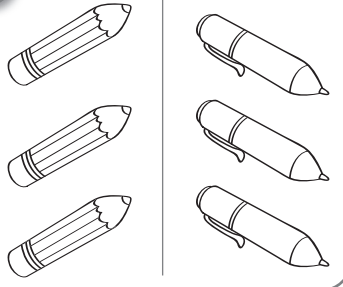
## 1 LISTEN AND CIRCLE.

..... / 6

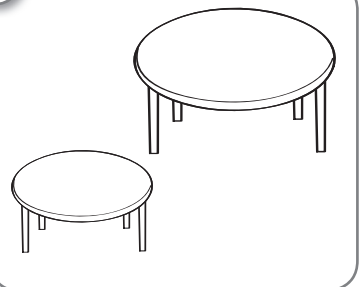
1



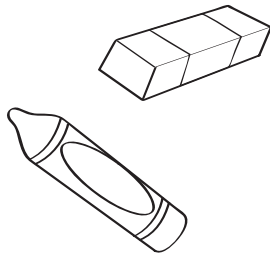
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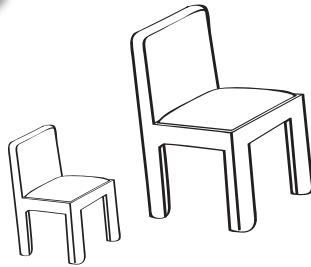
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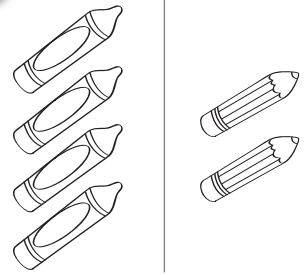
4



5

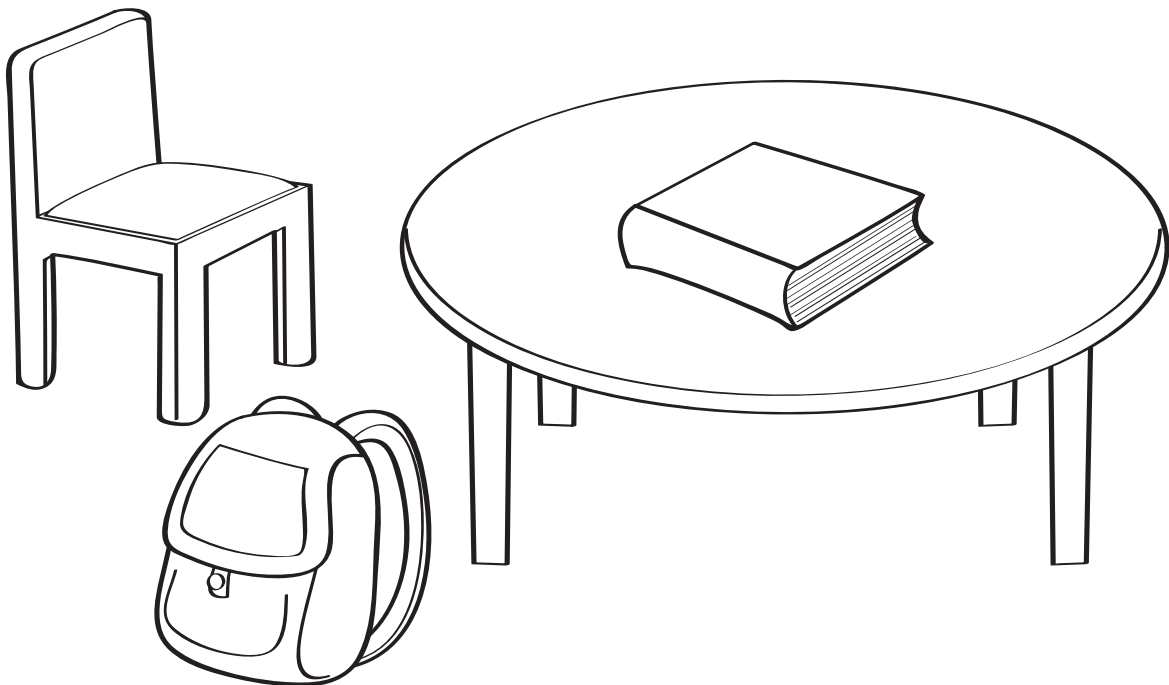


6



## 2 LISTEN AND COLOR.

..... / 4



# ANIMALS

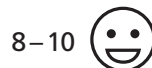
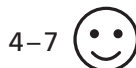
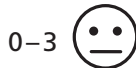
# TEST

UNIT

# 4

NAME ..... CLASS .....

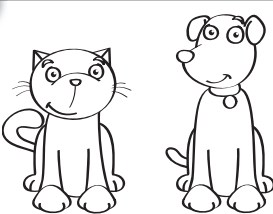
TOTAL: ..... / 10



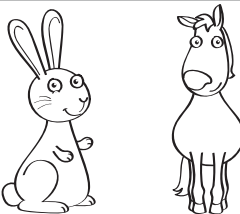
## 1 LISTEN AND CHECK (✓).

..... / 6

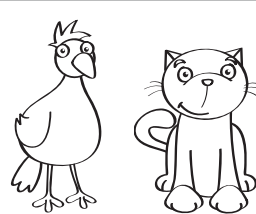
1



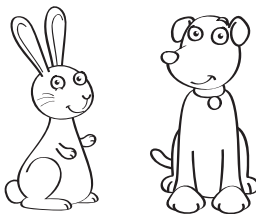
2



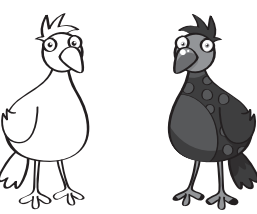
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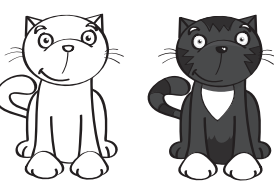
4



5



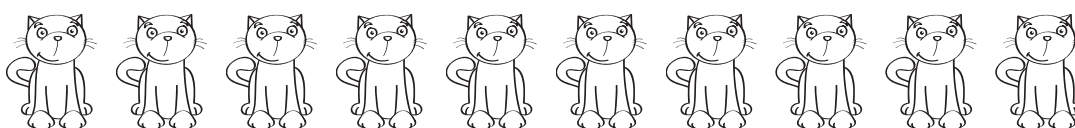
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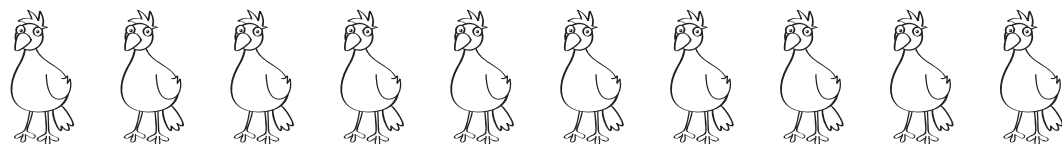
## 2 LISTEN AND COLOR.

..... / 4

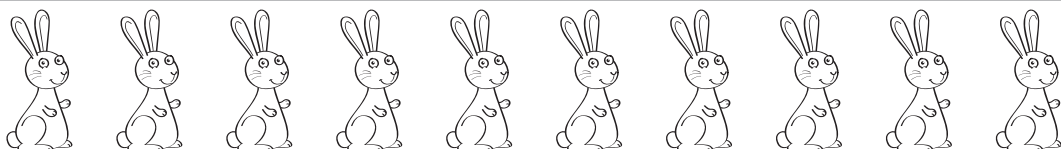
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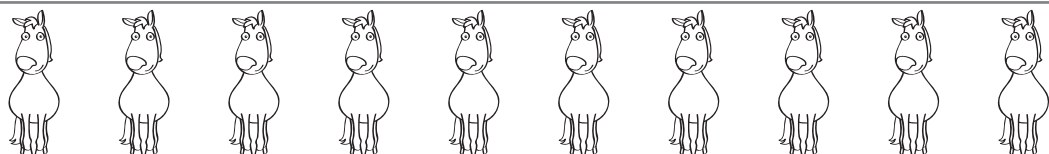
2



3

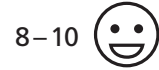
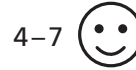
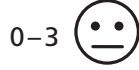


4



NAME ..... CLASS .....

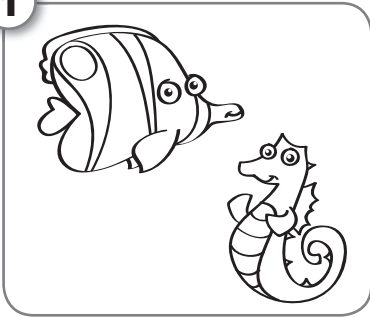
TOTAL: ..... / 10



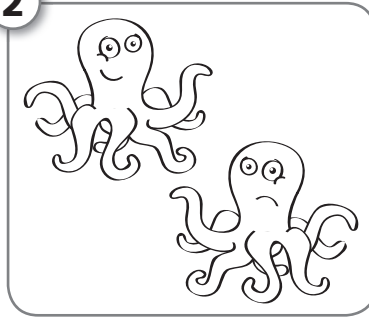
1 LISTEN AND CIRCLE.

..... / 6

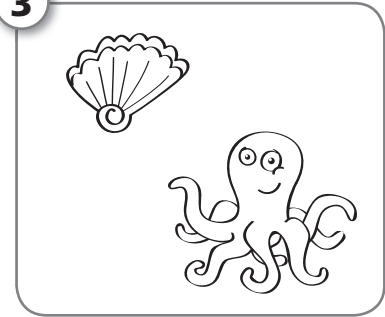
1



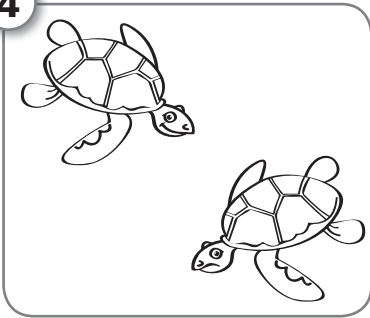
2



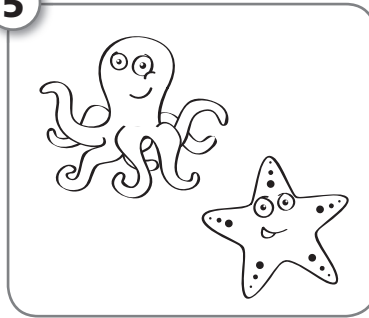
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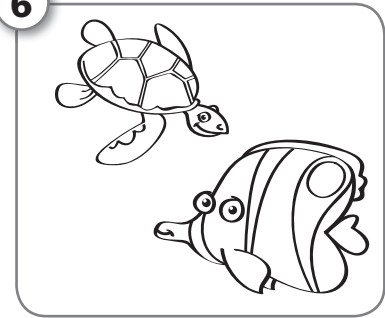
4



5

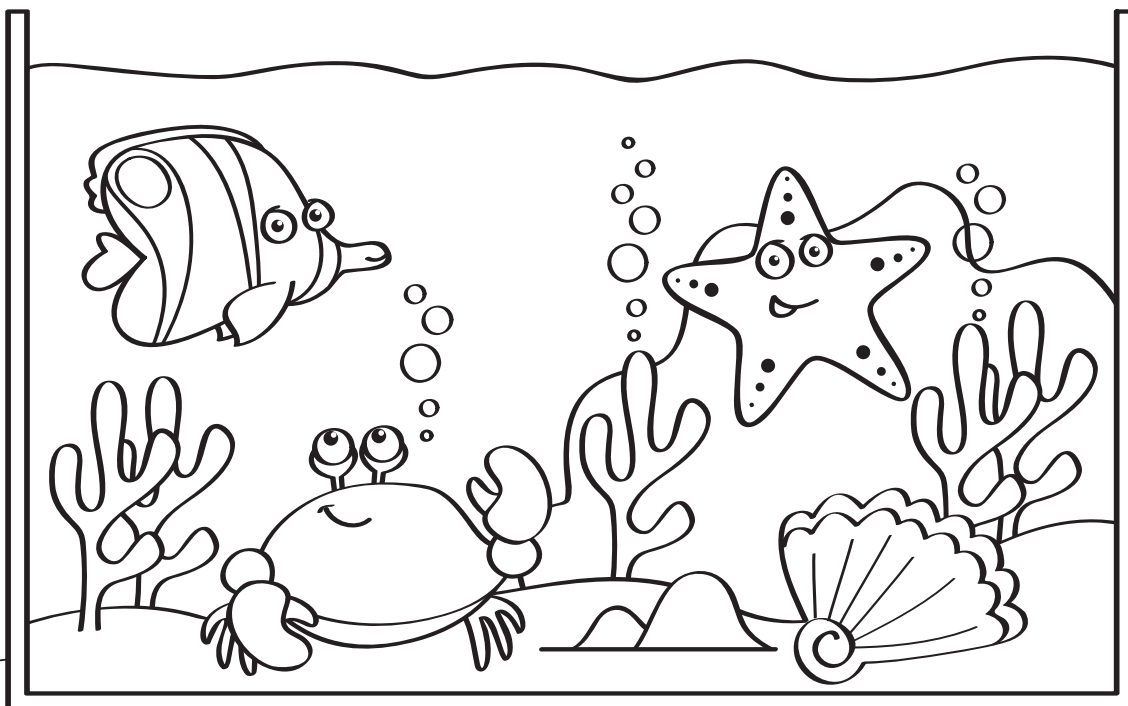


6



2 LISTEN AND COLOR.

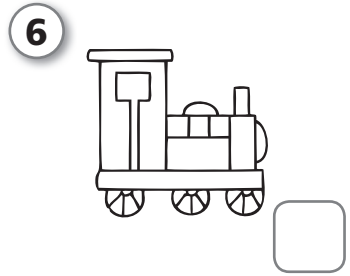
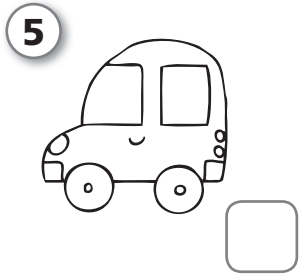
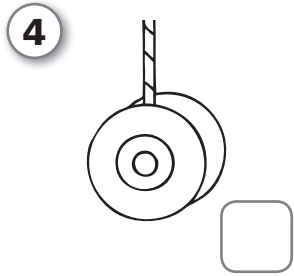
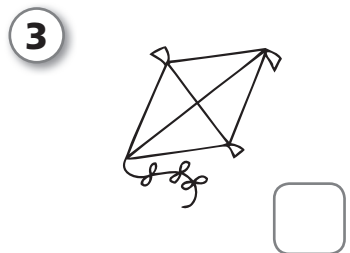
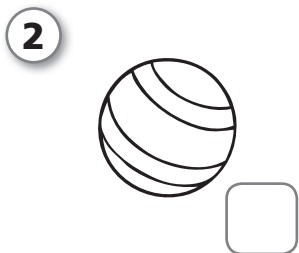
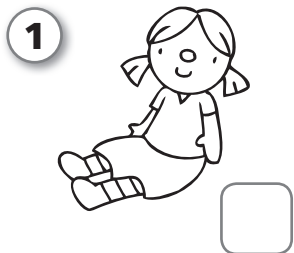
..... / 4



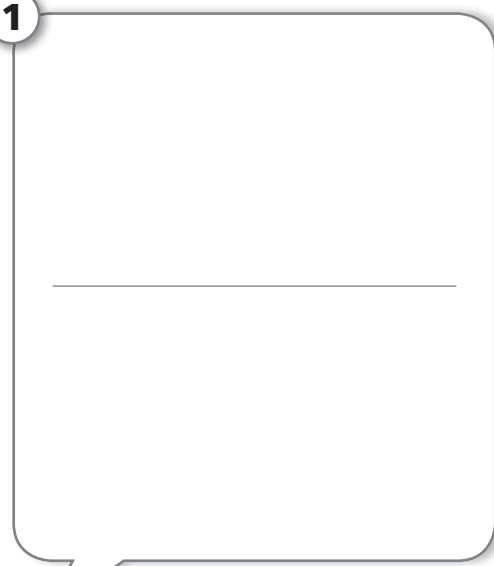
NAME ..... CLASS .....

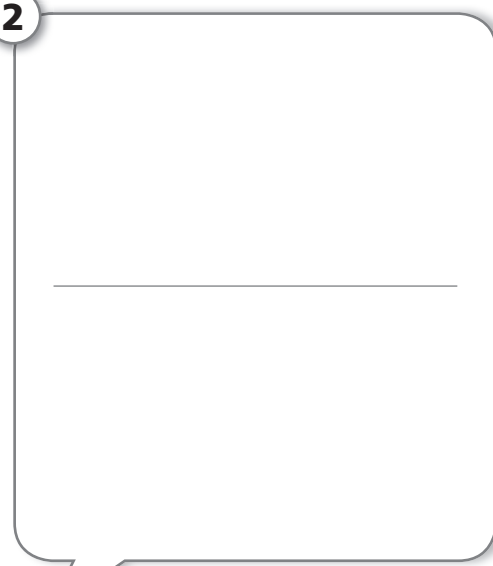
TOTAL: ..... / 10    0-3 ☹️    4-7 😊    8-10 😄

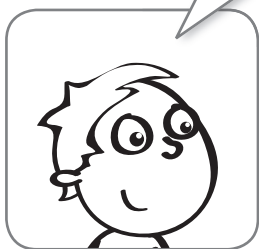
**1 LISTEN AND CHECK (✓) OR CROSS (X).** ..... / 6



**2 LISTEN, DRAW AND COLOR.** ..... / 4

1 

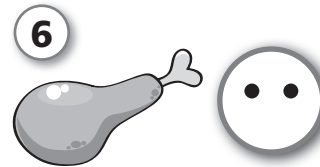
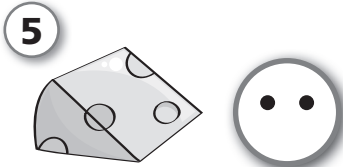
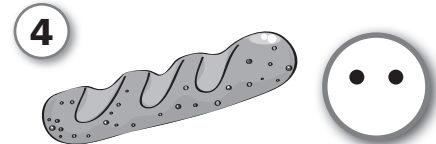
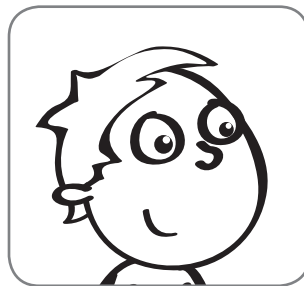
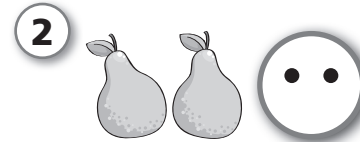
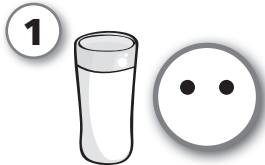
2 



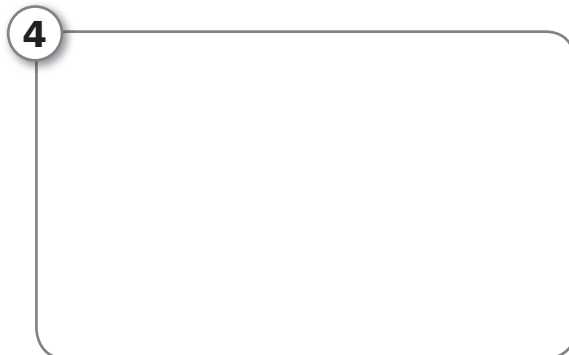
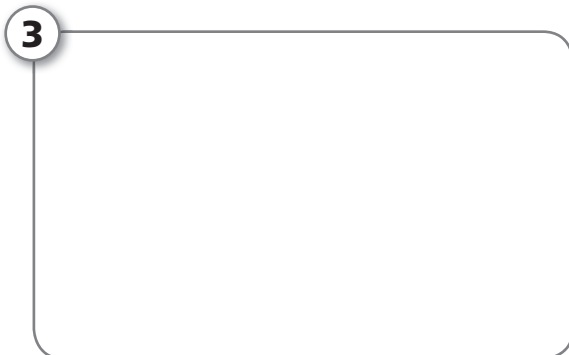
NAME ..... CLASS .....

TOTAL: ..... / 10    0-3 😐    4-7 😊    8-10 😄

1 LISTEN AND DRAW 😊 OR 😐. .... / 6



2 LISTEN AND DRAW. .... / 4



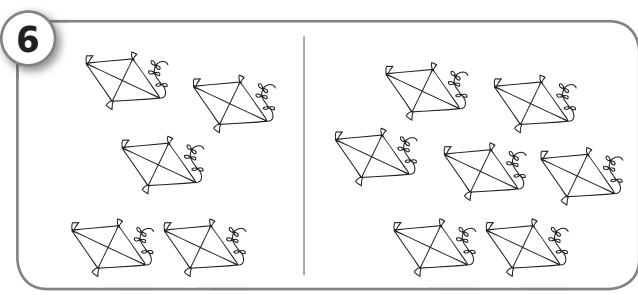
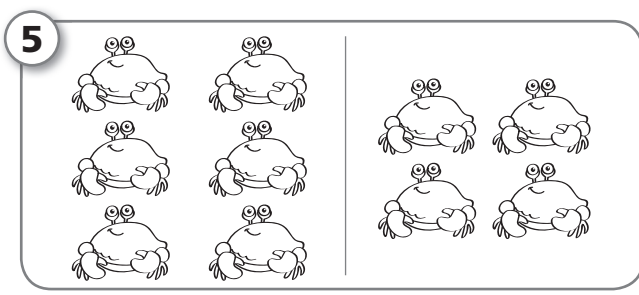
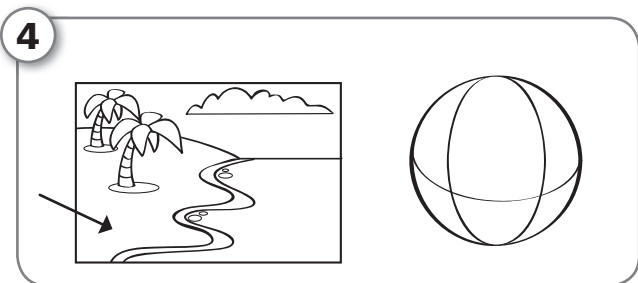
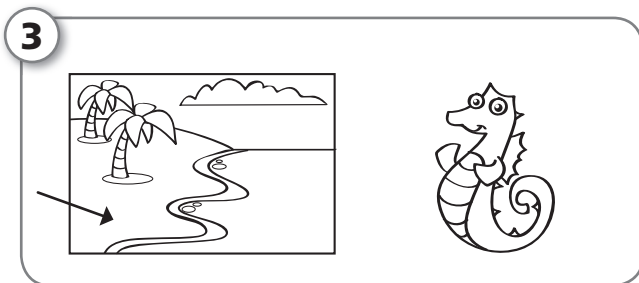
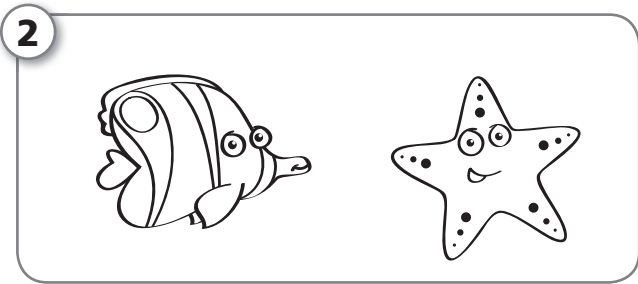


# MY VACATION TEST

NAME ..... CLASS .....

TOTAL: ..... / 10    0-3 😐    4-7 😊    8-10 😄

**1 LISTEN AND CIRCLE.** ..... / 6

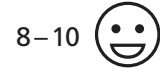
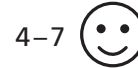
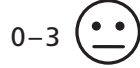


**2 LISTEN AND COLOR.** ..... / 4



NAME ..... CLASS .....

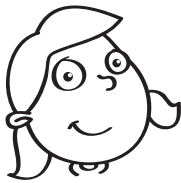
TOTAL: ..... / 10



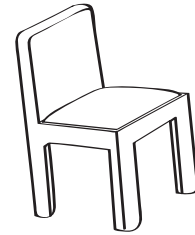
1 LISTEN AND CIRCLE.

..... / 4

1



2



3



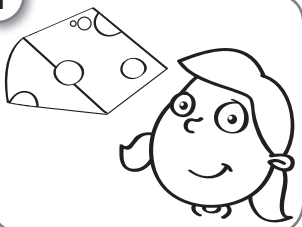
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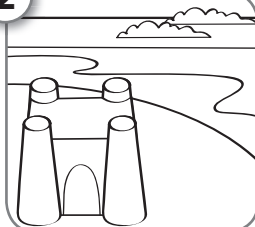
2 LISTEN AND CHECK (✓) OR CROSS (X).

..... / 2

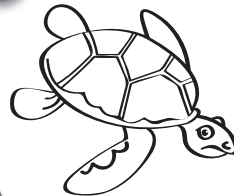
1



2



3



4



3 LISTEN, DRAW AND COLOR.

..... / 4

1

2

3

4

NEW

# English Adventure

**DVD Worksheets**

**LEVEL 1**

# DVD worksheets

## Worksheet 1

### 1 Point and say.

- Prepare one copy of Worksheet 1 for each student. The pictures show Ted and Lucy and their families. The students name the members of Lucy's family (mom, grandma, dad, sister, brother). Then they connect the drawing showing Lucy with the picture of the family member whose name you say in English. Say the names in a different order than the order of the pictures. Repeat the activity with Ted's family (grandma, mom, sisters).

## Worksheet 2

### 1 Match. Then count.

- Prepare one copy of Worksheet 2 for each student. The pictures show the shadows of dogs, horses, cats and rabbits. The students say the names of these animals in English. Then they connect the shadows with the proper drawings of animals shown at the bottom of the page. At the end, the students count the shadows. Check the answers by asking: *How many (dogs)?*
- Answers: *one horse, two cats, three dogs, four rabbits.*

## Worksheet 3

### 1 Draw and color.

- Prepare one copy of Worksheet 3 for each student. The students guess what the pictures show and then complete them by connecting the dots. Finally, ask the students to color the drawings according to your instructions.
- Answers: *1 – starfish, 2 – fish, 3 – crab.*

## Worksheet 4

### 1 Draw 3 things.

- Prepare one copy of Worksheet 4 for each student. The pictures show Ted and Lucy and their favorite food. Ask the students what is on Ted's plate (chicken). The students say the names in English of the food items shown on the pictures at the bottom of the page (chicken, bread, egg, cheese, apple, banana, jelly, peas). Ask students what kind of food Ted doesn't like (cheese) and what kind of food Lucy doesn't like (peas). Students draw on the characters' plates the products they like.
- Answers: *Ted – chicken, peas, apples; Lucy – chicken, cheese, apples.*

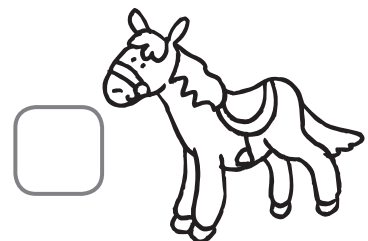
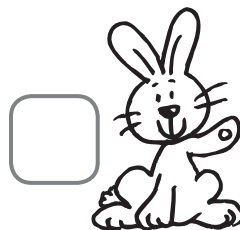
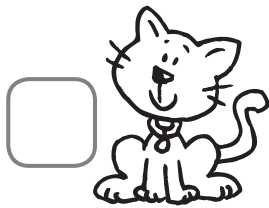
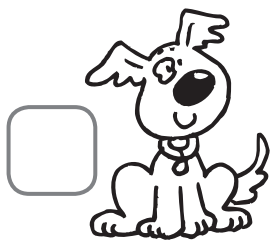
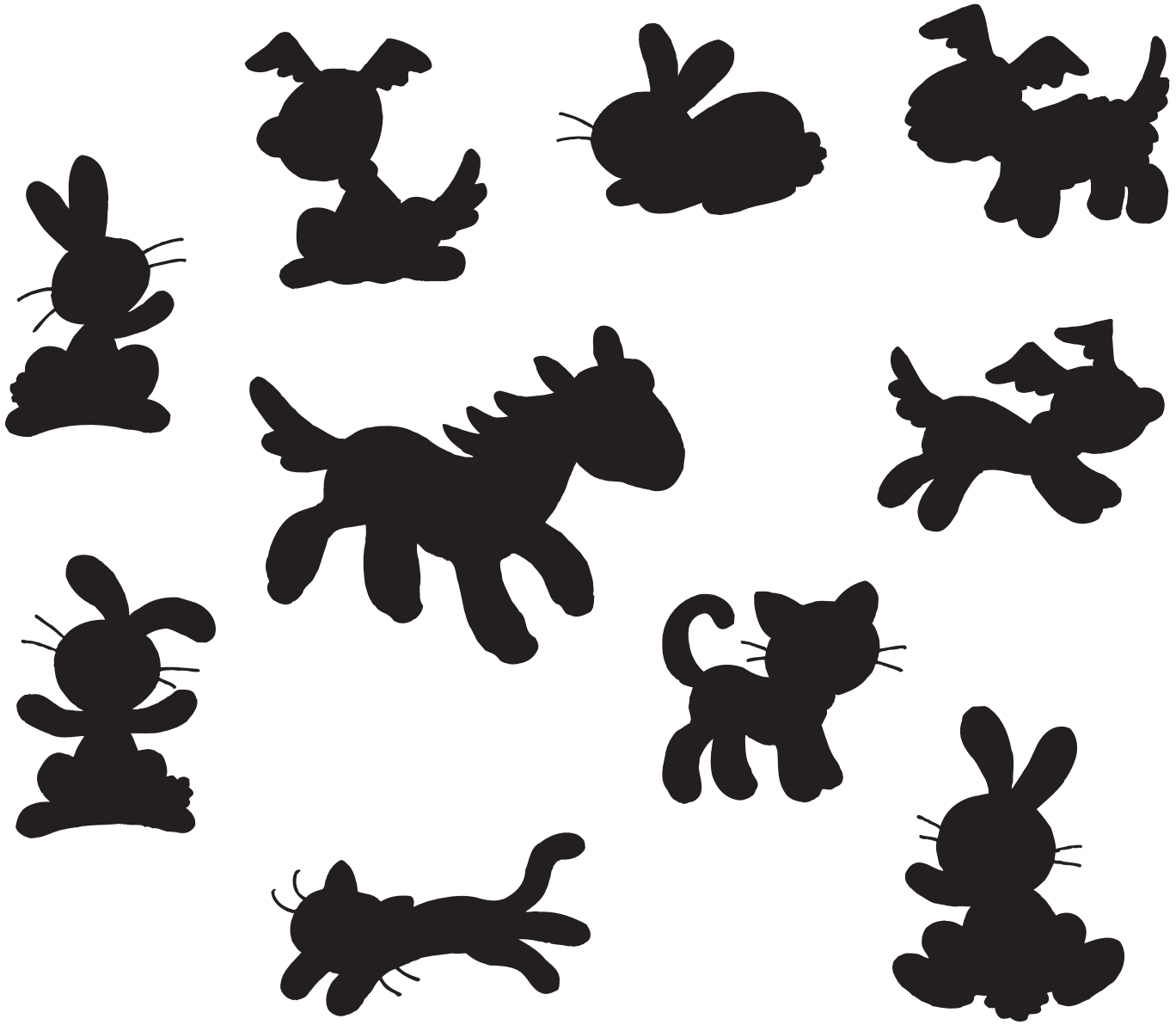
WORKSHEET 1

1 POINT AND SAY.



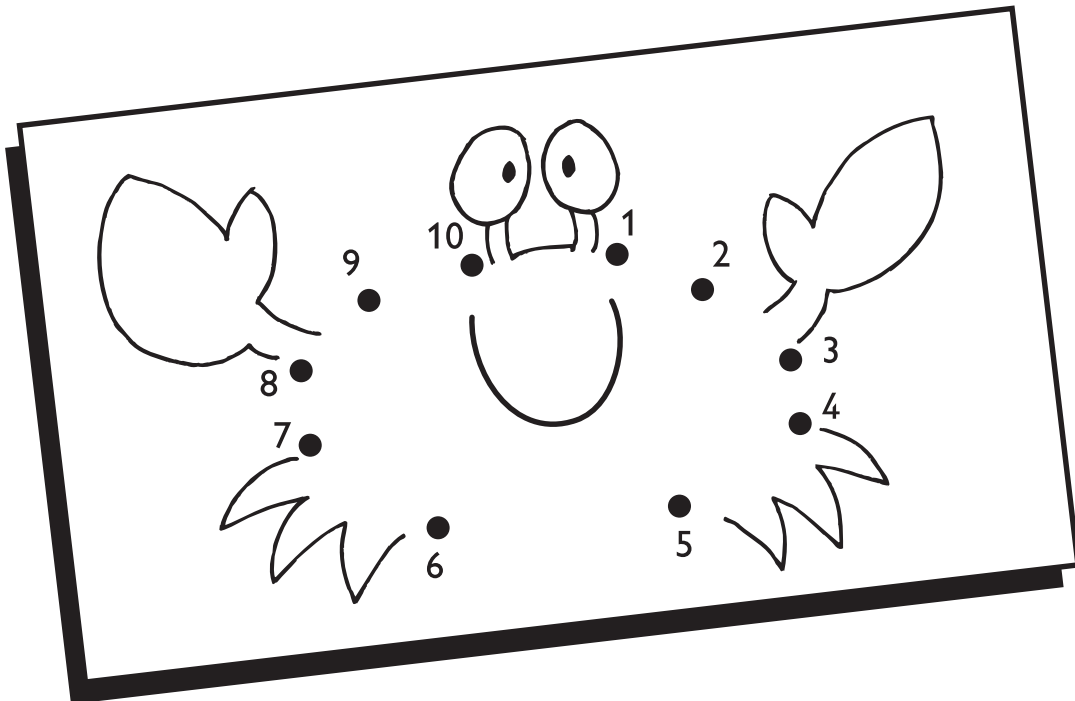
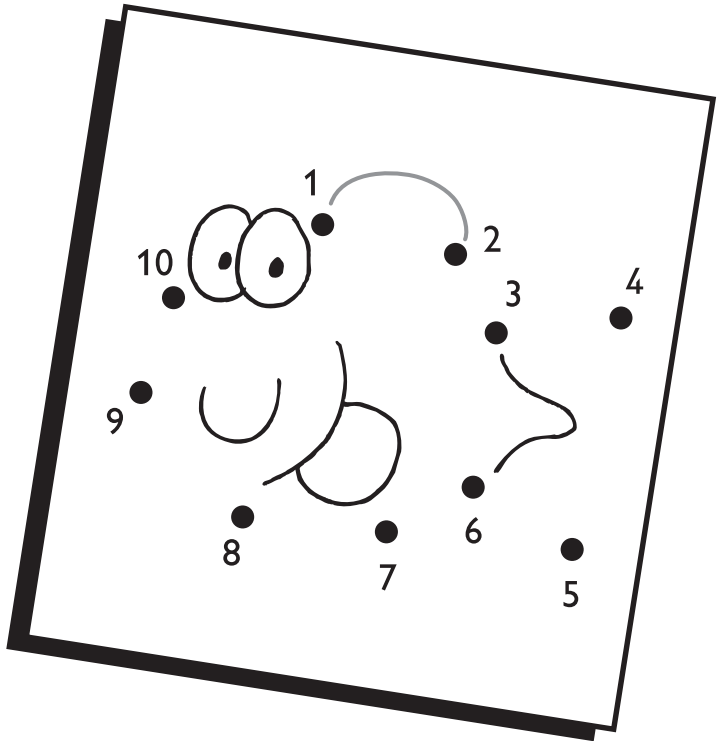
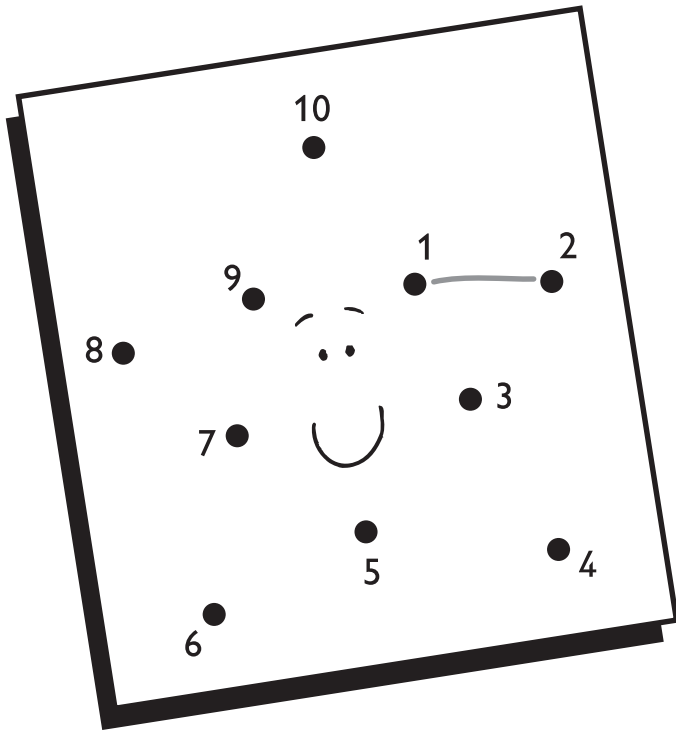
WORKSHEET 2

1 MATCH. THEN COUNT.



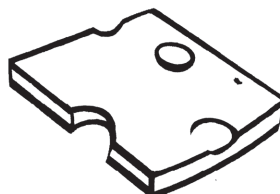
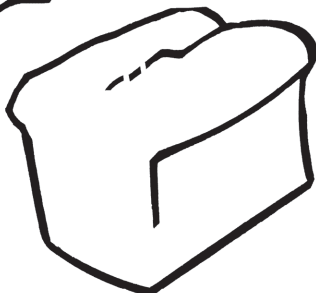
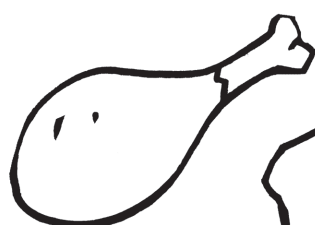
WORKSHEET 3

1 DRAW AND COLOR.



WORKSHEET 4

1 DRAW 3 THINGS.





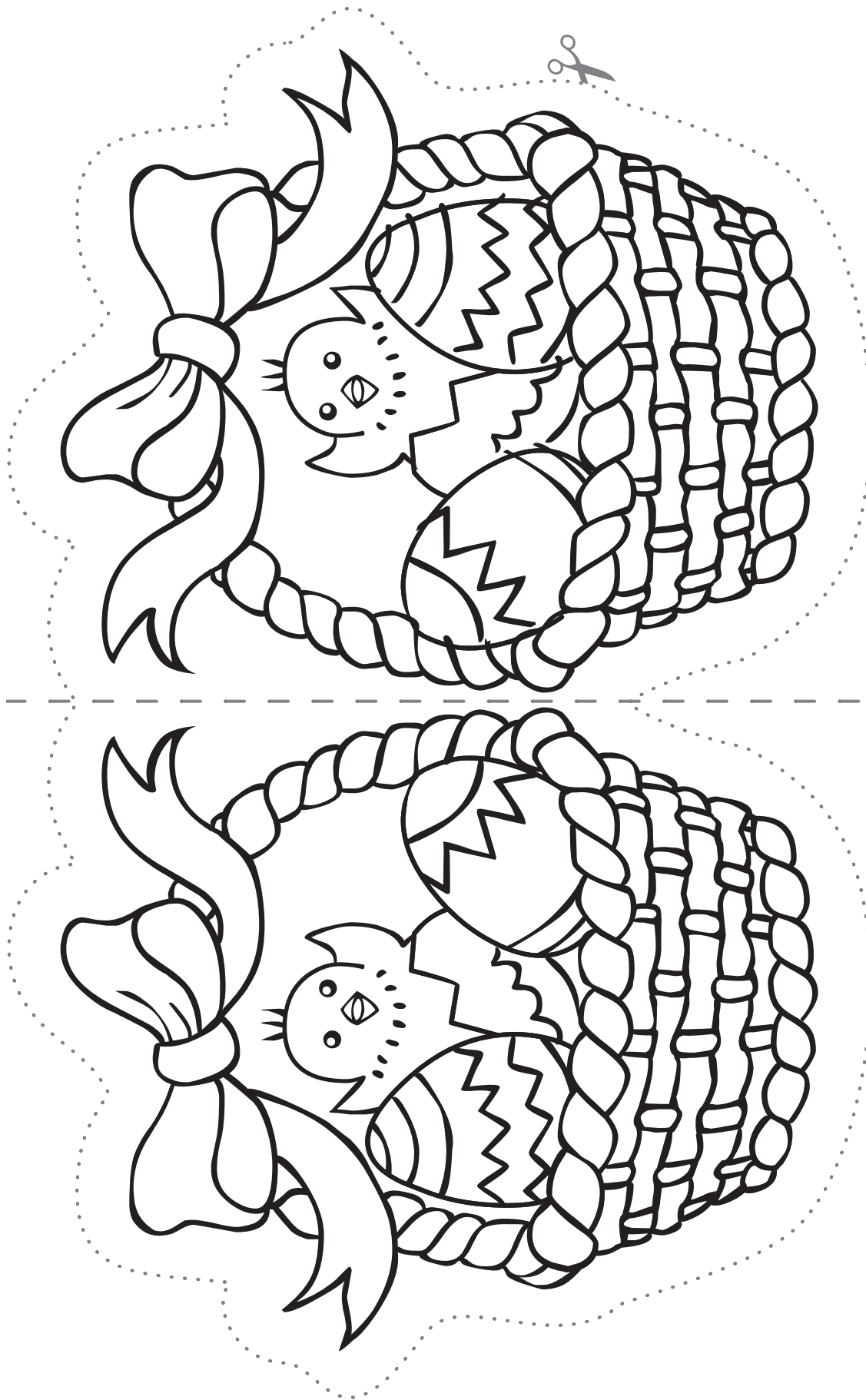
**NEW**

# **English Adventure**

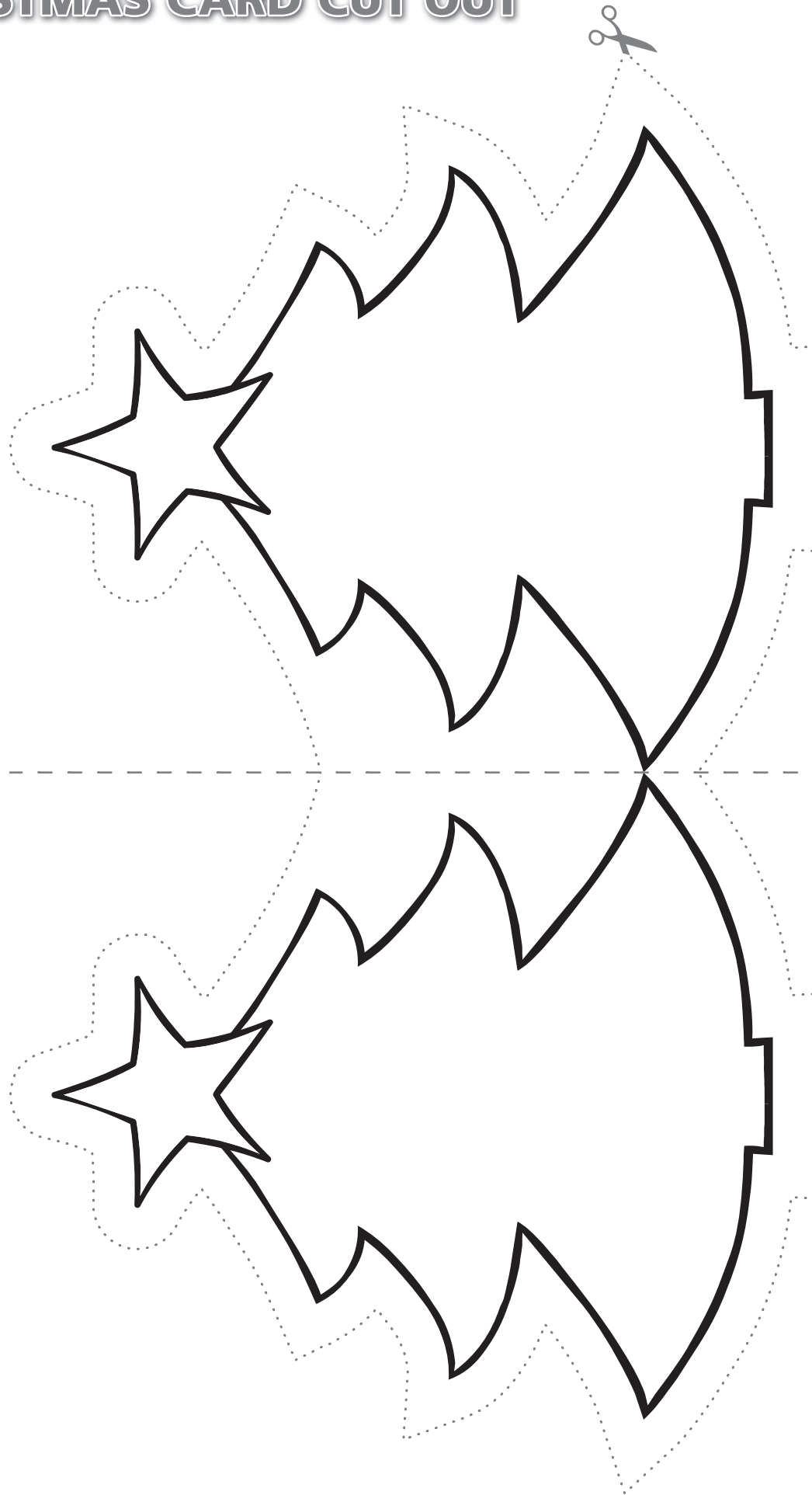
**PHOTOCOPIABLE  
RESOURCES**

**LEVEL 2**

# EASTER CARD CUT OUT



# CHRISTMAS CARD CUT OUT



# Photocopiable materials

## Teacher's Notes

### Welcome activities, Activity 1

#### Worksheet 1

**Aim:** to review classroom language and *yes, no*.

#### 1 Listen and point. Then listen and check (✓) or cross (X).

- Hand out the worksheets to students. Ask them to name the commands presented in the pictures. Next, give the commands at random and ask students to point to the corresponding pictures.
- Point to the pictures one by one and give commands. If the command corresponds to the picture, students say: *Yes*. If the command does not correspond to the picture, they say: *No*.
- Next, repeat the procedure from the beginning, this time having students check (✓) the pictures if they correspond to the command, or put a cross (X) next to them, if they do not correspond to the command.

### Welcome activities, Activity 2

#### Worksheet 2

**Aim:** to review *crayon, pencil, eraser, yes, no*.

#### 1 Join the dots and say. Then listen and check (✓) or cross (X).

- Hand out the worksheets to students. Tell them that their task is to join the dots so that they form classroom objects. Next, students name them.
- **Answers:** *eraser, crayon, pencil*.
- Ask students to take a look at the classroom objects which they have just drawn. Say their names at random and ask students to point to the appropriate pictures.
- Next, point to the pictures one by one and say the names of the classroom objects – they can be the same students have in the pictures, or different. If the name corresponds to the picture, students say: *Yes* and put a check (✓) by the picture. If the name does not correspond to the picture, they say: *No* and put a cross (X).

### Welcome activities, Activity 3

#### Worksheet 3

**Aim:** to review *blue, green, red, yellow, crayon, pencil, eraser, yes, no*.

#### 1 Listen and color. Then listen and check (✓) or cross (X).

- Hand out the worksheets to students. Tell them that their task is to color the objects whose names you will provide. Make sure that each student has crayons in the colors needed by saying the names of the colors and ask students to raise the corresponding crayons. Then start the dictation. Say: *A (yellow) crayon. A (red) eraser* etc. Once you finish the dictation, check the answer by asking: *A (crayon) – what color is it?* Students say: *(Yellow)*.
- Next, point to the pictures one by one and describe them. Say: *A (yellow) (crayon)*. If the description corresponds to the picture, students say: *Yes* and check (✓) the picture. If it does not correspond to the picture, they say: *No* and put a cross (X).

### Welcome activities, Activity 4

#### Worksheet 4

**Aim:** to review *blue, green, red, yellow, crayon, pencil, eraser*.

#### 1 Color. Then listen and circle.

- Hand out the worksheets to students. Ask them to color using any color they want.
- Next, you say, for example: *A yellow pencil*. Students who have a yellow pencil have to circle the picture. The first student to have all the pictures circled is the winner.

## Hello

### Worksheet 5

**Aim:** to review school objects and colors.

#### 1 Listen and color.

- Review colors and school objects by playing a game (see Resource Bank, p. A21).
- Hand out the worksheets to students. Tell students their task is to color one object out of each pair according to what they hear from you. Say, for example: *A (blue) pen. A (red) pencil case*. Allow students some time to color.
- To correct the activity, ask a few volunteers to show their worksheets, point to the pictures they have colored and say: *A (blue) pen. A (red) pencil case*.

## Unit 1 My face

### Worksheet 6

**Aim:** to review parts of the face, colors and *happy, sad*.

#### 1 Look and draw.

- Review the parts of the face by playing a game (see Resource Bank, p. A21).
- Hand out the worksheets to students. Ask them to name the parts of the face presented in the pictures.
- Next, draw students' attention to the first sequence of pictures. Tell them their task is to observe their order and draw the missing picture. Give them some time to do the same with the other alternatives.
- **Answers:** 1 – *nose*, 2 – *mouth*, 3 – *eyes*, 4 – *happy*.
- Encourage students to come up with a similar activity. Ask them to draw two sequences of pictures on the back of their worksheet. Then they exchange worksheets with their closest classmate, who will draw the missing pictures.

#### 2 Listen and color.

- Tell students they are going to color the parts of the face of the teddy bear according to what they hear from you. Say, for example: *(Blue) eyes. A (pink) nose*.
- Ask a few volunteers to point to and describe the parts of the face. Finally address the whole class and ask: *Is the teddy bear happy or sad?*

## Unit 2 Animals

### Worksheet 7

**Aim:** to review animals and colors; numbers 1–5.

#### 1 Count and color. Then cut out, make and say.

- Review animals by playing a game (see Resource Bank, p. A21).
- Hand out the worksheets to students. First, go over the pictures and ask students to count the animals. You can ask, for example: *How many giraffes?* Students say: *Two*. Then say: *Color one giraffe blue and one giraffe green*. You can also ask students to color both giraffes the same color, if you prefer.
- Next, ask students to cut out the train carriages and arrange them according to the number of animals (from 1 to 5). Students paste the carriages in that order on a piece of cardboard paper then. Finally they say: *One yellow elephant. Two giraffes, one blue giraffe and one green giraffe*, and so on.

#### Extra activity

Ask students to say the names of the animals as many times as they are in the picture. They should say: *elephant, giraffe, giraffe, zebra, zebra, zebra*, and so on. First, students say it slowly. Then they repeat the procedure a little bit faster.

## Unit 3 My toys

### Worksheet 8

**Aim:** to review toys and numbers 1–10.

#### 1 Count and match.

- Review toys and numbers by playing a game (see Resource Bank, p. A21).
- Hand out the worksheets to students. Ask them to count the toys in each group and match them with the corresponding numbers.
- **Answers:** *balls – 6, boats – 2, cars – 9, train – 1, dinosaurs – 7, dolls – 5, kites – 8, spacemen – 4, teddy bears – 10, yo-yos – 3.*

## Unit 4 Food

### Worksheet 9

**Aim:** to review food.

#### 1 Trace and draw 😊 or ☹️.

- Review food by playing a game (see Resource Bank, p. A21).
- Hand out the worksheets to students. Students trace the pictures and say the names of the food items.
- Tell students to draw a happy face next to the food items they like and a sad face next to the food items they don't like. Next, they say sentences according to the faces they have drawn: *I like (bread). I don't like (eggs).*

## Unit 5 My body

### Worksheet 10

**Aim:** to review the parts of the body.

#### 1 Cut out and play.

- Review the parts of the body by playing a game (see Resource Bank, p. A21).
- Hand out the worksheets to students. Tell them their task is to cut out the pictures and match them to the corresponding words. Walk around the class and monitor the activity. Help students if necessary.
- Then students work in pairs. Each student has a pile of cards faced down in front of him. Student A takes the first card from his pile and faces it up. Student B then takes the first card from his pile and places it next to Student A's card. If the picture matches the word or both cards are the same, students get one point. The pair who gets more points is the winner.

## Unit 6 My house

### Worksheet 11

**Aim:** to review parts of the house and objects.

#### 1 Match and color.

- Review parts of the house and objects by playing a game (see Resource Bank, p. A21).
- Hand out the worksheets to students. Tell them to pay attention to the pictures and then match the two columns accordingly.
- **Answers:** *chair – kitchen, door – bathroom, table – living room, window – bedroom.*
- Allow students some time to color the objects. Invite a few volunteers to describe their pictures. They should say, for example: *An orange chair, a brown door, a yellow table and a red window.*

## Unit 7 My clothes

### Worksheet 12

**Aim:** to review clothes and colors.

#### 1 Trace and say. Then listen and color.

- Review clothes and colors by playing a game (see Resource Bank, p. A21).
- Hand out the worksheets to students. Ask them to trace over the clothes and name them.
- Describe the clothes of each child. You can say, for example: *One. I am wearing a red coat, a green dress and purple shoes.* Allow students some time to color the clothes according to what they hear from you.
- Check the answers by asking volunteers: *One. What color is the coat? What color is the dress? And what color are the shoes?*

## Unit 8 My party

### Worksheet 13

**Aim:** to review pets.

#### 1 Unscramble, write and match.

- Review pets by playing a game (see Resource Bank, p. A21).
- Hand out the worksheets to students. Tell them they have to unscramble the letters from the balloons, write the words below each pet and then match balloons with pets.
- Check the answers by pointing to each pet and eliciting his name from students.
- **Answers:** *cat, rabbit, bird, dog, mouse.*

## Easter

### Worksheet 14

**Aim:** to review *chick, egg, lamb, rabbit*.

#### 1 Find the animals' way to the basket. Then count and draw.

- Review the words related to Easter by playing a game (see Resource Bank, p. A21).
- Hand out the worksheets to students. First, students say the names of the animals at the bottom of the page.
- Then students help each animal find his way to the Easter basket. Next, students count the number of eggs on the way of each animal and draw the corresponding eggs in the basket.
- **Answers:** *chick – 5, lamb – 2, rabbit – 3.*

## Christmas

### Worksheet 15

**Aim:** to review *carol, present, stocking, Christmas tree*.

#### 1 Look and draw.

- Review the words related to Christmas by playing a game (see Resource Bank, p. A21).
- Hand out the worksheets to students. Ask them to name the pictures.
- Tell students that their task is to draw the missing element in each square so that a particular element appears only once in each line, each column and each square marked with a thick line.
- **Answers:** (from top to bottom; from left to right), *carol, Christmas tree, present; carol, ...present, Christmas tree, stocking, ... stocking, present, Christmas tree, carol.*

## Review Units 1–2

### Worksheet 16

**Aim:** to review the parts of the face, animals, colors and numbers 1–5.

#### 1 Find and circle.

- Hand out the worksheets to students. Explain that their task is to find and circle the element in each row which does not match the others.
- **Answers:** 1 – *eyes*, 2 – *elephant*, 3 – *hippo*, 4 – *nose*.

#### 2 Listen and color.

- Ask students to say the numbers in English.
- Give instructions: *Number (two) – (purple). Number (four) – (gray).* Students' task is to color the numbers following the description.

## Review Units 3–4

### Worksheet 17

**Aim:** to review toys, food and numbers 1–10.

#### 1 Look and color. Then say.

- Hand out the worksheets to students. Ask them to name the objects. Explain to them that their task is to color as many elements in each row as stated by the number on the left.
- Students color the elements using any color they want. Walk around the class and praise their work.

## Review Units 5–6

### Worksheet 18

**Aim:** to review the parts of the body, the parts of the house and objects in a house.

#### 1 Read and draw.

- Hand out the worksheets to students. Ask volunteers to read out the captions below each box. Tell students their task is to draw the parts of the body according to those captions.

#### 2 Follow and say.

- Explain to students that their task is to join the words on the left with those on the right.
- Check the answers by asking questions: *Where's the (window)?* Students say: *It's in the (kitchen).*
- **Answers:** *window – kitchen, door – bedroom, table – living room, chair – garden.*

## Review Units 7–8

### Worksheet 19

**Aim:** to review clothes and pets.

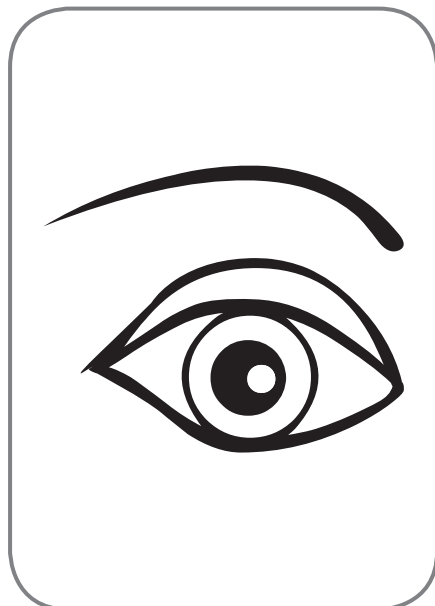
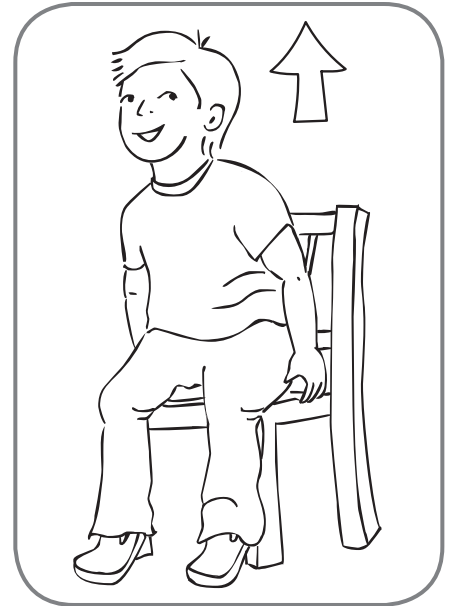
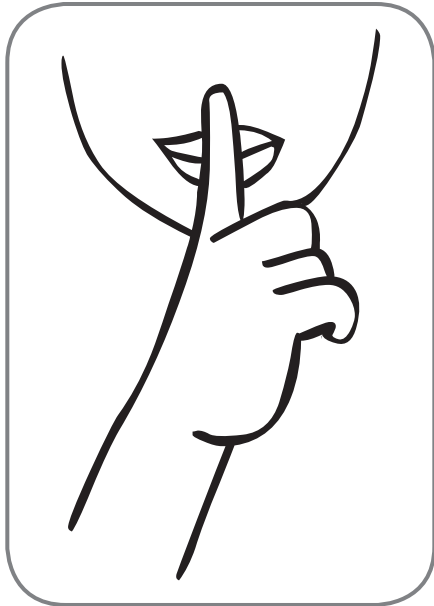
#### 1 Read, choose and write.

- Hand out the worksheets to students. Ask volunteers to read out the words in the boxes. Next, ask students to say which pets and clothes they can see in the pictures.
- The students' task is to complete the sentences next to each picture by choosing appropriate words from the boxes.
- **Answers:** 1 – *coat, fish*; 2 – *T-shirt, hamster*; 3 – *sweater, tortoise*.

# WELCOME ACTIVITIES, ACTIVITY 1

## WORKSHEET 1

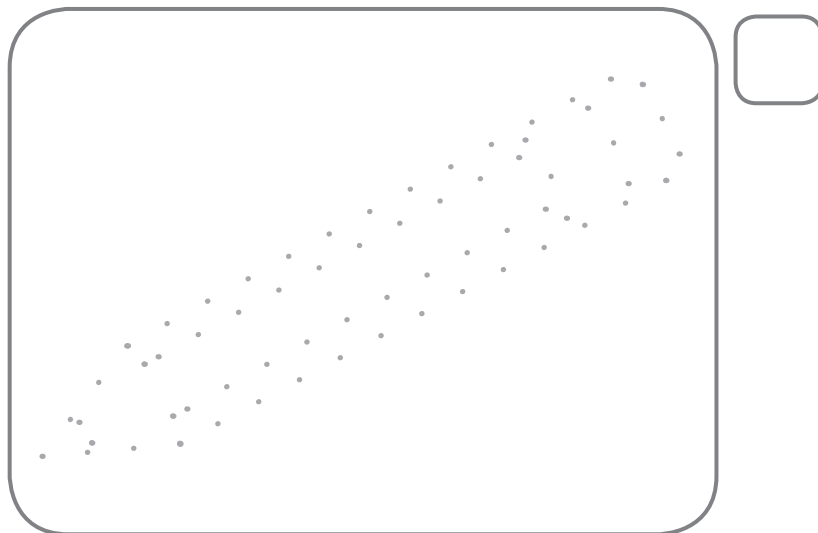
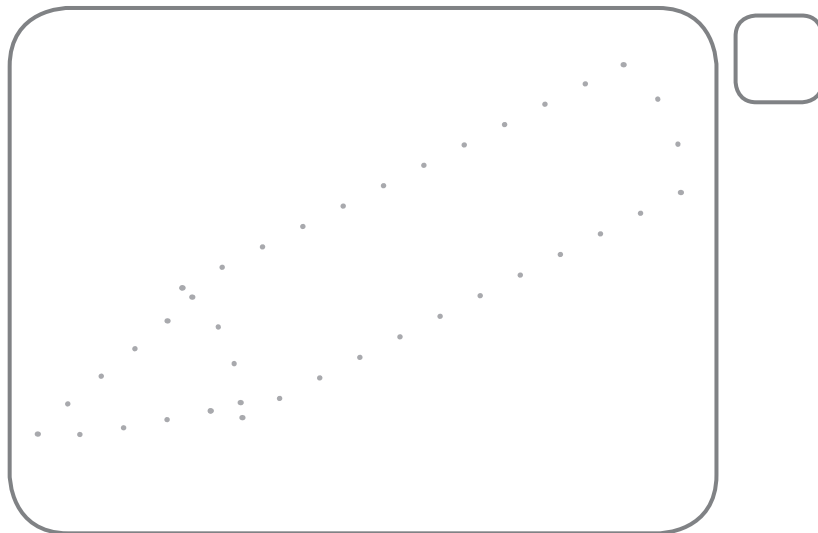
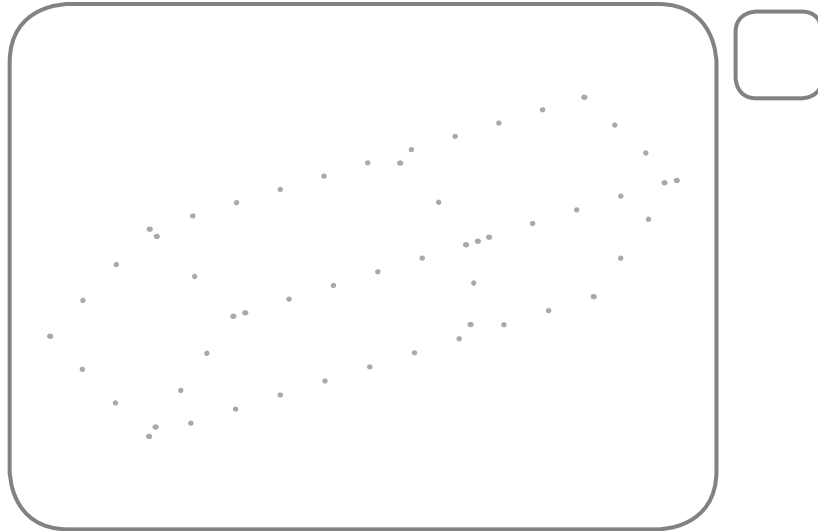
1 LISTEN AND POINT. THEN LISTEN AND CHECK (✓) OR CROSS (X).



# WELCOME ACTIVITIES, ACTIVITY 2

## WORKSHEET 2

1 JOIN THE DOTS AND SAY. THEN LISTEN AND CHECK (✓) OR CROSS (x).



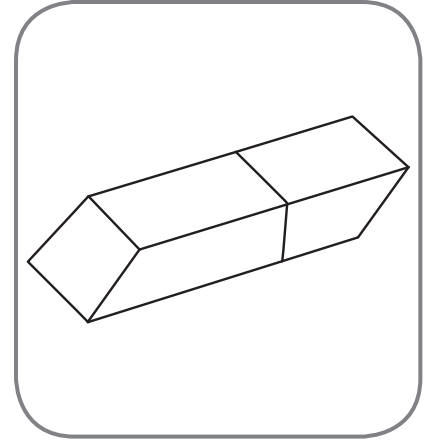
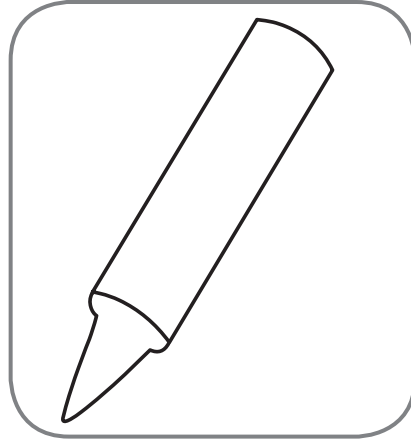
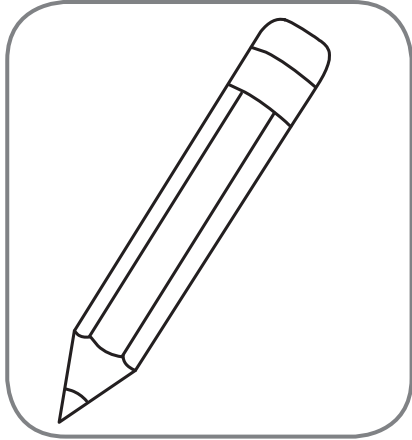


# WELCOME ACTIVITIES, ACTIVITY 3

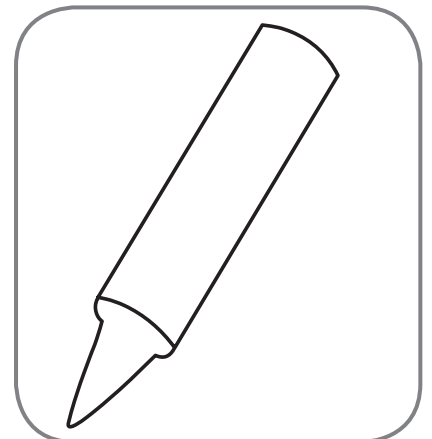
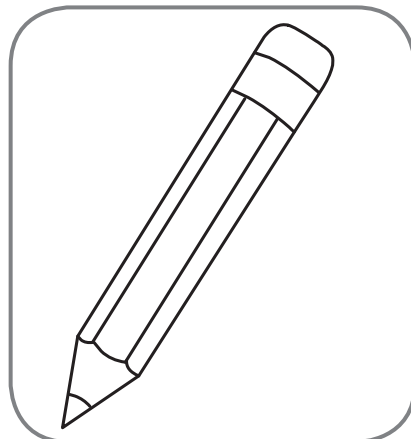
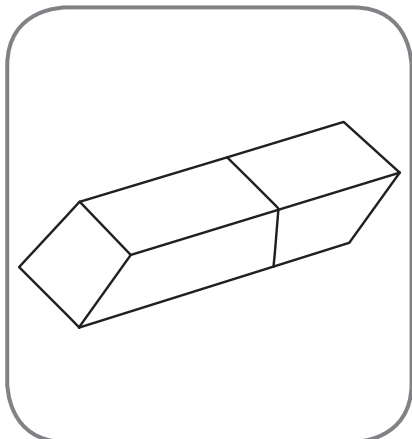
## WORKSHEET 3

1 LISTEN AND COLOR. THEN LISTEN AND CHECK (✓) OR CROSS (x).

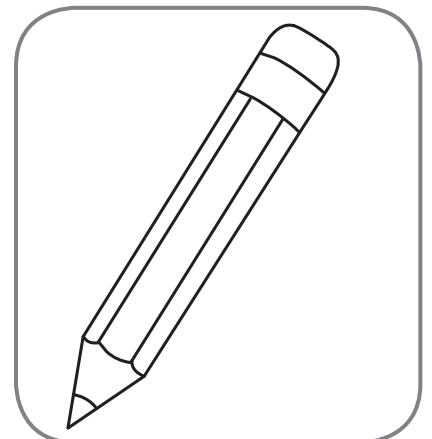
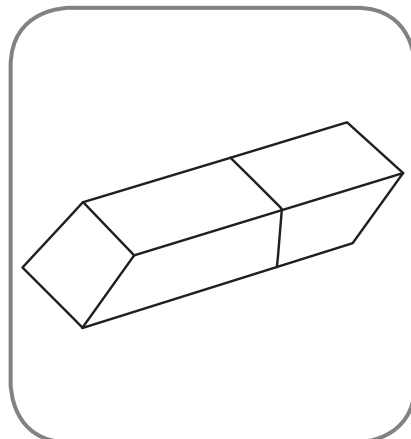
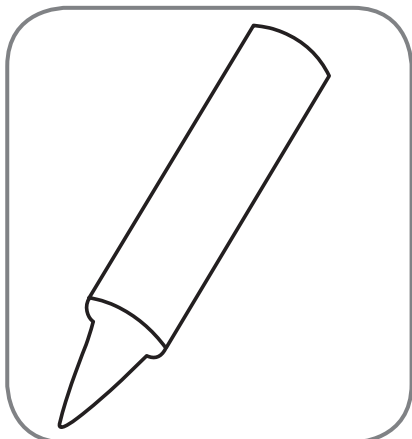
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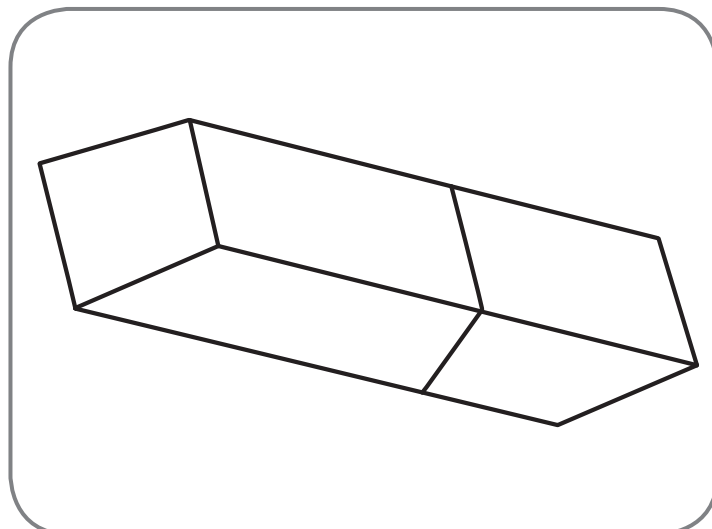
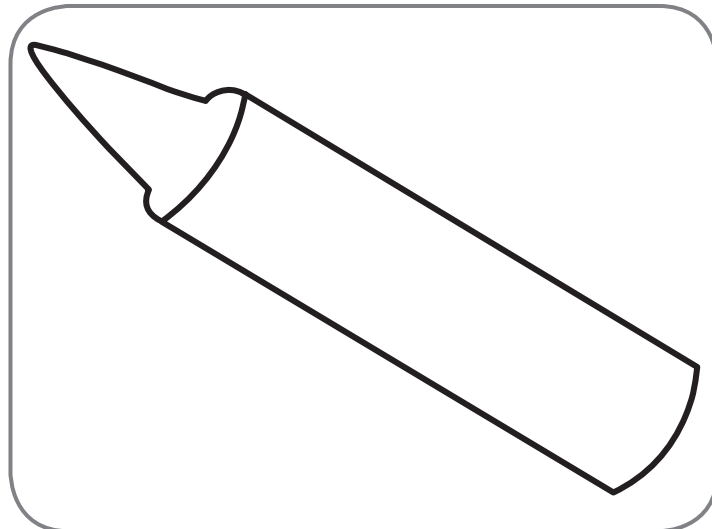
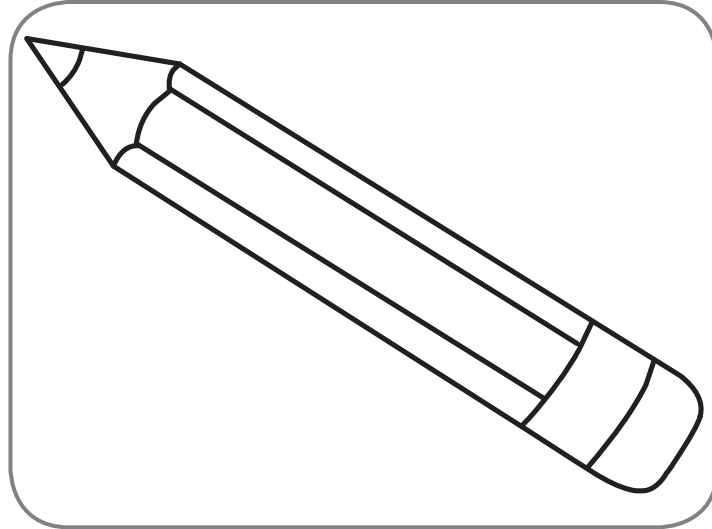
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# WELCOME ACTIVITIES, ACTIVITY 4

## WORKSHEET 4

1 COLOR. THEN LISTEN AND CIRCLE.

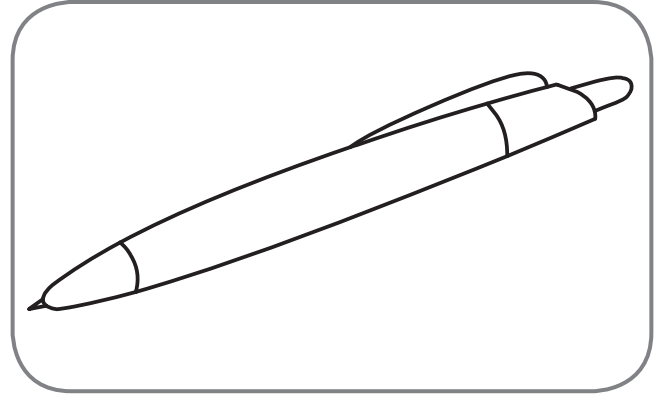
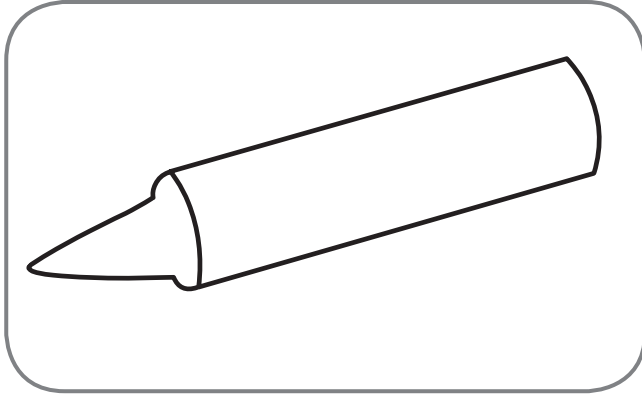


# HELLO

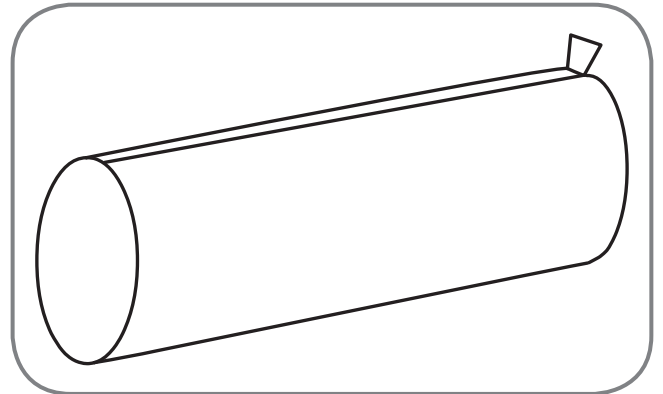
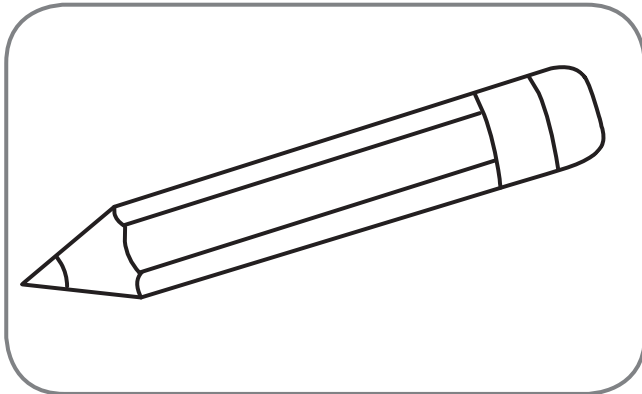
## WORKSHEET 5

1 LISTEN AND COLOR.

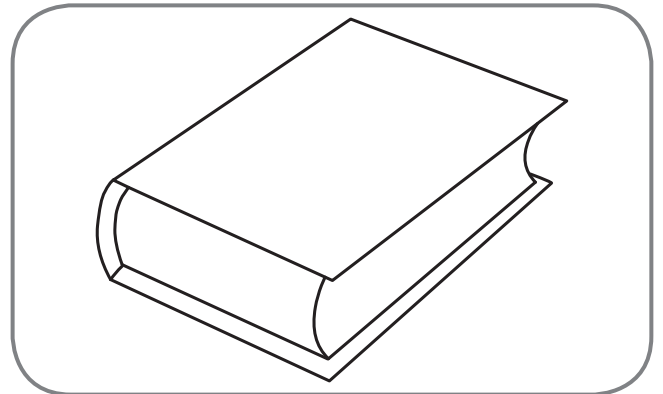
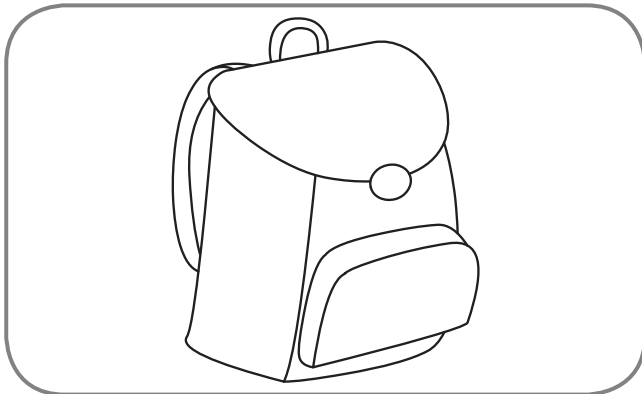
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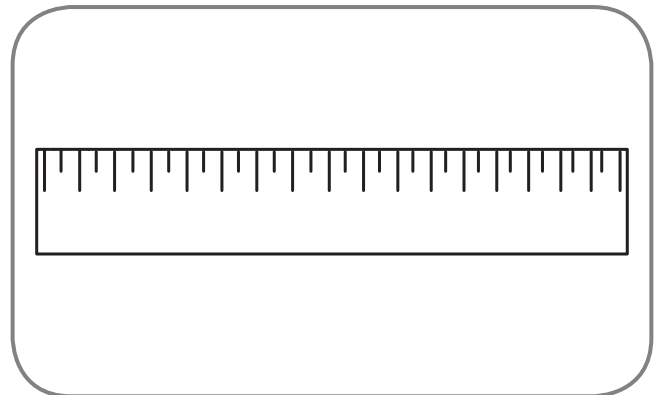
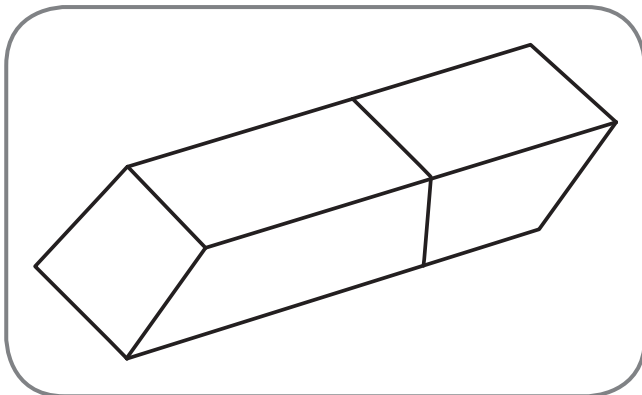
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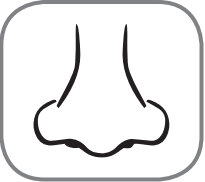


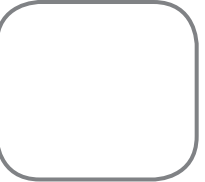

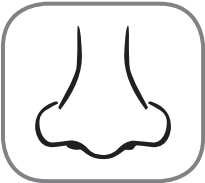
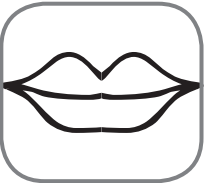

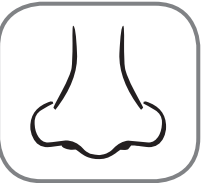
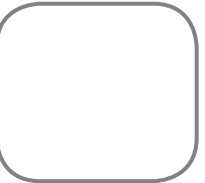





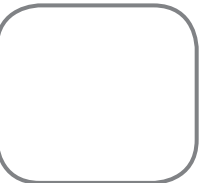






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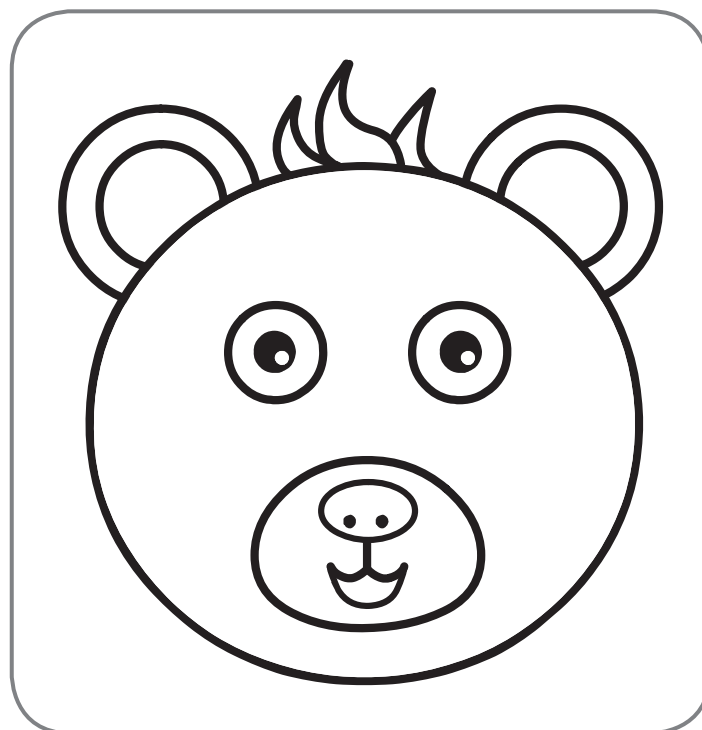
# UNIT 1 MY FACE

## WORKSHEET 6

### 1 LOOK AND DRAW.

|   |   |   |   |  |   |   |
|---|---|---|---|--|---|---|
| 1 |    |    |    |    |    |    |
| 2 |    |    |    |    |    |    |
| 3 |   |   |   |   |   |   |
| 4 |  |  |  |  |  |  |

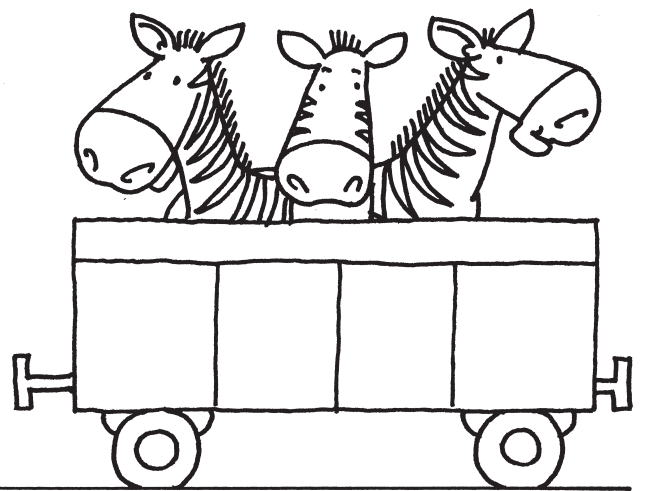
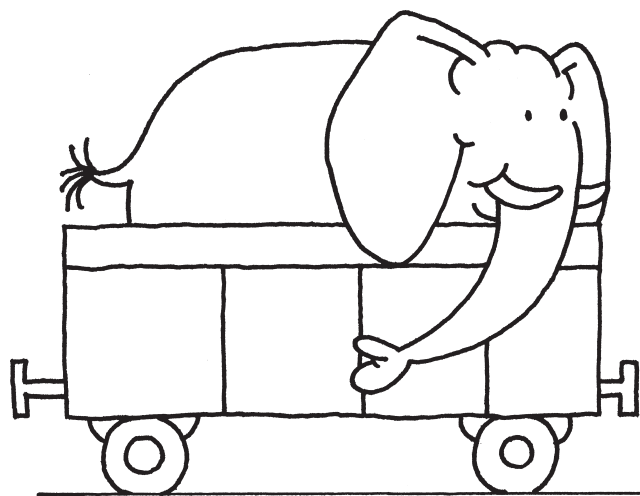
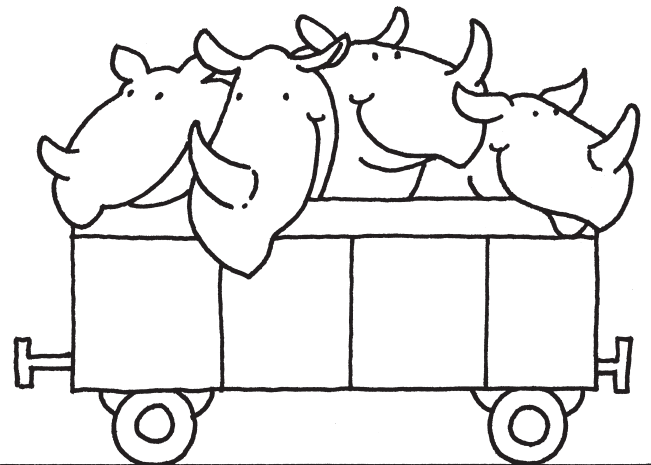
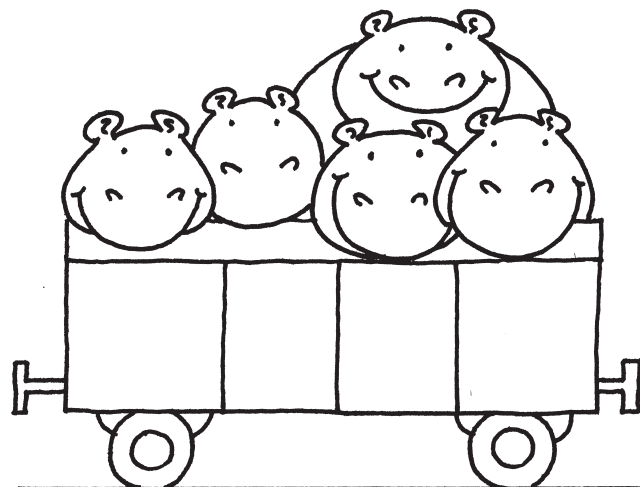
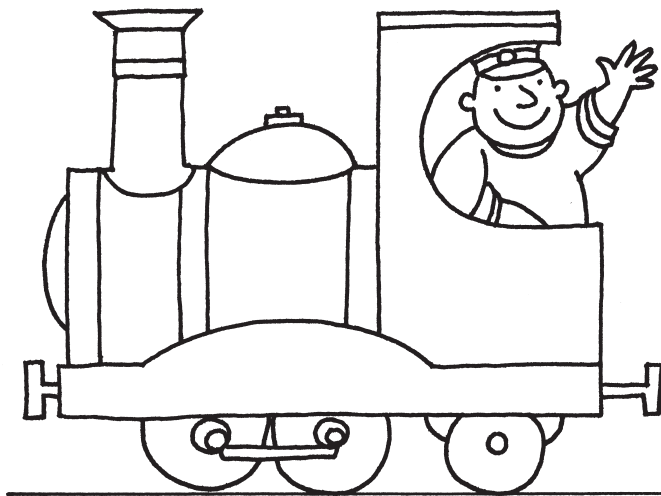
### 2 LISTEN AND COLOR.



# UNIT 2 ANIMALS

## WORKSHEET 7

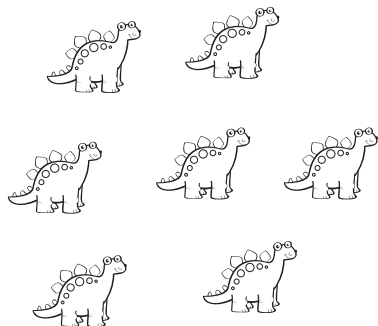
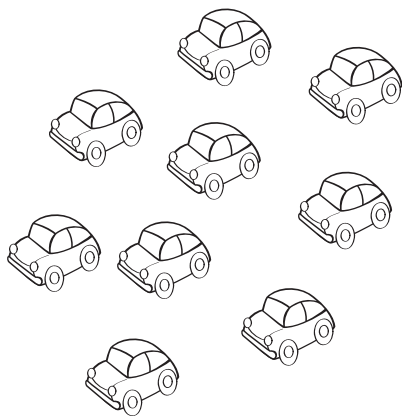
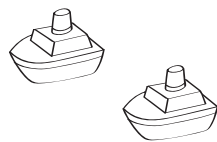
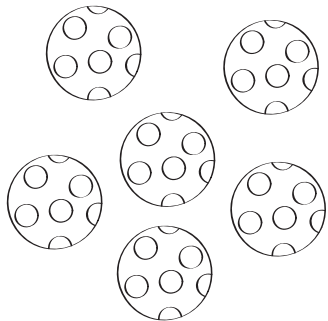
1 COUNT AND COLOR. THEN CUT OUT, MAKE AND SAY.



# UNIT 3 MY TOYS

## WORKSHEET 8

### 1 COUNT AND MATCH.



1

2

3

4

5

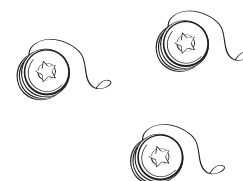
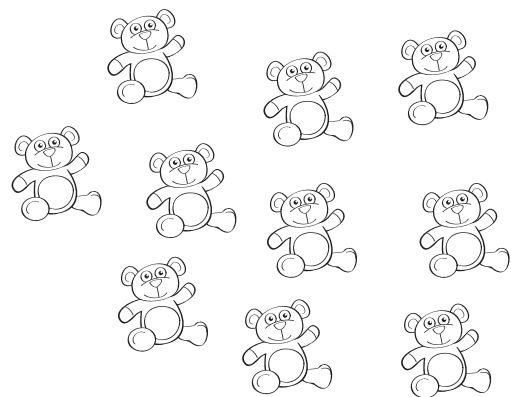
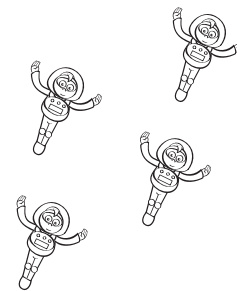
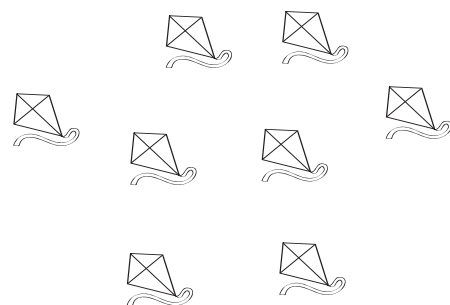
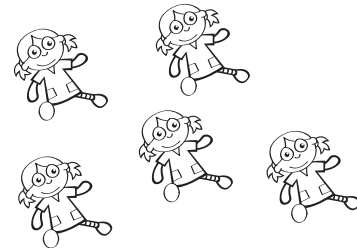
6

7

8

9

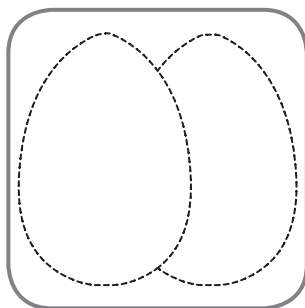
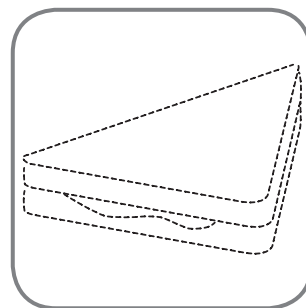
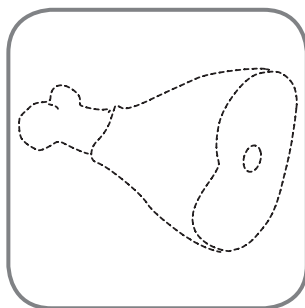
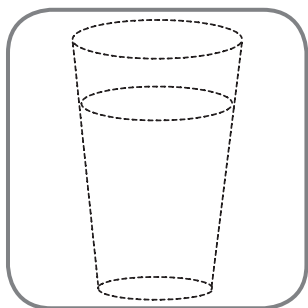
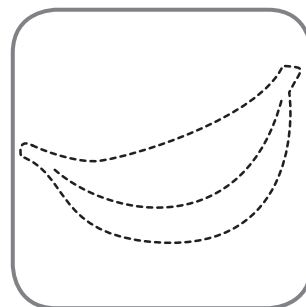
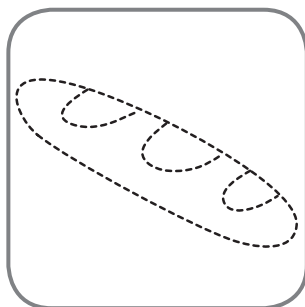
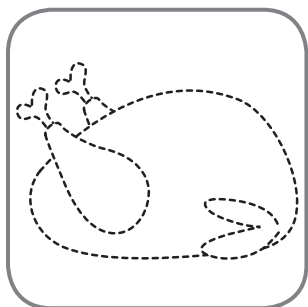
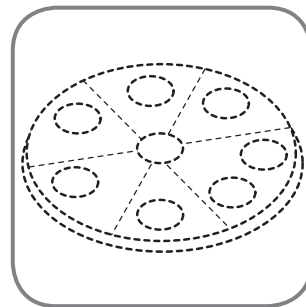
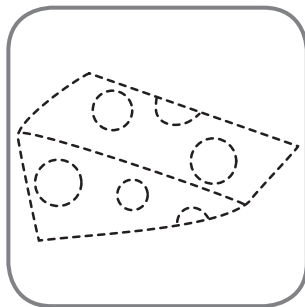
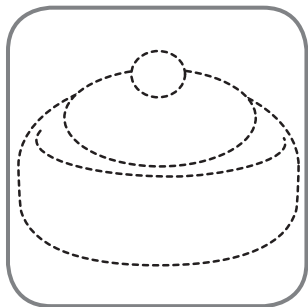
10



# UNIT 4 FOOD

## WORKSHEET 9

1 TRACE AND DRAW ☺ OR ☹.



# UNIT 5 MY BODY

## WORKSHEET 10

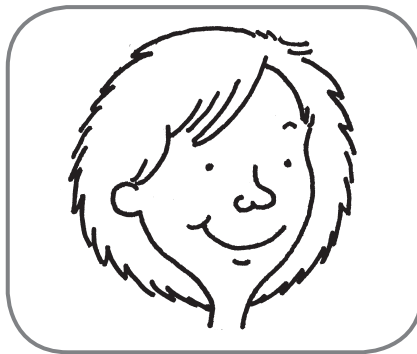
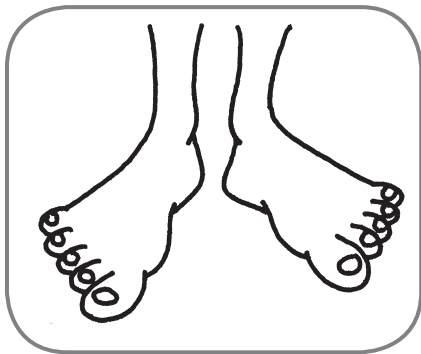
1 CUT OUT AND PLAY.



FEET

HEAD

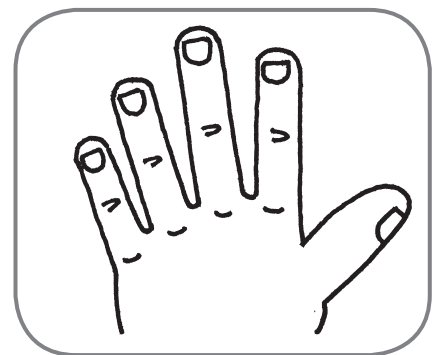
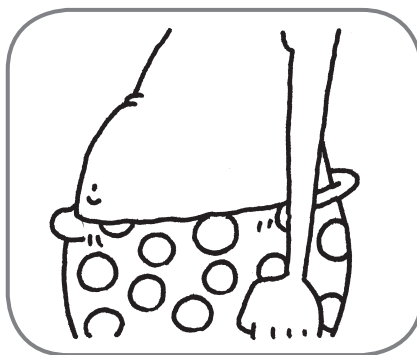
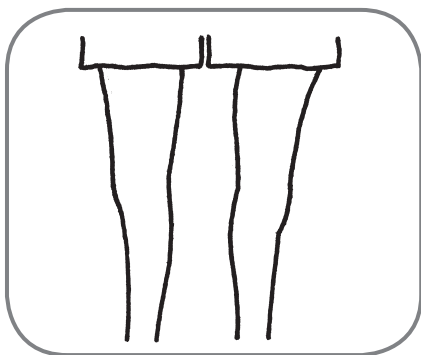
HANDS



LEGS

BELLY

FINGERS

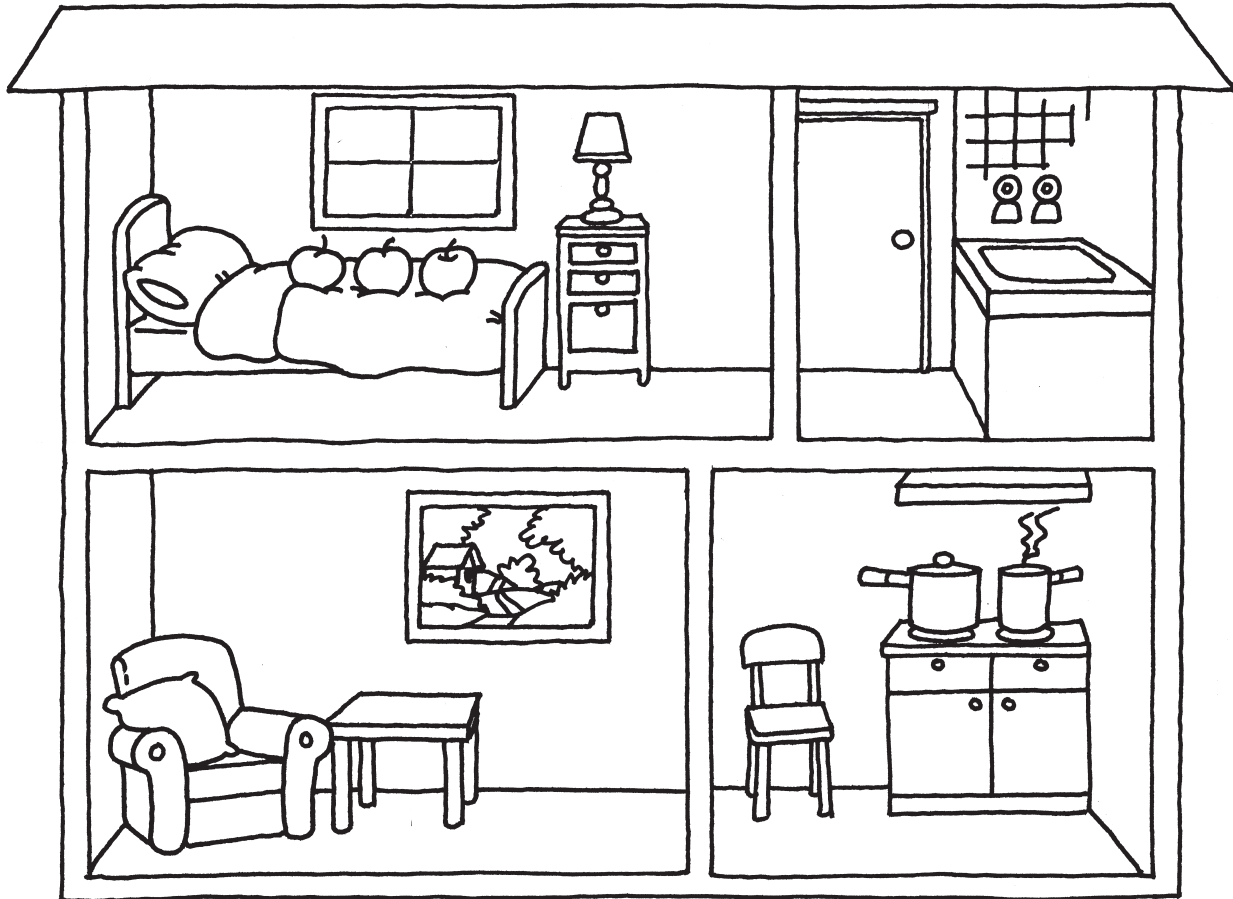




# UNIT 6 MY HOUSE

## WORKSHEET 11

1 MATCH AND COLOR.



CHAIR

LIVING ROOM

DOOR

BEDROOM

TABLE

BATHROOM

WINDOW

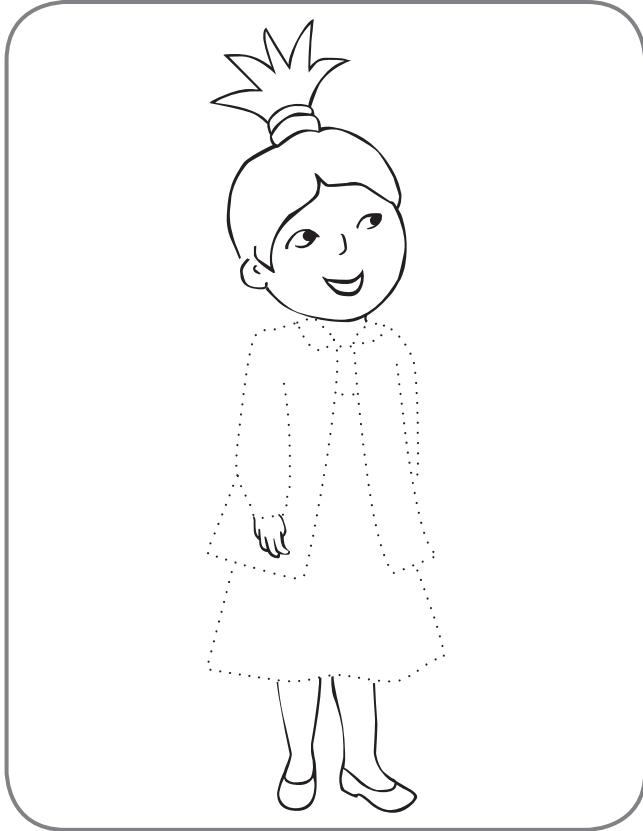
KITCHEN

# UNIT 7 MY CLOTHES

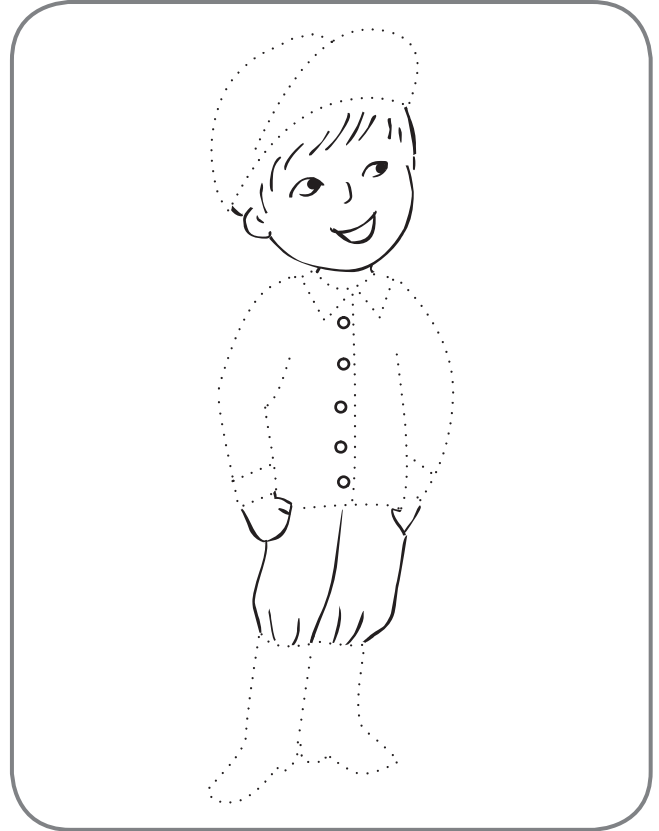
## WORKSHEET 12

1 TRACE AND SAY. THEN LISTEN AND COLOR.

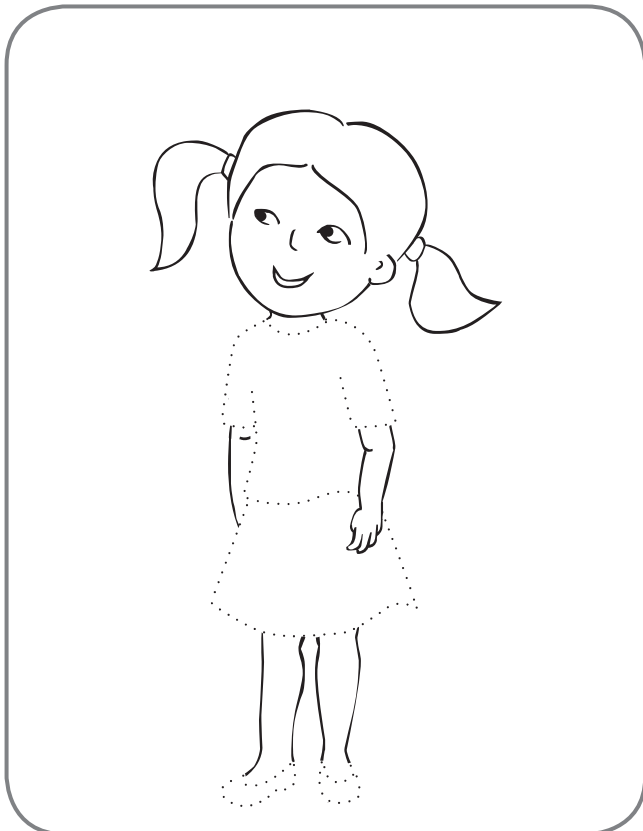
1



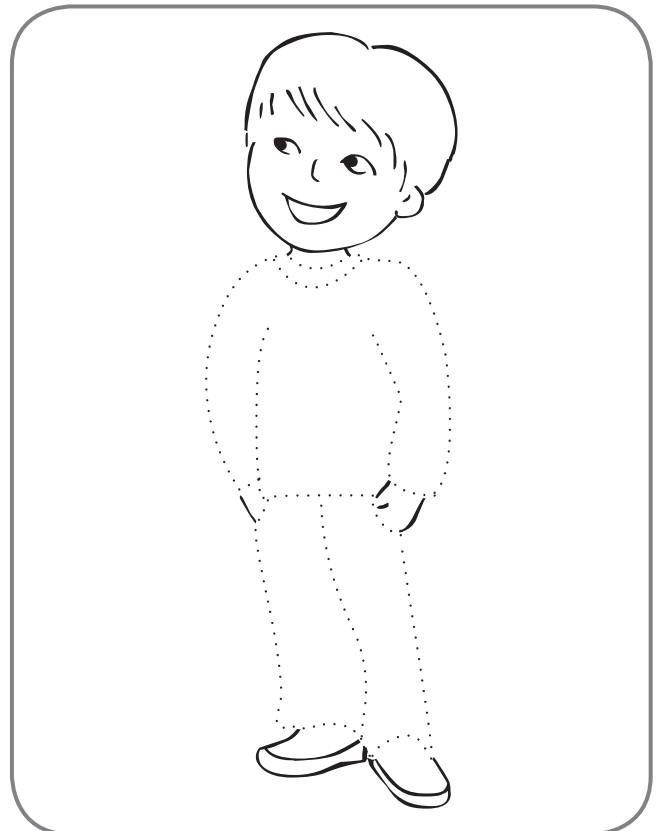
2



3



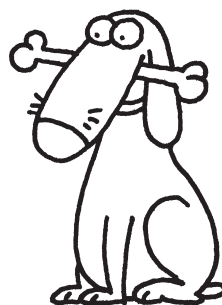
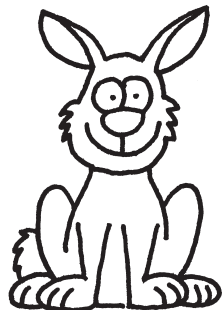
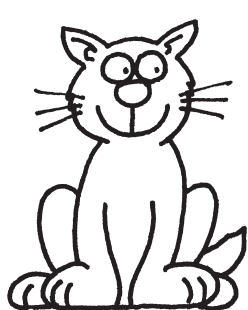
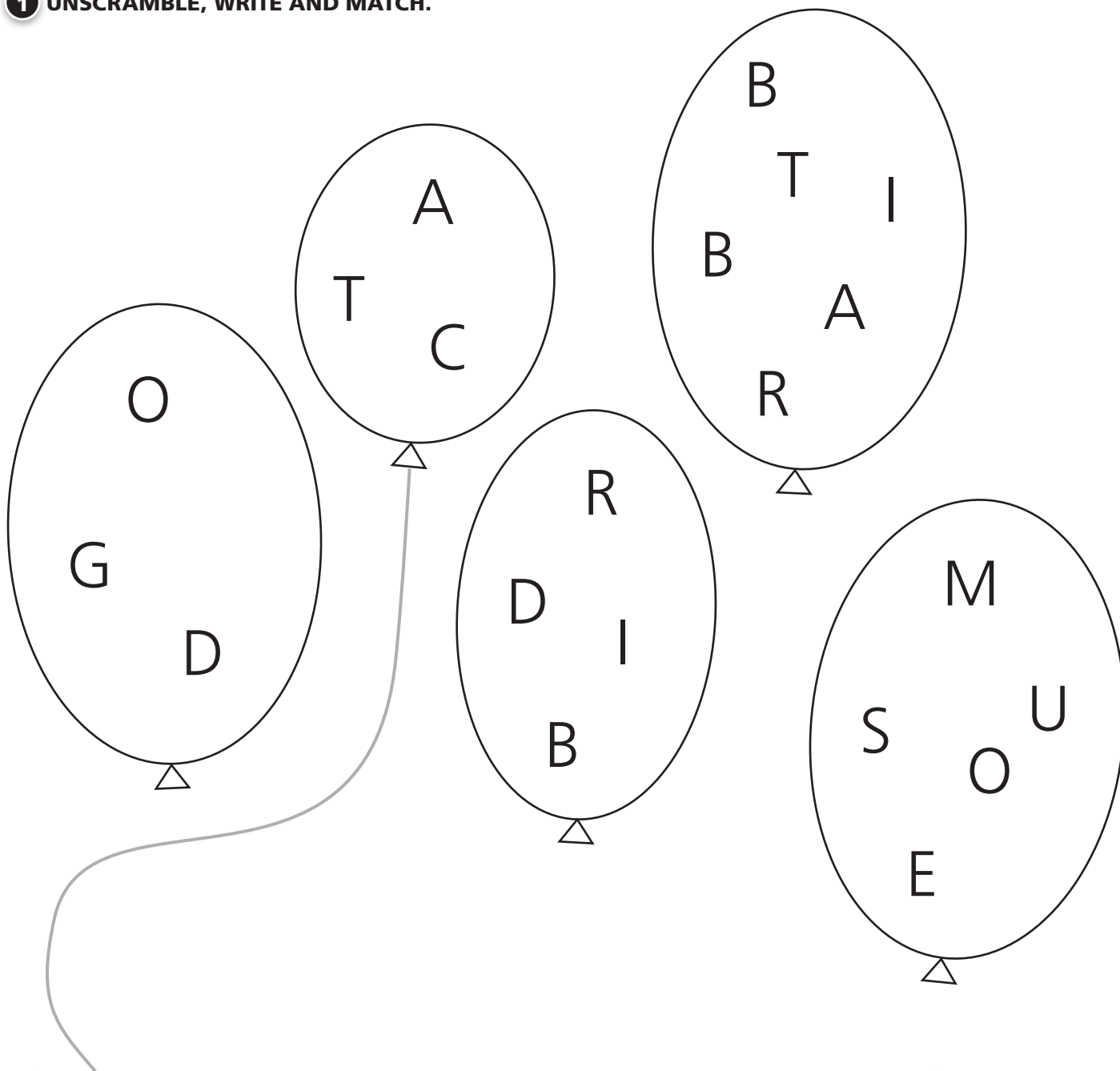
4



# UNIT 8 MY PARTY

## WORKSHEET 13

1 UNSCRAMBLE, WRITE AND MATCH.

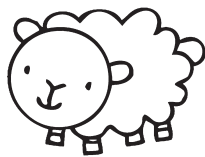
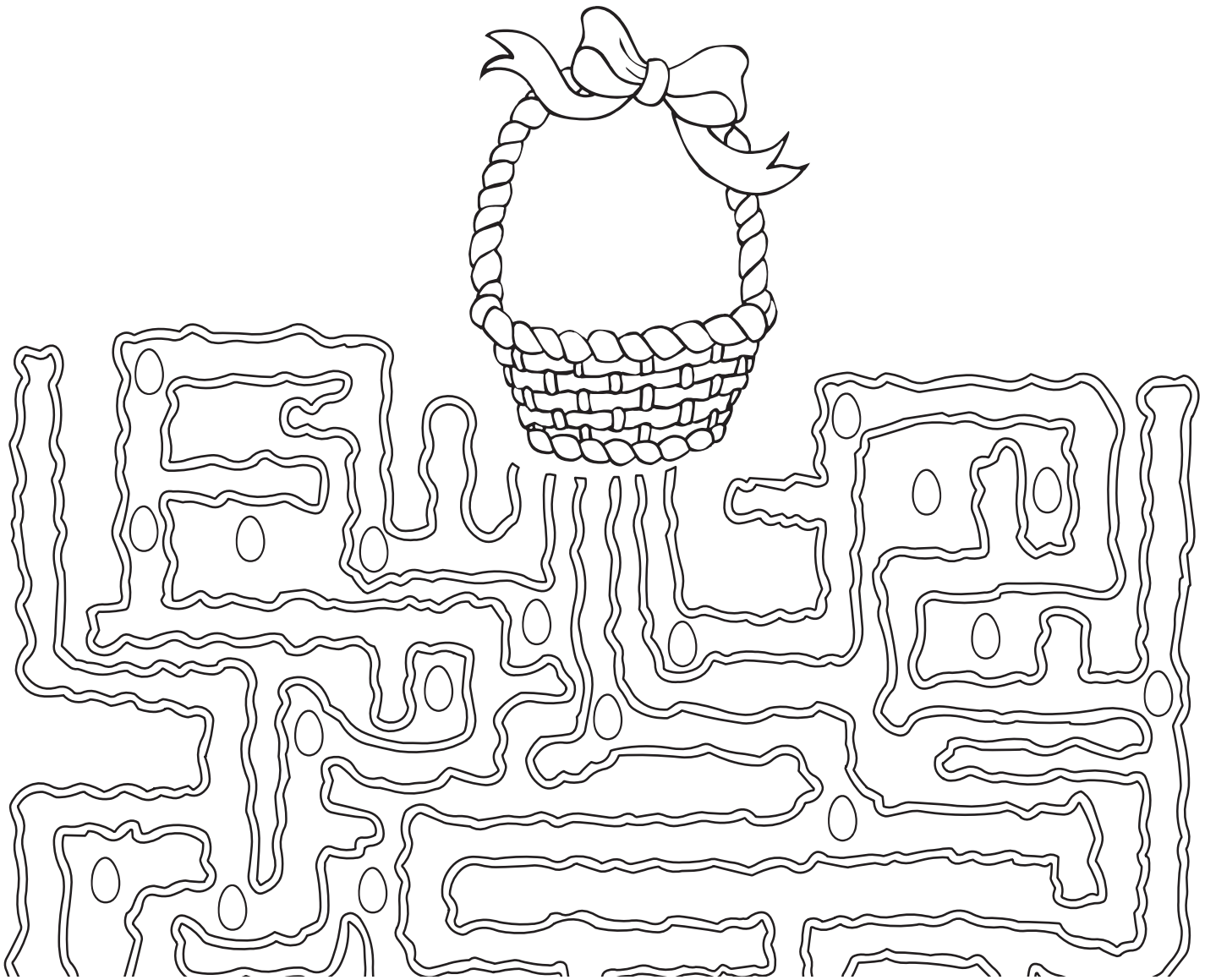


\_\_\_\_\_

# EASTER

## WORKSHEET 14

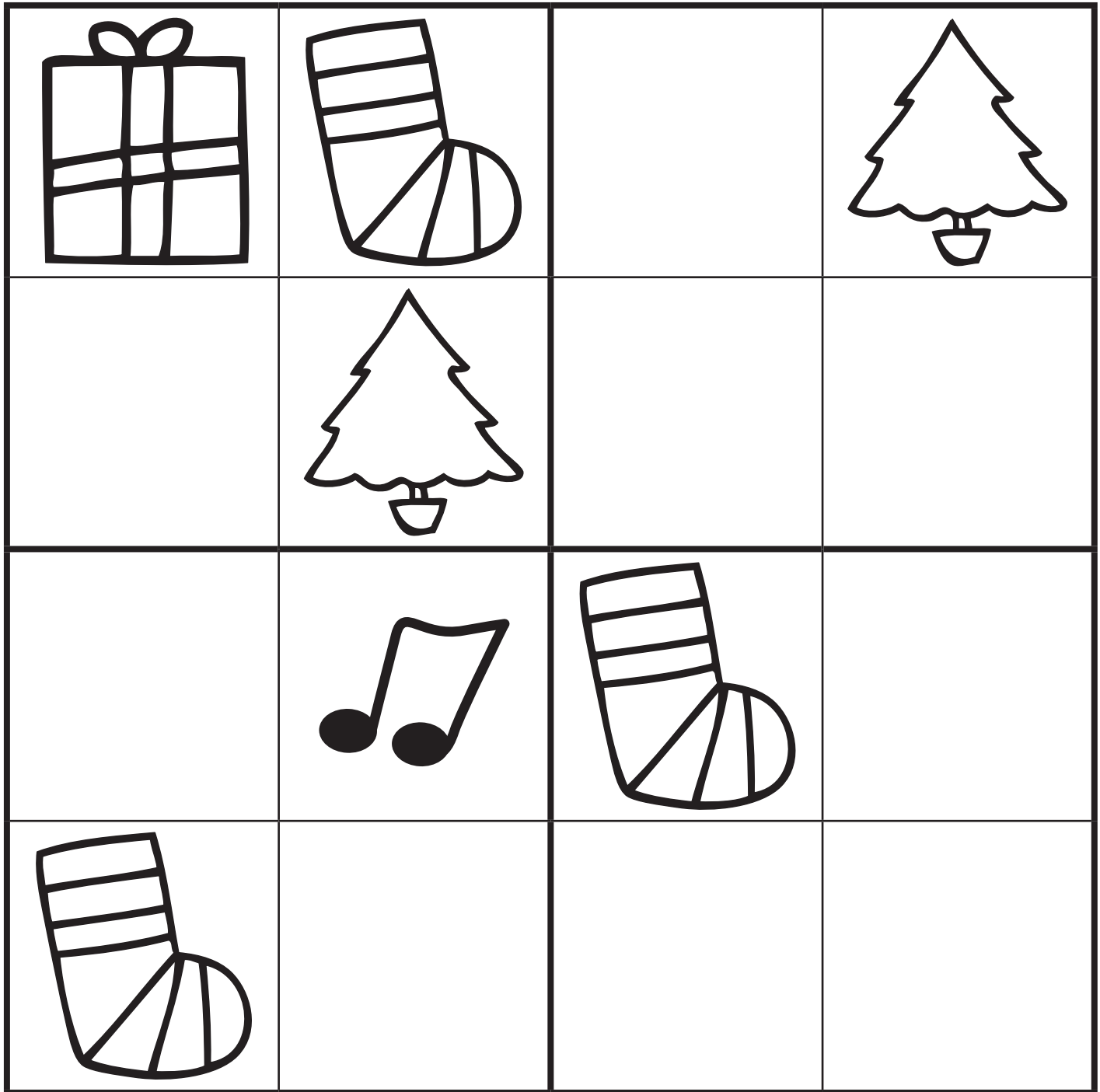
1 FIND THE ANIMALS' WAY TO THE BASKET. THEN COUNT AND DRAW.



# CHRISTMAS

## WORKSHEET 15

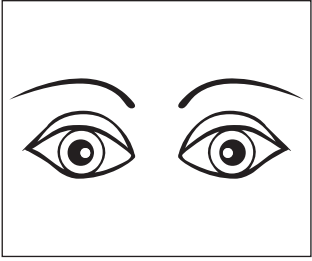
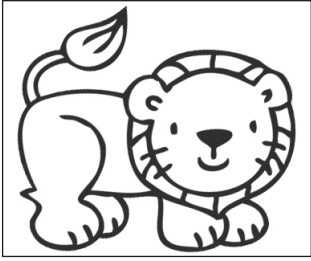
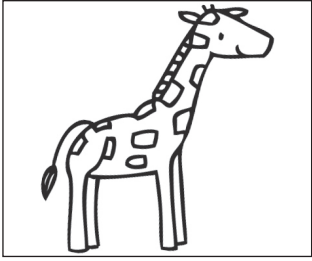
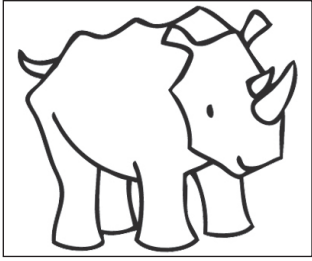
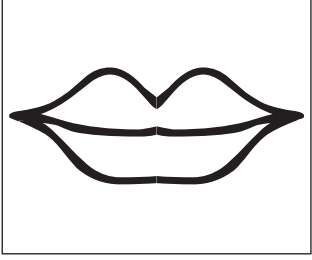
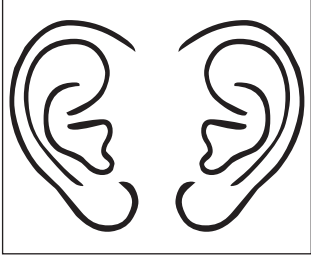
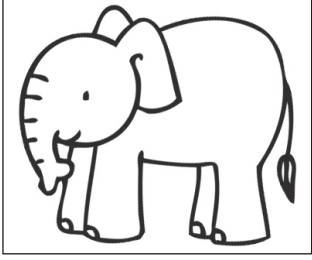
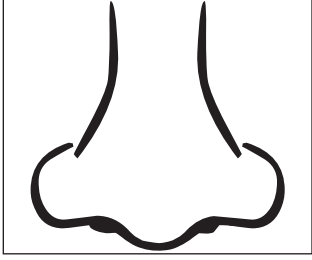


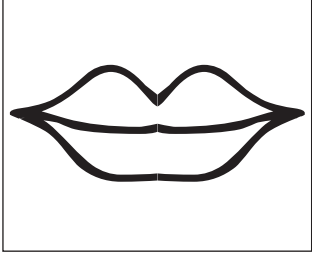
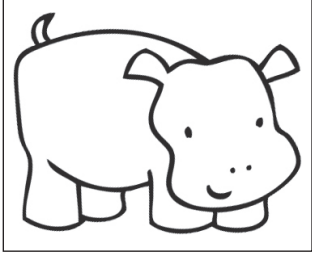
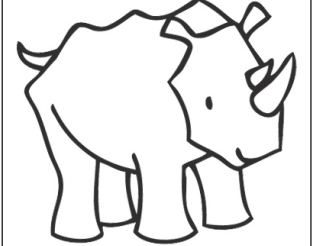
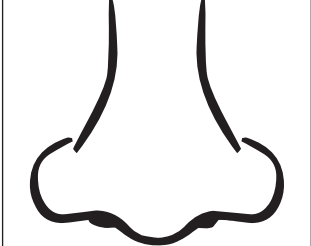


1 LOOK AND DRAW.



# REVIEW UNITS 1-2

## WORKSHEET 16

### 1 FIND AND CIRCLE.

|   |   |   |  |   |
|---|---|---|--|---|
| 1 |    |    |    |    |
| 2 |    |    |    |    |
| 3 |   |   |   |   |
| 4 |  |  |  |  |

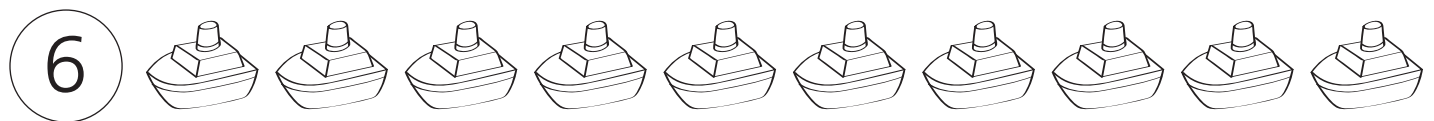
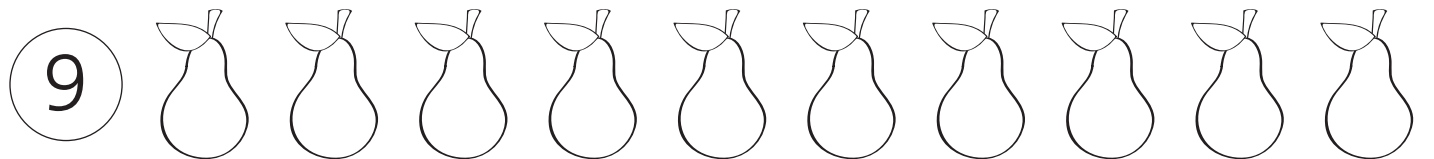
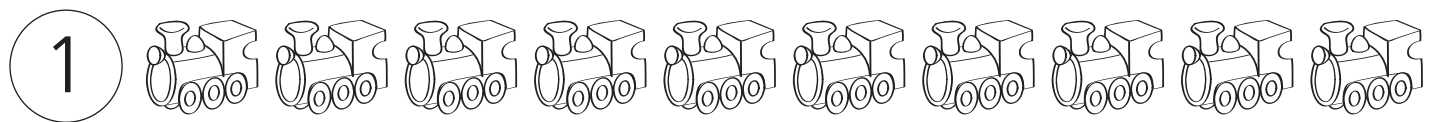
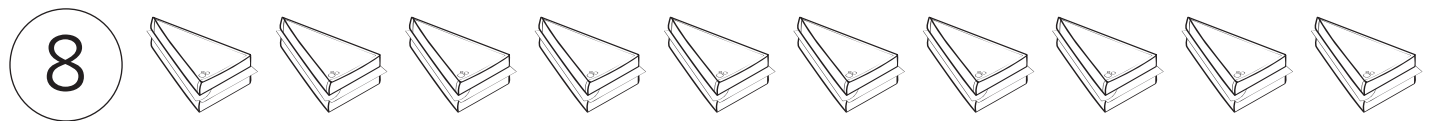
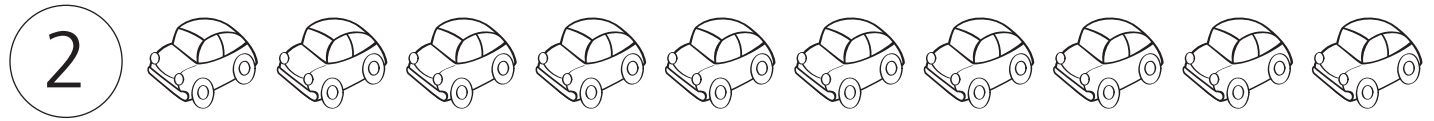
### 2 LISTEN AND COLOR.

1 2 3 4 5

# REVIEW UNITS 3-4

## WORKSHEET 17

1 LOOK AND COLOR. THEN SAY.



# REVIEW UNITS 5-6

## WORKSHEET 18

1 READ AND DRAW.



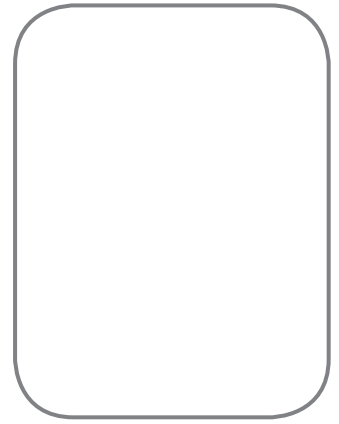
SMALL HEAD



LONG FINGERS



BIG BELLY



SHORT LEGS

2 READ, FOLLOW AND SAY.

1 WINDOW

GARDEN

2 DOOR

LIVING ROOM

3 TABLE

KITCHEN

4 CHAIR

BEDROOM



# REVIEW UNITS 7-8

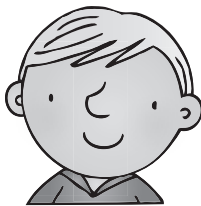
## WORKSHEET 19

1 READ, CHOOSE AND WRITE.

T-SHIRT    HAT    COAT    DRESS    SWEATER

HORSE    FISH    TORTOISE    DOG    HAMSTER

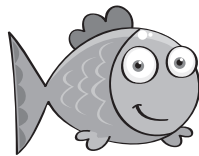
1



I'M WEARING A

---

---

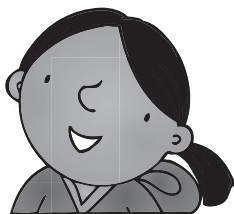


I HAVE A

---

---

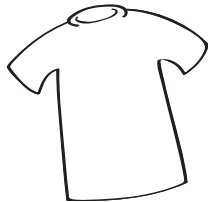
2



I'M WEARING A

---

---



I HAVE A

---

---

3



I'M WEARING A

---

---



I HAVE A

---

---

NEW

# English Adventure

**TESTS**

**LEVEL 2**

# LEVEL 2 Teacher's Notes – Tests

## Unit 1 - My face – Test

### 1 Listen and check (✓) or cross (✗).

- Ask students to look at the pictures showing parts of the face.
- Students are going to listen to the recording and check (✓) the pictures with descriptions which are true and put a cross (✗) next to the pictures with descriptions which are false. Play the recording and pause it after each point.

- 
- |             |                   |
|-------------|-------------------|
| 1 My eyes.  | <b>TRACK 2.58</b> |
| 2 My hair.  |                   |
| 3 My mouth. |                   |
| 4 My ears.  |                   |
- 

**Answers:** 1 – ✓, 2 – ✗, 3 – ✗, 4 – ✓.

**4 points** (1 point for each correctly marked picture)

### 2 Read and color.

- Ask students to get crayons of the following colors: blue, brown, purple, pink, orange and red and then to look at the pictures of crayons.
- Students are going to read the words and color the crayons in accordingly.

**6 points** (1 point for each correctly colored crayon)

## Unit 2 - Animals – Test

### 1 Listen and check (✓).

- Ask students to look at the pictures of animals.
- Students are going to listen to the recording and check (✓) the pictures with descriptions which are true. Play the recording and pause it after each point.

- 
- |                     |                   |
|---------------------|-------------------|
| 1 It's a lion.      | <b>TRACK 2.59</b> |
| 2 It's a zebra.     |                   |
| 3 It's a hippo.     |                   |
| 4 It's an elephant. |                   |
| 5 It's a rhino.     |                   |
| 6 It's a giraffe.   |                   |
- 

**Answers:** 1 – ✓, 2 – ✓, 4 – ✓, 6 – ✓.

**6 points** (1 point for each correctly marked picture)

### 2 Listen and circle.

- Ask students to look at the ink blots.
- Students are going to listen to the recording and write the color of each blot accordingly. Play the recording and pause it after each point.

- 
- |          |                   |
|----------|-------------------|
| 1 white. | <b>TRACK 2.59</b> |
| 2 gray.  |                   |
| 3 black. |                   |
- 

**Answers:** 1 – white; 2 – gray; 3 – black

**3 points** (1 point for each correctly written word).

### 3 Look and write.

- Ask students to look at the picture and write the name of the animal.

**Answers:** bird

**1 point**

## Unit 3 - My toys – Test

### 1 Listen and number.

- Ask students to look at the pictures of the children with the toys.
- Students are going to listen to the recording and write the number under the picture, according to the order they hear them. Play the recording and pause it after each point.

- 
- |                       |                   |
|-----------------------|-------------------|
| 1 It's my kite.       | <b>TRACK 2.60</b> |
| 2 It's my teddy bear. |                   |
| 3 It's my train.      |                   |
| 4 It's my dinosaur.   |                   |
| 5 It's my cowboy.     |                   |
| 6 It's my boat.       |                   |
- 

**Answers:** 4, 2, 5, 1, 3, 6.

**6 points** (1 point for each correctly numbered picture)

### 2 Listen, color and write.

- Ask students to look at the boxes with circles.
- Students are going to listen to the recording and color the correct number of circles in each box accordingly. Play the recording and pause it after each point.

- 
- |         |                   |
|---------|-------------------|
| 1 nine  | <b>TRACK 2.60</b> |
| 2 six   |                   |
| 3 eight |                   |
| 4 ten   |                   |
- 

**Answers:** 1 – nine colored circles; 2 – six colored circles; 3 – eight colored circles; 4 – ten colored circles

**4 points** (1 point for each correctly colored box)

## Unit 4 - Food – Test

### 1 Listen and circle.

- Ask students to look at the pairs of pictures showing different kinds of food.
- Students are going to listen to the recording and circle a picture in each box accordingly. Play the recording and pause it after each point.

- 
- |             |                   |
|-------------|-------------------|
| 1 chicken   | <b>TRACK 2.61</b> |
| 2 eggs      |                   |
| 3 meat      |                   |
| 4 cake      |                   |
| 5 spaghetti |                   |
| 6 bananas   |                   |
- 

**Answers:** 1 – chicken; 2 – eggs; 3 – meat; 4 – cake; 5 – spaghetti; 6 – bananas

**6 points** (1 point for each correctly circled picture)

### 2 Read and draw.

- Students are going to read the sentences, complete the faces and draw the food the boy likes in his speech balloon.

**Answers:** 1 - happy face; 2 - happy face; 3 - sad face; 4 - sad face

**4 points** (1 point for each correctly drawn food item)

## Unit 5 - My body – Test

### 1 Listen and check (✓) or cross (✗).

- Ask students to look at the pictures of monsters.
- Students are going to listen to the recording and check (✓) the pictures with descriptions which are true and put a cross (✗) next to the pictures with descriptions which are false. Play the recording and pause it after each point.

- 1 I have three arms. **TRACK 2.62**
- 2 I have two hands.
- 3 I have two legs.
- 4 I have three feet.
- 5 I have two heads.

**Answers:** 1 – ✗, 2 – ✓, 3 – ✗, 4 – ✗, 5 – ✓.

**5 points** (1 point for each correctly marked picture)

### 2 Read and circle.

- Ask students to look at the pictures showing pairs of people.
- Students are going to read the sentences and circle a person in each picture accordingly.

**5 points** (1.25 point for each correctly circled picture)

## Unit 6 - My house – Test

### 1 Listen and circle.

- Ask students to look at the pairs of pictures showing household objects and parts of a house.
- Students are going to listen to the recording and circle a picture in each group accordingly. Play the recording and pause it after each point.

- 1 It's a table. **TRACK 2.63**
- 2 It's a house.
- 3 It's a window.
- 4 It's a chair.
- 5 It's a door.

**5 points** (1 point for each correctly circled picture)

### 2 Read and check (✓) or cross (✗).

- Ask students to look at the picture of the house.
- Students are going to read the words and check (✓) the pictures with the correct words and put a cross (✗) next to the pictures with the incorrect words.

**Answers:** 1 – ✗, 2 – ✗, 3 – ✓, 4 – ✓, 5 – ✗.

**5 points** (1 point for each correctly marked word)

## Unit 7 - My clothes – Test

### 1 Listen and number.

- Ask students to look at the picture of a girl's clothes.
- Students are going to listen to the recording and number the clothes accordingly. Play the recording and pause it after each point.

- 1 shirt **TRACK 2.64**
- 2 hat
- 3 dress
- 4 sweater
- 5 boots

**Answers:** (from left to right) dress, hat, shirt, sweater, boots.

**5 points** (1 point for each correctly numbered item)

### 2 Read and match.

- Ask students to read the names of the clothes.
- Students read the words and match them to the clothes which are in the picture.

**Answers:** (from left to right) skirt, shirt, hat, pants, sweater)

**5 points** (1 point for each correctly traced and marked item)

## Unit 8 - My party – Test

### 1 Listen and circle.

- Ask students to look at the pictures showing pairs of children.
- Students are going to listen to the recording and circle a child in each picture accordingly. Play the recording and pause it after each point.

- 1 I have a hamster. **TRACK 2.65**
- 2 I have a duck.
- 3 I have a tortoise.
- 4 I have a fish.

**Answers:** 1 – boy with the hamster; 2 – boy with the duck; 3 – girl with the tortoise; 4 – boy with the fish.

**4 points** (1 point for each correctly circled item)

### 2 Choose and write.

- Ask students to look at the picture and read the words in the box.
- Students complete the numbered gaps next to the picture with the correct words.

**Answers:** 1 – bird, 2 – hamster, 3 – cat, 4 – fish, 5 – rabbit.

**5 points** (1 point for each correctly labelled animal)

## End-of-year – Test

### 1 Listen and circle.

- Ask students to look at the pairs of pictures showing animals, clothes, toys and parts of the face.
- Students are going to listen to the recording and circle a picture in each box accordingly. Play the recording and pause it after each point.

- 1 It's a rhino. **TRACK 2.66**
- 2 It's a boat.
- 3 It's my nose.
- 4 It's a skirt.
- 5 It's black.

**Answers:** 1 – rhino; 2 – boat; 3 – nose; 4 – skirt, 5 – black dog.

**5 points** (1 point for each correctly circled item)

### 2 Read and draw.

- Students read the sentences in the speech balloons and draw the pictures accordingly.

**5 points** (1 point for each correctly drawn picture)

# MY FACE

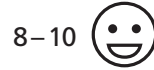
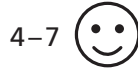
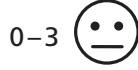
# TEST

UNIT

# 1

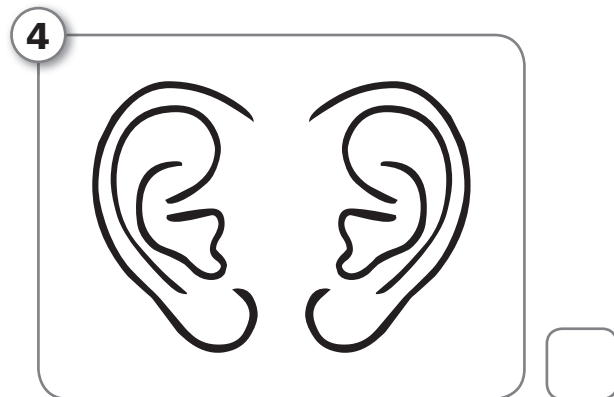
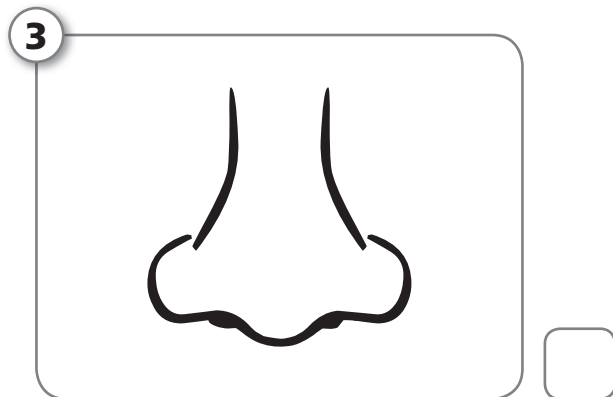
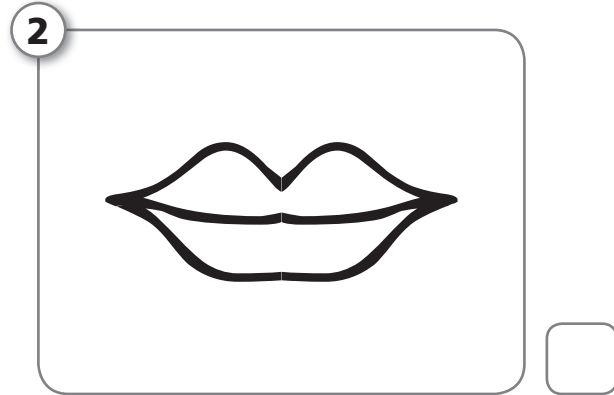
NAME ..... CLASS .....

TOTAL: ..... / 10



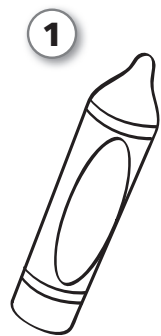
## 1 LISTEN AND CHECK (✓) OR CROSS (X).

..... / 4

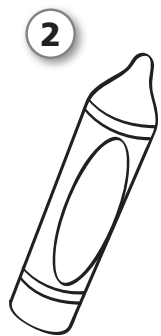


## 2 READ AND COLOR.

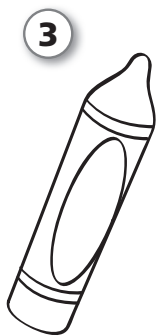
..... / 6



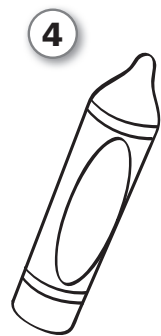
BLUE



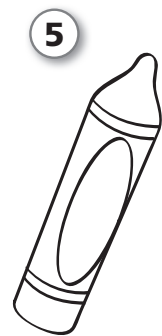
BROWN



PURPLE



PINK



ORANGE



RED

# ANIMALS

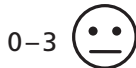
# TEST

UNIT

# 2

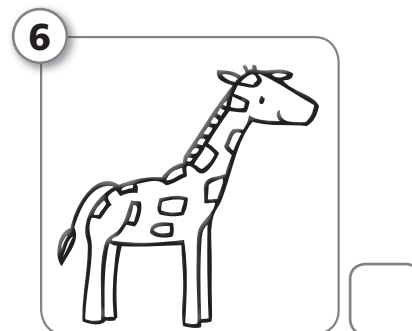
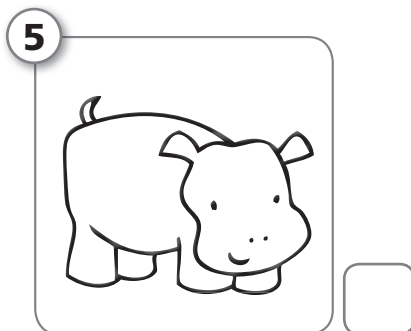
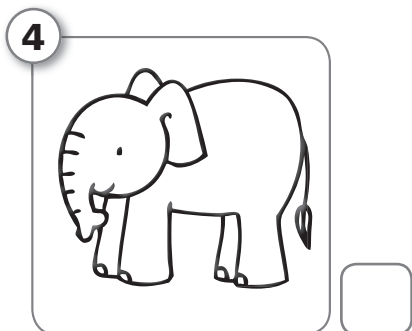
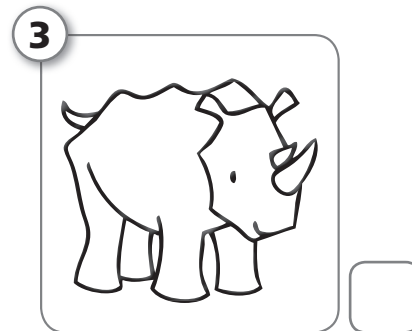
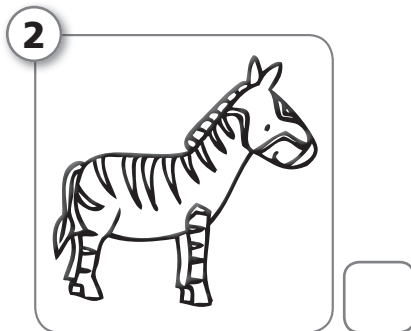
NAME ..... CLASS .....

TOTAL: ..... / 10



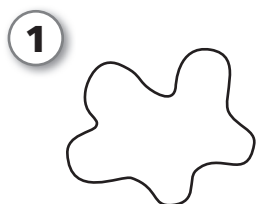
## 1 LISTEN AND CHECK (✓).

..... / 7

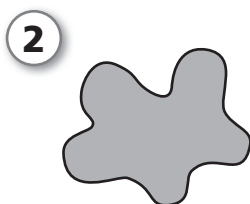


## 2 LISTEN AND WRITE.

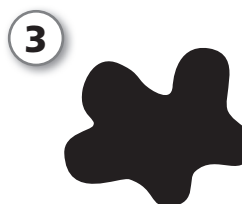
..... / 3



IT'S \_\_\_\_\_.



IT'S \_\_\_\_\_.



IT'S \_\_\_\_\_.

## 3 LOOK AND WRITE.

..... / 3

IT'S A \_\_\_\_\_.



# MY TOYS

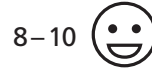
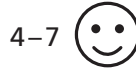
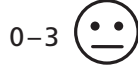
# TEST

UNIT

# 3

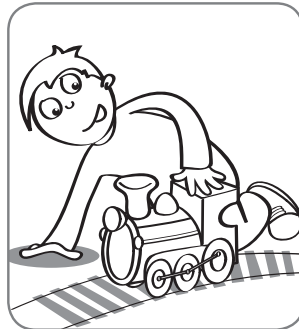
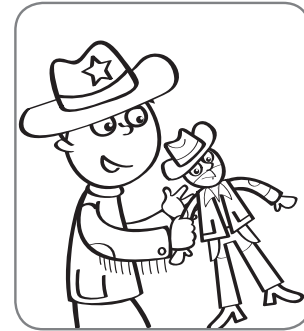
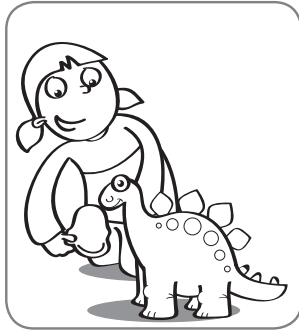
NAME ..... CLASS .....

TOTAL: ..... / 10



## 1 LISTEN AND NUMBER.

..... / 6



## 2 LISTEN, COLOR AND WRITE.

..... / 4

1

|   |   |
|---|---|
| ○ | ○ |
| ○ | ○ |
| ○ | ○ |
| ○ | ○ |
| ○ | ○ |

2

|   |   |
|---|---|
| ○ | ○ |
| ○ | ○ |
| ○ | ○ |
| ○ | ○ |
| ○ | ○ |

3

|   |   |
|---|---|
| ○ | ○ |
| ○ | ○ |
| ○ | ○ |
| ○ | ○ |
| ○ | ○ |

4

|   |   |
|---|---|
| ○ | ○ |
| ○ | ○ |
| ○ | ○ |
| ○ | ○ |
| ○ | ○ |

# FOOD

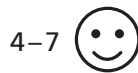
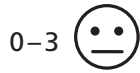
# TEST

UNIT

# 4

NAME ..... CLASS .....

TOTAL: ..... / 10



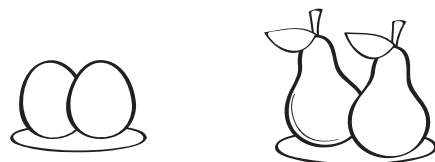
## 1 LISTEN AND CIRCLE.

..... / 6

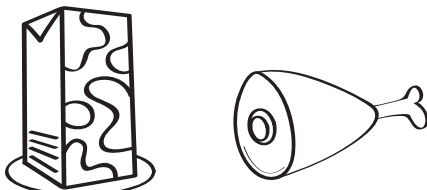
1



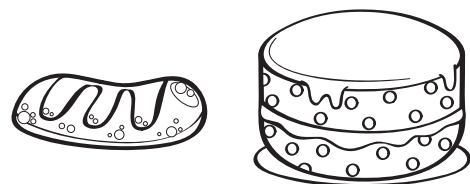
2



3



4



5



6



## 2 READ AND DRAW.

..... / 4



1 I LIKE BREAD.



2 I LIKE CHEESE.



3 I DON'T LIKE MILK.



4 I DON'T LIKE APPLES.





# MY BODY

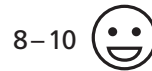
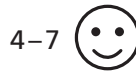
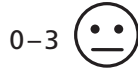
# TEST

UNIT

# 5

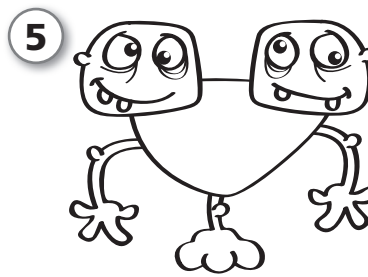
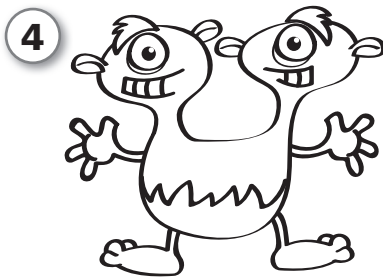
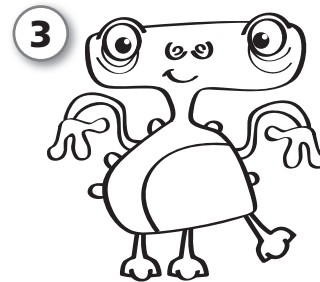
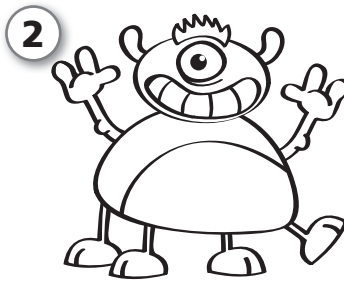
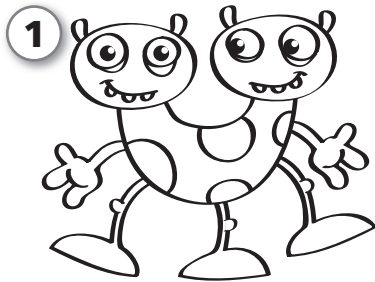
NAME ..... CLASS .....

TOTAL: ..... / 10



## 1 LISTEN AND CHECK (✓) OR CROSS (X).

..... / 5

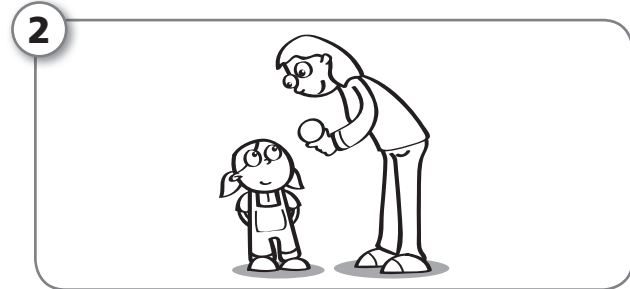


## 2 READ AND CIRCLE.

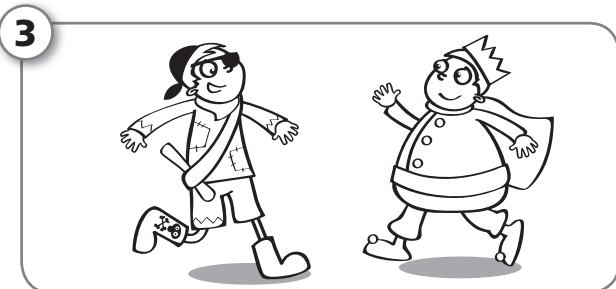
..... / 5



I HAVE SMALL HANDS.



I HAVE LONG LEGS.



I HAVE A BIG BELLY.



I HAVE SHORT ARMS.

# MY HOUSE

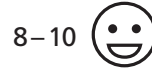
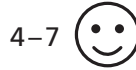
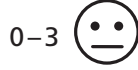
# TEST

UNIT

# 6

NAME ..... CLASS .....

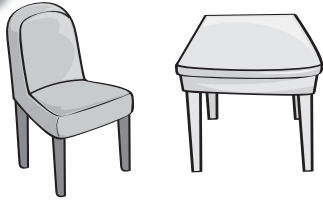
TOTAL: ..... / 10



## 1 LISTEN AND CIRCLE.

..... / 5

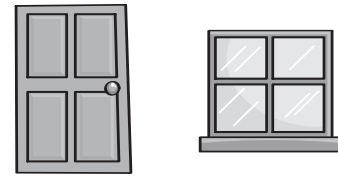
1



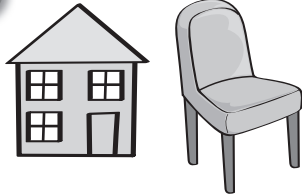
2



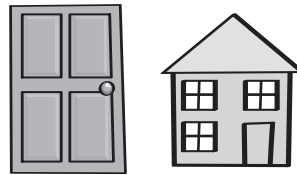
3



4

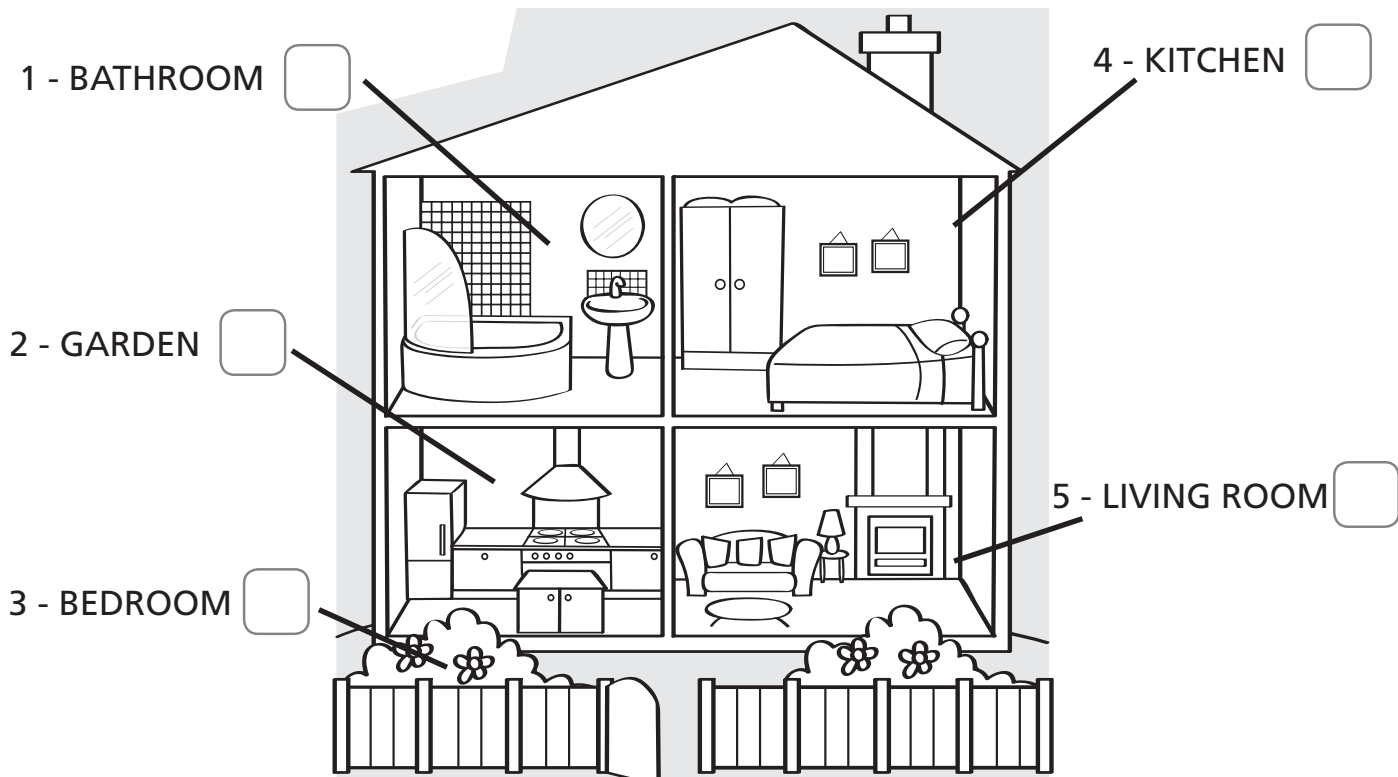


5



## 2 READ AND CHECK (✓) OR CROSS (X).

..... / 3



# MY CLOTHES

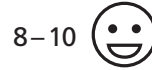
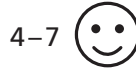
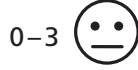
# TEST

UNIT

# 7

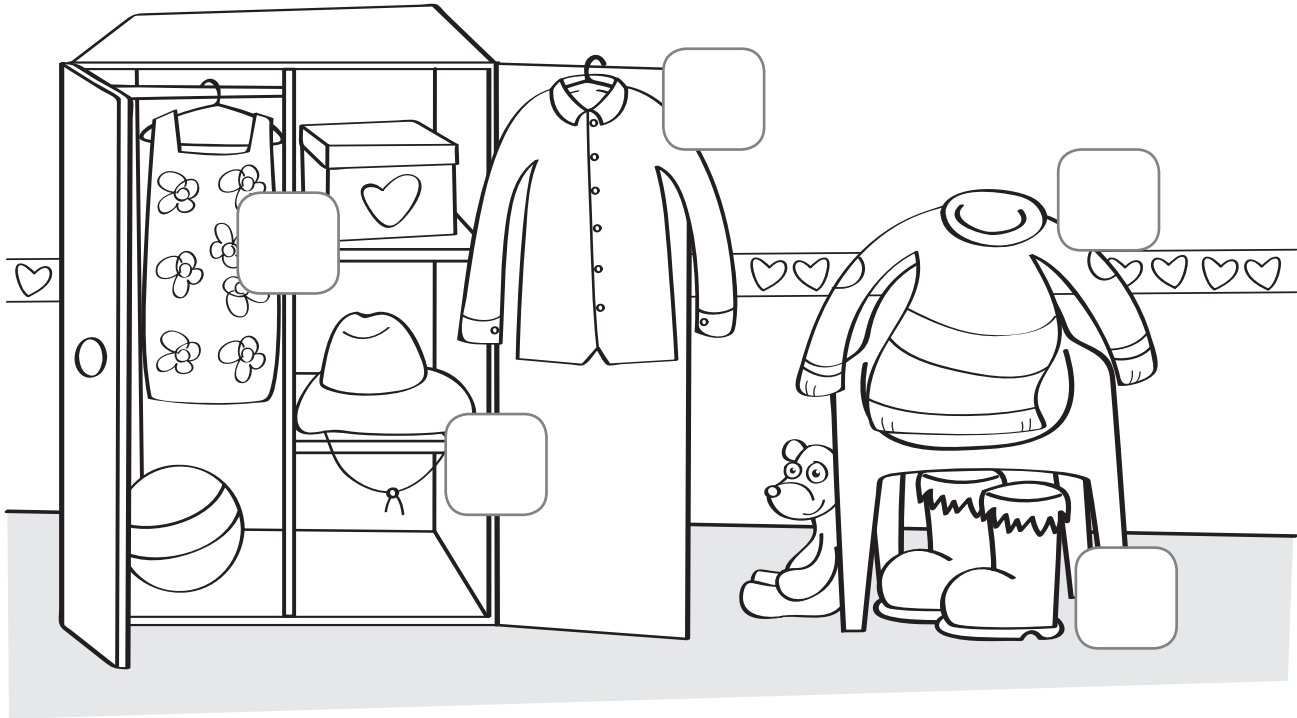
NAME ..... CLASS .....

TOTAL: ..... / 10



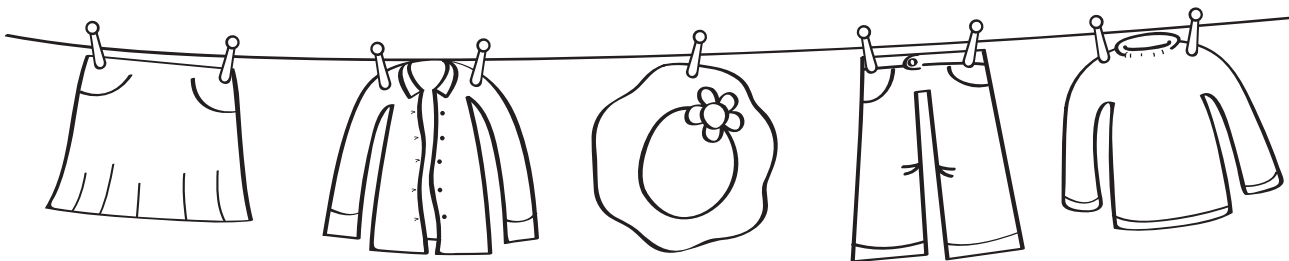
## 1 LISTEN AND NUMBER.

..... / 5



## 2 READ AND MATCH.

..... / 5



HAT

PANTS

SHIRT

SWEATER

SKIRT

# MY PARTY

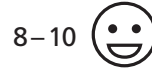
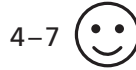
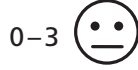
# TEST

UNIT

# 8

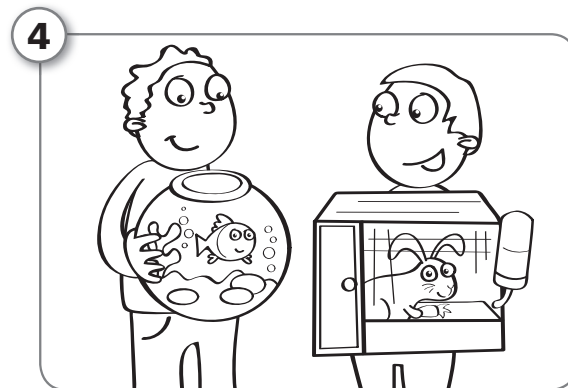
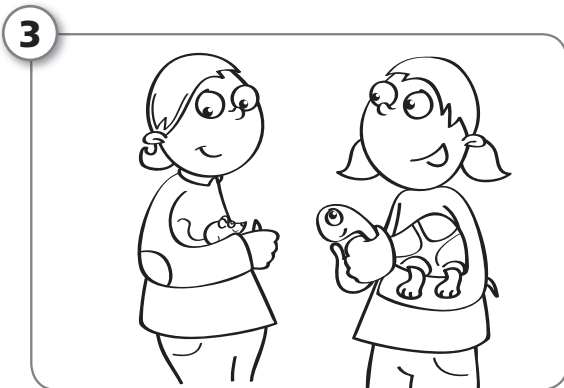
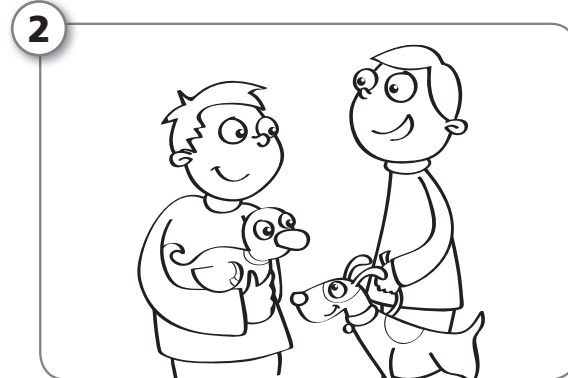
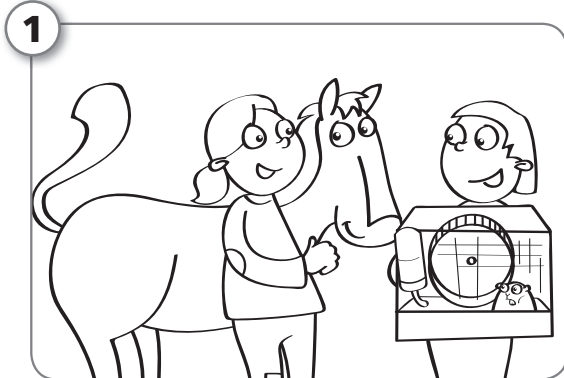
NAME ..... CLASS .....

TOTAL: ..... / 10



## 1 LISTEN AND CIRCLE.

..... / 4



## 2 CHOOSE AND WRITE.

..... / 6

HAMSTER

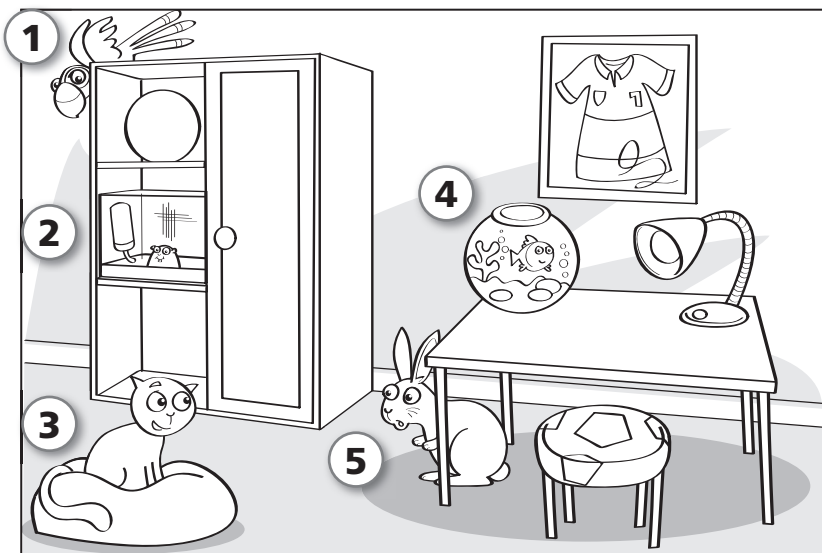
RABBIT

CAT

FISH

BIRD

DUCK



1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

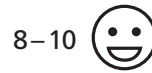
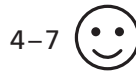
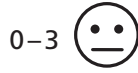
5 \_\_\_\_\_

# TEST

END  
OF  
YEAR

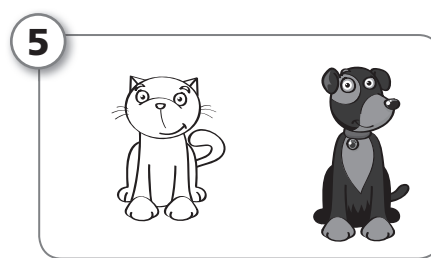
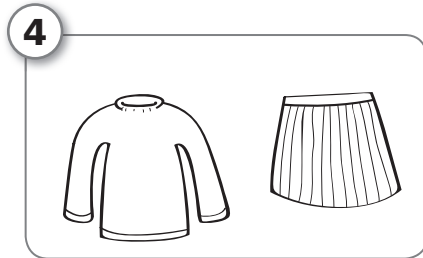
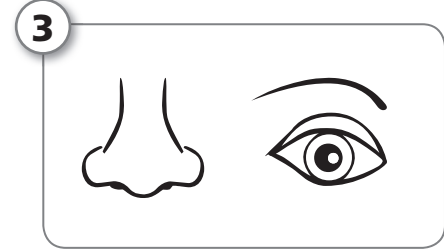
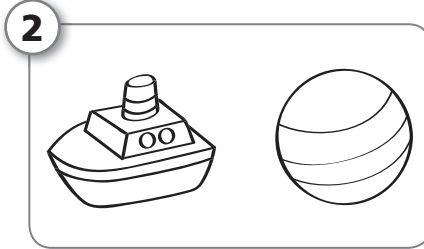
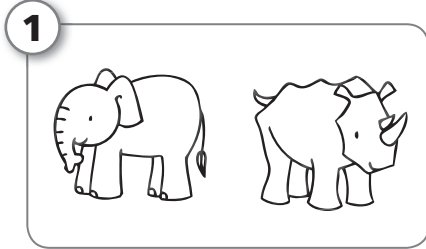
NAME ..... CLASS .....

TOTAL: ..... / 10



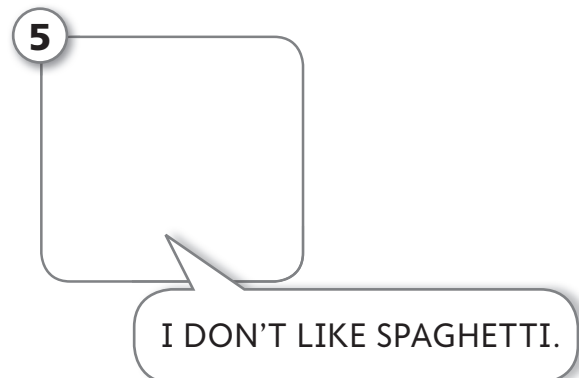
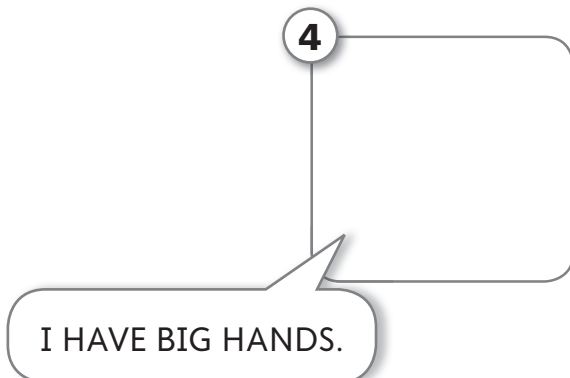
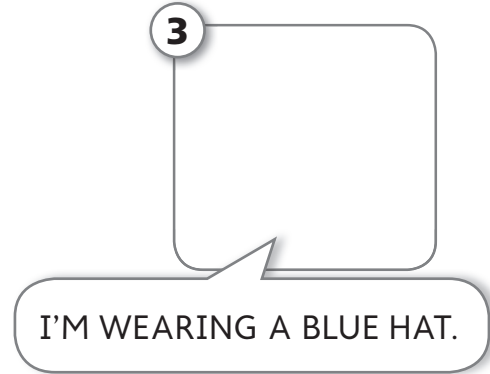
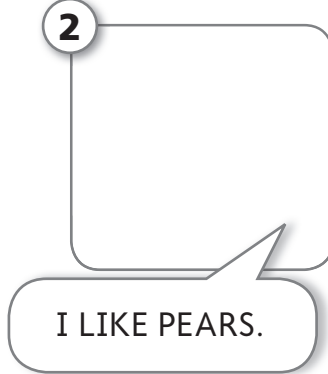
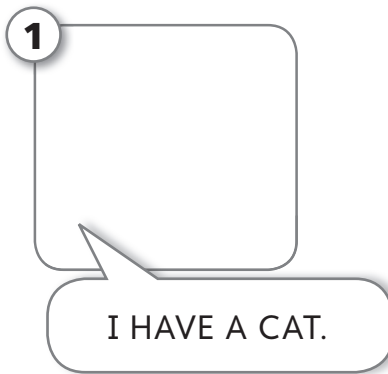
## 1 LISTEN AND CIRCLE.

..... / 5



## 2 READ AND DRAW.

..... / 5



NEW

# English Adventure

**DVD Worksheets**

**LEVEL 2**

# DVD worksheets

## Worksheet 1

### 1 Match. Then say.

- Students say the names of the animals: rhino, lion, hippo, elephant, giraffe. Then they look at the close-up pictures on the right and say the names of parts of the face. Students match parts of the face with the appropriate animals. Once you finish, check the answers by saying: *Number 1...* Have students finish the sentences.
- **Answers:** 1 – mouth, hippo; 2 – nose, elephant; 3 – ears, rhino; 4 – eyes, giraffe; 5 – nose, lion.

## Worksheet 2

### 1 Count. Then write.

- Students guess who is presented in Lucy's drawing (Ted). Students name shapes at the lower part of the page (circle, square, triangle, rectangle) and count them in the drawing. Then, they write the numbers next to the appropriate shapes. Students may color shapes or draw their own characters using shapes only.
- **Answers:** 1 – square, 2 – rectangles, 3 – circles, 4 – triangles.

## Worksheet 3

### 1 Find and match.

- Students find four characters in the pictures and match the characters to the pictures they are in. Then, they name rooms and parts of the body, e.g.: *Where's number 1? In the bedroom. Look: feet.*
- **Answers:** 1 – bedroom, feet; 2 – kitchen, hands; 3 – living room, feet; 4 – bathroom, head.

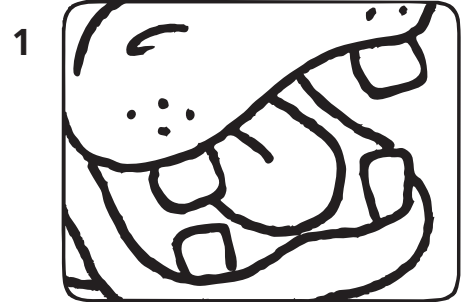
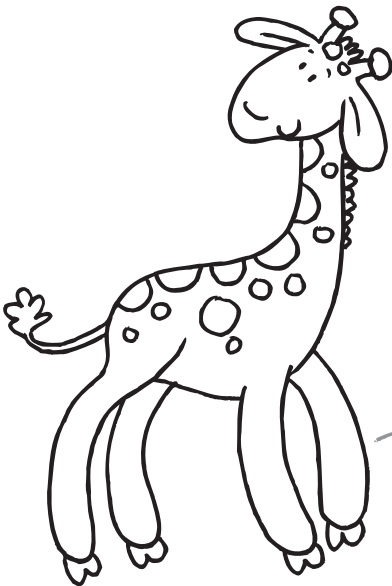
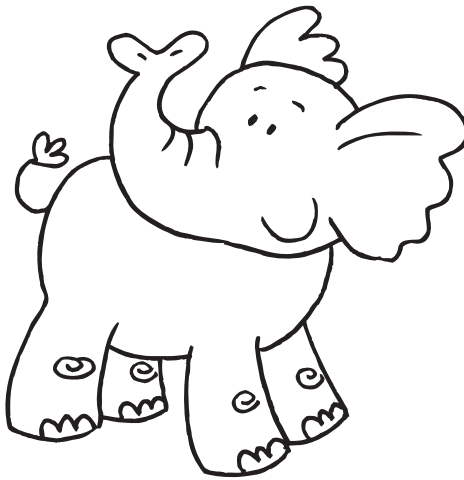
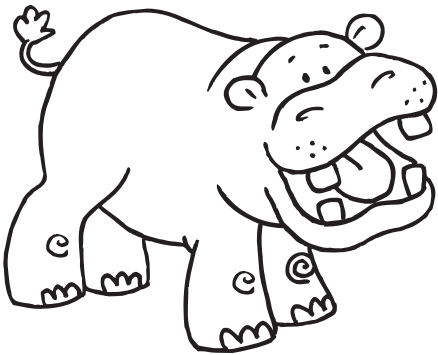
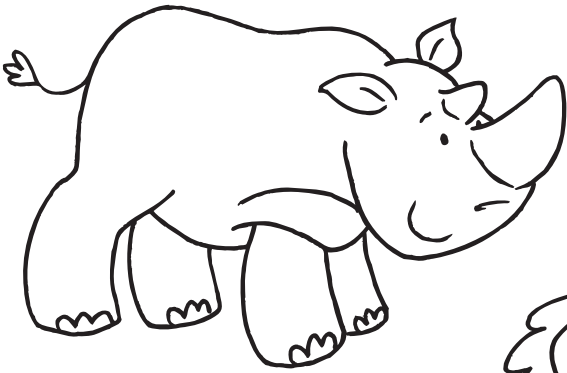
## Worksheet 4

### 1 Choose and draw. Then color.

- Students name the clothes shown in the upper part of the page: hat, T-shirt, jeans, dress, shirt, pants. Then, they decide which clothes belong to Lucy and which to Ted. Students draw clothes on the characters and color them. Then, students pretend that they are Ted or Lucy and say: *Hello, (Lucy)! What are you wearing?* and answer: *I'm wearing (jeans and a shirt). I'm wearing (a pink dress).*

WORKSHEET 1

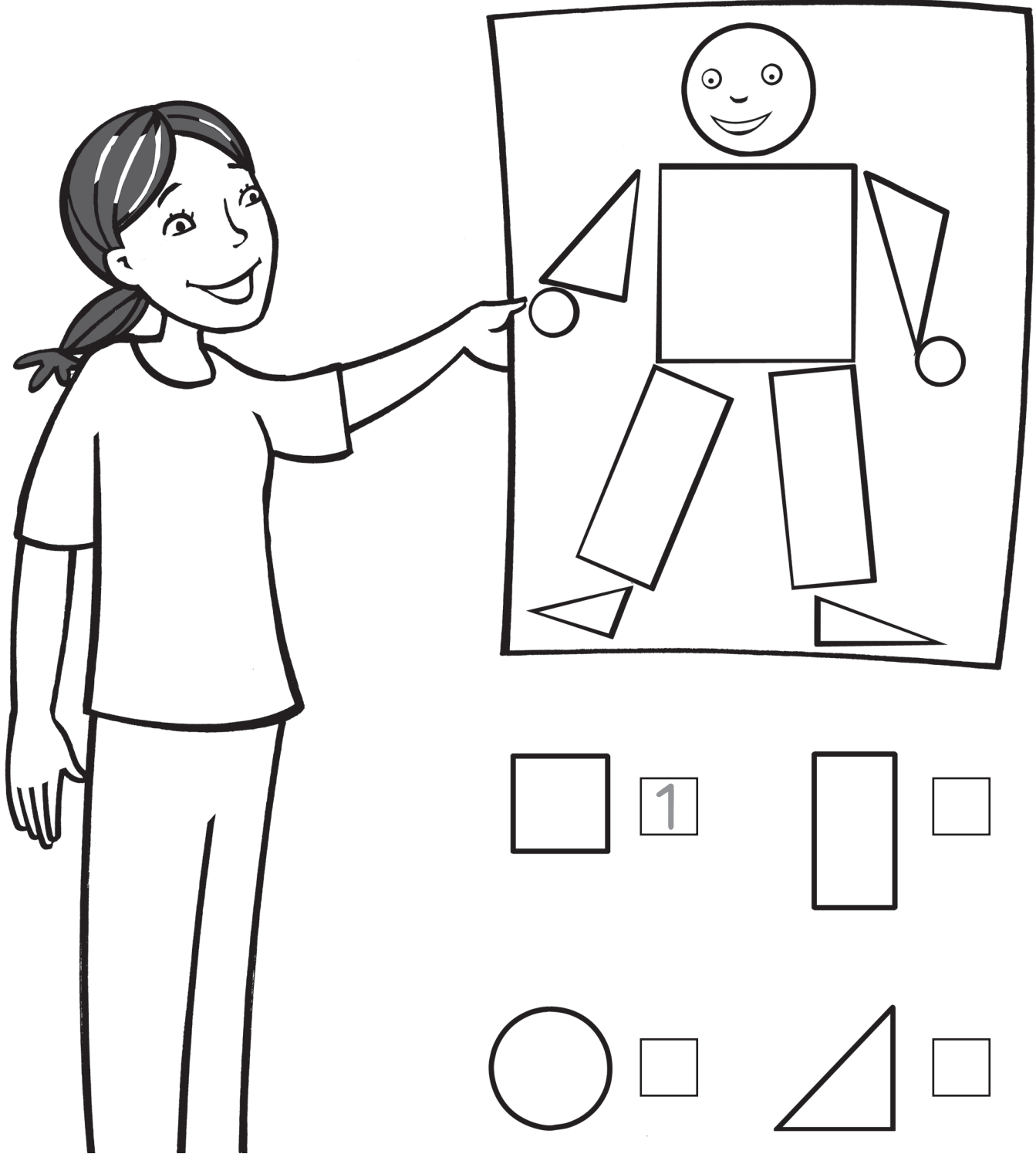
1 MATCH. THEN SAY.





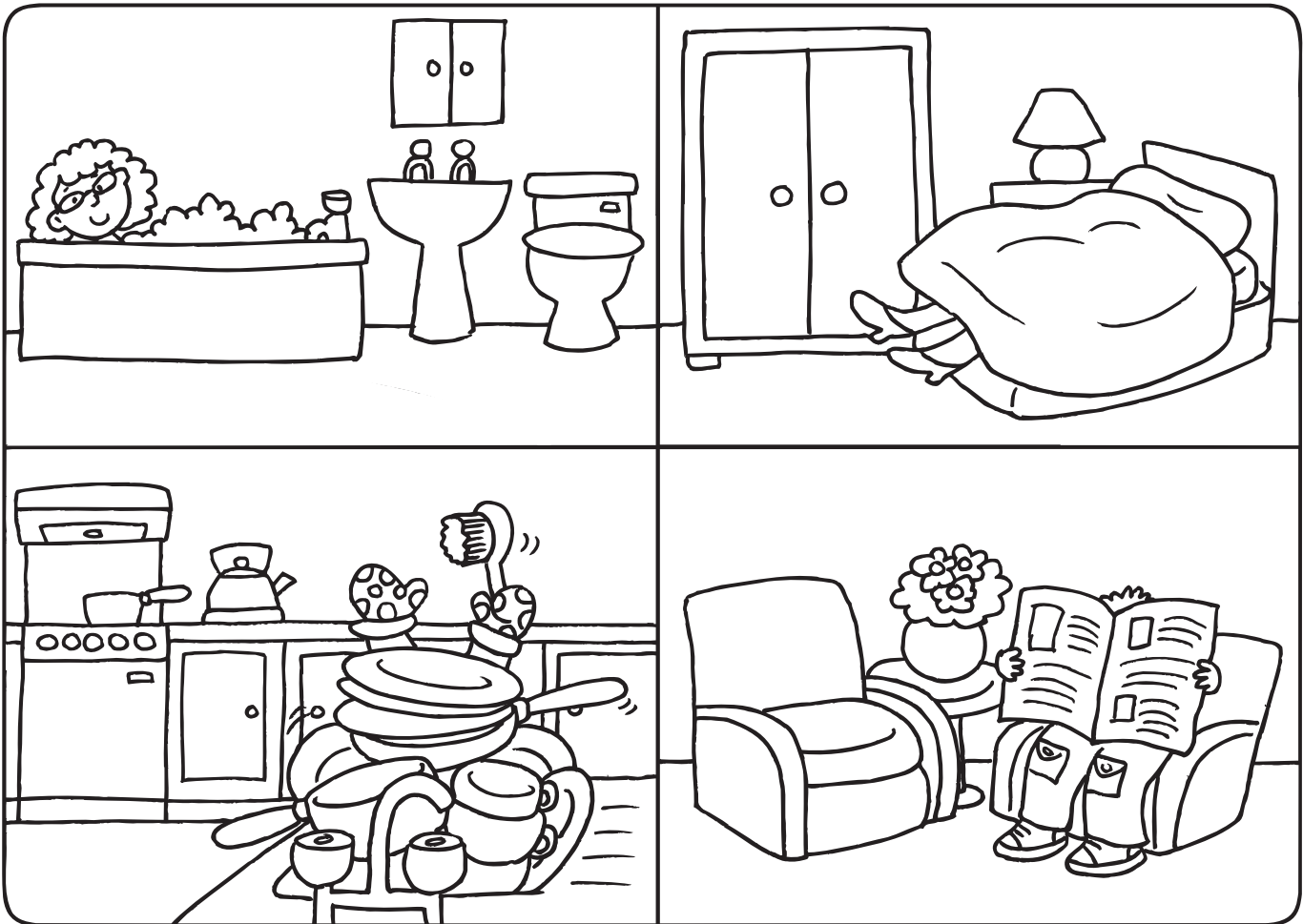
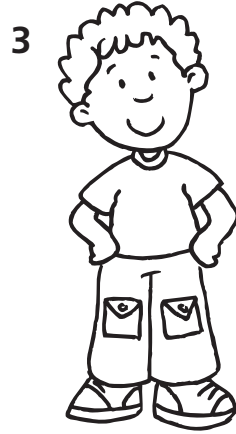
WORKSHEET 2

1 COUNT. THEN WRITE.



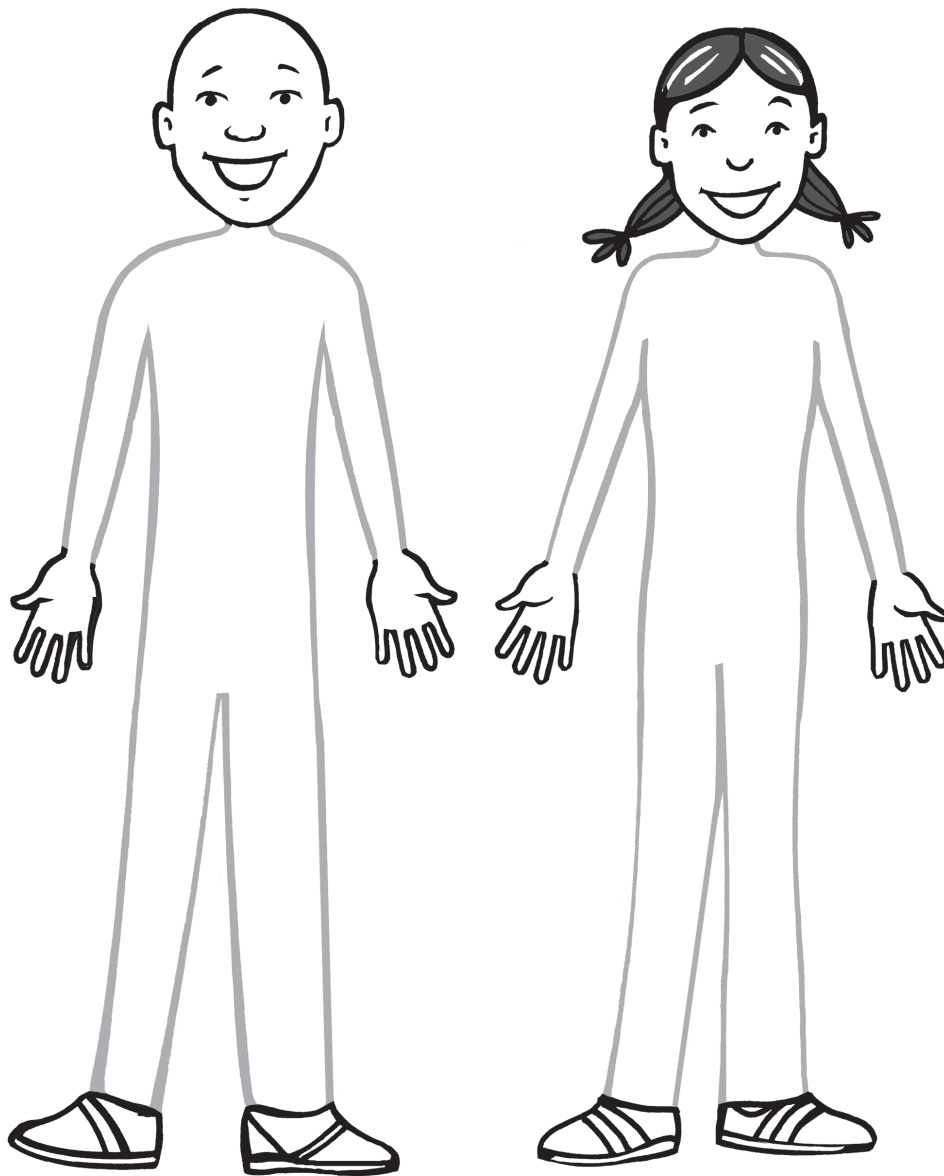
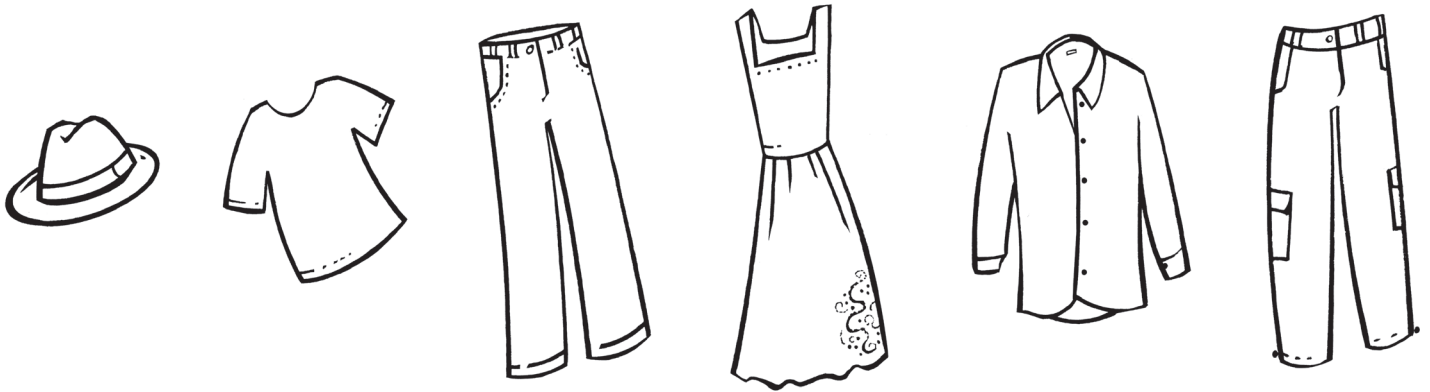
WORKSHEET 3

1 FIND AND MATCH.



WORKSHEET 4

1 CHOOSE AND DRAW. THEN COLOR.



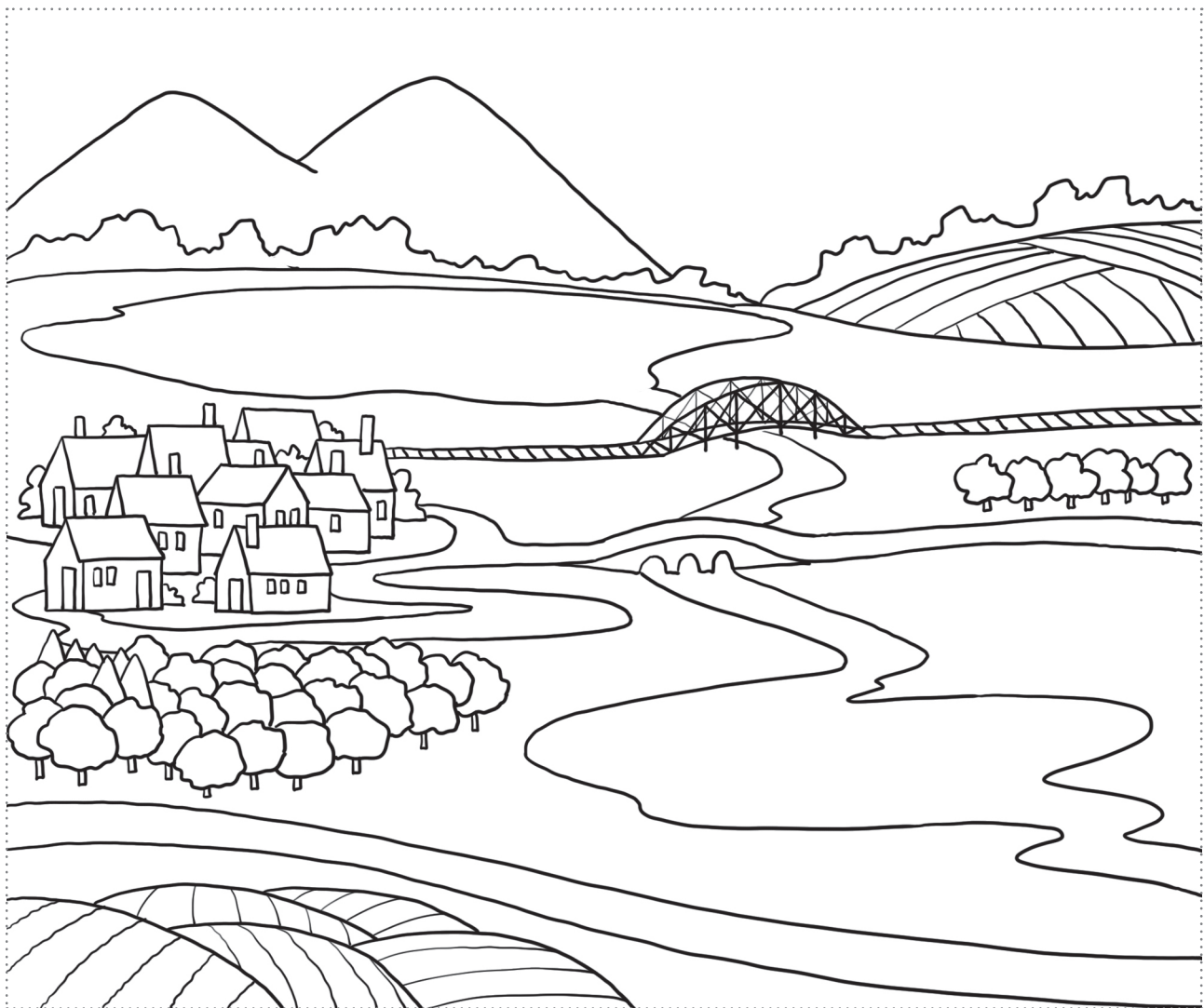
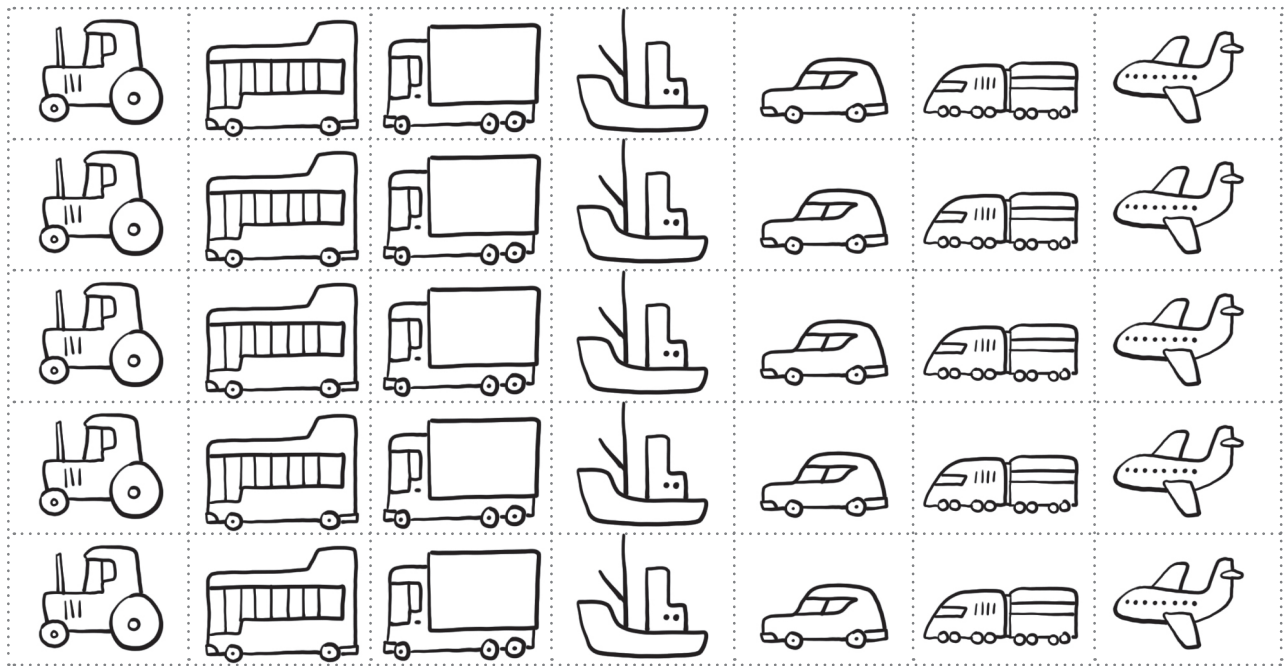
**NEW**

# **English Adventure**

**PHOTOCOPIABLE  
RESOURCES**

**LEVEL 3**

# Unit 7, Lesson 3 Cut out



# Photocopiable worksheets

## Teacher's notes

**PLEASE NOTE!** Before you hand out the worksheets, review the target vocabulary using any game from the Resource Bank.

## Welcome activities, Activity 1 Worksheet 1

**Objective:** to review *I'm happy/sad*.

### 1 Draw. Then talk to your friend and draw.

- Ask each student to draw smiling or sad faces in the *You* column. Tell students not to show their worksheet to their partners.
- Pair activity: Students take turns to describe the faces they have drawn and answer their partner's questions. Next, they complete the *Your friend* column. Student 1: *One, I'm (sad). And you?* Student 2: *I'm (happy)*.
- Students check their answers by comparing worksheets.

### 2 Draw and write.

- Say: *I'm happy today. And you?* Ask students to describe their feelings by completing the drawing and writing *happy* or *sad*.
- Do a mini survey and write the number of happy/sad faces on the board.

## Welcome activities, Activity 2 Worksheet 2

**Objectives:** to review colors, face and body parts. *I have (a big) (body). Big/small, long/short.*

### 1 Write and choose. Then listen, color and say.

- Have students look at the picture, complete the gaps with the words from the box and choose the correct adjectives.
- Describe the person: *I have (blue) (ears) etc.* Have students listen and color the picture, then describe it in detail: *I have (small) (blue) (ears).*
- **Answers:** 1 – a big body, 2 – a big head, 3 – small eyes, 4 – small ears, 5 – long arms, 6 – short legs, 7 – small hands, 8 – small feet.

## Welcome activities, Activity 3 Worksheet 3

**Objectives:** to review animals and colors. *It's (big/gray).*

### 1 Read and circle. Then color and say.

- Read the first word as a class and ask students to circle the correct animal. Continue the activity with the other words.
- Have students color one animal in each row.
- Pair activity. Students take turns to describe the pictures they have colored and guess the animals. Student 1: *It's (big). It isn't (yellow). It's (gray).* Student 2: *It's (a hippo).*

## Welcome activities, Activity 4 Worksheet 4

**Objectives:** to review toys, shapes and colors.

### 1 Read and match. Then listen and color.

- Read the words as a class. Have the students match them with the correct pictures.
- Ask students to describe the picture frames, then say, e.g. *A (big) (square) is (red).* Students listen and color the frames accordingly.
- **Answers:** 1 – doll, 2 – train, 3 – kite, 4 – boat, 5 – teddy bear, 6 – car, 7 – ball.

## Hello Worksheet 5

**Objectives:** to review numbers 1–10 and colors. *How old are you? I'm (eight).*

### 1 Listen and color. Then find and match.

- Give instructions, e.g. *Number (three) is (red),* and have students color the numbers.
- Students find the numbers in word form in the grid and match them with the numerals.
- **Answers:** (across) *eight, six, nine, one, four;* (down) *three, two, five, ten, seven.*

### 2 Count and write. Then ask and answer.

- Tell students that the number of balloons in the picture is the age of each child. Point to the pictures and ask: *How many balloons?* Count the balloons as a class and have students write the numbers down (full words) under the pictures.
- Pair activity: Students take turns to think of a picture, then ask and answer questions. Student 2: *How old are you?* Student 1: *I'm (eight).* Student 2: *Number (one).* Student 1: *Yes.*
- **Answers:** 1 – eight, 2 – nine.

## Unit 1 Worksheet 6

**Objectives:** to review toys, favorite things and colors. *Is it a (ball)? It is / isn't a (watch).*

### 1 Look and write.

- Read the first question and have students answer. Students write the missing words and continue the activity. Have volunteers read the answers.
- **Answers:** 1 – ball, bat; 2 – isn't a car, a scooter; 3 – it isn't a TV, It's a video game; 4 – it isn't a kite, It's a watch.

### 2 Trace and find. Then color and write.

- Students trace the lines to find the children's favorite toys. Next, they color the pictures any colors they like and complete the sentences, writing the names of toys and colors.
- **Answers:** 1 – bike, 2 – favorite thing, spaceship, 3 – favorite thing is a robot.

## Unit 2 Worksheet 7

**Objective:** to review family members. *I have a (mom). I don't have an (aunt).*

### 1 Look and write.

- Have students write the names of family members. Some letters have already been given as clues.
- **Answers:** 1 – dad, 2 – grandma, 3 – aunt, 4 – brother, 5 – baby, 6 – cousin.

### 2 Read and draw. Who is missing in the picture?

- Have students name the family members and the pet shown in the picture.
- Have a volunteer read the text out loud. The students circle the names of missing family members and pet.
- Next, ask students to draw the missing elements in the picture. Ask: *Where is Harry?* and have students point.
- **Answers:** dad, big brother, rabbit.

## Unit 3 Worksheet 8

**Objectives:** to review face and body parts. *He/She has a (big) chin. He/She doesn't have (dark) (hair). Big/small, long/short.*

### 1 Read and draw. Then color.

- Have a volunteer come to the board. Read the first sentence, pausing after each body part, and the student draws a monster according to your instruction. Students continue the activity, reading and drawing other monsters.
- Ask students to color one of the monsters any colors they like.
- Pair activity: One student describes a monster, the other student gives its number. Students switch roles.

## Unit 4 Worksheet 9

**Objectives:** to review household items and prepositions of place: *in, on, under, next to. The (lamp) is (on) the (table).*

### 1 Listen, match and draw. Then read and write.

- Have volunteers read the words in the box. Say where the objects are (use the locations in the answers below) and have students match the words with the locations. Next have them draw the objects.
- Ask *Where's the (lamp)?* Student: *The (lamp) is (on) the (table).* Have students write the answers under the picture.
- **Answers:** *lamp – on the table, book – in the cabinet, bag – under the armchair, box – next to the bed, teddy bear – on the bed.*

## Unit 5 Worksheet 10

**Objectives:** to review actions, animals and animal body parts. *I can / can't (sing).*

### 1 Look and write.

- Have a volunteer read the words in the box. Point to the first picture and ask students to describe the action in a full sentence. Students continue the activity individually.
- **Answers:** 1 – *sing*; 2 – *ride a horse*; 3 – *can ride a bike*, 4 – *can't dance*.

### 2 Read and write. Then match.

- Point to the pictures and have students name the animals. The children complete the sentences with the words that correspond to the small pictures, then they match them with the animals. Read the first part as a class and write students' answers on the board. Students continue the activity in pairs.
- **Answers:** 1 – *fish: legs, tail, swim*; 2 – *elephant: ears, jump, walk*.

## Unit 6 Worksheet 11

**Objectives:** to review food. *(He) likes / doesn't like (milk).*

### 1 Find and circle. Then write.

- Have students find and circle one product in each row which doesn't match the others. Ask students to explain their choices and next write the correct word under each picture.
- **Answers:** 1 – *(left to right) strawberries, pears, grapes, carrots; carrots (a vegetable); 2 – onions, peas, bread, tomatoes; bread (not a vegetable); 3 – cake, cheese, chocolate, ice cream; cheese (not a dessert).*

### 2 Listen and draw. Then write.

- Have students give the names of food items in the speech balloons. Say what the speakers like or do not like (see answers below) and have students draw happy or sad faces next to the food.
- Point and ask: *Do (you) like (cereal)?* Students answer as if they were that person and say: *Yes/No*. Have students complete the sentences.
- **Answers:** (L-R) *:, :), :), :(, :), :(, :), :); 1 – likes cereal, apples, chicken, doesn't like milk; 2 – likes sandwiches, fish, carrots, doesn't like eggs.*

## Unit 7 Worksheet 12

**Objectives:** to review transport and landscape elements. *This is a (city). These are three (lakes).*

### 1 Look and write.

- Point to the means of transport and have students name them. Next, have them unscramble the words and write the correct names under the pictures.
- **Answers:** 1 – *tractor*, 2 – *train*, 3 – *boat*, 4 – *truck*, 5 – *plane*, 6 – *car*.

### 2 Count. Write *This is / These are* and the quantity.

- Students count the landscape elements in the picture and complete the sentences with *There's, There are* and numbers.
- **Answers:** 1 – *These are two*, 2 – *This is one*, 3 – *These are three*, 4 – *These are four*, 5 – *These are two*, 6 – *These are three*, 7 – *This is one*.

## Unit 8 Worksheet 13

**Objectives:** to review clothes and colors. *He's / She's wearing a (blue) (shirt).*

### 1 Find the words.

- Have students name the clothes in the pictures.
- Next they unscramble the letters of the words in the box, form words and write them under the corresponding pictures.
- **Answers:** (left to right) *skirt, shorts, T-shirt, shirt, scarf, hat, belt, socks*.

### 2 Read and match. Then color and write.

- Have students name the clothes in the pictures.
- Have a volunteer read the first description out loud and the other students point to the correct picture. Students continue to read and match individually.
- Have students color the picture which doesn't match any description and complete the sentences.
- Students color the other pictures according to the descriptions (1–3).
- **Answers:** 1 – *c*, 2 – *b*, 3 – *a*.

## Easter Worksheet 14

**Objectives:** to review *basket, bench, sweets, chick, chocolate egg, flowers, lamb, nest, rabbit*.

### 1 Do the crossword. What's the mystery phrase?

- Have students complete the crossword with the names of objects or animals in the pictures.
- Point to the pictures. Have students name the objects/animals and volunteers should write the words on the board.
- Point to the numbers. Ask children to find the words for numbers in the crossword and complete the grid to read the mystery phrase.
- **Answers:** 1 – *lamb*, 2 – *chocolate egg*, 3 – *nest*, 4 – *basket*, 5 – *chick*, 6 – *bench*, 7 – *flower*, 8 – *rabbit*, 9 – *sweets*. Mystery phrase: *Easter time*.

## Thanksgiving Worksheet 15

**Objectives:** to review *pumpkin, egg, cream, sugar, butter, pastry, mix, cook, eat*

### 1 Read and write. Then number.

- Point to the pictures and say silly words, e.g. point to eggs and say: *Onions*. Students: *No. Eggs*.
- Have students read the instruction for making a pumpkin pie and complete it with names of the objects in the pictures.
- Students number the activities to put them in the correct order.
- **Answers:** *pumpkin, 4; eggs, milk, cream, 1; pastry, 2; 3.*

## Christmas Worksheet 16

**Objectives:** to review *candle, card, Santa Claus, present, reindeer, star, stocking, tree; for you.*

### 1 Listen and follow. Who is the computer for?

- Have students describe the pictures. Say names of objects in this order: *candle, tree, card, reindeer, present, stocking, Christmas tree*, and have students draw lines and connect the objects to find out who will get the computer (*brother*). Explain that the lines can only be drawn upwards, downwards or sideways, but not diagonally.
- You may ask students to use the lines to describe (in pairs) how to get to another family member.

### 2 Draw presents. Write. Then say.

- Have students draw presents they would like to give, then write names on the tags.
- Pair activity: Students show each other their drawings and describe: *It's a (blue) (bike). It's for my (dad).*

## May Day Worksheet 17

**Objectives:** to review *crown, leaves, maypole, play, school.*

### 1 Find 6 differences. Then write.

- Have students find 6 differences between the pictures. Point to picture 2 and say the beginnings of the sentences for students to finish. T: *There are 5 ... (ribbons). There are 5 ... (crowns). Two trees have ... (leaves). There are 6 ... (flowers). The girl is wearing a ... (dress). The boy has a ... (ribbon).*
- On the board write the beginnings of the sentences that describe picture 1: *There are three ... (ribbons). There are three ... (crowns). One tree has ... (leaves). There are 4 ... (flowers). The girl is wearing a ... (skirt). The boy has a ... (ribbon and a ball).* Have students complete the sentences on their worksheet. Check the answers by having volunteers read their answers and write them on the board.

## Review Units 1–2 Worksheet 18

**Objectives:** to review family members and favorite things. *Do you have (an uncle)? I have / I don't have (an uncle). It is / isn't a (watch).*

### 1 Match the pairs. Then talk to your friend.

- Have students match the puzzle pieces to find family member names.
- Pair activity. Students talk about their families. Student 1: *Do you have (an uncle)?* Student 2: *Yes, I have / No, I don't have (an uncle)*
- **Answers:** *mom, cousin, sister, uncle, grandpa, aunt.*

### 2 Look and write. Then count and write.

- Have students name the objects in the pictures.
- Read the first sentence as a class. Students continue the activity individually, then find the small and big items in the picture, count them and write the numbers.
- **Answers:** 1 – *bat* (5, 1); 2 – *isn't a scooter, a bike* (1, 1); 3 – *isn't a robot, a spaceship* (3, 1); 4 – *isn't a computer, a TV* (2, 1).

## Review Units 3–4 Worksheet 19

**Objectives:** to review face and body parts, rooms and household items, prepositions of place. *The (blue) monster has (big eyes). (She's) (on) the (bed) in the (bedroom).*

### 1 Draw, listen and color. Then read and circle.

- Have students draw a monster in the empty space. Describe locations (*the blue monster – on the bed in the bedroom; the yellow monster – under the table in the kitchen; the green monster – on the carpet in the living room*) and ask students to find the monsters and color them. Then have them read sentences 1–3 and circle the correct answers.
- **Answers:** 1 – *No*, 2 – *No*, 3 – *Yes*.

## Review Units 5–6 Worksheet 20

**Objectives:** to review animals, actions and food. *I can / can't (run). Can you (fly)? (She) likes / doesn't like (milk).*

### 1 Find and write. Guess the animals.

- Have students name the animals in the pictures. Point to the table with coded letters and ask them to use the code to find the names of actions in the riddles. Students then match the animals with the riddles.
- **Answers:** 1 – *monkey: fly, jump, run; 2 – snake: climb, walk.*

### 2 Look and write.

- Have students name the products in the pictures and describe the faces. Complete the first part as a class, using the first letters as clues. After students have completed the answers for the first point, have them continue the activity in pairs, then ask volunteers to read the answers.
- **Answers:** 1 – ☺: *carrots, chicken, chocolate*; ☹: *pizza, peas, pears*; 2 – ☺: *mushrooms, meat, milk*; ☹: *spaghetti, salad, strawberries.*

## Review Units 7–8 Worksheet 21

**Objectives:** to review transport, landscape elements and clothes. *There is a (forest). There are (three) (cars). (She's) wearing a (sweater).*

### 1 Play the game.





- Hand a copy of the worksheet to each pair of students. Each pair should also have a counter and an eraser. Students write 1 on one side of the eraser and 2 on the other.
- Ask students to toss the eraser to move one or two spaces on the board and do the task described on the square. The winner is the first student to reach the last square. Explain the tasks in the worksheet before students start the activity.



# Welcome activities, Activity 1

## Worksheet 1

1 Draw. Then talk to your friend and draw.

| You |   | Your friend |   |
|-----|---|-------------|---|
| 1   |  | 3           |  |
| 2   |  | 4           |  |

2 Draw and write.

Today I'm  \_\_\_\_\_.

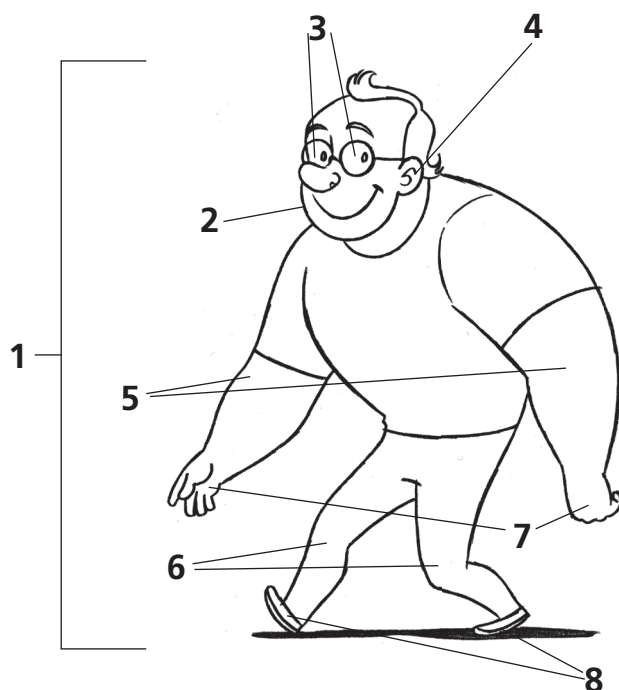


# Welcome activities, Activity 2

## Worksheet 2

1 Write and choose. Then listen, color and say.

body    eyes    head    ears    arms    feet    hands    legs



- 1 a big / small \_\_\_\_\_.
- 2 a big / small \_\_\_\_\_.
- 3 big / small \_\_\_\_\_.
- 4 big / small \_\_\_\_\_.
- 5 long / short \_\_\_\_\_.
- 6 long / short \_\_\_\_\_.
- 7 big / small \_\_\_\_\_.
- 8 big / small \_\_\_\_\_.

# Welcome activities, Activity 3

## Worksheet 3

1 Read and circle. Then color and say.

1 hippo



2 mouse



3 hamster



4 lion



# Welcome activities, Activity 4

## Worksheet 4

1 Read and match. Then listen and color.

kite

car

ball

teddy bear

boat

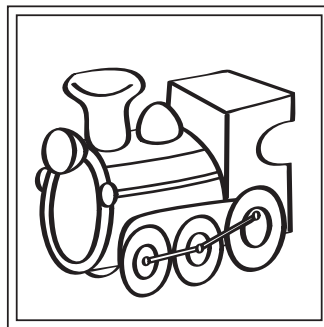
train

doll

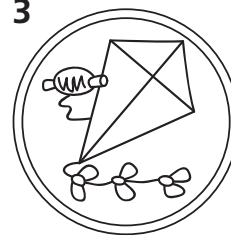
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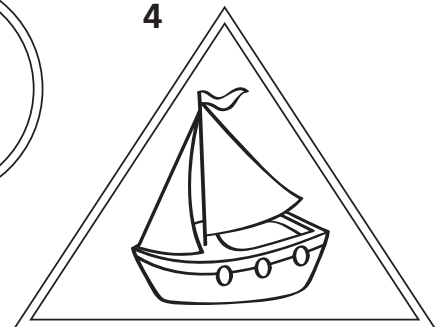
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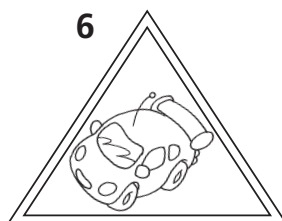
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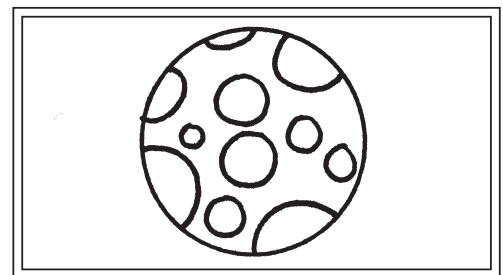
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6



7



# Hello

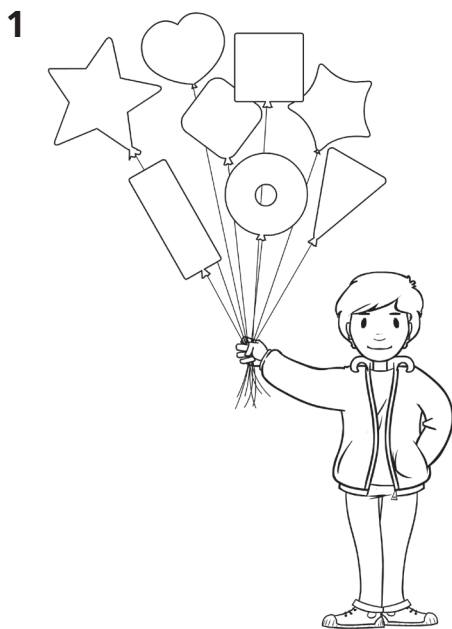
## Worksheet 5

3 Listen and color. Then find and match.

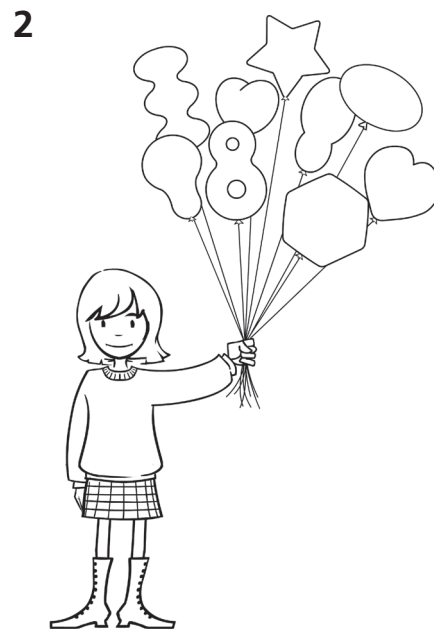
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|---|---|---|---|---|---|---|---|
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| S | I | X | U | F | E | S | E |
| R | T | P | N | I | N | E | S |
| F | H | M | O | V | I | V | P |
| T | R | N | T | E | S | E | F |
| D | E | F | W | I | O | N | E |
| A | E | F | O | U | R | F | B |

3
6  
1
9  
4
5  
7
10  
8
2

2 Count and write. Then ask and answer.



I'm \_\_\_\_\_.



I'm \_\_\_\_\_.

# Unit 1

## Worksheet 6

### 1 Look and write.



No, it isn't a \_\_\_\_\_.

It's a \_\_\_\_\_.



No, \_\_\_\_\_.

\_\_\_\_\_.



No, it \_\_\_\_\_.

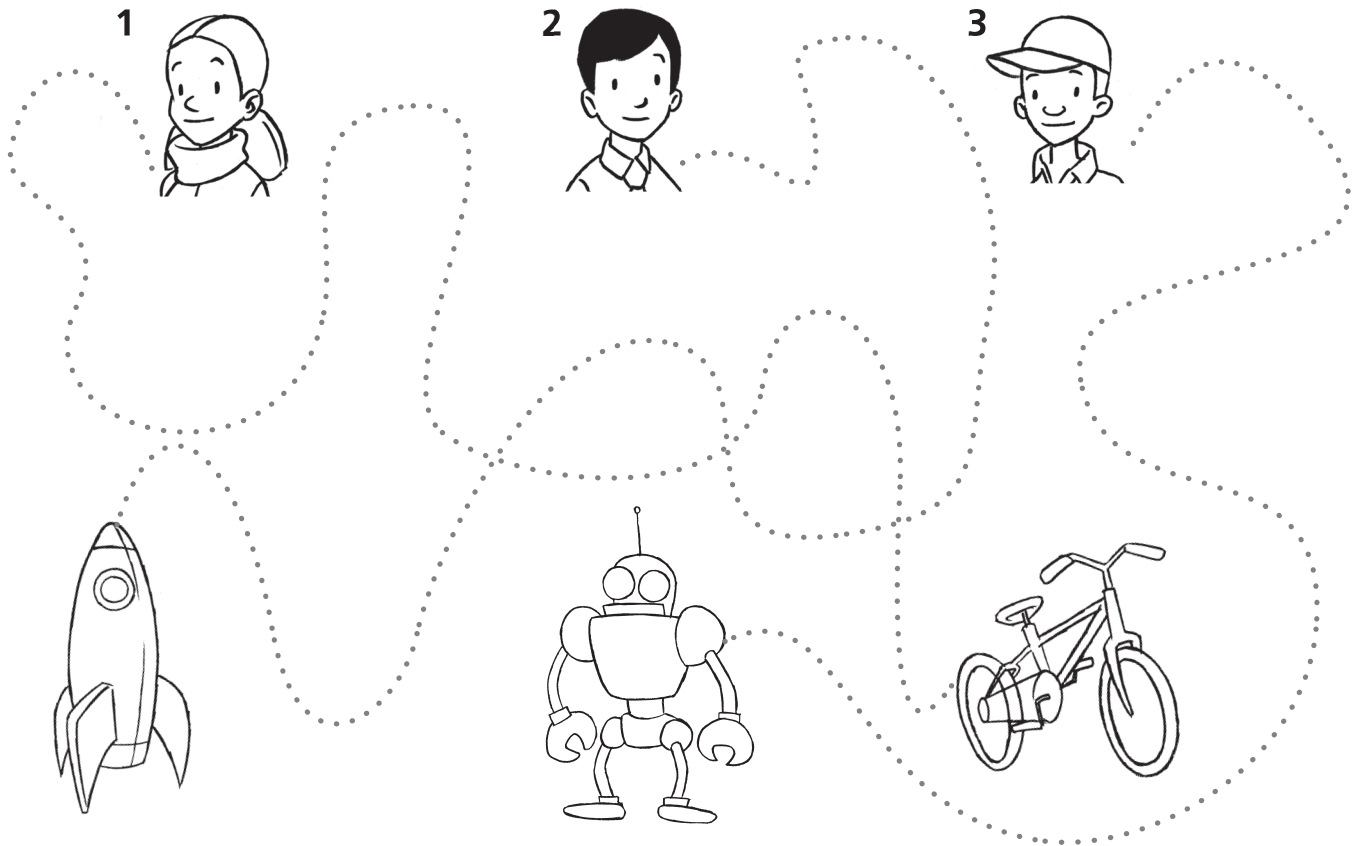
It's \_\_\_\_\_.



No, \_\_\_\_\_.

\_\_\_\_\_.

### 2 Trace and find. Then color and write.



1 My favorite thing is a \_\_\_\_\_ . It's \_\_\_\_\_ .

2 My \_\_\_\_\_ is a \_\_\_\_\_ . It's \_\_\_\_\_ .

3 My \_\_\_\_\_ . It's \_\_\_\_\_ .

# Unit 2

## Worksheet 7

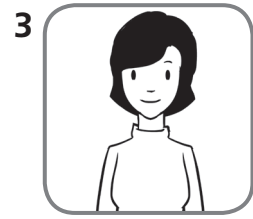
1 Look and write.



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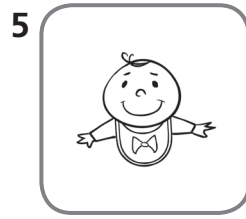
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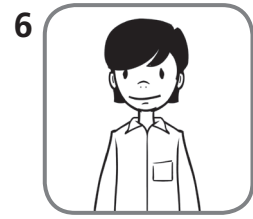
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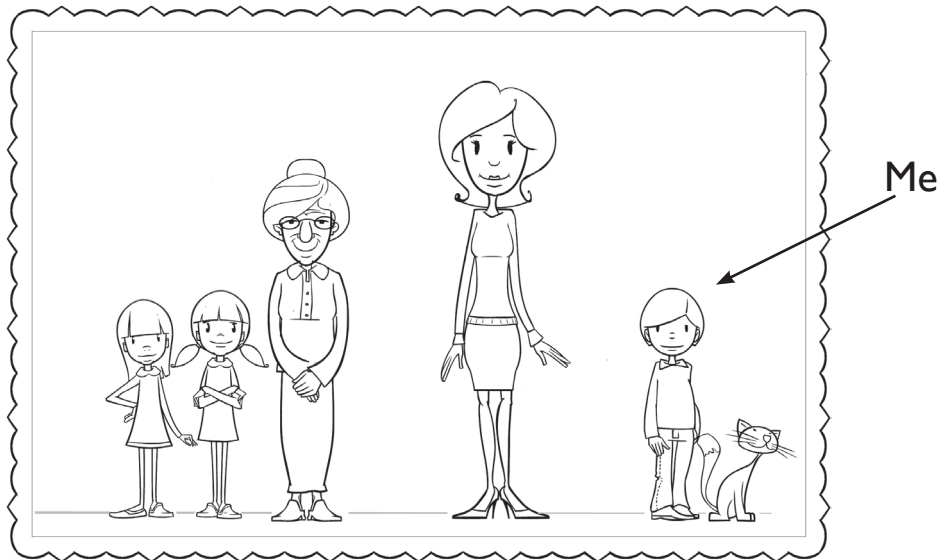


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2 Read and draw. Who is missing in the picture?



Dear Friend!

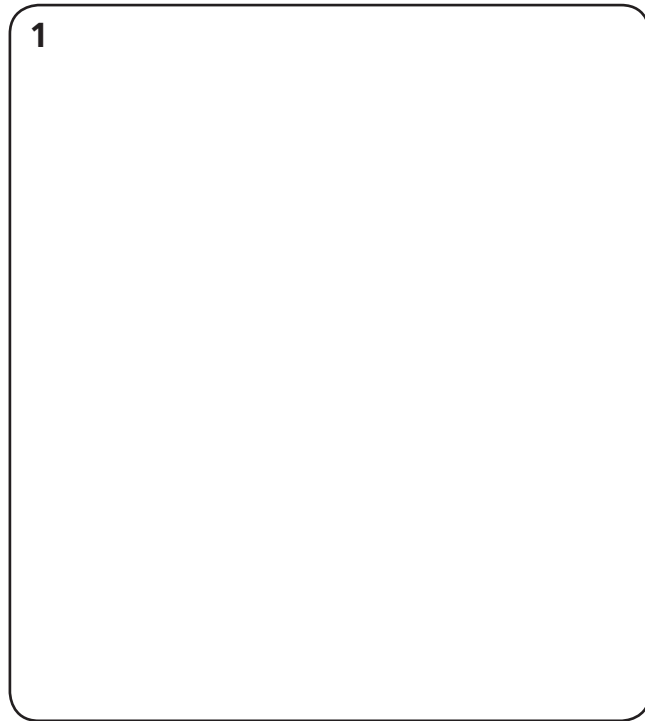
I'm Harry. This is my family. I have a mom and a dad.  
I have a grandma, but I don't have a grandpa. I don't have  
an aunt or an uncle. I have two sisters and one big brother.  
I have a cat and a small rabbit.

Love,  
Harry

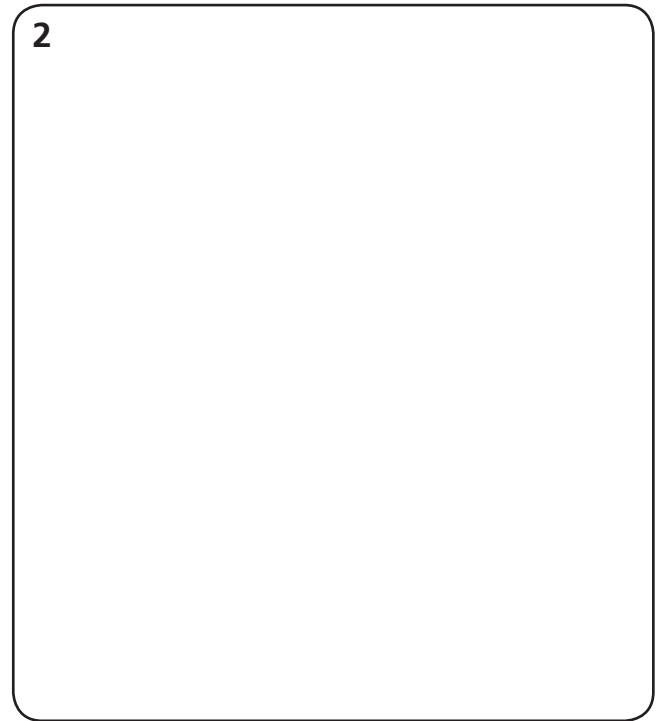
# Unit 3

## Worksheet 8

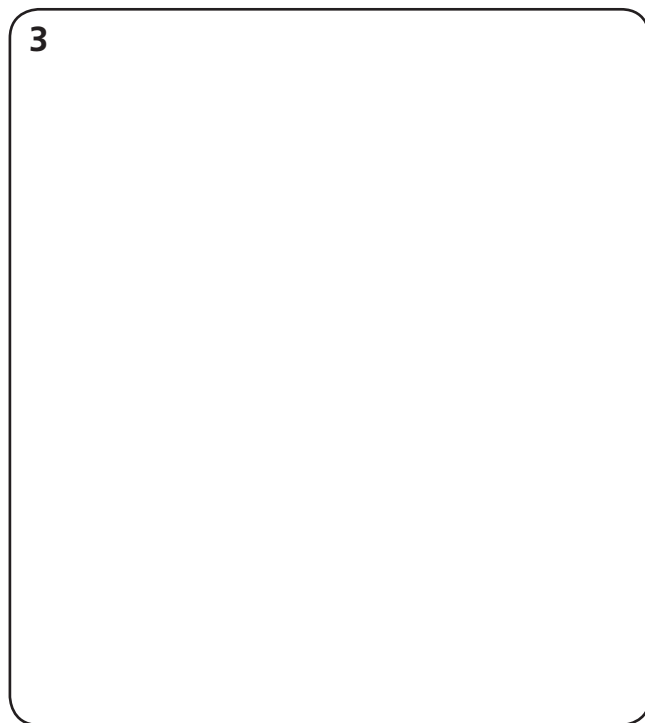
1 Read and draw. Then color.



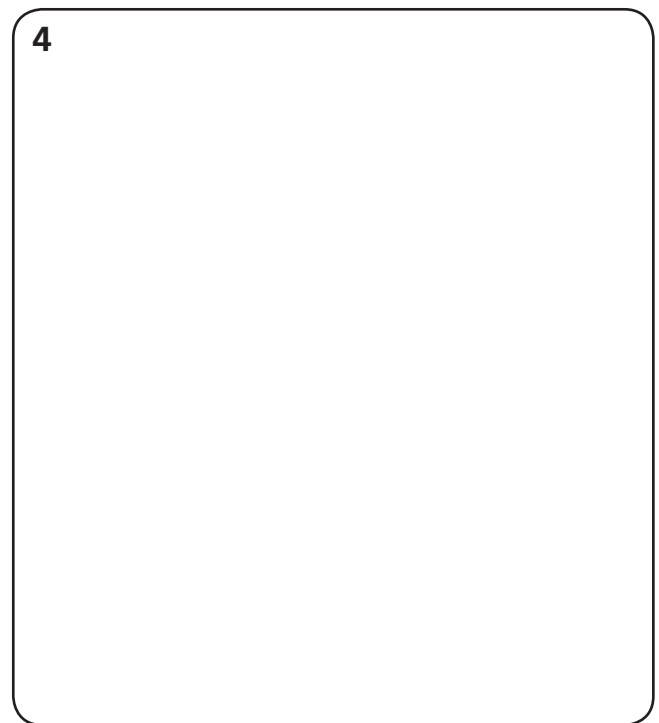
She has a long neck, three long legs and six small feet. She has long black hair.



He has small blue eyes. He has dark hair, four short arms and four big hands.



He has big teeth and a big chin. He has a small pink nose. He has two long tails.



She has a red mouth. She has a big body, a long neck and glasses.

# Unit 4

## Worksheet 9

1 Listen, match and draw. Then read and write.

lamp                      book                      bag                      box                      teddy bear



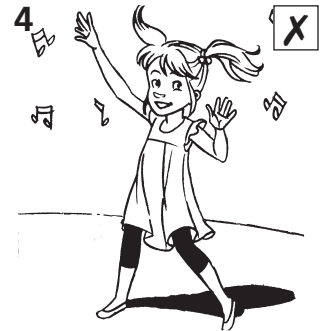
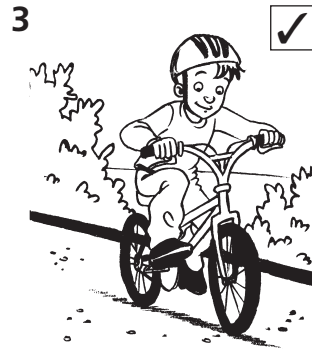
- 1 Where's the lamp?                      It's \_\_\_\_\_ .
- 2 Where's the book?                      It's \_\_\_\_\_ .
- 3 Where's the bag?                      It's \_\_\_\_\_ .
- 4 Where's the box?                      It's \_\_\_\_\_ .
- 5 Where's the teddy bear?                      It's \_\_\_\_\_ .

# Unit 5

## Worksheet 10

1 Look and write.

dance      ride a horse      sing      ride a bike



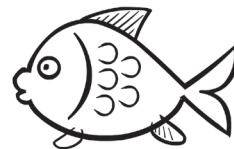
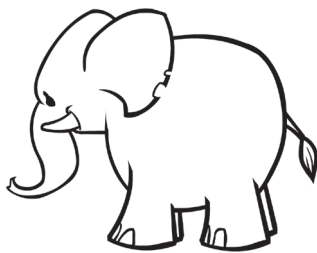
1 I can \_\_\_\_\_.

2 I can't \_\_\_\_\_.

3 I \_\_\_\_\_.

4 I \_\_\_\_\_.

2 Read and write. Then match.



1 I'm small. I don't have  or hands. I have fins and



What am I?

2 I'm big. I have four strong legs, two big



and a long nose. I can't



\_\_\_\_\_ and run. What am I?



# Unit 6

## Worksheet 11

1 Find and circle. Then write.

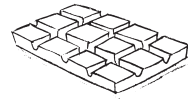
1



2



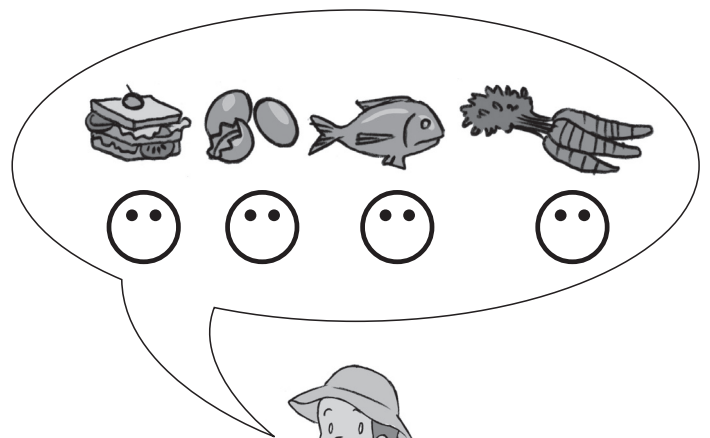
3



2 Listen and draw. Then write.



I like \_\_\_\_\_ ,  
 \_\_\_\_\_ and \_\_\_\_\_ .  
 I don't \_\_\_\_\_ .

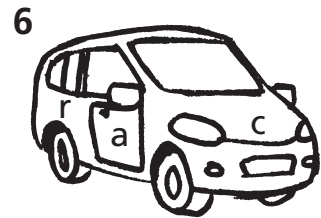
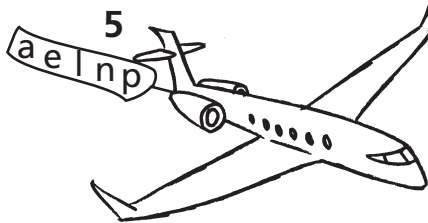
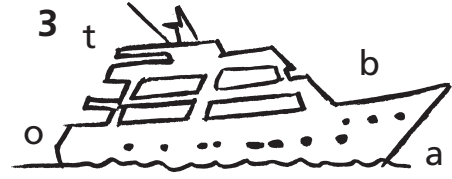
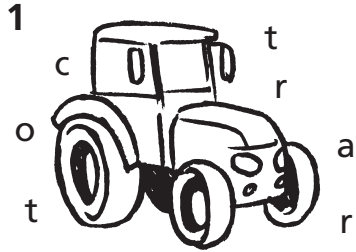


I \_\_\_\_\_ ,  
 \_\_\_\_\_ and \_\_\_\_\_ .  
 I don't \_\_\_\_\_ .

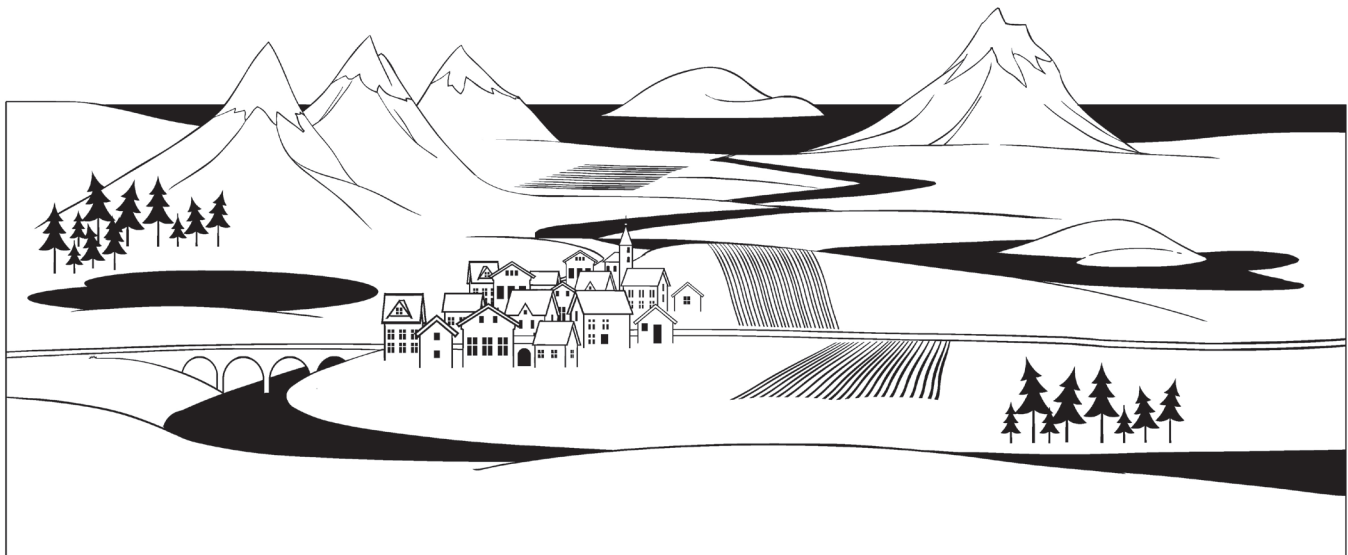
# Unit 7

## Worksheet 12

1 Look and write.



2 Count. Write *This is / These are* and the quantity.



1 \_\_\_\_\_ forests.

5 \_\_\_\_\_ islands.

2 \_\_\_\_\_ small town.

6 \_\_\_\_\_ lakes.

3 \_\_\_\_\_ fields.

7 \_\_\_\_\_ long river.

4 \_\_\_\_\_ mountains.

# Unit 8

## Worksheet 13

### 1 Find the words.

tha tshors T-tishr lebt kirts rafsc koscs hirst



### 2 Read and match. Then color and write.



1 She's wearing glasses. She's wearing a green sweater and a short yellow skirt. She's wearing blue shoes. She doesn't have a scarf.

2 She's wearing a purple scarf, a black sweater and a long pink skirt. She's wearing yellow socks and brown shoes.

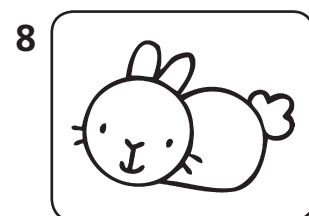
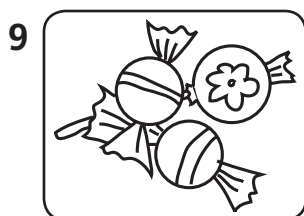
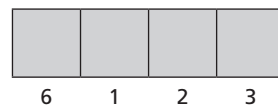
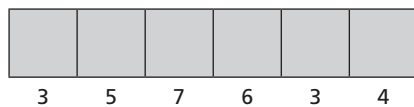
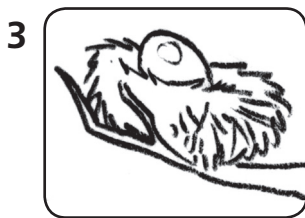
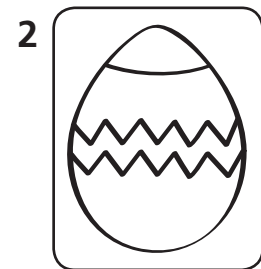
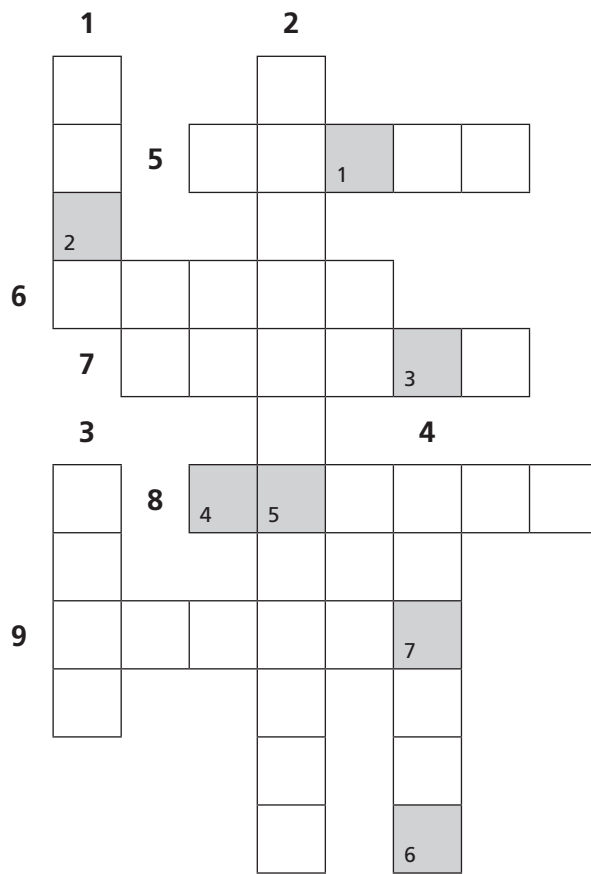
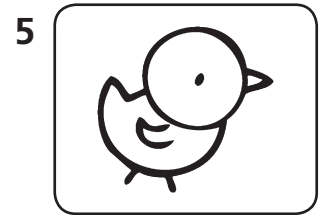
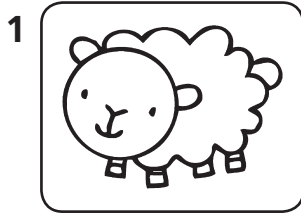
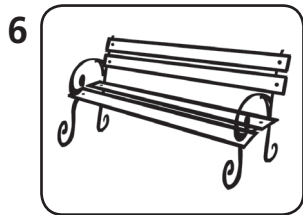
3 She's wearing glasses and a black-and-white scarf. She's wearing a blue sweater and a short gray skirt. She's wearing green socks and purple sneakers.

4 She's wearing \_\_\_\_\_, a \_\_\_\_\_, a \_\_\_\_\_ and a \_\_\_\_\_. She's wearing \_\_\_\_\_ and \_\_\_\_\_.

# Easter

## Worksheet 14

1 Do the crossword. What's the mystery phrase?



# Thanksgiving

## Worksheet 15

1 Read and write. Then number.



- Eat the \_\_\_\_\_ pie.
- Mix the \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- Make the \_\_\_\_\_ and put it in a dish.
- Cook the pumpkin pie.

# Christmas

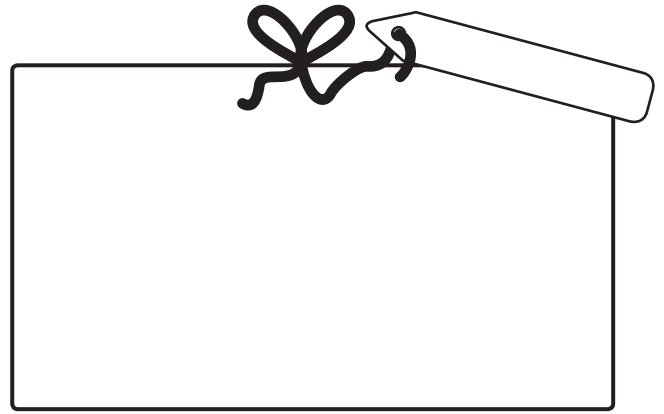
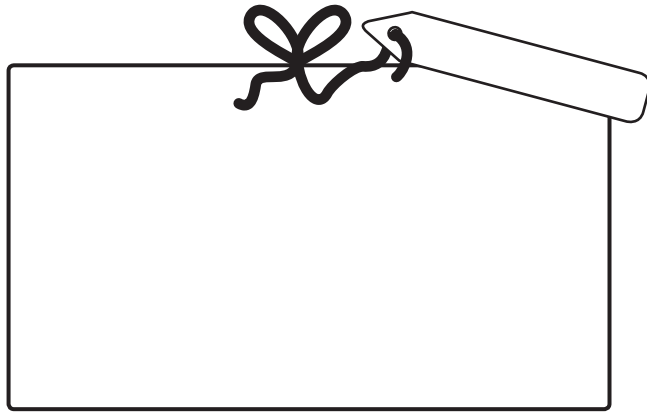
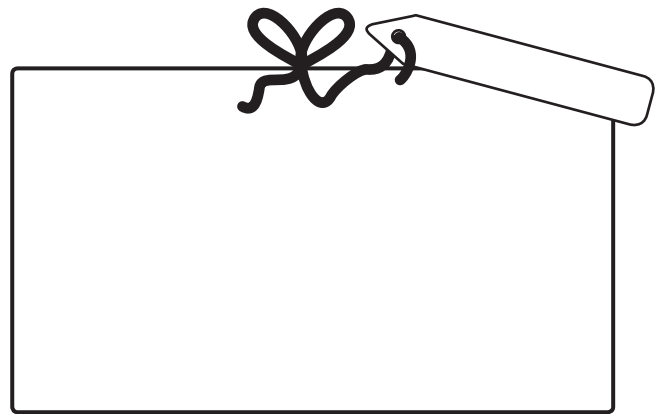
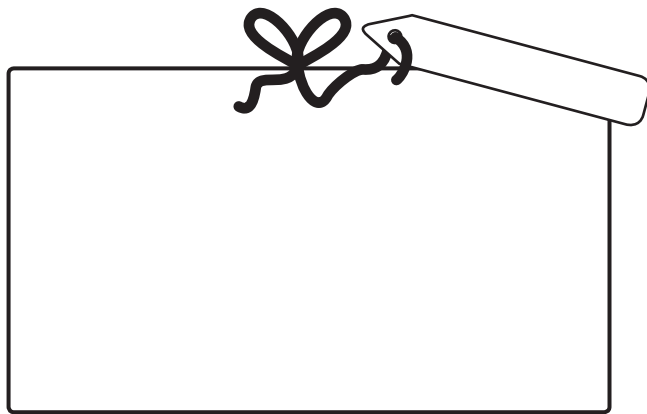
## Worksheet 16

1 Listen and follow. Who is the computer for?



|   |  |  |   |  |   |         |
|---|--|--|---|--|---|---------|
| → |   |   |   |   | → | mom     |
| → |   |   |   |   | → | brother |
| → |   |   |   |   | → | sister  |
| → |  |  |  |  | → | dad     |

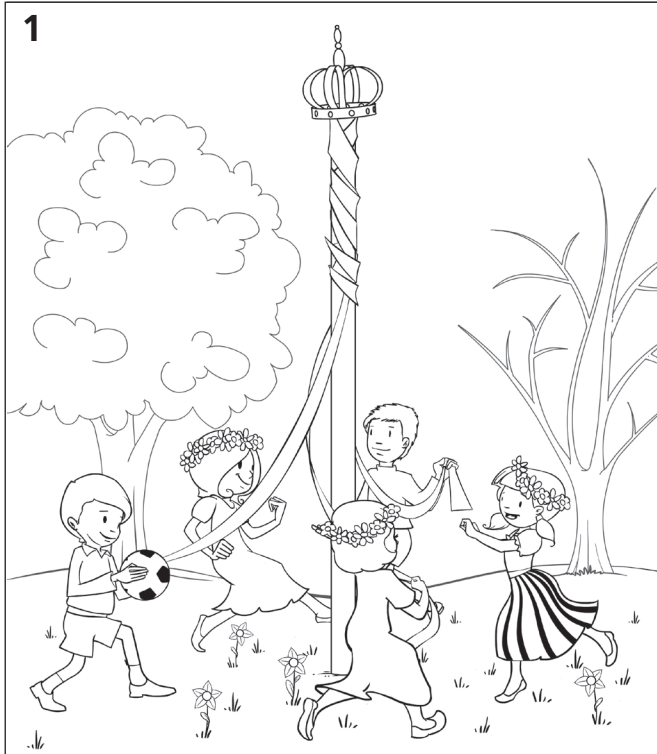
2 Draw presents. Write. Then say.



# May Day

## Worksheet 17

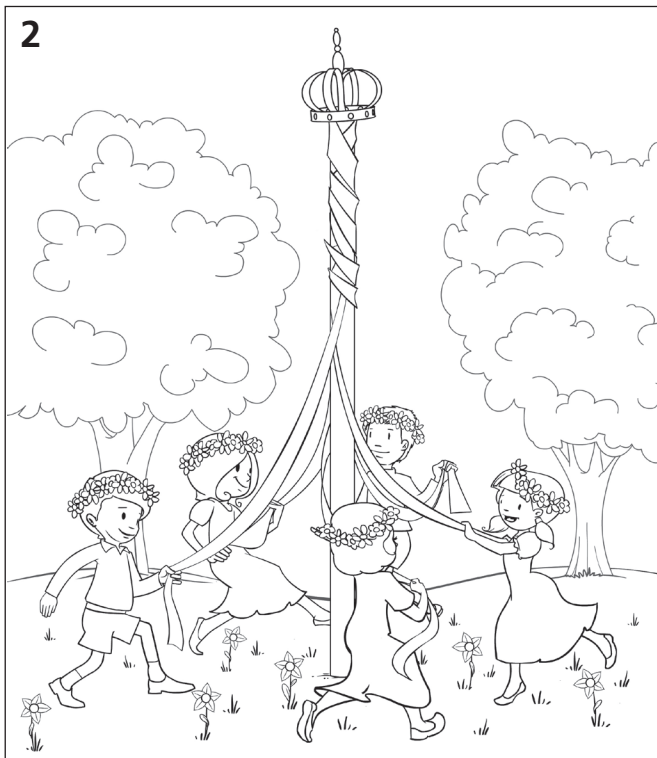
1 Find 6 differences. Then write.



1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_



4 \_\_\_\_\_

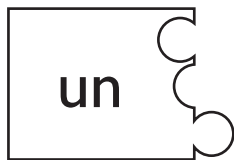
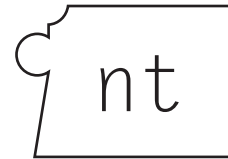
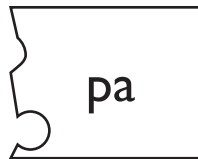
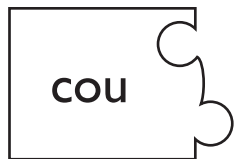
5 \_\_\_\_\_

6 \_\_\_\_\_

# Review Units 1-2

## Worksheet 18

1 Match the pairs. Then talk to your friend.



2 Look and write. Then count and write.

1 Is it a watch? No, it isn't a watch.

It's a \_\_\_\_\_.

small  big

2 Is it a scooter? No, it \_\_\_\_\_

\_\_\_\_\_. It's \_\_\_\_\_.

small  big

3 Is it a robot? No, it \_\_\_\_\_

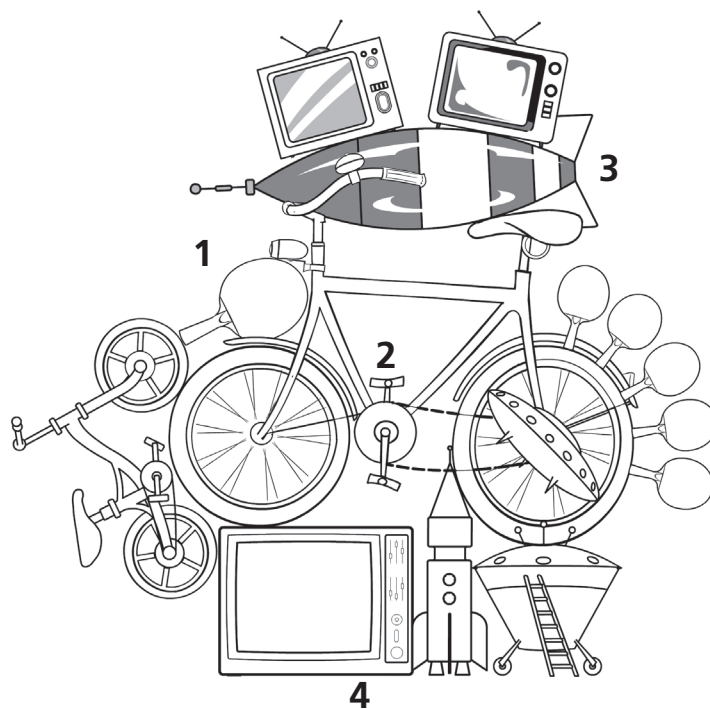
\_\_\_\_\_. It's \_\_\_\_\_.

small  big

4 Is it a computer? No, it \_\_\_\_\_

\_\_\_\_\_. It's \_\_\_\_\_.

small  big

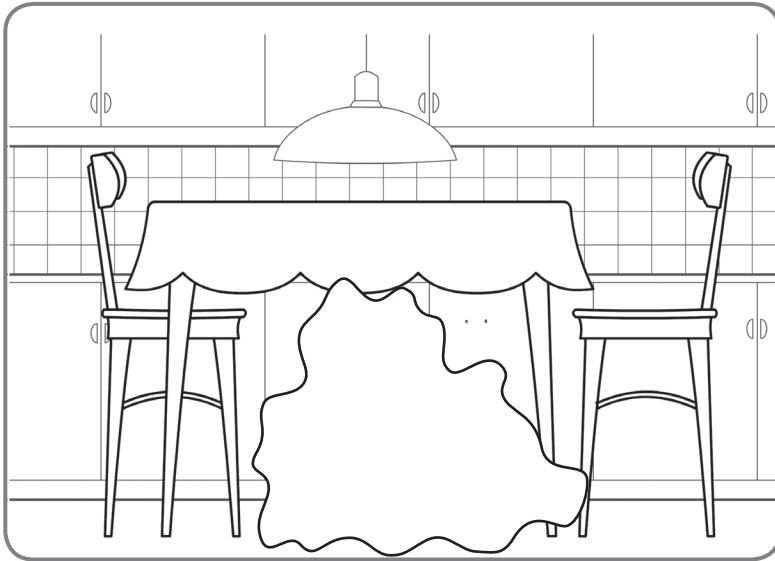




# Review Units 3-4

## Worksheet 19

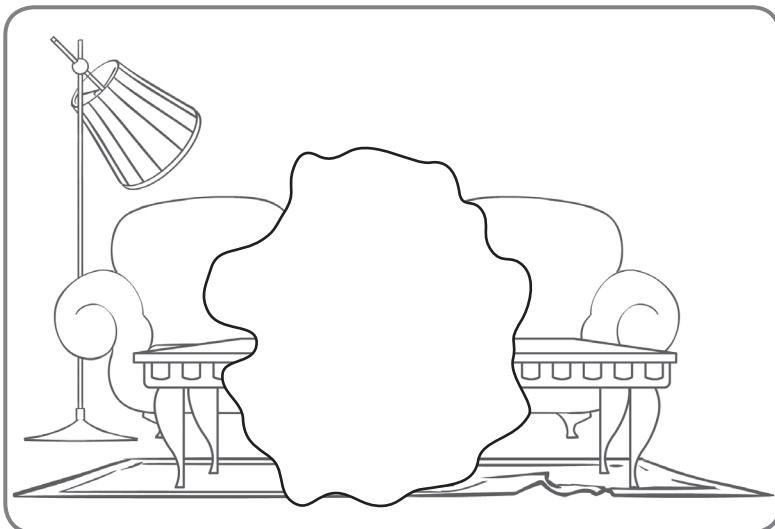
1 Draw, listen and color. Then read and circle.



1 The blue monster is under the bed in the bedroom. Yes / No

2 The yellow monster is under the table in the living room. Yes / No

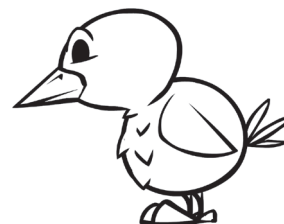
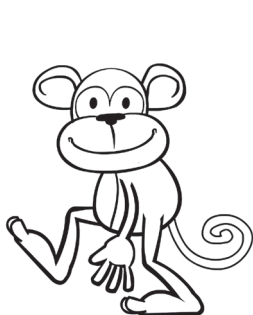
3 The green monster is on the carpet in the living room. Yes / No



# Review Units 5-6

## Worksheet 20

1 Find and write. Guess the animals.



|   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| & | £ | # | \$ | } | § | • | * | ? | { | + | Ø | β | [ | < | ] | / | = | ¶ | ¥ | ! | € | ( | % | « | @ |
| a | b | c | d  | e | f | g | h | i | j | k | l | m | n | o | p | q | r | s | t | u | v | w | x | y | z |

1 A: Can you § Ø « \_\_\_\_\_ ?

B: No. But I can { ! β ] \_\_\_\_\_ and = ! [ \_\_\_\_\_ .

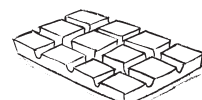
I'm a \_\_\_\_\_ .

2 A: Can you # Ø ? β £ \_\_\_\_\_ trees?

B: Yes, but I can't ( & Ø + \_\_\_\_\_ .

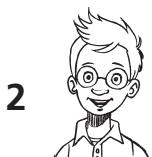
I'm a \_\_\_\_\_ .

2 Look and write.



1 I 😊 food starting with C: \_\_\_\_\_ .

I 😞 food starting with P: \_\_\_\_\_ .



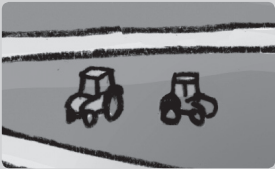


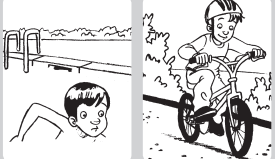



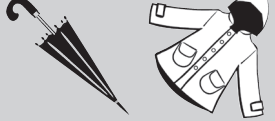
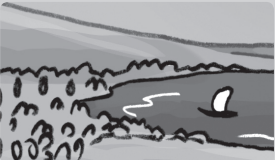





2 I 😊 food starting with M: \_\_\_\_\_ .

I 😞 food starting with S: \_\_\_\_\_ .

# Review Units 7-8

## Worksheet 21

1 Play the game.

|  |   |   |  |   |
|--|---|---|--|---|
| <p><b>Start!<br/>Go!</b></p>   |   | <p>19 Say.<br/></p>  | <p>18<br/>Jump to 20.<br/>←</p>  | <p>17 Say.<br/></p>                            |
| <p>1 Jump to 5.<br/>↓</p>  | <p>←<br/></p> | <p>20 Say a tongue twister (Unit 7).</p>  |  | <p>16 Can you ...?<br/></p>                    |
| <p>2 Sing a song (Unit 7).<br/></p> |   | <p>21 What's he wearing?</p>  |  | <p>15 Yes or No? These are five cars.<br/></p> |
| <p>3 STOP! Wait!<br/></p>           |   | <p>22 Oops! Go back to 15.<br/>↑</p>  |  | <p>14 Do you have ...?<br/></p>              |
| <p>4 Say.<br/></p>                  |   | <p><b>Well done!<br/>You're the winner!<br/>END!</b></p>  | <p>←<br/></p> | <p>13 Say.<br/></p>                          |
| <p>5 Say.<br/></p>                  |   | <p>8 Sit down in the forest and wait two turns.<br/></p> |  | <p>12 What's she wearing?<br/></p>           |
| <p>6 Hurray! Go to 10.<br/>→</p>   | <p>7 What are you wearing?</p>  | <p>9 Ask your friend: name? age? favorite toy?</p>  |  | <p>10 Touch your ears.</p>  |

NEW

# English Adventure

**TESTS**

**LEVEL 3**

# LEVEL 3 Teacher's Notes – Tests

## Unit 1 - My favorite things - Test

### 1 Listen and check (✓) or cross (✗).

- Ask students to look at the pictures of children with their favorite belongings.
- Students are going to listen to the recording and check (✓) the pictures with true descriptions and put a cross (✗) next to the pictures with false descriptions. Play the recording and pause it after each dialogue.

1 **TRACK 2.66**

**Man:** What's your favorite thing, Sarah? Is it a bat?

**Sarah:** No, it isn't a bat! It's a bike.

2

**Woman:** What's your favorite thing, Robert? Is it a TV?

**Robert:** No, it's a spaceship!

3

**Woman:** What's your favorite thing, Mark? Is it a video game?

**Mark:** No, it's a watch!

4

**Man:** What's your favorite thing, Jessica? Is it a watch?

**Jessica:** No, it isn't a watch. It's a robot!

**Answers:** 1 – ✓, 2 – ✗, 3 – ✗, 4 – ✗.

**5 points** (1.25 point for each correctly marked picture)

### 2 Look, read and write.

- Ask students to look at the pictures showing Katie's and David's favorite belongings.
- Students complete the descriptions of the objects with the words from the box.

**Answers:** 1 – *is*, 2 – *scooter*, 3 – *big*, 4 – *isn't*, 5 – *spaceship*.

**5 points** (1 point for each correctly completed gap)

## Unit 2 - My family - Test

### 1 Listen and check (✓).

- Ask students to look at the pairs of pictures showing family members.
- Students are going to listen to the recording and check (✓) the correct picture in each pair. Play the recording and pause it after each sentence.

1 This is my brother. **TRACK 2.67**

2 This is my grandma.

3 This is my aunt.

4 This is my dad.

**Answers:** 1 – brother, 2 – grandma, 3 – aunt, 4 – dad.

**5 points** (1.25 point for each correctly marked picture)

### 2 Look, read and write.

- Ask students to look at the 'family photo'.
- Students complete the descriptions of the family members with the words from the box.

**Answers:** 1 – *uncle*, 2 – *aunt*, 3 – *grandpa*, 4 – *cousin*, 5 – *grandma*.

**5 points** (1 point for each correctly completed gap)

## Unit 3 - My body and face - Test

### 1 Listen and circle.

- Ask students to look at the pictures showing pairs of people or animals.
- Students are going to listen to the recording and circle the correct person or animal in each picture. Play the recording and pause it after each sentence.

1 It has a short tail. **TRACK 2.68**

2 He has big teeth.

3 It has a long neck.

4 He has small hands.

**5 points** (1.25 point for a correctly circled element in each picture)

### 2 Draw your friend and write.

- Students draw their friend and complete the sentences accordingly.

**5 points** (1.25 point for each correctly completed sentence)

## Unit 4 - My room - Test

### 1 Where's the cat? Listen and check (✓) or cross (✗).

- Ask students to look at the pictures of a cat in different places.
- Students are going to listen to the recording and check (✓) the pictures with true descriptions and put a cross (✗) next to the pictures with false descriptions. Play the recording and pause it after each sentence.

1 The cat is under the carpet. **TRACK 2.69**

2 The cat is next to the lamp.

3 The cat is in the bathtub.

4 The cat is on the box.

**Answers:** 1 – ✓, 2 – ✗, 3 – ✓, 4 – ✗.

**5 points** (1.25 point for each correctly marked picture)

### 2 Look, read and write.

- Ask students to look at the picture showing a bedroom.
- Students complete the description of the bedroom with the words from the box.

**Answers:** 1 – *bedroom*, 2 – *armchairs*, 3 – *next to*, 4 – *floor*, 5 – *table*.

**5 points** (1 point for each correctly completed gap)

## Unit 5 - I can jump! - Test

### 1 Listen and circle.

- Ask students to look at the sets of pictures showing animals.
- Students are going to listen to the recording and circle the correct animal in each box. Play the recording and pause it after each sentence.

1 It's a bear. **TRACK 2.70**

2 It's a monkey.

3 It's an elephant.

4 It's a snake.

**Answers:** 1 – *bear*, 2 – *monkey*, 3 – *elephant*, 4 – *snake*.

**5 points** (1.25 point for each correctly circled picture)

## 2 Look, read and write.

- Ask students to look at the picture.
- Students complete the speech balloons with the words and phrases from the box.

**Answers:** 1 – fly, 2 – ride a bike, 3 – dance, 4 – ride a horse, 5 – sing.

**5 points** (1 point for each correctly completed gap)

## Unit 6 - I like cheese - Test

### 1 Listen and number.

- Ask students to look at the picture showing different food items.
- Students are going to listen to the recording and number the food items accordingly. Play the recording and pause it after each item.

- 1 mushrooms
- 2 onions
- 3 strawberries
- 4 peas

**TRACK 2.71**

**Answers:** 1 – mushrooms, 2 – onions, 3 – strawberries, 4 – peas.

**5 points** (1.25 point for each correctly numbered item)

### 2 Look, read and write.

- Ask students to look at the pictures showing children with some food items.
- Students complete the speech balloons with the words and phrases from the box.

**Answers:** 1 – like, 2 – No, 3 – don't like, 4 – Do, 5 – Yes.

**5 points** (1 point for each correctly completed gap)

## Unit 7 - Our world - Test

### 1 Listen and check (✓) or cross (✗).

- Ask students to look at the pictures.
- Students are going to listen to the recording and check (✓) the pictures with true descriptions and put a cross (✗) next to the pictures with false descriptions. Play the recording and pause it after each sentence.

- 1 These are eleven trains.
- 2 These are five cars.
- 3 These are three buses.
- 4 This is a big truck.

**TRACK 2.72**

**Answers:** 1 – ✗, 2 – ✓, 3 – ✓, 4 – ✗.

**5 points** (1.25 point for each correctly marked picture)

### 2 Draw and write.

- Students draw their dream vacation place and complete the sentences accordingly.

**5 points** (2.5 point for each correctly completed sentence)

## Unit 8 - What's he wearing? - Test

### 1 Listen and circle.

- Ask students to look at the sets of pictures showing different items of clothing.
- Students are going to listen to four short dialogues and circle the correct picture in each box. Play the recording and pause it after each dialogue.

**1**

**Woman:** What are you wearing?

**Man:** I'm wearing socks.

**2**

**Man:** What are you wearing?

**Woman:** I'm wearing a belt.

**3**

**Woman:** What are you wearing?

**Man:** I'm wearing boots.

**4**

**Man:** What are you wearing?

**Woman:** I'm wearing a hat.

**TRACK 2.73**

**Answers:** 1 – socks, 2 – belt, 3 – boots, 4 – hat.

**5 points** (1.25 point for each correctly circled picture)

### 2 Look, read and write.

- Ask students to look at the picture showing children and a dog in the forest.
- Students complete the speech balloon with the words from the box.

**Answers:** 1 – wearing, 2 – boots, 3 – raincoat, 4 – 's, 5 – T-shirt.

**5 points** (1 point for each correctly completed gap)

## End of Year - Test

### 1 Listen and match.

- Ask students to look at the picture of a room and the pictures of single items.
- Students are going to listen to a recording and match the items to the correct places in the room. Play the recording and pause it after each sentence.

**1** The bat is under the bed.

**2** The scooter is next to the chair.

**3** The boat is on the cupboard.

**4** The socks are in the box.

**TRACK 2.74**

**4 points** (1.0 point for each correctly matched item)

### 2 Look and write.

- Students look at the pictures and complete the sentences accordingly.

**6 points** (1.25 point for each correctly completed sentence)

# My favorite things

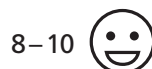
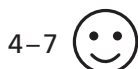
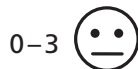
# Test

UNIT

# 1

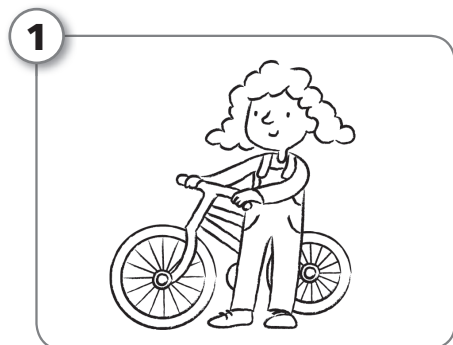
Name ..... Class .....

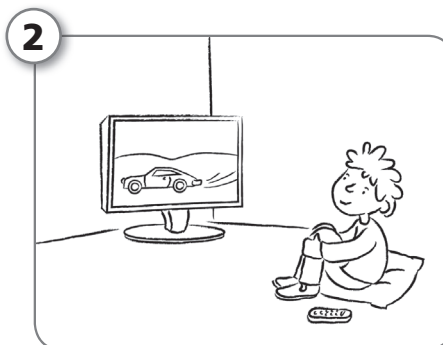
TOTAL: ..... / 10



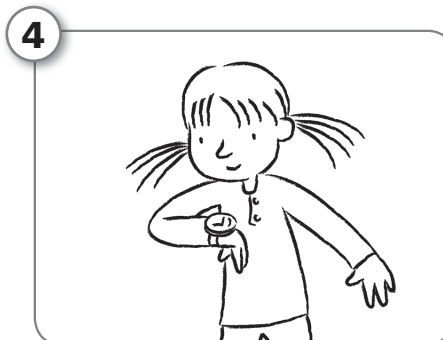
## 1 Listen and check (✓) or cross (X).

..... / 5










## 2 Look, read and write.

..... / 5



Katie

big isn't is scooter spaceship



David

My favorite thing

1 \_\_\_\_\_ big.

It isn't small. It isn't a bike.

It's a <sup>2</sup> \_\_\_\_\_ .

My favorite thing isn't

3 \_\_\_\_\_ . It's small.

It <sup>4</sup> \_\_\_\_\_ a watch.

It's a <sup>5</sup> \_\_\_\_\_ .

# My family

# Test

UNIT

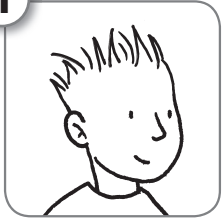

# 2

Name ..... Class .....



TOTAL: ..... / 10    0-3 ☹️    4-7 😊    8-10 😄

**1 Listen and check (✓).** ..... / 5


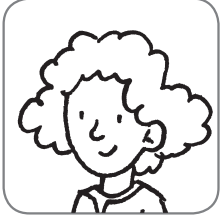
**1**



**2**


**3**

**4**





**2 Look, read and write.** ..... / 5



I'm Susan. I'm eight.  
I don't have a brother or sister.

aunt   grandma   grandpa  
uncle   cousin



This is my dad, Jack.

This is my mom, Kate.

This is my 1 \_\_\_\_\_, Tom.

This is my 2 \_\_\_\_\_, Mary.

This is my 4 \_\_\_\_\_, Julia.

Jessica is my 5 \_\_\_\_\_.

This is my 3 \_\_\_\_\_, William.



# My body and face

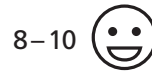
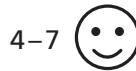
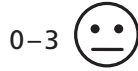
# Test

UNIT

# 3

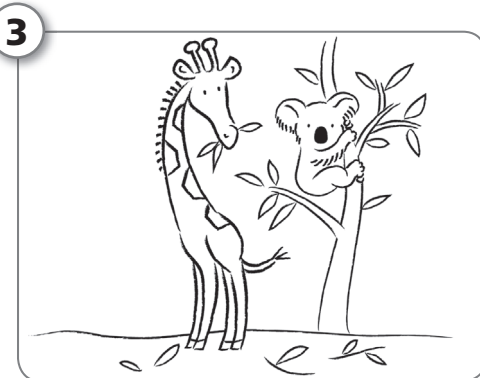
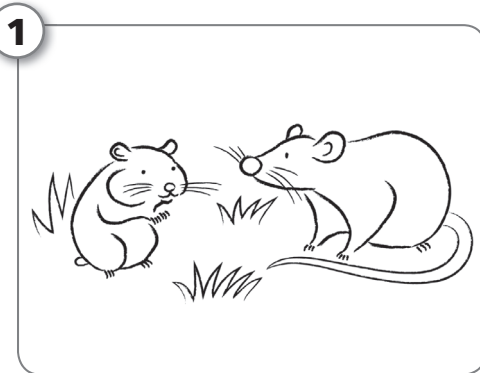
Name ..... Class .....

TOTAL: ..... / 10



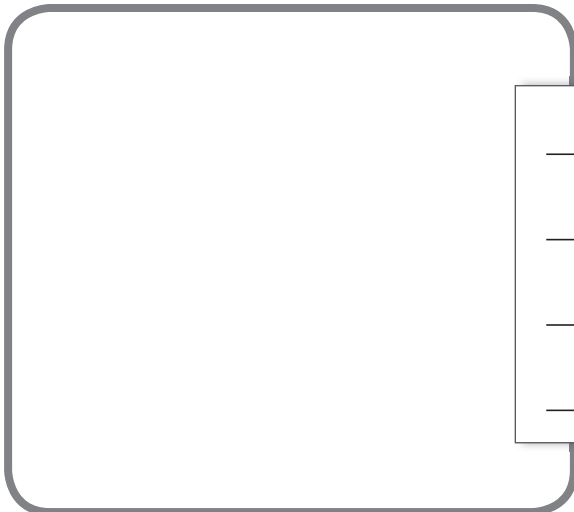
## 1 Listen and circle.

..... / 5



## 2 Draw your friend and write.

..... / 5



\_\_\_\_\_ has \_\_\_\_\_ hair.

\_\_\_\_\_ has \_\_\_\_\_ eyes.

\_\_\_\_\_ glasses.

\_\_\_\_\_ doesn't have \_\_\_\_\_.

# My room

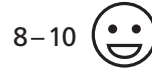
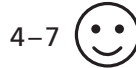
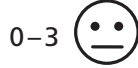
# Test

UNIT

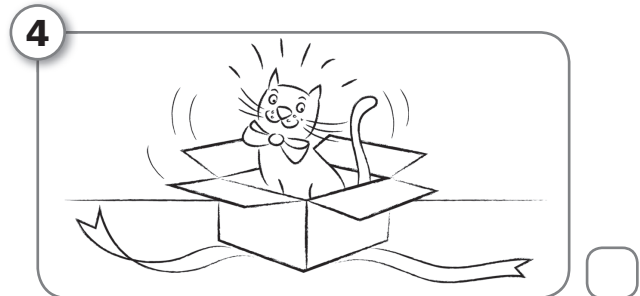
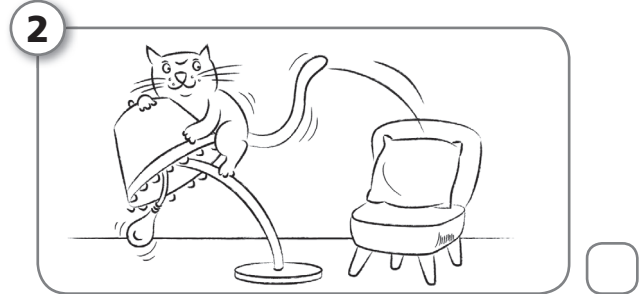
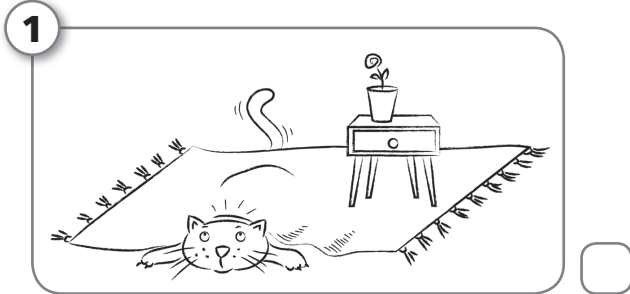
# 4

Name ..... Class .....

TOTAL: ..... / 10

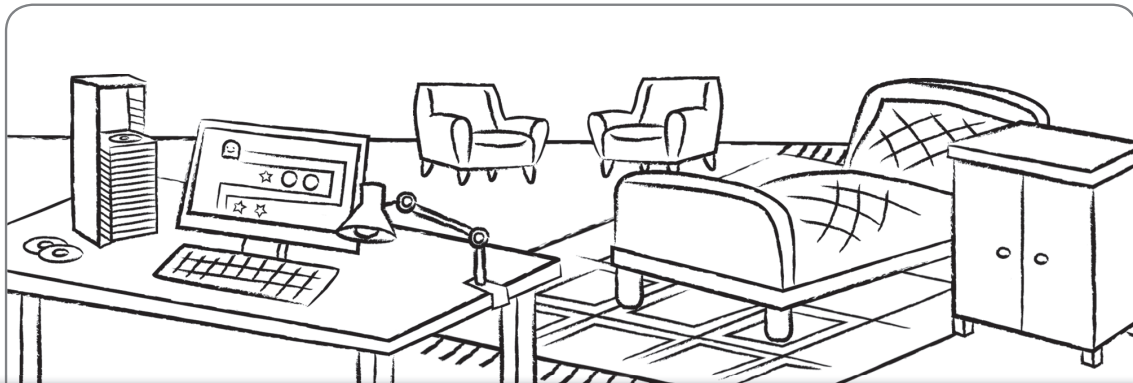


**1** Where's the cat? Listen and check (✓) or cross (X). ..... / 5



**3** Look, read and write. .... / 5

next to    bedroom    armchairs    floor    table



I have a big <sup>1</sup> \_\_\_\_\_. I have a big table, a big bed, two  
<sup>2</sup> \_\_\_\_\_ and a cabinet. The cabinet is <sup>3</sup> \_\_\_\_\_  
the bed. I have a carpet on the <sup>4</sup> \_\_\_\_\_. The computer is on  
the <sup>5</sup> \_\_\_\_\_. I like computer games!

# I can jump

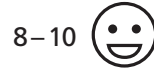
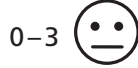
# Test

UNIT

# 5

Name ..... Class .....

TOTAL: ..... / 10



## 1 Listen and circle.

..... / 5

|              |              |              |              |
|--------------|--------------|--------------|--------------|
| <b>1</b><br> | <b>2</b><br> | <b>3</b><br> | <b>4</b><br> |
|--------------|--------------|--------------|--------------|

## 3 Look, read and write.

..... / 5

dance fly ride a bike ride a horse sing

I can <sup>1</sup> \_\_\_\_\_ .

I can <sup>2</sup> \_\_\_\_\_ .

I can <sup>3</sup> \_\_\_\_\_ .

I can't <sup>4</sup> \_\_\_\_\_ .

I can't <sup>5</sup> \_\_\_\_\_ .

# I like cheese

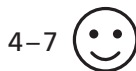
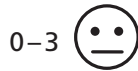
# Test

UNIT

# 6

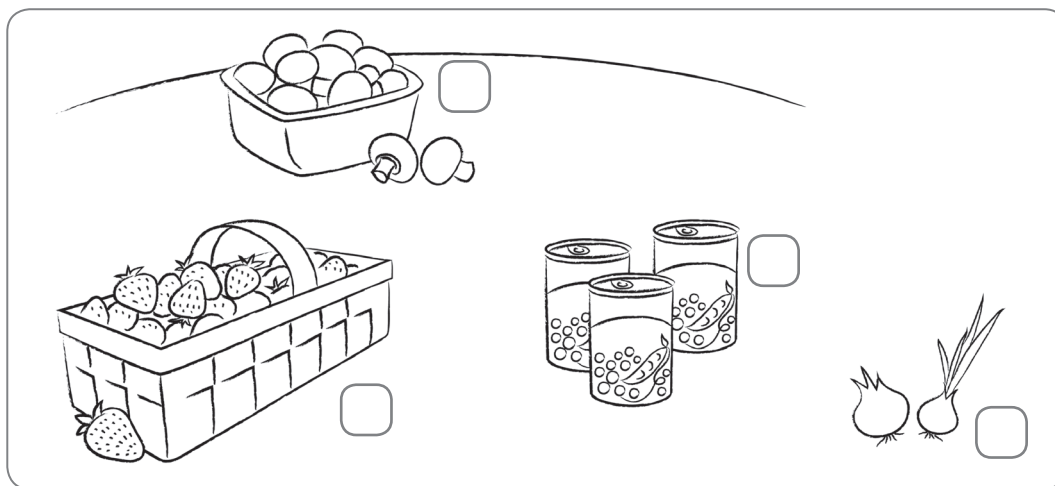
Name ..... Class .....

TOTAL: ..... / 10



## 1 Listen and number.

..... / 5



## 3 Look, read and write.

..... / 5

Yes Do don't like No like

I <sup>1</sup> \_\_\_\_\_  
tomatoes. Do you  
like tomatoes?

<sup>2</sup> \_\_\_\_\_. I don't  
like tomatoes.

I <sup>3</sup> \_\_\_\_\_ grapes.  
<sup>4</sup> \_\_\_\_\_ you like grapes?

<sup>5</sup> \_\_\_\_\_.  
I like grapes. Yum!

# Our world

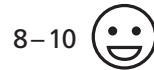
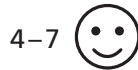
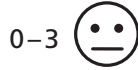
# Test

UNIT

# 7

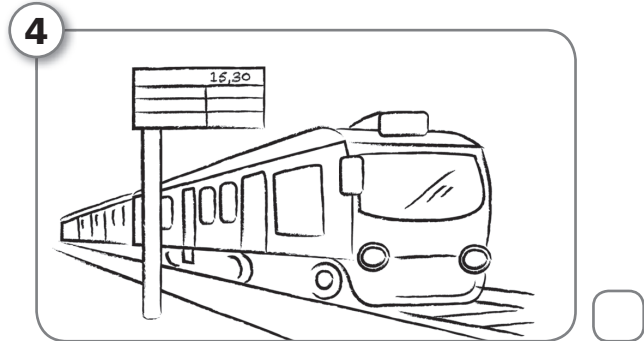
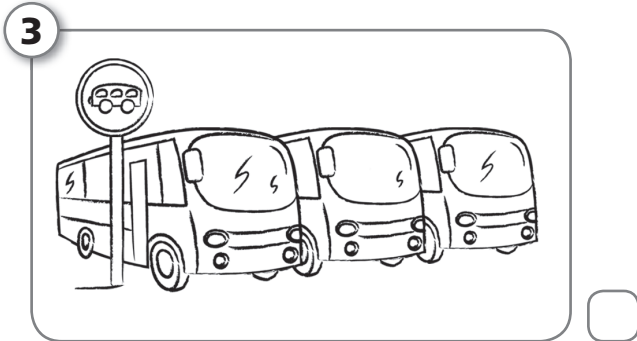
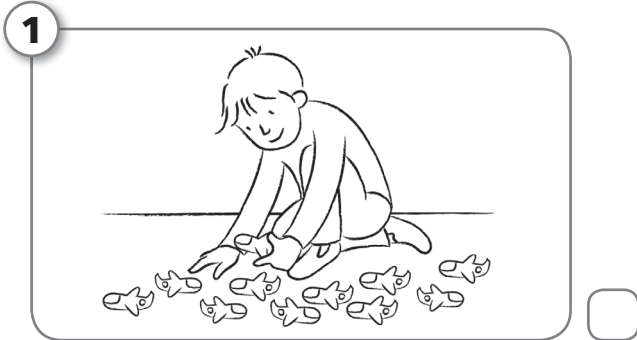
Name ..... Class .....

TOTAL: ..... / 10



## 1 Listen and check (✓) or cross (X).

..... / 5



## 2 Draw and write.

..... / 5

This is my dream vacation place.

This is \_\_\_\_\_.

These are \_\_\_\_\_.

# What's he wearing?

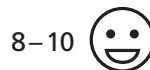
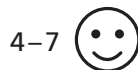
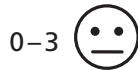
# Test

UNIT

# 8

Name ..... Class .....

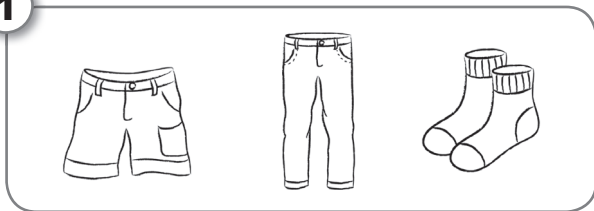
TOTAL: ..... / 10



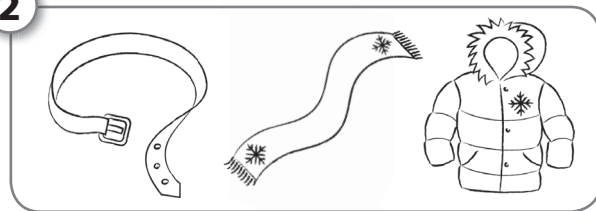
## 1 Listen and circle.

..... / 5

1



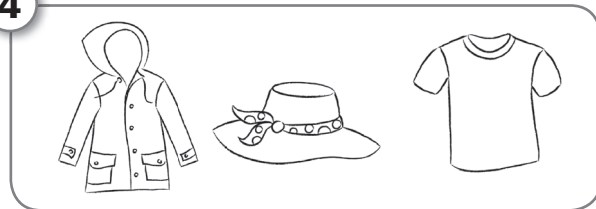
2



3



4



## 2 Look, read and write.

..... / 5

's raincoat T-shirt boots wearing



I'm Sandra, this is my brother Brad, and this is Rex, my dog.

We're in the forest.

I'm <sup>1</sup> \_\_\_\_\_ jeans, a raincoat and <sup>2</sup> \_\_\_\_\_.

Rex is wearing a <sup>3</sup> \_\_\_\_\_, too! Look at Brad!

He <sup>4</sup> \_\_\_\_\_ wearing shorts, sneakers and a <sup>5</sup> \_\_\_\_\_. And a hat!

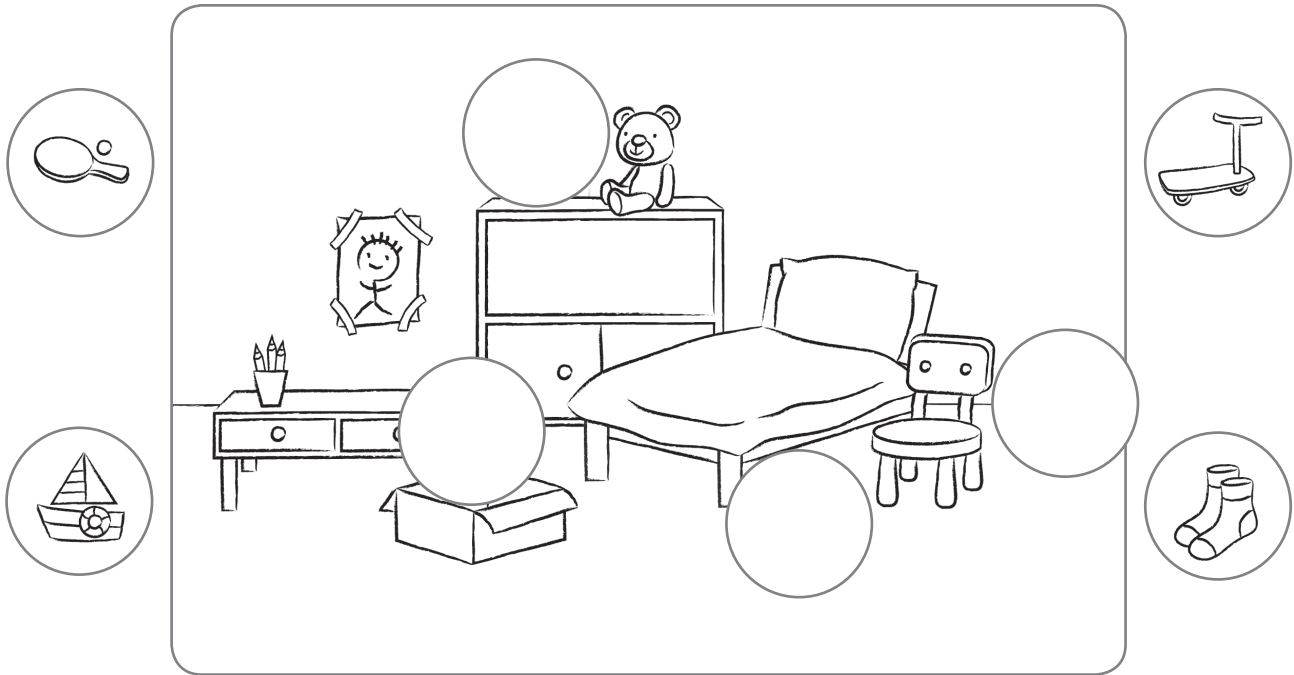
# Test

**END OF YEAR**

Name ..... Class .....

**TOTAL:** ..... / 10    0-3 😞    4-7 😊    8-10 😄

**1 Listen and match.** ..... / 4

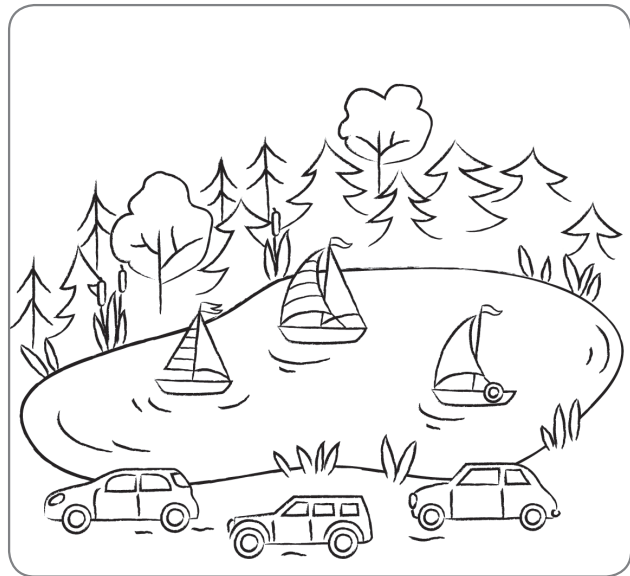


**2 Look and write.** ..... / 6



😊 I like \_\_\_\_\_ .

😞 I \_\_\_\_\_ .



This is \_\_\_\_\_ .

These are \_\_\_\_\_ and \_\_\_\_\_ .

NEW

# English Adventure

**DVD Worksheets**

**LEVEL 3**



# DVD worksheets

## Worksheet 1

### 1 Read, draw and color.

- Students read the description in the speech balloon above the face outline. Then they draw the parts of the face in the outline and color them in according to the description.

## Worksheet 2

### 1 Write.

- Students look at the pictures of Ted and Lucy holding soccer balls. Then students complete the sentences in the speech balloons with *on* or *under* and the appropriate names of parts of the body, and label the remaining parts of the body in the pictures using words from the box.
- **Answers:** (top to bottom) Ted – *The ball is under my foot; hand, leg, feet.* Lucy – *The ball is on my hand; hair, arm, body, feet.*

## Worksheet 3

### 1 Choose. Then write.

- Students cross out the wrong words in the descriptions of the monkey and the bears. Then they complete the description of the elephant.
- **Answers:** *A monkey has long arms and long legs. It can climb trees; A bear has short legs. It can swim. It can't fly; An elephant has a long nose. It can walk. It can't jump.*

## Worksheet 4

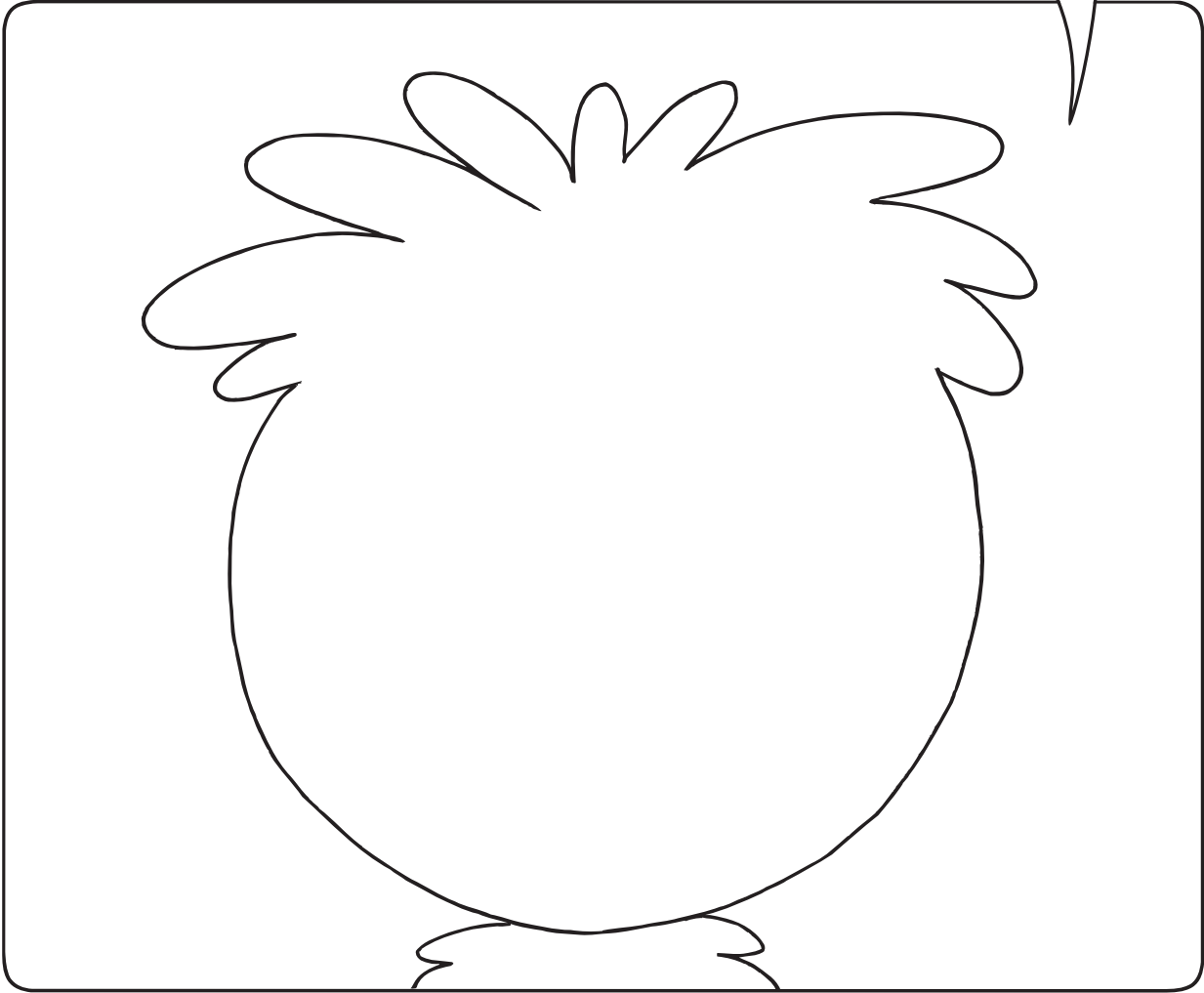
### 1 Write.

- Students look at the picture of grandma, the girl and the twins. Then they complete the sentences using words from the box.
- **Answers:** *My grandma's wearing a hat, a coat, pants and boots; My sister is wearing a sweater and shorts; The twins are wearing T-shirts, pants and sneakers.*

Worksheet 1

1 Read, draw and color.

Draw my face.  
I have three eyes.  
I have a big nose.  
I have a big mouth  
and big teeth.  
I have two small ears.  
My hair is pink.  
My ears are yellow.  
My eyes are green.



Worksheet 2

1 Write.

head arm leg body hair hand (x 2) foot feet (x 2)

The ball is \_\_\_\_\_  
my \_\_\_\_\_.

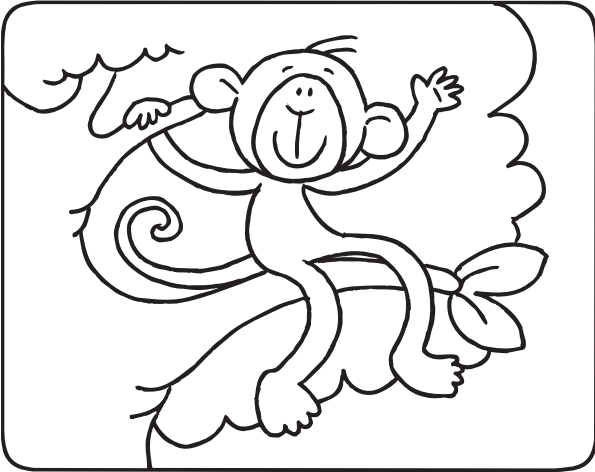
The ball is \_\_\_\_\_  
my \_\_\_\_\_.

on  
under

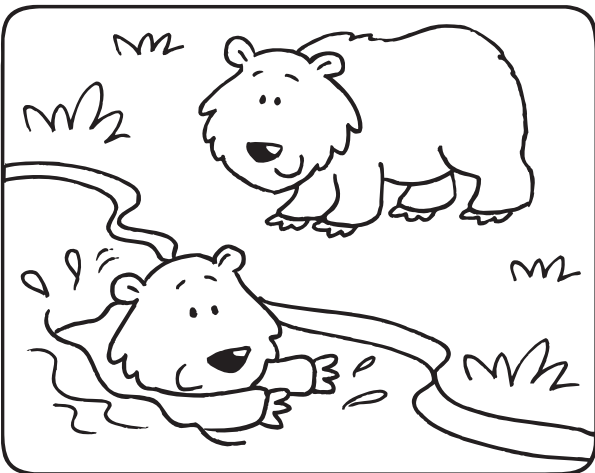


Worksheet 3

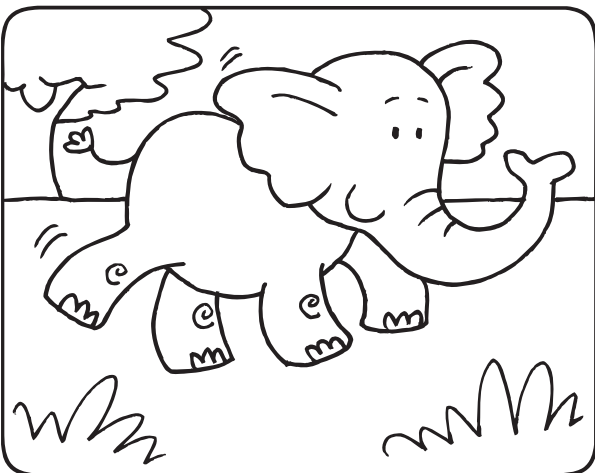
1 Choose. Then write.



A monkey has **long** / **short** arms  
and **long** / **short** legs. It **can** / **can't**  
climb trees.



A bear has **long** / **short** legs. It  
**can** / **can't** swim. It **can** / **can't** fly.



An elephant has a \_\_\_\_\_ nose.  
It \_\_\_\_\_ walk.  
It \_\_\_\_\_ jump.

Worksheet 4

1 Write.

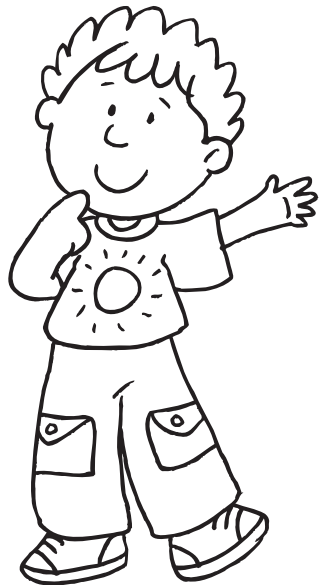
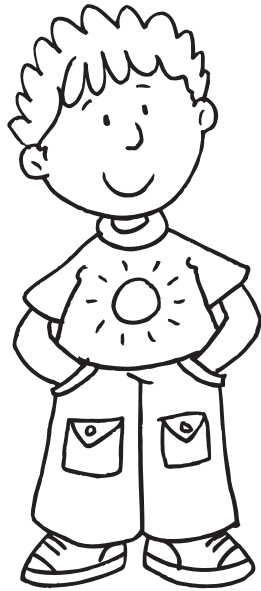
My grandma's wearing \_\_\_\_\_  
\_\_\_\_\_.

My sister's wearing \_\_\_\_\_  
\_\_\_\_\_.

The twins are wearing \_\_\_\_\_  
\_\_\_\_\_.



sweater boots hat T-shirt shorts sneakers coat pants



**NEW**

# **English Adventure**

**PHOTOCOPIABLE  
RESOURCES**

**LEVEL 4**

# Photocopiable worksheets

## Teacher's notes

**PLEASE NOTE!** Before you hand out the worksheets, review the target vocabulary using any game from the Resource Bank.

## Welcome activities, Activity 1

### Worksheet 1

**Objective:** to review introductions and classroom commands.

#### 1 Unscramble the words, form questions and answer them.

- Walk around the class and ask: *How are you? What's your name?*
- Ask students to unscramble the words, form questions and answer them.
- **Answers:** 1 *What's your name?* 2 *How are you?* 3 *I'm fine, thanks, and you?; Students' own answers.*
- **Follow-up:** Place students in pairs and have them create a dialogue with the questions formed.

#### 2 Read and match.

- Say a classroom command and have students mime it with you.
- Ask students to match the commands to the pictures.
- **Answers:** 1 a, 2 f, 3 c, 4 d, 5 b, 6 e.
- **Follow-up:** Have students cover the commands. Point to the pictures and ask students to say the correct commands.

## Welcome activities, Activity 2

### Worksheet 2

**Objective:** to review classroom objects. *This is (your bag). It's (a pen).*

#### 1 Unscramble the letters and form words.

- Ask students to unscramble the letters and write the words in the gaps provided.
- **Answers:** 1 *pencil*, 2 *eraser*, 3 *ruler*, 4 *chair*, 5 *bag*, 6 *board*.
- **Follow-up:** Say the names of classroom objects and have students point to them in the classroom.

#### 2 Read and match.

- Point to a few classroom objects and ask: *What's this?* Students: *This is an (eraser) / It's an (eraser).*
- Ask students to match the sentences to the pictures.
- **Answers:** 1 c, 2 a, 3 b.
- **Follow-up:** Place students in pairs and have them mingle. One student points to an object, says a false sentence and the other one corrects it. Student 1: (*pointing to a pen*) *It's / This is a pencil.* Student 2: *No, it's / this is a pen.* Have students switch roles.

## Welcome activities, Activity 3

### Worksheet 3

**Objective:** to review numbers 10–20. *There are (ten) (bags).*

#### 1 Look and read. Then match and write.

- Hold up three pencils and ask: *How many pencils?* Students: *Three.*
- Ask students to read the questions, count the objects and answer the questions.
- **Answers:** 1 *twelve*. 2 *ten bags*. 3 *fifteen rulers*. 4 *eleven chairs*.
- **Follow-up:** Students cover the worksheets and answer questions using complete sentences. T: *How many (pencils)?* Students: *These are (twelve) pencils.*

## Welcome activities, Activity 4

### Worksheet 4

**Objective:** to review colors and food. *I like / don't like (cake). My favorite food is (chocolate).*

#### 1 Read and color.

- Point to different objects in the classroom and ask: *What color is it?* Students: *It's (red).*
- Ask students to read the sentences and color the shapes accordingly.
- **Answers:** 1 *red*, 3 *yellow*, 4 *blue*, 6 *orange*, 7 *black*, 9 *green*.
- **Follow-up:** Place students in pairs and have them take it in turns to point to the shapes and say: *It's (red).*

#### 2 Read and write about you.

- Ask students to read the sentences and complete them with true information about themselves. Then the students: *Do you like (cake)? What's your favorite food?*
- Ask students to write what their favorite food is using the words from the box. Have students read out their answers.

# Hello

## Worksheet 5

**Objective:** to review the alphabet and introductions.

### 1 Read and match.

- Walk around the class, ask questions 1–5 and have students answer them.
- Ask students to match questions 1–5 to answers a–e.
- **Answers:** 1 *b*, 2 *a*, 3 *d*, 4 *e*, 5 *c*.
- **Follow-up:** Place students in pairs and have them ask each other the questions from the worksheet and answer them.

### 2 Write the missing letters. Then match.

- Say two letters of the alphabet for students to say the next one. T: A, B... Students: C.
- Ask students to fill in the letters of the alphabet and then match the capitals to the lower case letters.
- **Follow-up:** Have students say the alphabet and then read the lower case letters under the alphabet.

# Unit 1

## Worksheet 6

**Objective:** to review feelings and family members. *This is (dad). He's (hungry).*

### 1 Read and answer. Then draw.

- Ask students to read the text and answer the questions. Have students draw a picture matching the text.
- **Answers:** 1 *Dad*. 2 *Anna*. 3 *Yes, she is thirsty*. 4 *No, she is worried*. 5 *Pat*.

### 2 Read and match.

- Say: *I have ice cream. I'm ...* and have students finish your sentence: (*happy*).
- Ask students to match the sentences to the feelings.
- **Answers:** 1 *b*, 2 *a*, 3 *e*, 4 *d*, 5 *c*.
- **Follow-up:** Place students in pairs. One of them reads a sentence and the other reacts to it with the worksheet covered. Then students switch roles.

# Unit 2

## Worksheet 7

**Objective:** to review the weather, seasons and clothes. *It's (cold). She has a (scarf).*

### 1 Circle the correct words.

- Ask students to read the sentences and circle the correct words.
- **Answers:** 1 *cold and snowing*, 2 *winter*, 3 *cloudy*, 4 *spring*, 5 *windy and cloudy*.
- **Follow-up:** Have students write their own sentences about two seasons in the back of their worksheets and then read them to their partners.

### 2 Read and complete. Then draw.

- Ask students to read the texts and complete them with the words from the box. Then students draw pictures matching the texts.
- **Answers:** 1 *winter*, 2 *summer*, 3 *fall*, 4 *spring*. Note: Depending on where they live, students may give different answers. Remind them that these answers are based on the seasons in the USA, where Easter is in Spring.
- **Follow-up:** One student describes a picture and the other one guesses the season. Then students switch roles.

# Unit 3

## Worksheet 8

**Objective:** to review different action verbs. (*He is / isn't (running).*)

### 1 Look and answer.

- Ask students to tell you what the children in the picture are doing.
- Have students look at the picture and answer the questions.
- **Answers:** 1 *No, he isn't walking. He's running*. 2 *Yes, she is jumping*. 3 *Yes, he's playing with a ball*. 4 *No, he isn't running. He's walking*. 5 *Yes, she is reading*. 6 *Yes, she is writing*.
- **Follow-up:** Students talk about the picture in pairs.

### 2 Read and complete.

- Say: *I'm at a party. I'm ...* and have students finish your sentence: (*Dancing*).
- Ask students to complete and then write the sentences using the words from the box.
- **Answers:** 1 *dancing*. 2 *flying*. 3 *swimming*. 4 *I'm juggling*. 5 *She's drawing*. 6 *He's singing*.

# Unit 4

## Worksheet 9

**Objective:** to review places in a city and prepositions of place. *There's a (hotel) next to a (school). It's (next to) the (school).*

### 1 Look at the pictures. Read and check (✓) the correct sentences.

- Have students look at the pictures and tell you where the different places are using *next to*, *behind*, *in front of*.
- Students read the sentences and check (✓) the ones which are correct.
- **Answers:** 1 ✓, 4 ✓.

### 2 Look at Activity 1 and answer.

- Ask students to answer the questions by using the map as a guide.
- **Answers:** 1 *It's next to the hotel*. 2 *It's in front of the museum*. 3 *It's in front of the park*. 4 *It's next to the store*.
- **Follow-up:** Students talk about the places in the city in pairs.

# Unit 5

## Worksheet 10

**Objective:** to review daily routines and telling the time. *I (get up) at (eight o'clock).*

### 1 Number the daily routines. Then answer.

- Ask students to put the daily routines in the correct order, then answer the questions about themselves.
- **Answers:** 1 *get up*, 2 *have breakfast*, 3 *go to school*, 4 *study*, 5 *have lunch*, 6 *go home*, 7 *go to bed*.
- **Follow-up:** Place students in pairs and have them describe their typical day to each other.

### 2 Read and write sentences.

- Ask students to look at the pictures, read the time and write sentences.
- **Answers:** 1 *I get up at six thirty*. 2 *I have a shower at seven thirty*. 3 *I have breakfast at eight o'clock*. 4 *I read a book at eleven o'clock*. 5 *I go home at four o'clock*. 6 *I go to bed at eight thirty*.
- **Follow-up:** Place students in pairs and have them read sentences for their partner to point to the correct picture.



## Unit 6

### Worksheet 11

**Objective:** to review hobbies and days of the week. *I (do) (karate). He has (an art lesson) on Monday.*

#### 1 Correct the sentences.

- Ask students what hobbies they have.
- Have students correct the sentences.
- **Answers:** 1 *I do karate and go cycling.* 2 *I do ballet and go swimming.* 3 *I do gymnastics and have art lessons.* 4 *I have music lessons and go camping.*
- **Follow-up:** Students write an incorrect sentence for their partner to correct.

#### 2 Find the days. Then write them.

- Ask students to find the days of the week in the word snake and write them down.
- **Answers:** *Tuesday, Friday, Monday, Wednesday, Thursday, Sunday, Saturday.*

#### 3 Look at Pete's diary and correct the sentences.

- Ask students to look at the diary and correct the sentences.
- **Answers:** 1 *He has art lessons on Monday.* 2 *He does karate on Wednesday.* 3 *He has music lessons on Thursday.* 4 *He goes fishing on Sunday.*
- **Follow-up:** Ask students to write a few sentences about what they do during the week to read to their partners.

## Unit 7

### Worksheet 12

**Objective:** to review animals and animal food. *(Crocodiles) eat (meat).*

#### 1 Read and complete. Then write the missing letters.

- Ask students to read the sentences, complete the gaps with the words from the box and fill in the missing letters in the words.
- **Answers:** 1 *grass, meat,* 2 *meat, seeds,* 3 *bugs, fruit,* 4 *seeds, grass,* 5 *leaves, bugs,* 6 *fruit, leaves.*
- **Follow-up:** Ask students to write two sentences about animals and what they eat to read to their partners.

#### 2 Put the words in the correct column.

- Students tell you what they remember about omnivores, carnivores and herbivores. Place students in pairs and have them put the words in the correct column.
- **Answers:** carnivores: *lions, tigers, crocodiles, sharp teeth;* omnivores: *monkeys, birds, frogs, sharp beaks, sharp teeth, flat teeth;* herbivores: *antelopes, zebras, hippos, flat teeth.*

## Unit 8

### Worksheet 13

**Objective:** to review sports names. *I like / don't like (horseback riding). He/She likes / doesn't like (surfing).*

#### 1 Check (✓) or cross (✗) and write sentences about you using *I like / I don't like.*

- Ask students to check (✓) the sports they like and put cross (✗) next to the ones they don't like. Then ask them to write sentences using the information in the chart.
- Have students read their sentences to their partners.

#### 2 Guess the sport.

- Students write the names of the sports described in the sentences.
- **Answers:** 1 *surfing,* 2 *tennis,* 3 *horseback riding,* 4 *scuba diving,* 5 *roller skating,* 6 *rock climbing.*
- **Follow-up:** Students read the sentences for their partners to guess the sport.

#### 3 Choose the correct word.

- Have students read the sentences and then choose the correct words.
- **Answers:** 1 *like,* 2 *doesn't,* 3 *likes,* 4 *doesn't like,* 5 *don't.*

## Harvest Festival

### Worksheet 14

**Objective:** to review Harvest Festival vocabulary.

#### 1 Unscramble the letters and form words.

- Ask students what they remember about the Harvest Festival. Then have them unscramble the letters and form words.
- **Answers:** *apples, pumpkin, bread, carrots, pears, corn.*

#### 2 Read and complete. Then draw.

- Ask students to read the text and complete it with the words from the box. Then ask students to draw a picture matching the text.
- **Answers:** 1 *fall*, 2 *Festival*, 3 *thank*, 4 *food*, 5 *apples*, 6 *corn*, 7 *pears*, 8 *hat*.
- **Follow-up:** Have students cover their worksheets. Read the text and ask them to say *Stop* when they hear a word missing and say it.

## Bonfire Night

### Worksheet 15

**Objective:** to review Bonfire Night vocabulary.

#### 1 Write the missing letters.

- Ask students what they remember about Bonfire Night. Then have them fill in the missing letters in the words.
- **Answers:** 1 *Guy*, 2 *fireworks*, 3 *bonfire*, 4 *potatoes*.

#### 2 Read and color.

- Explain to students that they have to read the text and color the picture accordingly.
- Place students in pairs. Have them cover the worksheets and take turns to describe the picture.

## New Year's Eve

### Worksheet 16

**Objective:** to review New Year's Eve vocabulary.

#### 1 Read and complete.

- Ask students what they remember about New Year's Eve. Then have them work in pairs and complete the text with the words from the box.
- **Answers:** 1 *party*, *fireworks*, 2 *calendar*, *December*, 3 *twelve*, 4 *midnight*.
- **Follow-up:** Have one student read the sentences and the other one cover the worksheet and complete the gaps from memory. Then students switch roles.

#### 2 Unscramble the words and write sentences.

- Ask students to unscramble the words, write sentences and check the answers in pairs.
- **Answers:** 1 *It's my New Year's Eve party.* 2 *What time is it? It's midnight.* 3 *My mom and dad are singing.* 4 *My baby brother is sleeping on the sofa.* 5 *Look at the windows. There are fireworks.*

## Valentine's Day

### Worksheet 17

**Objective:** to review Valentine's Day vocabulary.

#### 1 Read and correct the sentences.

- Students look at the pictures and correct the sentences.
- **Answers:** 1 *She has flowers.* 2 *He has chocolates.* 3 *He has two hearts.* 4 *She has a card.*
- **Follow-up:** Have students cover the sentences and describe the pictures.

#### 2 Unscramble the letters and form words.

- Explain to students that they have to unscramble the letters and form words.
- **Answers:** 1 *chocolates*, 2 *cake*, 3 *heart*, 4 *cards*, 5 *flowers*.

#### 3 Read and draw. Then color.

- Ask students to read the description, then draw the shop window and color it as in the text. Then have them compare their pictures in pairs.

## Mother's Day

### Worksheet 18

**Objective:** to review Mother's Day vocabulary.

#### 1 Look and write.

- Ask students what they do on Mother's Day. Then have them look at the picture and complete the text.
- **Answers:** 1 *flowers*, 2 *card*, 3 *chocolates*, 4 *cake*, 5 *cup (of tea)*.
- **Follow-up:** Have students cover the text and describe it in pairs, using as many details as possible.

#### 2 Unscramble the words and write sentences.

- Ask students to unscramble the words and write sentences.
- **Answers:** 1 *Mom is next to Grandma.* 2 *My sister has a card for Grandma.* 3 *My brother has chocolates for Mom.* 4 *Dad has a cake.* 5 *Grandma and Mom are very happy.*
- **Follow-up:** Students write another sentence describing the picture in Activity 1.

## Review Units 1–2

### Worksheet 19

**Objective:** to review feelings, seasons, months and weather. *I'm / I'm not (sad). He/She is / isn't (sad). It's (summer). It's (hot).*

#### 1 Read and match.

- Ask students to match the questions with the answers.
- **Answers:** 1 c, 2 b, 3 e, 4 d, 5 a.
- **Follow-up:** Place students in pairs. Have one of them read the question and the other one answer it with the worksheet covered. Then have students switch roles.

#### 2 Look and write. Then read and match.

- Ask students to look at the pictures and write the names of seasons under each of them. Then ask them to read sentences a-d and match them to the pictures.
- **Answers:** 1 d, *summer*; 2 b, *winter*; 3 c, *spring*; 4 a, *fall*.
- **Follow-up:** Students cover the sentences and describe the pictures in turns.

#### 3 Read and complete.

- Ask students what festivals they remember and what months they are in.
- Students complete the sentences with the words from the box, then write when their birthday is.
- **Answers:** 1 *April, March*; 2 *December*; 3 *October*; 4 *July*; 5 *Students' own answers*.

## Review Units 3–4

### Worksheet 20

**Objective:** to review action verbs, places in city and prepositions of place. *There is / isn't a (café) (next to) the (movie theater).*

#### 1 Read and choose the correct word. Then draw the athlete.

- Ask students to read the text and choose the correct words. Then have them draw the athlete the best they can and show their work to their partners.
- **Answers:** *scared, swim, medals, champion*.

#### 2 Read and choose.

- Ask students to read the sentences and choose the correct phrases.
- **Answers:** 1 *There are*, 2 *There's*, 3 *There are*, 4 *There's*, 5 *There are*, 6 *There isn't*.
- **Follow-up:** Ask students to tell you what place there is/isn't in their city.

#### 3 Unscramble the words and write sentences.

- Ask students to unscramble the words and write sentences.
- **Answers:** 1 *There's a café in my town*. 2 *There is a movie theater next to the store*. 3 *There isn't a hospital in your town*. 4 *There is a school next to the park*. 5 *There is a garage in my town*.
- **Follow-up:** Students think of two sentences, write the words out of order and ask their partners to unscramble them.

## Review Units 5–6

### Worksheet 21

**Objective:** to review daily activities, hobbies, days of the week and telling the time. *Yes/No, she (has breakfast) at (seven thirty). He (goes swimming) on (Monday).*

#### 1 Read and answer Yes or No.

- Ask students to read the text and react to each sentence using *Yes/No* and a complete sentence.
- **Answers:** 1 *6:30*. 2 *Yes, she has breakfast at 7:30*. 3 *No, she does gymnastics at 6*. 4 *No, she has dinner at 7:30*. 5 *Yes, she goes to bed at 9*.
- **Follow-up:** Have students read the sentences for their partners to answer.

#### 2 Read and match.

- Ask students to read the text and then match the days to hobbies.
- **Answers:** 1 *d*, 2 *b*, 3 *f & g*, 4 *a*, 5 *e*, 6 *c & d*.
- **Follow-up:** Have students talk about Paul's week.

## Review Units 7–8

### Worksheet 22

**Objective:** to review sports, animals and animal food. *I like / I don't like (meat). He/She likes / doesn't like (cake).*

#### 1 Look and choose.

- Ask students to look at the picture and choose the correct words to complete the sentences.
- **Answers:** 1 *doesn't like*, 2 *likes*, 3 *doesn't like*, 4 *likes*, 5 *doesn't like*, 6 *doesn't like*.

#### 2 Correct the information in these sentences.

- Tell students there is some information to be corrected in each sentence.
- **Answers:** 2 *Carnivores don't eat plants. They eat meat*. 3 *Lions eat meat. Monkeys eat bananas*. 4 *I have a racket. I'm playing tennis*. 5. *Sue isn't scared of horses. She likes horseback riding*.

#### 3 In your notebook, write two sentences about you.

- Ask students to open their notebooks and write two sentences with wrong information about themselves. In pairs, students read their sentences for their partner to correct them.

# Welcome activities, Activity 1

## Worksheet 1

1 Unscramble the words, form questions and answer them.

1 What's ? name your

\_\_\_\_\_

2 How ? you are

\_\_\_\_\_

3 I'm thanks, fine you and ?

\_\_\_\_\_

2 Read and match.

1 Come in.

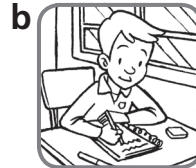
2 Sit down.

3 Open your books.

4 Read.

5 Write.

6 Say.



# Welcome activities, Activity 2

## Worksheet 2

1 Unscramble the letters and form the words.

1 pleinc \_\_\_\_\_

4 ciarh \_\_\_\_\_

2 resare \_\_\_\_\_

5 bga \_\_\_\_\_

3 relur \_\_\_\_\_

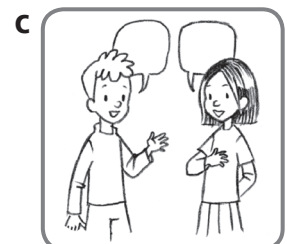
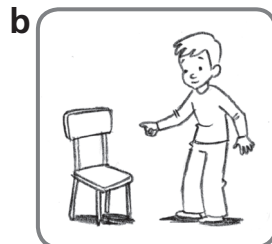
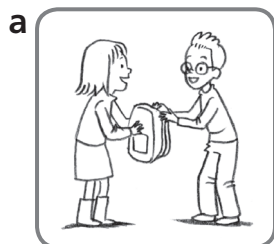
6 daorb \_\_\_\_\_

2 Read and match.

1 Hello. What's your name?

2 This is your bag.

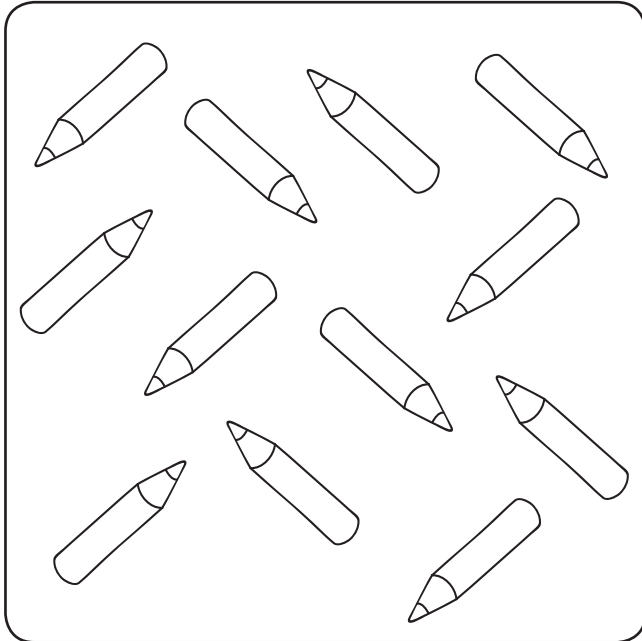
3 It's a chair.



# Welcome activities, Activity 3

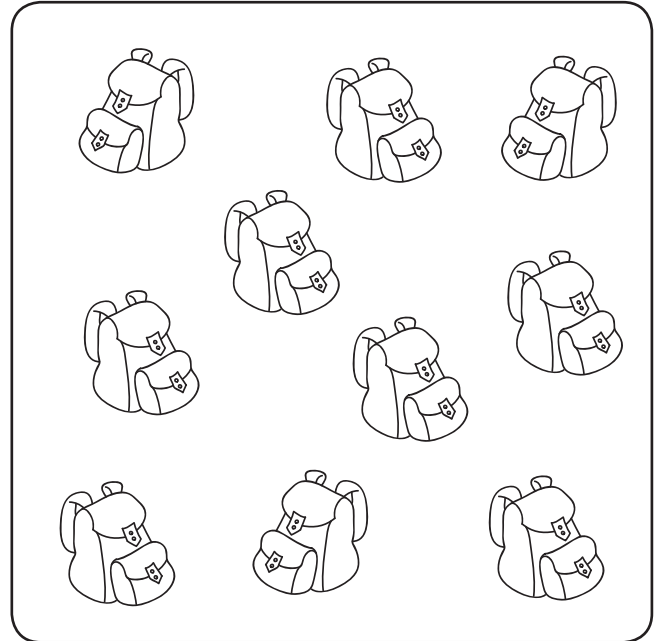
## Worksheet 3

1 Look and read. Then match and write.



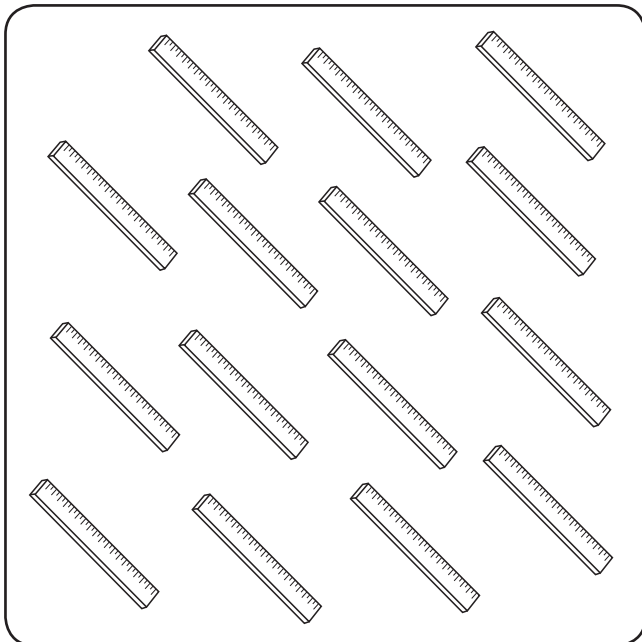
1 How many pencils?

\_\_\_\_\_ pencils.



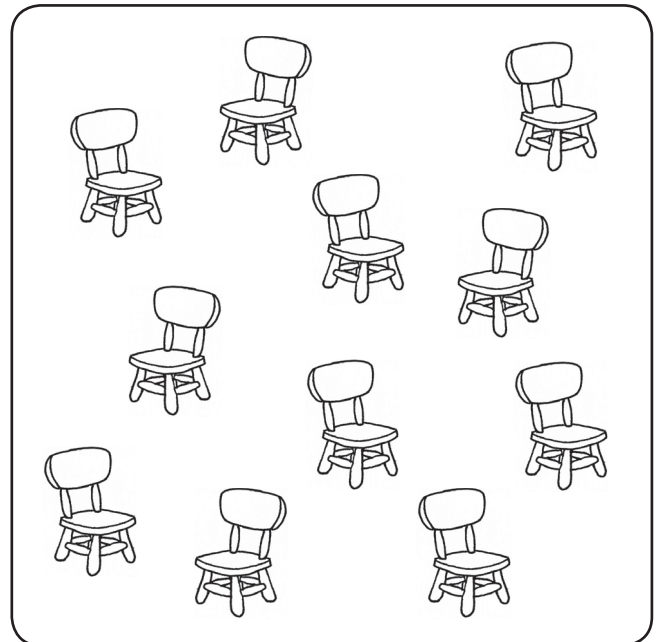
2 How many bags?

\_\_\_\_\_.



3 How many rulers?

\_\_\_\_\_.



4 How many chairs?

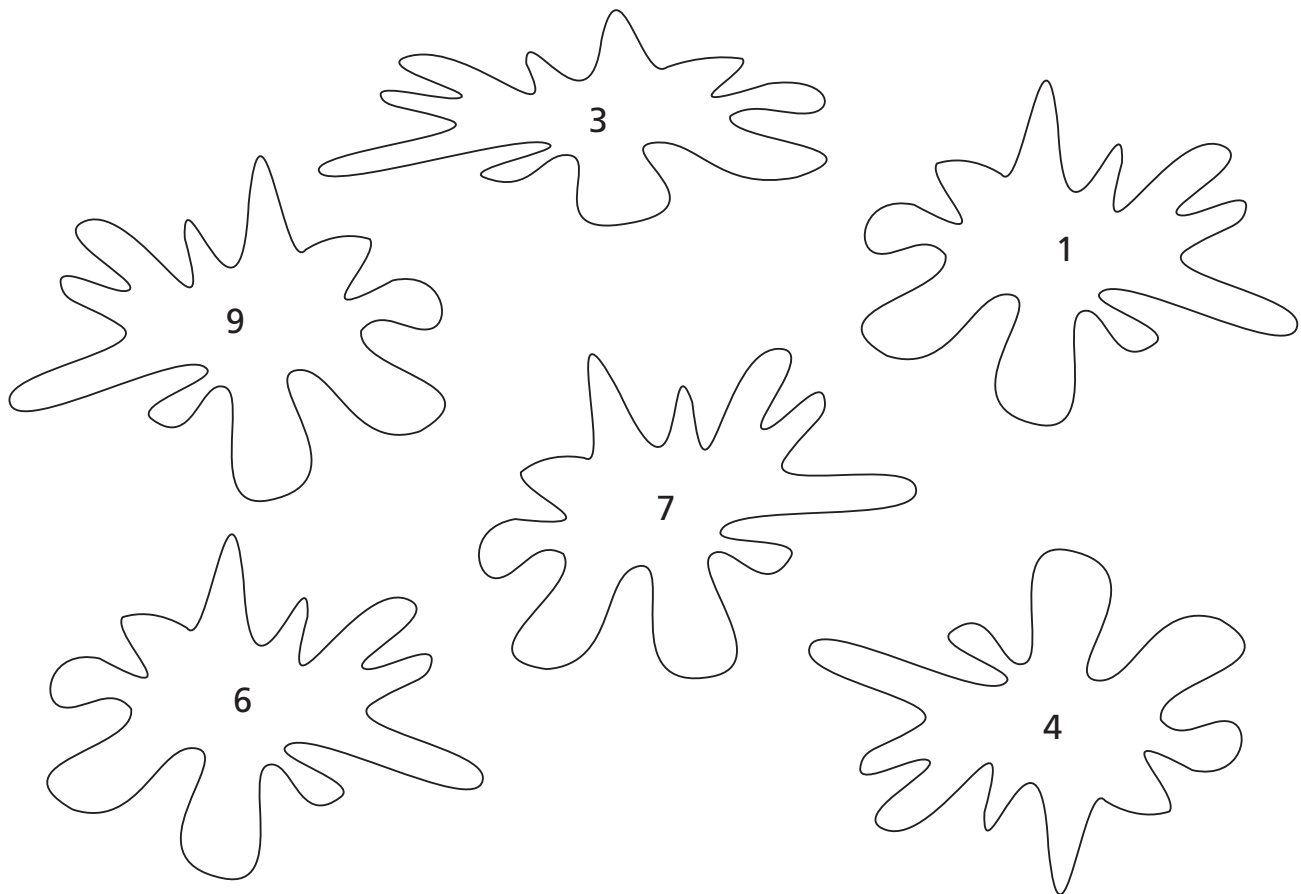
\_\_\_\_\_.

# Welcome activities, Activity 4

## Worksheet 4

### 1 Read and color.

- 1 It's red. It's number one.
- 2 It's yellow. It's number three.
- 3 Number nine is green and number six is orange.
- 4 Number seven isn't blue. It's black.
- 5 It's blue. It's number four.



### 2 Read and write about you.

ice cream

chocolate

cake

carrot

salad

I like \_\_\_\_\_ and \_\_\_\_\_ .

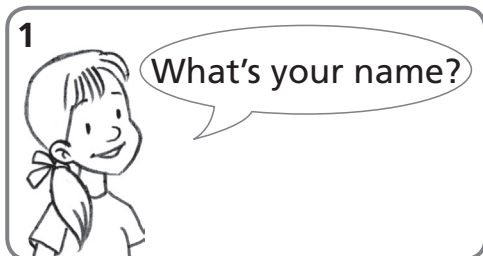
I don't like \_\_\_\_\_ .

My favorite food is \_\_\_\_\_ .

# Hello

## Worksheet 5

### 1 Read and match.



### 2 Write the missing letters. Then match.

A \_ C D \_ F \_ H I J \_ L M \_ O P \_ R \_ T U V \_ X \_ Z

a c d b h f e g l k j i p n o m r s q t w u v y x z

# Unit 1

## Worksheet 6

1 Read and answer. Then draw.

*I'm Anna. This is my family. We're at the park. Dad has a sandwich. He's hungry. Mom has water. She's thirsty. My friend isn't here. I'm sad. Pat is my sister. She can't see our dog. She's worried.*

1 Who is hungry? \_\_\_\_\_

4 Is Pat excited? \_\_\_\_\_

2 Who is sad? \_\_\_\_\_

5 Who is worried? \_\_\_\_\_

3 Is Mom thirsty? \_\_\_\_\_

2 Read and match.

1 These are big dogs.

a hungry

2 I have chocolate.

b scared

3 I can't see my mom.

c tired

4 It's my birthday party!

d excited

5 I'm in bed.

e worried



# Unit 2

## Worksheet 7

1 Circle the correct words.

- 1 It's winter. It's **hot and sunny** / **cold and snowing**.
- 2 It's sunny and hot. It isn't **summer** / **winter**.
- 3 Today it's cold. It's **summer** / **cloudy**.
- 4 It isn't raining or snowing, and it isn't cold. It's **winter** / **spring**.
- 5 It's fall. It's **hot and sunny** / **windy and cloudy**.

2 Read and complete. Then draw.

spring

summer

winter

fall

1

This is my mom. She has an umbrella, a hat and a scarf. It's snowing and it's cold. My mom likes \_\_\_\_\_ .

2

My dad has glasses and a hat. It's very sunny and hot. Dad likes \_\_\_\_\_ .

3

This is my friend Adam. He isn't happy. He has a scarf and a hat. It's windy. He doesn't like \_\_\_\_\_ .

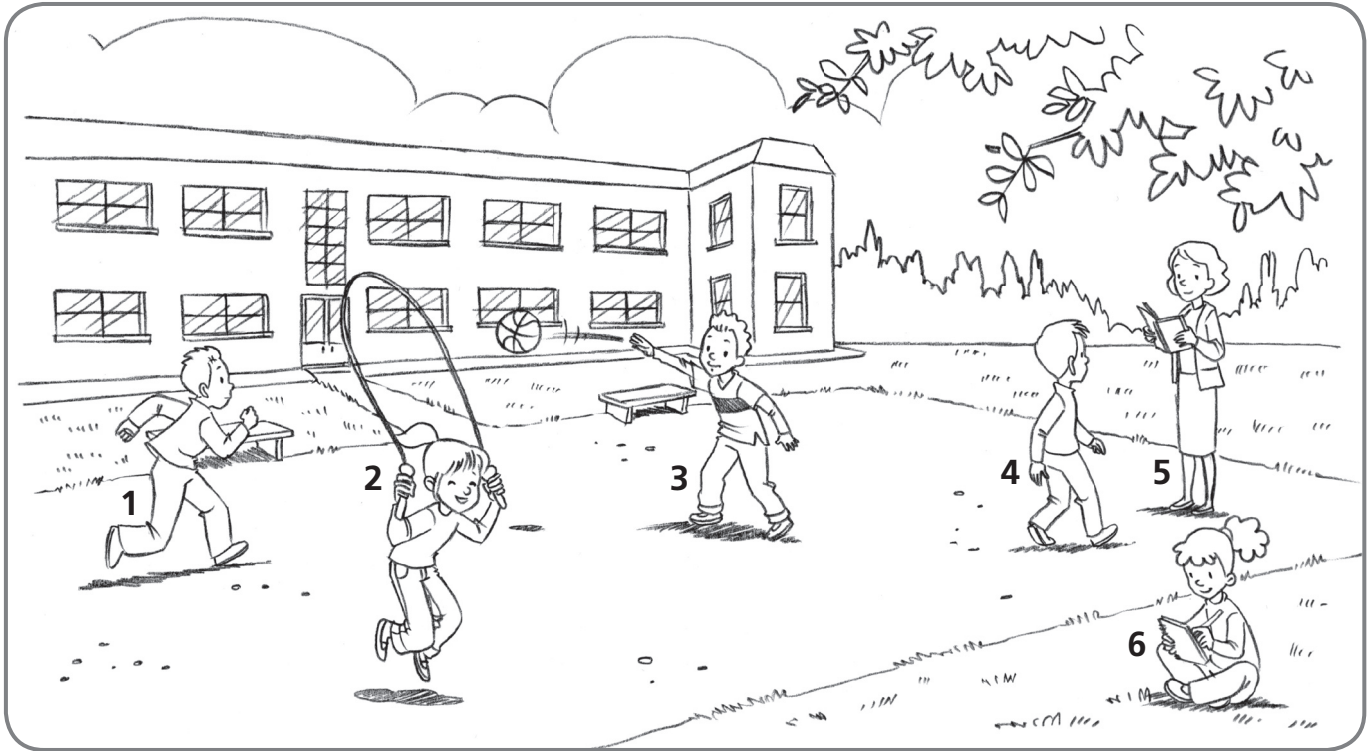
4

This is me. I'm excited and happy. It's Easter and sunny. It isn't stormy. It's \_\_\_\_\_ .

# Unit 3

## Worksheet 8

### 1 Look and answer.



- 1 Is he walking? No, he isn't \_\_\_\_\_ . He's \_\_\_\_\_ .
- 2 Is she jumping? \_\_\_\_\_ .
- 3 Is he playing with a ball? \_\_\_\_\_ .
- 4 Is he running? \_\_\_\_\_ .
- 5 Is she reading? \_\_\_\_\_ .
- 6 Is she writing? \_\_\_\_\_ .

### 2 Read and complete.

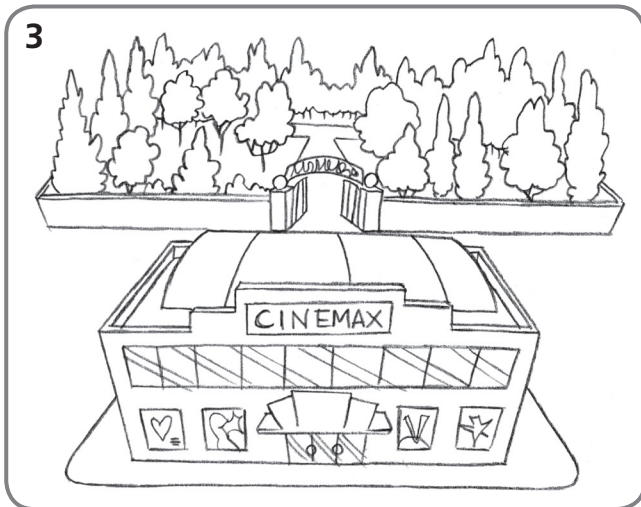
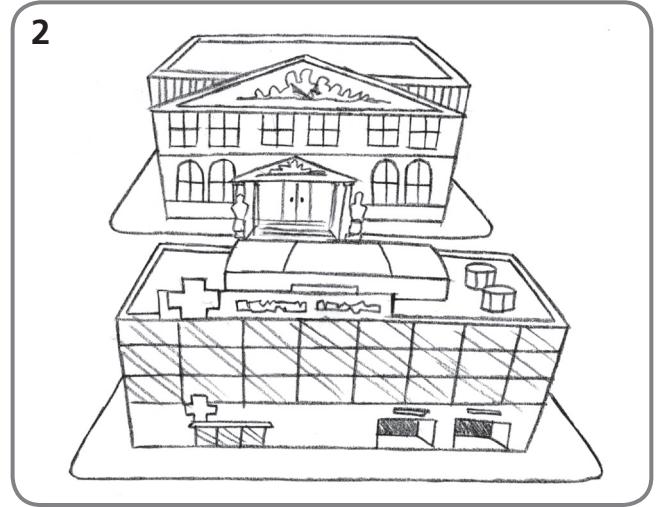
swimming    juggling    dancing    drawing    singing    flying

- 1 I'm at a party. I'm \_\_\_\_\_ .
- 2 Look at the bird. It's \_\_\_\_\_ .
- 3 Dad is at the beach. He's \_\_\_\_\_ .
- 4 I have four balls. \_\_\_\_\_ .
- 5 Sally has crayons. \_\_\_\_\_ .
- 6 My brother has a radio. \_\_\_\_\_ .

# Unit 4

## Worksheet 9

1 Look at the pictures. Read and check (✓) the correct sentences.



- 1 There's a hotel next to the school.
- 2 There's a hospital behind the museum.
- 3 There's a park in front of the movie theater.
- 4 There's a library next to the store.

2 Look at Activity 1 and answer.

- 1 Where's the café? It's \_\_\_\_\_.
- 2 Where's the hospital? \_\_\_\_\_.
- 3 Where's the movie theater? \_\_\_\_\_.
- 4 Where's the garage? \_\_\_\_\_.

# Unit 5

## Worksheet 10

1 Number the daily routines. Then answer.

- go to school     get up     have breakfast     go home  
 have lunch     go to bed     study

1 What time do you play? \_\_\_\_\_

2 What time do you have dinner? \_\_\_\_\_

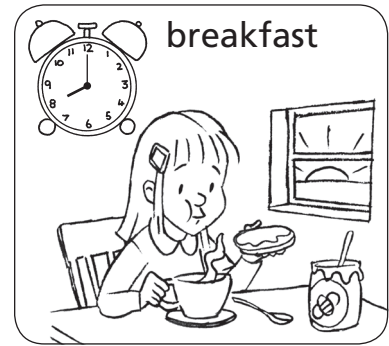
2 Read and write sentences.



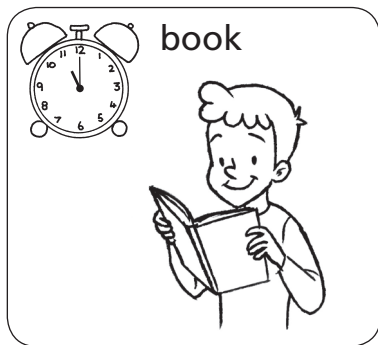
1 I get up at \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



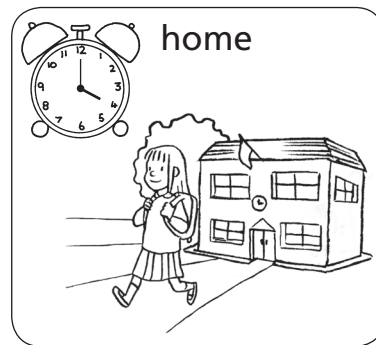
2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



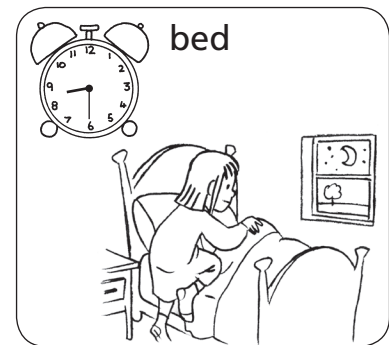
3 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



4 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



5 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



6 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

# Unit 6

## Worksheet 11

### 1 Correct the sentences.

1 I play karate and do cycling. \_\_\_\_\_ .

2 I go ballet and play swimming. \_\_\_\_\_ .

3 I play gymnastics and go art lessons. \_\_\_\_\_ .

4 I go music lessons and do camping. \_\_\_\_\_ .





### 2 Find the days. Then write them.

DRTUESDAYGHRTRFRIDAYFSWEMONDAYGLKOWEDNESDAYXSEWTHURSDAYNMHUSUNDAYDSESATURDAY

\_\_\_\_\_

\_\_\_\_\_

### 3 Look at Pete's diary and correct the sentences.

|                  |   |                 |   |
|------------------|---|-----------------|---|
| <b>MONDAY</b>    |  | <b>THURSDAY</b> |  |
| <b>WEDNESDAY</b> |  | <b>SUNDAY</b>   |  |

1 He has music lessons on Monday.

\_\_\_\_\_ .

2 He does gymnastics on Wednesday.

\_\_\_\_\_ .

3 He goes fishing on Thursday.

\_\_\_\_\_ .

4 He goes camping on Sunday.

\_\_\_\_\_ .

# Unit 7

## Worksheet 12

1 Read and complete. Then write the missing letters.

fruit      grass      leaves      meat      bugs      seeds

- 1 Antelopes eat \_\_\_\_\_. They don't eat m\_\_ a\_\_.
- 2 Crocodiles eat \_\_\_\_\_. They don't eat s\_\_ e\_\_ s.
- 3 Frogs eat \_\_\_\_\_. They don't eat \_\_ r\_\_ it.
- 4 Birds eat \_\_\_\_\_. They don't eat gr\_\_ s.
- 5 Giraffes eat \_\_\_\_\_. They don't eat b\_\_ s.
- 6 Monkeys eat \_\_\_\_\_. They don't eat le\_\_ e\_\_.

2 Put the words in the correct column.

lions    antelopes    zebras    tigers    hippos    birds  
 frogs    monkeys    sharp teeth    flat teeth    sharp beaks    crocodiles

| Carnivores | Omnivores | Herbivores |
|------------|-----------|------------|
| _____      | _____     | _____      |
| _____      | _____     | _____      |
| _____      | _____     | _____      |
| _____      | _____     | _____      |
| _____      | _____     | _____      |
| _____      | _____     | _____      |

# Unit 8

## Worksheet 13

1 Check (✓) or cross (X) and write sentences about you using *I like / I don't like*.

|                    |  |
|--------------------|--|
| 1 diving           |  |
| 2 horseback riding |  |
| 3 roller skating   |  |
| 4 baseball         |  |

|                  |  |
|------------------|--|
| 5 surfing        |  |
| 6 scuba diving   |  |
| 7 playing tennis |  |
| 8 basketball     |  |

- 1 I \_\_\_\_\_.
- 2 I \_\_\_\_\_.
- 3 \_\_\_\_\_.
- 4 \_\_\_\_\_.
- 5 \_\_\_\_\_.
- 6 \_\_\_\_\_.
- 7 \_\_\_\_\_.
- 8 \_\_\_\_\_.

2 Guess the sport.

- 1 Paul is wearing shorts.  
He has a yellow surfboard. \_\_\_\_\_
- 2 Lee has a blue racket. \_\_\_\_\_
- 3 Monica likes horses. \_\_\_\_\_
- 4 Tony likes fish and sharks, too! \_\_\_\_\_
- 5 Jenny has roller skates. \_\_\_\_\_
- 6 Sarah likes high rocks. \_\_\_\_\_

3 Choose the correct word.

- 1 I **likes** / **like** diving.
- 2 He **don't** / **doesn't** like horseback riding.
- 3 Anton **likes** / **like** surfing.
- 4 Rania **doesn't like** / **like** roller skating.
- 5 I **don't** / **doesn't** like baseball.

# Harvest Festival

## Worksheet 14

1 Unscramble the letters and form words.

- 1 papels \_\_\_\_\_
- 2 uppmnik \_\_\_\_\_
- 3 dearb \_\_\_\_\_
- 4 tosrarc \_\_\_\_\_
- 5 reaps \_\_\_\_\_
- 6 ronc \_\_\_\_\_

2 Read and complete. Then draw.

apples    fall    corn    Festival    food    hat    pears    thank

It's <sup>1</sup>\_\_\_\_\_. It's the Harvest <sup>2</sup>\_\_\_\_\_. At the Harvest Festival we say ' <sup>3</sup>\_\_\_\_\_ you' for our <sup>4</sup>\_\_\_\_\_. In our baskets we have <sup>5</sup>\_\_\_\_\_, <sup>6</sup>\_\_\_\_\_, and <sup>7</sup>\_\_\_\_\_. Look at my corn doll. She has a long green dress and a yellow <sup>8</sup>\_\_\_\_\_. She's very happy. I like the Harvest Festival.





# Bonfire Night

## Worksheet 15

1 Write the missing letters.

1 G \_ \_ y

2 f \_ \_ r \_ \_ wo \_ \_ k \_ \_

3 b \_ \_ nf \_ \_ r \_ \_

4 p \_ \_ t \_ \_ t \_ \_ es

2 Read and color.

I like Bonfire Night. It's on  
November 5th. Look at the bonfire.  
It's yellow. My hot potato is brown and  
yellow. The guy is wearing a black hat.  
It's big. His coat is orange and green.  
His jeans are old. They are blue.  
Look at the fireworks. They are  
pink, purple and orange.  
They are beautiful.





# Valentine's Day

## Worksheet 17

### 1 Read and correct the sentences.

- 1 She has chocolates. \_\_\_\_\_.
- 2 He has two hearts. \_\_\_\_\_.
- 3 He has a card. \_\_\_\_\_.
- 4 She has flowers. \_\_\_\_\_.

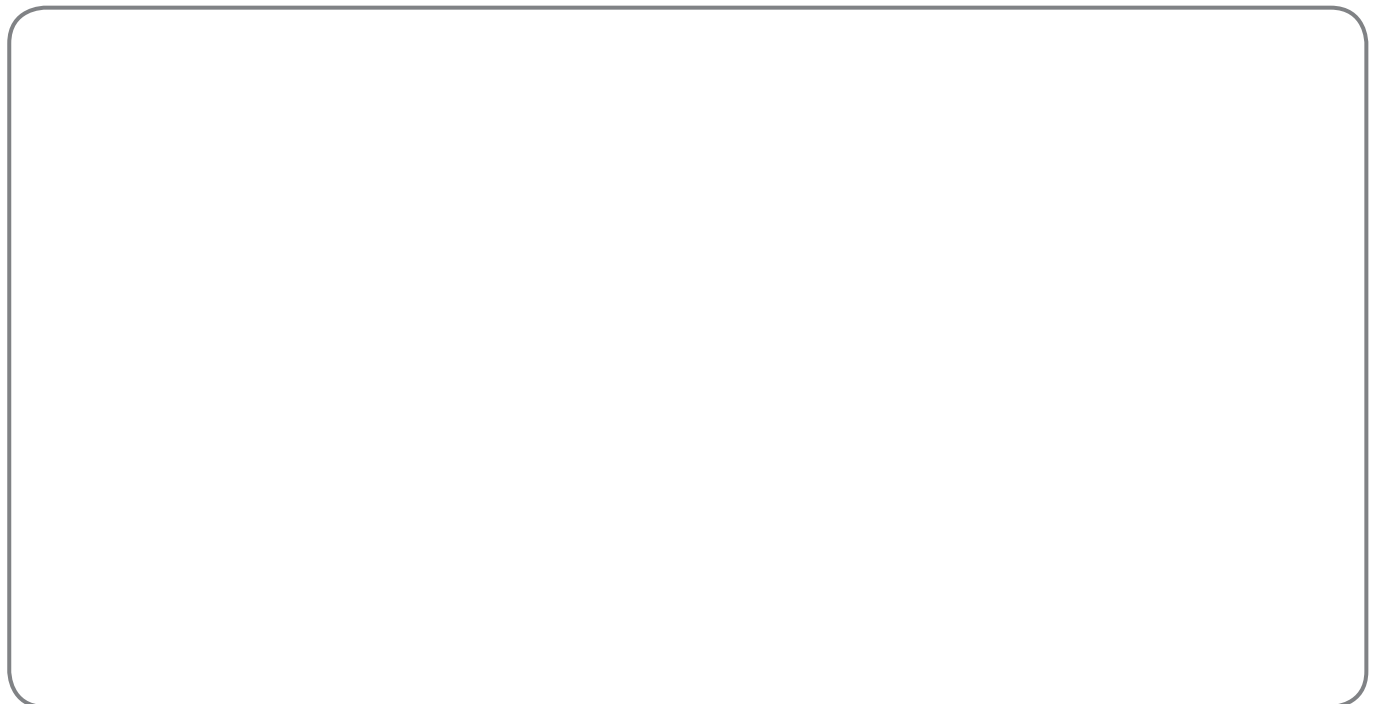


### 2 Unscramble the letters and form words.

- 1 hclsetoa \_\_\_\_\_
- 2 ckae \_\_\_\_\_
- 3 htrae \_\_\_\_\_
- 4 csdra \_\_\_\_\_
- 5 fwloers \_\_\_\_\_

### 3 Read and draw. Then color.

*This is my mom's store. It's Valentine's Day. There are cards next to the chocolates. The cards are yellow, red, blue and green. The chocolates are pink and brown. In front of the cards, there are green and purple flowers. There are three big cakes next to the chocolates. They are brown and white. There are six red hearts behind the cakes.*



# Mother's Day

## Worksheet 18

1 Look and write.



It's Mother's Day. Mom and Grandma are sitting on the sofa. They are very happy. I have <sup>1</sup> \_\_\_\_\_ for mom and my sister has a <sup>2</sup> \_\_\_\_\_ for Grandma. My brother has <sup>3</sup> \_\_\_\_\_ for Mom. Look at Dad. He has a <sup>4</sup> \_\_\_\_\_ and my Grandpa has a <sup>5</sup> \_\_\_\_\_.

2 Unscramble the words and write sentences.

1 next to / Mom / Grandma / is

\_\_\_\_\_.

2 sister / My / has / card / a / for Grandma

\_\_\_\_\_.

3 My / has / brother / chocolates / a / Mom / for

\_\_\_\_\_.

4 cake / has / Dad / a

\_\_\_\_\_.

5 Grandma and Mom / very / happy / are

\_\_\_\_\_.

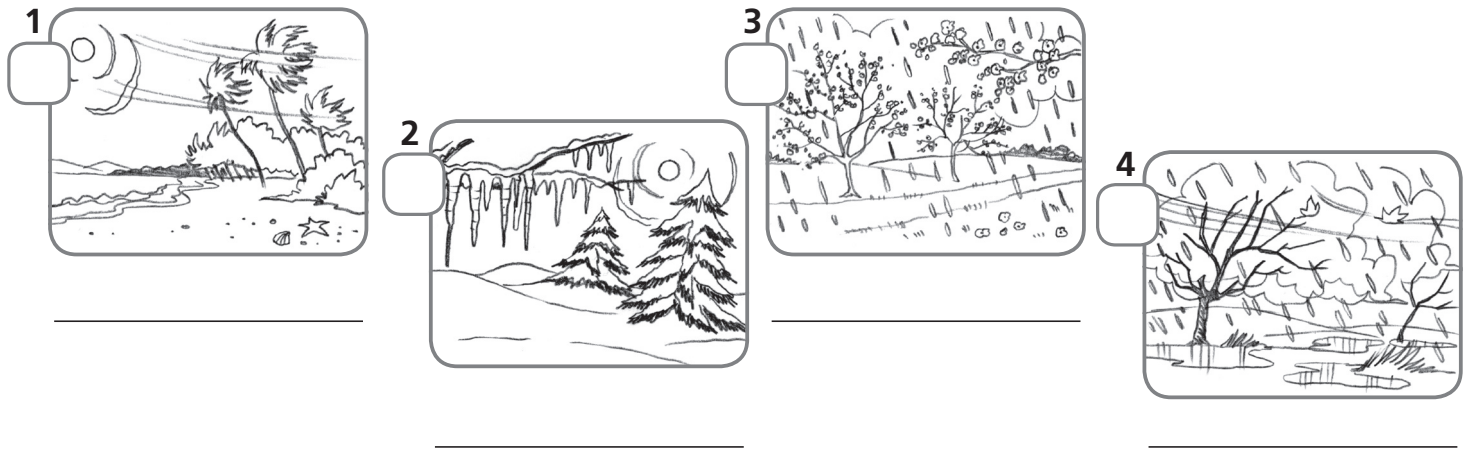
# Review Units 1-2

## Worksheet 19

### 1 Read and match.

- |                     |   |
|---------------------|---|
| 1 Are you hungry?   | a Yes, I can't play video games today.    |
| 2 Is he tired?      | b Yes. He's worried, too. He can't sleep. |
| 3 Is Sally thirsty? | c No, I have a sandwich. I'm thirsty.     |
| 4 Is Max happy?     | d Yes, he's happy. He has a new bike.     |
| 5 Are you sad?      | e No, she has some water.                 |

### 2 Look and write. Then read and match.



- a It's raining and it's windy. It isn't snowing.
- b It isn't raining. It's cold and sunny.
- c It isn't hot and it isn't windy. It's raining.
- d It isn't cold and it isn't raining. It's windy and sunny.

### 3 Read and complete.

December      March      October      July      April

- 1 Easter is in \_\_\_\_\_ or \_\_\_\_\_ .
- 2 Christmas is in \_\_\_\_\_ .
- 3 Children's Day is in \_\_\_\_\_ .
- 4 We're on vacation in \_\_\_\_\_ .
- 5 My birthday is in \_\_\_\_\_ .

# Review Units 3–4

## Worksheet 20

**1** Read and choose the correct word. Then draw the athlete.

My favorite athlete is Ian Thorpe.  
He isn't **happy** / **scared** of the water.  
He can **swim** / **read** very fast. He's very strong. He has five gold **plates** / **medals**.  
He's an Olympic **champion** / **teacher**.



**2** Read and choose.

- 1 **There's** / **There are** five cafés in my town.
- 2 **There's** / **There are** a movie theater next to the store.
- 3 **There isn't** / **There are** three hospitals in my town.
- 4 **There are** / **There's** a store next to the museum.
- 5 **There are** / **There isn't** two schools next to the park.
- 6 **There are** / **There isn't** a garage in my town.

**3** Unscramble the words and write sentences.

1 a / There's / café / in my town

\_\_\_\_\_ .

2 There / is / a / next to the store / movie theater

\_\_\_\_\_ .

3 isn't / There / hospital / a / in your town

\_\_\_\_\_ .

4 a school / next to the park / There / is

\_\_\_\_\_ .

5 a garage / There / is / in / town / my

\_\_\_\_\_ .

# Review Units 5–6

## Worksheet 21

### 1 Read and answer Yes or No.

Penny has a very long day. She gets up at six thirty. She takes a shower at seven o'clock and has breakfast at seven thirty. She has lunch at one o'clock. At four thirty, she has piano lessons and at six o'clock she does gymnastics. She has dinner at seven thirty. She watches TV. She goes to bed at nine o'clock. She is very tired.

1 She gets up at 7:00.

No, she gets up at \_\_\_\_\_

2 She has breakfast at 7:30.

\_\_\_\_\_

3 She does gymnastics at 2:00.

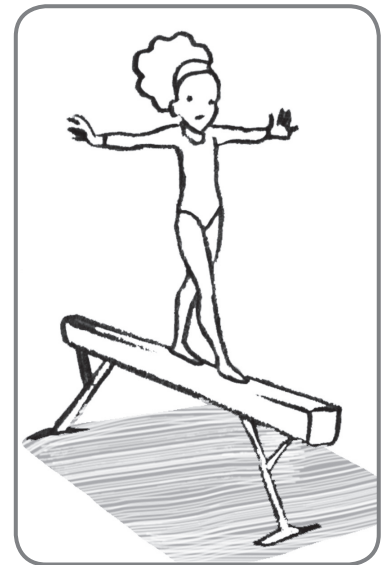
\_\_\_\_\_

4 She has dinner at 7:00.

\_\_\_\_\_

5 She goes to bed at 9:00.

\_\_\_\_\_



### 2 Read and match.



Paul does lots of things. On Monday he goes cycling and on Tuesday he does karate. He goes running on Thursday. He has English lessons on Wednesday and Thursday. He goes swimming on Friday. He loves the weekend. He goes camping and does archery. Paul has lots of fun.

1 goes running

2 does karate

3 goes camping and does archery

4 goes cycling

5 goes swimming

6 has English lessons

a on Monday

b on Tuesday

c on Wednesday

d on Thursday

e on Friday

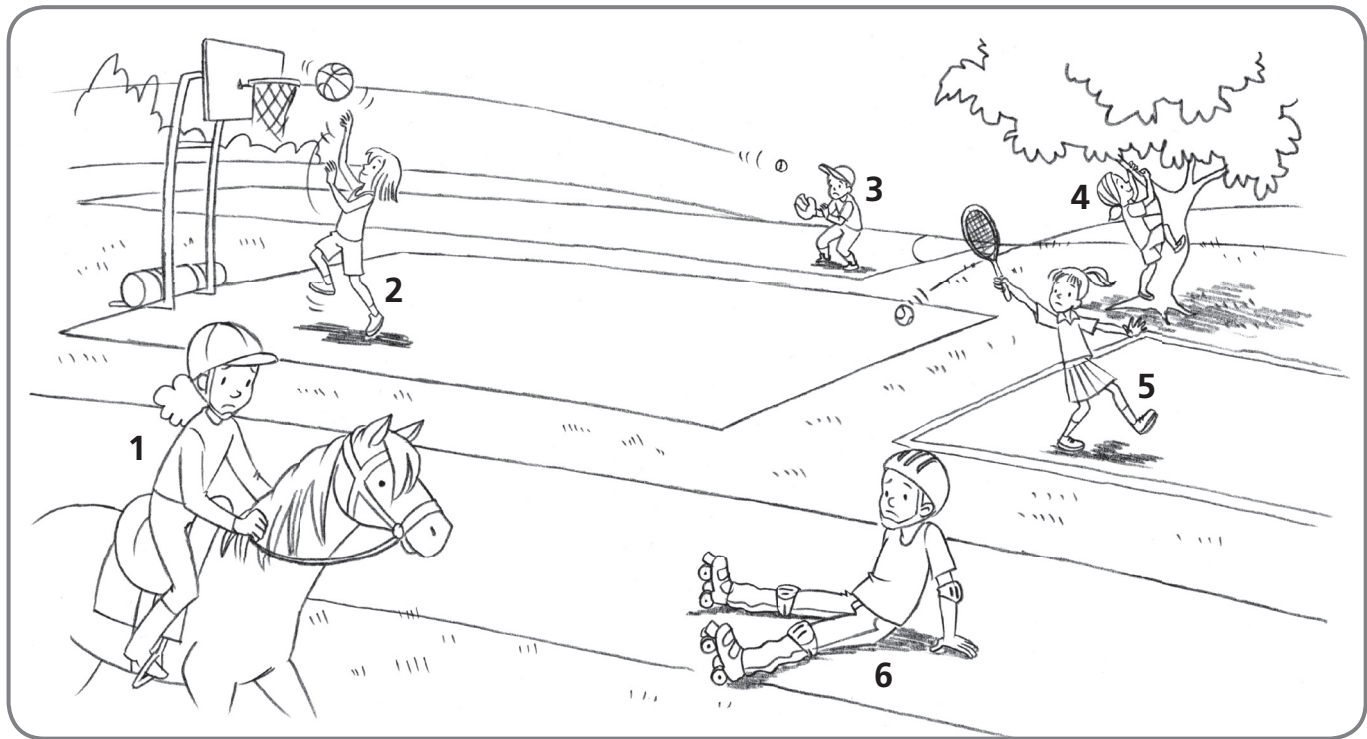
f on Saturday

g on Sunday

# Review Units 7–8

## Worksheet 22

1 Look and choose.



1 She **doesn't like** / **likes** horseback riding.

2 She **likes** / **doesn't like** basketball.

3 He **likes** / **doesn't like** baseball.

4 She **likes** / **doesn't like** climbing trees.

5 She **doesn't like** / **likes** tennis.

6 He **doesn't like** / **likes** roller skating.

2 Correct the information in these sentences.

1 Sue likes bugs, chocolate and cake.

Sue doesn't like bugs. She likes chocolate and cake.

2 Carnivores eat plants and meat.

\_\_\_\_\_

3 Lions eat bananas. Monkeys eat meat.

\_\_\_\_\_

4 I have a basket. I'm playing tennis.

\_\_\_\_\_

5 Sue is scared of horses. She likes horseback riding.

\_\_\_\_\_

3 In your notebook, write two sentences about you.



**NEW**

# **English Adventure**

**TESTS**

**LEVEL 4**

# LEVEL 4 Teacher's Notes – Tests

## Unit 1 - I'm happy – Test

### 1 Listen and number.

- Ask students to look at the pictures illustrating different feelings and emotions.
- Students are going to listen to the recording and number the pictures accordingly. Play the recording and pause it after each sentence.

- 1 Mary isn't hungry. She's angry. **TRACK 2.57**  
2 Sue is hungry. She isn't thirsty.  
3 Jessica isn't angry. She's scared.  
4 Aubrey isn't hungry. She's thirsty.

**Answers:** a – 2, b – 4, c – 1, d – 3.

**4 points** (1 point for each correctly numbered picture)

### 2 Listen and circle.

- Ask students to read the sets of words.
- Students are going to listen to four short dialogues and circle the correct words. Play the recording and pause it after each dialogue.

- 1 **TRACK 2.57**  
**Man:** Are you sad?  
**Woman:** No, I'm not sad. And I'm not happy. I'm tired.  
2  
**Woman:** Are you tired?  
**Man:** No, I'm not tired. And I'm not angry. I'm worried.  
3  
**Man:** Are you angry?  
**Woman:** No, I'm not angry. I'm hungry!  
**Man:** Are you thirsty?  
**Woman:** No, I'm not.  
4  
**Woman:** Are you happy?  
**Man:** No, I'm not happy.  
**Woman:** Are you sad?  
**Man:** No, I'm not sad. I'm scared!

**Answers:** 1 – b, 2 – a, 3 – b, 4 – b.

**4 points** (1 point for each correctly circled word)

### 3 Look, read and match.

- Ask students to look at the picture and read the questions and answers.
- Students match questions to answers.

**Answers:** 1 – b, 2 – c, 3 – d, 4 – a

**4 points** (1 point for each correctly matched answer)

### 4 Look, read and write.

- Ask students to look at the pictures.
- Students complete the sentences with the words from the box.

**Answers:** 1 – 'm, 2 – thirsty, 3 – sad, 4 – 's

**4 points** (1 point for each correctly completed gap)

### 5 Look and write. Then write about yourself.

- Ask students to look at the pictures.
- Students complete the speech balloons accordingly. Then they write similar sentences about themselves.

**Answers:** 1 *happy / sad*, 2 *'m sad / 'm not happy*, 3 *'m thirsty / 'm not hungry*, 4 - *Students' own answers*.

**4 points** (0.5 point for each correctly completed sentence)

## Unit 2 - It's snowing – Test

### 1 Listen and number.

- Ask students to look at the maps with weather symbols.
- Students are going to listen to the recording and number the pictures accordingly. Play the recording and pause it after each dialogue.

- 1 **TRACK 2.58**  
**Man:** What's the weather like today?  
**Woman:** It's sunny and hot. But it's windy!  
2  
**Woman:** What's the weather like today?  
**Man:** It isn't cold. But it's raining. It's cloudy.  
3  
**Man:** What's the weather like today?  
**Woman:** It's snowing and it's cold.  
4  
**Woman:** What's the weather like today?  
**Man:** It's raining and it's cold. And it's windy!

**Answers:** a – 4, b – 3, c – 1, d – 2.

**4 points** (1 point for each correctly numbered picture)

### 2 Listen and circle.

- Ask students to read the sentences.
- Students are going to listen to a conversation between Jack and his aunt and circle the correct words. Play the recording.

- TRACK 2.58**  
**Aunt Maria:** Hi, Jack, this is your aunt Maria from England.  
**Jack:** Hi, Auntie Maria!  
**Aunt Maria:** Jack, what's the weather like in Australia?  
It's summer now, right?  
**Jack:** No, it's spring in Australia.  
**Aunt Maria:** Is it sunny?  
**Jack:** No, it isn't sunny. It's stormy now.  
**Aunt Maria:** Is it snowing?  
**Jack:** No, it isn't snowing, but it's raining.  
**Aunt Maria:** Do you have your raincoat?  
**Jack:** Yes, I do.

**Answers:** 1 – *spring*, 2 – *stormy*, 3 – *raining*, 4 – *has*.

**4 points** (1 point for each correctly circled word)

### 3 Look, read and match.

- Ask students to look at the pictures and read the sentences.
- Students match sentences to pictures.

**Answers:** 1 – c, 2 – b, 3 – a, 4 – d.

**4 points** (1 point for each correctly matched pair)

### 4 Look, read and write.

- Ask students to look at the picture.
- Students complete the text with the words from the box.

**Answers:** 1 – *cloudy*, 2 – *sunny*, 3 – *wearing*, 4 – *isn't*.

**4 points** (1 point for each correctly completed gap)

### 5 Look and write.

- Ask students to look at the pictures.
- Students complete the texts accordingly.

**Answers:** 1 *winter / hot / snowing / cold*, 2 *spring / cloudy / raining / cold*

**4 points** (0.5 point for each correctly completed gap)

## Unit 3 - I'm dancing – Test

### 1 Listen and number.

- Ask students to look at the pictures.
- Students are going to listen to the recording and number the pictures accordingly. Play the recording and pause it after each sentence.

#### TRACK 2.59

- 1 What is it? Is it a bowl? No, it isn't. It's a cup.
- 2 What is it? It isn't a spoon! It's a bowl!
- 3 Is it a bowl? No, it isn't. It's a plate.
- 4 Is it a cup? No, it isn't a cup. It's a spoon!

**Answers:** a – 4, b – 3, c – 1, d – 2.

**4 points** (1 point for each correctly numbered picture)

### 2 Listen and circle.

- Ask students to read the sentences.
- Students are going to listen to four short dialogues and circle the correct words. Play the recording and pause it after each dialogue.

#### 1 TRACK 2.59

**Woman:** Are you reading, Jack?

**Man:** No, I'm not reading. I'm writing.

2

**Man:** Is Sue singing?

**Woman:** No, she's swimming.

3

**Woman:** Is Steve jumping or juggling?

**Man:** He's juggling.

4

**Man:** Are you drawing, Mary?

**Woman:** No, I'm not drawing. I'm dancing!

**Answers:** 1 – *writing*, 2 – *swimming*, 3 – *juggling*, 4 – *dancing*.

**4 points** (1 point for each correctly circled word)

### 3 Look, read and number.

- Ask students to look at the pictures and read the sentences.
- Students write the correct numbers next to the girls in the picture.

**Answers:** (from left to right) 4, 1, 2, 3

**4 points** (1 point for each correctly numbered girl)

### 4 Look and write.

- Ask students to look at the pictures.
- Students complete the sentences with the words from the box.

**Answers:** 1 – *running*, 2 – *swimming*, 3 – *jumping*, 4 – *dancing*.

**4 points** (1 point for each correctly completed gap)

### 5 Look and write. Then write about yourself.

- Ask students to look at the pictures.
- Students write what the characters are doing. Then they write similar sentences about themselves.

**Answers:** 1 – *talking / walking*, 2 – *'s dancing / singing*, 3 – *'s running / jumping*, 4 – *Students' own answers*.

**4 points** (0.5 point for each correctly completed gap)

## Unit 4 - There's a park – Test

### 1 Listen and check (✓) or cross (✗).

- Ask students to look at the pictures showing places in a city.
- Students are going to listen to the recording and check (✓) the pictures with true descriptions and put cross (✗) next to the pictures with false descriptions. Play the recording and pause it after each sentence.

- 1 The library is next to the store. **TRACK 2.60**
- 2 It's a hospital.
- 3 The park is behind the museum.
- 4 It's a garage.

**Answers:** 1 – ✓, 2 – ✗, 3 – ✗, 4 – ✗.

**4 points** (1 point for each correctly marked picture)

### 2 Listen and circle.

- Ask students to read the sentences.
- Students are going to listen to the recording and circle the correct words or phrases. Play the recording.

#### TRACK 2.60

**Woman:** In my town there's a park. There are three stores and four cafés. There isn't a museum, but there's a movie theater. There's a hotel. It's next to the hospital. The hospital is behind the park.

**Answers:** 1 – *There's*, 2 – *cafés*, 3 – *movie theater*, 4 – *next to*.

**4 points** (1 point for each correctly circled word/phrase)

### 3 Look, read and write.

- Ask students to look at the picture of the city.
- Students label the places with the words from the box.

**Answers:** 1 – *hospital*, 2 – *café*, 3 – *school*, 4 – *store*.

**4 points** (1 point for each correctly labelled place)

### 4 Look, read and write.

- Ask students to look at the picture.
- Students complete the description with the words/phrases from the box.

**Answers:** 1 – *in front of*, 2 – *café*, 3 – *library*, 4 – *behind*.

**4 points** (1 point for each correctly completed gap)

### 5 Look and write. Then write about your city.

- Ask students to look at the picture.
- Students complete the description accordingly. Then they write similar sentences about their own cities.

**Answers:** *movie theater / hospital / café / school / stores / hotels / Students' own answers*.

**4 points** (0.5 point for each correctly completed gap)

## Unit 5 - My day – Test

### 1 Listen and number.

- Ask students to look at the pictures of the clocks.
- Students are going to listen to the recording and number the pictures accordingly. Play the recording and pause it after each point.

- 1 It's eleven thirty. **TRACK 2.61**
- 2 It's ten thirty.
- 3 It's six o'clock.
- 4 It's seven o'clock.

**Answers:** a – 3, b – 1, c – 4, d – 2.

**4 points** (1 point for each correctly numbered picture)

### 2 Listen and check (✓).

- Ask students to look at the table.
- Students are going to listen to a dialogue and check (✓) the correct times for each activity in the table. Play the recording.

**TRACK 2.61**

**Girl:** I have breakfast at seven thirty and then I have a shower.  
**Man:** You take a shower at seven thirty ...  
**Girl:** No! I take a shower at eight.  
**Man:** Then you go to school...  
**Girl:** No, then I play. I play at eight thirty. And I go to school at twelve o'clock.  
**Man:** At twelve o'clock?  
**Girl:** Yes!

**Answers:** take a shower – 08:00, have breakfast – 07:30, play – 08:30, go to school – 12:00.

**4 points** (1 point for each correctly marked activity)

**3 Look, read and match.**

- Ask students to look at the pictures and read the speech balloons.
- Students match the pictures to the speech balloons by writing the correct numbers in the boxes.

**Answers:** a – 3, b – 4, c – 1, d – 2.

**4 points** (1 point for each correctly numbered picture)

**4 Read and write.**

- Ask students to look at the Sunny Camp Day Plan.
- Students complete the gaps with the words from the box.

**Answers:** 1 – get, 2 – play, 3 – have, 4 – go.

**4 points** (1 point for each correctly completed gap)

**5 Look and write. Then write about yourself.**

- Ask students to look at the pictures.
- Students complete the speech balloons accordingly. Then they write similar sentences about themselves.

**Answers:** 1 – get / four; 2 – to bed / two

**4 points** (1 point for each correctly completed sentence)

**Unit 6 - My hobbies – Test**

**1 Listen and circle.**

- Ask students to look at the sets of pictures showing different objects used in hobbies.
- Students are going to listen to the recording and circle the correct picture in each box. Play the recording and pause it after each sentence.

- 1 I have English lessons.
- 2 I do karate.
- 3 I go hiking.
- 4 I go cycling.

**TRACK 2.62**

**Answers:** 1 – a (English book), 2 – b (karate, uniform), 3 – a (hiking boots), 4 – c (bike).

**4 points** (1 point for each correctly circled picture)

**2 Listen and match.**

- Ask students to read the sentences halves.
- Students are going to listen to a girl talking about her activities and match the sentence halves. Play the recording and pause it after each sentence.

**TRACK 2.62**

**Girl:** My week? OK... I have an art lesson on Tuesday... I do ballet and I do karate. I do karate on Wednesday... No, sorry, I do karate on Thursday. I do ballet on Wednesday. And on the weekend I go fishing with my dad. Yes, I go fishing on Sunday.

**Answers:** 1 – c, 2 – d, 3 – b, 4 – a.

**4 points** (1 point for each correctly matched sentence)

**3 Look, read and check (✓) or cross (✗).**

- Ask students to look at the pictures and read the sentences.
- Students check (✓) the sentences which are true and put a cross (✗) next to the sentences which are false.

**Answers:** 1 – ✗, 2 – ✓, 3 – ✓, 4 – ✗.

**4 points** (1 point for each correctly marked sentence)

**4 Read and write.**

- Students complete the text on the postcard with the words from the box.

**Answers:** 1 – go, 2 – have, 3 – do, 4 – weekend.

**4 points** (1 point for each correctly completed gap)

**5 Look and write. Then write about yourself.**

- Ask students to look at the timetable.
- Students complete the sentences accordingly. Then they complete the timetable and write similar sentences about themselves.

**Answers:** Dory – has / Thursday / goes / Saturday, What about you? – Students' own answers.

**4 points** (1 point for each correctly completed sentence)

**Unit 7 - Lions eat meat – Test**

**1 Listen and check (✓) or cross (✗).**

- Ask students to look at the picture of the hedgehog and some animal food.
- Students are going to listen to the recording and check (✓) the things which hedgehogs eat and put a cross (✗) next to the things which hedgehogs don't eat. Play the recording.

**TRACK 2.63**

**Man:** What do hedgehogs eat?

**Woman:** Hedgehogs don't eat grass. They eat bugs. They don't eat leaves. They eat fruit.

**Answers:** 1 – ✗, 2 – ✓, 3 – ✗, 4 – ✓.

**4 points** (1 point for each correctly marked item)

**2 Listen and circle.**

- Ask students to read the sentences.
- Students are going to listen to a dialogue about a crocodile's diet and circle the correct phrases. Play the recording.

**TRACK 2.63**

**Woman:** Do crocodiles eat meat?

**Man:** Yes, crocodiles eat animals. They eat frogs.

**Woman:** Do they eat bugs?

**Man:** No, crocodiles don't eat bugs.

**Woman:** Do they eat seeds?

**Man:** No, they don't eat seeds! But they eat fruit.

**Woman:** Fruit?

**Man:** Yes, crocodiles eat fruit!

**Answers:** 1 – eat, 2 – don't eat, 3 – don't eat, 4 – eat.

**4 points** (1 point for each correctly circled phrase)

**3 Read and match.**

- Ask students to read the information about the animals' diets.
- Students match the beginnings of the sentences with the pictures.

**Answers:** 1 – b, 2 – d, 3 – c, 4 – a.

**4 points** (1 point for each correctly matched pair)

**4 Look and write eat or don't eat.**

- Ask students to look at the completed questionnaire about the hamsters' diet.
- Students complete the speech balloon with eat or don't eat.

**Answers:** 1 – eat, 2 – don't eat, 3 – don't eat, 4 – eat.

**4 points** (1 point for each correctly completed gap)

### 5 Look and write. Then circle and write.

- Ask students to look at the pictures of the guinea pig and some animal food.
- Students complete the sentences accordingly. Then they circle one of the animals in the other box and complete the sentences accordingly.

4 points (0.5 a point for each correctly completed gap)

## Unit 8 - I like surfing – Test

### 1 Listen and circle.

- Ask students to look at the sets of pictures showing sports and sports accessories.
- Students are going to listen to the recording and circle a picture in each box accordingly. Play the recording and pause it after each sentence.

- 
- 1 Tony likes surfing. **TRACK 2.64**  
2 Kate likes riding.  
3 Fiona's wearing a swimsuit.  
4 Peter has a surfboard.

Answers: 1 – *b (surfing)*, 2 – *c (riding)*, 3 – *b (swimsuit)*, 4 – *c (surfboard)*.

4 points (1 point for each correctly circled picture)

### 2 Listen and circle.

- Ask students to read the sentences.
- Students are going to listen to a dialogue and circle the correct words. Play the recording.

**TRACK 2.64**

- Michael:** Do you like surfing, Agnes?  
**Agnes:** No! I don't like surfing. But I like swimming. Look, this is my swimsuit.  
**Michael:** Do you like horseback riding?  
**Agnes:** No, I don't like horseback riding. I don't like horses. But I like roller skating. Do you like basketball, Michael?  
**Michael:** Yes, I like basketball. But I don't like baseball.  
**Agnes:** Do you like tennis?  
**Michael:** No, I don't like tennis. I like soccer. It's fun!

Answers: 1 – *swimming*, 2 – *horseback riding*, 3 – *basketball*, 4 – *tennis*.

4 points (1 point for each correctly circled word)

### 3 Read and check (✓) or cross (✗).

- Ask students to read the interview with a pop star.
- Students check (✓) the pictures which illustrate the activities the pop star likes doing and put a cross (✗) next to the pictures which illustrate the activities she doesn't like doing.

Answers: 1 – ✓, 2 – ✓, 3 – ✗, 4 – ✓.

4 points (1 point for each correctly marked picture)

### 4 Look, read and write.

- Ask students to look at the pictures.
- Students complete the sentences with the correct words and phrases from the box.

Answers: 1 – *like*, 2 – *doesn't like*, 3 – *likes*, 4 – *don't like*.

4 points (1 point for each correctly completed gap)

### 5 Look and write. Then write about yourself.

- Ask students to look at the information about what sports the girl likes and doesn't like doing.
- Students complete the sentences accordingly. Then they complete the sentences about themselves.

Answers: *diving, basketball, soccer, baseball. What about you? - Students' own answers.*

4 points (0.5 point for each correctly completed gap)

## End of Year – Test

### 1 Listen and circle.

- Ask students to look at the sets of pictures.
- Students are going to listen to a recording and circle a picture in each box accordingly. Play the recording and pause it after each sentence.

- 
- 1 It's a spoon. **TRACK 2.65**  
2 It's cloudy.  
3 He's hungry.  
4 I'm dancing.  
5 Birds eat seeds.

Answers: 1 – *spoon*, 2 – *cloudy*, 3 – *hungry*, 4 – *dancing*, 5 – *seeds*.

5 points (1 point for each correctly circled picture)

### 2 Listen and circle.

- Ask students to read the sentences.
- Students are going to listen to a dialogue and circle the correct words. Play the recording.

**TRACK 2.65**

- Man:** Do you like roller skating, Emma?  
**Emma:** No, I don't like roller skating. I like swimming. And I like hiking. I go hiking on the weekend. I go hiking on Saturday.  
**Man:** Do you like reading?  
**Emma:** Yes, I like reading. There is a big library in our town. It's behind the school, next to a store.  
**Man:** Do you like English?  
**Emma:** Yes, I like English! I have English lessons on Monday and Wednesday, at five thirty.

Answers: 1 – *swimming*, 2 – *Saturday*, 3 – *likes*, 4 – *behind*, 5 – *5:30*.

5 points (1 point for each correctly circled word)

### 3 Read and check (✓) or cross (✗).

- Ask students to read the text.
- Students check (✓) the sentences which are true and put a cross (✗) next to the sentences which are false.

Answers: 1 – ✗, 2 – ✗, 3 – ✓, 4 – ✓, 5 – ✗.

5 points (1 point for each correctly marked sentence)

### 4 Look, read and write.

- Ask students to look at the picture.
- Students complete the speech balloon with the words from the box.

Answers: 1 – *have*, 2 – *doesn't like*, 3 – *likes*, 4 – *does*.

4 points (1 point for each correctly completed gap)

### 5 Look and write. Then write about yourself.

- Ask students to look at the pictures.
- Students complete the speech balloons accordingly. Then they complete the sentences about themselves.

Answers: 1 – *hospital / café*, 2 – *have lunch / twelve thirty*, 3 – *basketball / diving. What about you? - Students' own answers.*

6 points (0.5 point for each correctly completed gap)

# I'm happy

# Test

## UNIT 1

Name ..... Class .....

TOTAL: ..... / 20

0-10



11-15

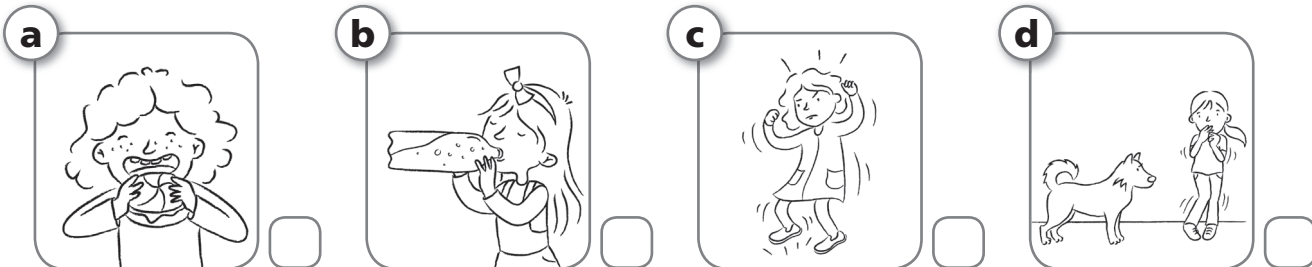


16-20



### 1 Listen and number.

..... / 4



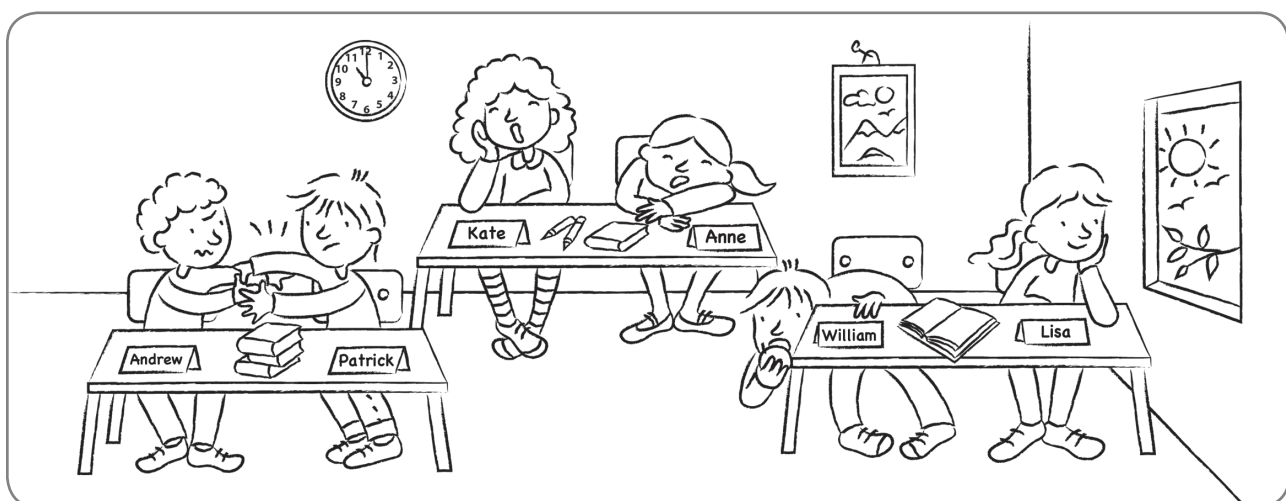
### 2 Listen and circle.

..... / 4

- |             |            |           |            |
|-------------|------------|-----------|------------|
| 1 She's ... | a sad.     | b tired.  | c happy.   |
| 2 He's ...  | a worried. | b angry.  | c tired.   |
| 3 She's ... | a angry.   | b hungry. | c thirsty. |
| 4 He's ...  | a sad.     | b scared. | c happy.   |

### 3 Look, read and match.

..... / 4



- |                     |                     |
|---------------------|---------------------|
| 1 Is William angry? | a Yes, he's angry.  |
| 2 Is Kate scared?   | b No, he's hungry.  |
| 3 Is Lisa happy?    | c No, she's tired.  |
| 4 Is Patrick angry? | d Yes, she's happy. |

**4 Look, read and write.**

..... / 4

'm 's sad thirsty

It's my birthday.  
I <sup>1</sup> \_\_\_\_\_ happy!

He's <sup>2</sup> \_\_\_\_\_ !

This is my dog, Lily.  
She's <sup>3</sup> \_\_\_\_\_ !

This is my mom.  
She <sup>4</sup> \_\_\_\_\_ worried!

**5 Look and write. Then write about yourself.**

..... / 4

**1** I'm \_\_\_\_\_ .  
I'm not \_\_\_\_\_ .

**2** I \_\_\_\_\_ .  
I \_\_\_\_\_ .

**3** I \_\_\_\_\_ .  
I \_\_\_\_\_ .

**4** I \_\_\_\_\_ .  
I \_\_\_\_\_ .

**What about you?**

# It's snowing

# Test

UNIT

# 2

Name ..... Class .....

TOTAL: ..... / 20

0-10



11-15

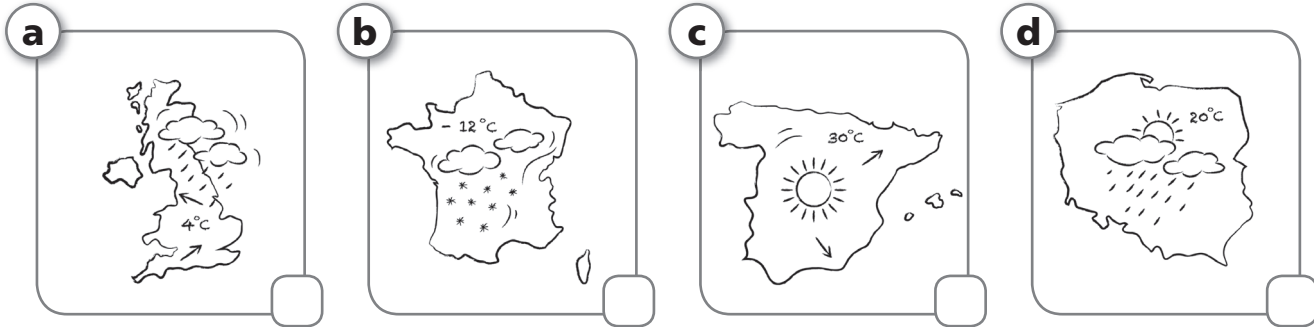


16-20



## 1 Listen and number.

..... / 4



## 2 Listen and circle.

..... / 4

1 It's summer / spring.

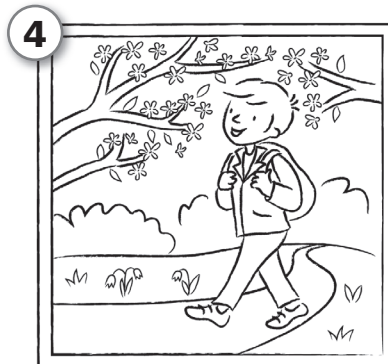
3 It's raining / snowing.

2 It's stormy / sunny.

4 Jack has / doesn't have a raincoat.

## 3 Look, read and match.

..... / 4



a It's summer.

b It's winter.

c It's fall.

d It's spring.



**4 Look, read and write.**

..... / 4

cloudy isn't sunny wearing



It isn't <sup>1</sup> \_\_\_\_\_ .  
 It's <sup>2</sup> \_\_\_\_\_ .  
 She's <sup>3</sup> \_\_\_\_\_  
 a sweater. It <sup>4</sup> \_\_\_\_\_  
 hot. It's cold!

**5 Look and write.**

..... / 4

**1** My favorite season  
 is \_\_\_\_\_ .  
 It's not \_\_\_\_\_ .  
 It's \_\_\_\_\_ .  
 It's \_\_\_\_\_ .



**2** My favorite season  
 is \_\_\_\_\_ .  
 It's \_\_\_\_\_ .  
 and \_\_\_\_\_ .  
 It isn't \_\_\_\_\_ .



# I'm dancing

# Test

UNIT

# 3

Name ..... Class .....

TOTAL: ..... / 20

0-10



11-15



16-20



## 1 Listen and number.

..... / 4

a



b



c



d



## 2 Listen and circle.

..... / 4

1 Jack's reading / writing.

3 Steve's jumping / juggling.

2 Sue's swimming / singing.

4 Mary's drawing / dancing.

## 3 Look, read and number.

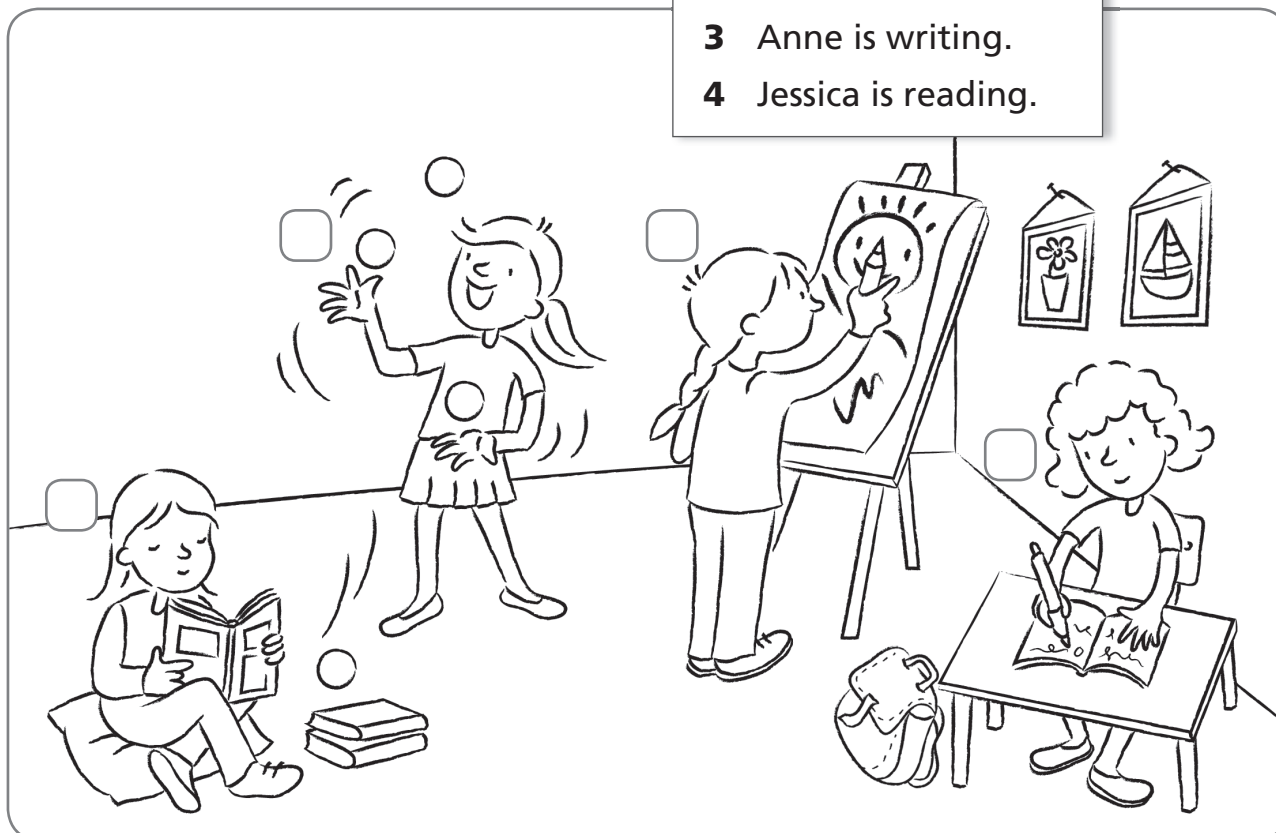
..... / 4

1 Susan is juggling.

2 Maddie is drawing.

3 Anne is writing.

4 Jessica is reading.



**4 Look and write.**

..... / 4

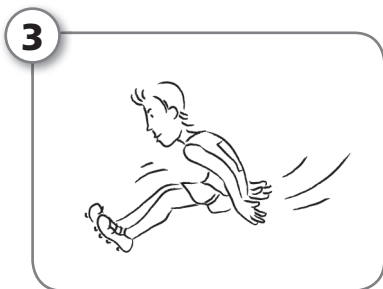
dancing jumping running swimming



1 He's \_\_\_\_\_.

2 She's \_\_\_\_\_.

3 He's \_\_\_\_\_.



4 She's \_\_\_\_\_.

**5 Look and write. Then write about yourself.**

..... / 4



1 He's \_\_\_\_\_  
and \_\_\_\_\_.

2 She \_\_\_\_\_  
and \_\_\_\_\_.



3 It \_\_\_\_\_  
and \_\_\_\_\_.

4 I \_\_\_\_\_  
and \_\_\_\_\_.

**What about you?**

# There's a park Test

UNIT

4

Name ..... Class .....

TOTAL: ..... / 20

0-10



11-15



16-20



## 1 Listen and check (✓) or cross (X).

..... / 4

1



2



3



4



## 2 Listen and circle.

..... / 4

1 There's / There isn't a park.

3 There's a museum / movie theater.

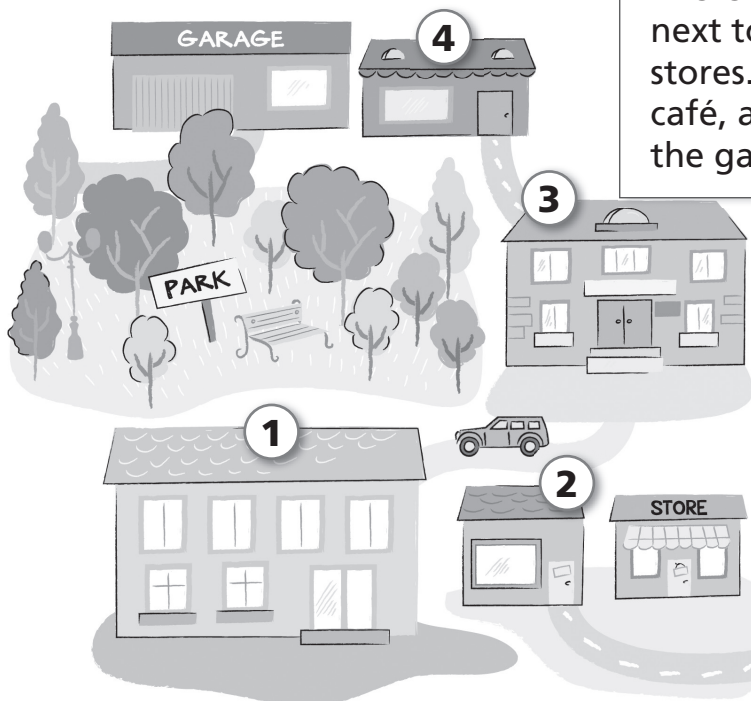
2 There are four stores / cafés.

4 The hotel is next to / behind the hospital.

## 3 Look, read and write.

..... / 4

café hospital school store



In my town there's a park. The park is behind the hospital. There's a school. The school is next to the park. There are two stores. There's a store next to a café, and there's a store next to the garage. I like my town!

1 \_\_\_\_\_

2 \_\_\_\_\_

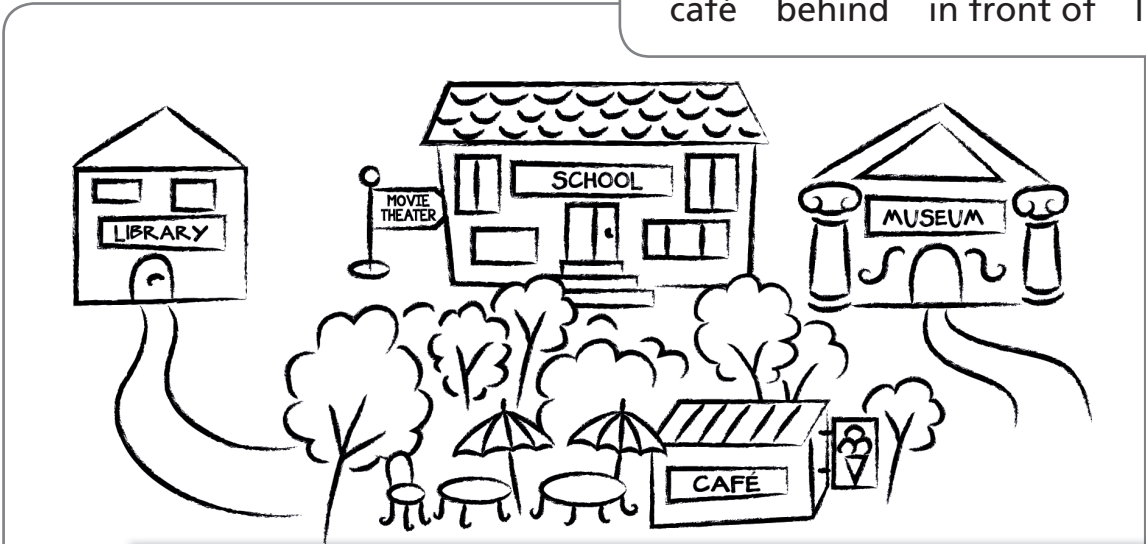
3 \_\_\_\_\_

4 \_\_\_\_\_

**4 Look, read and write.**

..... / 4

café behind in front of library



This is my school. There's a small park <sup>1</sup> \_\_\_\_\_  
 the school. There's a <sup>2</sup> \_\_\_\_\_ in the park. Next to  
 the school there's a <sup>3</sup> \_\_\_\_\_ and a museum. There's  
 a movie theater <sup>4</sup> \_\_\_\_\_ the school. I like my school!

**5 Look and write. Then write about your city.**

..... / 4

There's a \_\_\_\_\_ and a \_\_\_\_\_ .  
 There isn't a \_\_\_\_\_ or a \_\_\_\_\_ .  
 There are \_\_\_\_\_ and \_\_\_\_\_ .

**What about  
 your city?**  
 There's \_\_\_\_\_ .  
 There are \_\_\_\_\_ .



# My day

# Test

UNIT

# 5

Name ..... Class .....

TOTAL: ..... / 20

0-10



11-15



16-20



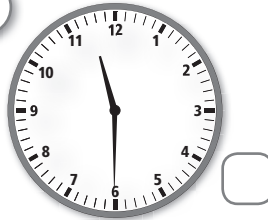
## 1 Listen and number.

..... / 4

a




b




c




d




## 2 Listen and check (✓).

..... / 4

|       | take a shower | have breakfast | play | go to school |
|-------|---------------|----------------|------|--------------|
| 07:30 |               |                |      |              |
| 08:00 |               |                |      |              |
| 08:30 |               |                |      |              |
| 12:00 |               |                |      |              |

## 3 Look, read and match.

..... / 4

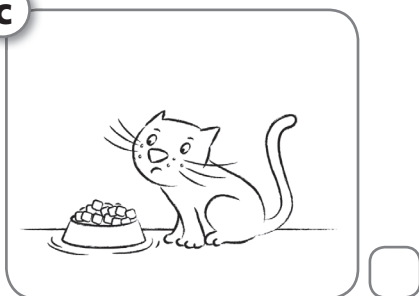
a



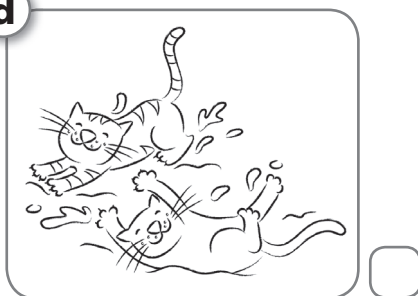

b




c




d




1

I have breakfast.

2

I play.

3

I take a shower.

4

I go home.

**4** Read and write.

..... / 4

go    have    get    play

**SUNNY CAMP DAY PLAN**

07.00 - I <sup>1</sup> \_\_\_\_\_ up 

08.00 - I have breakfast

09.00 - I <sup>2</sup> \_\_\_\_\_

12.00 - I <sup>3</sup> \_\_\_\_\_ lunch

06.00 - I have dinner

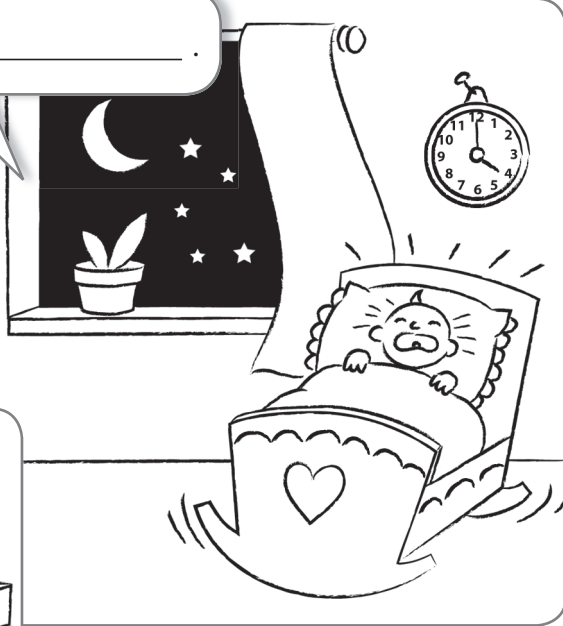
10.00 - I <sup>4</sup> \_\_\_\_\_ to bed

**5** Look and write. Then write about yourself.

..... / 4

**1**

I \_\_\_\_\_ up at \_\_\_\_\_.



**2**

I go \_\_\_\_\_ at \_\_\_\_\_.



**What about you?**

\_\_\_\_\_.

\_\_\_\_\_.

# My hobbies

# Test

UNIT

# 6

Name ..... Class .....

TOTAL: ..... / 20

0-10



11-15

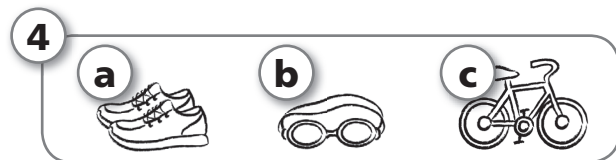
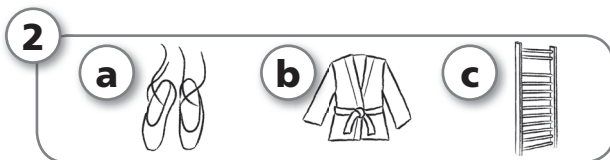
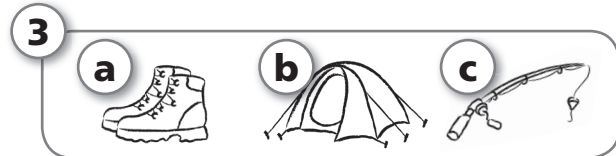
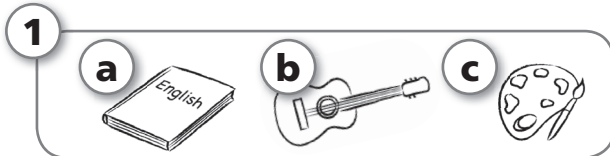


16-20



## 1 Listen and circle.

..... / 4



## 2 Listen and match.

..... / 4

- |                         |                 |
|-------------------------|-----------------|
| 1 She has an art lesson | a on Sunday.    |
| 2 She does karate       | b on Wednesday. |
| 3 She does ballet       | c on Tuesday.   |
| 4 She goes fishing      | d on Thursday.  |

## 3 Look, read and check (✓) or cross (X).

..... / 4

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
|        |         |           |          |        |

| Saturday | Sunday |
|----------|--------|
|          |        |

- 1 He goes camping on Saturday.
- 2 He goes running on Monday.
- 3 He goes swimming on Wednesday.
- 4 He has art lessons on Tuesday.

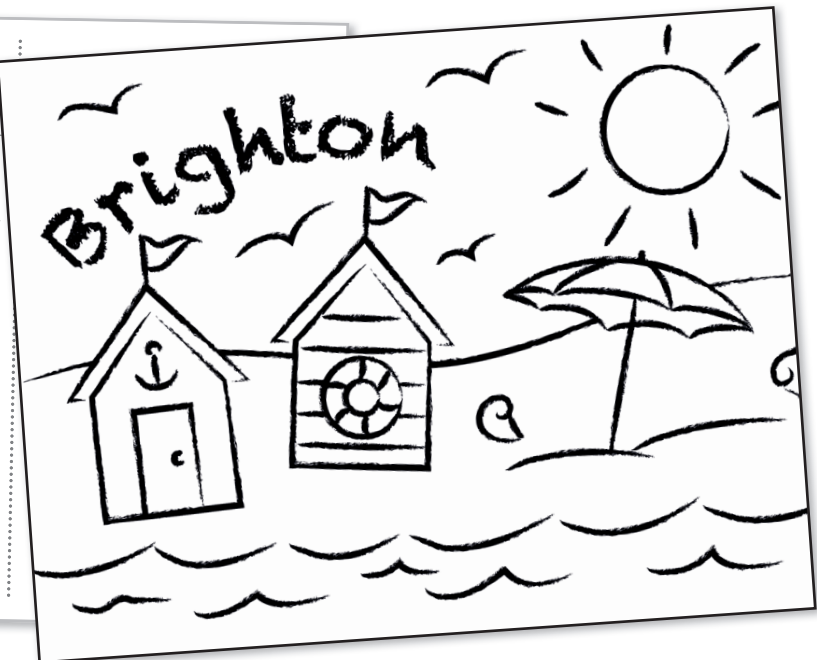


**4 Read and write.**

..... / 4

do go have weekend

Hi Mom,  
 I'm in Brighton. I'm happy. It's sunny.  
 I<sup>1</sup> \_\_\_\_\_ swimming! Then  
 I<sup>2</sup> \_\_\_\_\_ art lessons.  
 I<sup>3</sup> \_\_\_\_\_ karate. I go fishing  
 on the<sup>4</sup> \_\_\_\_\_. It's great!  
 Love,  
 Jack



**5 Look and write. Then write about yourself.**

..... / 4

|             | Monday | Tuesday    | Wednesday | Thursday | Friday | Saturday | Sunday |
|-------------|--------|------------|-----------|----------|--------|----------|--------|
| <b>Dory</b> | -      | gymnastics | -         | English  | -      | hiking   | -      |
| <b>You</b>  |        |            |           |          |        |          |        |



She does gymnastics on Tuesday.  
 She \_\_\_\_\_ an English  
 lesson on \_\_\_\_\_.  
 She \_\_\_\_\_ hiking  
 on \_\_\_\_\_.

**What about you?**  
 I \_\_\_\_\_  
 \_\_\_\_\_.  
 I \_\_\_\_\_  
 \_\_\_\_\_.

# Lions eat meat Test

UNIT

7

Name ..... Class .....

TOTAL: ..... / 20

0-10



11-15



16-20



## 1 Listen and check (✓) or cross (X).

..... / 4

**Hedgehog**



1



2



3



4

## 2 Listen and circle.

..... / 4

1 Crocodiles eat / don't eat frogs.

3 Crocodiles eat / don't eat seeds.

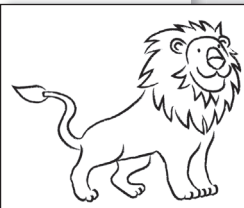
2 Crocodiles eat / don't eat bugs.

4 Crocodiles eat / don't eat fruit.

## 3 Read and match.

..... / 4

Lions don't eat fruit. They don't eat seeds. Lions eat meat.

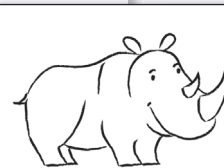


### WHAT DO THEY EAT?

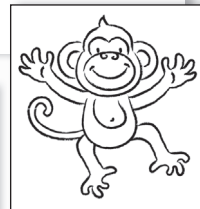
Birds eat seeds. Birds don't eat grass. Birds don't eat leaves.



Rhinos don't eat meat. They don't eat seeds. They eat grass.



Monkeys don't eat grass. Monkeys eat fruit. They don't eat meat.

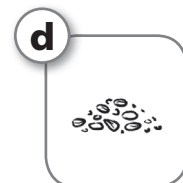
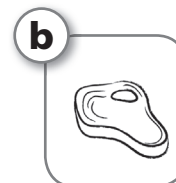
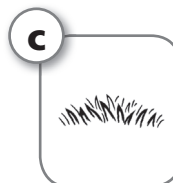


1 Lions eat

2 Birds eat






3 Rhinos eat

4 Monkeys eat



**4** Look and write *eat* or *don't eat*.

..... / 4

| Do your hamsters eat ... ?  |   |
|---|---|
|  | ✓ |
|  | ✗ |
|  | ✓ |
|  | ✗ |
|  | ✓ |



I'm Maria. I have two hamsters, Fred and Jacob. My hamsters  
 1 \_\_\_\_\_ seeds.  
 They 2 \_\_\_\_\_ grass.  
 They eat fruit.  
 They 3 \_\_\_\_\_ leaves.  
 They 4 \_\_\_\_\_ meat.  
 Fred and Jacob are hungry!  
 They have breakfast at 10 o'clock.

**5** Look and write. Then circle and write.

..... / 4


**Guinea pig**

✓






✗

Guinea pigs eat \_\_\_\_\_. They eat \_\_\_\_\_.

Guinea pigs don't eat \_\_\_\_\_. They don't eat \_\_\_\_\_.

**Cats / Dogs / Frogs** eat \_\_\_\_\_. They \_\_\_\_\_.

They don't eat \_\_\_\_\_. They \_\_\_\_\_.

# I like surfing

# Test

UNIT

# 8

Name ..... Class .....

TOTAL: ..... / 20

0-10



11-15



16-20



## 1 Listen and circle.

..... / 4

1 Tony likes



3 Fiona's wearing a



2 Kate likes



4 Peter has a



## 2 Listen and circle.

..... / 4

1 She likes swimming / surfing.

3 He likes basketball / baseball.

2 She doesn't like roller skating / horseback riding.

4 He doesn't like tennis / soccer.

## 3 Read and check (✓) or cross (X).

..... / 4



### MY HOBBIES

## Bethany Bevier POP STAR

Do you like sports, Bethany?

Yes. I like horseback riding. I ride a horse on the weekend.

Do you like surfing or diving?

I don't like diving. But I like surfing. I have a new surfboard!

Do you like roller skating?

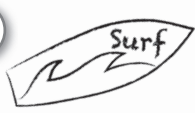
Yes, I like roller skating in parks.

Thank you, Bethany!

1



2



3



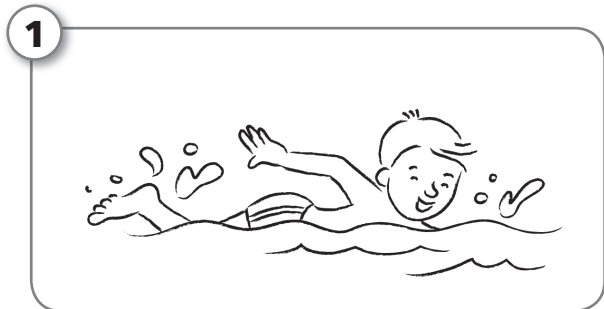
4



**4** Look, read and write.

..... / 4

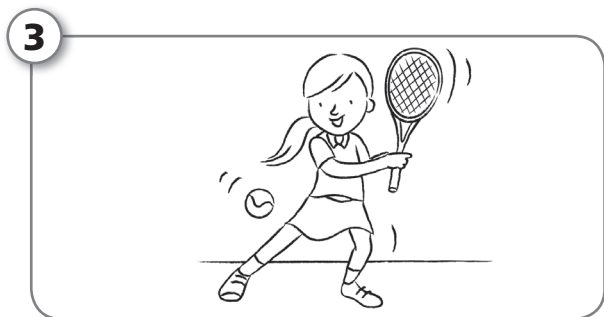
like    don't like    likes    doesn't like



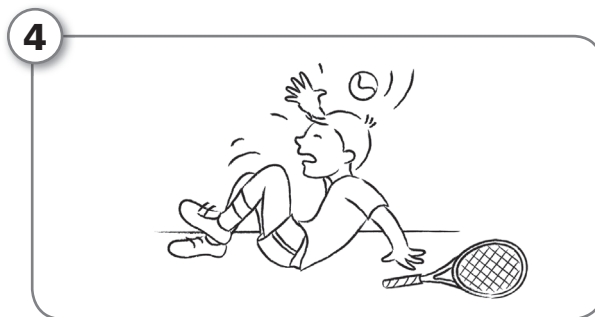
I'm Jim. I <sup>1</sup> \_\_\_\_\_ swimming.



This is my sister, Jessica. She <sup>2</sup> \_\_\_\_\_ swimming!



She <sup>3</sup> \_\_\_\_\_ tennis.



I <sup>4</sup> \_\_\_\_\_ tennis!

**5** Look and write. Then write about yourself.

..... / 4

She likes \_\_\_\_\_  
and \_\_\_\_\_ .  
She doesn't like \_\_\_\_\_  
or \_\_\_\_\_ .

|            |   |
|------------|---|
| soccer     | ☹ |
| diving     | ☺ |
| baseball   | ☹ |
| basketball | ☺ |



**What about you?**

I like \_\_\_\_\_ and \_\_\_\_\_ .

I don't like \_\_\_\_\_ or \_\_\_\_\_ .

Name ..... Class .....

TOTAL: ..... / 26    0-14 😐    15-20 😊    21-26 😄

**1 Listen and circle.** ..... / 5



**2 Listen and circle.** ..... / 5

- 1 She likes roller skating / swimming.
- 2 She goes hiking on Saturday / Sunday.
- 3 She likes / doesn't like reading.
- 4 The library is behind / next to the school.
- 5 English lessons are at 5:00 / 5:30.

**3 Read and check (✓) or cross (X).** ..... / 5

- 1 It's spring in Australia.
- 2 It's hot and sunny.
- 3 Mark goes hiking and fishing on the weekend.
- 4 Kangaroos like running, swimming and jumping.
- 5 Kangaroos don't eat leaves or grass.

From mark\_c@wowhoo.co  
 To ann-joe  
 Subject Vacation

Hi Ann!

I'm on vacation in Australia. It's spring in the United States, but it's fall in Australia. It's not sunny – it's cold, it's raining and I don't go surfing. ☹️ I go hiking on Saturday and I go fishing on Sunday.

There are lots of kangaroos in Australia! They like jumping and running. They like swimming, too! They don't eat meat or bugs. They eat leaves and grass.

See you soon!

Mark

**4 Look, read and write.**

..... / 4

doesn't like    does  
have    likes



I'm Sue and this is my brother, James.  
I like drawing.  
I <sup>1</sup> \_\_\_\_\_ art lessons  
on Tuesday and Friday. James  
<sup>2</sup> \_\_\_\_\_ drawing.  
He <sup>3</sup> \_\_\_\_\_ cycling and  
gymnastics. He goes cycling on  
the weekend and he <sup>4</sup> \_\_\_\_\_  
gym on Monday and Wednesday.

**5 Look and write. Then write about yourself.**

..... / 6

**1**  
In my town there's a \_\_\_\_\_ .  
There isn't a \_\_\_\_\_ .

**2**  
I \_\_\_\_\_  
at \_\_\_\_\_ .

**What about you?**  
In my town there's \_\_\_\_\_ .  
There isn't a \_\_\_\_\_ .



**What about you?**  
I \_\_\_\_\_  
at \_\_\_\_\_ .

**3**  
I like \_\_\_\_\_ .  
I don't like \_\_\_\_\_ .



**What about you?**  
I \_\_\_\_\_ .  
I \_\_\_\_\_ .

**NEW**

# **English Adventure**

**DVD Worksheets**

**LEVEL 4**



# DVD worksheets

## Worksheet 1

### 1 Read, match and write.

- Students complete the gaps under the pictures with appropriate words from the box.
- Answers: 3 jumping, 4 swimming, 5 eating, 6 singing.

## Worksheet 2

### 1 Read and match.

- Students look at the pictures of Ted and Lucy and match the sentences describing weather and feelings.
- Answers: 2 Ted's angry. 3 Ted's happy. 4 Lucy's scared.

### 2 Find the words. Choose a word, draw and write.

- Students find weather adjectives in the wordsnake, circle them and choose those that will match Lucy's smiling face. Then students draw the appropriate picture in the box.
- Answers: windy, sunny, raining, hot, stormy, snowing, cold, cloudy; Students' own answers.

## Worksheet 3

### 1 Find and match.

- Students match the insects with their names.
- Answers: 2 beetle, 3 stick insect, 4 ant, 5 grasshopper.

### 2 Read and color.

- Students read the sentences and color the boxes accordingly.

## Worksheet 4

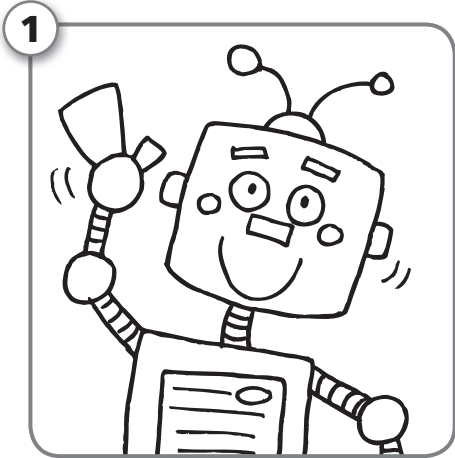
### 1 Match and write. Then color.

- Students complete the gaps under the pictures with appropriate phrases from the box.
- Answers: 3 Lucy likes reading, 4 Ted likes dancing, 5 Lucy likes playing tennis, 6 Ted doesn't like horseback riding.

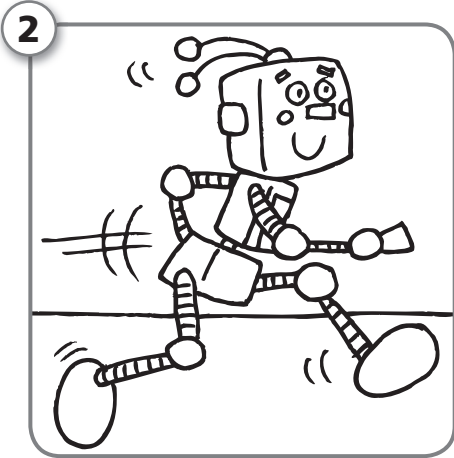
Worksheet 1

1 Read, match and write.

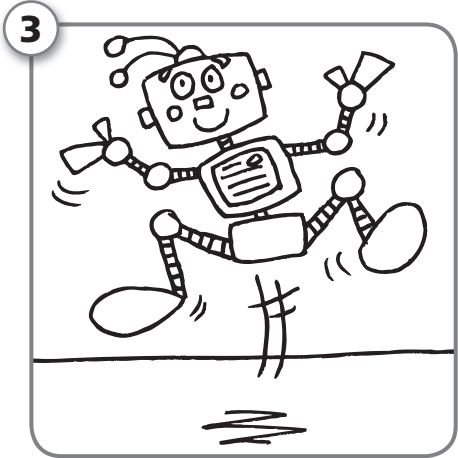
jumping      swimming      ~~running~~      eating      singing



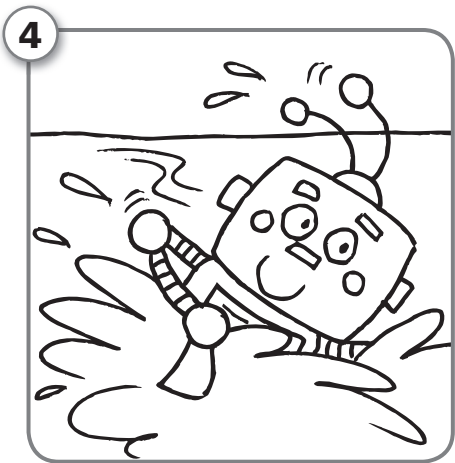
This is Rob. He's a robot.



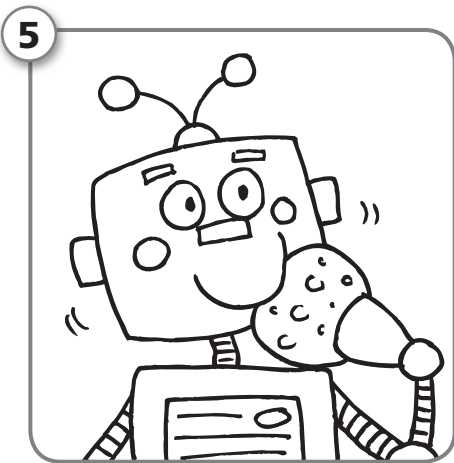
He's running.



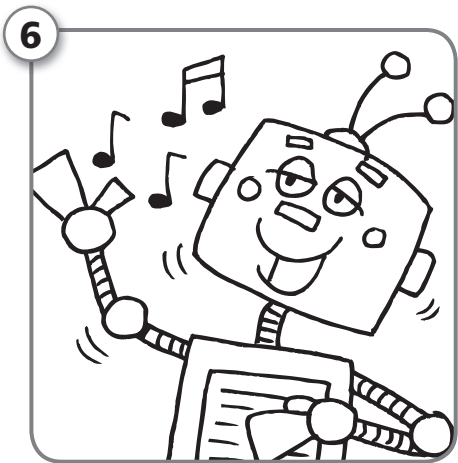
He's \_\_\_\_\_.



He's \_\_\_\_\_.



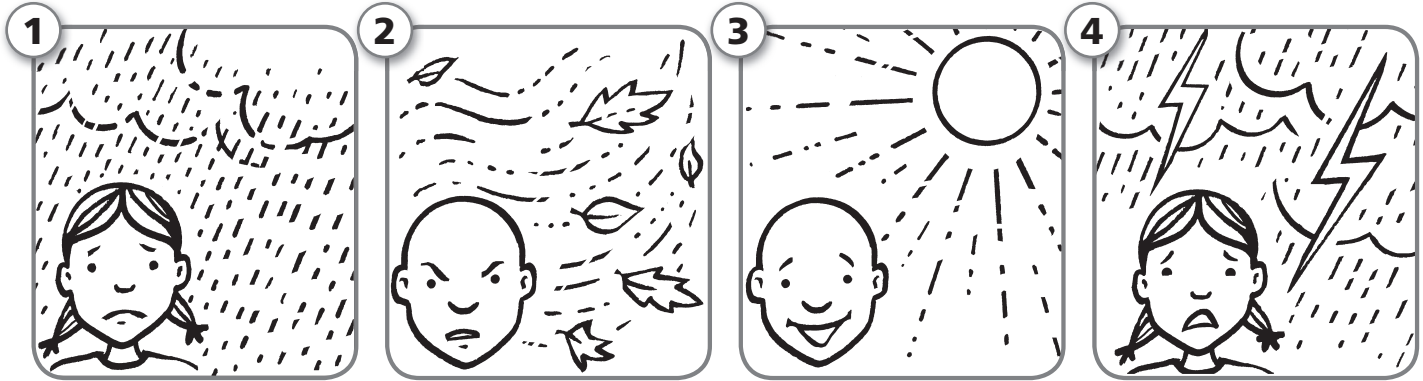
He's \_\_\_\_\_.



He's \_\_\_\_\_.

Worksheet 2

1 Read and match.



- 1 It's raining.
- 2 It's windy.
- 3 It's sunny.
- 4 It's stormy.

- Ted's happy.
- Lucy's scared.
- Ted's angry.
- Lucy's sad.

2 Find the words. Choose a word, draw and write.

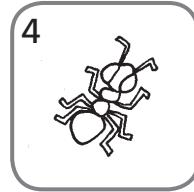
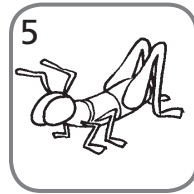
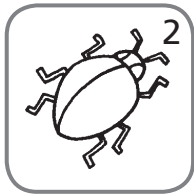
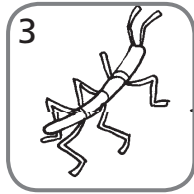
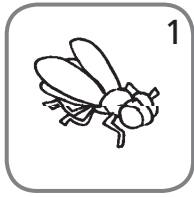
WINDY SUNNY RAINING HOT STORMY SNOWING COLD CLOUDY



It's \_\_\_\_\_ .  
Lucy's happy.

Worksheet 3

1 Find and match.



stick insect

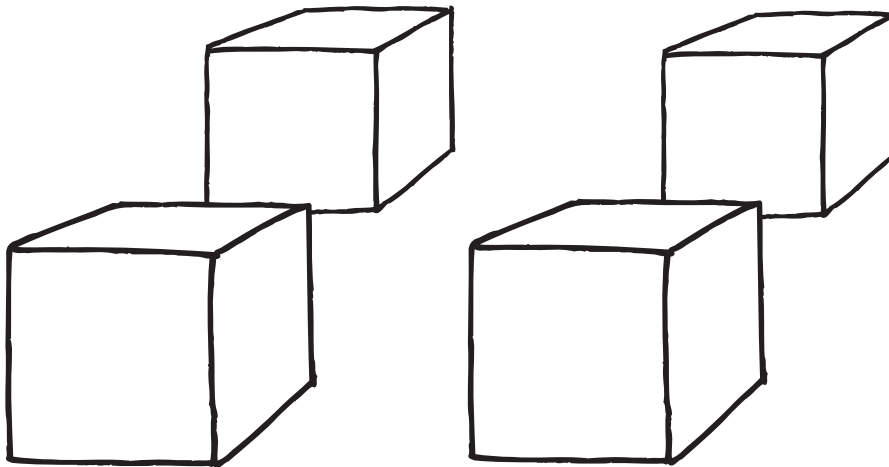
grasshopper

fly

beetle

ant

2 Read and color.



The red box is next to the blue box.

The green box is behind the red box.

The yellow box is next to the green box.

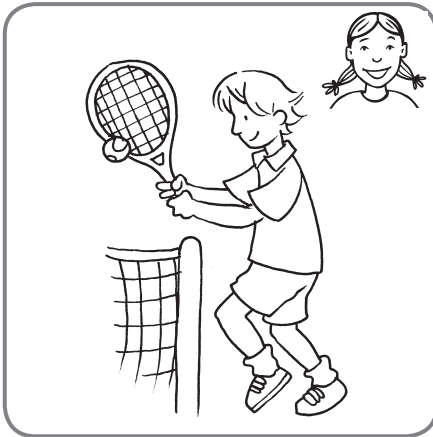
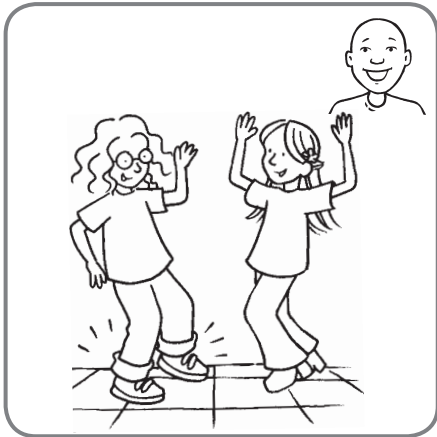
Worksheet 4

1 Match and write. Then color.

playing tennis    reading    ~~surfing~~    dancing    horseback riding    ~~swimming~~



1 Ted likes swimming.    2 Lucy doesn't like surfing.    3 \_\_\_\_\_



4 \_\_\_\_\_    5 \_\_\_\_\_    6 \_\_\_\_\_

**NEW**

# **English Adventure**

**PHOTOCOPIABLE  
RESOURCES**

**LEVEL 5**

# Photocopiable worksheets

## Teacher's notes

**PLEASE NOTE!** Before you hand out the worksheets, review the target vocabulary using any game from the Resource Bank.

## Welcome activities, Activity 1

### Worksheet 1

**Objective:** to review adjectives and words related to the weather.

#### 1 Unscramble the words to write sentences.

- Ask students to unscramble the words and write sentences or questions.
- **Answers:** 1 *Is she tired?*; 2 *He isn't hungry, he is tired.*; 3 *They are scared.*; 4 *I'm not angry, I am sad.*; 5 *Mom is thirsty.*; 6 *Is Grandpa worried?*

#### 2 What's the weather like today? Look and write. Use the words from the box.

- Ask students to look at the pictures and complete the sentences with the words from the box.
- **Pair activity:** Students take turns asking and answering about the weather in each picture.
- **Answers:** 1 *hot*, 2 *sunny*, 3 *raining*, 4 *snowing*, 5 *cloudy*, 6 *cold*.

## Welcome activities, Activity 2

### Worksheet 2

**Objective:** to review everyday actions and places in the city.

#### 1 Look at the pictures. Then answer the questions accordingly. Write full answers.

- Ask students to look at the pictures closely and answer the questions.
- Tell students to write full sentences.
- **Answers:** 1 *No, he isn't walking to school. He's riding a bike.*, 2 *Yes, they are climbing.*, 3 *Yes, he is swimming.* 4 *No, they aren't singing. They're walking.*

#### 2 Use the prompts below to write about these places. Follow the example.

- Ask students to look at the first picture. Read the example and check if they understand what they have to do.
- Elicit the answers from the whole group.
- **Answers:** 2 *There's a café in front of the library.*, 3 *There's a museum behind the movie theater.*

## Welcome activities, Activity 3

### Worksheet 3

**Objective:** to review time and daily activities.

#### 1 Complete the clocks with the time you do these daily actions. Then write.

- Ask students to complete the clocks with the time they do the actions.
- Ask them to complete the sentences accordingly.
- **Pair activity:** Students share their answers and check if they have anything in common.

#### 2 Answer these questions about you.

- Ask students to answer the questions with true information about themselves. Help them if necessary.
- Invite a few volunteers to share their answers with the whole group.

## Welcome activities, Activity 4

### Worksheet 4

**Objective:** to review animal food and what people like or don't like doing.

#### 1 Unscramble the letters and form words. Then match the words to the pictures.

- Ask students to unscramble the letters, form words and then match the words they have formed to the pictures.
- **Answers:** 1 *meat*, 2 *fruit*, 3 *leaves*, 4 *grass*, 5 *seeds*, 6 *bugs*, a 5, b 6, c 4, d 3, e 2, f 1.

#### 2 Write about these people.

- Ask students to pay attention to the faces drawn and write sentences accordingly.
- Read the example and check if students understand what they have to do.
- Ask three volunteers to share the sentences with the whole group.
- **Answers:** 2 *likes surfing*, 3 *doesn't like roller skating*, 4 *doesn't like basketball*.

# Hello

## Worksheet 5

**Objective:** to review everyday phrases, personal belongings and animals.

### 1 What are these people saying? Look and write.

- Ask students to look at the pictures closely and guess what the people are saying.
- Tell students to exchange ideas with their partners before they write.
- **Answers:** 1 *Sorry!*, 2 *Please.*, 3 *Thanks.*

### 2 Complete the sentences below with true information about you. Then draw.

- Ask students to complete the sentences with true information about themselves and then draw something that represents what they have written.
- Pair activity: Student A shows his drawings and Student B comes up with a sentence.

## Unit 1

### Worksheet 6

**Objective:** to review everyday activities.

### 1 Unscramble the words to write sentences.

- Ask students to unscramble the words and form sentences.
- Invite a few volunteers to read the sentences out loud.
- **Answers:** 1 *What are you doing?*, 2 *What are you good at?*, 3 *I'm playing volleyball with Steve.*, 4 *My favorite sport is swimming.*, 5 *I don't like dancing.*

### 2 Look at the pictures and write a text. Use the words in the box.

- Ask students to look at the picture and say if they recognize the activities. Students should write a text with the words in the box, using the activities in the affirmative and negative according to the check or cross next to the picture.
- Pair activity: Students read their text to each other.

## Unit 2

### Worksheet 7

**Objective:** to review places in the city and in the country.

### 1 Read the text and draw.

- Ask students to read the text and draw a city map that reflects the information in it.
- Pair activity: Students share and compare their drawings.
- If you have time, have students share their drawings with their classmates.

### 2 Write questions for these sentences.

- Tell students that they have to write questions to the answers.
- Invite a few volunteers to read their questions out loud.
- **Answers:** 1 *How much are...?*, 2 *How much is...?*, 3 *Are there two big supermarkets in your city?*

## Unit 3

### Worksheet 8

**Objective:** to review the time, the days of the week and *I need...*

### 1 Circle the correct answers.

- Ask students to look at the clocks and circle the corresponding time.
- Invite a few volunteers to read the complete sentences out loud.
- **Answers:** 1 *fifteen*, 2 *twenty*, 3 *thirty*.

### 2 Read the sentences and complete the clocks.

- Ask students to read the sentences and draw the corresponding clocks.
- Pair activity. Students compare their clocks.
- **Answers:** 1 *4:40*, 2 *10:35*.

### 3 Write questions for these sentences.

- Ask students to answer the questions with true information about themselves.
- Invite a few volunteers to share their sentences with the whole class.



## Unit 4

### Worksheet 9

**Objective:** to review illnesses.

#### 1 Write a conversation between a doctor and a patient.

- Ask students: *What do you think is the matter with the boy in the picture?* and elicit their ideas.
- Tell them they have to write a conversation between the boy and a doctor.
- Pair activity: Students read their dialogue to their partners.
- Walk around the class and make sure students switch roles. Praise them as you hear their dialogues.
- Invite a few volunteers to read their dialogue out loud.

#### 2 Look at the pictures. Then check (✓) the correct sentences.

- Ask students to look at the pictures attentively and check the sentences that correspond to the pictures.
- Answers: 1, 2.

## Unit 5

### Worksheet 10

**Objective:** to review age and physical appearance.

#### 1 Find and circle the adjectives. Then write them.

- Ask students to find and circle the adjectives in the comparative form.
- Students then write down the adjectives they have circled.
- Answers: *younger, taller, shorter, slimmer, older, faster.*

#### 2 Look and write sentences to compare these people.

- Ask students to compare the people in each picture.
- Students then write sentences with adjectives in the comparative form.
- Invite a few volunteers to read their sentences out loud.

## Unit 6

### Worksheet 11

**Objective:** to review wild animals and their characteristics.

#### 1 Name the animals. Then complete the sentences with true information about them.

- Ask students to name the animals in the pictures.
- Have students complete the sentences with true information about those animals.
- Answers: 1 *parrots*, 2 *bison*, 3 *giant pandas*, 4 *polar bears*; 1 *fruit*, 2 *leaves, plants*, 3 *China, forests/trees*, 4 *dens, meat*.

#### 2 Match the questions to the answers.

- Ask students to read the questions and then match questions to answers.
- Correct answers with the whole class
- Answers: 1 *In North America and Europe*, 2 *Meat and rice*, 3 *In baskets*.

## Unit 7

### Worksheet 12

**Objective:** to review physical appearance.

#### 1 Look, read and check (✓) the true sentences.

- Ask students to look at the pictures attentively, read the sentences and check the ones that are true.
- Answers: 3, 4.

#### 2 Complete the sentences below about Nick and Chris. Make comparisons.

- Ask students to look at the pictures and write sentences that compare the two people.
- Elicit the answers from the group.
- Answers: 1 *taller/chubbier/older than Chris*, 2 *shorter/slimmer/younger than Nick*.

## Unit 8

### Worksheet 13

**Objective:** to review types of stories and words related to some stories.

#### 1 Look and write *I like books about... or I don't like books about...*

- Ask students to look at the pictures and use the corresponding words to complete the sentences *I like books about...* and *I don't like books about...*
- Tell them to use true information about themselves.
- Invite a few volunteers to share their sentences with the whole group.

#### 2 Find six words in the crossword below. Then write one sentence with each word you have found.

- Ask students to find six words in the crossword and then write one sentence with each word they have found.
- Pair activity: Students share their sentences with their partners.
- **Answers:** (across) *dragon, queen, brave* / (down) *beautiful, hero, princess*

## Happy Birthday

### Worksheet 14

**Objective:** to review words related to birthday parties.

#### 1 Draw your birthday party. Make sure you include a cake, candles and presents. Then write about it.

- Ask students to draw a scene depicting a birthday party they have already had or one they would like to have.
- Tell them to write about it.
- Invite all students to share their work with the whole group.

## Happy Easter

### Worksheet 15

**Objective:** to review words related to Easter.

#### 1 How do you celebrate Easter? Write about it. Then draw.

- Ask students to write a short description of their Easter celebration.
- Tell them to draw something to go with their description.
- Invite all students to share their productions with the whole group.

## Earth Day

### Worksheet 16

**Objective:** to review words related to saving the planet.

#### 1 Make two drawings: one that represents an unhealthy planet and one that represents a healthy planet.

- Elicit from students what they understand from a healthy and an unhealthy planet.
- Give them some time to do and color one drawing for each context.
- Invite all students to share their drawings with the whole group.

#### 2 What can you, your friends and family do to help save the planet? Write.

- Ask students to write two actions that they can take on a daily basis to save the planet.
- Invite a few volunteers to share their sentences with the whole group.

## Review Units 1-2

### Worksheet 17

**Objective:** to review everyday activities, personal belongings and the place people live.

#### 1 Check (✓) the pictures that represent activities you like doing. Then complete the sentences.

- Ask students to look at the pictures closely and check (✓) the ones that represent activities they like doing.
- Tell students to complete the sentences.
- Invite a few volunteers to read their sentences out loud.

#### 2 Answer these questions about you.

- Ask students to answer the questions with true information about themselves.
- Pair activity: Students share their answers with their partners.
- Walk around and make sure students switch roles.

## Review Units 3-4

### Worksheet 18

**Objective:** to review everyday activities and illnesses.

#### 1 Describe a typical day in your life. Mention at least six activities and the time you do them.

- Ask students to write six sentences that describe activities they do every day.
- Tell them to mention the time they do those activities.
- Invite a few volunteers to share their sentences with the whole group.
- Write the actions on the board as they are mentioned. At the end, ask students questions about the activities that haven't been mentioned.

#### 2 What's the matter with them? Look and write.

- Ask students to look at the pictures and write sentences about them.
- Correct the activity as a group.
- **Answers:** 1 *She has a cough.*, 2 *She has a toothache.*, 3 *He has a headache.*, 4 *He has a broken arm.*

## Review Units 5-6

### Worksheet 19

**Objective:** to review questions, physical appearance, animal food and places to sleep.

#### 1 Unscramble the words and write sentences.

- Ask students to unscramble the words and write sentences.
- Invite three students to read the sentences out loud.
- **Answers:** 1 *Do you have brothers or sisters?*, 2 *When is your birthday?*, 3 *Jake is taller than his brother.*

#### 2 Complete with the missing vowels. Use the letters in the box.

- Ask students to use the words from the box to label the pictures.
- Correct the activity as a group.
- **Answers:** 1 *cage*, 2 *cave*, 3 *den*, 4 *grass*, 5 *meat*, 6 *seeds*.

## Review Units 7-8

### Worksheet 20

**Objective:** to review physical appearance and words related to stories.

#### 1 Read, draw and color.

- Ask students to read the descriptions and draw and color people that correspond to those descriptions.
- Invite all students to share their drawings with the whole group.

#### 2 Answer the following questions with the words in parentheses. Write full answers.

- Ask students to use the words in parentheses to answer the questions.
- Tell them to write full answers.
- **Answers:** 1 *Yes, the princess was clever.*, 2 *No, the dragon wasn't strong.*, 3 *Yes, I was afraid of the monsters.*, 4 *No, the heroes weren't nice.*

# Welcome activities, Activity 1

## Worksheet 1

1 Unscramble the words to write sentences.

1 she / tired? / Is

\_\_\_\_\_

2 hungry. / isn't / he / is / tired. / He

\_\_\_\_\_

3 They / scared. / are

\_\_\_\_\_

4 not / I'm / angry. / I / sad. / am

\_\_\_\_\_

5 Mom / thirsty. / is

\_\_\_\_\_

6 Grandpa / worried? / Is

\_\_\_\_\_

2 What's the weather like today? Look and write. Use the words from the box.

cloudy    snowing    hot    raining    sunny    cold



It's \_\_\_\_\_



It's \_\_\_\_\_



It's \_\_\_\_\_



It's \_\_\_\_\_



It's \_\_\_\_\_



It's \_\_\_\_\_

# Welcome activities, Activity 2

## Worksheet 2

1 Look at the pictures. Then answer the questions accordingly. Write full answers.



1 Is he walking to school?

\_\_\_\_\_.



2 Are they climbing?

\_\_\_\_\_.



3 Is he swimming?

\_\_\_\_\_.



4 Are they singing?

\_\_\_\_\_.

2 Use the prompts below to write about these places. Follow the example.

1



hospital / school

There's a hospital next to school.

2



café / library

\_\_\_\_\_.

3



museum / movie theater

\_\_\_\_\_.

# Welcome activities, Activity 3

## Worksheet 3

1 Complete the clocks with the time you do these daily actions. Then write.

1  take a shower

I take a shower at \_\_\_\_\_.

2  go to school

I \_\_\_\_\_.

3  do my homework

I \_\_\_\_\_.

4  have dinner

I \_\_\_\_\_.

2 Answer these questions about you.

1 When do you have art lessons?

\_\_\_\_\_.

2 Do you do gymnastics?

\_\_\_\_\_.

3 Do you go swimming on the weekends?

\_\_\_\_\_.

# Welcome activities, activity 4

## Worksheet 4

1 Unscramble the letters and form words. Then match words to pictures.

1 e a m t

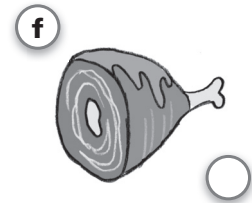
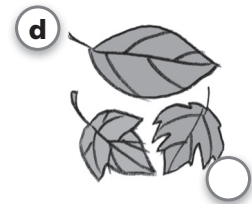
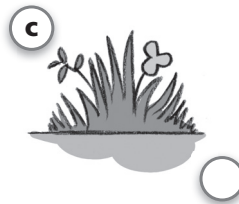
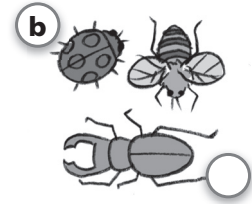
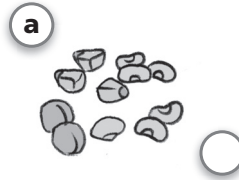
2 t i u r f

3 e v s l a e


4 s s a g r

5 d e e s s

6 u s b g



2 Write about these people.

1  horseback riding

Mark likes horseback riding.

2  surfing

Marta \_\_\_\_\_.

3  roller skating

Joseph \_\_\_\_\_.

4  basketball

William \_\_\_\_\_.

# Hello

## Worksheet 5

1 What are these people saying? Look and write.



2 Complete the sentences below with true information about you. Then draw.

1 I have \_\_\_\_\_, but I don't have \_\_\_\_\_.

2 My favorite animals are \_\_\_\_\_.



# Unit 1

## Worksheet 6

1 Unscramble the words to write sentences.

1 doing? / What / you / are

\_\_\_\_\_

2 good / at? / are / What / you

\_\_\_\_\_

3 Steve / I'm / volleyball / with / playing

\_\_\_\_\_

4 favorite / swimming / sport / My / is

\_\_\_\_\_

5 like / don't / I / dancing.

\_\_\_\_\_

2 Look at the pictures and write a text. Use the words in the box.

good at

not good at

like

don't like



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Unit 2

## Worksheet 7

### 1 Read the text and draw.

This is Manhattan Street. I live at 17. There are two cafés on my street. One is next to my house. The other café is behind the hospital. There is a movie theater in front of my house. There are some stores, too.



### 2 Write questions for these sentences.

1 \_\_\_\_\_  
They're \$19.

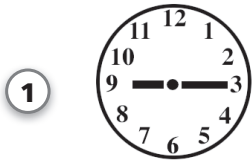
2 \_\_\_\_\_  
It's \$8.

3 \_\_\_\_\_  
Yes, there are two big supermarkets in my city.

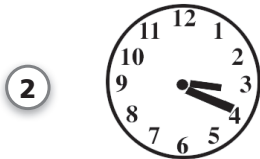
# Unit 3

## Worksheet 8

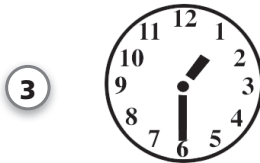
1 Circle the correct answers.



Our math class is at nine **fifteen** / **thirty**.



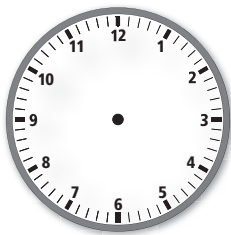
We have geography classes at three **twenty** / **forty**.



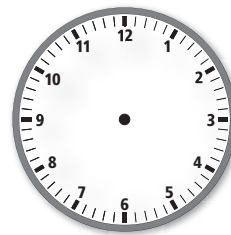
We have history at one **o'clock** / **thirty**.

2 Read the sentences and complete the clocks.

1 Our classes start at four forty.



2 It's ten thirty-five now.



3 Answer the following questions about your town.

1 Where's the hospital in your town?

\_\_\_\_\_.

2 Where's your school?

\_\_\_\_\_.

# Unit 4

## Worksheet 9

1 Write a conversation between a doctor and a patient.

The doctor: \_\_\_\_\_

Patient: \_\_\_\_\_

The doctor: \_\_\_\_\_

Patient: \_\_\_\_\_



2 Look at the pictures. Then check (✓) the correct sentences.



1 Jason has an earache.



2 Luke has a sore throat.



3 My sister has a bad headache.



4 My cousin has a broken leg.

# Unit 5

## Worksheet 10

1 Find and circle six adjectives in the comparative form. Then write them.

ABROTHERYOUNGERTHETALLERSORRYSHORTERTHANKSSLIMMEREXCUSEMEOLDERMEFASTER

1 \_\_\_\_\_

2 \_\_\_\_\_

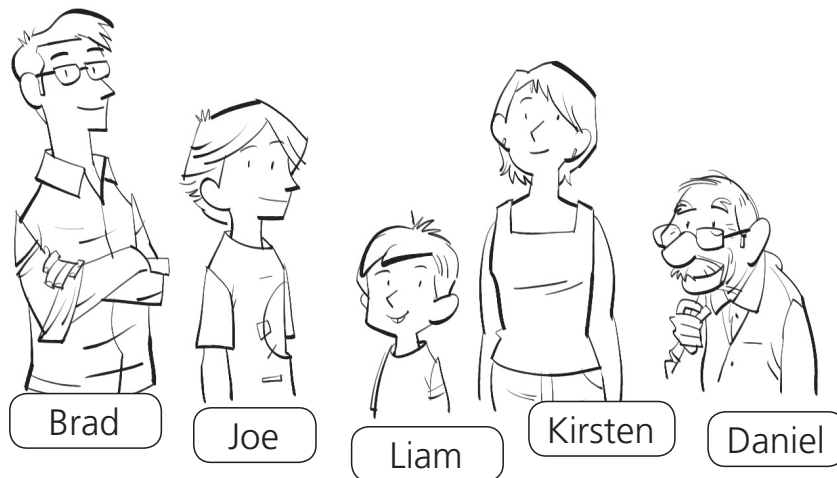
3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

2 Look and write sentences to compare these people.



1 Brad and Joe.

\_\_\_\_\_.

3 Daniel and Liam.

\_\_\_\_\_.

3 Kirsten and Joe.

\_\_\_\_\_.

# Unit 6

## Worksheet 11

1 Name the animals. Then complete the sentences with true information about them.

1



\_\_\_\_\_

2



\_\_\_\_\_

3



\_\_\_\_\_

4



\_\_\_\_\_

- 1 They live in forests, sleep in trees and eat flowers, leaves and \_\_\_\_\_.
- 2 They live in Poland and eat \_\_\_\_\_, and \_\_\_\_\_.
- 3 They live in \_\_\_\_\_, eat plants and bamboo shoots and sleep in \_\_\_\_\_.
- 4 They live in the Arctic, sleep in \_\_\_\_\_ and eat \_\_\_\_\_.

2 Match questions to answers.

- |                              |                              |
|------------------------------|------------------------------|
| 1 Where do brown bears live? | Meat and rice.               |
| 2 What do those puppies eat? | In North America and Europe. |
| 3 Where do your cats sleep?  | In baskets.                  |

# Unit 7

## Worksheet 12

1 Look, read and check (✓) the true sentences.



1 He has long hair.



2 He is dark haired.



3 He is tall.



4 It is a chubby cat.

2 Complete the sentences below about Nick and Chris. Make comparisons.



Nick



Chris

1 Nick is \_\_\_\_\_.

2 Chris is \_\_\_\_\_.

# Unit 8

## Worksheet 13

1 Look and write *I like books about...* or *I don't like books about...*




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2 Find six words in the crossword below. Then write one sentence with each word you have found.

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| B | F | G | H | J | T | Y | J | P |
| E | A | W | E | D | S | A | F | R |
| A | S | D | R | A | G | O | N | I |
| U | N | C | O | R | M | I | L | N |
| T | A | X | N | M | E | O | U | C |
| I | K | Q | U | E | E | N | P | E |
| F | E | Z | Q | A | E | T | T | S |
| U | S | E | N | H | J | A | E | S |
| L | B | A | R | B | R | A | V | E |

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

4 \_\_\_\_\_

6 \_\_\_\_\_



# Happy Birthday

## Worksheet 14

- 1 Draw your birthday party. Make sure you include a cake, candles and presents. Then write about it.



My birthday is in \_\_\_\_\_.

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# Happy Easter

## Worksheet 15

**1** How do you celebrate Easter? Write about it. Then draw.

---

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# Earth Day

## Worksheet 16

- 1** Make two drawings: one that represents an unhealthy planet and one that represents a healthy planet.

An unhealthy planet



A healthy planet



- 2** What can you, your friends and family do to help save the planet? Write.

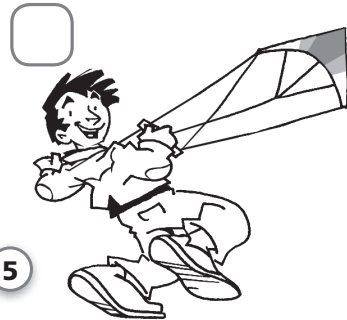
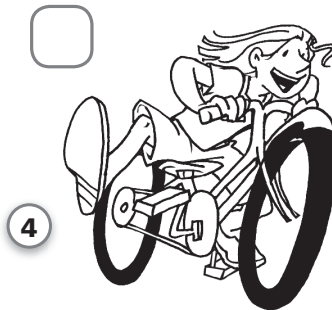
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# Review Units 1-2

## Worksheet 17

1 Check (✓) the pictures that represent activities you like doing. Then complete the sentences.



I like \_\_\_\_\_.

I don't like \_\_\_\_\_.

2 Answer these questions about you.

1 Where do you live?

\_\_\_\_\_.

2 Is there a drugstore on your street?

\_\_\_\_\_.

3 Is there a café in your town?

\_\_\_\_\_.

4 Do you live in the country or in the city?

\_\_\_\_\_.

# Review Units 3-4

## Worksheet 18

1 Describe a typical day in your life. Mention at least six actions and the time you do them.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

2 What's the matter with them? Look and write.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# Review Units 5–6

## Worksheet 19

1 Unscramble the words and write sentences.

1 brothers / you / Do / have / or / sisters?

---

2 your / When / is / birthday?

---

3 taller / is / Jake / his / than / brother.

---

2 Complete the words with the missing vowels. Then use the words to label the pictures.

1 c \_ ge

4 gr \_ ss

2 c \_ ve

5 m \_ \_ t

3 d \_ n

6 s \_ \_ ds



# Review Units 7–8

## Worksheet 20

**1** Read, draw and color.

**1** She is tall, strong and dark haired. She has green eyes.



**2** They are twin brothers, but they are different. Jonas is tall and slim. He has brown eyes.



**2** Answer the following questions with the words in parentheses. Write full answers.

**1** Was the princess clever? (Yes)

\_\_\_\_\_

**2** Was the dragon strong? (No)

\_\_\_\_\_

**3** Were you afraid of the monsters? (Yes)

\_\_\_\_\_

**4** Were the heroes nice? (No)

\_\_\_\_\_

NEW

# English Adventure

**TESTS**

**LEVEL 5**



# LEVEL 5 Teacher's Notes – Tests

## Unit 1 - What are you good at? – Test

### 1 Listen and check or cross.

- Ask students to look at the pictures.
- Students are going to listen to four short dialogues and check or cross according to the pictures. Play the recording and pause it after each dialogue.

1 **TRACK 1.46**

**Woman:** Are you good at sports?

**Man:** Yes, I am.

**Woman:** What are you good at?

**Man:** I'm good at volleyball.

2

**Woman:** Are you good at dancing?

**Man:** No, I'm not, but I'm very good at running.

3

**Boy:** Do you like riding bikes?

**Girl:** No, I don't like riding bikes, but I like hiking.

4

**Girl:** Do you like kite surfing?

**Boy:** Yes, I do, but I'm not good at kite surfing. I like snorkeling and I'm very good at it.

**Answers:** 1. X, 2. X, 3. X, 4. ✓

**4 points** (1 point for each correctly checked picture)

### 2 Listen and match.

- Ask students to read the sentences halves.
- Students are going to listen to a recording and match the sentences halves accordingly. Play the recording twice.

**Liam:** It's Wednesday afternoon. I'm playing soccer with my friends at school. We're in the school team. My best friend is running and kicking the ball. He's good at soccer. I'm good at playing soccer, too. It's my favorite sport. **TRACK 1.46**

**Answers:** 1 c, 2 a, 3 d, 4 b

**4 points** (1 point for each correctly matched sentence)

### 3 Read the text and circle the best answers.

- Ask students to read the sentences before reading the text.
- Students are going to read the text and circle the correct answers accordingly.

**Answers:** 1 *all the sports he does*, 2 *three times a week*, 3 *he goes snorkeling and kite surfing*.

**6 points** (2 points for each correctly circled alternative)

### 4 Answer these questions about you.

- Ask students to read the questions closely.
- Students are going to answer the questions about themselves. Tell them to write complete answers.

**6 points** (1 point for each correctly written sentence)

## Unit 2 - There is a place for you and me. – Test

### 1 Listen and number.

- Ask students to look at the pictures closely.
- Students are going to listen to a recording and number the places in the order they are mentioned. Play the recording and pause it after each sentence.

1 There isn't a drugstore on my street. **TRACK 1.47**

2 There are two cafés on my street.

3 There isn't a store here.

4 There are beautiful parks in my city.

**Answers:** 1, 2, 4, 3

**4 points** (1 point for each correctly numbered picture)

### 2 Listen and check (✓).

- Ask students to look at the pictures and the price tags.
- Students are going to listen to a recording and check (✓) the pictures that correspond to the prices they hear.

1 How much is the pencil case? It's seven dollars. **TRACK 1.47**

2 How much is the backpack? It's twenty-three dollars.

3 How much are the colored pencils? They're eleven dollars.

**Answers:** 1 \$7, 2 \$23, 3 \$11

**6 points** (2 points for each correctly checked picture)

### 3 Read the text and complete the sentences.

- Ask students to read the sentences before reading the text.
- Students are going to read the text and complete the sentences with the verbs from the box.

**Answers:** 1 *lives*, 2 *loves*, 3 *rides*, 4 *swims*, 5 *goes*

**5 points** (1 point for each correctly completed sentence)

### 4 Write sentences with the words from the box.

- Ask students to read the words in the box.
- Students are going to write sentences using the words from the box. Encourage them to write true sentences about themselves, their personal belongings and the place they live.

**6 points** (1 point for each correctly written sentence)

## Unit 3 - We have math on Monday. – Test

### 1 Listen and check (✓) or cross (X).

- Ask students to look at the pictures and the clocks.
- Students are going to listen to a recording. They should check the pictures that correspond to what they hear and cross the pictures that do not correspond to what they hear.

1 I get up at 7 o'clock. **TRACK 1.48**  
 2 I get dressed at 7:20.  
 3 I have breakfast at 7:40.  
 4 I take the bus at 7:45.

**Answers:** 1. ✓, 2. X, 3. X, 4. ✓  
**4 points** (1 point for each correctly marked sentence)

### 2 Listen and circle.

- Ask students to look at the timetable closely.
- Students are going to listen to four short dialogues and circle the subjects in the appropriate places according to the information they hear.

**1** **TRACK 1.48**  
**Girl 1:** What time is English class today?  
**Girl 2:** Hmm. Today is Tuesday. We have English at 2.15.  
**2**  
**Girl 1:** Is science class at 2.15?  
**Girl 2:** No. Science class is at 9 o'clock today.  
**3**  
**Girl 1:** Do we have music classes today?  
**Girl 2:** No, we don't have music classes today. We have English, math, and PE classes.  
**4**  
**Girl 1:** What time is geography today?  
**Girl 2:** At 11:30.

**Answers:** 1 *English (Tuesday)*, 2 *science (Tuesday)*, 3 *English, math, PE (Friday)*, 4 *geography (Tuesday)*.

**6 points** (1 point for each correctly circled subject)

### 3 Read the text and circle T (true) or F (false).

- Ask students to read the sentences before reading the text.
- Students are going to read the text and choose T if the sentence is true or F if the sentence is false.

**Answers:** 1 T, 2 F, 3 F, 4 F, 5 T  
**5 points** (1 point for each correct answer)

### 4 Answer these questions.

- Ask students to read the questions attentively.
- Students are going to write complete answers to the questions.

**5 points** (1 point for each correct sentence)

## Unit 4 - What's the matter? – Test

### 1 Listen and number.

- Ask students to look at the pictures closely.
- Students are going to listen to a recording and number the pictures in the order they are mentioned. Play the recording and pause it after each sentence.

1 Mark has a broken arm. **TRACK 1.49**  
 2 Barbara has a broken leg.  
 3 Julie has a headache.  
 4 Marcela has a cold.  
 5 Akiro has an earache.  
 6 Tommy has a stomachache.

**Answers:** 2, 4, 5, 1, 6, 3  
**6 points** (1 point for each correctly numbered picture)

### 2 Listen and match.

- Ask students to read the sentences halves.
- Students are going to listen to a dialogue and match the sentences halves accordingly. Play the recording twice.

**Girl 1:** You look terrible! What's the matter? **TRACK 1.49**  
**Boy:** I don't know. I have a sore throat and a headache.  
 I think I have a cold.  
**Girl 1:** Do you have a cough?  
**Boy:** Yes, I do. What can I do?  
**Girl 1:** Drink hot tea with lemon and honey.

**Answers:** 1 c, 2 d, 3 b, 4 a  
**4 points** (1 point for each correctly matched sentence)

### 3 Read the text and circle the best answers.

- Ask students to read the sentences and the alternatives before reading the text.
- Students are going to read the text and circle the best answers accordingly.

**Answers:** 1 *the flu*, 2 *mom*, 3 *orange juice*  
**6 points** (2 points for each correctly circled alternative)

### 4 Write sentences with the words from the box.

- Ask students to read the words in the box.
- Students are going to write sentences using the words from the box.

**4 points** (1 point for each correctly written sentence)

## Unit 5 - My brother is younger than me. – Test

### 1 Listen and check (✓) or cross (X).

- Ask students to look at the pictures.
- Students are going to listen to a recording and check (✓) the pictures that correspond to what they hear and cross (X) the picture that don't. Play the recording and pause it after each sentence.

- 1 She's tall and dark-haired. **TRACK 1.50**  
2 She's short and fair-haired.  
3 They're young.  
4 He's tall and slim.

**Answers:** 1 X, 2 X, 3 X, 4 X

**4 points** (1 point for each correctly checked picture)

### 2 Listen and circle.

- Ask students to read the sentences and pay attention to the alternatives.
- Students are going to listen to a recording and circle the appropriate answers.

This is a photo of Janice and Victoria. **TRACK 1.50**  
They are twin sisters. They are identical. Their eyes are the same color. They look exactly the same, but they like doing different things! Janice loves reading but Victoria likes horseback riding.

**Answers:** 1 sisters 2 same 3 identical 4 reading

**4 points** (1 point for each correctly circled answer)

### 3 Read the text and complete the sentences.

- Ask students to read the sentences before reading the text.
- Students are going to read the text and complete the sentences with the words from the box.

**Answers:** 1 birthday, 2 April, 3 friends', 4 shorter / chubbier, 5 fair-haired

**6 points** (1 point for each correctly completed sentence)

### 4 Answer these questions about you.

- Ask students to read the questions carefully.
- Students are going to write complete answers to the questions.

**6 points** (1.5 point for each correctly written sentence)

## Unit 6 - What do meerkats eat? – Test

### 1 Listen and complete the chart with the correct information.

- Ask students to read the information in the table.
- Students are going to listen to three short texts and complete the chart with the missing information.

1 **TRACK 1.51**  
**Woman:** Giant pandas live in China. Their fur is black and white and they eat plants and bamboo shoots. They sleep under trees.

2  
**Man:** Brown bears live in North America and Europe. Their fur is brown and they eat meat, plants, and berries. They sleep in caves.

3  
**Woman:** Polar bears live in North America and the Arctic. Their fur is white and they eat meat. They sleep in dens.

**Answers:** giant pandas: black and white; brown bears: meat, plants and berries; polar bears: North America and the Arctic, in dens.

**6 points** (1.5 point for each correctly completed gap)

### 2 Listen and cross out the wrong information.

- Ask students to read the sentences and pay attention to the alternatives.
- Students are going to listen to a recording and cross out the wrong information in each sentence.

These are chimpanzees. Chimpanzees aren't **TRACK 1.51**  
pets or farm animals. They are wild animals. They live in the forests of Africa. They eat flowers, leaves and fruit. Their favorite food is bananas.

**Answers:** 1 Africa, 2 wild animals, 3 in forests, 4 flowers, leaves and fruit, 5 bananas

**5 points** (1 point for each correct answer)

### 3 Read the text and answer the questions.

- Ask students to read the text.
- Students are going to read a text and answer the questions accordingly.

**Answers:** 1 Yes, they do. 2 No, they aren't. Some are big, and some are small. 3 They usually live in houses or gardens. 4 They sleep in kennels or on the couch. 5 Yes, they do.

**5 points** (1 point for each correctly written sentence)

### 4 Choose a pet and write sentences about it.

- Ask students to read the text in the previous activity once again.
- Students are going to choose one of the pets and write similar sentences.

**4 points** (1 point for each correctly written sentence)

## Unit 7 - When I was five... – Test

### 1 Listen and complete the table.

- Ask students to pay attention to the items in the table.
- Students are going to listen to a recording and complete the table accordingly.

Hello! I'm Jessica and this is my photo **TRACK 1.52**  
when I was four years old. I was short and chubby. My hair was long. Now I am 12. I'm taller and slimmer, but my hair is still long.

Answers:

|                          | Past             | Present       |
|--------------------------|------------------|---------------|
| Age                      | 4                | 12            |
| Physical characteristics | Short and chubby | Tall and slim |
| Hair                     | Long             | Long          |

6 points (1 point for each correct answer)

### 2 Listen and check the people described.

- Ask students to look at the pictures closely.
- Students are going to listen to two short descriptions and check the people that correspond to the descriptions they hear.

1 This was Steve when he was 23 years old. **TRACK 1.52**  
He was tall and slim and his hair was short.  
2 This was Marie when she was 16 years old. She was short and her hair was long.

Answers: 1 picture on the left, 2 picture on the right  
4 points (2 points for each correctly checked picture)

### 3 Read the text and answer the questions.

- Ask students to read the questions before reading the text.
- Students are going to read a text and answer the questions accordingly.

Answers: 1 They were big dinosaurs. 2 They were three meters tall.  
3 Yes, they were. 4 Yes, they were. 5 They were plant eaters.  
5 points (1 point for each correct answer)

### 4 Write sentences about you when you were six years old.

- Students are going to write five sentences about themselves when they were six.

5 points (1 point for each correct sentence)

## Unit 8 - Once upon a time... – Test

### 1 Listen and number the pictures accordingly.

- Ask students to look at the pictures closely.
- Students are going to listen to a recording and number the pictures in the order they are mentioned. Play the recording and pause it after each sentence.

1 I like science fiction books. **TRACK 1.53**  
2 I like to read books about romance.  
3 I like books about history.  
4 I like books about magic and wizards.

Answers: (from left to right) 3, 1, 2, 4  
4 points (1 point for each correctly numbered picture)

### 2 Listen and choose the correct alternative.

There was a very good play at school **TRACK 1.53**  
last week. The name of the play was "The clever young man at Idyllia". The play was on for three days. On Thursday the play was at 7 o'clock; on Friday it was at 6:45 and on Saturday it was at 5:30. No... Wait! It wasn't at 5:30. It was at 6:30.

Answers: Text on the right.  
6 points

### 3 Number the pictures below and then write a story. Use the words from the box.

- Ask students to number the pictures in any order.
- Students are going to write a story using the words from the box and any other language items they learned throughout the year.

10 points (1 point for each word used correctly and 2 points for the correct use of the language items students learned along the year).

## End of Year – Test

### 1 Listen and write.

- Students are going to listen to five questions and write them down.
- Play the audio, pausing after each question to give students time to write it down.

1 What are you good at? **TRACK 1.54**  
2 What is your favorite pet?  
3 Do you like reading?  
4 Where do you live?  
5 What time do you go to school?

Answers: 1 What are you good at? 2 What is your favorite pet? 3 Do you like reading? 4 Where do you live? 5 What time do you go to school?

5 points (1 point for each correctly written sentence)

### 2 Answer the questions from Activity 1.

- Students are going to answer the questions from the previous activity.
- Encourage them to write full answers.

5 points (1 point for each correct answer)

### 3 Draw part of your city. Include five different places. Label the places.

- Ask students to draw part of their city. It can make reference to the street they live or any other part they like.

5 points (1 point for each correctly labeled place)

### 4 Describe your picture in Activity 3.

- Students are going to write five sentences that describe the picture they drew in the previous activity.
- Encourage them to use *There is* and *There are* and adjectives to describe the places.

5 points (1 point for each correct sentence)

### 5 Complete the clocks below. Then write about a day in your life.

- Students are going to complete the clocks and write five true sentences about themselves.

5 points (1 point for each correct sentence)

# What are you good at?

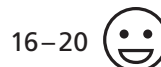
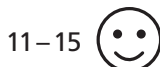
## Test

UNIT

# 1

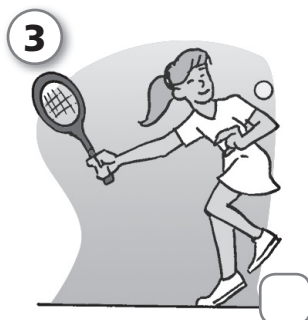
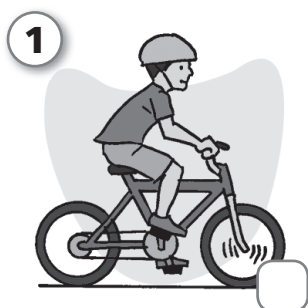
Name ..... Class .....

TOTAL: ..... / 20



### 1 Listen and check (✓) or cross (X).

..... / 4



### 2 Listen and match.

..... / 4

1 Liam is

2 Liam's best friend is

3 Liam and his best friend are good at

4 Liam's favorite sport is

a running and kicking the ball.

b soccer.

c playing soccer at school.

d playing soccer.

**3 Read the text and circle the best answers.**

..... / 6

I am an active person. I like playing different sports and I am good at all of them. On Mondays, Wednesdays and Fridays I swim. On Tuesdays and Thursdays I play tennis. On the weekends I go to the beach. On Saturdays I go snorkeling and on Sundays I go kite surfing.

- 1 Joseph is good at      some sports.  
   all the sports he does.
  
- 2 He swims                      three times a week.  
   every day.
  
- 3 On weekends,              he doesn't play any sport.  
   he goes snorkeling and kite surfing.

**4 Answer these questions about you.**

..... / 6

- 1 Are you good at singing?  
\_\_\_\_\_ .
- 2 What are you good at?  
\_\_\_\_\_ .
- 3 What are you doing?  
\_\_\_\_\_ .
- 4 What's your favorite sport?  
\_\_\_\_\_ .
- 5 Do you like playing tennis?  
\_\_\_\_\_ .
- 6 What do you like doing?  
\_\_\_\_\_ .

# There is a place for you and me. Test

UNIT

2

Name ..... Class .....

TOTAL: ..... / 20

0-10



11-15



16-20



## 1 Listen and number.

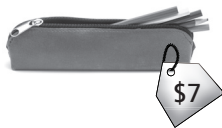
..... / 4



## 2 Listen and check (✓).

..... / 6

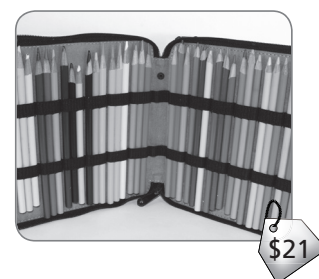
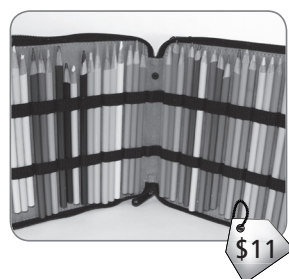
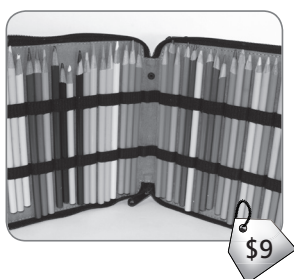
1



2



3



**3** Read the text and complete the sentences.

..... / 4

Hello! I'm Anna. I live in the country and I love it. Every day before school I ride my horse to the waterfalls. I swim, play, listen to birds singing and then go back home.

goes   lives   loves   rides   swims

- 1 Anna \_\_\_\_\_ in the country.
- 2 Anna \_\_\_\_\_ the country.
- 3 Anna \_\_\_\_\_ her horse every day.
- 4 Anna \_\_\_\_\_ at the waterfalls.



**4** Write sentences with the words from the box.

..... / 6

\$23   café   town   live   museums   visit

- 1 \_\_\_\_\_ .
- 2 \_\_\_\_\_ .
- 3 \_\_\_\_\_ .
- 4 \_\_\_\_\_ .
- 5 \_\_\_\_\_ .
- 6 \_\_\_\_\_ .



# We have math on Monday.

# Test

UNIT

# 3

Name ..... Class .....

TOTAL: ..... / 20

0-10



11-15

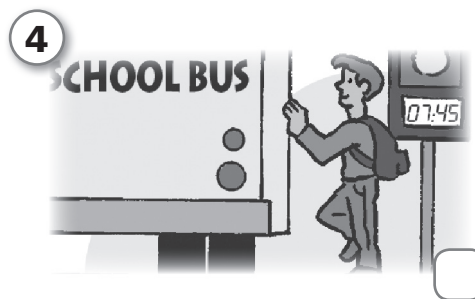


16-20



## 1 Listen and check (✓) or cross (X).

..... / 4



## 2 Listen and circle.

..... / 6

| Time  | Monday  | Tuesday          | Wednesday | Thursday | Friday  |
|-------|---------|------------------|-----------|----------|---------|
| 9.00  | English | Science          | History   | Math     | English |
| 11.30 | Music   | Geography        | English   | Math     | English |
| 12.30 | L       | U                | N         | C        | H       |
| 2.15  | Science | English          | Music     | Science  | Math    |
| 3.15  | PE      | Computer Science | Math      | English  | PE      |

**3** Read the text and circle *T* (true) or *F* (false). ..... / 5



Bob and Bert are twin brothers. They are 12 years old. Bob and Bert get up at 6:30 from Monday to Friday. They get dressed, have breakfast and go to school. They don't take the bus to school. They walk. Their classes start at 7:30 and finish at 3:30 so they have lunch at school. Bob's favorite subject is math and Bert's favorite subject is history.

- 1 Bob and Bert are twins. **T / F**
- 2 Bob and Bert have classes on Saturdays. **T / F**
- 3 The boys go to school in the afternoon. **T / F**
- 4 They have lunch at school only on Fridays. **T / F**
- 5 Bob's and Bert's favorite subjects are different. **T / F**

**4** Answer these questions. ..... / 5

- 1 What time do you get up?  
\_\_\_\_\_ .
- 2 What's your favorite subject?  
\_\_\_\_\_ .
- 3 When and what time is your favorite subject?  
\_\_\_\_\_ .
- 4 What time is it now?  
\_\_\_\_\_ .
- 5 What days do you have English classes?  
\_\_\_\_\_ .

# What's the matter?

# Test

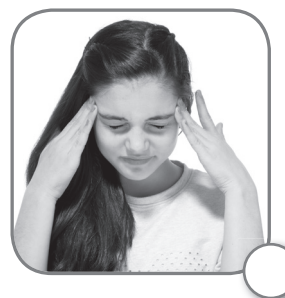
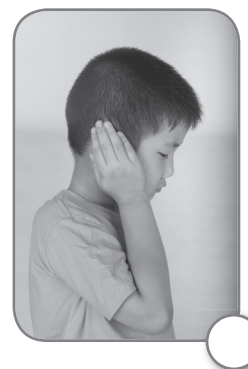
## UNIT 4

Name ..... Class .....

TOTAL: ..... / 20    0-10 ☹️    11-15 😊    16-20 😄

### 1 Listen and number.

..... / 6



### 2 Listen and match.

..... / 4

- 1 William has
- 2 William thinks he has
- 3 Julie doesn't suggest that William
- 4 Julie suggests that William

- a drinks some hot tea.
- b sees the nurse.
- c a sore throat and a headache.
- d a cold.

**3** Read the text and circle the best answers.

..... / 6

Jake doesn't feel well today. He can't go to school. He is in bed. He has the flu. His mother is taking care of him. Jake always has water for breakfast, but today he is having orange juice.

- a Jake can't go to school today because he has a cold.  
the flu.
- b His grandma is taking care of him.  
mom
- c Jake is having water for breakfast today.  
orange juice

**4** Write sentences with the words from the box.

..... / 4

can't    feeling    have    matter

- 1 \_\_\_\_\_ .
- 2 \_\_\_\_\_ .
- 3 \_\_\_\_\_ .
- 4 \_\_\_\_\_ .

# My brother is younger than me. Test

UNIT  
**5**

Name ..... Class .....

TOTAL: ..... / 20

0-10



11-15



16-20



**1** Listen and check (✓) or cross (X).

..... / 4

**1**



**2**



**3**



**4**



**2** Listen and circle.

..... / 4

- 1 Janice and Victoria are **best friends** / **sisters**.
- 2 They have the **same** / **different** color eyes.
- 3 They are **identical** / **fraternal**.
- 4 Janice likes **reading** / **horseback riding**.

**3 Read the text and complete the sentences.**

..... / 6

Today is April 11. It's my birthday. My grandma's present to me is a new doll. Now I have four dolls. I give them names of my best friends: Anna, Patricia, Cristina and Larissa. Anna is taller than Patricia. Cristina is slimmer than Larissa. Anna, Patricia and Cristina are dark-haired.

April    birthday    fair-haired    friends'    shorter    chubbier

- 1 The girl has a new doll for her \_\_\_\_\_.
- 2 The girl's birthday is in \_\_\_\_\_.
- 3 The girl has \_\_\_\_\_ dolls.
- 4 The girl's dolls have her \_\_\_\_\_ names.
- 5 Patricia is \_\_\_\_\_ than Anna and Larissa is \_\_\_\_\_ than Cristina.
- 6 Larissa is \_\_\_\_\_.

**4 Answer these questions about you.**

..... / 6

**1** Do you have brothers or sisters?

\_\_\_\_\_ .

**2** When is your birthday?

\_\_\_\_\_ .

**3** Are you taller than your best friend?

\_\_\_\_\_ .

**4** Are you dark-haired or fair-haired?

\_\_\_\_\_ .

# What do meerkats eat?

## Test


UNIT


6

Name ..... Class .....

TOTAL: ..... / 20

0-10 

11-15 

16-20 

**1 Listen and complete the table with the correct information.**

..... / 6

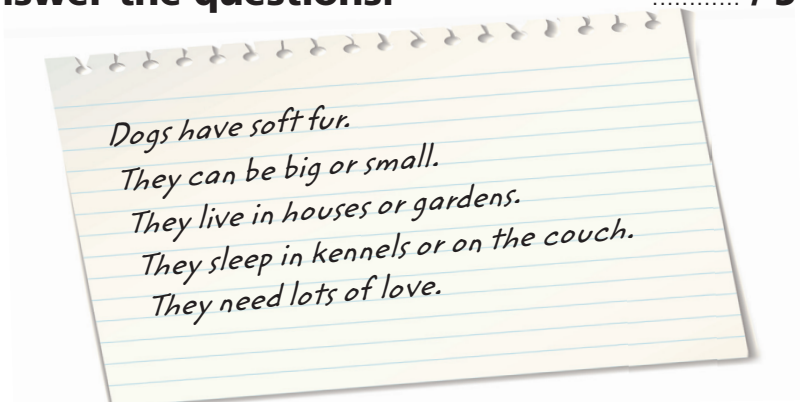
|                     | They live in             | Their fur is | They eat                 | They sleep  |
|---------------------|--------------------------|--------------|--------------------------|-------------|
| <b>Giant pandas</b> | China                    |              | plants and bamboo shoots | Under trees |
| <b>Brown bears</b>  | North America and Europe | brown        |                          | in caves    |
| <b>Polar bears</b>  |                          | white        | meat                     |             |

**2 Listen and cross out the wrong information.**

..... / 5

- 1 Chimpanzees live in **Africa / Southern Africa.**
- 2 Chimpanzees are **farm animals / wild animals.**
- 3 They live in **forests / fields.**
- 4 They eat **flowers, leaves and fruit / insects, birds and fruit.**
- 4 Their favorite food is **flowers / bananas.**

**3** Read the text and answer the questions. .... / 5



**1** Do dogs have soft fur?

---

**2** Are all dogs big?

---

**3** Where do dogs usually live?

---

**4** Where do dogs sleep?

---

**5** Do dogs need love?

---

**4** Choose a pet and write sentences about it. .... / 4



**1** \_\_\_\_\_

**2** \_\_\_\_\_

**3** \_\_\_\_\_

**4** \_\_\_\_\_



# When I was five...

# Test

UNIT

7

Name ..... Class .....

TOTAL: ..... / 20    0-10 ☹️    11-15 😊    16-20 😄

1 Listen and complete the table.

..... / 6

|                          | Past | Present |
|--------------------------|------|---------|
| Age                      |      |         |
| Physical characteristics |      |         |
| Hair                     |      |         |

2 Listen and check the people described.

..... / 4



**3** Read the text and answer the questions.

..... / 5

Do you know about triceratop dinosaurs? A triceratop's body was nine meters long and it was three meters tall. Triceratop dinosaurs were huge. Their heads were very big. They were 5-6 tons! Their teeth were sharp and they had three horns. They were plant eaters.

**1** Were triceratops small or big dinosaurs?

\_\_\_\_\_ .

**2** How tall were they?

\_\_\_\_\_ .

**3** Were their heads big?

\_\_\_\_\_ .

**4** Were their teeth sharp?

\_\_\_\_\_ .

**5** Were they meat or plant eaters?

\_\_\_\_\_ .

**4** Write sentences about you when you were six years old.

..... / 5

**1** \_\_\_\_\_ .

**2** \_\_\_\_\_ .

**3** \_\_\_\_\_ .

**4** \_\_\_\_\_ .

**5** \_\_\_\_\_ .

# Once upon a time...

## Test

UNIT

8

Name ..... Class .....

TOTAL: ..... / 20

0-10



11-15

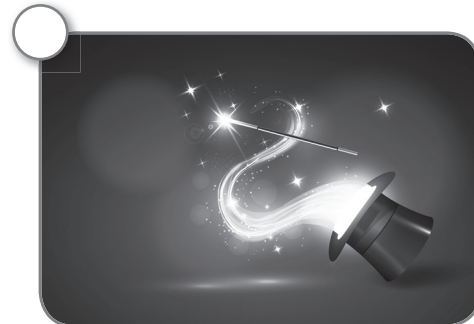


16-20



**1** Listen and number the pictures accordingly.

..... / 4



**2** Listen and choose the correct alternative.

..... / 6

**The clever young man of Idyllia**  
By Class 5B

Thursday, November 8 – 7.00 p.m.  
Friday, November 9 - 6.45 p.m.  
Saturday, November 10 – 5.30 p.m.

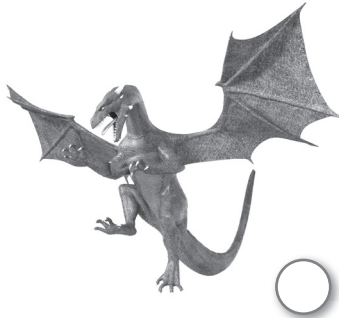
**The clever young man of Idyllia**  
By Class 5B

Thursday, November 8 – 7.00 p.m.  
Friday, November 9 - 6.45 p.m.  
Saturday, November 10 – 6.30 p.m.

3

Number the pictures below and then write a story. Use the words from the box.

..... / 10



brave castle church dragon field huge square supermarket

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name ..... Class .....

**TOTAL:** ..... / 26

0–14



15–20



21–26



**1 Listen and write.**

..... / 5

1 \_\_\_\_\_ .

2 \_\_\_\_\_ .

3 \_\_\_\_\_ .

4 \_\_\_\_\_ .

5 \_\_\_\_\_ .

**2 Answer the questions from Activity 1.**

..... / 5

1 \_\_\_\_\_ .

2 \_\_\_\_\_ .

3 \_\_\_\_\_ .

4 \_\_\_\_\_ .

5 \_\_\_\_\_ .

**3 Draw part of your city. Include five different places. Label the places.**

..... / 5

**4 Describe your picture in Activity 3.**

..... / 5

\_\_\_\_\_

\_\_\_\_\_

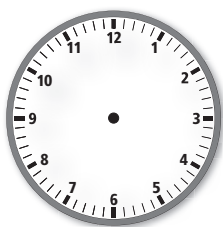
\_\_\_\_\_

\_\_\_\_\_

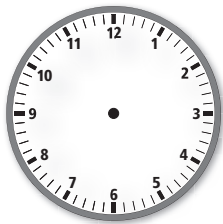
\_\_\_\_\_

**5 Complete the clocks below. Then write about a day in your life.**

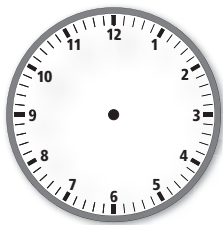
..... / 5



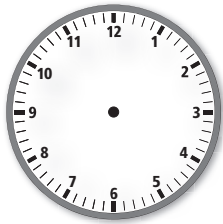
\_\_\_\_\_



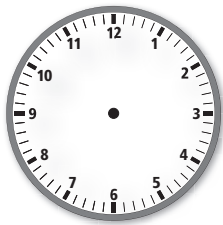
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**NEW**

# **English Adventure**

**DVD Worksheets**

**LEVEL 5**

# DVD worksheets

## Episode 1: Do you like camping?

### Song

**Lucy:** Let's go to the country.  
**Ted:** No!  
**Lucy:** Let's go to the country. Say goodbye to the town.  
**Ted:** No!  
**Lucy:** Flowers and mountains. Rivers and trees.  
Blue sky and sunshine. Birds and bees!  
**Ted:** Let's stay in the city.  
**Lucy:** No!  
**Ted:** Let's stay in the city.  
**Ted:** Say hello to the town.  
**Lucy:** No!  
**Ted:** Supermarkets, cafés, cars and trains. Book stores  
and swimming pools, buses and planes!  
**Lucy:** Let's go to the country.  
**Ted:** But I don't like the bees! Let's stay in the city.  
**Lucy:** But where are the trees?  
**Both:** Where are the trees? Where are the trees?

### Worksheet 1

- Hand out Worksheet 1. Ask the students to look at the picture of the city in Activity 1 and to name the things they can see. They write the words from the box onto the lines in the correct list. They should then add 2 more things to each list, using words from the board if necessary. For Activity 2, ask the students to find words in the box to complete the puzzle.

## Episode 2: What's your favorite subject?

### Worksheet 2

- Hand out Worksheet 2. Ask the students to read Activity 1 and draw the correct time on each clock. Ask them to look at Activity 2. They can write the five words anywhere they choose in the schedule, then answer the questions.

### Optional

- After showing the episode, ask each student to create a poster about their favorite class. Encourage them to write as much as they can in English to explain why they like it. Also encourage them to illustrate it with their own drawings, or pictures cut out of old magazines.

## Episode 3: We're making a video!

### Song

**Lucy:** A video! A video! We're making a video.  
A video! A video! We're making a video.  
**Lucy:** I'm tall. I'm not small.  
**Both:** We're making a video!  
**Ted:** You're not tall!  
**Lucy:** Yes, I am!  
**Both:** We're making a video!  
**Ted:** You're not tall!  
**Lucy:** Yes, I am!  
**Ted:** No, you are not!  
**Lucy:** I'm not wearing this.  
**Both:** We're making a video!  
**Ted:** Yes, you are!  
**Lucy:** No, I'm not!  
**Both:** We're making a video!  
**Ted:** Yes, you are! Yes, you are!  
**Lucy:** No, I'm not!  
**Ted:** Yes, you are!  
**Both:** A video! A video! We're making a video.  
A video! A video! We're making a video.

### Worksheet 3

- Hand out Worksheet 3. Ask the students to look at the four girls in Activity 1 and to describe each one. (Girls 1 and 2 have dark hair; Girl 1 has curly hair; Girls 2, 3 and 4 have straight hair; Girl 2 is taller than the other girls; Girl 4 is younger and smaller than the other girls; Girl 3 is thin.) Ask the students to complete the puzzle and answer the questions. Then ask them to look at the picture of the polar bear in Activity 2 and circle the correct word in each of the five choices.

### Optional

- After showing the video, ask the students in pairs or small groups to write a short "video" in English to act out in front of the class. You don't need a video camera to do this; they can pretend. If the students need ideas, suggest: a video about an animal; a song or dance; a simple story; a video that shows how to do something. Remind them that they can begin the video by saying *Action!* and end the video by saying *Cut!*

## Episode 4: It was a dinosaur!

### Worksheet 4

- Hand out Worksheet 4. Ask the students to look at the dinosaur in Activity 1. How many parts can they name? Ask them to choose words from the box and label the picture. Then ask them to make true sentences. Ask students to look at the family picture in Activity 2. Point out that the youngest child is the one who is 'saying' the text beside the picture. Ask the students to complete the sentences.

### Optional

- After showing the DVD, ask the students to draw a picture of any large animal e.g. an elephant or giraffe, or they can invent an animal, and label the parts in English.



Worksheet 1

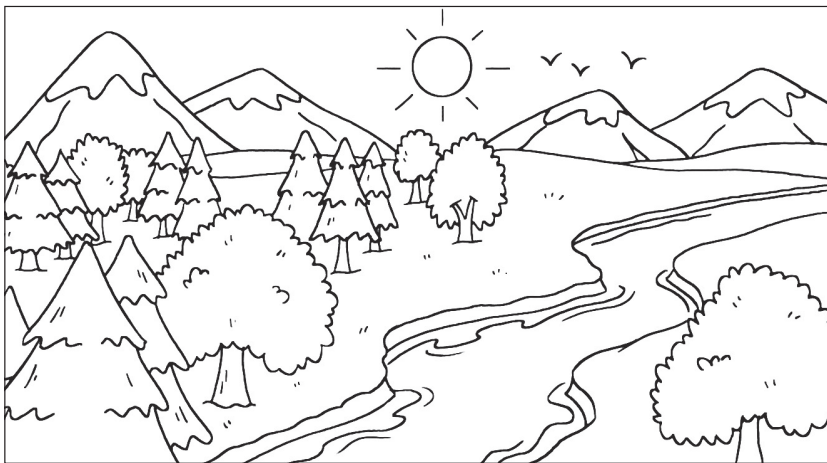
1 Look at the pictures. Write the words on the lines. Write two more words

library supermarket river car swimming pool birds sunshine mountain



City

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_



Country

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

2 Write the words.

c \_ \_ \_ \_ \_
\_ a \_ \_
m \_ \_ \_ \_ \_
p \_ \_ \_ \_
\_ i \_ \_
\_ n \_ \_ \_ \_
\_ \_ g \_ \_

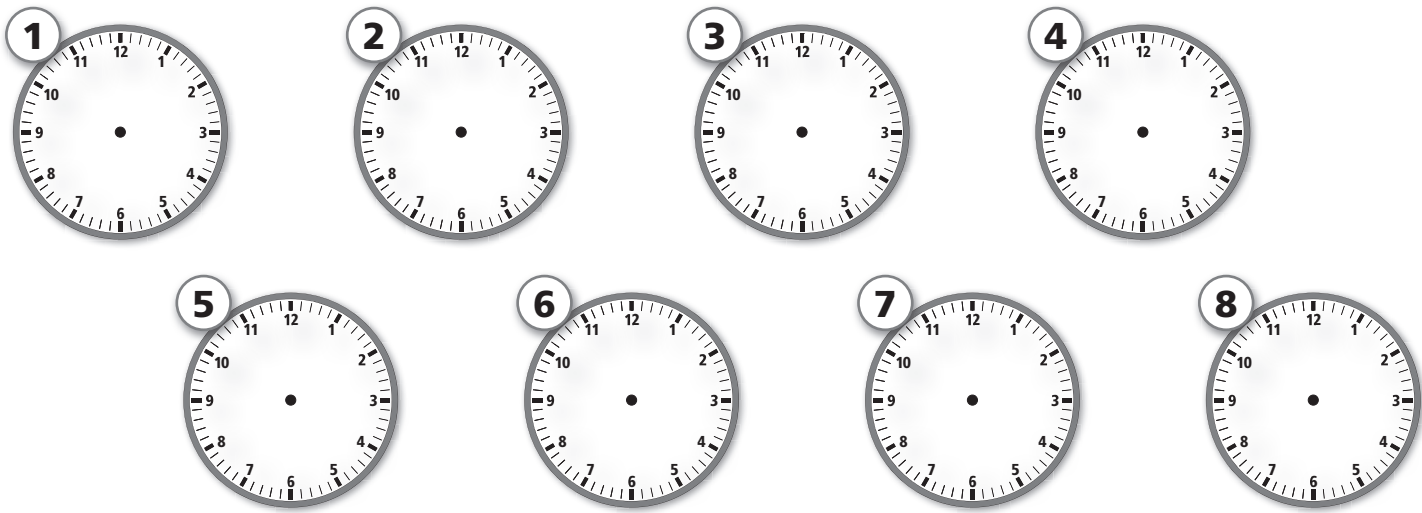
- cars
pizza
sunshine
country
mountain
city
hungry

Worksheet 2

1 Read and draw the times.



I get up at seven o'clock (1). I have breakfast at eight o'clock (2). At eight twenty I take the bus and I go to school (3). I have lunch at twelve forty-five (4). I go home at three o'clock (5). I have dinner at seven o'clock (6). Then I go to bed at eight forty-five (7). What time do you go to bed (8)? Good night!



2 Choose words to complete the schedule. Then answer the questions.

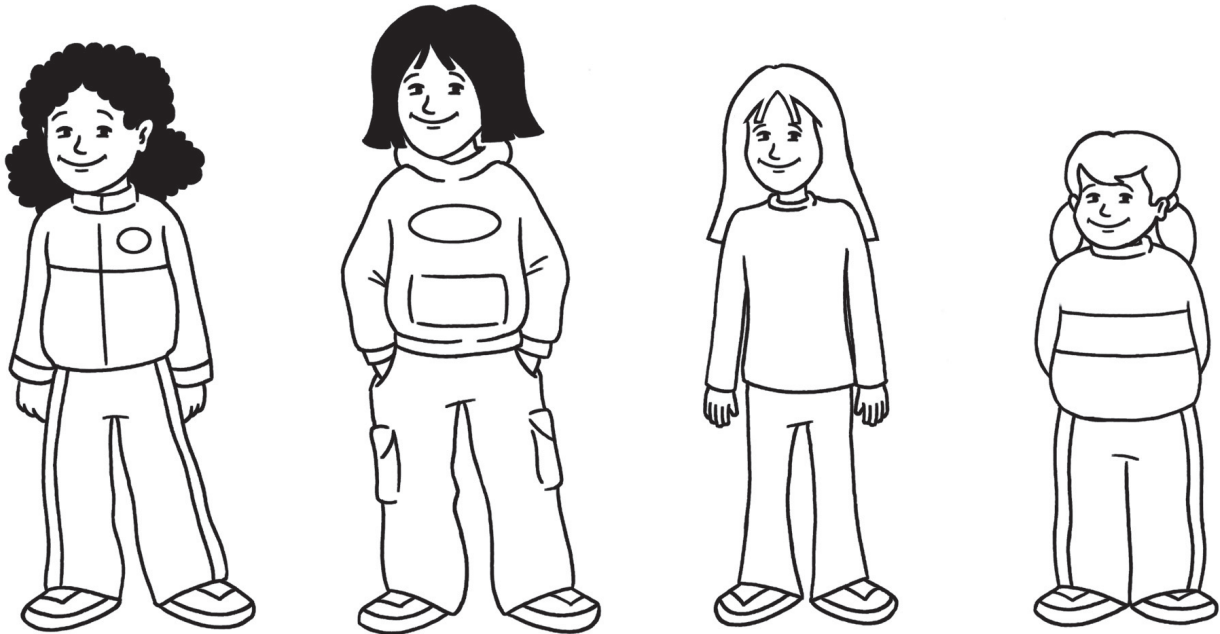
cycling tennis basketball running swimming

| ADVENTURE WORLD |          |            |           |          |         |
|-----------------|----------|------------|-----------|----------|---------|
| Club schedule   |          |            |           |          |         |
|                 | MONDAY   | TUESDAY    | WEDNESDAY | THURSDAY | FRIDAY  |
| 4:00            | Swimming | _____      | Swimming  | Soccer   | _____   |
| 6:00            | Soccer   | Basketball | Climbing  | _____    | Cycling |
| 8:00            | Tennis   | _____      | Tennis    | _____    | Soccer  |

- 1 What day is climbing club? \_\_\_\_\_
- 2 What time is soccer on Monday? \_\_\_\_\_
- 3 What can you do on Tuesday at four o'clock? \_\_\_\_\_
- 4 When can you play basketball? \_\_\_\_\_
- 5 What day is running club? \_\_\_\_\_

Worksheet 3

1 Read and write the names. Answer the questions.



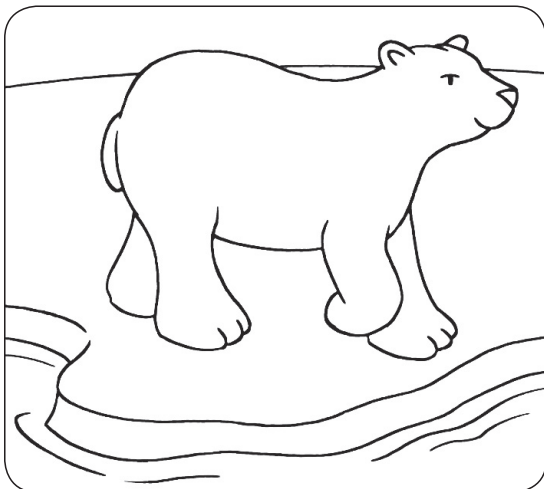
Katy is dark-haired. Meg is slimmer than Katy. Poppy is younger than Meg. Ann is taller than Katy.

Who has curly hair? \_\_\_\_\_

Does Poppy have hair? \_\_\_\_\_

Is Ann smaller than Meg? \_\_\_\_\_

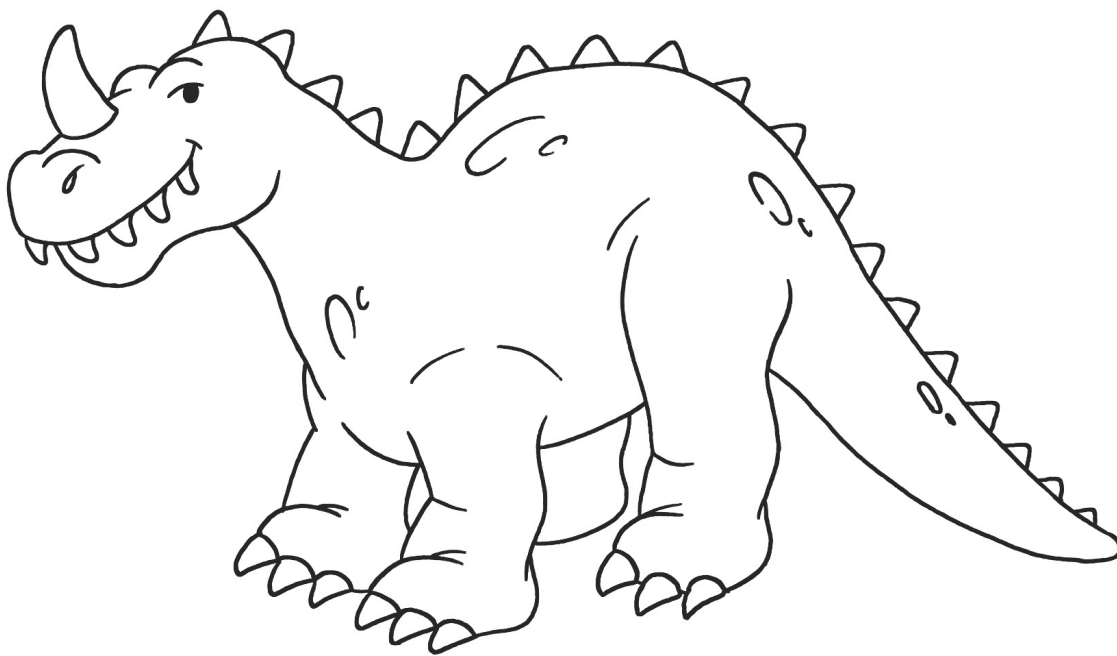
2 Circle the right words.



Polar bears are very **big** / **small** animals. They have **brown** / **white** fur. They live in **forests** / **dens** in the snow. They eat **leaves** / **meat**. Polar bears are very good at **swimming** / **dancing** and they can hold their breath under the water for two minutes.

Worksheet 4

1 Label the picture. Choose words and make true sentences.



tail body spikes claws teeth neck legs head

This dinosaur has big \_\_\_\_\_. It has a long \_\_\_\_\_.  
 Its \_\_\_\_\_ are very sharp. It is \_\_\_\_\_ tall.

2 Write was or were.

Look at this old photo. I \_\_\_\_\_ five years old. My  
 favorite toys \_\_\_\_\_ my teddy bear and my train.  
 My sister \_\_\_\_\_ bigger than me, and she \_\_\_\_\_  
 very good at playing with me.  
 My brothers \_\_\_\_\_ very big. They \_\_\_\_\_ eleven!  
 My favorite food \_\_\_\_\_ ice cream and my favorite  
 animals \_\_\_\_\_ my cats.









