

••• Second edition



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# FUN

for  
**Starters**

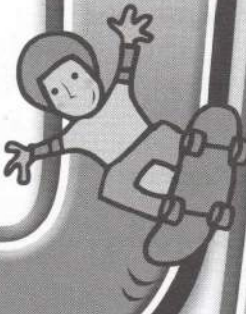
**Teacher's Book**

Anne Robinson  
Karen Saxby

Cambridge Books for Cambridge Exams •••

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Karen Saxby

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**Starters**

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# Introduction

## Welcome to *Fun for Starters Second edition*

*Fun for Starters Second edition* is the first in a series of three books written for learners aged between 7 and 12 years old. *Fun for Movers Second edition* is the second book in the series and *Fun for Flyers Second edition* is the third. The second editions of all three books have been revised and updated and now include twice as many activities for each unit. New test icons have been added to indicate test-style tasks and an accompanying website includes further resources and interactive materials. This introduction will give you useful information about *Fun for Starters Second edition*, the Cambridge ESOL Starters Test and about teaching learners of this age group.

## Who is *Fun for Starters Second edition* for?


*Fun for Starters Second edition* has been written for teachers and learners of English who are in a wide variety of situations.

It is suitable for:

- both small and large groups of learners. (Where appropriate, suggestions are included for using certain activities with larger classes.)
- both monolingual and multilingual classes.
- learners who are preparing to take the Cambridge ESOL Starters Test.
- learners who do not intend to take the Test but need a book which develops vocabulary, grammar, good learning habits and skills for this age group.

## What are the key features?

- Complete coverage of the vocabulary and grammar which appear on the Cambridge ESOL Starters syllabus for the Starters Test.
- Fun activities which practise English in a meaningful way.
- A focus on all four skills with an emphasis on those areas most likely to cause problems for young learners at this level.
- Thorough preparation for all types of questions in the Starters Test. At the beginning of each Teacher's Book unit, the parts of the Test which are focused on are listed under Starters Practice or Starters Test. (See below for further details on this.)

A  icon next to activities indicates this activity gives authentic test-style practice and indicates which part of the test it is.

- Useful advice in each unit of the Teacher's Book on how learners should approach each part of the Starters Test.
- Little or no preparation of lesson materials. Any material needed for a unit is clearly indicated in the Teacher's Book under 'Equipment needed'.
- Personalisation of the language throughout the unit.
- A variety of activities (games, drawing, colouring, communicating, projects, etc.) which ensure learner involvement and enjoyment.

- Involvement of learners in the learning process.
- Recycling of language throughout the book.
- Suggestions for managing larger classes.
- A website which provides additional resources and interactive materials to accompany *Fun for Starters Second edition*. Go to: [www.cambridge.org/elt/funfor](http://www.cambridge.org/elt/funfor)

## How should I use *Fun for Starters Second edition*?

*Fun for Starters Second edition* can be used to supplement a main course for learners who need thorough preparation for the Cambridge ESOL Starters Test. It can also be used on its own, for learners who need to revise the key language and skills required in the Test. It can also be used by those not taking the Starters Test, as a resource book giving motivating practice in key language areas or skills development. *Fun for Starters Second edition* is ideal for learners who have been studying English for three or four years and who need to consolidate their language and skills.

## Course components

- *Fun for Starters Second edition* Student's Book
- *Fun for Starters Second edition* Teacher's Book
- Audio CD
- *Fun for Starters, Movers, Flyers* website: [www.cambridge.org/elt/funfor](http://www.cambridge.org/elt/funfor)

## How is the Student's Book organised?

### Contents

This tells you where you can find each section of the Student's Book.

### 45 units

Language is presented and practised in the units. Each topic-based unit is designed to provide between 75 and 90 minutes of class time. The final activity in each unit is designed to provide further, fun practice of the language in the unit.

### Pairwork activities

In some units, there are communicative pairwork activities. Learners will need to look at the relevant page at the back of the Student's Book.

### Unit wordlist

The Unit wordlist at the back of the Student's Book provides a record of the key words which appear in each unit and is organised by topic or word class. There is space for learners to make notes or to write translations for each word.

# How is the Teacher's Book organised?

## Contents

This tells you where you can find each section of the Teacher's Book.

## Introduction

This introduction will help you use *Fun for Starters Second edition*. It includes:

**Games and activities** (on page 7) – this is a list of games and activities which can be used to revise and consolidate different language areas.

**Using small pictures or word cards** (page 7) – this has suggestions for activities using small pictures or word cards.

**Checklist for Starters Test preparation** (on page 9) – this is a quick guide to which parts of the Starters Test are covered in which units. An asterisk \* indicates those activities that reflect the format of the Starters Listening, Reading and Writing or Speaking Test. All other activities prepare for a particular part of the Starters Test, but do not reflect the identical format of the test.

## Map of the Student's Book

This gives an overview of the content and organisation of the Student's Book.

# How is each unit organised?

## Topics, Functions, Grammar, Vocabulary

This is a list of all the topics, functions and grammar covered in the unit. Words used in the unit that are not in the Cambridge ESOL Starters wordlist are indicated here.

## Starters practice

This indicates activities which prepare learners for a part of the Starters Test.

## Starters test

This indicates activities which reflect the format of a particular part of the Starters Test.

## Equipment needed

This lists any equipment (for example audio CD) and/or material needed for the unit.

## Starters tip

These tips will help your learners to improve their learning strategies and to be more efficient when taking the Starters Test.

## Instructions

These are usually labelled A, B, C, etc. and correspond to the different activities which appear in the Student's Book. Some activities appear only in the teacher's notes and are not labelled A, B, C, etc.

## Tapescripts

The tapescripts for each Listening on the audio CD are at the end of the activity where they are used.

## Topic and grammar indexes

A quick reference guide to the topics and grammar covered in *Fun for Starters Second edition*.

## Unit guide (teacher's notes)

The teacher's notes for each of the 45 units. See below for a detailed guide to these.

## Photocopiable activities


A selection of activities to photocopy and use in class. They are related to specific units as indicated in the teaching notes. Please note: the alphabet page on page 106 is not referred to in Unit 1. It can, however, be made into flashcards and used for spelling practice and games and activities.

## Alphabetical wordlist

This list includes all the words from the Cambridge ESOL Starters wordlist, and shows the units in *Fun for Starters Second edition* where each word appears. You can use it to check if and where a word appears in *Fun for Starters Second edition*.

## Photocopiable Practice Test

A complete Starters Practice Test (Listening, Reading and Writing, Speaking) to photocopy and use with learners. Tapescripts and a key are also provided.

**Unit 4**

## A bird picture

**Topics:** people, colours, natural world  
**Functions:** identifying and describing objects (colour, location), counting and using numbers, following instructions  
**Grammar:** questions (How many? What colour? Where? Which? There's a ... prepositions (in, on), present continuous, to be, this/that  
**Vocabulary:** See the wordlist on page 00 of the Student's Book.  
**Fluency:** word, missing  
**Starters practice:** Reading and Writing Parts 1, 2 and 3, Speaking Parts 1 and 4  
**Starters test:** Listening Part 4  
**Equipment needed:**

- Starters CD 4B
- Colouring pencils or pens

**Starters tip:** In Starters Listening Part 4, teach learners to look at the picture and to notice which thing appears several times in the picture (in this case, the bird). They should think about where each of these is in the picture and the prepositions that will help find them: for example, in, on, under.

**Colours in the classroom.**

- Use the picture of the palette at the top of the page to revise Starters colours (see list above). Then use an object or item of clothing in the classroom to practise each colour. Say the colour. Learners point to the object. Individual learners say a colour. The other learners point to it.

**Look at the picture. How many birds can you see?**

- Learners look at the picture. Ask: *How many birds can you see? (seven)*
- Learners listen and point to the things you name in the picture. They check with each other to see that they are all pointing at the same thing. Move around the class and check that learners are all pointing correctly.
- Ask: *Where's the ... ?* questions. *Where's the kite/girl/ painting/body/tree/boy/girl/woman?*
- Read the following sentences about the picture. Learners listen and look at the picture. If the sentence is correct, they say yes and stand up. If it is not correct, they say no and sit down.

There's a bird in the tree. (Yes – stand up)  
There's a bird on the girl's T-shirt. (No – sit down)  
There's a bird on the kite. (Yes – stand up)  
There's a bird on the woman's bag. (No – sit down)

There's a bird on the boy's T-shirt. (Yes – stand up)  
There's a bird on the boat. (Yes – stand up)

**Listen and colour the birds.**

**Test! Listening Part 4**

- Learners listen to a woman and a boy talking about the picture. Play the examples on the CD. Learners listen and point to the yellow bird in the tree.
- Play the CD until the end. Learners listen and colour. Play the recording twice, pausing if necessary.
- Learners swap books and check each other's coloured pictures. Write the different birds on the board, for example: *The bird on the kite. Ask individual learners to tell you what colour each bird should be.*

**Check answers:**

- Colour bird on kite – blue.
- Colour bird on boat – orange.
- Colour bird in baby's hand – pink.
- Colour bird in girl's picture – red.
- Colour bird on boy's T-shirt – purple.

**Tapescript**

Look at the picture. Listen and look. There is one example:

Woman: Can you see the bird in the tree?  
Boy: Yes.  
Woman: Good. Colour it yellow, please.  
Boy: Pardon?  
Woman: Colour the bird in the tree. Colour it yellow.  
Can you see the yellow bird in the tree? This is an example. Now you listen and colour.


**One**  
Woman: Look at the bird on the kite.  
Boy: Oh yes. Can I colour it?  
Woman: Yes, colour it blue.  
Boy: Great! The bird on the kite is blue now.

**Two**  
Woman: Find the bird on the boat.  
Boy: Sorry! Which bird?  
Woman: The bird on the boat. Colour it orange.  
Boy: Orange. OK. I'm doing that now.

**Three**  
Woman: Can you see the baby?  
Boy: Yes. She's holding a bird in her hand too.  
Woman: That's right. Let's colour that bird pink.  
Boy: OK. Now there's a pink bird in the baby's hand.

**Four**  
Woman: Can you see the girl? She's painting a picture.  
Boy: Yes, I can. And there's a bird in her picture!  
Woman: Yes, there is. Colour that bird red.

## Audio CD

In the Audio CD, for Listening tasks with a  icon, the lengths of the pauses in the recordings are the same as in the Young Learners English Tests the first time they are played.

When the recordings are heard the second time in the YLE Tests, the pauses are slightly shorter, allowing time to add any missing answers and/or to check answers.

For all other Listening tasks in this book, the lengths of pauses are approximate. You may want to re-start or stop the recordings to allow your learners less or more time in which to complete tasks.

## Games and activities

The following games and activities can be done in class to practise or revise a wide range of vocabulary or grammar.

### Bingo

Learners make a grid of six or nine squares, in two or three rows of three. They write a word in each square. Read out words, one by one. If learners have the word, they cross it out or cover it with a small piece of paper. The first learner to cross out or cover all their words is the winner. Check that they have heard the right words by asking them to say the words and compare them with your list of words.

### Nine lives ('Hangman')

Draw (or stick) nine body outlines on the board.

XXXXXXXXXX

Choose a word. Draw one line on the board for each letter in the word, for example: \_ \_ \_ \_ \_ (*dress*). Learners put up their hands to say letters. If the letter is in the word, you write it on the line. If the letter is not in the word, you remove one of the bodies from the board. The game finishes when the learners complete the word or they lose all nine lives. Learners then draw lines for their words.

### The long sentence

Choose a simple sentence which can grow if words are added to the end of it.

For example:

Teacher: *In my bedroom, there's a bed.*

Learner 1: *In my bedroom, there's a bed and a table.*

Continue round the class, with each learner repeating the sentence and all the words which have been added, before then adding another word. The winner is the person who remembers all the words in the correct order when everyone else has been eliminated.

### Change places

Learners sit in a circle. Say sentences starting with the words: *Change places if ...* For example: *Change places if you can swim.* All the learners who can swim have to stand up and move to sit in a different place.

## Spell it!

Choose a group of words (they could be from a particular topic, like *body* or *animals*, or they could be unrelated). Tell learners to listen and write the letters as you say them. For example: P-E- If they think they know the word, they say 'Stop!' and say the remaining letters, for example: A-R and the word (*pear*). If they are right, they get a point for each letter they gave. If they are not right, continue to give them letters.

## Guess what I'm drawing

One learner chooses a word and draws a picture of it on the board, one line at a time. After each line, the learner asks: *What is it?* The other learners have to guess what it is. This can then be played in groups with learners drawing the lines on paper.

## Group or order the words

Take any group of words (related or not) and ask learners to group or order them:

- **from longest to shortest.**  
Learners write the words in order according to the number of letters they have.
- **from smallest to biggest.**  
Learners write the words starting with the smallest thing/animal/food, etc.
- **in alphabetical order.**  
Learners write the words in alphabetical order.
- **in colour groups.**  
Learners write words in groups according to colour.

## Using small picture or word cards

### Which one is missing?

Learners in groups place about 10–12 picture cards (such as those on pages 109, 110 and 112 of the Teacher's Book and also included in Additional Resources on the website) face up in the middle of the table. Everyone in the group except one learner closes their eyes. This learner removes one of the cards. The rest of the group open their eyes. They look and put up their hands if they know which card is missing. If the learner who is chosen to answer can say which card is missing, they remove the next card.

### Make pairs

You need two sets of picture or word cards for each group. Learners play in groups of 3–4. The cards are dealt out to each learner in the group. If learners can form pairs of words, these are placed face up in front of them. Learners take it in turns to ask one other learner in the group if they have a certain card (in order to form a pair with one of the cards in their hand). For example: *Have you got 'children'?* If the other learner has that card, they must give it to the asking learner and the asking learner places the new pair on the table. The learner with the most pairs wins.



### Make groups

You need a set of pictures (such as the ones on pages 109, 110 and 112 of the Teacher's Book and also included in Additional Resources on the website) showing words from different topics (food, objects, etc.) for each group of 4–5 learners. Each group of learners has to divide the pictures into four groups (they do not need to use all the pictures for this). Pictures could be grouped according to colour, size (big or small), where you can find them, etc. They then show their groups of pictures to the rest of the class or to another group of learners. The other learners have to say why the pictures are in those groups. For example: group 1 – *carrot, orange, orange juice* (they are orange); group 2 – *chips, chicken, sausages* (you eat them hot / you cook them); group 3 – *lamp, radio, computer, TV* (you can turn them on and off); group 4 – *photo, clock, mirror, painting* (things you look at).

### Define it!

You need a set of pictures (such as the ones on page 112 of the Teacher's Book and also included in Additional Resources on the website) for each group of 18 learners. Each learner is given a picture. They have to write three words to describe it. For example, for the picture of the watch, a learner could write: *small, wear, arm*. One learner says their three words to the other learners. The other learners say what they think the picture is. Bigger classes: learners can play this in several groups.

### Say it or not

You need one set of picture or word cards for each group of 3–4 learners. One learner starts. They show the others a card and say a word. For example, they show the others a picture of a piano and say *piano* (stronger students: *This is a piano*). The others repeat the word or sentence because it's correct. But if they show a picture and say a wrong word or sentence, the others have to remain silent. For example, a learner shows a picture of a piano but says *guitar*. The others do not repeat *guitar*.

### Can you remember?

Show a set of pictures to the class, one by one, and ask them to name them. Put the pictures up on the board and ask the learners to name them again as you do so. Remove one card at a time. Learners have to say all the original words. Continue until all the pictures have been removed and the learners can still say all of the original words. Learners can then do this in pairs or small groups with groups of pictures.

### When the music stops ... say it!

Take a set of small picture cards. Learners sit in a circle. Give a picture or word to one learner in the circle. Play some music. While learners listen to the music, they pass the picture round the circle. Stop the music. The learner who has the picture has to say what is in the picture. For example: *It's a phone*. If they are right, they get a point and you change the picture. If they are wrong, start the music again and the same picture is passed round and another learner can say the word/sentence and win a point. The winner is the person with the most points.

# Checklist for Starters Test preparation

Paper	Part	Task	Unit
Listening 20 minutes 20 questions	1 5 marks	Draw lines between objects outside and inside a scene picture.	5, 14, 16, 20, 23, 26, 29, 31, *32, 42
	2 5 marks	Write numbers and names.	3, 5, 9, 21, 22, 23, 24, *26, 32, *37, 44
	3 5 marks	Multiple choice. Tick the correct picture.	5, 8, 12, 16, 17, 27, 33, 34, 40, *41, 44
	4 5 marks	Colour objects.	2, *4, 5, 9, 19, 21, 24, 28, 30, *31, *34, 36, 42, *42, 43
Reading and Writing 20 minutes 25 questions	1 5 marks	Put a tick or cross to indicate whether the sentence is correct or not for the picture.	4, 5, 6, 10, 16, 26, 31, 34, 39, 45
	2 5 marks	Write <i>yes</i> or <i>no</i> beside each sentence about a scene picture.	4, *5, 9, 11, *13, 22, *23, 24, 27, 36, 38, 39, 43
	3 5 marks	Write the words beside the pictures.	1, 2, 3, 4, 5, 6, *7, 8, 11, 13, 14, 15, 16, 17, 19, 21, 25, *27, 29, 31, 32, *34, 38, 39, 42, 45
	4 5 marks	Picture gap fill. Write one word in each gap.	5, *6, 7, 8, 14, 15, *18, 19, *20, 21, 22, 23, *25, 26, 27, 29, 31, 33, 35, 37, 39, 42, 45
	5 5 marks	Write one-word answers to questions about three scene pictures.	2, 5, *8, 11, 13, 14, 18, 20, 24, 25, 28, 29, 30, 33, 36, 37, 41
Speaking 3–5 minutes	1 Big picture	Point to the correct part of the picture.	4, 16, 19, 20, *24, 27, *29, 31, 36, *38, 39, *42, 43
	2 Small picture cards	Place the card in the correct place.	14, 18, 21, *24, 31, 32, 42, 43
	3 Big picture	Answer questions about the picture.	9, 13, 16, 18, 20, 21, *24, 25, 27, 28, *29, 30, 34, 36, 37, *38, *41, 43
	4 Small picture cards	Answer questions about the cards.	4, 11, 13, 14, 16, 20, *24, 31, 34, 36, 43
	5 Personal questions	Answer personal questions.	2, 3, 10, 12, 17, 18, 21, 22, 25, 26, 27, 30, 32, 33, 35, 40, 41, 43, 44, 45

\* authentic test-style practice

# Map of the Student's Book

Unit	Topic	Grammar	Exam practice
1 Hello!	animals, colours, numbers	questions ( <i>What's? What are? What colour?</i> ), <i>this/these</i> , imperatives	Reading and Writing Part 3
2 Numbers, numbers, numbers!	animals, clothes, colours, home, numbers, possessions	questions ( <i>How many ... are there? How old? What? Who?</i> ), <i>there is / are</i> , present simple, prepositions of place ( <i>in, next to</i> )	Reading and Writing Parts 3 and 5, Listening Part 4, Speaking Part 5
3 Is your name Sam?	animals, family, names, numbers, people	<i>to be</i> , questions ( <i>How? What? Who?</i> )	Listening Part 2, Reading and Writing Part 3, Speaking Part 5
4 A bird picture	colours, natural world, people	<i>to be</i> , questions ( <i>How many? What colour? Where? Which?</i> ), <i>there is / are</i> , prepositions of place ( <i>in, on</i> ), present continuous, <i>this/that</i>	Reading and Writing Parts 1, 2 and 3, Speaking Parts 1 and 4 Test: Listening Part 4
5 English and tests	body and face, clothes, numbers, people, school	<i>to be</i> , imperatives, <i>there is / are, have got</i> , present continuous, prepositions of place ( <i>in, on, with</i> )	Listening, Reading and Writing (all parts) Test: Reading and Writing Part 2
6 Our face and body	animals, body and face, colours, food, natural world	articles ( <i>a/an</i> ), present simple, <i>like + -ing, This is ... , to be</i>	Reading and Writing Parts 1 and 3 Test: Reading and Writing Part 4
7 Which part of your body?	animals, body and face, daily life, numbers, possessions	plurals, possessive adjectives ( <i>his/ her, my</i> ), <i>have got</i> , present simple, <i>can</i> , questions ( <i>What can ... ? , How many?</i> )	Reading and Writing Part 4 Test: Reading and Writing Part 3
8 What we wear	clothes, colours, home, people	plurals, <i>this/these, have got, to be, there is / are</i> , present continuous, questions ( <i>How many? What? What colour? Which? Where?</i> )	Listening Part 3, Reading and Writing Parts 3 and 4 Test: Reading and Writing Part 5
9 A funny monster	body and face, clothes, colours, numbers	<i>have got</i> , present continuous, questions ( <i>What's ... doing? How many? What colour?</i> )	Listening Parts 2 and 4, Reading and Writing Part 2, Speaking Part 3
10 My family	animals, colours, family, names	questions ( <i>How old? How many? Who? Which?</i> ), pronouns ( <i>I, you, it, we, us, my, your</i> ), present simple, <i>have got</i>	Reading and Writing Part 1, Speaking Part 5
11 Who's got the phone?	animals, body and face, home, numbers, people, possessions	questions ( <i>How many? What? Who?</i> ), irregular plurals ( <i>children, men, women</i> ), <i>have got, There is / are, to be</i> , articles	Reading and Writing Parts 2, 3 and 5, Speaking Part 4
12 Who can do this?	daily life, hobbies, names, people, sports	<i>can/can't</i> , present continuous, <i>have got</i> , conjunctions ( <i>and, but, or</i> )	Listening Part 3, Speaking Part 5
13 Big or small?	animals, body and face, clothes, people	word order (adjectives), prepositions of place ( <i>in, under, with</i> ), articles, conjunctions ( <i>and, or</i> ), questions ( <i>How many? What? What colour? Where? Who?</i> ), present continuous, <i>this/these, have got</i>	Reading and Writing Parts 3 and 5, Speaking Parts 3 and 4 Test: Reading and Writing Part 2
14 Animal quiz	animals, body and face, colours, numbers, possessions	questions ( <i>What? Where's / Where are?, Which? Have you got?</i> ), prepositions of place ( <i>in, in front of, next to, on, under</i> ), conjunctions ( <i>and, but</i> ), <i>can</i> , possessives	Listening Part 1, Reading and Writing Parts 3, 4 and 5, Speaking Parts 2 and 4

Unit	Topic	Grammar	Exam practice
15 What's long and orange?	colours, food and drink, people	present simple, present continuous, articles, irregular plurals, questions ( <i>How many? What? Where? Which?</i> ), conjunctions ( <i>and, or</i> )	Reading and Writing Parts 3 and 4
16 What's on the menu?	colours, food and drink, home, people	questions ( <i>How many? What colour? What's the ... -ing? What's this? Where's? Do you like? What do you eat for ... ?</i> ), <i>can</i> , present simple, <i>Would you like?</i> , prepositions of place ( <i>in, on, behind</i> )	Listening Parts 1 and 3, Reading and Writing Parts 1 and 3, Speaking Parts 1, 3 and 4
17 The food I like	clothes, colours, food and drink, names	questions ( <i>What's for (breakfast)? What?</i> ), <i>can/can't</i> , present simple, <i>would like</i> , imperatives, <i>have got</i>	Listening Part 3, Reading and Writing Part 3, Speaking Part 5
18 My favourite food day	animals, body and face, daily life, food and drink, names	present simple, questions ( <i>How many? What? Where? Who?</i> ), <i>like</i> + <i>-ing</i> , prepositions of place ( <i>on</i> ), conjunctions ( <i>and, but, or</i> )	Reading and Writing Part 5, Speaking Parts 2, 3 and 5 Test: Reading and Writing Part 4
19 Animal challenge	animals, body and face, colours, food and drink, natural world	present simple, <i>can, have got</i> , prepositions of place ( <i>in, next to, on, behind, under</i> ), pronouns ( <i>I, it, me, she, them, us, we, you</i> ), possessives	Listening Part 4, Reading and Writing Parts 3 and 4, Speaking Part 1
20 A colourful house	colours, home, numbers, possessions	<i>there is / are</i> , questions ( <i>Where? How many? What colour? What's your favourite? Which?</i> ), prepositions of place ( <i>behind, in, on, in front of, under</i> ), present simple, imperatives	Listening Part 1, Reading and Writing Part 5, Speaking Parts 1, 3 and 4 Test: Reading and Writing Part 4
21 What's in your bedroom?	colours, family, home	word order (adjectives), prepositions of place ( <i>in, next to, on</i> ), questions (present continuous forms: <i>How do you ... ?</i> , <i>How many ... ?</i> , <i>What's ... ?</i> , <i>Who's ... ?</i> ), <i>there is / are</i> , <i>like</i> + <i>-ing</i>	Listening Parts 2 and 4, Reading and Writing Parts 3 and 4, Speaking Parts 2, 3 and 5
22 Where I live	daily life, family, home, numbers, places, possessions	questions ( <i>with or, How many? How old are you? What's ... ? What number? How do you spell ... ?</i> ), present simple, <i>there is / are</i> , possessives ( <i>my, your, Ben's, Kim's</i> ), conjunctions ( <i>and, or</i> ), prepositions of place ( <i>in, on, next to</i> )	Listening Part 2, Reading and Writing Parts 2 and 4, Speaking Part 5
23 In the toy shop	colours, home, possessions, transport	questions ( <i>How many? What colour? What ... -ing? Where is/are? Which? Who? Is it?</i> ), prepositions of place ( <i>behind, between, in, in front of, next to, on, under</i> ), present continuous, <i>there is / are</i> , imperatives	Listening Parts 1 and 2, Reading and Writing Part 4 Test: Reading and Writing Part 2
24 Where's the monster?	body and face, colours, home, names	questions ( <i>How many? What's this? What's ... doing? What colour? Who? Can you ... ? Do you ... ?</i> ), prepositions of place ( <i>behind, between, in, in front of, next to, on, under</i> ), present continuous, imperatives	Listening Parts 2 and 4, Reading and Writing Parts 2 and 5 Test: Speaking Parts 1, 2, 3 and 4

# Map of the Student's Book

Unit	Topic	Grammar	Exam practice
25 School and the classroom	colours, daily life, numbers, possessions, school	questions ( <i>What? How many? Have (you) got? Is/Are there?</i> ), articles, possessives ( <i>her, his, your</i> ), present simple, plurals, prepositions of place ( <i>at, in, next to, on</i> )	Reading and Writing Parts 3 and 5, Speaking Parts 3 and 5 Test: Reading and Writing Part 4
26 Going to school	colours, daily life, names, numbers, possessions, school	possessives ( <i>her, his, my, our, their</i> ), questions ( <i>Whose? Where? Who? How many? What? Which?</i> ), prepositions of place ( <i>in, on</i> ), present simple, imperatives	Listening Part 1, Reading and Writing Parts 1 and 4, Speaking Part 5 Test: Listening Part 2
27 How do you come to school?	animals, colours, daily life, family, people, school, transport	questions ( <i>How do you go to school? Do you?</i> ), prepositions ( <i>by, on, to, with</i> ), present simple, present continuous, conjunctions ( <i>and, or</i> )	Listening Part 3, Reading and Writing Parts 2 and 4, Speaking Parts 1, 3 and 5 Test: Reading and Writing Part 3
28 What's Anna doing?	colours, daily life, names, people, school	present continuous, questions ( <i>How many? What? Where? Who's ... -ing?</i> ), imperatives	Listening Part 4, Reading and Writing Part 5, Speaking Part 3
29 On the beach	colours, daily life, natural world, numbers, possessions, time	present simple and continuous, <i>like + -ing</i> , questions ( <i>Do you have? Have you got? How many? What? What colour? Where?</i> ), <i>there is / are</i> , conjunctions ( <i>and, but, or</i> ), possessives ( <i>my, your, his, her, their</i> )	Listening Part 1, Reading and Writing Parts 3, 4 and 5 Test: Speaking Parts 1 and 3
30 Who's eating an ice cream?	animals, colours, people, possessions	questions ( <i>Who's ... -ing? What's the ... -ing? How many?</i> ), present continuous, prepositions of place ( <i>behind, from, in, on</i> ), articles	Listening Part 4, Reading and Writing Part 5, Speaking Parts 3 and 5
31 Happy birthday!	body and face, clothes, colours, food and drink, people, possessions	questions ( <i>What? Where? How many? Which?</i> ), prepositions of place ( <i>in, next to, on, under</i> ), present continuous, pronouns ( <i>I, it, they, you</i> ), possessives ( <i>her, my, their, your</i> ), imperatives, present simple, <i>would like</i>	Listening Part 1, Reading and Writing Parts 1, 3 and 4, Speaking Parts 1, 2 and 4 Test: Listening Part 4
32 Whose is it?	body and face, colours, hobbies, names, possessions	possessives ( <i>his, hers, Nick's</i> ), questions ( <i>Can you? How? How many? What? Whose?</i> ), short answers ( <i>Yes, I can. No, I can't.</i> ), prepositions of place ( <i>in, on</i> ), <i>have got</i>	Listening Part 2, Reading and Writing Part 3, Speaking Parts 2 and 5 Test: Listening Part 1
33 Let's play!	family, names, places, sports	questions ( <i>What? Where? Which? Do you?</i> ), pronouns ( <i>I, she, we, you</i> ), <i>Let's + infinitive</i> , present continuous, <i>would like, like + -ing</i>	Listening Part 3, Reading and Writing Parts 4 and 5, Speaking Part 5
34 I like playing games!	body and face, colours, hobbies, names, places, possessions, school, sports	present simple, present continuous, questions ( <i>Can I? How many? What? What colour? Where? Which? Who?</i> ), <i>like + -ing, this/these</i> , prepositions of place ( <i>behind, between, in, on, next to</i> )	Listening Part 3, Reading and Writing Part 1, Speaking Parts 3 and 4 Test: Listening Part 4, Reading and Writing Part 3
35 What's your favourite?	animals, colours, food and drink, hobbies, home, sports, transport	questions ( <i>What's your favourite?</i> ), conjunctions ( <i>and, but</i> ), pronouns and possessives ( <i>I, he, she, my, his, her</i> ), <i>like/enjoy + -ing</i> , present simple	Reading and Writing Part 4, Speaking Part 5

Unit	Topic	Grammar	Exam practice
36 Who, what, where?	colours, daily life, family, home, possessions	questions ( <i>What? Where? Who?</i> ), prepositions of place ( <i>in, on, next to, under</i> ), present continuous, possessives ( <i>her, your, Tony's</i> ), <i>this/that/these, have got, there is/are</i>	Listening Part 4, Reading and Writing Parts 2 and 5, Speaking Parts 1, 3 and 4
37 How many?	animals, home, names, numbers, people, possessions	plurals, present simple, questions ( <i>How many? How old? What? Where? Which?</i> ), <i>There are ... , this/these, have got / have</i>	Reading and Writing Parts 4 and 5, Speaking Part 3 Test: Listening Part 2
38 One foot, two feet	animals, body and face, colours, natural world, numbers, people	irregular plurals, <i>there is / are</i> , present continuous, prepositions of place ( <i>in front of, on, behind</i> ), questions ( <i>Where? Who? What? How many? Which?</i> )	Reading and Writing Parts 2 and 3 Test: Speaking Parts 1 and 3
39 What am I?	animals, food and drink, home, natural world, numbers, places, school, transport	questions ( <i>How many? Where's / Where are? What's this? What am I? What colour?</i> ), prepositions of place ( <i>in, next to, on</i> ), present simple, <i>have got, there is / are</i> , articles, <i>can</i>	Reading and Writing Parts 1, 2, 3 and 4, Speaking Part 1
40 Night and day	clothes, daily life, family, food and drink, home, possessions, school, time	prepositions of time ( <i>at, in</i> ), prepositions of place ( <i>in, out of</i> ), present simple, questions ( <i>Who? Where? What?</i> )	Listening Part 3, Speaking Part 5
41 Questions	animals, body and face, clothes, colours, family, home, people, school, sports, transport	questions ( <i>How many? How old? What? What colour? Where? Who? Which? How?</i> ), present continuous, present simple, <i>There is / are, can/can't</i>	Reading and Writing Part 5, Speaking Part 5 Test: Listening Part 3, Speaking Part 3
42 About a phone	body and face, colours, home, numbers, people, places, possessions, school	present simple, present continuous, prepositions of place ( <i>between, in, on, under</i> ), plurals, questions ( <i>What? Where? Which? How many?</i> ), determiners ( <i>a/an, the, some</i> ), conjunctions ( <i>and, but</i> ) <i>this/these, there is/are</i> ,	Listening Parts 1 and 4, Reading and Writing Part 3, Speaking Part 2 Test: Reading and Writing Part 4, Speaking Part 1, Listening Part 4
43 What are they saying?	clothes, colours, people, possessions, school, time	questions ( <i>How many? How old? Who?</i> ), present continuous, <i>have got</i>	Listening Part 4, Reading and Writing Part 2, Speaking Test (all parts)
44 About me	body and face, hobbies, home, names, numbers, school, sports	questions ( <i>How old? What? Which? Who? Whose?</i> ), pronouns ( <i>I, he, she, you, they</i> ), possessives ( <i>her, his, my, Kim's</i> ), present simple, <i>have got, like/ enjoy + -ing</i>	Listening Parts 2 and 3, Speaking Part 5
45 Stepping stones	animals, body and face, clothes, colours, family, food and drink, home, numbers, sports	adjectives, verbs, nouns, present simple, <i>like + -ing</i>	Reading and Writing Parts 1, 3 and 4, Speaking Part 5

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**Topics** animals, colours, numbers

**Functions** following instructions, spelling and writing

**Grammar** questions (*What's? What are? What colour?*), demonstratives (*this/these*), imperatives

**Vocabulary** See the wordlist on page 100 of the Student's Book.

Movers word: *help* (v)

### Starters practice

Reading and Writing Part 3

### Equipment needed

- Starters CD 1A, 1D.
- Red and green colouring pencils or pens.

### Starters tip

Practise saying and writing the letters of the alphabet which cause problems for your learners. When spelling words out loud, make sure that learners know the sounds for naming vowels and difficult consonants (*r, w, y*, etc.) and pairs of consonants that your learners might confuse (*g* and *j*, *n* and *m*, *s* and *c*, *p* and *b*, etc.).

### The alphabet.

- To practise the alphabet and prepare learners for this first unit, write these letters on the board. Each line represents a missing letter in the alphabet.  
a b \_ d e f \_ h i j \_ l m n o  
p \_ \_ s t u \_ w x y \_
- Learners say what the missing letters are (*c, g, k, q, r, v, z*). Write them on the lines on the board. As you do this, practise the pronunciation of each missing letter.



### Listen and say the letters.

- Learners look at the seven groups of letters. Play the CD. Learners listen and say the letters.
- Ask the class why the letters are grouped like this. (They sound similar because they share the same vowel sound.)
- Learners practise saying the groups of letters. Say: *Look at number 3. Say these letters.* Learners say the letters in group 3: *f, l, m, n, s, x, z.*
- Do the same with the other groups of letters.

**Note:** You can ask the whole class to do this, or with large classes, ask groups of 5–8 learners to say the groups of letters together.

### Tapescript

*Listen and say the letters.*

One	a h j k
Two	b c d e g p t v
Three	f l m n s x z
Four	i y
Five	o
Six	q u w
Seven	r



### Listen and write the words.

- Teach/revise: *duck, frog, goat, sheep, spider*
- Tell learners to listen and write the five animals on the lines.  
Say: *Number one. Write duck, d-u-c-k.*  
Point to the example: *duck.*
- Use the same spelling instruction for *frog, goat, sheep* and *spider.*
- Learners swap books and correct each other's answers. Individual learners spell words out loud to the class.
- Write the answers on the board: 1 duck 2 frog 3 goat 4 sheep 5 spider



### Help the baby spider. Draw a red line.

- Learners find the two spiders. Tell them to help the baby spider find its dad.
- Learners draw a **red** line to link the 26 letters (in alphabetical order) across the box.



### Help the baby frog. Listen and draw a green line.

- Read out the letters below. Learners listen and draw a green line to help the baby frog find its mum.  
q-g-r-b-g-h-z-s-c-v-i-y-w-o-n-a-e-f-x

## **E** What's this? Write the word.

- Ask: *What's this?* and point to the frog, goat, duck, spider and sheep. Learners look at the picture and answer.
- Tell learners there are five puddles, each containing an animal word. Learners identify the correct puddle for each animal and write the word, crossing off the letters as they use them. Point to the answer to 1: *duck*.

**Check answers:** 2 sheep 3 frog 4 goat  
5 spider

- One more animal is in the picture. Ask and point if necessary: *What's this?* (a fish)
- Ask what noises a frog/goat/duck/sheep/fish makes. Demonstrate if necessary!
- Learners work in pairs. They take it in turns to ask: *What's this?* and then make animal noises. Partners say which animal it is. Extend this if learners know more animals.

**Note:** The picture could also be used to ask: *What colour is the ... ?* questions. (The frog is green. The goat is brown. The duck is yellow. The sheep is black and white. The fish is red.)

## **E** What's the animal?

- Learners look at the list of animal words to complete. Point to the example answer, *goat*. Ask them which letters they can already see (a, e, i, o, u). Check pronunciation and drill if necessary.
- Learners find words in **E** and complete the animal words.

**Check answers:** 2 sheep 3 spider 4 frog  
5 duck

- Teach/revise *cat* and *dog*. Ask: *Do you know these animals too?* Learners complete the words *cat* and *dog* in the star.

## **G** Play the game! Can you make a word?

- Say these letters, one by one: q-o-r-t-s-g-i-u-y-a-c-f-h-s-l-m-i-b-e-w-z-f-p-d-h
- Learners listen and write the letters. In pairs, they then compare the letters they have written to check they are the same.
- Learners circle the letters that they hear twice. (s, i, f, h)
- Learners make a word with these letters. (*fish*)

**Note:** See page 106 of the Teacher's Book for a photocopiable page with letters of the alphabet or go to our website at [www.cambridge.org/elt/funfor](http://www.cambridge.org/elt/funfor) for the same page. You can download this page and photocopy it to make into flashcards. Use the flashcards for the games suggested to practise the letters of the alphabet.

**Topics** numbers, colours, animals, possessions, clothes, home

**Functions** asking and answering about simple information (age, names and numbers), talking about what you can see, spelling

**Grammar** questions (*How many ... are there? How old? What? Who?*), *there is/are*, present simple, prepositions (*in, next to*)

**Vocabulary** See the wordlist on pages 100–101 of the Student's Book.

Movers word: *thing*

### Starters practice

Reading and Writing Parts 3 and 5, Listening Part 4, Speaking Part 5

### Equipment needed

Colouring pens or pencils.

### Starters tip

Teach learners to write numbers as digits (1, 2) and not as words (one, two). They are less likely to make mistakes and lose marks – and it's quicker, too!

### Get into groups.

- Learners stand up. Say a number, for example: *three*. Learners get into groups of three.
- After a few turns, one learner in the class says a number and the others form groups of the learner's number.

### A Write the numbers.

- Learners look at the numbers. Look at the example (*five 5*). Tell learners to write the other numbers on the lines.
- Write on the board:  
1 \_\_\_\_\_ 20
- Learners say the numbers from 1 to 20. Write them on the board. Ask them which numbers between 1 and 20 are **not** on their page (1, 2, 3, 4, 6, 14, 16, 17, 18, 19).

### B Look at the letters. Write the words for the things in the picture.

- Ask learners to look at number **1** and follow where the line goes to in the picture.  
Ask: *What's this?* (a bed) Point out that the three letters to make the word *bed* are on the shelf. Learners write *bed* on the lines in **1**. They then write the words for **2** and **3**.

**Check answers:** 2 sock 3 shoe

- Ask learners what is at the end of line **4** in the picture (a ball). Learners write the word *ball* on the lines and then jumble the letters on shelf **4**.

### C What can you see in the picture? Answer the questions.

- Learners look at the picture. Ask: *Can you see any dogs?* (no) *Can you see any cats?* (yes)  
Ask: *How many cats are there?* (3)
- Ask learners these questions about the pictures:
  - How many cars are there?* (4)
  - How many shoes are there?* (5)
  - How many balls are there?* (8)
  - How many books are there?* (7)
  - How many apples are there?* (6)
  - How many socks are there?* (2)
- Tell learners to look at the picture again and to try and remember what is in it. Learners close their books. Ask them questions about the picture. For example:  
*How many apples/balls/cats/shoes/cars/books are there?*
- Ask learners questions about their classroom.  
**Suggestions:**  
*How many shoes/books/boys/girls/teachers/chairs can you see?*

### D Name or number?

- Learners look at the questions. They decide for each question whether the answer will be a name or a number. (You may want to do this as a whole-class activity or give the learners time to read the questions and decide.)  
**Answers:** Numbers: 2, 3, 4, 6, 7 Names: 1, 5, 8
- Learners read the questions and write their answers.
- In pairs, learners interview each other by taking it in turns to ask and answer the eight questions.

### E Listen and draw lines between the letters and numbers.

- Ask learners to look at the picture and to find the letter V (under the giraffe's head). Now tell learners to find the number 12 (halfway down the giraffe's body at the front). Tell them to draw a line between V and 12. Tell them you are going to say more letters and numbers. They draw lines between them to finish the picture.
- Say these letters and numbers: 12-Y-14-A-20-7-R-O-E-11-C-13-H-15-I-K-5-18-Q
- Ask learners: *What can you see?* (a giraffe)

### F Colour and draw.

- Learners read the sentences beside the picture and colour the giraffe, the trees and the plant. They then draw a big yellow sun in the picture.

## Play the game! I know your number.

- Demonstrate the game first with all the class. Tell one learner to think of a number between 1 and 20 and to write it in their notebook.

**Teacher:** *I know your number. It's seven!*

**Learner:** *No!*

**Teacher:** *Then it's five!*

**Learner:** *Yes!*

**Teacher:** *Great! You spell that F-I-V-E.*

When a learner discovers the number and spells it correctly, it's their turn to think of a number and the other learners guess.

- Play the game with the whole class a few times until you are sure that the learners understand what they have to do. They can then play it in groups or pairs.

# Unit 3 Is your name Sam?

**Topics** names, numbers, family, animals, people  
**Functions** asking for and giving personal information (names of family and friends), spelling and writing names  
**Grammar** *to be*, questions (*How? What? Who?*)  
**Vocabulary** See the wordlist on page 101 of the Student's Book.  
 Movers word: *address*; Flyers word: *card*

## Starters practice

Listening Part 2, Reading and Writing Part 3, Speaking Part 5

## Equipment needed

Starters CD 3D, 3F.

## Starters tip

Make sure that your learners are familiar with the 15 names that appear in this unit. They appear in many parts of the Starters tests. Learners should be able to spell all the names and know if they are boys' names or girls' names. Note that *Alex*, *Kim*, *Pat* and *Sam* can be used for both boys and girls.

## A Find these names in the box.

- Learners look at the list of 12 names. They look in the box, find the names and draw a line round each name. The names go across → or down ↓.

### Check answers:

Across (top to bottom): Ann, Tom, Jill, Nick, Sam, Pat, Kim, Lucy

Down (left to right): Ben, May, Tony, Alex

## B Write these three names and the names from A under *boy*, *girl* or *boy and girl*.

- Learners write the names in the *boy* column if they are for boys, in the *girl* column if they are for girls and in the *boy and girl* column if they can be for both boys and girls.

**Check answers:** *boy*: Ben, Bill, Nick, Tom, Tony

*girl*: Ann, Anna, Jill, Lucy, May, Sue

*boy and girl*: Alex, Kim, Pat, Sam

## C Look at the letters. Write the names.

- Look at the pictures of the eight children. Explain that their names have been jumbled up. Learners put the letters back in the correct order to spell the names and write them on the lines.

**Check answers:** 1 Ben 2 Sam 3 Lucy  
 4 Nick 5 Bill 6 Ann 7 Tom 8 Kim

## D Listen and write the names.

- Remind learners that the first letters of names are written with capital letters.
- Learners listen to the six conversations and write the names. There is one example.

**Check answers:** Ask individual learners to spell the names to you and write them on the board:

1 Tom 2 Alex 3 Ride 4 May  
 5 Happy 6 Duck

- Write on the board:  
 ..... is Lucy's brother.  
 Point to the line. Ask: *What's Lucy's brother's name?*  
 (Learners: *Tom*) Do the same with Mary's grandmother/  
 Tom's dog/friend/Ben's teacher/dog.  
 Ask learners to say or write sentences about the names of these people.

## Tapescript

Listen and write the names.

One

Woman: Hello, Lucy. Is that your brother?

Girl: Yes.

Woman: What's his name?

Girl: Tom.

Woman: Is that T-O-M?

Girl: Yes.

Two

Man: Have you got a good friend at school?

Girl: Yes.

Man: What's her name?

Girl: Alex.

Man: Do you spell that A-L-E-X?

Girl: Yes. She's very nice.

Three

Woman: What's your teacher's name?

Boy: Mr Ride.

Woman: How do you spell that?

Boy: R-I-D-E.

Woman: Oh yes, I know him.

Four

Man: What's your grandmother's name?

Boy: Her name's May.

Man: Can you spell that?

Boy: Yes. It's M-A-Y.

Five

Woman: Is that your dog, Tom?

Boy: Yes.

Woman: What's its name?

Boy: Her name's Happy.

Woman: Happy? How do you spell that?

Boy: H-A-P-P-Y.

Woman: That's a good name for a dog.

Six  
 Girl: Do you learn English at school, Ben?  
 Boy: Yes. It's my favourite lesson.  
 Girl: Who's your English teacher?  
 Boy: Her name's Mrs Duck.  
 Girl: How do you spell that?  
 Boy: You spell it D-U-C-K.

### Personal questions.

- Tell the class to sit in a circle. (Large classes: make several circles.)
- Ask one learner: *What's your name?* This learner answers, for example: *My name's Jean.* and then turns to the learner on their **right** and asks them the same question: *What's your name?* This learner answers then turns to the learner on their **right** and asks the question. This continues round the circle until all the learners have asked and answered.
- Learners do the same with the second question: *Can you spell your name?* But this time, they turn and ask the person on their **left**.
- Learners ask each other the third question: *What's your favourite name?* Again, they ask the learner on their **right**.  
**Note:** Encourage learners to work quickly round the circle.

### Answer the questions. Write your names.

- Learners read the questions 1–5 and write their answers.
- Write your answers to questions 1–4 on the board (but not in the same order as the questions). For example: *Mary, Lucky, Agnes, Anne.* Explain that these are your answers to questions 1–4. Ask learners: *Who is Agnes?* They try to guess: *Your friend?* (no) *Your grandmother?* (yes) Learners find out who the other names belong to.
- Learners do the same in pairs. Learner A copies the four names they have used to answer questions 1–4 onto a piece of paper. Learner B guesses who each name belongs to. Then Learner B writes the four names and Learner A guesses.

### CD1:04 Listen and write the names and numbers.

- Tell learners to look at the envelope in **F**. Point out that some things are missing from the name and address.
- Play the CD. Learners listen and write names or numbers.

**Check answers:** 1 Park 2 17/seventeen  
 3 Lime

### Tapescript

Listen and write.

One  
 Boy: Mum, can you help me?  
 Woman: OK.  
 Boy: Can you tell me Mary's family name?  
 Woman: Yes. It's Park. P-A-R-K.  
 Boy: P-A-R-K. Thanks.

Two  
 Boy: And what's the number of Mary's house?  
 Woman: Seventeen. She lives at number 17.  
 Boy: Oh yes!

Three  
 Boy: And what's the name of the street?  
 Woman: You know that! It's Lime Street!  
 Boy: Do you spell that L-I-M-E?  
 Woman: That's right: L-I-M-E.  
 Boy: Great! Thanks, Mum!

### It's your friend's birthday! Write the address.

- Explain to learners that this is a birthday card for their friend. Tell them to write their friend's name and address on the envelope.
- Ask individual learners to read out their friend's name and address. Ask them to spell their friend's name.

### Play the game! Names bingo.

- Write up these names on the board: *Alex, Ann, Anna, Ben, Bill, Jill, Kim, Lucy, May, Nick, Pat, Sam, Sue, Tom, Tony.*
- Learners write five of the names on a piece of paper.
- Explain that you are going to spell out different names.
- If they have written the name, they cross it out.
- The winner is the first person to cross out all five names.
- To 'check' their winning card, they have to say and spell the five names correctly.
- Play the bingo game a number of times to allow different learners to win and spell.

**Topics** people, colours, natural world

**Functions** identifying and describing objects (colour, location), counting and using numbers, following instructions

**Grammar** questions (*How many? What colour? Where? Which?*), *There's a ...*, prepositions (*in, on*), present continuous, *to be, this/that*

**Vocabulary** See the wordlist on page 101 of the Student's Book.

Flyers word: *missing*

### Starters practice

Reading and Writing Parts 1, 2 and 3, Speaking Parts 1 and 4

### Starters test

Listening Part 4

### Equipment needed

- Starters CD 4B.
- Colouring pencils or pens.

### Starters tip

In Starters Listening Part 4, teach learners to look at the picture and to notice which thing appears several times in the picture (in this case, the bird). They should think about where each of these is in the picture and the prepositions that will help find them, for example: *in, on, under*.

### Colours in the classroom.

- Use the picture of the palette at the top of the page to revise Starters colours (see wordlist on page 101). Then use an object or item of clothing in the classroom to practise each colour. Say the colour. Learners point to the object. Individual learners say a colour. The other learners point to it.

### A Look at the picture. How many birds can you see?

- Learners look at the picture. Ask: *How many birds can you see?* (seven)
- Learners listen and point to the things you name in the picture. They check with each other to see that they are all pointing at the same thing. Move around the class and check that learners are all pointing correctly.
- Ask: *Where's the ... ?* questions. *Where's the kite/girl/painting/baby/tree/boy/bag/woman?*
- Read the following sentences about the picture. Learners listen and look at the picture. If the sentence is correct, they say *yes* and stand up. If it is not correct, they say *no* and sit down.

*There's a bird in the tree.* (Yes – stand up)

*There's a bird on the girl's T-shirt.* (No – sit down)

*There's a bird on the kite.* (Yes – stand up)

*There's a bird on the woman's bag.* (No – sit down)

*There's a bird on the boy's T-shirt.* (Yes – stand up)

*There's a bird on the boat.* (Yes – stand up)

### B CD1:05 Listen and colour the birds.

#### Test! Listening Part 4

- Learners listen to a woman and a boy talking about the picture. Play the example on the CD. Learners listen and point to the yellow bird in the tree.
- Play the CD until the end. Learners listen and colour. Play the recording twice, pausing if necessary.
- Learners swap books and check each other's coloured picture. Write the different birds on the board, for example: *the bird on the kite*. Ask individual learners to tell you what colour each bird should be.

#### Check answers:

- 1 Colour bird on kite – blue.
- 2 Colour bird on boat – orange.
- 3 Colour bird in baby's hand – pink.
- 4 Colour bird in girl's picture – red.
- 5 Colour bird on boy's T-shirt – purple.

### Tapescript

*Look at the picture. Listen and look. There is one example.*

Woman: Can you see the bird in the tree?

Boy: Yes.

Woman: Good. Colour it yellow, please.

Boy: Pardon?

Woman: Colour the bird in the tree. Colour it yellow.

*Can you see the yellow bird in the tree? This is an example. Now you listen and colour.*

*One*

Woman: Look at the bird on the kite.

Boy: Oh yes. Can I colour it?

Woman: Yes, colour it blue.

Boy: Great! The bird on the kite is blue now.

*Two*

Woman: Find the bird on the boat.

Boy: Sorry? Which bird?

Woman: The bird on the boat. Colour it orange.

Boy: Orange. OK. I'm doing that now.

*Three*

Woman: Can you see the baby?

Boy: Yes. She's holding a bird in her hand too.

Woman: That's right. Let's colour that bird pink.

Boy: OK. Now there's a pink bird in the baby's hand.

*Four*

Woman: Can you see the girl? She's painting a picture.

Boy: Yes, I can. And there's a bird in her picture!

Woman: Yes, there is. Colour that bird red.

Boy: Red?  
Woman: Yes, please.

Five

Woman: Look at the boy's T-shirt.

Boy: It's got a bird on it too!

Woman: I know! Colour that bird purple.

Boy: Sorry?

Woman: Colour the bird on the boy's T-shirt. Colour it purple.

Boy: OK.

### **Look at the pictures. Circle the correct word.**

- Learners work in pairs. They look at the pictures and the sentences and decide which word is correct. For example: **1** boat or goat? Show learners the circle around goat.
- Learners draw a circle around the other correct words.

**Check answers: 2 cat 3 kite 4 woman**

### **Draw pictures and write the missing word.**

- Learners draw a picture of each of the 'wrong' words (1 boat, 2 mat, 3 tree, 4 man) from **C** in the numbered squares.
- Learners then write the missing word in each sentence.

**Check answers: 2 mat 3 is 4 man**

### **Answer the questions. You and colours!**

- Learners answer the questions about themselves by colouring in the paintbox squares in the 'Me' column. For example: *What colour are your eyes?* (brown). The learner colours the paintbox square in the 'Me' column brown.
- In pairs, learners ask and answer the questions. They colour in the paintbox squares in the 'My friend' column with the colours given in their partner's answers.

### **Play the game! Which colour?**

- Tell learners you have answered all the questions with your own colours. Say a colour and learners must guess which question it is the answer to. For example:  
**Teacher:** Brown!  
**Learner:** What colour are your eyes?
- The first learner to guess the correct question continues the game with one of her/his answers, and so on.



# Unit 5 English and tests

**Topics** school, body and face, people, clothes, numbers

**Functions** following classroom instructions, understanding simple sentences to describe a picture

**Grammar** imperatives, *there is / are, have got, is/are*, present continuous (*he's/she's playing/wearing*), prepositions (*in, on, with*)

**Vocabulary** See the wordlist on page 102 of the Student's Book.

Movers words: *home, pet*; Not in YLE wordlists: *circle* (v)

## Starters practice

Listening and Reading and Writing (all parts)

## Starters test

Reading and Writing Part 2

## Equipment needed

Photocopies of the sentences on page 107 (one for each pair of teams), cut up. See Mime the sentence.

## Starters tip

For the Starters Test, teach learners to read the questions carefully and to do exactly what is asked. For example, if they are asked for just one word, they should NOT write two or three words.

## A Look at the boxes. Write the words.

- Learners look at the crossword and the picture clues. Look at the example (*alphabet*). Ask: *Can you see the word 'alphabet' in the crossword?*
- Learners look at the other picture clues and find the words for each picture in the box. Remind them to check that the number of letters in their answer is the same as the number of letters in the crossword. Learners write their answers in the crossword.

### Check answers:

Across (top to bottom): line, words, tick, cross

Down (left to right): letter, number, sentence

- For further practice of the vocabulary, say the following. Learners say what each is:
  - three, seven* (numbers)
  - d, f, p, q* (letters)
  - name, sock, listen* (words)
  - I'm a teacher. This is an English class.* (sentences)

## B Read, draw and write.

- Learners look at the first instruction. Ask them what they have to do (draw a line). Point to the example line in the first box.
- Learners read instructions 2–6 and write and draw. Check answers by asking different learners to write or draw their answers on the board (for 4 and 6 you could ask all learners to write a number or word on the

board): 2 ✓ 3 yes 4 (e.g.) 5 5 ✗  
6 (e.g.) *beautiful*

- Learners look at question 7. Tell them your favourite English word, for example: *coconut*. Each learner writes their favourite word.
- Give each learner a small piece of paper (or a *Post-it*® if you have some). Ask them to write their favourite word on it. Then ask them to stick their words on one of the classroom walls (or on a big sheet of paper). Tell them to read each other's words. (You will also need to look at them to prepare for the next activity.)
- Ask questions about the words:
  - Which word has the most letters?*
  - Which letter do a lot of words start with?*
  - Are there any words you don't know? Which ones?*
  - Do you like any of the words (apart from your own)?*

**Note:** Use the learners' first language if necessary.

Larger classes: Use different areas of the classroom or have several big sheets. Ask different groups to stick their words in different areas.

- Write this sentence on the board:

*My favourite colour is yellow.*

Ask learners: *How many words are there?* (five)

In pairs, learners think of a sentence with five words in it. One of the words could be their favourite word. Learners write their sentences on the line.

Ask different learners to tell you their sentences.

## Mime the sentence.

- Look at the sentences again in B. Ask: *How many words are there in sentence 1?* (three – *Draw a line.*)  
Learners show their answer by showing three fingers (one for each word).
- Explain that you are going to mime a sentence. First show them how many words are in the sentence by raising a finger for each word.  
For example: *draw a box*. Show three fingers. Learners: *three words*.
- Mime the whole sentence. If learners guess any of the words (for example: *draw* or *box*), confirm that that word is in the sentence and point to the first or third finger to show where it comes in the sentence. (For example, if learners guess *draw*, point to your first finger.) Continue to mime until the learners produce the whole sentence.
- Play the game in two teams. Make a photocopy of page 107 for each pair of teams and cut it up into sentence cards. One learner from a team comes out to the front and reads a sentence silently. They show how many words it has using their fingers and mime the sentence. The other members of the learner's team have to guess the sentence. If they guess correctly, they are awarded a point. If they can't guess the sentence and the other team can, the other team gets a bonus point.
- The winning team is the team with the most points.

**Note:** Large classes: play this with more teams. You will need to make more copies of the sentences. Use one or two stronger learners to help you monitor the activity.

**C What can you see?** **Test! Reading & Writing Part 2**

- Tell learners to look at the picture. Ask them to think of the words for the things they can see. Invite one learner to say a word and come up to the board to write it. Continue until learners have run out of words. Leave the words on the board.
- Tell learners they are going to do a test now! Ask them to look at the instructions and tell you what they have to do (look at the picture, read the sentences and write *yes* or *no*).
- Tell learners to look at the first example below the picture: *The dog is playing with a ball.* Point to the dog and the ball in the picture. Look at the second example: *There are six apples on the tree.* Ask them why this sentence is not correct. (There are **four** apples.)
- In silence (it is a test!), learners read the five sentences and write *yes* if they are correct and *no* if they are not correct about the picture.

**Check answers:**  
 1 no    2 yes    3 no    4 yes    5 yes

- Tell learners to put a tick next to every one of their correct answers and to put a cross next to any wrong answers. Anyone who gets all five answers right can give themselves a star!
- Ask learners why they wrote *no* after sentences 1 and 3. (The girl has got **brown** hair, not black hair. The children are in the **garden**, not the house.)
- Tell learners to look at the words on the board (the words for things in the picture). Explain that to clean the board, you will rub off words they use to talk about the picture. To start, they can use the sentences below the picture in their books. You can therefore erase the words: *dog, ball, girl, etc.*  
 Ask learners to use any words left on the board in sentences (help them as necessary). See if you can clean the board!

**D Play the game! On your back.**

- Draw the numbers 4 and 8 on the board. Ask: *What are these?* (numbers)  
 Ask different learners to come to the board and draw: a tick, a cross, a line, their favourite letter of the alphabet.
- Ask one learner to come out to the front of the class. They stand with their back to the rest of the class.
- Draw a cross with your finger on the learner's back. Ask: *What's this?*
- If the learner knows, they say: *(It's a) cross.*
- If the learner doesn't know the word, or can't decide what you have drawn on their back, the other learners can help by answering.
- Learners continue this activity in groups of 4–5, taking it in turns to draw and watch and answer. They use the words for the things on the board.

# Unit 6 Our face and body

**Topics** body and face, animals, colours, food, the natural world

**Functions** describing animals

**Grammar** a/an + singular nouns, present simple, like + -ing. This is ..., to be.

**Vocabulary** See the wordlist on page 102 of the Student's Book.

Not in YLE wordlists: (elephant's) trunk

## Starters practice

Reading and Writing Parts 1 and 3

## Starters test

Reading and Writing Part 4

## Equipment needed

- Colouring pens or pencils.
- Photocopies (one for each group of four learners) of page 108, cut up into flashcards. See E.

## Starters tip

Teach learners how to put ticks or crosses to indicate whether something is true or false. This may not be the usual way for them to do this.

## Yes or no?

- Name and point to these parts of your face or body: *arm, body, ear, eye, face, foot, hand, head, leg, mouth, nose*. Learners repeat the word after you say each one.
- Show learners how to write a tick and a cross. Do this on the board first. Next, draw a big tick and a big cross in the air.
- Point to parts of your face and body. As you point, say, for example: *This is my hand. This is my arm*.  
Make some of these sentences true (*yes*) and some false (*no*).
- If the sentence is *yes*, learners draw a tick in the air. If it is *no*, they draw a cross.

## A Look and read. Put a tick or a cross in the box.

- Learners look at the monster. They read the sentences and put a tick in the box beside the *yes* sentences and a cross beside the *no* sentences.

### Check answers:

1 X 2 ✓ 3 X 4 ✓ 5 ✓ 6 ✓  
7 ✓ 8 ✓

- Learners colour the picture of the monster. Tell them to use different colours for different parts of its body.
- Ask different learners questions about their pictures. For example: *What colour is the monster's ear?* (green)
- In pairs, learners ask and answer each other about their monsters.

## Singular nouns beginning with vowels.

- Write the vowels on the board: *a, e, i, o, u*. Say the vowels. Learners say them after you.
- Learners look at the pictures of the elephant and giraffe in **B**. Try and elicit the following by pointing to the relevant picture:

This is an elephant.

This is a giraffe.

- Write these two sentences on the board. Drill the pronunciation. Ask learners: *Why an elephant, but a giraffe?*

Underline the first letter of *elephant* and *giraffe* on the board. Explain that we use *an* before words beginning with *a, e, i, o* or *u*. Before words that begin with other letters, we use *a*.

Write on the board: *an apple, an elephant, an ice cream, an orange, an ugly monster*.

Tell learners to try and say *a elephant* – it's very difficult!

## B Draw lines from a or an.

- Learners look at the body words. They look at the example (*an arm*).
- Learners look at the other words and draw green lines between *an* and the body words, and red lines between *a* and the body words. Tell them to look carefully at the first letters of the words. They could also highlight or underline the first letters.

### Check answers:

a + body, face, foot, hand, head, leg, mouth, nose, tail,  
an + ear, eye

**Note:** Tell learners to draw clear, direct lines as this is the way they should answer in Part 1 of the Starters Listening Test. If they draw lines all the way round the picture, they waste a lot of time and may miss the next thing they have to do.

## G What am I?

Test! Reading & Writing Part 4

- Tell learners to look at the picture of the animal next to the text.  
Ask: *What animal can you see?* (a giraffe)
- Tell learners to look carefully at the picture.  
Ask: *What letter makes the giraffe's nose and mouth?* (g)  
Ask: *Can you see any more letters?* (Yes: *i* on the head, *r* on one ear, *a, f, f, e* on the body)  
Write the letters on the board.
- Ask: *What word do the letters spell?* (giraffe)  
Practise spelling the word *giraffe*. Tell learners to draw the letters with one finger on their body: *Draw a 'g' on your nose and mouth. Draw an 'i' on your eye. Now, an 'r' on your ear. An 'a' here* (point to your neck). *An 'f', an 'f' and an 'e'* (point to your body as you do this).

Learners write the word *giraffe* on the lines above the text.

- Learners read the text, choose words from the box and write them next to the numbers in the text.

**Check answers:**

1 animal 2 legs 3 eyes 4 fruit 5 water

## D And what am I?

- Ask learners to look at the picture.

Ask: *Which animal is this?* (an elephant)

Learners write the letters on the lines to make the word *elephant*.

- Ask them to tell you what they know about elephants. Write the information on the board.

**Suggestions:** grey, big, four legs, two big ears, a trunk, a mouth, a short tail.

- Learners write a text about elephants, using the giraffe text as a model. Do this together on the board. Write up the text and stop at **key words**. Ask learners to suggest these words.

*You can see me at the zoo. I'm a very big animal. I've got four legs and my tail is short. I can see with my big brown eyes. I like eating fruit but I don't eat meat. I drink water. My body is grey.*

- Learners colour the picture of the elephant.

## E Play the two games!

### Make the animals.

- Give one set of the animal flashcards from page 108 to each group of four learners.

Tell them to make five different animals by putting together the different parts of the bodies. Ask them which five animals they have. (A frog, a fish, a bird, a crocodile, a lizard.)

- Now tell learners to make new animals. In their groups, learners put the different parts together: A frog's head – a bird's body – a lizard's tail.

- Different groups make new animals and describe them. The other groups listen and put the body parts together to make the same combined animal.

### Have you got the lizard's tail?

- In groups of four, learners sit together in a circle. Give each group a set of cards. Each learner tries to make as many animals as possible. If they already have the three parts of an animal, they place the three cards face up on the table, and say: *This is (a frog, etc.)*.
- With the remaining cards, one learner starts. They ask another learner in their group for a part of an animal they need, for example: *Have you got (the crocodile's head), please?* If this learner has the crocodile's head, they give it to the learner who asked for it and the learner asks for another animal part.

- If they do not have the crocodile's head, they answer: *Sorry!* The turn then passes to the next learner who asks for a part of an animal's body.
- When a learner has made a complete animal, they put the three cards face up on the table and say: *This is a (frog/crocodile/bird/lizard/fish)*. The winner is the learner who has made the most animals.

**Note:** You can also use these cards to play other games, for example: *When the music stops!* (See page 8 for suggestions.)

**Topics** animals, body and face, numbers, possessions, daily life

**Functions** spelling, talking about what you can do with parts of your body, saying who something belongs to (*his/her*)

**Grammar** brief focus on regular and irregular plurals, possessives (*his/her*), *have got*, present simple, *can*, questions (*What can ...*, *How many?*)

**Vocabulary** See the wordlist on pages 102–103 of the Student's Book.

Not in YLE wordlists: *dice*, *wheel*

### Starters practice

Reading and Writing Part 4

### Starters test

Reading and Writing Part 3

### Equipment needed

Pencils and a dice for every group of 4–5 learners. See E.

### Starters tip

In Starters Reading and Writing Part 3, teach learners to cross off the letters as they use them to form the word.

## A Look at the pictures. Look at the letters.

### Write the words. **Test!** Reading & Writing Part 3

- Point to your hand or draw a hand on the board. Ask: *What's this?*  
Point to both hands and ask: *What are these?*  
Write on the board: 1 hand 2 hands  
Explain that we normally add *s* to the end of a word if we are talking about more than one thing. Point to two boys/two girls and say: *two boys/two girls*.  
Now point to your foot or draw a foot on the board.  
Ask: *What's this?*  
Write on the board: 1 foot  
Now point to your feet or draw two feet on the board.  
Ask: *What are these? Are these foots?* (No, they're feet.)  
Explain that some words are irregular and there are other ways of changing the word when we are talking about more than one thing. You could refer to irregular plurals in the learners' first language if possible/necessary.
- Ask learners what they can see in the first picture (*an ear*). Ask them to count the number of lines (one line = one letter) and to count the number of letters in the circle (3). Point to the answer (*ear*).
- Learners put the other letters from each speech bubble in the right order to make words. Each time, they should check that they have used all the letters by crossing them out.

#### Check answers:

1 mouth 2 hand 3 nose 4 feet 5 face

## B Where are my ears?

- Learners look at the first picture and say which part of the boy's face is not there. (*His ears*.) Point to the example answer: *ears*.
- Learners write the other answers. Check answers by asking different learners to come to the board to write the answer.

#### Check answers:

2 eyes 3 mouth 4 nose 5 hair

- Learners draw the missing parts on the faces.
- You could discuss with learners, in their first language if possible/necessary, why they can see *his* or *her* in front of the words they have written (*his* for a boy or man, *her* for a girl or woman). Point out that we use *his* and *her* in front of both singular and plural words, for example: 2 *her eyes* 3 *his nose*.

### Learners prepare anagrams.

- In their notebooks, learners draw a picture of one of the parts of the body or face from this unit, or Unit 6. Next to each drawing, learners draw a line for each letter of the word. Then they draw a circle or box and put all the jumbled letters of the word inside it. Show learners how to do this before they start.
- Learners exchange notebooks and put the letters in the right order to make the words.
- Repeat this activity with other parts of the body.

### How many?

- Learners name six different parts of the body. Write these on the board:  
**Suggestions:** (choose from) *arm, ear, eye, face, foot, hand, head, leg, mouth, nose*.
- Learners count how many people there are in the classroom, then count how many of these body parts there are in the classroom. Write the results on the board.

## C Which part of your body?

- Tell learners to look at the first sentence in C: *I ... with my mouth*. Tell them to look at the pictures and words in the box beside the sentences. Mime the word *smile*. Ask: *What can we do with our mouth?* (*smile*)  
Point to the example answer: *smile*.
- Learners complete sentences 2–5 with the other words.

#### Check answers:

2 see 3 listen 4 write 5 kick

- Ask learners: *What other things can you do with your mouth?* (Mime actions to teach or revise: eat, talk.)

Ask the same question for hands and feet:

*What can you do with your hands?* (write, wave, draw, paint, point, throw)

*What can you do with your feet?* (kick, stand, walk, run, etc.)

### I do it with my ...

- Say an action word, for example: *listen*. Learners point to the part of the body that they use to do that action.
- You can play this as an elimination game. If learners point to the wrong part of their body or hesitate for too long, they are out.

**Suggested actions:** *paint, walk, kick, look, point, eat, stand, see, write, colour, draw, wave, smile, throw, listen.*

### D Sam's robot.

- Ask learners to look at the picture. Explain that this is Sam and he's drawing a picture of a robot.
- Ask learners to look at the box next to the picture in D. Tell them there are four words in the box and ask what they are (*kites, computer, clock, pencils*).
- Tell learners to look at the four sentences and the words in the box. Look at 1: *The computer is the robot's face.* Ask: *Is the robot's face a clock?* (no) *Is the robot's face a computer?* (yes)  
Point to the example answer: *computer.*
- Learners use the other words to complete the sentences.

#### Check answers:

2 clock   3 pencils   4 kites

- Draw a computer screen on the board.  
*Say: The robot hasn't got eyes, a nose or a mouth. I'm drawing a ruler for the mouth.* (Draw a ruler for a mouth.)  
*Ask: What can we put for the eyes? What can we put for the nose?*  
**Suggestions:** eyes: suns, eggs, oranges, grapes, small boxes; nose: a phone, a box  
Draw the eyes and mouth using the objects learners suggest.
- Learners draw eyes, a mouth and nose on the robot (using their own ideas).
- Write on the board: *My robot has got ... eyes, a ... nose and a ... mouth.* Learners copy and complete the sentences with words for the objects they chose. Ask different learners to read out their sentences and show their pictures.
- Learners could draw their own robots using different objects.

### E Play the game! Draw the monkey.

- Tell learners to look at the eight boxes. Ask them what they can see (two eyes, a nose, a mouth, a tail, two arms, two legs, a head with ears, a body). Ask: *Which animal has these?* (a monkey)
- Ask: *What can you see next to the monkey's body?* (a dice) *What number can you see on the dice?* (6) Ask learners to tell you what numbers are on the other dice.
- Give each group of 4–5 learners a dice. They also need pencils and paper. Explain that they are going to draw a monkey. Show them how to play.  
Throw the dice. They need to throw a 6 to start. If it shows 6, they draw a monkey's body on their piece of paper. If the dice shows 1, 2, 3, 4 or 5, they have to throw the dice again. When they have a body, they can draw a head (5), a leg (4), an arm (3) or a tail (1). To draw a mouth, nose or eyes (2), they need the head first.
- Point out that they need to draw two arms and legs and that they will need to throw a 2 four times to be able to draw two eyes, a nose and a mouth.
- Learners play this game in groups of four or five. The winner is the first person to draw the whole monkey.

# Unit 8 What we wear

**Topics** clothes, people, colours, home

**Functions** talking about clothes, answering questions about a picture

**Grammar** singular and plural nouns, *this* and *these*, questions (*How many? What? What colour? Which? Where?*), *have got*, *to be*, present continuous, *there is / are*

**Vocabulary** See the wordlist on page 103 of the Student's Book.

Not in YLE wordlists: *crossword*

## Starters practice

Listening Part 3, Reading and Writing Parts 3 and 4

## Starters test

Reading and Writing Part 5

## Equipment needed

- Starters CD 8B.
- Pictures of clothes (optional). See A. (See also: [www.cambridge.org/elt/funfor](http://www.cambridge.org/elt/funfor))

## Starters tip

For Starters Listening Part 3, teach learners to look carefully at the three pictures and to notice the differences between them.

## A Complete the crossword.

- If your learners already know some clothes vocabulary, ask them to look at the picture crossword and to complete the words by writing a letter in each box. You could allow them to use bilingual dictionaries to check spelling, or to look up words they have forgotten or not yet learnt.
- If your learners don't know the clothes vocabulary for this unit, teach it by pointing to their clothes, or photos from magazines. Write the vocabulary on the board. Learners complete the crossword.

### Check answers:

Down (left to right): dress, shirt, jeans, shoe, glasses, sock, hat

Across (top to bottom): handbag, jacket, skirt, trousers

## Draw it in the air.

- Draw these clothes in the air with a pointed finger: a dress, a sock, a skirt, a hat. Learners watch and say each word as you 'draw' it.
- In pairs, learners draw one of the clothes items in the air with their fingers. Their partner watches and says what they have drawn.

## Listen and say what.

- Say these sentences about the different clothes in A. Learners listen and say what is being described.
  - It's yellow.* (the dress)
  - It's red and white.* (the sock)
  - It's pink and has got yellow flowers on it.* (the handbag)
  - They're/It's blue.* (the jeans, the jacket, the skirt and the shirt)
  - It's got one white flower on it.* (the hat)

## B Listen and tick the box.

- Ask learners to look at the first set of pictures and to tell you what they can see. Make sure they are aware of the key differences that will be heard on the recording.
  - A** A boy. He's wearing red shoes and a hat.
  - B** A boy. He's wearing red shoes.
  - C** A boy. He's wearing glasses and blue shoes.
- Play the CD. Learners answer the question: *Which boy is Tom?* They put a tick in the correct box. (1 A)
- Learners look at the second set of pictures. Ask: *What's the man wearing?*
  - A** A white shirt, jeans and brown shoes.
  - B** A red and yellow T-shirt, jeans and white shoes.
  - C** A brown jacket, white T-shirt, jeans and brown shoes.
- Play the CD. Learners answer the question: *Which is Kim's dad?* They put a tick in the correct box. (2 B)

## Tapescript

Look at the pictures. Listen and tick the box.

One Which boy is Tom?

Woman: What's that?

Boy: It's a photo of Tom's class.

Woman: Oh? Show me. Is that Tom there with the glasses?

Boy: No, he doesn't wear glasses.

Woman: Is that Tom there in the hat?

Boy: Yes.

Woman: I like his red shoes!

Boy: So do I!

Two Which is Kim's dad?

Boy: Is that your dad, Kim? With the jacket and trousers?

Girl: No. My dad isn't wearing a jacket today.

Boy: What is he wearing?

Girl: Jeans and a T-shirt.

## Singular and plural.

- Write on the board:  
*This is my favourite ...*  
*These are my favourite ...*
- Either hold up a picture, point to the clothes or say the word (see suggestions below). Learners have to say the correct sentence.

For example:

**Teacher:** *jacket*

**Learners:** *This is my favourite jacket.*

**Teacher:** *jeans*

**Learners:** *These are my favourite jeans.*

### Suggested clothes:

trousers, dress, T-shirt, glasses, hat, handbag, shirt, shoes, skirt, socks

- After a while, change the adjective in the sentences:

*This is / These are my new ...*

*This is / These are my clean ...*

*This is / These are my beautiful ...*

## What colour ... ? and What's ... wearing?

Revise these two question forms by asking learners to look at the pictures in B again. Ask them:

*Which boy is Tom? (A)*

*What's he wearing? (a hat, a T-shirt and trousers and shoes)*

*What colour is his hat? (yellow)*

*What colour is his T-shirt? (green)*

*What colour are his trousers? (yellow)*

*What colour are his shoes? (red)*

## Listen and write the letters. Then write the words.

- Learners look at picture C. Explain that you are going to say letters. They write the letters they hear in their notebooks. Then they use the letters to make words for things in picture C. For example: *n-a-m* (man)

### Words to spell:

*s-h-i-r-t* (shirt), *t-a-c* (cat), *b-a-l-e-t* (table), *s-a-n-e-j* (jeans), *a-w-o-n-m* (woman), *d-a-n-h* (hand), *c-e-j-a-t-k* (jacket), *s-a-s-g-l-e-s* (glasses)

- Check answers by asking different learners to point to the picture and to come to the board and write the word.

### Possible extension:

Learners work in pairs. Each learner chooses a thing in the picture and writes the word, then jumbles the letters. They say the letters to their partner, who writes them and then writes the word and points to it in the picture.

## C Look at the picture and read the questions. Write one-word answers.

**Test!** Reading & Writing Part 5

- Look at the two examples with the learners. Check that they understand the questions and that they can see the red T-shirt and the sofa.
- Learners read the five questions and answer them using one word.
- Ask different learners to spell their answers. You write the words on the board. Ask them to point to the thing in the picture.

**Check answers:** 1 chair 2 5/five 3 orange  
4 sock 5 black

## D Make sentences.

- Look at number 1 with the whole class. Explain that this is a sentence about the picture but it is in four parts. Learners put the four parts in the correct order.
- Ask learners to tell you the sentence and then you write it on the board. Learners copy the sentence into their books. 1 *There are four green chairs*  
Point to the end of the sentence. Ask: *What's missing?* (the full stop). Make sure learners put the full stop at the end of the sentence in their books.
- Learners write the sentence for 2. (*There are two white lamps.*)
- Learners look at sentence 3. Say: *Some words are missing here.* Ask: *What colour are the cats in picture C?* (black) Tell learners to write *black* in the first box. *How many cats are there?* (two) Tell learners to write *two* in the second box. Ask: *What two words do we need to put in the last box?* Tell learners they can find the missing words in sentences 1 and 2. (*There are*) Learners write *There are* in the last box. They then write the sentence under the boxes and put the full stop at the end. (*There are two black cats.*)

## E Play the game! The long clothes sentence.

- Say a sentence. The next learner repeats the sentence and adds another word.

**Teacher:** *In my cupboard, there are shoes.*

**Learner A:** *In my cupboard, there are shoes and dresses.*

**Learner B:** *In my cupboard, there are shoes, dresses and jackets.*

- Play several times and see how long you can make the sentence.

Large classes: you could play this game in groups.

Stronger classes: learners say the colours of the clothes. For example: *In my cupboard, there are brown shoes, ...*



# Unit 9 A funny monster

**Topics** body and face, colours, clothes, numbers

**Functions** following instructions, describing clothes and appearance

**Grammar** *I have(n't) got, he has(n't) got*, present continuous, questions (*What's ... doing? How many? What colour?*)

**Vocabulary** See the wordlist on page 103 of the Student's Book.

## Starters practice

Listening Parts 2 and 4, Reading and Writing Part 2, Speaking Part 3

## Equipment needed

Colouring pens or pencils

## Starters tip

In Part 4 of the Starters Listening, learners have to colour things in a picture. They are not being tested on their ability to colour well. If they have used the right colour on the right object in the picture, they will get a mark.

## A Look at the picture. Read and write the numbers.

- Learners look at the picture of the monster and count how many heads, eyes, noses, feet and arms he's got. They write each number in the text.

**Check answers:** 6/six eyes, 3/three noses, 2/two funny tails, 5/five feet, 4/four arms

## B Read and draw the clothes on the monster.

- Learners look at the sentence about the monster's clothes. They take a pencil and draw a hat on each of the two heads, a sock on each of the five feet and a big T-shirt on the monster's body.

**Note:** Learners do not colour the clothes yet (that is the next activity below).

## C Read the sentences and colour the monster.

- Learners read the text and colour the monster and his clothes.
- Each learner colours the monster's tails and body, using the colours of their choice. Then ask and answer questions about the tails and body:  
*What colour are your monster's tails?*  
*What colour is your monster's body?*

## Yes or no?

- Read out the following sentences about the monster. Learners put their thumbs up if the sentence is right about the picture and down if it's wrong.
  - He's got five feet.* (Yes – thumbs up.)
  - He's got one nose.* (No – thumbs down.)
  - He's got two funny tails.* (Yes – thumbs up.)
  - The monster's eyes are pink.* (Yes – thumbs up.)
  - He's got two green faces.* (No – thumbs down.)

## D Who am I?

- Learners look at the five monsters. Read out the first sentence: *I've got a flower in my hair.* Ask learners: *Can you see a flower? Where is it?* (In monster 5's hair.) Point to the example answer: 5.
- Learners read sentences 2–5 and write the numbers of the monsters on the lines.

**Check answers:** 2 monster 3    3 monster 4  
4 monster 2    5 monster 1

## E Look at the monsters. Write colours.

- Tell learners to look at the five monsters again. Look at the first monster and at line 1 of the table. Point out that this monster has: a *blue* body, *black* hair, *red* eyes, a *blue* nose, *no* arms and *red* feet.
- Learners write the colours in the other boxes for monsters 2, 3 and 4.

### Check answers:

Monster 2: a green body, orange hair, blue eyes, a black nose, green arms, green feet.

Monster 3: a grey body, red hair, green eyes, an orange nose, grey arms, grey feet.

Monster 4: a purple body, orange hair, one white eye, no nose, pink arms, green feet.

- Point to monster 1. Ask: *What's this monster doing?* (smiling)  
Point to monsters 2, 3 and 4 in turn. Ask the same question: *What's this monster doing?* (2 waving 3 eating 4 reading)
- Tell learners to look at monster 5. Ask: *How many feet has the monster got?* (3) *What colour are they?* (white)  
*What's this monster doing?* (pointing)
- Write on the board: *How many ... has the monster got?*  
Ask learners to suggest words to complete the question (*eyes, arms, noses, feet*). Write these words on the board.
- Write two more questions on the board: *What colour are they? What's this monster doing?*  
Each learner chooses a monster. In pairs, learners take it in turns to ask and answer the three questions.

## **F** Give the monsters names.

- Learners choose a name for each monster and write the names on the lines under the pictures.
- Ask different learners: *What's monster 1's name?* They tell you the name (for example: *Angry.*) Ask: *How do you spell (Angry)?* The learner spells the name. Do the same with other learners and other monsters.

## **G** My monster.

- Learners draw and colour a monster. They do not show their pictures to each other.
- Write on the board:
 

big/small ... heads ... eye ... noses  
... mouths ... legs ... feet ... arms ... hands
- Learners copy this and write the numbers and colours for each part of their monster.
- Learners work in pairs. One learner describes their monster. The other learner draws it in their notebook. Then learners compare their monster pictures.

## **G** Play the game! Colour the wall.

- Tell learners to look at the picture. Ask: *What can you see?* (a monster) *Where's the monster?* (It's behind a wall.) Explain that learners are going to colour the wall. You are going to say the colours.  
Say: *Look at the boxes in line one of the wall. Colour the three boxes in three colours. Use red ... green ... yellow.* (Give learners plenty of time between each colour.)  
The person next to them should check the colours.
- Say the colours for the other lines. Point out that for white they don't need to colour the block!

### Colours:

- 1 red, green, yellow
- 2 black, grey, brown, orange
- 3 pink, purple, yellow, red, brown
- 4 white, red, blue, grey, brown, green
- 5 yellow, pink, white, purple, red, black, orange

# Unit 10 My family

**Topics** family, names, animals, colours

**Functions** making introductions, asking for and giving personal details (names, ages, names of relatives), following instructions

**Grammar** questions (*How old? How many? Who? Which?*), pronouns (*I, you, it, we, us, my, your*), present simple, *have got*

**Vocabulary** See the wordlist on pages 103–104 of the Student's Book.

Movers words: *home, pet*; Not in YLE wordlists: *circle* (v)

## Starters practice

Reading and Writing Part 1, Speaking Part 5

### Equipment needed

- Colouring pens or pencils.
- Paper for drawing families. See E, possible extension.

### Starters tip

There are nearly always questions about families in the Starters Tests. It is therefore helpful if learners can talk confidently about their own family (their names, ages, relationships to one another, number of brothers and sisters/cousins, etc.).

## A Put a tick (✓) or a cross (X).

- Ask learners to look at the girl at the top of the picture and choose a name for her. For example: *May*.
- Point to the baby in picture 1 and read sentence 1:  
*This is my baby cousin.*  
Ask: *Is this a baby?* (Learners: *yes*)  
Say: *This is May's baby cousin.* Point to the tick in the box in 1.
- Tell learners to look at the pictures of May's family and to put a tick or a cross in each of her speech bubbles.

Check answers: 2 X 3 ✓ 4 X

## B Read and circle the family words.

- Learners look at the text. Look at the word *mum*. *Mum* is a family word and that is why it is circled.
- Learners read the text and circle the other family words.

Check answers: dad, sisters, brothers, grandpa, grandma, grandparents

**Note:** Explain that *grandfather/grandpa, grandmother/grandma, father/dad* and *mother/mum* mean the same, but *grandpa, grandma, dad* and *mum* are more familiar. Use the learners' first language if necessary. *Mum, dad, grandma* and *grandpa* often appear in the YLE tests. Teach/revise *parents* and *grandparents*.

## C Which is Sam's family?

- Learners look at the three pictures and say which picture shows Sam's family (picture 2).
- Point at the picture of Sam's family and ask learners to choose names for the other people in his family. It would be a good idea to practise Starters names here. Write the chosen names on the board.

**Suggestions:** *Mr and Mrs White* (grandparents), *Mr and Mrs Love* (parents), *Tom and Nick* (brothers), *Pat, Kim and Lucy* (sisters). Learners could also guess the ages of Sam's brothers and sisters. Ask: *How old is (name)?*

- Ask questions about Sam's family and how old each person is: *How old is (name)?*

**Note:** See also:

[www.cambridge.org/elt/funfor](http://www.cambridge.org/elt/funfor)

## D Answer the questions.

- Learners answer the questions about their families. For 1 and 2, they write a number and for 3, 4 and 5, they write *yes* or *no*.
- Learners stand up. Go up to one learner (Learner A) and ask: *How many brothers and sisters have you got?* (two)

Say: *I've got one brother. Stand behind me.*

Learner A then asks a different learner the same question:

*How many brothers and sisters have you got?*

Learner B answers the question and stands **in front of** Learner A if they have fewer brothers and sisters and **behind** Learner A if they have more.

- All learners ask each other the question:  
*How many brothers and sisters have you got?*

They get into a line in the order of the number of brothers and sisters they have. Learners with no brothers or sisters stand at the front, those with the most stand at the back.

- Learners now ask each other:

*How many cousins have you got?*

They get into a line according to the number of cousins they have.

- Learners then ask and move to stand in the order of the number of animals they have at home.

## E Me, my family and my home. Write and circle the words.

- Ask learners to complete the picture of their own face in the box (see Sam's face in B for help if necessary). Learners can colour their picture too.

- Tell learners to look at the text. They write their own name on the first line and a relative or a neighbour's name on the second line further down. Tell learners to circle words from the boxes to complete the rest of the text. Note the grammatical box (*lives/live*).

(Sam's text can be used as a model to help with this activity. Note that learners do not have to be truthful about who lives next to them!)

- Go round and check answers.
- Ask three or four learners to stand up and read out their texts beginning with *This is me!* (pointing to their drawing and showing it to the class).

**Possible extension:** Learners could make posters about their homes, their family members and pets. They could use their own drawings or photos and write captions and/or a short continuous text. Their posters could then be displayed around the classroom.

### Play the game! Who's that?

- Each learner writes a list of the names of the people in their family (including themselves) on a piece of paper. You could join in by writing your family's names on the board.

For example: *James, Margaret, David, John, Cristina, Victoria*

- With a green pen, they number the names in alphabetical order. Ask different learners to read out the names.
- With a red pen, they number the names from young to old. Ask different learners to read out the names.
- With a blue pen, they number the names from the longest (the most letters) to the shortest. Ask different learners to read out the names.
- In pairs, learners ask and answer each other about the names.

For example:

**Learner A:** *Who's James?*

**Learner B:** *He's my father.*

**Topics** people, animals, body and face, numbers, home, possessions

**Functions** greetings, asking for and giving personal details about family and friends, counting, giving information about everyday activities, identifying simple objects by colour

**Grammar** questions (*How many? What? Who?* + present simple), irregular plurals (*children, men, women*), *have / has got, There is / are, to be*, articles (*a/an, the*)

**Vocabulary** See the wordlist on page 104 of the Student's Book.

Movers word: *best*

### Starters practice

Reading and Writing Parts 2, 3 and 5, Speaking Part 4

### Equipment needed

Colouring pencils or pens.

### Starters tip

Words for people (*boy, girl*, etc.) appear in many parts of the Starters Test. It is important for learners to understand them and to be able to use them correctly.

### A Find the words and write them under the pictures.

- Write on the board:

*one man – two men    one woman – two ...*

- Ask learners to tell you which word to write after *one woman – two ...* (*women*)

You could point out that *man* and *woman* have irregular plurals.

- Write on the board:

*one man + one woman = two ...*

Ask learners which word to write beside *one man + one woman = two ...* (*people*)

- Write on the board:

*one man + one woman + one boy + one girl = four ...*

Ask learners which word to write. (*people*)

- Write on the board:

*two boys + two girls = four ...*

Ask learners which word to write. (*children*)

**Note:** If you have both boys and girls in your class, demonstrate the difference between two boys and two children. Ask two boys to come to the front. Say: *two boys*. Ask another boy and one girl to come to the front. Say: *two children*.

- Learners look in the box, find the words (they can circle them if they want) and write them on the lines under the pictures.

**Check answers:** 2 boy    3 girl    4 man  
5 woman    6 men    7 women    8 children

### B Write yes or no.

- Learners look at the two example sentences.

Ask them: *Which picture shows the children?* (8)

*Have the children got a duck?* (yes)

Point out the word *yes* on the line beside the first example.

- Ask: *Which picture shows the men?* (6)

*Have the men got a monkey?* (No, the men have got a dog.)

Point out the word *no* on the line beside the second example.

- Learners read the four sentences and write *yes* or *no*.

**Check answers:** 1 yes    2 no    3 no    4 yes

### How much can you remember?

- Give learners 30 seconds to look at the pictures again. Tell them you are going to ask questions about them.

- Learners close their books. Ask them questions about the pictures. They put their hands up to answer.

#### Questions:

*Who's got the phone?* (the man)

*Who's got an ice cream?* (the girl)

*Who's got the duck?* (the children)

*Who's got the kite?* (the boy)

*Who's got the dog?* (the men)

*Who's got the horses?* (the women)

*Who's got the book?* (the woman)

### C Write numbers.

- Ask learners: *How many eyes have I got?* (2/two)

- Look at the first question with the class:

*How many eyes have ten people got?*

Write on the board:  $10 \text{ people} \times 2 \text{ eyes} =$

- Ask learners to tell you the answer (20) and write it on the board.

- Learners write 20 on the first line and answer the other questions.

**Check answers:** 2 13/thirteen    3 8/eight

### D Ask and answer questions about people.

- Learners look at the four questions in the yellow speech bubbles and write their answers on the dotted lines in the small green speech bubbles.

- In pairs, learners ask and answer the four questions.

**Possible extension:** Ask two learners to role play a conversation, adding a greeting and a conversation close. For example:

**Learner A:** Hello!

**Learner B:** Hello! Is your best friend a boy or a girl?

**Learner A:** A boy.

**Learner B:** OK. Thank you!

- In pairs, learners repeat the role play. Go round and help with the greeting and conversation close if necessary.

**Suggested greetings:** Hello! Good morning! Good afternoon!

**Suggested conversation closes:** Good! Great! Oh! OK! Thank you! Thanks! Wow!

### Who's got the phone? Answer the questions.

- Learners look at the two pictures. Ask the first question: *What do Kim and Tony want to find?* (a phone) Point to the example answer: *phone*.
- Learners answer the other questions in pairs. They write the answers on the lines.

<b>Check answers:</b> 2 green / 3 ball 4 three/3 5 girl 6 red 7 four/4 8 monkey
------------------------------------------------------------------------------------

- Write on the board: *What colour is ... ?*
- Ask the class to choose a colour for the sofa in picture 1 and Kim's skirt in picture 2. Learners colour in these two things.
- Ask learners to write questions about the sofa and Kim's skirt in their notebooks, using the question starter on the board. (*What colour is the sofa? What colour is Kim's skirt?*)
- Write on the board: *How many ... ?*
- Ask learners to write two questions about anything in the pictures in their notebooks with this question starter. For example:  
*How many dogs are there?*  
*How many children are there?*
- Write on the board: *Who's got ... ?*
- Ask learners to write two questions about anything in the pictures in their notebooks with this question starter now. Suggestions:  
*Who's got brown hair?*  
*Who's got an orange T-shirt?*
- Each learner should now have six questions in their notebook.
- Learners ask and answer their questions in pairs. Alternatively, one learner asks the class a question and other learners put up their hand to answer it. If there is time, learners can finish colouring the picture.

### Play the game! Nine lives.

- Play *Nine lives* with words from this unit. See page 7 for how to play.

**Topics** hobbies, sports, names, people, daily life  
**Functions** expressing ability, talking about everyday activities

**Grammar** *can/can't*, present continuous, *have got*, conjunctions (*and, but, or*)

**Vocabulary** See the wordlist on pages 104–105 of the Student's Book.

Movers word: *well* (adv)

**Starters practice**

Listening Part 3, Speaking Part 5

**Equipment needed**

Starters CD 12C.

**Starters tip**

In the Starters Speaking Test, learners need to feel confident about answering questions about themselves. For example: *What's your friend's name? What's your favourite animal?*

**Mime the verb.**

- Revise/teach these verbs by miming the actions to the learners: flying, swimming, jumping, running, singing.  
Ask: *What am I doing?* (flying)
- Say the verbs. The learners mime the actions.

**A Look at the monsters. Look at the ticks and crosses.**

- Learners look at the pictures of the monsters. Point to each monster in turn and ask: *What's his name? / What's her name?* Learners tell you the names of the monsters (*Angry, Bean, Carrot, Doll, Egg*).

Ask:

- 1 Which monster has got a book? (Carrot)
- 2 Which monster is singing? (Bean)
- 3 Which monster is flying? (Angry)
- 4 Which monster has got very long feet? (Egg)
- 5 Which monster has got long hair? (Doll)

- Learners look at the ticks and crosses for the monsters. Explain that the ticks are for things the monsters **can** do. The crosses are for things they **can't** do. Learners read the three sentences and write the names of the monsters they describe.

**Check answers:** 1 Bean 2 Carrot 3 Egg

- Point to the boxes next to Doll. There are no ticks or crosses. Tell learners what Doll can and can't do: *She can't fly or run. She can swim and spell and sing. She can't jump.* Learners put ticks and crosses for Doll.

**B Write the words for Angry and Doll.**

- Learners write the words in the sentences about Angry and Doll.

**Check answers:**

*Angry can fly, jump and run. (in any order) He can't swim, spell or sing. (in any order)*

*Doll can swim, spell and sing. (in any order) She can't fly, jump or run. (in any order)*

- Tell one learner that they are one of the monsters in A. Ask them questions to find out which monster they are. For example: *Can you jump?* (yes) *Can you spell?* (no) *Are you Angry?* (yes)
- Learners choose a monster and ask and answer questions in pairs with: *Can you ... ?*

**C CD1:07 What can Bill and Tom do? Listen and tick the box.**

- Tell learners to look at pictures A, B and C in 1.  
Ask: *What's the boy doing in picture A?* (singing) *What's he doing in picture B?* (playing the guitar) *And what's he doing in picture C?* (playing the piano)
- Ask the same questions about the pictures in 2. (A – riding a bike) (B – riding a horse) (C – swimming)
- Say: *You are going to listen to a woman and a boy talking about Bill. Put a tick under the right picture for the thing Bill can do.* Play number 1 on the CD.

**Check answer:** Bill can play the guitar. (B)

- Play number 2 on the CD. Learners listen to a woman and a boy talking about Tom. They tick the right picture.

**Check answer:** Tom can ride a bike. (A)

**Tapescript**

*Look at the pictures. Listen and tick the box.*

One

*What can Bill do?*

Woman: Can Bill play the piano?

Boy: No, he can't.

Woman: And can Bill sing?

Boy: No, but he can play the guitar.

Woman: Wow!

Two

*What can Tom do?*

Woman: Can Tom swim?

Boy: No.

Woman: And can he ride a horse?

Boy: No, he can't ride a horse, but he can ride a bike!

Woman: Oh!

- Say: *Bill can play the guitar. He can't play the piano.*  
Write on the board: ... .. sing.  
Ask learners to make the sentence. (*Bill/He can't sing.*)
- Ask learners to write two more sentences of their own about Bill or Tom.
- Say and write on the board: *Can Bill sing?* (No, he can't.)  
Write: *No, he can't.* on the board beside *Can Bill sing?*  
Say and write on the board: *Can Bill play the guitar?* (Yes, he can.)  
Write: *Yes, he can.* on the board beside *Can Bill play the guitar?*
- Ask different learners to ask and answer questions about Bill and Tom.
- In pairs, learners ask each other questions about a person they know. For example:  
Learner A: *Can Maria swim?*  
Learner B: *Yes, he/she can. / No, he/she can't.*

### Our class.

- Tell learners to look at the picture.  
Ask: *How many people can you see?* (8)  
*Where are they?* (In a classroom.)
- Tell learners to look at the first line under the picture:  
*Alex. Alex is the boy at the back on the left. (Point to this boy in the picture.)* Read out the first sentence: *Alex has got a very big garden. He can play badminton in his garden.*  
Read out the second sentence: *Lucy can ride a horse. She can ride a horse very well.*  
Ask learners to point to Lucy in the picture. Learners write *Lucy* next to 5.
- Learners read the other sentences and write the names under the picture.

Check answers: 2 Anna 3 Kim 4 Nick  
5 Lucy 6 May 7 Mr Page 8 Bill

### Can you?

- Divide the class into two groups: A and B.
- Learners in group A turn to page 96 of their book. Learners in group B turn to page 98 of their book. They write the words for the actions shown in the pictures.

Check answers:  
Group A: play the piano, ride a horse, sing a song, spell my name, play football  
Group B: play badminton, play tennis, draw a picture, ride a bike, play the guitar

- Learners tick the things they can do and put a cross next to the things they can't do in the 'Me' column.

- Learners write the name of the person sitting beside them at the top of the third column. (e.g. *Marta*). They put a tick next to the things they think *Marta* can do and a cross next to the things they think she can't do.
- Write on the board: *Yes, that's right. No, that's not right.*  
Say: *I'm a teacher.* Say: *Yes, that's right.* and point to this sentence on the board. Say a sentence about yourself which is not true. Say: *No, that's not right.* and point to this sentence on the board.
- Learners check if they were right about the things their partner can do by saying sentences. Their partner answers with: *Yes, that's right.* or *No, that's not right.*  
For example:  
*You can ride a bike. (Marta: Yes, that's right.)*  
*You can't ride a horse. (Marta: No, that's not right.)*

### Play the game! Stand up. Sit down again.

- **Note:** You will need a lot of space to play this game if you have a large class. Ideally, play it outside. If this is not possible, use a large room in which everyone can move around easily, for example the school hall or gym.
- Learners sit in a circle.
- You say sentences which start with the words: *Stand up if you ...* Any learner whose answer is *yes* has to stand up and change places with another learner whose answer is 'yes' and sit down again. (Either do this in the learners' first language, or demonstrate the activity and get learners to move.)

#### Suggestions:

Stand up if you:

- can swim.*
- can ride a horse.*
- can sing.*
- can play tennis.*
- can read.*
- can jump.*
- can walk.*
- can run.*
- can play the guitar.*
- can write.*
- can play table tennis.*



# Unit 13 Big or small?

**Topics** clothes, people, animals, body and face

**Functions** describing people, animals and objects, talking about feelings (happy, sad), talking about what people are doing now, spelling

**Grammar** word order (adjectives), prepositions (*in, under, with*), *a/an*, conjunctions (*and, or*), questions (*How many? What? What colour? Where? Who?*), present continuous, *this/these, have got*

**Vocabulary** See the wordlist on page 105 of the Student's Book.

Movers word: *blond(e)*

## Starters practice

Reading and Writing Parts 3 and 5, Speaking Parts 3 and 4

## Starters test

Reading and Writing Part 2

## Equipment needed

None.

## Starters tip

In Part 2 of the Starters Reading and Writing Test, teach learners to check that all parts of the sentence are true. For example, if the sentence says that the old man is sleeping and it is true, then there will be a man in the picture, he will be old and he will be sleeping.

## A Look and answer the questions.

- Point to the picture of the computer in 1 and ask learners: *What's this?* (a computer) Point to the letters in the box and the lines beside the picture. Learners put the letters in order and write *computer* on the lines. Write *computer* on the board. Learners check they have spelled it correctly.
- Ask learners: *Is the computer big or small?* (big) Point to this question. Learners write *big* on the line.
- Ask different learners: *Have you got a computer?* All learners write *yes* or *no* beside question 3.

**Stronger classes:** Ask learners who have a computer more questions, for example: *What do you do on the computer? Do you play games? Do you draw pictures? Do you write?*

- Learners read the questions in 2 about the socks and write their answers.

### Check answers:

2 1 socks 2 long 3 yes/no (check by getting learners to show you if they're wearing socks or not)

- Learners read the questions about the phone and the trousers and write the answers to the questions.
- Check answers. Ask different learners to read the questions and different learners to answer them. For the first question (*What's this? What are these?*), ask learners

to spell the words *phone* and *trousers*. Write these words on the board. Learners check they have spelled these words correctly.

Check answers: 3 1 phone 2 old 3 black  
4 1 trousers 2 dirty 3 yes/no

## B Write the word under the picture.

- Learners look at the first two pictures. Ask learners: *What can you see in 1?* (a car) *What can you see in 2?* (a car) *Are the cars the same?* (No, one is clean and the other is dirty.) Point to the example: *clean*. Learners find the word *dirty* in the box above the pictures and copy *dirty* onto the line below car 2. They then cross out the word *dirty* in the box.
- Learners do the same for the other pictures. They use all the words in the box above the pictures. If they don't know some of the words, they could check them in a dictionary.
- Check answers by getting learners to say the whole phrase. For example: 1 a clean car. Model and drill the pronunciation in each case.

Check answers: 2 a dirty car  
3 an old shoe 4 a new shoe  
5 a young man 6 an old man  
7 a beautiful spider 8 an ugly spider  
9 a short skirt 10 a long skirt

- Ask learners: Why do we say *an old shoe*, *an old man* and *an ugly spider*? (Because *old* and *ugly* start with a vowel sound.)
- Say different numbers. Learners say what they can see in that picture.  
For example: *Five*. (a young man)
- Learners choose four of the words in the box in B. They draw a picture for each word. (For example: *beautiful*. Learners draw a beautiful house and write under the picture: *A beautiful house*.)

## C Look and read. Write yes or no.

Test! Reading & Writing Part 2

- Learners look at the big picture. Ask questions, for example:  
*Where are the children?* (in a/the park)  
*How many dogs are there?* (two)  
*What colour are the trees?* (green)
- Learners look at the picture. Ask: *Where's the small dog?* Learners find the small dog and point to it. Learners read the first example: *The small dog is happy*. Ask: *Is this sentence correct?* (yes)  
Point to the word *yes* next to the first example sentence.

- Learners look at the picture and find the big ball. They read the second example sentence: *The big ball is in the dog's mouth.* Ask: *Is it correct?* (no)

Point to the word *no* next to the second example sentence.

- Learners read sentences 1–5 and write *yes* or *no*.

**Check answers:**

1 yes 2 no 3 yes 4 yes 5 no

**Note:** You could ask stronger learners to correct sentences 2 and 5.

**Suggested answers:**

One boy is wearing blue/brown shoes.

These children are in a park.

**D Read these sentences. Draw lines.**

- Point to the names above the picture. Read out 1: *Pat's got*, etc.

Ask learners to point to Pat in the picture and to the name *Pat* above the picture. In pencil, they draw a line between the name *Pat* and the blond boy in the picture.

- Learners read the sentences about Anna and draw a line between the name *Anna* and the girl in the picture.

- Point to the name *Lucy* above the picture.

Ask: *Is Lucy a girl's name or a boy's name?* (a girl's name)

Ask: *Which person in the picture is Lucy?* (Learners point to the girl with the ice cream: *This girl.*)

Learners draw a line from the name *Lucy* to the small girl.

Point to the name *Tony* above the picture.

Ask: *Is Tony a girl's name or a boy's name?* (a boy's name)

Ask: *Which person is Tony?* (Learners point to the boy with the yellow T-shirt: *This boy.*)

- Point to the start of the sentences about Lucy and Tony in D. Learners complete the sentences about Lucy and Tony's hair and clothes.

**Check answers:**

Lucy's got short brown hair. Today she's wearing a pink and red dress/T-shirt.

Tony's got short black/brown hair. Today he's wearing a yellow and blue/purple T-shirt, brown shorts, white socks and blue shoes.

**E Play the game! Opposites bingo.**

- Say an adjective. Learners listen and tell you the opposite.

For example: *young* (old)

- Practise this until learners are quick at producing the opposites.

- Tell learners to make a bingo board on some paper or in their notebooks. See page 7 for how to do this.

- Learners write one of the adjectives from this unit in each square (they should write nine different adjectives). If necessary, write the words on the board and they choose nine of them.

- Play bingo. You say an adjective. (Make a note of each adjective you call out as you will need this for checking later.) If they have written **the opposite** of it, they cross the word out. (For example, if you call out *big*, learners cross out *small*; if you call out *old*, they can cross out *new* and/or *young*.)

- The winner (who shouts *Bingo!*) is the first person to cross out all their adjectives. You could also ask learners to shout *Line!* each time they cross out a line of adjectives.

- To check that the winner has crossed out the correct adjectives, they have to read out the words they crossed out. You check them against the list of words you have called.

**Note:** You could play *Nine lives* with the words from this unit. See page 7 for how to do this.

# Unit 14 Animal quiz

**Topics** animals, colours, numbers 1–15, body and face, possessions

**Functions** describing animals, making suggestions, using numbers, answering questions, expressing preferences

**Grammar** questions (*What? Where's / Where are? Which? Have you got?*), prepositions (*in, in front of, next to, on, under*), conjunctions (*and, but*), *can*, possessives

**Vocabulary** See the wordlist on page 105 of the Student's Book.

Movers word: *pet*; Not in YLE wordlists: *match* (v)

## Starters practice

Listening Part 1, Reading and Writing Parts 3, 4 and 5, Speaking Parts 2 and 4

## Equipment needed

- Big pictures or flashcards of animals (optional). See *Tell me about your pets*. (See also: [www.cambridge.org/elt/funfor](http://www.cambridge.org/elt/funfor))
- Red colouring pencil or pen.

## Starters tip

Learners need to practise answering simple questions about everyday objects. Use real objects, magazine photos or picture cards. Ask: *What's this? What colour is this? Do you like ...? Have you got a ...?* Learners are asked this type of question in the Starters Speaking Test.

## Tell me about your pets.

- Pre-teach/revise: *snake, fish, frog, mouse, spider, lizard*. Write these words on the board.
- Write on the board: *What's this? Have you got a pet ...?*
- Draw a snake on the board (or show learners a picture of a snake).
- Ask learners the questions about the snake:  
*What's this? (It's a) snake.*  
*Have you got a pet snake? Yes (I have). / No (I haven't).*
- Draw a fish in a goldfish bowl (or show learners a picture of a fish). Ask the same questions about the fish.
- In pairs, learners ask and answer questions about the other four animals.
- Leave these six animal words on the board.

## A Match animal numbers and animal words.

- Ask learners to find the *snake, fish, frog, mouse, spider* and *lizard* pictures.
- Pre-teach/revise: *cow, sheep, tiger, chicken, giraffe, crocodile, goat, elephant, hippo*.
- Say the number that is next to each animal picture. Learners tell you what the animal is. Check pronunciation.

- Learners find the number for each animal and write it in the circle at the beginning of each line.

**Check answers:** (top to bottom) 4, 1, 10, 14, 7, 6, 15, 3, 11, 8, 2, 12, 13, 9

## B Write words next to the animals.

- Learners look at the first animal on the list in A (*chicken*) and at the words in the three boxes (adjectives, colours and verbs). Ask learners:

*Is a chicken big? (no)*

*What colour is a chicken? (red/brown/yellow)*

*What can a chicken do? (walk, run, jump)*

**Note:** It doesn't matter if the words used to describe the animals are not 100% accurate!

- Learners write three words from B next to five (or more) other animals in A of their choice. Different learners read out their animals and words.

## C What am I? Choose an animal and complete the sentences.

- Learners look at the three sentences. Ask them to write words for an elephant in their notebooks.  
For example: *I'm big and I'm grey. I've got four legs. I can walk but I can't fly.*
- Learners choose a different animal and complete the three sentences.
- Choose one learner to read out their three sentences.
- The other learners listen and say which animal it is.
- Continue in groups of 3–4 learners. Learners read out their sentences. The others have to guess the animal.

## D Complete the words and draw lines. Where are Tom's pets?

- Tell learners that Tom has some funny pets. Learners look at the picture. Ask:  
*How many pets has Tom got? (six)*
- In pairs, learners look at the example then complete each of the five other animal words with their missing letters. They then draw lines with a red pencil to show where each animal is.

**Check answers:** 2 lizard (in the pencil box)  
3 frog (on the hat) 4 fish (in the water)  
5 snake (under the kite) 6 spider (on the ball)

- Ask questions and learners answer. For example:

**Teacher:** *Where's Tom's spider?*

**Learner:** *It's on the ball!*

## **E** Write all the animals on the zoo sign.

- Ask individual learners what their favourite animal is. Write each animal on the board as the learners tell you.
- Look at the list of animals on the board and ask questions:  
*How many children like (tigers, etc.)?*
- Check plurals. Teach/revise the irregular plurals: *fish, mice, sheep.*
- Tell learners that they are at a crazy zoo! They can see all kinds of animals in this zoo. Look at the example. Crocodiles are in the yellow part of the zoo. Ask learners why. (Because animals with first letters B and C are in this part of the zoo.)
- Ask learners if they can think of another animal that starts with B or C. Learners write it on the yellow sign.
- In pairs, learners write animal names (or copy from the animals in A) on the colour-coded signpost.

### **Suggested answers:**

*yellow sign:* crocodiles, birds, cats, chickens, cows.

*green sign:* dogs, ducks, elephants, fish, frogs.

*pink sign:* giraffes, goats, hippos, horses.

*blue sign:* lizards, mice, monkeys.

*orange sign:* sheep, snakes, spiders, tigers.

**Note:** Allow any correct additional animals.

## **E** Play the game! At the zoo.

- Divide learners into groups of 3–4 (or the whole class into three or four groups).
- Tell learners that they are at the zoo. Each group stands up and walks around the classroom. Tell them that different animals are in different corners!
- After a few seconds, tell the groups to stop. Ask each group: *Which animal are you looking at now?* (Groups whisper to each other and choose an animal, using their imagination!) Ask each group what colour the animal is, how many legs it has got and what noise it is making! Other groups guess what the animal is.
- After asking the questions, ask the groups to start walking again and to visit another animal. Repeat the same questions.

**Topics** food, colours, people

**Functions** talking about food, spelling, making suggestions

**Grammar** present continuous, articles (*a/an*), irregular plurals (*tomatoes, potatoes, children, men, women*), questions (present simple and continuous: *How many? What? Where? Which?*), conjunctions (*and, or*)

**Vocabulary** See the wordlist on pages 105–106 of the Student's Book.

Movers word: *round* (adj); Flyers word: *pizza*; Not in YLE wordlists: *toes*

**Starters practice**

Reading and Writing Parts 3 and 4

**Equipment needed**

- Starters CD 15D.
- Pictures or flashcards of fruits (optional). See E. (See also: [www.cambridge.org/elt/funfor](http://www.cambridge.org/elt/funfor))

**Starters tip**

There might be a few things on the Starters wordlist (food items like mangoes or limes, for example) that learners are unfamiliar with. It is important to make sure that learners recognise these things in pictures.

**A Look at the pictures. Write the words.**

- Learners look at the pictures. Each number refers to the place where the word fits in the crossword. The words for all the pictures are in the box to the right.
- Learners write the words in the crossword and cross them out in the box.

**Check answers:**

Across: 3 apple 6 pear 7 beans

9 pineapple 10 potato

Down: 1 grapes 2 mango 4 lime

5 watermelon 8 onion

**B What am I?**

- Learners look at the sentences.  
Read the first set of sentences with learners.  
Say: *I'm a fruit. I'm long and yellow. Monkeys like me.*  
Ask: *Which fruit is long and yellow?*  
*Which fruit does a monkey like? (banana).*
- Learners look at the remaining fruit and vegetable words in the box in A. They read the sentences 2–7 and write the words on the lines.

**Note:** Help learners with any new words. Translate into their first language, if necessary.

**Check answers:** 2 pea 3 coconut 4 lemon  
5 orange 6 tomato 7 carrot

**C Spell and say tomatoes and potatoes!**

- Learners look at the two pictures.  
Ask: *Where are these people? (on the beach/sand)*  
*What are they doing? (walking/standing)*  
*Are these two men? Two women? Two children? (one man, one child)*
- Revise the word *foot*. A useful word association is the word *football*. Teach/revise the irregular plural *feet* and teach learners the word *toes*.
- Learners write *foot, feet* and *toes* next to the three arrows.  
**Note:** Don't focus on the singular form of *toe*. This will not help learners with the following activity. Check pronunciation of *toes*. Note that the final *s* sounds like *z*.
- Ask two different learners:  
*How many feet have you got? How many toes have you got?*
- Learners look at the pictures of tomatoes and potatoes. Point to the tomato and ask: *Is this a potato? (no)* Point to the potato and ask: *Is this a tomato? (no)*
- Learners complete the words and draw an arrow from each word to the right picture.
- Write on the board: *one potato – five potatoes, one tomato – ten tomatoes*
- Explain that the *e* in the plural does not appear in the singular form.

**D CD1:08 What's in Ben's funny drink?**

- Learners look at the picture of the drink. Ask them to suggest, from the colour of the drink, which different fruits might be in it. Tell learners that Ben likes making funny drinks.
- Play the CD. Learners listen to Ben and his grandfather talking about this funny drink. They tick the boxes next to the four different things that are in the drink.

**Check answers:** banana, pear, orange, carrot.

- Learners make up their own funny drinks. They can choose four different fruits or vegetables to put in their imaginary drink.
- Learners write their four different fruits or vegetables on the lines.
- Divide the class into groups of four. Each learner says what's in their drink and the other three vote whether the drink is great, good, OK or *ugh!* Explain that *ugh!* and *Yuck!* Are expressions that people sometimes say when something tastes bad. Ask learners what they say when they eat something they don't like.

**Tapescript**

What's in Ben's funny drink? Listen and tick four boxes.

Grandpa: What are you doing, Ben?

Ben: I'm making a nice drink, Grandpa. It's called 'Funny Lemonade'.

Grandpa: And what's in your drink?

Ben: It's got lemonade in it, but I'm putting a banana in it too.

Grandpa: Right.

Ben: And I'm putting a pear in it now.

Grandpa: A pear?

Ben: Yes, and I'm adding some juice from an orange to it.

Grandpa: From an orange? OK.

Ben: And now something long and orange.

Grandpa: A carrot?

Ben: That's right! I'm putting a carrot in this drink too!

Grandpa: Yuck!

**3 Play the game! Say it three times.**

- Write on the board: 1 banana 2 coconut 3 pineapple  
 4 watermelon 5 mango 6 lime 7 grapes 8 orange
- Drill the pronunciation of these words.
- Divide the class into eight groups. (Smaller classes: learners can work individually.) Each group has a different number, 1–8 (corresponding with the fruit listed above).
- Say a number between 1 and 8. The group with that number has to say their fruit.
- After groups have each said their fruit a few times, they then have to say the fruit twice, then three times.

**Note:** You could hold up pictures or flashcards of the fruit instead of saying numbers.

**Possible extension:** Revise the vocabulary covered in this unit by playing various games with the learners. Set a time limit of 1½–2 minutes for each activity. See page 7.

**Suggested activities:**

- Longest to shortest.
- Smallest to biggest.
- Group according to colour.
- Alphabetical order.
- The long sentence. (*I like bananas, ...*)

# Unit 16

## What's on the menu?

**Topics** colours, food and drink, people, home

**Functions** talking about food, following instructions, answering questions about a picture, expressing preferences

**Grammar** questions (*How many? What colour? What's the ... -ing? What's this? Where's? Do you like? What do you eat for ...?*), *can*, present simple, *Would you like?*, prepositions (*in, on, behind*)

**Vocabulary** See the wordlist on page 106 of the Student's Book.

Not in YLE wordlists: *menu*

### Starters practice

Listening Parts 1 and 3, Reading and Writing Parts 1 and 3, Speaking Parts 1, 3 and 4.

### Equipment needed

Starters CD 16C/D.

### Starters tip

In Part 1 of the Starters Listening Test, learners will hear the word for an object outside the big picture first. Teach learners to identify the object (they can point to it with their finger or pencil) while listening for the place they must draw the line to in the picture.

### A Write the menu.

- Learners look at the food the people have on their plates. Point to the woman's plate. Ask: *What's the woman got for lunch?* (chips and a burger)

Ask: *How many of you like chips?* (Learners put up their hands.) Write on the board: *chips fries*

Tell learners that *chips* and *fries* are both words for potatoes that are cooked like this. The word *fries* is used more in American English and the word *chips* is used more in British English.

Learners look at the woman's lunch again. Check they can see the words *burger and chips* on the menu under 'Today's lunch'.

- Learners complete the menu with the other food items on the plates. They use the words in the box.
- Check answers by asking questions:  
*What's the man got for lunch?* (sausages and onions)  
*What's the girl got for lunch?* (fish and potatoes)  
*What's the big boy got for lunch?* (eggs and tomatoes)  
*What's the small boy got for lunch?* (chicken and rice)

### B Write the drinks.

- Learners put the letters in order and write the drinks.

**Check answers:** water, juice, milk, lemonade

### What would you like?

- Write on the board: *Would you like ... ?* Drill questions using the foods in **A** and the drinks in **B**. For example: *Would you like fish and potatoes? Would you like juice?*
- Tell learners that you would like something to eat from **A** and a drink from **B**. Learners ask you questions to find out what you want.

For example:

**Learner A:** *Would you like chicken and rice?*

**Teacher:** *No, thank you.*

**Learner B:** *Would you like eggs and tomatoes?*

**Teacher:** *Yes, please.*

**Learner C:** *Would you like water?*

**Teacher:** *Yes, please.*

- Each learner chooses one thing from the menu in **A** and one drink from the drinks machine.
- In groups of 3-4, learners take it in turns to guess which food and drinks their partners have chosen. Go round and check they are making questions with *Would you like ... ?*



CD1:09

### Listen and tick the food that Lucy and Tony have.

- Learners look at the menu (*Today's menu*). Ask them if they can see these words: *rice* (no), *potatoes* (yes), *burgers* (no), *chicken* (yes), *sausages* (yes), *fries* (no).
- Tell learners to take a red pen or pencil. Play the first part of the recording. Learners listen to Lucy and put a red tick next to the food she wants.

**Check answers:** chicken, carrots, beans

- Tell learners to take a blue pen or pencil. Play the second part of the recording. Learners listen to Tony and put a blue tick next to the food he wants.

**Check answers:** fish, peas, ice cream

### Tapescript

*Listen and tick the food Lucy and Tony have.*

One

Man: Lucy. What would you like to eat?

Girl: I don't know ... Yes! Some chicken, please.

Man: What do you want with the chicken?

Girl: Carrots and beans for me.

Two

Woman: What would you like for lunch, Tony?

Boy: Fish and peas today. And can I have some ice cream too?

Woman: OK.

**D**  CD1:09 **Listen and write the three things Tony would like for lunch.**

- Ask learners to look at the speech bubbles in **D**. They listen to Tony again and write the three things Tony would like for lunch on the lines. Play the second part of the recording again.

**Check answers:** fish, peas, ice cream

**E** **Write your words.**

- Point to 'Today's menu' in **C**. Ask: *Where can you see the word 'fish'?* (in column 1) *Where can you see the word 'beans'?* (in column 2) *Where can you see the word 'ice cream'?* (in column 3)
- Tell each learner to choose one thing from column 1 and write it on the first line. They then choose one thing from column 2 and write it on the second line. They choose *ice cream* or *fruit* from column 3 and write it on the third line.
- Ask different learners: *What do you want for lunch?* Learners read out their choice of menu.
- In pairs, learners role play a conversation in a restaurant. One learner is the waiter and the other is the customer.

**F** **In the kitchen.**

- Point to the picture. Say: *Look at this. This is a kitchen. The boy is eating.*
- Point to the pink book in the picture.  
(Larger classes: Walk round and check that all learners know which book you are pointing to.) Ask questions:  
*What's this?* (a book) *What colour is it?* (pink)  
*How many books are there?* (three)
- Point to the bird in the tree. Ask: *What's the bird doing?* (singing)
- Point to the ball outside the picture. Ask questions:  
*What's this?* (a ball) *What colour is it?* (purple and yellow)  
*Can you play basketball?* (yes/no)
- Point to the bread. Ask questions:  
*What's this?* (bread) *Do you like bread?* *What do you eat for breakfast?*  
Point to the hat. Ask questions:  
*What's this?* *Are you wearing a hat?* *What colour is this hat?* (green)  
Point to the table in the picture. Say: *Here's the table.*  
Ask: *Where's the wall?* Learners point to the wall.  
Ask: *Where's the cupboard / the window / the table / the floor / the door?*  
Learners point to these things in the picture.

- Now tell learners you want them to find **two** things: one of the small things that is outside the picture and one thing in the big picture. Learners listen and point to the first thing with one finger and to the second thing with a finger from their other hand. (Pause between each of the two sentences to allow learners time to do this.) Move round the class and check learners are pointing to the right things in the picture.

**Sentences:**

1 *Can you see the ball? Put the ball on the floor.*

2 *Where's the hat? Put the hat on the door.*

3 *Find the bread. Put the bread in the cupboard.*

4 *Can you see the photo? Put the photo on the wall.*

5 *Find the fruit. Put the fruit behind the boy.*

- Say the sentences again. This time, learners draw a line from the object outside the picture to its place inside the big picture.

**Note:** Go to our website at

[www.cambridge.org/elt/funfor](http://www.cambridge.org/elt/funfor) for a suggested extension exercise: *Do the food project!*



# Unit 17 The food I like

**Topics** food and drink, colours, clothes, names

**Functions** expressing preferences, likes and dislikes, making requests, talking about food, spelling

**Grammar** questions (*What's for (breakfast)? What?*), *can/can't*, present simple, *would like*, imperatives, *have got*

**Vocabulary** See the wordlist on page 106 of the Student's Book.

Movers word: *Paul*

Flyers word: *Chocolate*

## Starters practice

Listening Part 3, Reading and Writing Part 3, Speaking Part 5

### Equipment needed

- Starters CD 17A.
- Colouring pens or pencils.
- Photocopies of the food pictures on pages 109 and 110, made into flashcards. See F. (See also: [www.cambridge.org/elt/funfor](http://www.cambridge.org/elt/funfor))

### Starters tip

Remind learners that they will hear each part of the Starters Listening Test twice, and that they should check their answers during the second listening.

## A CD1:10 Listen and tick the box.

- Learners look at the questions and pictures. Ask: *What food and drink can you see?* They put up their hands to answer.
- Play the CD. Learners listen to the example and say why C is the correct answer. (*Today there's chicken, rice and lemonade.*)
- Play the other conversations. Learners tick in the correct box. Let learners hear the conversations twice, as they do in the Starters Listening Test.

### Check answers:

1 B 2 B 3 A 4 B 5 C

### Tapescript

Look at the pictures. Listen and look. There is one example.

What can Ben have for lunch?

Boy: What can we have for lunch, Mum? Have we got potatoes?

Woman: No, we've got chicken and rice!

Boy: Great! Have we got orange juice too?

Woman: No, sorry, Ben! But we've got lemonade.

Can you see the tick? Now you listen and tick the box.

One What is May's favourite food?

Man: What's your favourite food, May? Is it burgers?

Girl: No, I don't like them.

Man: Do you like sausages?

Girl: No, I don't, but I love chicken.

Two What does Tom want for breakfast?

Woman: Do you want some bread for breakfast, Tom?

Boy: Yes. And I'd like some orange juice, please.

Woman: OK. And do you want some milk too?

Boy: No thank you.

Three What can Tony have for supper?

Boy: Can I have a burger for supper, Dad?

Man: Yes. You can have some fries and peas with it too.

Boy: Great! Can I have some tomatoes too?

Man: Sorry, Tony, not today.

Four Which drink does Pat like?

Man: Which drink do you like, Pat? Do you like orange juice?

Girl: No, I don't like that and I don't like water.

Man: Oh. And do you like milk?

Girl: Yes, I do!

Five What is Ben's favourite ice cream?

Woman: Is that a mango ice cream, Ben?

Ben: No. This is a coconut ice cream.

Woman: Is that your favourite ice cream?

Ben: No. Watermelon ice cream is my favourite.

## B Paul's big breakfast.

- Learners look at the picture. Say: *This is Paul.*  
Ask: *Where is he?* (In the kitchen.)  
Point to the food and drink in the picture.  
Say: *This is what Paul has for breakfast.* Point to the bowls with the letters and the lines below. Tell learners to unjumble these letters and to write the words on the lines.
- Write on the board: *Paul has ... for breakfast.*  
Ask different learners to spell the words. Write them on the board in the sentence.
- Underline the two vowels in each word. (*Paul has sausages, fruit, juice and bread, for breakfast.) Ask learners: *What have all the words got?* (two vowels together): **au** (*Paul, sausages*), **ui** (*fruit, juice*), **ea** (*bread, breakfast*)*
- Point to the blue circle round *Paul* and *sausages*, the green circle round *breakfast* and *bread*, and the yellow circle round *fruit* and *juice*.  
Say: *The two letters ea in bread and breakfast sound the same. The two letters ui in fruit and juice sound the same. But do the two letters au in Paul and sausages sound the same?* (No!)  
Drill the pronunciation.
- Tell learners to listen and colour the picture. Read out the following, pausing between each item.  
*Can you see the clock in Paul's kitchen? Colour the clock yellow, please.*

Now, the radio. It's next to the sausages. Colour it purple. Paul's radio is purple.

That's orange juice under the orange. Colour the juice orange, please.

Oh, and Paul's T-shirt! Colour his T-shirt blue. Paul's favourite colour is blue!

- Check answers by asking: *What colour is Paul's clock / radio / juice / T-shirt?* Learners point to these things in the picture and say: *It's (yellow / purple / orange / blue.)*

### **C** Lucy's lunch.

- Point to the picture of the girl. Say: *This is Lucy. Lucy likes food which has the letter c, for example: carrots and ice cream.*
- Write carrots and ice cream on the board and underline the c in each word. Ask learners to suggest one or two more food items which Lucy likes.
- In pairs, learners write three words on the lines.

**Suggested answers:** cake, carrots, chicken, chips, chocolate, coconut, ice cream, juice, rice.

- Write on the board: *Lucy likes ... for lunch.*  
Ask different learners to come to the board and write food words with the letter c in, in the gap.  
Point out that when e or i come after c, the sound is an s (ice, juice, pencil).  
When c is followed by a or o (carrot, coconut), the sound is a k.

### **D** Anna's funny dinner.

- Ask learners to look at the picture. Point to the carrots and ask what they are. Point to the basket with the letters for carrots and to the word carrots on the lines.
- Learners look at the other food in the picture, follow the lines from the food items to the baskets and unjumble the letters to write the words.

**Check answers:**

2 apples   3 eggs   4 pineapple

- Write on the board: *Anna's having ... for dinner.* Leave a big gap in the middle of the sentence. Ask learners to tell you the words for the food on the table in the picture. Write the words in the gap in the sentence on the board. Underline the double letters in the words. (*Anna's having carrots, apples, eggs and pineapple for dinner.*) Ask learners: *What have all the words got?* (double letters)
- Ask different learners to spell the words, using the word double. For example: *Anna: a – double n – a.*
- Ask the whole class, then different learners, to say the sentence about Anna.
- Challenge learners to write, then say, all three sentences: about Paul's breakfast, Lucy's lunch and Anna's dinner!

### **E** Listen and write the food and drink.

- Learners look at the table. They listen to the food items you read out (see below) and for each of them they think if they like them, don't like them or don't know if they like them (maybe they have never tried some of the food items).
- They write the food and drink in the appropriate columns.

**Food and drink:**

*sausages, watermelon, ice cream, fish, meat, bananas, carrots, orange juice, chicken, tomatoes, onions, peas, coconut, burgers, pears, mangoes, juice, beans, rice, limes, eggs, carrots, cakes, milk, water.*

- Explain that you have completed this table. Learners have to guess which food and drink you wrote in each column. For example: *You like carrots* or *You don't like carrots* or *You don't know*.

Everyone in the class has to try and decide where you wrote each thing. Each learner who guesses correctly gets a point. Do this by asking different learners: *Do I like carrots?* etc.

- Continue this game with learners in pairs or small groups trying to guess their partner's tastes in food.

### **F** Play lots of games with food!

**Put the pictures in order.**

Give out the photocopies of food pictures to different learners. Ask them to put them in:

- 1 alphabetical order
- 2 groups according to what colour they are
- 3 groups according to how many letters there are in the word
- 4 order according to how big or small they are

**Pass the picture.**

See page 8 for how to play this.

**Run to the food and eat it.**

- Choose 7–8 learners and give each of them a different picture card. For example: *a banana, an apple, a glass of milk, a bottle of juice*, etc.
- Learners stand in different parts of the room. Say one of the food or drink items, for example: *banana*.
- Large classes: all the learners without pictures run to the learner who has the picture of the banana and mime eating a banana.  
Small classes: everyone runs to the learner with the picture of a banana and mimes eating a banana.
- Continue with the other food and drink items.
- After a while, change the pictures.

**Topics** food, animals, body and face, names, daily life

**Functions** expressing likes and dislikes, spelling, asking and answering questions about food, making suggestions

**Grammar** present simple, questions (*How many? What? Where? Who?*), like + -ing, prepositions (*on*), conjunctions (*and, but, or*)

**Vocabulary** See the wordlist on page 106 of the Student's Book.

Not in the YLE wordlists: *menu*

### Starters practice

Reading and Writing Part 5, Speaking Parts 2, 3 and 5

### Starters test

Reading and Writing Part 4

### Equipment needed

Colouring pencils or pens.

### Starters tip

Learners should listen carefully to what the examiner says in the Speaking Test and try to answer the questions. If they don't understand they shouldn't worry, as the examiner will ask the question again in a different way. For example: *How old are you? Are you eight? Nine?*

## A Write your answers.

- Ask: *What food do you like? Do you like ice cream? Pizza? Apples?* Write a few answers on the board. Teach any useful words into English if learners don't already know them, for example: *chocolate, strawberry* (ice cream).
- Learners draw pictures of their favourite food in their notebooks and write, for example: *I ♥ pizza.* under their drawing.
- Learners look at **A**. On the board, write your own answers for the gaps.  
For example:  
1 chicken    2 beans, sausages    3 bread, cake  
4 water    5 rice    6 lemon
- Tell learners to point to the text as you read it out. Pause before and after inserting your own answers. For example: *My favourite food is ... chicken. I don't like ... beans or ... sausages, etc.*
- Learners plan their answers in pairs, then each learner completes the text with their own answers.

## B Write the numbers in front of the questions.

- Ask one learner for their answer to the first line of the text in **A**. For example:  
**Learner:** *My favourite food is pizza.*
- Say: *This is an answer. Now look at the six questions in B. Which question does it answer? (What's your favourite food?)*

- Point to the example answer **1** in the yellow circle in front of *What's your favourite food?*
- Learners look at the other answers in **A** and find matching questions in **B** in the same way. In front of each question, they write the numbers 2–6 in the yellow circles to show the matching pair.

**Check answers:** (top to bottom) **6, 3, 4, 1, 5, 2**

## C Write your friend's answers.

- Learners work in pairs. They write their partner's name on the top line.
- Learners read the questions in **B** in the order that they appear and write their partner's answer, under his/her name, on the same line. Tell them that they only need to write one or two words.

## D Write your menu.

- Learners write a menu of their favourite food and drink. Help with vocabulary if necessary.
- Learners show each other their menus. They say what they like and what they don't like on each other's menus.

## E Spell and say onions and sausages!

- Teach/revise *onions* and *sausages*.
- Ask learners to put up their hands if they like onions. Learners count the responses. Ask: *How many children like onions?* Learners answer.
- Learners look at the letter pattern for *onions*. Build the word with the learners by writing in big letters on the board: *on on*. Then write in the *i* and the *s* in smaller letters.
- Ask learners to put up their hands if they like sausages. Learners count the responses. Ask: *How many children like sausages?* Learners answer.
- Learners look at the letter pattern for *sausages*. Build the word with the learners by writing in big letters on the board: *sa sa*. Then write in the *u* and the *ges* in smaller letters.
- Learners draw onions and sausages and copy each of the letter patterns in their notebooks. This will help them to remember the spellings.
- Check the pronunciation of both words. Learners take it in turns to say, for example:  
*I like sausages, but I don't like onions.*  
*I like sausages and onions.*  
*I like onions, but I don't like sausages.*

**E** Read this. Choose a word from the box. Write the correct word next to numbers 1–5.

Test! Reading & Writing Part 4

- Tell learners to close their eyes and pretend they are apples! Ask: *Where are you? What colour are you? Who eats you?* Learners offer different answers.
- Learners then look at the text. Point to the gaps. Tell learners that the missing words are all in the box below. They can see pictures of the words there too.
- Tell learners to count the number of gaps and the number of words in the box. Ask: *Are they the same?* (No. There are two extra words in the box that learners won't need to use.)
- Ask learners to look at the example answer (*fruit*).  
Teacher: *Is an apple a fruit, colours, breakfast, juice, an orange, birds, a garden or a face?*  
Learners: *An apple is a fruit!*
- In pairs, learners find the other missing words and write them in the text.

**Check answers:**  
1 orange    2 garden    3 birds    4 juice  
5 colours

**Possible extension:** Learners each draw a picture of an apple. They could give it a face and colour it. If possible, learners cut their apples out. Tell learners to put their funny apples in different places. Use *on*, for example:

*Put the apple on your hand / nose / foot / your friend's head / your desk / the floor / your book.*

**G** Play the game! Food, names and animals.

**Note:** Large classes (over 20 learners): divide learners into groups of 3–4. Smaller classes: learners play in pairs.

- Write the following table on the board:

	food	names	animals
B			
L			
M			
C			
F			
S			
E			
T			

- Learners copy the table into their notebooks. Tell them they will need a whole page for this.
- Ask: *Do you know a food that begins with the letter B?* (banana, bean, bread, burger)
- Learners write their choice of food that begins with B next to B in the food column.

- Learners work together to complete the table.
- The first group or pair to complete the table calls out *Stop!* Alternatively, you could set a time limit for each letter of 1½–2 minutes.
- The words are read out and checked. For each correct answer that is correctly spelled, the group or pair receives two points. For words which are not correctly spelled, they get one point. At the end of the game, the points are totalled. The group or pair with the most points are the winners.

**Suggested answers:**

B	banana	Ben	bird
L	lemon	Lucy	lizard
M	mango	May	monkey
C	cake	Carla*	crocodile
F	fruit	Fred	frog
S	sausage	Sam	snake
E	egg	Emma	elephant
T	tomato	Tom	tiger

\* **Note:** This name is not in the YLE wordlists.

**Topics** animals, body and face, colours, food, the natural world

**Functions** following instructions, expressing ability, talking about everyday activities, expressing preferences

**Grammar** present simple, *can*, *have got*, prepositions (*behind*, *under*, *in*, *next to*, *on*), pronouns (*I*, *it*, *me*, *she*, *them*, *us*, *we*, *you*), possessive 's

**Vocabulary** See the wordlist on page 106 of the Student's Book.

Movers words: *grass*, *leaves*, *plants*, *teeth*; Flyers words: *insects*, *wool*

### Starters practice

Listening Part 4, Reading and Writing Parts 3 and 4, Speaking Part 1

### Equipment needed

- Starters CD 19C.
- Colouring pens or pencils.
- Large pieces of paper. See D.
- A map of the world (optional). See D. (See also: [www.cambridge.org/elt/funfor](http://www.cambridge.org/elt/funfor))

### Starters tip

Verb–noun combinations are sometimes tested in Part 4 of the Reading and Writing Test. For example: *I see with my eyes. Animals drink water.* Learners have to write the missing nouns. Looking at the verb in the sentence can help them choose the right word from the box.

## A Which animals can you see?

- Learners work in pairs or small groups. Ask them to look at the picture and to find ten animals. They do not draw in the picture or write anything.

- Point to the monkey in the picture. Say: *Look! This is a monkey.* Write on the board: *Look! This is a ...*

Ask different groups to point to an animal in the picture and say: *Look! This is a fish.*, etc. Make sure that learners say: *Look! This is an elephant.* when they point to the elephant.

**Animals in the picture:** bird, crocodile, fish, elephant, giraffe, hippo, monkey, spider, tiger, snakes. (**Note:** there are **six** snakes in the picture.)

- Ask different learners: *Do you like drawing animals? Which animals can you draw? Do you have any animals at home? What's your favourite animal?*

## B Which parts of the animals can you see?

- Point to the monkey in the picture in **A**.  
Say: *This is a monkey. Can you see the monkey's body?* (no)  
Ask: *Which parts of the monkey can you see?* (the monkey's head and tail)

- Learners choose five other animals in the picture (not the snakes) and write sentences about which parts of the animals they can see.
- Check answers by asking different learners to point to the animals in the picture and say (for example): *I can see a hippo's head.*

**Check answers:** a giraffe's legs, a bird's tail, a fish's body, a crocodile's tail, an elephant's head, a spider's body, a tiger's head

## C Listen and colour the snakes.

- Say: *There are six snakes in the picture. Can you find them all? Ask different learners to point to a snake and say: Here's a snake.*

**The snakes:** in the water, in the tree, under the tiger, next to the flower, on the elephant's ear, behind the monkey.

- Check learners have colouring pens or pencils. Tell them to listen and colour the snakes.

Say:

- 1 *Can you see the snake in the water blue, please. Colour the snake in the water blue, please.*
- 2 *Look at the snake in the tree. Colour that snake in the tree orange, please. Are you colouring the snake in the tree orange? Great!*
- 3 *Now, find the snake on the elephant's ear. Colour that snake yellow. The snake on the elephant's ear. Is yellow your favourite colour?*
- 4 *There's a snake next to the flower too. Colour it pink. A pink snake next to the flower. Thank you!*

**Check answers:** 1 a blue snake in the water  
2 an orange snake in the tree  
3 a yellow snake on the elephant's ear  
4 a pink snake next to the flower

- Tell learners that there are two more snakes in the picture.  
Ask: *Where are these snakes?* (behind the monkey and under the tiger) Tell learners to choose a colour and to colour these snakes.
- Write on the board: *In my picture, there's a ... snake behind the monkey.* Ask all learners to repeat the sentence after you at the same time, with each learner saying their colour before *snake*. Everyone says the same sentence but the colour will change. Ask learners to say the sentence together again. They shout their colour and say the rest of the sentence. Repeat this for the snake under the tiger.

**D** Read the sentences. Look at these pictures and at the picture in A. What are the animals?

- Teach or revise these verbs by telling learners to do the actions:

*Jump! Run! Swim! Fly! Sing! Catch!*

- Learners look at the pictures of the animals at the top of the page. Ask: *Which animals can you see?* (a sheep, a mouse, a cow, a lizard, a frog)
- Learners read the example. They tell you which are the important words in the sentences describing a hippo (*big, grey, water, Africa*).
- Learners read the other sentences and write the names of the animals. Tell them that the first letter is given and each line represents a missing letter (point to these).

**Check answers:** 1 a crocodile 2 a monkey  
 3 a snake 4 a lizard 5 a bird  
 6 a mouse 7 a spider 8 a sheep  
 9 a fish 10 a tiger 11 a cow 12 a frog

- If you have a map of the world, ask learners to find and point to: Central America, South America, Asia, Africa, India, Australia. Ask them if they can remember which animals live in each place (hippos in Africa, crocodiles in Central and South America, Southeast Asia, Africa, India and Australia, tigers in Asia).

**Note:** These animals can now be found in zoos all around the world and not all areas where crocodiles live are mentioned.

- Write on the board:  
*I can fly. I can swim. I can jump. I give you milk.*
- Ask learners to tell you different animals which can fly. Write these animals under *I can fly*. Do the same with the other sentences. (Learners can also use the animals in Unit 14, for example: *goat*.)
- Each learner chooses an animal and writes it on a piece of paper (big enough for you and the other learners to see when they hold it up). Read out the sentences below. If it is correct/true for their animal, learners stand up and hold out their animal paper. If it is not true for their animal, they don't stand up.

**Sentences:** *I can fly. I give you milk. I live in Asia. I can jump. I live in water. I'm small. I can swim. I live in Africa.*

**E** Play the game! O and X.

- Draw the following grid on the board.

old	young	new
long	small	big
short	clean	dirty

- Divide the class into two teams. Learners have to try to 'win' squares for their team.
- One team starts. They have to make a phrase using the adjective. The phrase has to be logical – the teacher is the judge. For example:  
*long-hair*  
 This is acceptable, so the team wins that square.  
*long-lemon*  
 This is not acceptable, so the team doesn't win the square.
- The team which manages to win three squares forming a row (horizontally, vertically or diagonally) wins that round and the game starts again.
- Each time an adjective is used, it must be combined with a different noun. Answers which have already been given are not accepted.

# Unit 20 A colourful house

**Topics** home, colours, possessions, numbers

**Functions** following instructions, describing houses, rooms and furniture, identifying objects, expressing preferences

**Grammar** *there is/are*, questions (*Where? How many? What colour? What's your favourite? Which?*), prepositions of place (*behind, in, in front of, on, under*), present simple, imperatives

**Vocabulary** See the wordlist on page 107 of the Student's Book.

Movers word: *thing*

## Starters practice

Listening Part 1, Reading and Writing Part 5, Speaking Parts 1, 3 and 4

## Starters test

Reading and Writing Part 4

## Equipment needed

Starters CD 20B.

## Starters tip

In Part 1 of the Starters Listening Test, tell learners to draw clear lines linking the object to its location. It does not matter if the line cuts through objects in the picture. Learners should also be aware that one of the objects outside the big picture is not mentioned.

## A Find the rooms. What colour are the rooms?

- Before learners open their books, write on the board:

bed \_\_\_\_\_ bath \_\_\_\_\_ living \_\_\_\_\_  
dining \_\_\_\_\_

Point to the four lines after each word. Ask: *Which word can I put here? (room)* Ask four different learners to come to the board and write *room* on the lines. Point out that *bedroom* and *bathroom* are one word but *living room* and *dining room* are two words.

- Ask learners: *Which room are we in now? (a classroom)*  
Ask: *Is 'classroom' one or two words? (one)* Ask learners to spell *classroom*. Write it on the board.
- Learners open their books. Ask: *Where's the bedroom? (Learners point to the bedroom in the picture.) What colour is it? (black and grey)* Do this with the other rooms in the box in **A**.

**Check answers:** The bathroom is red. The hall is yellow. The dining room is blue. The living room is purple. The kitchen is green and white.

## Where am I?

- Tell learners to imagine that you are in one of the rooms. They ask you questions to guess where you are.  
For example:

**Learners:** *Are you in the living room?*

**Teacher:** *No, I'm not.*

**Learners:** *Are you in the kitchen?*

**Teacher:** *Yes, I am.*

- Learners play the game in pairs or groups of three.

## B Listen and draw lines.

- Learners look at the small pictures outside the picture of the house. Ask: *What's number 1? ((a) clock)* Point to the example answer: *clock*. Go through all the items in this way, checking pronunciation.

**Check answers:** Learners say each word and spell it to you. Write each word on the board. Learners write the word under each picture.

2 computer    3 photo    4 lamp    5 radio  
6 mat    7 mirror

- In their notebooks, they write the names of the objects and the room where they think each of them is (including the garden). For example:  
*computer – living room*  
Ask: *What's in the garden? (a tree)*
- Play the example on the CD. Ask: *Did anyone write that the lamp was in the dining room?* Point to the line between the lamp and the dining room.
- Play the rest of the recording. Learners listen and draw lines between the objects and the places in the picture. Their lines should be straight and clear.

**Check answers:** radio – tree, mirror – sofa,  
photo – hall, clock – bed, mat – bathroom.

- Learners check their notebooks to see which person put the most objects in the correct room before they listened to the CD.
- Ask learners which small picture they did not draw a line from. (the computer)

## Tapescript

*Look at the picture. Listen and draw lines.*

Man: Put the lamp in the dining room, please.

Girl: Sorry, where?

Man: Put the lamp in the dining room.

Girl: OK.

*This is an example. Now you listen and draw lines.*

Man: Can you put the radio in the tree for me?

Girl: Put the radio where?

Man: Put it in the tree, please.

Girl: Right.

Man: Now the mirror. Put it on the sofa, please.

Girl: On the sofa? In the living room?

Man: Yes. Put the mirror there, please.

Girl: OK. I'm doing that now.

Girl: What can I do now?

Man: Can you see the photo?

Q: Yes. Can I put the photo in the hall?  
A: In the hall. Yes!

Q: Now the clock. Can you see it?  
A: Sorry? What?  
Q: The clock. Put it on the bed.  
A: On the bed in the bedroom. Oh! OK.

Q: Now, put the mat in the bathroom.  
A: The mat in the bathroom?  
Q: That's right.  
A: OK.

### Look at the picture. Read the questions. Write one-word answers.

Learners look at the questions. Point to the example answer: *hall*. Point out that they only have to write one word.

**Check answers:** 2 bathroom 3 bedroom  
4 dining room 5 living room

Ask learners: *Where's the radio?* (in the tree/garden)

### Look in the box. Find the words for eight more things you can see in the house.

Tell learners to look at the box. Point to the word *bed* and the line drawn round it. Tell learners to find eight more words in the box for things they can see in the picture.

**Check answers:**  
Across (top to bottom): television, wall, door, chair, sofa  
Down (left to right): table, window, bookcase

Ask learners questions about these things and the picture of the house in **B**. Use: *How many ... ? Where is/are ... ?* For example:

*How many televisions are there? (one) Where's the TV? (in the living room, under the window)*

*How many beds are there? (one) Where's the bed? (in the bedroom)*

*How many chairs are there? (five) Where are the chairs? (One is next to the table in the bedroom and four are in front of and behind the table in the dining room.)*

*How many sofas are there? (one) Where's the sofa? (in the living room in front of the bookcase)*

*How many tables are there? (three) Where are the tables? (in the dining room, hall and bedroom)*

*How many windows are there? (four) Where are the windows? (in the kitchen, dining room, living room and bedroom)*

*How many bookcases are there? (one) Where's the bookcase? (in the living room, behind the sofa)*

## E What am I?

Test! Reading & Writing Part 4

- Point to the picture of the desk. Ask: *What's this?* (a desk) Ask: *Have you got a desk?* (yes) *What do we put on desks?* (books, pens, pencils, etc.)
- Read out the first sentence: *I'm white and I've got four legs, but I'm not an animal.* Point to the four legs on the desk in the picture.  
Ask: *What are these?* (legs) Point to the picture of the legs and the word *legs* in the box under the text in **E**. Point to the example word: *legs* on the line in the first sentence.
- Learners write the other words to complete the text.

**Check answers:** 1 horse 2 bedroom  
3 chair 4 stories 5 computer

## F About your house.

- Ask learners these questions. They write their answers on the lines in the sentences.
  - Where's your house?*
  - How many rooms has it got?*
  - Which rooms are there in your house?*
  - Which is your favourite room?*
  - What's in your favourite room?*

## G Play the game! The long house sentence.

- Say a sentence about your house, for example:  
*In my house, there are five rooms.*  
The next learner has to repeat your sentence and add another thing to it.  
For example:  
**Learner A:** *In my house, there are five rooms and two sofas.*  
The next learner has to repeat Learner A's sentence and add another thing.
- See how long your class can make the sentence!

## My ideal house.

- Learners draw a picture of their ideal house. They could do this in their notebooks or on pieces of paper, which can then be displayed around the classroom or made into a book.
- Learners complete the following sentences beneath their pictures.
 

*My house is in (name of place).*

*It's got (number) rooms: (different rooms).*

*My favourite room is (name of room).*

*My bedroom is (colour).*

*I watch TV in the (name of room).*

*I have breakfast in the (name of room).*



**Topics** colours, family, home

**Functions** following instructions, describing objects, spelling, asking for and giving personal information

**Grammar** word order (adjectives), prepositions of place (*in, next to, on*), questions (present continuous forms: *How do you ... ? How many ... ? What's ... ? Who's ... ?*), *there is/are, like + -ing*

**Vocabulary** See the wordlist on page 107 of the Student's Book.

Movers words: *best, cup, pet*

### Starters practice

Listening Parts 2 and 4, Reading and Writing Parts 3 and 4, Speaking Parts 2, 3 and 5

### Equipment needed

- Starters CD 21B, 21F.
- Colouring pencils or pens.

### Starters tip

Colours are tested in each of the three Young Learners Tests. It is therefore essential that learners understand both the written and spoken forms of all the colours that appear in the Starters wordlist.

## **A** What can you see in the room? Write the words next to the numbers.

- Ask questions about the picture. If learners think the answer is *yes*, they put both their hands up. If they think the answer is *no*, they keep their arms down. Ask:  
*Is this a boy's bedroom? Is the boy watching television? Is the door open? Is the boy wearing socks? Is the robot looking at the computer?*
- Learners choose a name for the boy in the picture and then write it on his door.
- Learners look at number 1 and the example answer: *armchair*. They find the word *armchair* in the box and see that it is crossed out.
- Learners find the other things in the picture. They find the word in the box, complete the word next to each number, then cross the word out from the box.

**Check answers:** 2 bookcase 3 chair  
4 cupboard 5 desk 6 door 7 phone  
8 piano 9 picture 10 television  
11 wall 12 window

## **B** CD1:12 Listen and colour.

- Play the first part of the recording. Ask learners what they have to do (colour the computer green). Learners then colour the computer in the picture green.
- Play the rest of the recording. Learners listen and colour. Let learners hear the recording twice.

**Check answers:** a green computer, a pink phone, a purple TV, a blue bookcase, a yellow armchair

### Tapescript

*Look at the picture. Listen and colour.*

Woman: Look. Here's a picture of a bedroom. Do you want to colour it?

Boy: Yes please!

Woman: Can you see the computer?

Boy: Yes.

Woman: Colour it green, please.

Boy: A green computer. OK.

Woman: Now, can you see the phone?

Boy: Yes, I can.

Woman: Can you colour that for me too?

Boy: What colour?

Woman: Pink. Colour the phone pink.

Woman: There's a television in this bedroom too.

Boy: Yes, I know.

Woman: Can you colour it purple, please?

Boy: Purple? What a funny colour for a TV!

Woman: Now find the bookcase.

Boy: Oh yes! I can see it. It's a big bookcase!

Woman: Yes, it is. Can you colour it blue?

Boy: Blue. OK. I'm doing that now.

Woman: Now, find the armchair.

Boy: Oh yes, I can see it.

Woman: Good.

Boy: Can I colour it yellow?

Woman: Yes, yellow's a good colour for an armchair.

## **G** What's in your bedroom?

- Write on the board two things you have in your bedroom. For example: *a big mirror, a brown table*.
- Point to the words *big* and *brown*. These words give us more information. They tell us about the size of something (big or small) and about the colour of something (red or brown).
- In the spaces, learners write four things that are in their bedroom, writing the size (big or small), the colour or both size and colour. For example: *In my bedroom, there's a big bed, a blue computer, a small white cupboard and a red chair*.
- Make sure the size is written before the colour if learners write both to describe the same object.  
In pairs, learners read their lists to each other, starting with: *In my bedroom, there's a ...*

## **D** Spell and say *cupboard* and *armchair*!

- Learners look at the picture clues for *cupboard*. Point to the pictures and ask: *What's this?* (a cup) *What's this?* (a

board) Point to the picture of the cupboard. Ask: *Now, what's this? (a cupboard) And what's in this cupboard? (a cup)*

- Learners look at the picture clues for *armchair*. Point to the pictures and ask: *What's this? (an arm) What's this? (a chair)* Point to the picture of the armchair. Ask: *Now, what's this? (an armchair) And how many arms has this armchair got? (two!) How many arms have you got? (two!)*
- Learners complete the words *cupboard* and *armchair*.

**Note:** Although *armchair* sounds exactly like *arm + chair*, *cupboard* does not sound like its two parts. Check/practise the pronunciation of *cupboard*.

**Optional:** Learners copy the two picture clues into their notebooks using their own choice of colours for the pictures. This will help them to remember the spellings.

### What can you see in these bedrooms?

- Learners look at the two bedrooms. Say: *One bedroom is Nick's and one bedroom is Anna's. How do you spell Nick and Anna? Write Nick and Anna on the board.*

Say that Nick likes fish and Anna likes drawing. Ask: *Which bedroom is Nick's/Anna's? (Nick's bedroom has the poster of fish and the fish in the bowl. Anna's bedroom has the drawing and crayons on the bed and more pencils next to the computer.)*

- Learners write the names in the spaces below the pictures.
- Point out that some things in the room are different colours or sizes. For example:  
*In Anna's bedroom the desk is blue, but in Nick's bedroom the desk is ... (green)*  
Learners look at the first sentence and the example answer: *In Nick's bedroom, the mat is orange. Say: In Anna's bedroom, the mat is ... (brown).*
- In pairs, learners find six more differences and write the words in the gaps.

**Check answers:** 2 cupboard 3 window  
4 white 5 bed 6 small 7 armchair

### CD1:13 Listen and answer questions about Nick.

- Tell learners they are going to listen to more information about Nick.
- Write these questions on the board.

*How old is Nick?*

1. What is Nick's family name?
2. How many brothers has Nick got?
3. How many sisters has Nick got?
4. Who is Nick's best friend?
5. What is Nick's pet fish called?

- Play the example on the CD. Ask: *How old is Nick?* (ten) Write *ten* on the board after the question. Tell learners to write numbers 1–5 in their notebooks. Learners listen and write the answers to the other questions (1–5). Play the rest of the recording. Play the recording again before checking answers.

**Check answers:** 1 Bird 2 7/seven 3 1/one  
4 Tony 5 Small

### Tapescript

*Listen and write a name or a number. There is one example.*

Woman: Hello. Who's this?  
Boy: It's my cousin. His name's Nick.  
Woman: Oh! How old is he?  
Boy: He's ten.  
Woman: Ten?  
Boy: Yes.

*Now you listen and write a name or a number.*

*One*  
Woman: What's Nick's family name?  
Boy: His family name is Bird.  
Woman: Bird?  
Boy: Yes. You spell that B-I-R-D.  
Woman: Thanks.

*Two*  
Boy: Nick's got lots of brothers!  
Woman: How many?  
Boy: He's got seven brothers. Seven!  
Woman: Wow! What a big family.

*Three*  
Woman: Has Nick got a sister too?  
Boy: Yes, he's got one sister.  
Woman: Pardon?  
Boy: He's got one sister. I like her. She's nice.

*Four*  
Woman: And who is Nick's best friend?  
Boy: Tony is his best friend.  
Woman: How do you spell Tony?  
Boy: T-O-N-Y.  
Woman: Oh!

*Five*  
Boy: Nick's got a pet fish. It's in the picture.  
Woman: Oh yes. What's the name of the fish?  
Boy: Small. Small is a good name for a fish, I think. You spell it S-M-A-L-L.  
Woman: Great!

### Play the game! Guess what I'm drawing.

- See how to play this on page 8

# Unit 22 Where I live

**Topics** home, family, possessions, numbers, daily life, places

**Functions** describing homes, giving information about everyday activities, using numbers, spelling

**Grammar** questions (with *or*, *How many?* *How old are you?* *What's ... ?* *What number?* *How do you spell ... ?*), present simple, *there is / are*, possessives (*my, your, Ben's, Kim's*), conjunctions (*and, or*), prepositions (*in, on, next to*)

**Vocabulary** See the wordlist on page 107 of the Student's Book.

## Starters practice

Listening Part 2, Reading and Writing Parts 2 and 4, Speaking Part 5

## Equipment needed

- Starters CD 22C.
- Photocopies of page 111 (one for each pair of learners) cut up into A and B. See E.
- Counters for the spelling game. See F.

## Starters tip

In Part 2 of the Starters Listening Test, all names must be spelled correctly. They are spelled out letter by letter on the recording. All first names will come from the names on the Starters wordlist. (There are 15 names. See Unit 3.)

## A Choose a word from the box. Write it under the correct picture.

- Point to the pictures. Point to the picture of the houses and to the word *houses* in the word box. Point to the word *houses* on the line under the picture of the *houses*. Tell learners that the words for each picture are in the box. First, learners find the word for each picture. Then they write the word on the line under the picture.
- Check answers by asking different learners to say and spell the words. Write them on the board in two lines, in the order of the pictures.

**Check answers:** (first line of pictures), kitchen, paintings, television  
(second line of pictures) family, armchair, onions, watermelon

## B Choose a word from A. Write the correct word next to numbers 1–5.

- Point to the picture. Ask: *What's this?* (a living room)  
Ask: *Can you find living rooms in onions?* (no!)  
*Can you find living rooms in houses?* (yes)  
*Can you find living rooms in flats?* (yes)
- Read the first sentence: *I am in houses or flats.*  
Ask: *Is this sentence right?* (yes)

- Learners read the text and write words from A next to 1–5.
- Check answers by reading the text out and stopping at each number for learners to say the missing word.

**Check answers:** 1 kitchen 2 family  
3 armchair 4 paintings 5 television

- Ask different learners questions about where they live:  
*Is your kitchen next to your living room?*  
*Are there paintings on your living room walls?*  
*Do you watch television in the living room?*  
*Are there lamps on the tables in your living room?*

## C Listen and write a name or a number.

- Say: *You are going to listen to a woman and a boy talking about the boy's house. The boy's name is Alex.*
- Learners read the questions and listen and write numbers or names. Let learners listen twice.

**Check answers:** 1 New 2 8/eight  
3 4/four 4 5/five

## Tapescript

Listen and write a name or a number.

One

Woman: Is that your house, Alex?

Boy: Yes.

Woman: And what's the name of your street?

Boy: I live in New Street.

Woman: How do you spell that?

Boy: N-E-W.

Two

Woman: What number is your house?

Boy: My house is number eight.

Woman: Sorry?

Boy: Number eight.

Three

Woman: How many bedrooms are there in your house, Alex?

Boy: We've got four bedrooms.

Woman: Four?

Boy: Yes. That's right.

Four

Woman: And how many people are in your family?

Boy: Five.

Woman: Five?

Boy: Yes. My mum, my dad, my brother, my sister and me.

## Listen and write your names and numbers.

- Tell learners to write the numbers 1–6 in their notebooks (each number on a new line).
- Explain to learners that *flat* is used more in British English and *apartment* is used more in American English.

Ask learners the following questions. Learners listen and write their answers beside the numbers in their notebooks.

### Questions:

- 1 What's your name?
  - 2 How old are you?
  - 3 What's the name of your street?
  - 4 What number is your house/apartment?\*
  - 5 How many bedrooms are there in your house/apartment?\*
  - 6 How many people are there in your family?  
(\* Use the appropriate word for your learners.)
- Ask different learners the questions to check their answers.
  - Ask learners which of the questions in **C** you asked them (all of them).  
Ask: Which two new questions did I ask you? (1 What's your name? 2 How old are you?)
  - Write these two questions on the board, and questions 3–6, highlighting the word *your* to show how this word is different from the questions in **C**.
  - In pairs, learners ask and answer the six questions.

## Whose living room?

- Point to the picture. Say: *This is Ben's living room.*  
Point to the picture in **B**. Say: *And this is Kim's living room.*
- Ask learners to tell you what they can see in each picture (*lamp, armchairs, a TV, a sofa, tables*).
- Look at the example: *Ben's living room is big and old.* This sentence is about Ben's living room so *Ben* is written on the line.
- Learners read the other sentences and write *Ben* or *Kim*.

Check answers: Kim: 2, 4 Ben: 3, 5, 6

## Write five questions.

- Learners work in A and B pairs. Give out the top half of the photocopy of page 111 to A, and the bottom half to B. Point to the example questions in A and B: *Do you live in a big house or a small house? Does your house have a name or a number?* Point out that the words to complete these questions are in the box.
- Learners find the second half of each of the questions and write it on the lines.

### Check answers: A

- 2 Is your bedroom big ... or small?
- 3 Is your street clean ... or dirty?
- 4 Do you watch TV in the living room ... or in your bedroom?
- 5 Is your house old ... or new?

### Check answers: B

- 2 Is your television old ... or new?
- 3 Is your name long ... or short?
- 4 Do you live in a house ... or a flat?
- 5 Are the windows in your room open ... or closed?

- Learners work in A and B pairs. Learner A says the first part of their questions and Learner B finishes them. Then Learner B reads the first part of their questions and Learner A finishes them. They do not answer the questions yet.
- Each learner answers their own questions. They colour or underline the word which is their answer. For example, a learner who lives in a big house colours or underlines the word *big* in the first question. Ask one learner to show you their answers. Say sentences about this learner's answers, for example: *You live in a small house. Your bedroom is small. Your street is clean. You live in a flat and your flat is new.*
- In pairs, learners show their answers to each other. They take it in turns to say sentences about each other's house or flat.

## Play the game! Spelling challenge.

- Say the following words and ask learners in pairs to write them in their notebooks. After each word, ask different learners to spell them out loud. Remind them that for double letters, we usually say 'double'.  
*mirror, bookcase, street, dinner, wall, rubber, egg*
- Form teams (the number of teams will depend on the size of the class). Learners in each team choose seven words that they think are difficult to spell and write a list of those words. Go round the class and make sure they have spelled the words correctly.
- Each team has a counter which is stuck on the board. You could use pictures of different animals or transport (one for each team) stuck on sticky gum. The board is divided into five columns. Teams have to move their counters to the end of the board.
- Play the game. One team starts by asking the next team: *How do you spell ... ?*  
The other team has to spell the word (a different learner each time). If they spell the word correctly, their counter moves forward one space. If they spell it incorrectly, they stay where they are.
- The winning team is the team which reaches the end of the board first.

# Unit 23 In the toy shop

**Topics** colours, home, possessions, transport

**Functions** identifying and describing objects (location, colour), answering questions about a picture, following instructions

**Grammar** questions (*How many? What colour? What ... -ing? Where is/are? Which? Who? Is it?*), prepositions of place (*behind, between, in, in front of, next to, on, under*), present continuous, *there is/are*, imperatives

**Vocabulary** See the wordlist on page 108 of the Student's Book.

## Starters practice

Listening Parts 1 and 2, Reading and Writing Part 4

## Starters test

Reading and Writing Part 2

## Equipment needed

None.

## Starters tip

In Part 5 of the Reading and Writing Test, learners will need to answer different kinds of question, for example: *Who is ... ? Where is ... ? What is ... ? What is ... doing? What colour is ... ? How many ... are there?* Help learners to become familiar with these question forms.

## A Write the words in the boxes.

- Learners look at the picture of the toys. Ask them what they can see. Say the numbers. Learners name the objects. For example:

**Teacher:** Number 1.

**Learners:** (a) hat

- Learners look at the crossword. Each number refers to one of the objects in the picture. Learners write the words under each number in the crossword, using the letters from *helicopter* to help them.

**Check answers:** 1 hat 2 game 3 lorry  
4 kite 5 doll 6 plane 7 boat 8 bike  
9 robot

**Note:** Point out to learners that *lorry* and *truck* mean the same thing. *Truck* is used more in American English and *lorry* in British English.

- Name one of the things in the picture. For example: *plane*. Learners say the number of that object. For example: 6. Learners continue this activity in pairs.
- There is no helicopter in the picture. Learners draw a helicopter in the picture and tell the rest of the class where their helicopter is.

For example: *My helicopter is in front of the kite.*

## Prepositions of place.

- Pick up an object, for example a pen or book. Place it in different positions in relation to your bag, or a learner's bag. Each time you place the object, say a sentence about it. For example: *The pen is on the bag. The pen is under the bag.*
- Continue until you have practised all these prepositions: *behind, between, in, in front of, next to, on, under*
- Learners listen to your instructions. They put their pen where you tell them.  
For example: *Put your pen on your chair. Put your pen under your chair.*
- Place the pen/book, etc. in different positions. Learners say where it is.  
For example: *It's on the chair. It's under the chair.*

## What is it?

- Learners look at the objects in picture A. Ask them questions about where the things are.  
For example: *Where's the game?* (on the table)
- Say these sentences about the objects in picture A. Learners point to and name the object which is being described.
  - It's under the white table.* (the kite)
  - It's in the hat.* (the boat)
  - It's between the tables.* (the robot)
  - It's in front of the robot.* (the doll)
  - It's behind the white table.* (the bike)
  - It's in front of the brown table.* (the plane)

## B Answer the questions about the picture.

- Read the first question: *What's in the hat?* (a boat)  
Point to the example answer: *boat* on the line next to question 1.
- Learners write the answers to the other questions on the lines.

**Check answers:** 2 kite plane  
3 pink white 4 6/six 5 robot

## C The toy shop. **Test!** Reading & Writing Part 2

- Point to picture A. Ask: *What's this?* (a toy shop) Ask: *What toys can you see?* (planes, ducks, cars, paints, a horse)

- Read out the first example sentence. Ask:

Where's the clock? (on the wall)

Is it big or small? (big)

Make sure that learners understand that the first example sentence is correct for this picture and that is why the word *yes* is next to this sentence.

Ask: How many people can you see? (one – a boy)

Point to the word *no* on the line next to the second example sentence. This sentence is not correct for this picture.

- Learners read the five sentences and write *yes* or *no* on the lines.

**Check answers:** 1 no 2 no 3 yes  
4 no 5 yes

- Write sentence 1 on the board: *The boy is playing with a toy car.* Erase *car*. Say the sentence: *The boy is playing with a toy ...* Learners say *plane* to complete the sentence. Write *plane* in the sentence on the board.
- Do the same with sentences 2 and 4. In sentence 2, learners cross out *five* and write *four*. In sentence 4, learners cross out *planes* and write *cars*.

### Look at the picture. Write one-word answers.

- Point to picture B. Say: *This is the toy shop too.* Point to pictures A and B and ask:  
Which toys can you see in picture A and in picture B? (ducks, cars, planes, a horse, paints)
- Read out question 1: *Where are the ducks now?* Tell learners to point to the ducks in picture B and to say where they are. (*on the floor*)  
Point to the example answer: *floor* on the line next to question 1.
- Learners read the four questions about picture B and write the answers.

**Check answers:** 2 handbag 3 girl  
4 playing (with a ball) 5 4/four

### Play the game! Stand up and do it, please.

- Write on the board: *Sit on the chair.* Ask learners to say this sentence.  
**Learners:** *Sit on the chair.*  
**Teacher:** *Pardon?*
- Write *please* on the end of the sentence on the board: *Sit on the chair, please.* Ask learners to say the sentence: *Sit on the chair, please.* Sit down on a chair.

- Say: *I'm going to tell you to do different things. If I say 'please', do the action. If I don't say 'please', don't do it.*

**Suggestions:** (Say *please* sometimes but not at the end of every sentence!) Learners who do the things when you haven't said *please* are out of the game!

*Stand between two chairs.*

*Put your foot under a chair.*

*Walk behind your teacher.*

*Stand in front of your desk.*

*Put your pen in your bag.*

*Put your hand under your book.*

*Put your hands on your ears.*

*Put one hand under your nose.*

*Put your schoolbag on your desk.*

*Smile.*

*Open your book.*

*Put a pencil on your book.*

*Pick up your pencil.*

*Close your book.*

*Put your pencil on the desk.*

**Topics** body and face, colours, home, names

**Functions** identifying people and things in a picture, answering questions about a picture, spelling and writing names

**Grammar** questions (*How many? What's this? What's ... doing? What colour? Who? Can you ... ? Do you ... ?*), prepositions (*behind, between, in, in front of, next to, on, under*), present continuous, imperatives

**Vocabulary** See the wordlist on page 108 of the Student's Book.

### Starters practice

Listening Parts 2 and 4, Reading and Writing Parts 2 and 5

### Starters test

Speaking Parts 1, 2, 3 and 4

### Equipment needed

- Colouring pens or pencils.
- Photocopies of page 112 (one for each learner and one for yourself). See C.
- Scissors.
- An envelope for each learner to keep the pictures in after they cut them up.

### Starters tip

To give learners practice in spelling words that they find difficult, ask individual learners to write words that they have difficulty spelling on small cards. They can keep these in an envelope and take them out and look at them from time to time. Ask learners to look at the cards, turn them over and write the words. They could also write sentences containing the words. Then they check their spelling against the words on the cards.

## A Look at the picture. Write sentences about the monsters.

- Learners look at the picture. Ask: *How many monsters can you see?* (five)
- Explain to learners that they can find words to make a sentence about each monster in the table below the picture. Learners look at the letters and the numbers and write the word they find in the box (for example: *monster*) on the line. Point to the first example sentence: A1 = A, C2 = *green*, B2 = *monster*, C1 = *is*, A5 = *behind*, A4 = *the*, B4 = *tree*
- Learners write the other sentences.

#### Check answers:

- 2 A blue monster is in front of the window.
- 3 A red monster is next to the tree.
- 4 An orange monster is in the water.
- 5 A yellow monster is on the chair.

- Learners read the sentences they have written and colour the five monsters in the picture.

### Yes or no?

- Say the following sentences about the monsters. Learners say *yes* if the sentence is correct and *no* if it isn't.

#### Sentences:

- 1 You can see a green monster behind the tree. (yes)
- 2 A pink monster is having a bath in the water. (no)
- 3 One of the monsters is purple. (no)
- 4 The yellow monster is sitting in the tree. (no)
- 5 An orange monster is swimming. (yes)
- 6 The blue monster has got some food and drink. (yes)

- Learners look for a minute at the coloured picture. They try and remember where the different monsters are and what they are doing.
- Learners close their books. Say the sentences about the monsters again, but in a different order this time. Each learner indicates whether the sentence is true or false by putting their hands up in the air (true) or on the desk (false). Every time they indicate correctly, they are awarded a point. The winner is the learner with the most points.

**Note:** If you have space in the classroom, you could also ask learners to move to one side of the room for *yes* and the other side for *no*.

## B Listen and write the monsters' names.

- Write on the board: Mr Mrs Miss

Ask: *Which of these do we use for a man?* (Mr)

*Which do we use for a woman?* (Mrs, Miss)

Say: *I'm Mr/Mrs/Miss (Robinson).* Ask different learners: *What's your name?* (They answer, for example: *Miss/Mr Garcia.*) Learners then ask and answer each other in pairs.

- Say: *I'm going to tell you the monsters' names.* Learners listen and write the names next to numbers 1-4.

- 1 *Can you see the orange monster? His name's Mr Smile. Mr Smile is in the water. You spell his name: S-M-I-L-E. S-M-I-L-E.*
- 2 *There's a yellow monster with four legs. The yellow monster's name is Mr Foot. Yes! It's Mr Foot. F-O-O-T. F-O-O-T.*
- 3 *There's a funny monster in front of the house. That's Miss Hands. Yes! Her name's Miss Hands. H-A-N-D-S. H-A-N-D-S.*
- 4 *And that green monster behind the tree is Mrs Nice. Mrs Nice is a good name for this monster. You spell that: N-I-C-E. N-I-C-E.*

- Point to the red monster in picture A. Learners decide if she's Mrs or Miss, then choose a name for her and write it on the line.

- Ask different learners to say and spell the name they wrote for the red monster. Write the different names on the board.
- When you have written all their names, learners decide on the best name for her.



## In the monster hall.

**Test! Speaking Parts**  
1, 2, 3, 4

- Give out a photocopy of page 112 to each learner. Learners cut up the cards. Tell them to find pictures of the piano, clock, radio, guitar, box and TV and put them on their desk beside their book. They put the other pictures in an envelope.  
**Note:** For the following activities, ask learners to check that they are pointing to the same thing. Walk round the classroom as you say the following instructions and ask these questions.
- Point to the picture in **C**. Say:  
Look at this. *This is a hall. Miss Hands, the blue monster, is cleaning.*  
Point to the table and say: *Here's the table.*  
Ask learners: *Where's the mirror?* Learners point to the mirror. (They can say: *The mirror is here. / It's on the wall.*)  
Ask: *Where are the lamps?* Learners point to the two lamps. (They can say: *Here and here. / One is on the (hall) table and one is next to the (bathroom) door.*)
- Hold up your picture card of the box. Say:  
Look at this. *This is a box. I'm putting the box on the mat.*  
Put the picture of the box on the mat in the big picture. Learners do the same with their box and their big picture.  
Say: *Now put the box under the table.* Learners put the box under the table in the picture in **C**.
- Show learners the other five small object pictures, one by one. Ask: *Which is the radio?* Learners point to the radio when you show the radio card. Say: *Pick up your radio. Put the radio on the bathroom door.* Learners put the radio card on the bathroom door.
- Show the remaining four small object pictures (the piano, guitar, TV and computer). Ask: *Which is the guitar?* Learners point to the guitar. Say: *Pick up your guitar. Put the guitar behind the girl.* Learners put the guitar card behind the girl.
- Point to the brown jacket in the picture in **C**. Ask: *What's this? (a jacket)*  
*What colour is it? (brown) How many jackets are there? (two)*
- Point to the girl in the picture. Ask: *What's the girl doing? (talking/smiling)*
- Hold up the small picture card of the piano. Ask: *What's this? (a piano)*  
*What colour is it? (black and white) Can you play the piano? (yes/no)*

- Hold up the small picture card of the television. Ask: *What's this? (a TV/television) Do you watch TV? (yes/no) Where's the television in your house? (in the living room/ kitchen/bedroom, etc.)*
- Hold up the picture of the clock. Ask: *What's this? (a clock) Is it big or small? (big/small) Have you got a clock in your bedroom? (yes/no)*
- Learners put the object pictures in the envelope with the other pictures and keep them for other activities.  
**Note:** Collect the envelopes and keep them in a box for other activities. (See page 8 for ideas.)



## Do the classroom quiz!

- Learners work in teams of 2–4. Each team needs a piece of paper and a pen or pencil.
- Ask them questions about the classroom. They write short answers (one or two words). For example: *What's on my (the teacher's) desk? ((your) books)*

### Questions:

- 1 *What's in your bag?*
  - 2 *What's on your desk?*
  - 3 *Are your feet under a desk?*
  - 4 *What have you got on your feet?*
  - 5 *How many desks are there in the room?*
  - 6 *What's on the wall?*
  - 7 *What colour are the walls?*
  - 8 *What are you sitting on?*
  - 9 *Who is sitting next to you?*
  - 10 *Who is sitting next to the door?*
- When you have asked all the questions, teams swap their answers. Read the questions again. Learners tell you all the answers which they wrote for each one. Write acceptable answers on the board. Teams get a point for each correct answer. The team with the most points wins.



**Topics** school, possessions, daily life, colours, numbers

**Functions** asking and answering questions about objects, following instructions, talking about possessions

**Grammar** questions (*What? How many? Have (you) got? Is/Are there?*), articles (*a, an, the*), possessives (*her, his, your*), present simple, plurals, prepositions of place (*at, in, next to, on*)

**Vocabulary** See the wordlist on page 108 of the Student's Book.

Movers words: *take, thing, only*

### Starters practice

Reading and Writing Parts 3 and 5, Speaking Parts 3 and 5

### Starters test

Reading and Writing Part 4

### Equipment needed

- A big (non-transparent) bag with the following objects: a book, a blue pen, an apple, a ruler, some juice, a pair of glasses. See C.
- Large sheets of paper. See F.

### Starters tip

In the Starters Speaking Test, learners are expected to produce one-word answers. However, if they can produce short phrases or complete sentences, they will be given credit for doing this.

## **A** Complete the crossword.

- Tell learners to look at the crossword.  
Ask: *How many words do you write?* (seven)  
Point to the pictures around the crossword. Ask: *How many pictures are there?* (eight)  
Point to the example: *pencil*. Point to the picture of the pencil.  
Ask learners to find the rubbers/erasers\* (\*use the word which your learners will know). Tell them that this has two names. Ask: *What are the two names?* (eraser and rubber) Write *eraser* and *rubber* on the board.  
Ask: *What's the difference?* (*Eraser* is used in American English and *rubber* is used in British English.) Learners write *eraser* in the boxes under **3** and *rubber* in the boxes under **6**.
- Learners write the words in the crossword for the other pictures.

**Check answers:** **2** playground   **4** desk  
**5** bookcase   **7** board   **8** schoolbag

- Ask learners which word they can read across the middle of the crossword. (*classroom*)

## **B** Read and answer.

- Each learner chooses four people in the class. They write one person's name in front of each question.
- Learners stand up and move around to ask the different people their questions. They write each person's answer (one-word answers) on the lines next to the questions.
- Write on the board:
  - 1 ...'s eraser is ... .
  - 2 ... has got ... pens.
  - 3 ... has ... on his/her desk.
  - 4 ... likes / doesn't like his/her school playground.
- Learners copy and complete the sentences in their notebooks about the people they asked.  
**Note:** Tell learners that they will need to choose between *his/her* in sentences **3** and **4** and between *like / doesn't like* in sentence **4**.
- Ask different learners to read out one of their sentences.

## **C** How many school words can you find?

- Point to the line of words. Tell learners to look and circle each word. Ask: *How many words can you find?*
- There are **18**: *board, book, bookcase, cupboard, desk, floor, picture, teacher, ruler, wall, pencil, eraser, bag, computer, pen, page, rubber, window.*

## What's in the bag?

- Learners look at the bag you have brought in. Tell them there are six school things inside it. Learners each write down six things they think could be inside it.
- Ask different learners to put their hand inside the bag and take out a different thing. They show it to the rest of the class and ask: *What's this?*  
(It's an apple / a ruler / a pen / a book / juice. They're glasses, etc.)  
Learners tick the objects they guessed correctly.
- Ask learners: *Did anyone guess all six things?*
- Write on the board: *In my bag, I've got ...*  
Ask different learners to come to the board and write the words for the six things to complete the sentences:  
*In my bag, I've got **an apple, a ruler, a pen, a book, some juice and some glasses.***
- Tell learners to write a sentence in their notebook about the things in their bag.
- In pairs, learners show each other their sentences. Ask different learners to read out their sentences.

**D** Read this. Choose a word from the box. Write the correct word next to numbers 1–5.

**Test!** Reading & Writing Part 4

- Ask learners to look at the pictures under the text. Write these sentences on the board:

- I eat an ...
- Lucy drinks ...
- I draw lines with a ...
- Lucy reads a ...
- I wear a ... or ...
- I can find ... on the beach.
- I write with my ...

- Ask learners:

Which of the words under the pictures can we put in sentence 1? I eat an ... (apple)

- Ask learners to put up their hands and tell you where to put the other words for the pictures in D. Write them on the board in the sentences: 2 juice 3 ruler 4 book 5 shirt / glasses 6 shells 7 pens.

**Note:** Point out that in 5, we say a shirt but we can't say a glasses because glasses is a plural word.

- Explain to learners that they are going to read about Pat's bag. Say: *It's the morning and Pat is at home. He's going to school today.*
- Read out the first two sentences of the text. Point to the example word: *book* on the line, and to the picture and word *book* in the box below.
- Note:** Point out that the word *reading* before the line and the word *that* in the next sentence tell them that the word is singular and that you read it, so the answer must be *book*.
- Learners read the text, choose the words and write them beside the numbers.

**Check answers:** 1 pens 2 ruler 3 apple  
4 juice 5 glasses

**E** Read and answer questions about Alex's bag.

- Learners look at the picture. Tell them that this is Alex's bag and it's in the classroom.
- Read out the first question: *What fruit does Alex have in his bag? an apple and a ...*  
Point to the apple and then the banana. Ask: *What's this? (a banana)* Learners write *banana* on the line in 1.
- Learners write the answers to the other questions.

**Check answers:** 2 2/two 3 purple 4 book  
5 floor 6 juice

**F** Play the game! Draw with your eyes closed.

- Learners take a big piece of paper and a pen or coloured pencil.
- They draw what you tell them to **with their eyes closed!**  
Say, for example:  
*Now, close your eyes!*  
*Draw a pen!*  
*Don't open your eyes!*  
*Now, draw an eraser next to the pen!*  
*Now, open your eyes and look at your picture!*
- When they have finished, you could display their work around the room. It makes a very funny exhibition.  
**Words to draw:** pen, eraser, pencil, ruler, desk, picture, bag, teacher.

**Topics** school, possessions, daily life, numbers, names, colours

**Functions** asking for and giving details about school, following instructions, spelling names

**Grammar** possessives (*her, his, my, our, their*), questions (*Whose? Where? Who? How many? What? Which?*), prepositions (*in, on*), present simple, imperatives

**Vocabulary** See the wordlist on pages 108–109 of the Student's Book.

Flyers words: *student, tidy* (v); Not in YLE wordlists: *case*

### Starters practice

Listening Part 1, Reading and Writing Parts 1 and 4, Speaking Part 5

### Starters test

Listening Part 2

### Equipment needed

- Starters CD 26D.
- A pencil case, glasses and glasses case, two pencils, three pens, a rubber, a ruler, an English book, a story book, a desk, a chair, a schoolbag and a bookcase (optional). See A.

### Starters tip

In Part 2 of the Starters Listening Test, learners have to answer questions about the names of people or places. These names are spelled out in the recording and must be spelled correctly in the answers they write. Some supporting words like *Street* or *Mr* are written on the answer paper; they are not spelled out in the recording.

## A Tidy the classroom.

- Point to the bookcase in the picture. Ask: *What's this?* (a bookcase)  
Follow the line with your finger to the box outside the picture. Point to the four lines in front of case. Ask learners: *Which word goes here?* (book)
- Learners write *book* on the four lines. Point to the pencil case and the glasses case in the picture. Ask the same questions as for bookcase. Learners write *pencil* on the second set of lines and *glasses* on the third set of lines to complete the words.
- Explain that we put (and keep) things in a case. The first word (*book, pencil, glasses*) tells us what we put in the case.
- To show the stress patterns, write on the board:  
*bookcase* 0 o *pencil case* 0 o o *glasses case* 0 o o  
Drill and practise the pronunciation of these three words. Point to each of the things in the picture or in your classroom. Learners say what you are pointing at.
- Point to all the things on the floor of the classroom in the picture. Tell learners to listen to you and to draw lines between the things on the floor and where you tell them to put them.

For example, say: *Put the English book in the bookcase.* Learners draw a line from the English book to the bookcase.

*Put the glasses in the glasses case.*

*Put one pen behind the pencil case on the desk.*

*Put the two story books in the bookcase, please.*

*Put the ruler in the pencil case.*

*Put one of the pencils in the school bag.*

*Put the eraser in the pencil case, please.*

*Thank you!*

- If you have the objects in the picture (see Equipment needed), put them in the same position in your classroom as they are in the picture. Ask the class to help you to do this. Say the sentences again. Ask different learners to pick up the objects and to put them in the place you tell them. Learners check they have drawn the six lines from the correct object to the correct place in the picture.

## B Whose is it? Write his, her or their.

- Learners look at the first picture. Ask: *What can you see?* (a girl with a tennis bag) Tell them to look at the sentence under the picture: *It's ..... bag.*
- Ask learners which word (*his, her, their*) is the right answer.  
**Answer:** *her* because it refers to a girl (female, singular).
- Learners look at the other two pictures and sentences and write *his, her* or *their*.

**Check answers:** 2 his (masculine, singular)  
3 their (plural)

## C Draw your two pictures.

- Point to the first sentence under the first box: *This is my English book.* Tell learners to draw a picture of the cover of their English book. Ask learners: *What colour is your English book?* Learners write the colour of their book on the first line. Ask: *How many pages are there in your English book?* Learners write the number of pages on the second line.
- For the second box, learners draw a picture of something that is theirs, and complete the sentences under the box about it. For example: *This is my (pencil case). It's (purple) and you can see it (on my desk).*

## D CD1:15 May's school. Test! Listening Part 2

- Learners look at the picture of the girl and the policeman. Tell learners they are talking about May (the girl in this picture) and her family and school.
- Learners look at the five questions and tell you which questions ask them to write a name and which ask them to write a number.

**Answer:** names – 1, 3, 4 numbers – 2, 5.

- Play the first part of the recording. Learners look at the two example answers.
- Play the rest of the recording twice. Learners write names or numbers.

**Check answers:** 1 Good 2 15/fifteen  
3 Kim 4 Game 5 8/eight

- In pairs, learners role play the conversation between May and the policeman.

### Tapescript

Read the question. Listen and write a name or a number.

There are two examples.

- GM: Hello, Mr Line! It's my birthday today!  
 GP: Happy birthday! How old are you now? Nine?  
 GM: Yes, that's right. I'm nine today.  
 GP: Is that your brother behind you?  
 GM: Yes. That's Nick.  
 GP: Does he spell his name N-I-C-K?  
 GM: Yes.

Can you see the answers? Now you listen and write a name or a number.

- GM: Where do you go to school, May?  
 GP: In Good Street.  
 GM: And how do you spell Good?  
 GP: G-O-O-D.  
 GM: Oh yes. I know.
- GM: How many children are there in your class?  
 GP: Umm ... there are fifteen.  
 GM: Fifteen! That's a small class.  
 GP: Yes. I like that.
- GM: Now, May. Who are your friends in your class?  
 GP: Well ... I like Kim. Kim sits next to me.  
 GM: Do you spell her name K-I-M?  
 GP: Yes.
- GM: Do you learn English at school, May?  
 GP: Yes. I'm good at English.  
 GM: Who's your English teacher?  
 GP: His name's Mr Game.  
 GM: Oh, Mr Game. Is that G-A-M-E?  
 GP: Yes.
- GM: And which class are you in now?  
 GP: I'm in class 8.  
 GM: Class 8? OK.

### E Listen and complete the questions.

- Read out these questions. Learners listen and complete the questions.
  - 1 What's the name of your school?
  - 2 Where's your school?
  - 3 Which class are you in?
  - 4 How many children are there in your class?
  - 5 What's your teacher's name?
  - 6 Who do you sit next to?

**Check answers:** 1 school 2 school  
3 class 4 class 5 teacher 6 sit

### F Now answer the questions and complete the sentences about your school.

- Point to and read the first question in **E**: *What's the name of your school?* Ask one learner to answer (for example, *(Dickens) school*). Point to the first sentence in **F**: *I go to ... school*. Learners write the name of their school on the line in the first sentence.
- Read question 2: *Where's your school?* Point to the next sentence in **F**: *My school is in ...*. Ask one learner: *Where's your school?* Learners write the name of the town/city where their school is on the second line in the text.
- Learners continue to answer the questions in **E** and to complete the text in **F**.
- Check answers by asking different learners to read out sentences from the text in **F**.
- Learners can make the text into a poster by adding pictures or photos of their school and class (and teacher!). They could also email another school with their information.

# How do you come to school?

**Topics** transport, colours, family, school, daily life, animals, people

**Functions** talking about travel, giving information about daily activities, following instructions, answering questions about a picture

**Grammar** questions (*How do you go to school? Do you?*), prepositions (*by, on, to, with*), present simple, present continuous, conjunctions (*and, or*)

**Vocabulary** See the wordlist on page 109 of the Student's Book.

Movers words: *by* (prep), *home*

### Starters practice

Listening Part 3, Reading and Writing Parts 2 and 4, Speaking Parts 1, 3 and 5

### Starters test

Reading and Writing Part 3

### Equipment needed

Starters CD 27B.

### Starters tip

In the Starters Test, learners must spell words correctly. Learners often lose marks because they do not check their spelling. Practise looking at words that are often misspelled (e.g. *camera, clock*, etc.) and correcting these with learners.

## A Look at the pictures.

### Look at the letters.

### Write the words.

**Test!** Reading & Writing Part 3

- Look at the example together. Learners look at the picture and the answer: *car*. Tell learners to look at the other pictures and letters and think of the words. They write the letters on the lines. They should cross out the letters as they use them.

**Check answers:** 1 bike 2 plane 3 lorry  
4 motorbike 5 helicopter

- Write on the board:
  - 1 b \_ \_ \_
  - 2 b \_ \_ \_ \_
  - 3 t \_ \_ \_ \_ \_

Say: *These are words for other things we go on.*
- Point to 1. Say: *Some people go to school on this. A man or a woman drives it. All this class can go on it. What is it?* (a bus)  
Ask a learner to write the missing letters on the lines on the board.
- Point to 2. Say: *You can go on this on water, for example on the sea. What is it?* (a boat)  
Ask a learner to write the missing letters on the lines.  
Point to 3. Say: *This is very long. It stops in towns. What is it?* (a train)  
Ask a learner to write the missing letters on the lines.

- Ask learners which word means the same as *lorry* (*truck*). Learners write *truck* on the second line under *lorry*.
- Divide the class into teams of 2–4 learners. Teams write the nine transport words from **A** in alphabetical order. The first team to finish tells the others to stop.

**Check answers:** bike, boat, car, helicopter, lorry, motorbike, plane, train, truck.

## B How do Ben, Lucy and Sam go to school?

- Tell learners to listen to Ben talking to a friend about how he goes to school. Ask: *Which of the transport words in A do you hear?* (bike, car, motorbike)
- Ask learners to listen to the conversation again and to say how Ben goes to school (*by motorbike*). Learners write *motorbike* on the line beside *Ben*.
- Do the same for *Lucy* and *Sam*.

### Check answers:

Lucy and the man talk about walking, a helicopter and a plane. Lucy goes to school by plane.

Sam and the woman talk about a lorry, train and a bus. Sam goes to school on the school bus.

### Tapescript

Listen and write words next to the names.

One

- Girl: Do you go to school on your bike, Ben?  
Boy: No, I don't.  
Girl: Do you go in your dad's car?  
Boy: No. I go with my grandma on her motorbike!  
Girl: Wow!

Two

- Man: Do you walk to school, Lucy?  
Girl: No, I don't.  
Man: Oh. Do you go in your mum's helicopter, then?  
Girl: No. I go there in my dad's plane!  
Man: Great!

Three

- Woman: Do you go to school in your grandfather's lorry, Sam?  
Boy: No.  
Woman: Do you go on the train, then?  
Boy: No. I go on the school bus.  
Woman: Oh!

## How do you go to school?

- Write on the board: *I go to school by (car).*  
Or: *I walk to school.*
- Ask different learners: *How do you go to school? (by bus / by car / I walk ...)*
- Learners write the name of the transport (bus/train/car/bike/plane/truck/lorry/helicopter/boat/motorbike) in the first sentence or tick the box in front of the second sentence if they walk to school.

## Drive, fly or ride?

- Write on the board: *drive, fly, ride*
- Ask learners which transport words go next to each verb. Ask different learners to come to the board and write a transport word next to a verb.

### Check answers:

**drive:** a car, a bus, a train, a lorry, a truck (a boat)

**fly:** a helicopter, a plane

**ride:** a bike, a motorbike

- Learners copy the words into the correct boxes next to *People drive, People fly* and *People ride*.

## The school bus.

- Point to the bus in the picture. Ask: *What's this? (a bus)*  
*What can you see in the picture? (a street, houses, children, schoolbags)*
- Read out the first two sentences of the text, including the example answer:  
*I'm big and long. You can see me in the street.*  
Ask: *Do you see school buses in bags? (No!)*  
*Do you see school buses in the street? (Yes!)*  
Point to the example answer *street* on the line next to 1 in the text and in the box under the text.
- Read out the rest of the text and help learners choose words as follows:
  - 1 Ask: *Does a cow drive a bus? (No!)* *Does a man drive a bus? (Yes!)* Learners write *man* on the line next to 2.
  - 2 Mime carrying a schoolbag, sitting down and putting it on the floor. Ask: *What do children put on the bus floor? (bags)*
  - 3 Ask: *Where does the bus stop? Next to the school and next to the children's ... (houses)*
  - 4 Look at the two remaining words: *cow* and *door*. Read the sentence: *My ... opens and closes.* Ask: *Does a cow open or close? (No!)* *Does a door open and close? (Yes!)*

## A day on a boat.

- Point to the picture. Say: *Look at this. It's a beautiful day. The family are on the boat.*  
Point to the car. Say: *Here's the car. Where's the bike?* (Learners point to the bike in the picture.) Ask: *Where's the hat?* (Learners point to the woman's hat.)
- Point to the fish in the picture. Ask the following questions. Learners put up their hands to answer:  
*What's this? (a fish)*  
*What colour is it? (yellow)*  
*How many fish are there? (five)*
- Point to the boy. Ask: *What's the boy doing? (playing)*
- Write on the board: *The people are on a ... ..*  
Point to the two lines in the sentence. Ask: *Which two words can I write here? (red boat)*
- Explain that you are going to write sentences like this one on the board. In pairs, learners write two words to complete each sentence. Check answers after each sentence. Learners get a point for each correct word.

### Sentences:

- 1 *The girl is riding a ... ..*
- 2 *The boy is playing with a red train and an ... ..*
- 3 *The woman is wearing a big ... ..*
- 4 *There are five ... .. in the water.*
- 5 *A ... .. is sitting on the boat.*
- 6 *The kite has got a ... .. on it.*

**Check answers:** 1 blue bike 2 orange lorry/  
truck 3 green hat 4 yellow fish  
5 white bird 6 black helicopter

## Play the game! Draw the words.

- Learners should have their books closed. Choose one of the transport words from this unit: for example: a *bike*. Draw a bike in the air. Ask learners: *What's this?*
- Learners write the word on a piece of paper or in their notebooks. Ask learners what you drew.
- Write the word on the board.
- Each learner checks that the person beside them has written the correct word and that it is correctly spelled.
- Learners then take it in turns to draw the different transport words in the air. With bigger classes, they could do this in small groups.

**Topics** people, school, colours, daily life, names  
**Functions** spelling, making and responding to suggestions, asking and answering questions  
**Grammar** present continuous, questions (*How many? What? Where? Who's ... -ing?*) imperatives  
**Vocabulary** See the wordlist on page 109 of the Student's Book.  
 Not in YLE wordlists: *crossword*

**Starters practice**

Listening Part 4, Reading and Writing Part 5, Speaking Part 3

**Equipment needed**

- Starters CD 28A, 28F.
- Photocopies of page 113 (large classes: one for every ten learners; small classes: one copy, made into flashcards). See G.

**Starters tip**

Remind learners to look for key differences (where the people are, what they are doing, etc.) in the three pictures in Part 5 of the Starters Reading and Writing Test.

**A Listen and answer.**

- Learners look at the two pictures and answer the following questions. You can read them out or write them on the board.
  - 1 *Where are the children?* (in the classroom)
  - 2 *How many children are there?* (seven)
  - 3 *How many boys are there?* (four)
  - 4 *How many girls are there?* (three)
- Read out the questions below, pausing after each question to allow learners time to answer. Then, ask the questions two or three times more until learners answer promptly, without looking at the answer they wrote. Ask:
  - 1 *Who's eating?*
  - 2 *Who's sleeping?*
  - 3 *Who's jumping?*
  - 4 *Who's painting?*
  - 5 *Who's drawing?*

**Check answers:** 1 Sam 2 Ben 3 Anna  
4 Lucy 5 Tom and Nick

- Learners look at picture 1 again. Write on the board: *What's the teacher doing? She's ...*
- Mime looking at a book (like the teacher in the picture). Learners answer: *She's looking at a book.* Complete the sentence on the board.
- Mime different activities (reading/writing/sleeping/sitting/drawing/listening). Learners answer the question. For example: *The teacher's reading.*

- Write the answers on the board after each mime. Underline *ing*.
- Ask two or three questions about different learners in the class. For example: *What's Mario doing?* (He's listening.)

**B Are you looking at picture 1 or picture 2?**

- Learners look at the sentences about the pictures. If the sentence is true for picture 1, they write *one* after the sentence. If it is true for picture 2, they write *two*.

**Check answers:** 1 one 2 two 3 two  
4 one 5 two 6 one 7 two 8 two

- Ask learners these questions about picture 1:
  - 1 *What's the teacher doing?* (looking at a book/reading (a story))
  - 2 *What are the children doing?* (listening)
- Write the verbs on the board and underline the endings: *looking, reading, listening*
- Ask learners these questions about the children in picture 2:
  - 1 *What's Sam doing?* (eating)
  - 2 *What's Ben doing?* (sleeping)
  - 3 *What's Tom doing?* (drawing)
  - 4 *What's Lucy doing?* (painting)

**C Yes or no?**

- Ask learners: *Are you listening to me?* (Yes!) Tell learners to write *yes* next to number 1.
- Ask learners four more questions. Learners write *yes* or *no* answers.
  - 2 *Are you wearing blue socks?*
  - 3 *Are you standing up?*
  - 4 *Are you writing with a black pen?*
  - 5 *Are you sitting on a chair?*

**D Put the words in the cupboard.**

- Write on the board: *Are you \_\_\_\_\_ on a chair?* Ask for the missing word. (sitting) Ask learners to spell *sit* and *sitting*.
- Tell learners that there are three ways of adding *-ing* to a verb. Write the following examples on the board and explain what you are doing.
 

*eat + ing = eating* (most verbs – just add **ing**)

*sit + t + ing = sitting* (some verbs – double the last letter, then add **ing**)

*write + ing = writing* (some verbs – take away the **e**, then add **ing**)

- Learners look at the three word drawings and at the three shelves in the cupboard. Show them where the words should go in the 'ing cupboard'. Ask learners to write *sitting*, *eating* and *writing* on the right shelves.

**Check answers:** eating (OK) sitting (double) writing (goodbye e)

- Learners look at the words in the box below. They write the *-ing* forms for the words on the shelf according to their *-ing* spelling group. Point to the example: *reading*. This is on the OK shelf as we just add *-ing*. Go round the class and help, if necessary.

**Check answers:** OK (reading, drawing, sleeping) double (running, stopping, swimming) goodbye e (smiling, waving, riding)

**Note:** Starters verbs where the final consonant doubles before adding *-ing* are: *get, hit, put, run, sit, stop, swim*.

**Note:** Verbs where the final consonant doubles before adding *-ing* only have one syllable and one vowel + one consonant at the end (the 1-1-1 rule). (*w* and *y* are not classed as consonants for this rule.)

### What are you doing? I'm doing a crossword.

- Point to the smiling face clue at the top of the crossword. Ask: *What's this person doing? (smiling) How do you spell smile? (s-m-i-l-e)* Point to the example answer *smiling* in the crossword.
- In pairs, learners look at the other picture clues and complete the crossword with *ing* words. Tell learners that all of the answers except one are in the *ing* cupboard.

**Check answers:** Learners put up their hands and spell one answer each.

Across (top to bottom): drawing, sitting, listening, eating, writing, running

Down (left to right): waving, reading, sleeping

- Ask learners which *ing* word in the crossword is not in the *ing* cupboard? (*listening*) Ask which part of the cupboard it should go in. (OK – '*listen*' has two syllables so it doesn't obey the 1-1-1 rule above.)

### CD1:17 What's Pat doing? Listen!

- Ask learners to say what they think Pat is doing. (*talking on the phone, sitting on a mat, wearing a hat, playing with the cat*) Write any of their suggestions on the board.
- Play the CD. Learners listen to see if they are right.
- Play the CD a second time, stopping after each of Pat's answers. Learners repeat Pat's answers.
- Ask which four words sound the same. (*Pat, mat, hat, cat*)
- Ask two learners to role play the conversation.

### Tapescript

What's Pat doing? Listen!

Grandma: Where are you, Pat?

Pat: I'm sitting on a mat!

Grandma: What are you wearing?

Pat: I'm wearing my new hat!

Grandma: What are you doing?

Pat: I'm playing with the cat!

**Possible extension:** Tell learners to colour the picture of Pat. Read out the following instructions, pausing for 10–15 seconds after each one.

Can you see Pat's **hat**? Colour Pat's **hat red**, please.

Now Pat's **cat**. Colour it **purple**. Pat's **cat** is **purple**.

And the **mat**. Colour the **mat green**, please. **Green!**

And now Pat's **dress**. Colour Pat's **dress blue** ... yes, **blue!**

Oh! And Pat's **phone**! Colour Pat's **phone pink**! **Pink** is Pat's favourite colour.

Ask: What colour is Pat's hat/cat/mat/dress/phone?

Learners put up their hands to answer. (red/purple/green/blue/pink)

### Play the game! Action mimes.

#### Large classes:

Make copies of page 113 (one for every ten learners, cut up into word cards).

#### Mime one of the actions to the learners and ask them:

*What am I doing?*

#### Learners put their hands up if they know the answer. For example: (*You're*) *painting*.

The learner who answers correctly comes to the front of the class and mimes another action. The other learners put their hands up and say the answer. The learner who answers correctly then mimes another action in front of the class and so on.

#### Learners continue this game in groups of 8–10, divided into two teams (A and B) of 4–5 learners, who compete to guess the most sentences.

#### Small classes:

Make one photocopy of page 113. Cut up the words and make flashcards. Give out one or two cards (depending on the size of the class) to each learner. Each learner then mimes the activity they have been given.



# Unit 29 On the beach

**Topics** natural world, time, daily life, possessions, colours, numbers

**Functions** identifying objects, talking about possessions, counting and using numbers, spelling, expressing likes and dislikes

**Grammar** present simple and continuous (all forms), like + -ing, questions (Do you have? Have you got? How many? What? What colour? Where?), conjunctions (and, but, or), possessives (my, your, his, her, their), there is / are

**Vocabulary** See the wordlist on page 109 of the Student's Book.

Movers words: cloud, home

**Starters practice** Listening Part 1, Reading and Writing Parts 3, 4 and 5

### Starters test

Speaking Parts 1 and 3

### Equipment needed

- Starters CD 29E.
- See also: [www.cambridge.org/elt/funfor](http://www.cambridge.org/elt/funfor)

### Starters tip

In the Starters Speaking Test, the examiner will ask *Where's the ... ?* questions. Learners are not expected to say where the object is in the picture, they only have to point to it. The examiner will also ask *How many?* and *What colour?* questions. Learners can answer these questions with one word. For example: *two, blue*

### Point to the picture.

**Test! Speaking Part 1**

- Learners look at the picture. Ask: *Where are the people? (on the beach) Where's the ball?*  
Learners find the ball in the picture and point to it. Go round and check learners are all pointing to the ball.
- Ask: *Where's the sun?* Learners point to the sun.
- Ask volunteers to make questions about the other things in the picture. The whole class points to the object.
- Drill the question form and write it on the board. *Where's the ... ?*
- Learners continue in A and B pairs. Learner A asks the question: *Where's the ... ?* Learner B points to the correct object in the picture.

### A Draw lines.

- Learners look at the picture and words and draw lines between each word and the things in the picture. See the example (*ball*).

**Check answers:** Ask different learners to come out to the board and to draw a picture for each word.

### B Answer questions about the picture. **Test! Speaking Part 3**

- Learners look at the picture. Ask questions with *How many ... ?* Learners count the objects in the picture and answer.

*How many fish / girls / boys / men / birds / boats / shells are there? (4 fish, 2 girls, 2 boys, 1 man, 3 birds, 2 boats, 11 shells)*

**Note:** With stronger classes, write on the board: *How many ... are there?*

In pairs, learners then ask and answer the above questions.

- Ask these questions.
  - 1 *What colour are the birds?* (blue and white)
  - 2 *How many birds are there?* (3)
  - 3 *What's the man doing?* (sleeping)
  - 4 *What colour are the fish?* (orange)
  - 5 *How many fish are there?* (4)
  - 6 *What are the girls doing?* (playing)
- Repeat the questions with the whole class answering together. Keep this quick.

### C Look at the picture. Look at the letters. Write the words.

- Look at the letters in the first cloud shape together. Ask: *What's this word?* Point to the answer *coconut* on the lines. Ask learners to point to the coconut in the picture.
- In pairs, learners look at the picture in **A** and at the letters. They decide what the other three jumbled words are and write the words on the dashes.

**Check answers:** 1 radio 2 shoe 3 bananas

- Learners choose two other things in the beach picture and write their own letter word puzzles in the two empty clouds. Learners exchange puzzles and solve them.
- Tell learners to think of one other thing to take to the beach. They shouldn't say what their word is. If they need help, offer some suggestions. For example: *kite, chair, camera, apple, bread, hat, fruit, sunglasses, lemonade, watermelon, mat.*
- Using their chosen word in secret, each learner creates a jumbled letter puzzle in a cloud on a piece of paper.
- Learners come up in turns and copy their jumbled letter puzzles (in clouds) on the board. When each learner finishes drawing their puzzle on the board, say: *Good! Great! Well done! Very good! Thank you! or Thanks!*
- Learners then solve all the puzzles or one at a time.

## D What are the missing words?

- Point to the first picture and to the incomplete questions and answers next to it. Tell learners that the ten words they need to complete these questions and answers are in the water under the picture.
- Point to the boat in picture 1 and ask: *What's this?* Learners find the word they need in the water below (boat).
- Do the same with the other gaps for picture 1. Learners write the correct words on the lines.

**Check answers:** 1 boat 2 green 3 boats  
4 bird 5 walking

- In pairs, learners find and write the words to complete the questions and answers for picture 2.
- Ask different pairs of learners to read out their completed questions and answers for picture 2.

**Check answers:** 6 shell 7 white 8 shells  
9 dog 10 sleeping

## E Listen and draw lines.

- Learners look at the picture. Ask the following questions.
  - What are the children's names? (Bill and Sam)
  - What are they wearing? (T-shirt / jeans, dress)
  - What colours are their clothes? (blue, orange, green)
  - How many bags have they got? (two)
  - What colour is Bill's/Sam's bag? (blue and orange / black and white)
  - Is it the morning, the afternoon or the evening now? (evening)
  - Where are the children going now? (home / to their house ...)
  - What are the children taking home with them? (shells, ball, sunglasses, kite, radio, toy boat, hat)
  - Do the children want to go home? (No!)
- Say: *The children are putting their things in their bags. They're going home now.* Tell learners to listen to Bill and Sam and draw lines.
- Play the example and then stop the CD. Check that learners understand that they must draw lines from each thing to either Bill's or Sam's bag.
- Play the CD. Learners listen to the other items.

**Check answers:** Bill's bag – sunglasses, ball.  
Sam's bag – shells, hat, toy boat.

- Say: *One thing isn't in Bill's or Sam's bag. What is it? (the kite)*

## Tapescript

*Listen and draw lines. There is one example.*

Sam: Bill, can you put the radio in your bag, please?  
Bill: The radio? In my bag?  
Sam: Yes, please. Thanks!

*Can you see the line? The radio is in Bill's bag. This is an example. Now you listen and draw lines.*

Sam: Bill, can you put the sunglasses in your bag too?  
Bill: The sunglasses ... OK. Put the shells in your bag, Sam.  
Sam: The shells? OK, I'm doing that now. I can put the hat in my bag too. I love this hat!  
Bill: I don't! Oh! Where can I put this ball? I know! I can put the ball in my bag.  
Sam: What now? Oh ... the toy boat. I can put the toy boat in my bag.  
Bill: Great! OK, can we go home now?  
Sam: Yes, but I don't want to. I love this beach!  
Bill: Me too!

## Can you say it?

- Write on the board:
  - bouncing / Bill / likes / a / ball / on the beach
  - in the sea / Sam / like / Sue Shell / swimming / and
- In pairs, learners form two sentences using the words in each line.
  - Bill likes bouncing a ball on the beach.
  - Sam and Sue Shell like swimming in the sea.
- Read out the two tongue twisters. Learners listen to you and repeat.

## F Play the game! What's in your beach bag?

- Learners suggest six things to take to the beach. Write their suggestions on the board. For example: *ball, bag, sunglasses, hat, mat, food, swimming costume, boat, water.*
- Each learner chooses two of the six things on the board and writes them in their notebook.
- Learners then imagine they have a beach bag to put their two beach things in. Under their list of two things to take to the beach, learners draw their bag and then colour it. Ask different learners questions about their beach bags. For example: *What colour is your beach bag? Is it big or small? Is it new or old?*
- Learners now have two things to take to the beach and a beach bag. They then 'collect' the four missing things (from the list of six on the board) by walking around and asking other learners: *Do you have a ball? Have you got a hat?* If a classmate has the item, the learner can add it to their bag.
- Learners continue asking for further items until one of them has all six or until time runs out.

**Topics** animals, colours, possessions, people

**Functions** describing people, talking about what people are doing now, following instructions, answering questions

**Grammar** questions (*Who's ... -ing? What's the ... -ing? How many?*), present continuous, prepositions of place (*behind, from, in, on*), articles (*a/an, the*)

**Vocabulary** See the wordlist on page 109 of the Student's Book.

### Starters practice

Listening Part 4, Reading and Writing Part 5, Speaking Parts 3 and 5

### Equipment needed

- Starters CD 30B.
- Colouring pens or pencils.
- A photocopy of the sentences on page 114, made into flashcards. See *More animal sentences*.

### Starters tip

In the Starters Reading and Writing Test, learners need to be able to answer a variety of questions, for example: *Who? What ... doing?* Practise asking and answering questions with learners.

## **A** What's missing?

- Learners look at the picture. Ask questions with *How many?*  
*How many people can you see?* (5)  
*How many men can you see?* (1)  
*How many boys can you see?* (2: 1 big, 1 small)  
*How many girls can you see?* (1)  
*How many women can you see?* (1)
- Ask learners what things are missing from the picture. (If necessary give clues by miming actions.)

Five things are missing: *a book in the man's hands, a ball in front of the small boy's foot, a phone in the woman's hand, an ice cream for the girl, a kite for the big boy to fly.*

## **B** CD1:19 Draw the missing things and colour the picture.

- Learners draw the missing things in the picture. They do not colour them yet.
- Learners listen to the CD and colour these things.
- Go round the class and check learners have coloured: *a yellow ball, a purple phone, a blue book, a pink ice cream, an orange kite.*

### Tapescript

*Listen and colour.*

*One*

Woman: Colour the boy's ball for me, please.

Boy: The boy's ball? OK! What colour?

Woman: Yellow.

Boy: Yellow. I like that colour!

*Two*

Boy: And can I colour the woman's phone?

Woman: Yes, you can. Colour it purple.

Boy: Great. I'm colouring the woman's phone purple now.

Woman: Very good.

*Three*

Boy: What's the man reading?

Woman: A book. Would you like to colour it for me?

Boy: Yes. Can I colour it blue?

Woman: OK. A blue book.

*Four*

Woman: Now, look at the girl. She's holding an ice cream. Colour her ice cream, please.

Boy: What colour? Pink? Can I colour it pink?

Woman: Hmm ... Yes!

Boy: Thanks.

*Five*

Woman: And now the kite.

Boy: It's a great kite!

Woman: Yes, it is. Colour it orange.

Boy: Orange ... OK!

## **C** Put the answers with the questions.

- Learners look at the questions under the picture. They read each question and choose one of the answers from the box. Look at numbers 1 and 2 together.
- Write up questions and answers 1 and 2 on the board. Point out that *who* relates to a person and *what* to an action.  
*What is the big boy doing?* (**e** flying a kite)  
*Who is eating an ice cream?* (**b** the girl)
- Learners choose the answers for questions 3, 4 and 5.

**Check answers:** 3 d the woman

4 c reading 5 a kicking a ball

## **D** Read the questions. Write one-word answers.

- Learners read the questions and write the answers.

**Check answers:** 1 boy 2 man 3 eating

4 talking

## Read the questions and write your answers.

- Read out the first question: *In your classroom, who is wearing glasses?* Learners look around and say the names of people with glasses. They write these names on the line next to the first question.
- Continue in this way, reading and answering each question orally, then learners write the answers.

## Play the game! Animal sentences.

- Point to the elephant picture. Ask: *What's this animal?* (an elephant)  
*What's the elephant doing?* (drawing a picture)
- Draw six lines on the board. Write *elephant* on the second line and *drawing a picture* on the last three lines:  
... elephant ... drawing a picture.
- Point to the first line. Ask: *What can I write here?* (The/An)  
Write *The* on the first line.  
Point to the third line. Ask: *What word do I write here?* (is)  
Write *is* on the third line. Ask: *How many words are there in this sentence?* (six)  
Learners copy the sentence onto the line under the elephant picture. (*The elephant is drawing a picture.*)
- Divide the class into two teams (A and B). Tell team A to look at the top six pictures and team B to look at the bottom six pictures.

**Larger classes:** Form more A and B teams.

Explain that there are six different animals doing six different things. Each team has to write a sentence about each of their six pictures with six words. The form of each sentence is: *The ... is ... a ...*

- Learners in each team write the sentences in their notebooks. Do not check answers yet.
- Tell learners from team A that you are going to mime one of their sentences. (For example: *The crocodile is hitting a ball.*)  
Mime hitting a ball. If learners from team A say and write on the board a correct sentence about the crocodile, say: *Well done, A. You get one point!*
- Repeat this with one of team B's sentences. (For example: *The dog is eating a banana.*) Team B has to say and write a correct sentence on the board to get a point.

## More animal sentences.

- One learner from team A comes to the front of the classroom. Show them a sentence A from page 114 (for example: *The dog is eating a banana.*)  
They draw or mime the animal and the action.  
If the other learners in team A say and write the correct sentence for this picture, the team gets another point.

Repeat, with learners from team B and team A taking it in turns to mime or draw the sentences for their team to say. The team with the most points wins.

- You could round up this activity by telling learners to look at the 12 pictures in **F** again and asking them questions about the animals. For example: *Which animal is eating a shirt?* (the goat) *What's the goat doing?* (eating a shirt)

## Suggested sentences

A

- The goat is eating a shirt.
- The frog is riding a motorbike.
- The horse is bouncing a ball.
- The duck is driving a car.
- The cat is singing a song.

B

- The bird is reading a book.
- The spider is riding a bike.
- The snake is having a bath.
- The fish is flying a kite.
- The monkey is playing the guitar.

**Topics** possessions, clothes, body and face, colours, people, food and drink

**Functions** following instructions, describing people, spelling, expressing preferences

**Grammar** questions (*What? Where? How many? Which?*), prepositions (*in, next to, on, under*), present continuous, pronouns (*I, it, they, you*), possessives (*her, my, their, your*), imperatives, present simple, *would like*

**Vocabulary** See the wordlist on page 110 of the Student's Book.

Movers words: *cup, star*

### Starters practice

Listening Part 1, Reading and Writing Parts 1, 3 and 4, Speaking Parts 1, 2 and 4

### Starters test

Listening Part 4

### Equipment needed

- Starters CD 31A, 31B.
- Colouring pens or pencils.
- Photocopies of page 115 (one for each learner). See F. (See also: [www.cambridge.org/elt/funfor](http://www.cambridge.org/elt/funfor))

### Starters tip

In Part 4 of the Starters Listening Test, remind learners that there are seven objects that are all the same in the picture. For example, they'll see seven birds or seven books. One object is already coloured as an example and they will need to colour five others. One of the objects is not heard in the conversation and they do not have to colour it.



CD1:20 **Listen and colour.**

**Test!** Listening Part 4

- Learners look at the picture. Ask:  
*Where are the children? (in a garden)*  
*How many stars can you see? (seven)*
- Explain to learners that they are going to listen to a boy and a woman talking about the picture. Play the example. Pause the CD. Ask learners:  
*Where is the blue star? (on the table)*
- Play the rest of the conversation. Learners listen and colour the stars.

**Check answers:** 1 an orange star under the tree 2 a green star on the woman's dress.  
3 a red star in the boy's hand 4 a yellow star on the girl's T-shirt 5 a pink star on the girl's jeans

### Tapescript

*Listen and look. There is one example.*

Woman: Can you see the star on the table?

Boy: Yes. It's next to the birthday cake.

Woman: Colour that star blue.

Boy: A blue star?

Woman: That's right.

*Can you see the blue star on the table? This is an example. Now you listen and colour.*

*One*

Woman: Look at the star under the tree.

Boy: Can I colour it?

Woman: Yes. Colour it orange.

Boy: OK. Now there's an orange star under the tree.

*Two*

Woman: Find the star on the woman's dress.

Boy: Sorry? Which star?

Woman: The star on the woman's dress.

Boy: Oh yes. I can see it now. Can I colour it green?

Woman: OK.

*Three*

Woman: Now, look at the boy.

Boy: I can see him. He's holding a star. He's giving it to the girl for her birthday.

Woman: Yes, he is. Colour that star red.

Boy: Red! Great! I love that colour.

*Four*

Woman: And can you see the girl's T-shirt?

Boy: Yes! It's got a star on it too!

Woman: I know. Colour it yellow.

Boy: OK. I like that yellow star on the girl's T-shirt.

*Five*

Woman: And there's a star on the girl's jeans.

Boy: Yes. Her jeans are great!

Woman: Yes, they are. Colour that star pink, please.

Boy: Pink. OK. I'm doing that now.

- Ask: *Which of the stars did you NOT colour? (The one on the girl's hair.) Which of your colouring pencils did you NOT use? (brown, grey, purple, black)*

Say each of these colours in turn. Learners put up their hand for the colour they would like to use. All learners use the most popular colour for the star in the girl's hair.

- Tell learners that you are one of the stars in the picture. They have to ask you questions to find out which one and say what colour you are. For example:

**Learner A:** *Are you in the girl's hair?*

**Teacher:** *No, I'm not.*

**Learner B:** *Are you on the table?*

**Teacher:** *Yes, I am.*

**Learner B:** *You're blue.*

- One learner chooses a star. The others ask questions to find out which star. They continue in pairs.

### **B** Listen and draw lines.

- Read out these sentences. Learners listen and draw lines from the cake, the horse and hat to the right places in the big picture.

One

Which is the cake?

Now put the cake under the tree.

Two

Which is the horse?

Put the horse on the table.

Three

Which is the hat?

Put the hat on the woman.

### **G** Answer the questions.

- Learners look at the questions under the cake. They read the first question and its answer: *cake*.
- Ask different learners the second question:  
*Do you like cake?* Learners write their answer (*yes/no*).
- Learners look at the third question and think about their answer. Ask several learners this question. All learners write their answers. For example:  
**Teacher:** *What do you eat for lunch?*  
**Learner A:** *(I eat) chicken, carrots and rice.*
- Learners read and write their answers to the other questions.
- Read out the questions about the hat and horse. Ask different learners to answer the questions.
- In pairs, learners ask and answer the questions.

### **D** Birthday crossword.

- Write on the board: 1 *You can see food and drink on this.*  
Point to this sentence next to the crossword. Underline *food, drink* and *on* in the sentence on the board. Point to the picture in A. Ask learners: *Where is the food and drink?* (on the table)  
Learners write *table* in the first line of the crossword.
- Learners read the other sentences and write the words for things they can see in picture A.

**Check answers:** 2 girls 3 garden 4 tree  
5 window 6 stars 7 boys 8 cups  
9 hats 10 shoes

- Point to the two words which appear in the completed crossword (from top to bottom). Ask: *Which two words can you see now?* (birthday cake) Learners write these two words on the two lines.

- Ask: *Where's the birthday cake?* (on the table) Learners write *table* on the line in the second question under the crossword.

### **E** Write the words in the sentences.

- Point to the first picture. Ask: *What's this?* (a kite)  
Point to the sentence: *This is a \_\_\_\_\_* and to the letters in the shape. Say: *Spell kite.* (k-i-t-e)  
Learners cross out the letters as they write them on the four lines.
- Learners write the words for the other pictures.

**Check answers:** 2 skirt 3 camera

### **F** For my birthday.

- Give out one photocopy of page 115 to each learner in the class.
- Point to the first letter and to the boy. Say: *This is Sam. It's his birthday next week.* Read out.
- Point to the three pictures in E. Ask:  
*Does Sam want a kite for his birthday?* (No!)  
*Does Sam want a skirt?* (No!)  
*Does Sam want a camera?* (Yes!)  
Learners write *camera* on the line in 1.
- Learners read about Jill and write what she wants (*skirt*) on the line in 2.
- Point to the third note. Say: *It's your birthday.*  
Write on the board: *What do you like? What do you want for your birthday?* Ask different learners these two questions.
- Learners complete the text. They write their name, a thing they like (a sport, hobby, clothes, etc.) and a thing they want for their birthday. They then sign their name at the end. They can stick a photo or draw a picture of themselves in the box.

**Topics** hobbies, possessions, names, body and face, colours

**Functions** asking and answering questions about personal possessions, counting and using numbers, following instructions, talking about hobbies

**Grammar** possessives (*his, hers, Nick's*), questions (*Can you? How? How many? What? Whose?*), short answers (*Yes, I can. No, I can't.*), prepositions (*in, on*), *have got*

**Vocabulary** See the wordlist on page 110 of the Student's Book.

Movers word: *thing*

### Starters practice

Listening Part 2, Reading and Writing Part 3, Speaking Parts 2 and 5

### Starters test

Listening Part 1

### Equipment needed

- Starters CD 32C.
- See also: [www.cambridge.org/elt/funfor](http://www.cambridge.org/elt/funfor)

### Starters tip

All the vocabulary and grammar which can appear in the Starters Test is listed in the syllabus. See the complete wordlist at the back of this book. Make sure your learners are familiar with the words and structures (including names). This will help them do well in the tests.

## A Read the questions. Write the answers.

- Learners look at the six children in the pictures. *What are their names?* (Nick, Lucy, Tony, Jill, Bill, Anna)
- Ask: *What can you see in the six other pictures?* (a guitar, a kite, a tennis ball, a watch, a football, a clock)
- Ask if learners have any of these things: *Have you got a guitar?* (Learners put up their hands, then count hands.)  
Ask: *How many children have got a guitar?* (three)
- Repeat the question for *kite / tennis ball / watch / football / clock.*
- Learners follow the lines and find out which object belongs to each child.
- Learners look at the questions and answers below. Look at the first question.  
*Whose football is it? (It's Nick's.)*
- Ask learners why there is 's on the end of *Nick*. (*It's his ball. – we put 's on the end of his name to show that the object is his.*)
- Learners complete the other sentences in the first column. For the last three questions, their answers have to be whole sentences.

**Check answers:** 2 Lucy's    3 Bill's  
4 It's Anna's.    5 It's Tony's.    6 It's Jill's.

- Look at number 1 again. After *It's Nick's* we have *It's his*. We use *his* for boys' and men's things. Look at number 2.

After *It's Lucy's* we have *It's hers*. We use *hers* for girls' and women's things.

- Learners complete 3–6.

**Check answers:** 3 his.    4 hers.    5 his.  
6 hers.

## B Word pictures!

- Ask learners look at the guitar word picture. Ask: *What's this?* (a guitar)  
Ask learners how many letters are in the CD next to the guitar. (six)  
Learners use the letters to write *guitar* on the lines to complete the sentence.
- Learners then look at the piano word picture. Ask: *What's this?* (a piano)  
Ask learners how many letters are in the CD next to the piano. (five)  
Learners use the letters to write *piano* on the lines to complete the sentence.
- Learners then make a word picture by finding a way to write the letters *p i a n o* in the piano picture.
- Write on the board, then ask: *Can you play the guitar?* (yes/no)  
Ask learners which instruments they can play.

**Note:** The only other musical instrument in the YLE wordlists is *drums* (at Flyers level) but you may like to translate other useful instruments into English if your learners can play them.

- In pairs, learners ask and answer questions. For example:

**Learner A:** *Can you play the guitar?*

**Learner B:** *Yes, I can. / No, I can't.*

**Learner B:** *Can you play the piano?*

**Learner A:** *Yes, I can. / No, I can't.*

## C Put it where? Test! Listening Part 1

**Listen and draw lines.**

- Learners look at the picture and the seven objects below it.
- Point to the five children in the picture and ask learners their names. They can see the children's names in the picture on the opposite page. (Lucy, Anna, Bill, Tony, Nick) Learners write the children's names on their T-shirts as in the first picture.
- Play the example on the CD.
- Learners look at the line from the glasses to Bill's nose. Tell them they have to draw lines from the things to the children. Check that everyone understands what they have to do.
- Play the rest of the recording. Learners listen twice.

- In pairs, learners check each other's answers.

**Check answers:** Lines should be drawn between:  
 1 radio and in Lucy's bag    2 pencils and in Anna's hand  
 3 ruler and on Tony's book    4 camera and in Nick's box  
 5 car and on Bill's head

### Tapescript

Listen and look. There is one example.

Man: Put the glasses on Bill's nose.  
 Girl: Sorry? Put the glasses where?  
 Man: On Bill's nose.  
 Girl: Right.

Can you see the line? This is an example.

Now you listen and draw lines.

Man: Put the radio in Lucy's bag.  
 Girl: Pardon? Put the radio where?  
 Man: Put it in Lucy's bag, please.  
 Girl: OK!

Man: And put the pencils in Anna's hand.  
 Girl: The pencils? In Anna's hand?  
 Man: Yes, that's right.  
 Girl: Oh good! I can do that.

Man: And can you see the ruler?  
 Girl: The ruler? Yes, I can.  
 Man: Great! Put it on Tony's book.  
 Girl: On Tony's book. OK!

Man: Now, the camera.  
 Girl: The camera?  
 Man: Yes, put it in Nick's box.  
 Girl: In Nick's box. I'm doing that now.

Man: Can you put the car on Bill's head now?  
 Girl: Sorry? Put the car where?  
 Man: Put it on Bill's head, please.  
 Girl: OK!

### Is it his or hers?

- Tell learners that Bill has a sister called Jill. Learners write the names on the children's T-shirts.
- Learners look at the things in Bill and Jill's cupboard. Ask questions, for example:

**Teacher:** *What's this?* (pointing to kite)

**Learner:** *It's a kite.*

**Teacher:** *Can you spell kite?*

**Learner:** *Yes, I can. K-I-T-E.*

**Teacher:** *Thanks!*

- Learners work in pairs. In their notebooks, they write all the things they can see in the cupboard (pencils, radio, guitar, ball, camera, rubber, watch, shell, kite).

- In pairs, learners guess which things are Bill's and which things are Jill's. Learners read the clues to solve the puzzle.
- Learners write their answers in the two sentences.

**Check answers:** Bill's things: watch, pencils, camera, rubber, kite. Jill's things: (beach) ball, radio, shell, guitar.

- Ask: *Whose watch is this? Is it his or hers?* (point to Bill and Jill)  
Learners put up their hands to answer: *It's his!*
- Ask: *Whose beach ball is this?* (It's hers!)
- Learners ask and answer the other questions in pairs. Go round and check they are using *his* and *hers* correctly.

**Possible extension:** *Whose ... ? It's his/hers!* This can be further practised by asking questions about a boy and girl pair and their possessions in the classroom. Ask a boy and a girl to stand on chairs. Point to things that they're wearing or holding and ask: *Whose dress/pen/shoe is this?* Learners respond by calling out together: *It's his! / It's hers!*

### Play the game! What have you got?

- Divide the class into two groups: A and B. All learners in group A look at page 97 of their book. All learners in group B look at page 99 of their book.
  - Learners look at the pictures in the first column and write the name of each object in the second column.
- Learner A:** a camera, a watch, a bag, a ruler, a computer, a robot, a doll, toys, a kite, pencils
- Learner B:** a piano, a radio, a ball, a toy train, an eraser/a rubber, a mirror, a cat, a TV, photos, a shell
  - Learners put a tick beside the things they have and a cross beside the things they don't have in the 'Me' column.
  - Learners form A and B pairs. They write their partner's name at the top of the last column and ask each other questions about the objects on their list. They put a tick or a cross in the last column.
  - Tell learners that you have eight things from the list. They have to guess these eight things. Learners put up their hands to ask:

*Have you got (a camera)?*

Each learner gets a point for each question that is answered 'yes'.

**Teacher's things:** a camera, a cat, a computer, photos, a piano, a radio, a robot, a television

**Note:** You can make your own list if you want!

- Learners play this game in groups of four. (They should not be in the same group as the partner they had earlier.) They take it in turns to ask one learner who tells them how many of the things they have.



**Topics** sports, family, names, places

**Functions** making and responding to suggestions, talking about sports, talking about what people are doing now

**Grammar** questions (*What? Where? Which? Do you?*), pronouns (*I, she, we, you*), *Let's* + infinitive, present continuous, *would like, like* + -ing

**Vocabulary** See the wordlist on page 110 of the Student's Book.

Movers word: *move*

**Starters practice**

Listening Part 3, Reading and Writing Parts 4 and 5, Speaking Part 5

**Equipment needed**

- Starters CD 33C.
- A ball to demonstrate the verbs *throw, bounce, etc.*

**Starters tip**

In Part 3 of the Starters Listening Test, learners need to listen carefully to all the information. They should not choose an answer simply because they have heard one word. All three pictures will be mentioned.

**A Write a, e, i or o.**

- Take in a ball and do the following things with it: *bounce, catch, throw, kick*. As you do an action, say the verb.

**Note:** If you don't have a ball, mime the actions with an imaginary ball. Alternatively, you can make one by squashing paper into a ball and wrapping it in sticky tape. But it won't bounce!

- Ask different learners to listen and throw, catch, bounce and kick the ball.

**Note:** If your school has a playground or sports hall with lots of balls, you could go there and practise the verbs for ten minutes before returning to the classroom.

- Learners look at the words. The words are things that we do with balls and the vowels *a, e, i* and *o* are missing. Point to the example: *bounce*.
- Learners complete the other words.

**Check answers:** catch, hit, kick, play with, throw

**B Read and write the sports.**

- Learners look at the four sentences. Point to the example: *In football/soccer, you kick a ball.*  
Point out that in Britain and many parts of the world *football* and *soccer* are used to talk about the same sport. In American English, however, *soccer* is the sport where players kick the ball and *football* is a different sport where players carry, throw and kick the ball.
- Learners look at the second sentence. Ask them in which three sports you hit a ball. Tell them to choose words from the box.

- Learners complete the other sentences.

**Check answers:** 2 tennis, table tennis, hockey (any order) 3 basketball 4 baseball



CD1:22

**Listen and tick the box.**

- Ask learners to look at the pictures and say which pictures show the sports in **B**. (*football/soccer* – 1C and 4B, *hockey* – 2B, *tennis* – 1B, *baseball* – 3A and 3C, *basketball* – 1A and 3B, *table tennis* – 4A).
- Ask:  
*What sport can you see in picture 2A?* (horse riding)  
*What sport can you see in picture 2C?* (swimming)  
*What sport can you see in picture 4C?* (badminton).
- Learners look at the first set of pictures and the question: *Which sport does Ben like?*  
Ask: *Which sports can you see in the three pictures?* (*basketball, tennis, football*)
- Play number 1 on the CD. Check that learners understand that Ben doesn't like tennis and he doesn't like soccer. Point to the example tick in box A. Ben likes basketball.
- Learners listen to the rest of the recording and tick the boxes.

**Check answers:** 2 B 3 A 4 C

**Tapescript**

Look at the pictures. Listen and tick the box.

One

*Which sport does Ben like?*

Woman: Do you like tennis, Ben?

Boy: No, I don't.

Woman: Do you like soccer, then?

Boy: No. I like basketball. That's my sport!

Two

*Which sport is Kim learning?*

Girl: Are you learning to swim, Kim?

Boy: No, but I'm having hockey lessons!

Girl: Great! And my sister's learning to ride a horse!

Boy: Wow!

Three

*What's Alex doing?*

Boy: Is Alex playing baseball?

Girl: Yes, she is.

Boy: Is she hitting the ball?

Girl: No. She's throwing the ball.

Four

Which sport is Tom watching?

Woman: Tom, are you playing table tennis?

Boy: No, Mum. I'm watching the badminton on TV.

Woman: Oh, and where's your brother?

Boy: He's playing football in the park.

- Ask more questions about the 12 pictures:
  - 1 Where can you see water? (2C)
  - 2 Where can you see an animal? (2A)
  - 3 Where is a person throwing a ball? (1A, 3A)
  - 4 Where is a person hitting a ball? (1B, 2B, 3C, 4A, 4B)  
Note that in 4C the person is hitting a shuttlecock.
  - 5 Where is a person bouncing a ball? (3B)

## We love sport.

- Learners look at the five pictures. Ask:  
Where are the people in picture a? (at the beach / in the sea)  
Ask the same question about the other pictures (in a garden / a playground / a park / a living room).
- Read out sentence 1: *Swimming is Alex's favourite sport. He loves the beach. He's at the beach with his grandfather today.*  
Point to the beach in the picture and to the word *beach* in the sentence. Ask: *What is Alex doing?* (swimming)
- Learners look at the other pictures and sentences. In front of each sentence, they write the letter of the matching picture. Then they write the sport the people are doing on the line in each sentence. Tell them that all the words they need are in the box in **B**.

**Check answers:** 2 picture d – tennis  
3 picture e – football/soccer  
4 picture c – basketball 5 picture b – table tennis

- Learners write the names of each boy or girl under the pictures.

## Great, OK or No thanks?

- Tell learners to look at the picture of the first girl (Anna).  
Read out the sentence: *Let's play tennis!*  
Point to the first boy (her brother). Say: *He says: Great!*  
Ask: *Does Anna's brother want to play tennis?* (Yes!)
- Point to the second boy: Say (not very enthusiastically):  
*He says: OK.*  
Ask: *Does this boy want to play tennis?* (Yes, but not as much as Anna's brother does.)
- Point to the second girl. Say: *She says: No thanks!*  
Ask: *Does she want to play tennis?* (No!)
- Point to Jill. Point to picture 3 in **D** (the children playing basketball).  
Read the start of the sentence for Jill: *Let's play ...* Pause at the gap to let learners say the word (*basketball*). They write *basketball* on the line.

- Do the same with the sentences for *Tony* and *Sue*. Learners say and write *table tennis* and *football/soccer* on the lines.
- Ask a learner to read Jill's sentence. Answer with: *Great!* *OK.* or *No thanks!*  
Ask two different learners to read out *Tony* and *Sue's* sentences. Answer them.
- Learners work in A and B pairs. Learner A reads *Anna*, *Tony* and *Sue's* sentences. Learner B answers. Then B asks and A answers.
- Write on the board: *What can we do this afternoon?*  
*Let's ...* *Great!*  
*Would you like to ... ?* *OK.*  
*Do you want to ... ?* *No thanks!*
- Ask learners to put up their hands to complete each sentence. Write their suggestions on the board. For example: *play table tennis / ride our bikes / play hockey.*
- Ask two learners to read the conversation from the board.
- In pairs, learners write their own conversations.

## My favourite sports.

- Write the following sentences on the board. Complete them with sports that *you* like.  
*... is my favourite sport.*  
*... is great too! I don't like ...*
- Learners copy and complete the sentences about themselves.

## Get into groups.

- Write on the board: *I play ... . Which sport do you do?*
- Ask different learners the question. Say: *I play (tennis). Which sport do you do?*
- Learners who do the same sport as you come out to the front of the class and stand beside you.
- Different learners stand up and say the sport they do and ask the question. They form groups of people who play the same sport. When they are standing in their groups, ask them: *Which sport do you do?*  
The whole group should give the same answer.  
For example: (*We play*) *hockey.*

## Play the game! Let's move.

- Tell learners to do the following actions, one at a time: *jump, run, kick a ball, swim, bounce a ball, ride a bike, catch a ball, ride a horse, hit a ball, fish, play tennis, play hockey, play baseball.*
- After a short while, tell learners to perform two, three and then a chain of actions. Say the actions more slowly at first and then say the different actions quickly.  
**Note:** Learners can do these actions in the classroom. Alternatively, you could take them outside or to a gym where they can move around more easily.

# I like playing games!

**Topics** hobbies, colours, possessions, school, body and face, names, places, sports

**Functions** describing people, talking about hobbies, expressing preferences, spelling

**Grammar** present simple and continuous, questions (*Can I? How many? What? What colour? Where? Which? Who?*), *like + -ing, this/these*, prepositions (*behind, between, in, on, next to*)

**Vocabulary** See the wordlist on pages 110–111 of the Student's Book.

Movers word: *blond(e)*.

### Starters practice

Listening Part 3, Reading and Writing Part 1, Speaking Parts 3 and 4

### Starters test

Listening Part 4, Reading and Writing Part 3

### Equipment needed

- Starters CD 34C.
- Colouring pencils or pens.

### Starters tip

In Part 3 of the Starters Reading and Writing Test, tell learners to count the number of letters they need to write for their answers. They should check they have written this number of letters in their answer (one letter on each line).

## **A** Look at the four pictures. Put a tick (✓) or a cross (X) in the box.

- Learners look at the four pictures. Say the following sentences. If learners think a sentence is right, they smile. If learners think a sentence is wrong, they pull a sad face.
  - 1 *The girl is colouring with a red pencil.* (sad face)
  - 2 *The boy's hair is brown.* (smile)
  - 3 *The boy is wearing blue socks.* (sad face)
  - 4 *The girl with the black hair is happy.* (smile)
- Say: *These five friends are enjoying their day.* Ask: *How many boys are there?* (2)  
*And how many girls can you see?* (3)
- The whole class chooses names for the five children. Write the names on the board. Ask:
  - What's (chosen name) doing?* (drawing)
  - What's (chosen name) doing?* (taking a photo)
  - What's (chosen name) doing?* (playing football)
  - What are (chosen names) doing?* (playing on the computer)
- Learners look at the two examples. They tick a box if the sentence is right and put a cross in the box if it's wrong.

**Check answers:** 1 X 2 ✓ 3 X 4 X  
5 X 6 ✓

**Note:** In Reading and Writing Part 1, there are only five questions, not six as practised here.

- Ask: *What is the right answer for all the wrong sentences (second example, 1, 3, 4 and 5)?* (This is a chair / a camera / a T-shirt / a bag / a computer)

Ask learners to spell these words for you. Write them on the board.

- Ask: *What do you like doing?* Learners answer. Prompt if necessary. For example: *Do you like playing football? Drawing pictures? Reading funny stories? Making cakes? Singing songs? Playing with animals? Playing games?*

**Possible extension:** Learners write three things that they like doing on a piece of paper. (Help with vocabulary if necessary or encourage learners to use dictionaries to find the words they need.) For example: *My name's Miko. I like playing with my pet mouse, singing pop songs and drawing crazy cars!* They illustrate the text with pictures they've cut out from magazines or with their own drawings. Display these mini-posters around the classroom.

## **B** Look at the letters and write the words. **Test!** Reading & Writing Part 3

- Learners look at the pictures. Ask: *What can you do with these six things?* (Play!)
- Look at the example together. Ask one learner what they can see in the picture (a monkey). Ask learners to take turns at spelling *monkey*:

**Learner A:** *m*

**Learner B:** *o*

**Learner C:** *n*

Etc.

- Learners complete the five other words. Tell them they can find the letters they need for each spelling in the football shape. They should cross off the letters as they use them. Ask learners to say and then spell their answers.

**Check answers:** 1 game 2 boat 3 robot  
4 kite 5 plane

## **C** Listen and colour. **Test!** Listening Part 4

- Learners look at the picture. In pairs, they list six things they can see in the picture. Ask pairs for their words and write them on the board.

**Suggestions:** *playground, school, classroom, window, car, motorbike, lorry/truck, bike, street, boy, girl, dog, ball, crocodile, bag, book, kite, bird, table, pencils, trousers, T-shirts, skirts, socks, shoes, etc.*

- Ask: *Are the children in the playground having fun?* (Yes!) *What are they doing?* (drawing, reading, playing with a kite, playing basketball)

- Ask: *How many balls are in the picture? (7)*  
Say: *One ball in the picture has a colour. Where is this ball? What colour is it? (On the table. It's orange.)*
- Play the example on the CD.
- Tell learners they now have to colour five more balls. Tell them they will hear the colour and the information about each ball twice.
- Play the CD. Learners listen and colour the five other balls.

**Check answers:** colour dog's ball – yellow, colour ball kicked by girl – blue, colour ball behind boy – red, colour ball between bags – pink, colour ball held by boy – purple

**Tapescript**

Look at the picture. Listen and look. There is one example.

Man: Can you see the ball on the table?  
 Girl: Yes, I can.  
 Man: Good. Colour the ball on the table orange.  
 Girl: Orange?  
 Man: Yes, please.

Can you see the orange ball on the table?  
 This is an example. Now you listen and colour.

One  
 Man: The dog's playing with a ball.  
 Girl: Pardon?  
 Man: The dog's playing with a ball.  
 Girl: Oh yes! Can I colour it yellow?  
 Man: Yellow! Yes!

Two  
 Man: One girl is kicking a ball.  
 Girl: Can I colour the girl's ball blue?  
 Man: Blue ... Yes, you can.  
 Girl: Thank you.

Three  
 Girl: A boy is sitting on the ground. There's a ball behind him.  
 Man: There's a ball behind the boy. That's right.  
 Girl: Can I colour that ball red?  
 Man: Yes, you can colour it red.

Four  
 Man: There's a ball between the schoolbags too.  
 Girl: Yes, there is. Can I colour the ball between the bags pink?  
 Man: Sorry? Pink?  
 Girl: Yes.

Five  
 Man: Now, the ball in the boy's hand. Can you see it?  
 Girl: Yes. He's holding it. Can I colour it purple?  
 Man: Purple? Yes, you can.  
 Girl: OK!

- Learners finish colouring the picture of the playground. They choose their own colours to do this.

**D Which is Tom? Alex? Lucy? Read and draw lines.**

- Learners look at the children in the playground picture. Say: *We know three of these children's names. Their names are Tom, Alex and Lucy.*
- Learners read the mini-dialogues and draw a line from each of the three names to the correct child in the picture.

**Check answers:** 1 Tom has got blond hair and is sitting on the ground. 2 Alex is wearing a yellow T-shirt and is kicking the ball. 3 Lucy has got the crocodile and is carrying the bag.

- Ask: *What does Tom/Alex/Lucy like doing?*

**Check answers:** Tom likes/enjoys fishing. Alex loves watching TV. Lucy likes swimming.

**E Play the game! We're making long words.**

- Ask learners if they like playing word games. Write the following words randomly on the board:  
*book, arm, cup, bike, play, basket, board, chair, case, room, ball, class, foot, motor, ball, room, ground, bath*
- Learners copy these words into their notebooks.
- Divide learners into pairs. Tell them to make nine new words by pairing up the words on the board.
- Learners put up their hands to show when they've finished. The first pair to do so are the winners.

**Check answers:** bookcase, armchair, cupboard, motorbike, playground, basketball, football, classroom, bathroom

**Note:** See Unit 21 for *armchair* and *cupboard* spelling exercise.

**Topics** animals, colours, food and drink, hobbies, home, sports, transport

**Functions** expressing likes and dislikes and preferences, spelling

**Grammar** questions (*What's your favourite ... ?*), conjunctions (*and, but*), pronouns and possessives (*I, he, she, my, his, her*), *like/enjoy + -ing*, present simple

**Vocabulary** See the wordlist on page 111 of the Student's Book.

Movers word: *thing*; Not in YLE wordlists: *transport, circle (v), crossword*

**Starters practice**

Reading and Writing Part 4, Speaking Part 5

**Equipment needed**

None.

**Starters tip**

In the Starters Test, both British and American spelling is accepted. Sometimes the British or American word may be used in the test. For example: I live in a *flat/apartment*. See page 125 of this book for a complete list of the American and British words on the Starters wordlist.

**A Write one word.**

- Write on the board: *plane, car, helicopter*. Say: *These are all ... (transport words)*. Write on the board: *transport*. Point to the word *transport* on the first line in **A**.
- Learners look at the words and write the name of the group they belong to on the lines.

**Check answers:** 2 animals    3 colours/colors  
4 drinks    5 food(s)    6 rooms    7 sports

- Ask learners to tell you more transport words. Write them on the board. For example:  
*bike, boat, bus, lorry, motorbike, train, truck*
- Divide the class into teams of 4–5. Write up the other categories, one at a time. Allow teams two minutes to think of as many words as possible from each category. One person from each team writes the words in their notebook.
- Teams exchange notebooks. Another team checks the answers. They get a point for every correct word. The winning team is the one with the most points.

**B Ask and answer questions.**

- On the board write your favourite animal and colour. For example: *horse, yellow*  
Tell learners: *I like dogs, but horses are my favourite animal. I like blue, but yellow is my favourite colour.*

- Learners look at the different categories (*animal, colour, etc.*) and write their favourite for each in the second column under *My favourite*.

- Write on the board a question (with two words missing) and its answer:

.....'s your favourite ..... ?  
*My favourite animal is a horse.*

- Point to the sentence: *My favourite animal is a horse.* Ask learners which question this answers. (*What's your favourite animal?*)

Write *What* and *animal* in the question on the board.

Repeat this with *colour*.

*What's your favourite colour? My favourite colour is yellow.*

Practise this, with the whole class repeating the questions and answers about animals and colours. (Each learner uses the word for *their* favourite animal and colour in the answer.) Learners then practise this in pairs.

- Learners interview a classmate about their favourite things. They write this person's name at the top of the third column and their answers in the boxes below.
- Learners then move and interview a different person and write their name and answers in the last column.

**C Lucy's favourite things.**

- Point to the girl. Say: *This is Lucy. She's nine.*
- Point to the pictures in the circle above Lucy.

Ask learners:

*What can you see here?*

(a goat, orange juice, carrots, purple, a kitchen, a hockey stick)

Say: *These are the things Lucy likes.*

Ask: *What's Lucy's favourite colour? (purple)*

- Point to the text next to Lucy and say: *Lucy is nine. Her favourite colour is purple and her favourite room is her ...* Learners write *kitchen* on the second line.
- Learners complete the other sentences about Lucy with the words for the pictures in the circle.
- Ask learners to say and spell the words. Write them on the board.

**Check answers:** kitchen, carrots, orange juice, goat, hockey

**D My friend.**

- Point to the first line of text. Tell learners to write the name of the second person they asked in **B** about their favourite things on the first line.  
Tell them to write how old that person is on the second line.

- Learners use the information from the last column in **B** to complete the rest of the text. Remind them to circle *He* or *his* if they asked a boy or *She* or *her* if they asked a girl.
- Collect books from about ten different learners. Read out sentences 2–5 from one book, but do not say the name or age of the learner. Learners listen and guess which learner in the class these sentences are about.
- Repeat this with another learner's sentences.

## **E** British or American?

- Write on the board: *lorry*. Point to the picture of the lorry.  
Say: *This is British English. What's the name for this in American English?* (truck) Point to the word *truck* in the box and on the line next to *lorry*.
- Learners find the other American words for the British words, circle them in the box, then write them on the lines.

**Check answers:** 2 eraser 3 apartment  
4 fries 5 store 6 soccer 7 color  
8 favorite

- Ask: *What is different in American and British English about 'color' and 'favorite'?* (Only the spelling. The word is the same.)
- Learners work in A and B pairs. Learner A says a British word; Learner B says the American word. Then they change over.

## **F** Play the game! Let's make crosswords.

- Write a Starters topic on the board: *animals, body and face, clothes, family, food and drink, hobbies, home, school, sports, transport*.

For example: **h**  
**o**  
**b**  
**b**  
**i**  
**e**  
**s**

Learners have to form crosswords around the word, using the different letters.

For example: **f**ish**i**ng  
**ph**o**t**os  
**ta**ble tennis  
**b**asketball  
**d**raw**i**ng  
**e**njoy  
**li**s**t**ening to songs

- Do this as a whole-class activity on the board.
- Give different groups a theme (*sports, home, bedroom, kitchen, garden*). They make their own crosswords.

# Unit 36 Who, what, where?

**Topics** colours, family, home, possessions, daily life

**Functions** expressing likes, identifying and describing objects, describing a picture

**Grammar** questions (*What? Where? Who?*), prepositions (*in, next to, on, under*), present continuous, possessives (*her, your, Tony's*), *this/that/these, have got, there is / are*

**Vocabulary** See the wordlist on page 111 of the Student's Book.

## Starters practice

Listening Part 4, Reading and Writing Parts 2 and 5, Speaking Parts 1, 3 and 4

## Equipment needed

- Colouring pens or pencils.
- Pieces of paper to draw on. See F.

## Starters tip

Remind learners to speak in English throughout the Speaking Test. Encourage them to speak English in class. Teach them how to ask to go to the toilet, to ask for a pen, etc. Use greetings naturally at the beginning and end of the class, for example: *Good morning. Hello. See you., etc.*

## A Complete the questions with the words in the box.

- Stand next to a learner and point to him/her. Ask: *Who's this?* Learners say the name of the learner.
- Point to this learner's book. Ask: *What's this?* ((It's his/her book.)
- Point to this learner's book. Ask: *Where's the book?* (On his/her desk.)
- Put the book on a chair. Ask: *Where's the book now?* ((It's on the chair.)
- Learners look at the picture of the boy. Point to the name on his hat.  
Ask: *Who's this?* (Tony)  
Point to the question words in the box.  
Repeat the question: *Who's this?*  
Point to the word *Who* in the box. Learners write *Who* on the line in the first question.
- Point to the camera in Tony's hand and to the camera next to the line in the answer to question 2.  
Ask: *What's this?* (a camera)  
Learners write *camera* on the line in the second answer.
- Point to the line in question 2 and to the question words in the box.  
Say: *Who's this? A camera. Is that right?* (No!)  
Say: *What's this? A camera. Is that right?* (Yes!)  
Learners write *What* on the line.

- Point to question 3. Say: *Where's the camera?* Point to the answer. Say: *In Tony's ...* (hand) Learners write *hand* on the line.
- Point to the girl in the picture. Learners write the answers to the questions about her.

Check answers: 1 Alex 2 flower 3 bag

## B Question word pictures.

- Look at the first question with learners: *Who's this?* Point at the face in the O. Remind learners that *Who* asks about a person.
- Look at the second question and answer: *What's that? It's a hat.* Point out that the word *hat* is in *what, that* and *hat*. A *hat* is a thing and *what* usually asks about a thing.  
**Note:** *What* can also ask about an activity. For example: *What's he doing?*
- Look at the picture of the boy and the crocodiles.  
Ask: *How many crocodiles are there?* (two)  
Ask: *Are the crocodiles next to the boy?* (One is, but the other one isn't.)
- Write the third and fourth questions on the board:  
*Where's your crocodile? Here or there?*  
Underline *here* in all three words. If learners think of these words together, it will help them remember them.  
**Optional:** Learners copy the pictures and sentences with the question words into their notebooks.

## C Write where or who.

- Learners look at picture 1. Point to the books in the picture.  
Ask: *What are these?* (books)  
*How many books are there?* (9)  
*Where are the girls?* (In a bedroom.)
- Learners look at questions 1 and 2.  
Ask them which word (*Where* or *Who*) is needed.

Check answers: 1 Who 2 Where

- Learners read and write *Where* or *Who* in questions 3-4.

Check answers: 3 Where 4 Who

## D Write one-word answers.

- Learners look at picture 2. They complete answers 5 and 6 about this picture. Remind them that they only need to write one word.

Check answers: 5 bed 6 cupboard

- Learners look at picture 3 and complete answers 7 and 8.

**Check answers: 7 girls 8 mother/woman**

### Which picture?

- Tell learners that you are going to say a sentence. They look at the three pictures in **C** and **D** and say which picture the sentence is about.

For example: *The mother is not in the room.* (picture 2)

- The girls are standing.* (picture 2)
- The mother is pointing.* (picture 1)
- One cupboard door is closed.* (picture 2)
- The clothes are on the floor.* (pictures 1 and 2)
- The books are in the cupboard.* (picture 2)
- The girls are playing with dolls.* (pictures 1 and 3)
- The cupboard doors are open.* (pictures 1 and 3)

### Questions about you.

- Ask different learners: *What do you watch on TV?*  
Write the different programmes they watch on the board. All learners write their answer on the first line.
- Ask other learners: *Who do you watch television with?* (my family/brother ...)  
All learners write their answer on the second line.
- Ask different learners: *Where is your television?* (in the living room / kitchen / my bedroom ...)  
All learners write their answer on the third line.
- Write a sentence about yourself on the board, combining the three answers.

**For example:** *I watch (The X Factor) with my family in the living room.*

Learners write a sentence about themselves in their notebooks and say the sentence to the people next to them.

- Learners write their answers to the other questions. In pairs, they ask and answer the questions.

### Listen and draw.

- Tell learners you are going to read a description of a bedroom. They will need pieces of paper to draw on.
- Read the whole description through first (see below).
- Read it again, one sentence at a time. Do not read the words for the colours. Tell learners to draw the bedroom.
- Read it again, with fewer pauses.
- Read it again, saying the colours this time and stopping after each sentence to allow learners to colour the picture.

*I love monsters. I've got monsters in my bedroom.*

*I've got a big bed and there's a big (green) monster on it.*

*On the wall next to my bed, there's a picture with two (yellow) monsters in it.*

*And on the table next to my bed, I've got a monster lamp. (It's blue.)*

*On the floor, there's a big (purple) monster mat.*

*And in my toy box, I've got four monsters. (Two are orange and two are pink.)*



**Topics** animals, home, names, numbers, possessions, people

**Functions** giving personal details, spelling, using numbers, making suggestions

**Grammar** plurals (-s, -es, -ies), present simple, questions (*How many? How old? What? Where? Which?*), *There are ... this/these, have got / have*

**Vocabulary** See the wordlist on page 111 of the Student's Book.

### Starters practice

Reading and Writing Parts 4 and 5, Speaking Part 3

### Starters test

Listening Part 2

### Equipment needed

Starters CD 37E.

## Starters tip

In Part 4 of the Starters Reading and Writing Test, learners have to read a text and decide which illustrated noun to insert in each space. They will need to copy one correct noun in each space. Some of these nouns are singular and some plural. Make sure learners know how to spell singular and plural versions of all Starters nouns.

## A What's this?

- Learners look at the example. Ask: *What's this?* (a baby)
- Learners look at the other pictures and write the words under the pictures.

**Check answers:** 2 a lorry 3 a dress  
4 a watch 5 a boy 6 a monkey  
7 a box 8 a doll 9 a jacket

## B How many can you see? Look and write.

- Learners look at the first picture. Ask: *What's this?* (a baby) *How many babies are there?* (one)
- Learners look at the second picture. Ask: *What are these?* (lorries)  
*How many lorries can you see?* (two)
- Learners look at the other pictures (silhouettes) and count how many they can see. They write the number and the word under each picture.

**Check answers:** 2 2/two lorries 3 1/one dress  
4 3/three watches 5 1/one boy  
6 2/two monkeys 7 4/four boxes  
8 1/one doll 9 2/two jackets

## C One or two?

- Stronger classes:** Books closed. Dictate the list of nouns from the box in C one at a time. Check spellings.

Learners then decide if the nouns are singular or plural. They open their books and write them in the correct bags.

- Other classes:** Learners look at the words in the box. Explain that if the word could follow the number **one**, they write it in the bag that says **one**. If the word could follow the number **two** (or higher), they write it in the bag that says **two**.

**Note:** Explain we add -s to most words in English when we talk about two or more things.

For example: *one girl, two girls; one jacket, two jackets; one doll, two dolls.*

We add -es to words that end in -s, -x, -ch or -sh.

For example: *one box, two boxes.*

When a word ends in -y, we sometimes take the y away and add -ies.

For example: *one baby, two babies.*

### Check answers:

One: dress, story, cross, body, day, sausage, tree, tiger

Two: beaches, toys, mats, babies, buses, families, hippos

- Divide the class into two groups, A and B. Group A makes the singular words plural and group B changes the plural words into the singular.
- Learners from group A come to the board and write the singular forms. Learners from group B come to the board and write the plural forms.

## D Complete the questions.

- Write on the board: *How many friends have you got? How many pencils do you have?* Learners put up their hands and answer.
- Explain that they need to use the plural form in this question (even if the answer is *One!*). Explain also that *have you got?* and *do you have?* mean the same here.
- Learners look at the people in the pictures who are asking and answering the questions. They follow the lines to pair the speakers and then complete the question by writing the missing noun.

**Check answers and spellings:** dolls, dresses, lorries, monkeys

**Note:** If spelling rules help your learners, ask them how they decided to spell the plural form in each case.

- Pick up different objects in the classroom. Learners ask *How many ... ?* about each object. Encourage learners to respond to your answer. For example:

**Learner:** *How many pencils have you got?*

**Teacher:** *I've got 12 pencils!*

**Learner:** *Twelve! Wow!*



## CD1:24 How many? How old?

### Answer the questions. **Test!** Listening Part 2

- Learners look at the picture of May's house. Say: *May has got lots of pets.*  
Ask: *How many crocodiles/tigers/monkeys has May got?* (one crocodile / two tigers / three monkeys)
- Learners work in pairs. In their notebooks they write all the animals they can see in the picture. Tell them to write these in the singular form in a vertical list. Learners then change the singular to plural (all these words take regular -s).

#### Check answers:

crocodiles, elephants, giraffes, hippos, monkeys, tigers (in any order)

- Explain that learners are going to listen to a man from the television. He's asking May some questions.
- Play the first two questions on the CD. Learners look at the example answers: *Read* and *10*.
- Tell learners that all the answers to questions 1–5 will be a number or a name. They must listen carefully to the spellings when they write their answers. Let learners listen to questions 1–5 twice.

**Check answers:** 1 18/eighteen 2 Sue  
3 5/five 4 Mr Big 5 14/fourteen

#### Tapescript

Look at the picture. Listen and write a name or a number. There are two examples.

Reporter: Hello! What's your name?  
May: May Read. You spell Read, R-E-A-D.  
Reporter: Thank you. And how old are you, May?  
May: I'm ten.  
Reporter: You're ten?  
May: Yes, that's right.

Can you see the answers? Now you listen and write a name or a number.

One  
Reporter: And are these your pets, May?  
May: Yes, they are.  
Reporter: How many pets have you got?  
May: I've got 18 pets.  
Reporter: Eighteen?  
May: Yes!

Two  
May: I've got birds, mice and a cat and dog too!  
Reporter: Wow! What's your dog's name?  
May: Her name is Sue.  
Reporter: Sue. That's a nice name. Do you spell that S-U-E?  
May: Yes.

#### Three

Reporter: How many mice do you have?  
May: I've got five mice now.  
Reporter: Five?  
May: Yes. They've got very long tails!

#### Four

Reporter: And which is your favourite pet?  
May: My favourite pet is my crocodile. His name's Mr Big!  
You spell that B-I-G. Say hello, Mr Big!  
Crocodile: *Croak!*

#### Five

Reporter: And how old is your crocodile?  
May: Erm ... He's 14.  
Reporter: Sorry?  
May: He's 14 now.  
Reporter: What does he eat?  
May: He loves sausages!

- Write on the board: *one two*  
Ask learners which of May's pets they can't see in the picture. Write *bird, mouse, cat, dog* next to *one*. Ask learners to spell the plural forms. Write their answers next to *two* (*birds, mice, cats, dogs*).
- Possible extension:** Ask learners if they can think of questions they would like to ask May. Write on the board:  
*How many ... live in your house?*  
*What's the ... of your house?*  
*What's the ... of your street?*  
Learners suggest words to fill the gaps (people/animals, colour/number, name).
- Learners role play the interview in groups of five (two reporters, a child, the reporter's assistant and a cameraman/woman). The reporters take it in turns to read out the questions in **E** and the three extra questions on the board.  
**Note:** Learners will need to change these questions to second person: *What's your name? How old are you?* etc.



### Play the game! Bingo.

- On a piece of paper, or in their notebooks, learners draw a grid of nine squares in three rows of three.
- In each square, they write one plural word that appears anywhere in this unit (nine different words in total). This includes their answers in activities **C** and **D**. These are (in random order) *boxes, sausages, watches, dolls, toys, dresses, pets, lorries, crosses, babies, families, hippos, buses, beaches, monkeys*.
- Read words from the above list, keeping to this order. If learners have a word, they cross it out. The first learner to cross out all their words is the winner.

# Unit 38 One foot, two feet

**Topics** animals, body and face, colours, natural world, numbers, people

**Functions** spelling, describing a picture

**Grammar** irregular plurals, *there is / are*, present continuous, prepositions (*behind, in front of, on*), questions (*Where? Who? What? How many? Which?*)

**Vocabulary** See the wordlist on page 111 of the Student's Book.

Movers word: *grass*

## Starters practice

Reading and Writing Parts 2 and 3

## Starters test

Speaking Parts 1 and 3

## Equipment needed

- Two lists of words. See *Plural challenge*.
- Photocopies of page 116 (one for each group of 4–5 learners), scissors. See G.

## Starters tip

As correct spelling is required in the Starters Test, encourage learners to write clearly. It is probably better if they print rather than use joined-up writing.

## A Write the words.

- Learners look at the crossword. Look at number 1 together. Ask: *What's this?* (a mouse) Point to the word *mouse* in the squares below the arrow.
- Learners write the words for the pictures in the crossword. They should check carefully to see if there is one or more of each thing/person/animal in the picture and make sure they use the correct form (singular or plural) of the word.

### Check answers:

2 men 3 woman 4 sheep 5 children  
6 feet 7 fish

## B Write the words here.

- Draw or show a picture of two mice. Say: *Two mice*. Point to the word *mice* under the heading *two*. Point to the picture of the mouse in **A**. Say: *One ... (mouse)* Show learners the word *mouse* on the line next to *mice*, under *one*.
- Learners complete the table by writing the words from the crossword on the right lines.
- Ask learners whether these words are the same as the words which appear in the singular and plural in Unit 37. (*No, they are irregular and don't follow any of those rules.*)

- Point to the word *person* at the bottom of the table.

Say: *One person, two ... (people)*

Write on the board: *people*. Learners write *people* on the line next to *person*.

## C Look at the pictures. Write yes or no.

- Learners look at the pictures in **A**. Point to the picture of the woman. Read out sentence 1 in **C**: *There are two women*. Ask: *Is this right?* (No. There is only one woman.)
- Learners read and write *yes* after sentences 2–8 if they are correct and *no* if they are wrong.

### Check answers:

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

- Ask learners to correct the *no* sentences. Write the corrected sentences on the board: **3** There are two fish. **4** There are two feet. **7** There are two children.
- Ask: *How many people are there in the pictures in A?* Write on the board: *1 woman + ... men + ... children = ... people*. Ask: *How many men are there? (two) How many children are there? (two)*

Point to the numbers and say:

*1 woman and 2 men and 2 children is: ... (five people)*

Write *five* in front of *people* on the board. Learners write *five* on the line in sentence 8. Then they write *yes* on the line next to sentence 8.

## D Word picture.

- Point to the picture word. Ask: *How many people can you see? (five)* *How many boys can you see? (two)* *How many girls can you see? (three)* *How many letters can you see? (six)* *Which letters can you see? (p-e-o-p-l-e)* *Which word can you read? (people)* *Which letter don't you hear? (the o)*
- Learners write the word *people* on the line.

## Plural challenge.

- Divide the class into two teams. Give each team a list of ten words (see below). Each team decides on the plural form for each of their words. Monitor and help as necessary.  
Team A: *foot, tomato, sentence, woman, sheep, bus, child, chicken, lizard, song*  
Team B: *fish, class, grape, kitchen, person, watch, giraffe, potato, face, mouse*

- Team A says a word. Team B has to decide on the plural form and one learner from that team has to write it correctly on the board.
- Team B says another word and the game continues. The winner is the team with the most correctly spelled words.

## **E** Make sentences.

**Test! Speaking Part 1**

- Ask questions as in the Starters Speaking Test about the big picture. Point to the picture. Say:  
*Look at this. The family are having lunch.*
- Point to the sun and say:  
*Here's the sun. Where are the fish? (Learners point to the fish.) Where is the car? (Learners point to the car.)*
- Point to the words in blue boxes under the picture. Say:  
*One sheep is eating grass. Where is the sheep? (Learners point to the sheep and say Here.) What is it eating? (grass)*
- Learners choose words from each box to make four more sentences about the picture. They use different colours to colour the boxes for each sentence.

### Check answers:

*Two children are wearing blue T-shirts.*

*Three mice are running behind the dog.*

*Four people are eating bread.*

*Five fish are swimming in the water.*

- Point to one of the pears in the tree. Ask:  
*What's this? (a pear)*  
*What colour is it? (yellow)*  
*How many pears are there? (seven)*
- Point to one of the apples on the plate. Ask:  
*What's this? (an apple)*  
*What colour is it? (red)*  
*How many apples are there? (five)*
- Point to the bird in the tree. Ask:  
*What's the bird doing? (singing)*  
Ask learners to make a sentence about the bird like the sentences under the picture.  
*Write on the board: One bird is singing in the tree.*

## **F** Look at the family and answer questions.

**Test! Speaking Part 3**

- Tell learners to look at the family on page 96 of their book. Ask them questions about this picture:
  - 1 *Where is the bird now? (on the mat)*
  - 2 *Who is playing badminton? (the children)*
  - 3 *What are the man and woman cleaning? (the car)*
  - 4 *Where are the mice now? (in front of the dog)*
  - 5 *What are the fish doing now? (jumping)*

- 6 *How many apples can you see? (one)*
- 7 *What is the sheep doing now? (sleeping)*
- 8 *Which animals are eating bread? (the/three chickens)*

- Write on the board: *Three c ... are e ... b ... .*

Explain that this is a sentence about the picture on page 96. Each line is a word. They can see the first letter of each word.

Ask different learners to say words to make the sentence. Help them as necessary by pointing to the chickens in the picture.

**Answer:** *Three chickens are eating bread.*

- Do the same for these other sentences. (Write the number and the first letter of each word on the board.)
  - 1 *Two children are playing badminton.*
  - 2 *Five fish are jumping.*
  - 3 *A dog is running behind the mice.*
  - 4 *Two people are cleaning the car.*
  - 5 *A sheep is sleeping.*
  - 6 *A bird is flying.*
- Divide the class into two groups: A and B. All learners in group A look at page 81 of their book and all learners in group B look at page 96 of their book. Say the following sentences about the pictures. Learners who have the picture which shows the correct information for that sentence stand up with their books open.
- **Sentences:**
  - 1 *Five fish are swimming. (page 81)*
  - 2 *Five fish are jumping. (page 96)*
  - 3 *Two people are cleaning the car. (page 96)*
  - 4 *A bird is singing. (page 81)*
  - 5 *There are five apples. (page 81)*
  - 6 *A bird is on the mat. (page 96)*
  - 7 *Three chickens are eating bread. (page 96)*
  - 8 *Four people are eating bread. (page 81)*
  - 9 *A sheep is sleeping. (page 96)*
  - 10 *The dog is running in front of the mice. (page 81)*

## **G** Play the game! Match the cards.

- Give out one photocopy of page 116 to each group of 4–5 learners and ask them to cut up the 20 squares.
- They mix the cards up, face up, so that they can read the words and make ten pairs as quickly as possible.
- The cards are placed face down on the table. One learner starts. They turn over two cards and see if they make a pair. If they do, they keep the two cards and continue to turn over two cards until they turn over two which do not make a pair. In this case, the cards are placed face down again and another learner has a turn. The learner with the most cards wins the game.

**Note:** These cards can also be used for other games. See page 8.

**Topics** animals, food and drink, home, natural world, numbers, places, school, transport

**Functions** describing a picture, expressing ability

**Grammar** questions (*How many? Where's / Where are? What's this? What am I? What colour?*), prepositions (*in, next to, on*), present simple, *have got, there is / are*, articles (*a/an, can*)

**Vocabulary** See the wordlist on page 111 of the Student's Book.

**Starters practice**

Reading and Writing Parts 1, 2, 3 and 4, Speaking Part 1

**Equipment needed**

None.

**Starters tip**

The text in Part 4 of the Starters Reading and Writing Test is written mainly in the first person singular. Learners may find this strange because the text is usually about an animal, a place or an object. It is important that learners understand that this is a kind of puzzle.

**A What's this?**

- Point to the first picture. Ask: *What's this?* (a tree)  
Point to the example answer *tree* on the line in 1. Tell learners to finish the picture of the tree.
- Learners finish pictures 2–4 and write the words in sentences 2–4.

**Check answers:**

2 snake 3 armchair 4 spider

**B Write yes or no.**

- Ask learners to tell you things they can see in their classroom. (desks, chairs, bags, etc.) Write the words on the board.
- Ask questions:  
*How many (desks/chairs ... ) are there?*  
*Where's / Where are the ... ?*  
Learners answer. (They can point to things to answer the question: *Where's ... ?*)
- Ask: *Can you see a bus in a classroom?* (A real bus, not a picture of a bus.) (no)  
Ask about the other words. For example:  
*Can you see a picture?* (yes)  
*Can you see a page?* (yes)  
*Can you see a kite?* (no)  
Point to the words and *yes* and *no* in the example in B.
- Write on the board:  
*in a living room not in a living room*

Ask learners to tell you six things you can see in a living room. Write the words on the board under *in a living room*.

Now ask them to say six things you **can't** see in a living room.

Write these words on the board under *not in a living room*. (For example: *a bus, an elephant, a playground, etc.*)

- Learners look at the five words in 1. They write *no* beside the things you can't find in a living room and *yes* beside the things you can.

**Check answers:** **no:** the sun, a hippo  
**yes:** a phone, a desk, an armchair

- Point to the armchair legs in picture 3 in A.  
Say: *Look at these. They're legs.*  
Point to the picture of the spider. Ask: *Has a spider got legs?* (yes)  
*How many legs has a spider got?* (eight)  
Point to the pictures of the tree and the snake in A.  
Ask: *Has a tree or a snake got legs?* (no)
- Learners look at 2: *I've got legs.* They write *yes* if the things have legs or *no* if they haven't got legs.

**Check answers:** **yes:** a chair, a table, a baby  
**no:** a snake, a lorry

- Learners look at the things in 3 and 4 and write *yes* or *no*.

**Check answers:** 3 **yes:** a tree, a flower, a spider  
**no:** a beach, a bed 4 **yes:** a plane, a school  
**no:** a mouse, a pea, a grape

- Write on the board: *I'm small.* In pairs, learners write six words: three things which are small (for example: *grape, mouse, spider*) and three things which are big (for example: *elephant, house, playground*).
- Ask different pairs to write their six words on the board. The other learners have to say which things are small.

**C Listen to the sentences. Write words.**

- Write on the board: *a shoe, a piano, milk, a bike.*  
Say: *I am white. Children drink me. What am I?* (milk)
- Read out the following sentences. Learners listen and write the word(s) for the thing you are describing.
  - I am on a child's foot. I am not a sock. What am I?*
  - Children ride me. I am not a horse. What am I?*
  - People play me. I am not a guitar. What am I?*

**Check answers:** 1 a shoe 2 a bike  
3 a piano

- Explain that you are going to say more sentences. This time the words for the things are in **B**.
- 4 *You can find sand on me. I am next to the sea. (a/the beach)*
- 5 *Children have lessons in me. I have classrooms in me. (a school)*
- 6 *I am in a living room. I am next to the sofa. People sit on me. (an armchair)*

## What am I?

- Say this sentence: *I am in a room.*  
Write on the board: *in a room*
- Ask learners to tell you things you can find in a room. Write their suggestions on the board under *in a room*.  
For example: *bed, chair, table, sofa, etc.*
- Say this sentence: *I am on the wall.* Write on the board next to *in a room: on the wall*
- Ask learners what answer this could be (*in a room, on the wall*). Write their suggestions on the board.  
For example: *photo, painting, cupboard, clock*
- Say this sentence: *People look at me.* Write on the board next to *in a room, on the wall, look at me*
- Ask learners what the answer could be (*in a room, on the wall, look at me*).  
For example: *clock, photo, painting*
- Say this sentence: *Children at school paint me.* Write on the board: next to *in a room, on the wall, look at me: paint me*
- Ask learners which of the three answers (*photo, clock, painting*) must be the correct one now.  
**Answer:** *painting.*
- Read the first sentence: *I am in a house or classroom.*  
Ask: *Is a beach in a classroom? (No!)*  
Ask the same question about *a flower, a bookcase, a computer, a rubber, a pencil and a chicken.*
- In pairs, learners read the other sentences and write *yes* or *no* next to the words.

**Check answers:** 2 **yes:** a flower, a rubber, a computer, a pencil **no:** a bookcase  
3 **yes:** a computer, a pencil **no:** a flower, a rubber  
4 **yes:** a computer **no:** a pencil

- Learners write *computer* on the lines after *What am I? I am a ...*

## What a funny shop!

- Point to the picture. Say: *This is a shop.*  
Point to the words under the picture. Ask learners to find these things in the picture and say where they are.  
Point to the sign which says *shoes*. Say: *Look at this. It says 'shoes'.*

Point to the shoes on the shelf. Say: *These are shoes.*

Point to the shells. Ask: *Are these shoes too? (No!)*

Say and write on the board: *This is a funny shop. You don't find shells next to shoes in a shop.*

**Note:** Explain that we use *funny* to talk about a story which makes us laugh (laugh to illustrate this) or we can use *funny* to talk about a story or picture which is strange or not normal in some way (like this picture).

- Write the first part of these sentences on the board. Learners complete the sentences about the other words in the box and the picture.
- 1 A mouse can't ...
- 2 You can't see trees in a ...
- 3 You don't find footballs next to ...
- 4 A fish hasn't got ...
- 5 A bird doesn't have long ...
- 6 A tiger doesn't wear ...

**Check answers:** 1 fly 2 shop  
3 fruit/grapes, bananas and pears  
4 legs/feet 5 hair 6 glasses

## Play the game! Ask me questions.

- Write these questions on the board:  
*Where can we find you?*  
*Are you big or small?*  
*Have you got legs?*  
*Can you fly?*  
*What colour are you?*
- Learners choose an animal and answer the questions that are on the board. They write one-word answers in their notebooks. They should not show their answers to anyone.
- Learners form groups of 4–5. They ask the questions on the board and guess what the animal is.

# Unit 40 Night and day

**Topics** daily life, school, possessions, family, time, clothes, home, food and drink

**Functions** talking about everyday activities, talking about when people do things, spelling and writing

**Grammar** prepositions of time (*at, in*), prepositions of place (*in, out of*), present simple, questions (*Who? Where? What?*)

**Vocabulary** See the wordlist on pages 111–112 of the Student's Book.

Movers words: *put on*

## Starters practice

Listening Part 3, Speaking Part 5

## Equipment needed

None.

## Starters tip

Use greetings such as *hello, bye, good morning, good afternoon, good evening* with learners so that they use them naturally. If they use them in the Starters Speaking Test, they will create a good impression.

## Parts of the day.

- Write on the board: *morning, afternoon, evening, night*
- Say: *I watch TV in the evening.*  
Write *watch TV* on the board under *evening*.
- Say: *I go to sleep in the afternoon and at night.*  
Write *go to sleep* on the board under *afternoon* and *night*.
- Discuss with learners what time each of these periods starts and finishes.

**Note:** Morning is usually the time from when we get up to 12 o'clock, afternoon from 12 to 5 or 6 o'clock, and evening from 6 o'clock to the time we go to bed. Night is when we normally sleep.

## A Write morning, afternoon, evening or night.

- Learners look at picture 1. Ask: *What are the children doing?* (leaving school / going home)  
*When do we do this?* (in the afternoon)  
Point to *afternoon* under picture 1.
- Ask the same questions for pictures 2–4. Learners write *morning, evening* or *night* under these three pictures.

**Check answers:** 2 night 3 evening  
4 morning

## B Find words.

- Look at the first line of letters. Tell learners to look at the example: *have lunch*. Write *have lunch* on the board.

Point out that there are two words, but that they are together in the wordbox.

- Tell learners that there are eight expressions: four of the expressions in the box start with *have* (including the example: *have lunch*) and three expressions start with *go to*. There are four one-word verbs. Ask them to find and circle a one-word verb (*play*) on the same line as *have lunch*.
- Learners find and circle ten more expressions and action words in the box. Ask different learners to write the words they found on the board.

### Check answers:

Down: (left to right) read, run, walk, play, go to bed

Across: (top to bottom) go to school, drink milk, have a bath, have dinner, have breakfast, go to sleep

- Ask learners which expressions contain *have* and which contain *go to*. Circle these words on the board.

## C Write in the or at.

- Write the parts of the day on the board. Draw a line above each word for each missing word.

\_\_\_\_\_ morning \_\_\_\_\_ afternoon \_\_\_\_\_ evening \_\_\_\_\_ night

- Ask learners which words are missing. Explain that when we talk about these parts of the day, we say: *in the morning, in the afternoon, in the evening, at night*  
Write *in the* on the lines above *morning, afternoon* and *evening* and *at* on the line above *night* on the board.  
Learners copy into their books on the lines.

## D When? Write the words from the box in B under the parts of the day.

- Say: *I watch TV in the evening.* Write *watch TV* under *in the evening* on the board.  
Say: *I go to sleep in the afternoon and at night.*  
Write *go to sleep* under *in the afternoon* and *at night* on the board.
- Learners write the expressions they found in **B** in the correct columns (or they can copy the table from **C** into their notebooks). They may write actions in more than one box. For example, a learner might drink milk for breakfast and before going to bed.
- Individual learners say one of the words or expressions. The rest of the class says which column they go in, using *in the afternoon*, etc. Write up the words in the columns on the board.

### Possible extension:

Learners add one more action to each box. You may find that they ask you for words if they want to write certain things, e.g. *wear pyjamas* for *at night*. Encourage this and, if possible, have bilingual dictionaries available.

## Tony's school morning.

- Point to the picture of the boy. Ask:  
What's his name? (Tony)  
How old is Tony? (ten or eleven)
- Ask learners to look at picture a. Ask:  
What's this? (a bed)  
Point to bed on the line under picture a.
- Ask learners to look at pictures b–q and to tell you words for the things they can see.  
Write these words on the board (but not in the same order as the pictures). Learners then write the words under the correct picture.

**Check answers:** b clock c eyes d trousers  
e socks f shirt g face h hands i milk  
j (orange) juice k bread l pen m shoes  
n ruler o apple p pencil q (school) bag

- Say: Listen to the sentences about Tony's school morning.  
Read out the text below. Learners listen, but they do not write anything yet.

### Tony's morning

Tony is sleeping in his bedroom. He opens his eyes and looks at the clock. He jumps out of bed.

He puts on his clothes. He puts on his shirt, his trousers and his socks.

He goes to the bathroom. He washes his face and hands.

Then he goes to the kitchen. He says good morning to his sister, Anna. He has breakfast. He eats some bread and drinks some orange juice and some milk.

He goes to the hall. He puts on his shoes. He puts his pen, his pencil, his ruler and an apple in his schoolbag. Then he says goodbye to his family and goes out of the house. He gets on the bus and goes to school.

- Tell learners to listen again. They write the numbers 1, 2 or 3 in the boxes under pictures a–c according to the order they hear them mentioned.

Say: Tony is sleeping in his bedroom. He opens his eyes and looks at the clock. Ask: Where are the eyes? (c) Where's the clock? (b)

Point to 1 in the box under c eyes. Learners write 2 under b clock.

Say: He jumps out of bed. Ask: Where's the bed? (a)  
Learners write 3 in the box under picture a.

- Read out the next part of the text, pausing to allow learners time to write the numbers 4–8 in the boxes under the pictures:

He puts on his clothes. He puts on his shirt, his trousers and his socks. He goes to the bathroom. He washes his face and hands.

- Learners listen to the next part and write 9–11:

Then he goes to the kitchen. He says good morning to his sister, Anna. He has breakfast. He eats some bread and drinks some orange juice and some milk.

- Learners listen to the last part and write 12–17:  
He goes to the hall. He puts on his shoes. He puts his pen, his pencil, his ruler and an apple in his schoolbag.
- Read out the whole text again, with shorter pauses for learners to check their answers.

**Check answers:** 4 f 5 d 6 e 7 g  
8 h 9 k 10 j 11 i 12 m 13 l  
14 p 15 n 16 o 17 q

- Learners look at the remaining three pictures. Ask them which words they have to write on the three lines. (house, bus, school) They write these words under the pictures.
- Read out the text again, but this time pause at each word where there is a picture. Learners say the words to complete the sentences. Do this several times so that they become quick at doing this.
- Read out the text again. This time, learners say the words (or the sentences) and mime the actions.  
Learners could then do this in groups. Different learners say the sentences while other learners do the actions.  
They can then write or act out their own school morning sentences, using the sentences about Tony's morning to help them.

## Answer questions about your day.

- Write on the board:  
Where do you have breakfast?  
Who do you have breakfast with?  
What do you have for breakfast?  
Ask different learners these questions.
- Remove the word *breakfast* from the three questions on the board. Write *lunch* instead. In pairs, learners ask and answer each other about their lunch.
- Do the same with dinner. Learners talk about their dinner in pairs.

## Play the game! Change places.

Play *Change places* with learners using the verbs from this unit. See page 7 for how to play this game.

For example: *Change places if you have breakfast in the morning.*

### Suggested sentences:

Change places if you:

come to school by bus.

have lunch at school.

play football.

watch TV in the evening.

go to sleep at night.

walk to school.

listen to the radio in the car.

go swimming.

drink water for lunch.

learn English at this school!



**Topics** animals, clothes, family, people, colours, sports, transport, home, body and face, school

**Functions** expressing likes and dislikes, talking about everyday activities, asking and answering questions about yourself and about pictures

**Grammar** questions (*How many? How old? What? What colour? Where? Who? Which? How?*), present continuous, present simple. *There is / are, can/can't*

**Vocabulary** See the wordlist on page 112 of the Student's Book.

**Starters practice**

Reading and Writing Part 5, Speaking Part 5

**Starters test**

Listening Part 3, Speaking Part 3

**Equipment needed**

Starters CD 41A.

**Starters tip**

Teach learners to distinguish between question words. For example: **What's** the monkey doing? or **Where's** the monkey? Learners often misread these in Part 5 of the Starters Reading and Writing Test.



**CD1:25 Listen and tick the box.**

**Test! Listening Part 3**

**Either:**

- Do this as a Starters Listening Test Part 3: Learners look at the pictures. Play the CD. Learners listen to the example then the five conversations. They tick the correct box (A, B or C). Play the recording a second time. Learners check and complete their answers (see below).

**Or:**

- Tell learners to look at the first three pictures. Ask them what the girl is wearing in each picture. (A: a blue jacket, a white T-shirt, a yellow skirt B: a blue dress C: a white T-shirt, a yellow skirt)
- Play the example on the CD. Ask learners why C is the correct answer. (She's not wearing a dress or a jacket today.)
- Play the rest of the recording. Learners tick the correct box (A, B or C).
- Play the recording a second time. Learners check and complete their answers.

**Check answers:**

1 B 2 A 3 C 4 B 5 A

- Ask different learners:  
*What are you wearing? Are you wearing a jacket?*  
Point to the monsters in 1.  
*Ask: Which of the monsters do you like?*  
*How do you come to school?*

**Tapescript**

*Look at the pictures. Listen and look. There is one example. Which girl is Pat?*

Man: Is that Pat with the blue dress?  
Girl: No, she's got a skirt on today.  
Man: And is she wearing a jacket?  
Girl: No, she isn't.

*Can you see the tick? Now you listen and tick the box. One Which monster does May like?*

Woman: There are lots of monsters in this book, May. Which is your favourite?  
Girl: Well, I don't like the monster with the long legs.  
Woman: This one here with the big hat is good!  
Girl: No. My favourite is the one with six arms!

*Two What is Sam doing now?*

Girl: Where's Sam? Is he playing basketball?  
Boy: No. He's playing badminton today.  
Girl: Right! And I have a hockey game now. Bye!  
Boy: Goodbye!

*Three How does Alex come to school?*

Man: Do you come to school on the bus, Alex?  
Girl: No, I don't.  
Man: Do you walk here, then?  
Girl: No. My dad drives me here in our car.

*Four Where's Mum?*

Man: Is Mum with you in the garden, Anna?  
Girl: No. Is she in the kitchen?  
Man: No. Oh look!  
Girl: She's sleeping in the bedroom!

*Five Which is Tom's class?*

Woman: Are Tom and his class playing their guitars?  
Boy: No. They're learning a new song today.  
Woman: Is their teacher singing too?  
Boy: No. She's playing the piano.



**Answer questions about the picture.**

**Test! Speaking Part 3**

- Point to the picture. Say:  
*Look at this. It's a living room.*
- Point to the first question next to the picture. Follow the line with your finger to the frog and ask:  
*What's this? (a frog)*  
*What colour is it? (green)*  
*How many frogs are there? (three)*
- Point to the second question next to the picture. Follow the line with your finger to the flower. Ask:  
*What's this? (a flower)*  
*What colour is it? (pink)*  
*How many flowers are there? (five)*

- Ask learners to tell you the three questions you asked them about the frogs and the flowers. Write the questions on the board (without the words *frogs* or *flowers*):  
*What's this? What colour is it? How many ... are there?*
- Learners work in pairs. They ask and answer the questions on the board about *the fish* and *the cats*. Learner A asks about the fish and Learner B asks about the cats.
- Point to the girl in the picture. Ask:  
*What's the girl doing?* (She's playing the piano)
- Invite different learners to ask: *What's the ... doing?* questions about the monkey and the boy.  
*What's the monkey doing?* (The monkey's/It's drawing a picture.)  
*What's the boy doing?* (The boy/He's singing.)

### Ask and answer questions.

- Learners work in pairs. Learner A looks at the questions and pictures on this page of their book. Learner B looks at page 98 of their book.
- Learner B looks at the pictures of hockey and the pineapple and answers Learner A's questions. Learner A then looks at the pictures of the jeans and the cat and answers Learner B's questions.

### Write questions.

- Learners look at the questionnaire. Look at the example and the words in brackets: *What ... do you like?* (*animals, food, sports, colours*)  
Explain that we can make different questions by changing the second word in the question. For example:  
*What animals do you like? What sports do you like?*
- Learners complete the questions by choosing one of the words in the brackets.
- Learners choose a different person in the class to answer each question in their questionnaire. They write that person's name on the line before the question. (Point to the name *Susana* in front of the example question.)
- Learners stand up and move around to ask the different people the questions they chose for them. They write that person's answer on the line after the question.
- If there is time, learners could ask more people in the class different questions, using different words from the brackets to make new questions.

### Play the game! Telepathy.

- Tell learners you are going to ask them some questions. Learners have to answer as if they were someone else in the class.

**Note:** Small classes: do this individually. With bigger classes, divide the class into teams of 2–3.

Tell learners to answer the first question as if they were *Jaime*.\* (\*Choose a learner from your class.)

*What's your favourite sport?*

Learners write down the answer they think Jaime would say. For example: *basketball*.

- Ask Jaime for his answer. For every correct guess, the team/learner gets a point. If two learners in a team have written exactly the same answer and the answer is the same as Jaime's, the team gets two points. They get three points for three correct answers, etc.
- Continue in this way, choosing different learners for the others in the class to answer the questions for.

#### **Suggested questions:**

- 1 How old are you?
- 2 Where do you live?
- 3 How many rooms are there in your house?
- 4 What's your teacher's name?
- 5 What do you eat for breakfast?
- 6 What toys do you play with?
- 7 How many brothers and sisters have you got?
- 8 What colour is your family's car?
- 9 How many people are there in your family?
- 10 What sports do you do?
- 11 Can you ride a horse?
- 12 What's your favourite animal?
- 13 What clothes do you like wearing?
- 14 How many televisions are there in your house?
- 15 What colour do you like?

**Topics** body and face, colours, home, numbers, school, people, places, possessions

**Functions** using numbers, following instructions, asking and answering questions about different objects

**Grammar** present simple and present continuous, prepositions (*between, in, on, under*), plurals, questions (*What? Where? Which? How many?*), determiners (*a/an, the, some*), conjunctions (*and, but*), *There is / are, this/these*

**Vocabulary** See the wordlist on page 112 of the Student's Book.

### Starters practice

Listening Parts 1 and 4. Reading and Writing Parts 3 and 4  
Speaking Part 2

### Starters test

Speaking Part 1, Listening Part 4

### Equipment needed

- Colouring pencils or pens
- Small blank pieces of card or paper (two for each learner). See C.
- Starters CD 42D.

### Starters tip

In Part 4 of the Starters Reading and Writing Test, learners need to recognise the difference between singular and plural nouns. The picture prompts will help them to do this. Alert learners to the difference between singular and plural picture prompts and nouns.

## **A** Look at the pictures. Circle the right word.

- Learners look at the six pictures. Ask:  
*Do you like eating chips?*  
*Can you see a table in this room?*  
*What's your favourite number?*
- Point to the first picture. Ask: *How many streets can you see?* (one) Point to the word *street* in the circle.
- Learners circle the right word for each picture. If there is one thing, they circle the singular and if there is more than one thing, they circle the plural.

**Check answers:** 2 bag 3 chips 4 numbers  
5 table 6 schools

## **B** Read this. Choose a word from A. Write the correct word next to numbers 1–5.

- Pretend you are holding a mobile phone. Mime dialling a number and talking to someone. Point to the imaginary phone and ask:  
*What's this? (a phone) What colour is it? (any colour)*

- Point to the phone in the picture. Ask: *What colour is this phone?* (yellow)
- Learners read the text and choose one word (singular or plural) from **A** for each gap.

**Check answers:** 1 street 2 table 3 bag  
4 school 5 numbers

- Read out the following sentences about the text. If learners think the sentences are right, they stand up. If they think they are wrong, they sit down.  
*Mrs Bean's bag is brown. Her bag is brown.* (Yes)  
*The phone shop is next to Mrs Bean's house. The shop's next to her house.* (No – behind)  
*Mrs Bean's phone is blue. Her phone's blue.* (No)  
*Mrs Bean is a teacher. She's a teacher.* (Yes)

### Possible extension:

- Tell learners they are going to ask you questions to guess what something is. Write on the board:  
*Where is it? What do you do with it?*  
*What colour is it? Is it big or small?*
- Tell different learners to ask you a question. For example:  
**Learner A:** *Where is it?*  
**Teacher:** *On my body, near my hand.*  
**Learner B:** *What do you do with it?*  
**Teacher:** *I wear it. I look at it.*  
**Learner C:** *What colour is it?*  
**Teacher:** *Blue.*  
**Learner D:** *Is it big or small?*  
**Teacher:** *Small.*  
**Learner E:** *Is it a watch?*  
**Teacher:** *Yes!*
- Each learner thinks of another object that everyone can see in the classroom. For example: a book, a pencil, shoes, the door.
- Choose a learner to answer. The other learners ask the questions on the board and try to guess the object. Then they continue this in pairs or small groups.

## **C** Put the bus on the street! **Test! Speaking Part 1**

- Write on the board: *bus, robot, lizard, cake*. Check learners understand each word.
- Learners work in pairs. Give four blank cards to each pair of learners and ask them to make their own set of four object cards (a bus, a robot's face, a lizard, a cake). Learners draw two each.
- Learners look at the street scene. Ask: *Where does Mrs Bean live?* (Learners point to the house behind the phone shop – you can see her garden.) Ask learners to name different things they can see in the picture. (*a phone shop, a fruit shop, houses, a garden, flowers, windows, doors, the street, a tree, a bird, giraffes, a woman, a man, a boy, a girl, a bike, a car*)

- Read out the following questions. Learners listen, hold up the correct object card and then put it in the correct part of the picture. They can do this in pairs.

Ask: *Which is the robot?* (Check that learners are holding up the robot card.) Say: *Put the robot in Mrs Bean's garden.*

*Which is the lizard? Put the lizard under the car.*

*Which is the bus? Put the bus between the two giraffes.*

*Which is the cake? Put the cake on the man's bike.*

- Check answers. Ask: *Where is the robot/lizard/bus/cake?*

## **D** CD1:26 Listen and colour the phones.

### Test! Listening Part 4

- Learners find all the phones in the picture. Ask: *How many phones are there?* (seven)  
*Where are the phones?* (on the bike, in the bird's mouth, in the girl's hand, in the woman's bag, in the tree, in Mrs Bean's window, on the store/shop door)
- Point to the phone in the bird's mouth. Ask: *What colour is this phone?* (orange)
- Check learners have a set of colouring pencils or pens.
- Play the recording twice. Learners listen and colour the phones. Let them listen twice.

#### Tapescript

Look at the picture. Listen and look. There is one example.

Man: Can you see the birds?  
Girl: Yes. One of them has a phone in its mouth!  
Man: Right. Now colour it orange.  
Girl: Pardon?  
Man: Colour the phone in the bird's mouth orange.

Can you see the orange phone in the bird's mouth?  
This is an example. Now you listen and colour.

One  
Man: Can you see the phone in Mrs Bean's window?  
Girl: The phone in Mrs Bean's window? Yes, I can.  
Man: Great! Colour that phone yellow, please.  
Girl: Yellow. OK!

Two  
Man: Now, can you see the phone on the man's bike?  
Girl: Pardon?  
Man: Find the phone on the man's bike. Colour that phone red.  
Girl: Red. I'm doing that now.

Three  
Man: Can I colour the phone in the girl's hand now?  
Girl: Yes. Colour the phone in the girl's hand blue.  
Man: Blue?  
Girl: Yes, that's right.

Four  
Man: Can I colour the phone in the tree, too?  
Girl: Yes! What colour?  
Man: Can I colour the phone in the tree purple?  
Girl: Purple ... Yes, great!

Five

Girl: Oh! I can see a phone in the woman's bag too!  
Man: Well done! Colour that phone brown, please.  
Girl: Brown ... OK. I'm doing that now.  
Man: Thanks.

- Check answers by asking questions:  
*What colour is the phone in Mrs Bean's window?* (yellow)  
*on the man's bike?* (red)  
*in the girl's hand?* (blue)  
*in the tree?* (purple)  
*in the woman's bag?* (brown)
- Tell learners to colour the other phone. They can choose the colour. Ask: *What colour is the phone on the door in your picture?*  
**Possible extension:** Learners choose names for the other people in the street and finish colouring the picture.

## **E** Look at the picture and write the words.

- Learners look at the picture again. Ask:  
*What is the man in the car doing?* (looking/driving)  
*What's the woman doing?* (walking)  
*How many birds are there?* (three)  
*What are the birds doing?* (flying)
- Learners count things in the picture to find words to complete the sentences.

**Check answers:** 2 birds 3 people 4 chairs

## **F** Play the game! Listen, spell and answer.

- Spell out the following jumbled words (not the clues for now). Learners listen and write the letters in their notebooks. Check that they have done this correctly by asking different learners to read out the letters.
- Write the letters on the board.
- Read out the clue for the meaning of each word.
- In pairs, learners order the letters to make the right word. For example: *r-t-a-w-e* You drink this. (water)

#### Suggested words and clues:

- |    |               |                                            |
|----|---------------|--------------------------------------------|
| 1  | r-o-d-o       | You open and close this. (door)            |
| 2  | f-f-g-r-i-e-a | This animal is brown and yellow. (giraffe) |
| 3  | g-a-b         | You can carry things in this. (bag)        |
| 4  | a-r-c-s       | People drive these. (cars)                 |
| 5  | k-e-b-i       | People ride this. (bike)                   |
| 6  | p-o-h-s       | You buy things here. (shop)                |
| 7  | d-e-a-h       | Your hair is on this. (head)               |
| 8  | b-d-s-i-r     | These can fly! (birds)                     |
| 9  | t-r-f-i-u     | Apples, bananas ... (fruit)                |
| 10 | n-p-h-o-e     | Talk to your friend with this. (phone)     |

**Topics** clothes, colours, objects, people, time, school, possessions

**Functions** greetings, saying thank you, asking for repetition and clarification, describing people (appearance)

**Grammar** questions (*How many? How old? Who?*), present continuous, *have got*

**Vocabulary** See the wordlist on page 112 of the Student's Book.

Movers words: *bottles, present, thing*; Flyers words: *much, speak, station*

### Starters practice

Listening Part 4, Reading and Writing Part 2, Speaking Test (all parts)

### Equipment needed

- Starters CD 43E.
- Colouring pens or pencils.
- Photocopies of the sentences on page 117 (one for every three learners). See E.
- Photocopies of the sentences on page 118 (one for each group of learners, made into flashcards). See F.

### Starters tip

Teach learners how to ask for repetition or clarification in English. This will make them more confident if they don't understand something during the Starters Speaking Test. For example: *I don't understand. I don't know. Sorry? Pardon? Can you say that again, please?*

## A Which picture?

- Read out sentence 1: *This is a boat.*  
Point to the pictures. Say:  
*There's a boat in one of the pictures. Which picture? (6)*  
Point to the 6 on the line in 1.
- Learners read sentences 2–6 and write the number of the picture where they can see these things.

**Check answers:** 2 5 3 3 4 1 5 2 6 4

## B Now make pairs.

- Say: *In two of these pictures, the people are saying goodbye. Which two pictures? (1 and 6)*  
Learners write 1 and 6 on the first two lines.  
Point out that we can say: *Goodbye* or *Bye*. They mean the same.
- Do the same with the other actions and pictures.  
**Note:** Explain that when we say *Good morning*, *Good afternoon* and *Good evening* we are saying *Hello*. When we say *Good night*, we are saying *Goodbye*.

**Check answers:** *Saying hello:* 3 *Hello.*

4 *Good afternoon.*

*Saying thank you:* 2 *Thank you.* 5 *Thanks.*

- Learners work in pairs. They choose one of the pictures and role play the situation.

### Listen and colour.

- Check learners have colouring pens or pencils.  
Explain that in each of the six pictures there is one thing which isn't coloured. Say: *Look at picture 1. Which thing is not coloured? (the robot)*  
Listen and colour the things in the six pictures.
- Read out the following instructions, leaving a few seconds between each one for learners to do the colouring.
  - 1 *Can you see the computer? Colour the computer blue, please. Colour it blue.*
  - 2 *Now the boat. Colour the boat yellow. Yes, yellow!*
  - 3 *Find the robot and colour it red. Yes, a red robot!*
  - 4 *Do you like the dog? The dog is brown. Colour it brown, please.*
  - 5 *Can you see the plane? Colour the plane purple. Colour it purple.*
  - 6 *Now, colour the flowers. Colour the flowers with your favourite colour!*

**Check answers: Picture:** 1 robot – red  
2 flowers – any colour 3 plane – purple  
4 computer – blue 5 dog – brown  
6 boat – yellow

## C Read sentences 1–5. Find the person in the picture in D. Then draw a line to the right sentence a–e.

- Ask questions about the picture in D:  
*Are these people in the park or at a station? (at a station)*  
*Is it the morning, afternoon or evening? (any answer)*
- Learners look at the people in the picture in D. Ask:
  - 1 *How many men are there in the picture? (5)*
  - 2 *How many children are there in the picture? (2)*
  - 3 *How many women are there in the picture? (7)*
  - 4 *Who's on the train? ((an old) / a woman)*
  - 5 *Who's holding a burger? (a woman)*
  - 6 *Who's talking to an old man? (a boy)*
- Point to sentences a–e. Ask:  
*Which sentences are about a man? (a, b, c, e)*  
*Which sentence is about a woman? (d)*
- Point to and read sentence 1 in C:  
*This man is holding a birthday present.*

Ask: *Which man is this?* Learners point to the man in the red sweater.

Say: *Look at the second sentence about this man.*

Follow the line with your finger to sentence c: *He's standing in front of the burger store.*

*Is this man in front of the burger store?* (yes)

- Read sentence 2: *This woman is giving a burger to a small boy.* Ask: *Where is this woman?* Learners point to the woman on the left of the picture, at the front.

Point to sentence a. Ask: *Is she standing next to the train?* (no)

*Has she got long brown hair and is she wearing pink trousers?* (yes)

*Which is this sentence?* (d)

Learners draw a line between 2 and d.

**Note:** Point out that d is the only sentence that talks about a woman (She).

- Learners read sentences 3–5 and draw lines to the correct second sentences.

**Check answers:** 3 a 4 b 5 e

## D Look at the picture. Draw lines.

- Explain that some of the people in the picture are saying something. Tell learners to look at the two people with the present. Ask: *What are they saying?*
- Learners follow the lines between the speech bubbles outside the picture to speech bubbles 1 and 2 inside the picture. The man is saying 'Happy birthday' and the woman is saying 'Thank you'.
- Learners look at the other speech bubbles and draw lines to match them with the people who might be saying them.

### Check answers:

3 The old man: *Pardon?*

4 The woman with the hamburger: *Here you are.*

5 The boy taking the hamburger from the woman: *Thanks.*

6, 7 The two people waving goodbye: *Goodbye./Bye!*

8 The man and woman with the open red suitcase: *Oh dear!*

- Practise the expressions with learners. You say one of the expressions. The learners gesture. For example, they wave goodbye or they look confused.
- Learners take it in turns to mime one of the expressions. The other learners look and say what the learner has mimed.

## E Listen and make the conversations.

- Explain to learners that they are going to listen to a boy called Ben doing Part 5 of his Starters Speaking Test.

- Divide the class into groups of three. Give out the photocopies of sentences for the first part, cut up into eight cards.

Say: *Listen to the first part of Ben's Starters Speaking Test. Listen and put the sentences in the correct order.*

Let learners hear the conversation twice. They listen and put the sentences in the correct order.

- In pairs, learners role play this conversation.
- Give out the ten cards for the second part of the test. Say: *Listen to the last part of Ben's Starters Speaking Test. Listen and put the sentences in the correct order.* Let learners hear the conversation twice.
- Ask one pair to role play the conversation. The other learners listen and check they have their sentences in the same order.
- Ask: *Are Ben's answers good?* (yes)  
(He said *Good morning* and *Goodbye*. He asked for repetition: *Sorry? Pardon?* He asked for clarification: *I don't understand. What is 'lesson'?*)

**Note:** This would be a good time to do a practice Starters Speaking Test with learners.

## Tapescript

One

Woman: Hello, Ben. My name's Anne.

Boy: Good morning.

Woman: Now, Ben. How old are you?

Boy: Sorry?

Woman: Are you seven, eight?

Boy: I don't understand.

Woman: Are you seven, eight?

Boy: Oh! Nine.

Two

Woman: What's your favourite lesson?

Boy: What is 'lesson'?

Woman: Do you like reading?

Boy: Yes.

Woman: Is your teacher a man or a woman?

Boy: Pardon?

Woman: Is your teacher a woman?

Boy: No – man.

Woman: OK. Thank you, Ben. Goodbye.

Boy: Goodbye.

## F Play the game! Whisper it.

- Divide the class into groups of 8–10. Each group stands in a line.
- Give one card from page 118 to the last learner in each line. The learner reads what is on the card and whispers the sentence to the person next to them.
- Learners whisper the sentence up the line to the first person, who says it out loud. Usually, the sentence will have changed considerably!

**Topics** body and face, hobbies, home, school, numbers, sports, names

**Functions** asking for and giving personal information, spelling and writing, expressing likes and dislikes

**Grammar** questions (*How old? What? Which? Who? Whose?*), pronouns (*I, he, she, you, they*), possessives (*her, his, my, Kim's*), present simple, *have got, like/enjoy + -ing*

**Vocabulary** See the wordlist on page 112 of the Student's Book.

Movers words: *blond(e), music*

**Starters practice**

Listening Parts 2 and 3, Speaking Part 5

**Equipment needed**

- Starters CD 44B.
- Photocopies of page 119 (one for every four learners) cut up. See D.
- Photocopies of the questions on page 120 (one for every ten learners) cut up. See *Our class*.

**Starters tip**

In Part 2 of the Starters Listening Test, all the words will come from the Starters wordlist, even if they are used as surnames or as the names of streets or schools.


**A Make questions.**

- Write on the board: *name? / What's / your*  
Ask: *Can you make the question? (What's your name?)*  
Show learners how all the words they need to make this question are on the board but in a different order.
- Point to the capital letter at the start of *What* and to the question mark after *name*. Remind learners that a question starts with a capital letter and ends with a question mark.
- Point to the first sentence and the example answer: *How old are you?* Learners put the words in 2–5 in order to make questions.

**Check answers:** 2 What's your teacher's name?  
3 What are your friends' names? 4 Do you like sport?  
5 What sports do you do?

**Note:** Point out the apostrophe at the end of *friends* in question 3 (*friends'*). Ask learners why it is here. (To show that the names belong to the friends and that there is more than one friend.)

- In pairs, learners ask and answer these questions. They do not write anything.

**B**  **CD1:28 Who's this girl? Listen and write.**

- Learners look at the picture of the girl. Ask questions:  
*What's her name? How old is she?*  
Write the learners' suggestions on the board.

- Learners listen to the CD. They look at the table beside the picture and check if the information on the recording is in the same order. (It is!)
- Play the CD to the end of question 1. Pause the recording. Ask: *What's her name?* (Kim)  
Learners write *Kim* on the line next to *Name* in the table.
- Learners listen to the rest of the recording. They write one-word answers to complete the table. Let them listen twice.
- Check answers by asking questions about Kim:  
*How old is Kim?* (9/nine)  
*What's her teacher's name?* (Miss Green)  
*What are her friends' names?* (Anna and Nick)  
*What sports does Kim like?* (swimming and basketball)

**Tapescript**

*Listen and write.*

**One**  
Man: Hello. Can I ask you some questions?  
Girl: Yes. OK.  
Man: What's your name?  
Girl: It's Kim.  
Man: Do you spell that K-I-M?  
Girl: Yes. That's correct.

**Two**  
Man: And how old are you, Kim?  
Girl: Nine.  
Man: Wow! Nine years old?  
Girl: Yes!

**Three**  
Man: And what's your teacher's name?  
Girl: Miss Green.  
Man: Is that G-R-E-E-N?  
Girl: Yes.

**Four**  
Man: And have you got friends in your class?  
Girl: Yes. I've got two.  
Man: What are their names?  
Girl: Anna and Nick.  
Man: Does Nick spell his name N-I-C-K?  
Girl: Yes.

**Five**  
Man: Do you like sport, Kim?  
Girl: Yes.  
Man: What sports do you do?  
Girl: I like swimming, but my favourite sport is basketball.  
Man: Basketball! Can you spell that word?  
Girl: Yes. B-A-S-K-E-T-B-A-double-L.

## C Listen and tick the box.

- Explain to learners that you are going to tell them some more things about Kim. Give them time to read sentences 1–8 and to look at the pictures before they listen. Learners listen and tick the box under the right picture.
- Read out this text about Kim. (Pause between each sentence.)

Kim lives in a flat in London. She goes to Clock School. She's in class eleven. Kim's got brown eyes and her hair is brown too.

She likes swimming and playing basketball and she can play the guitar too.

Kim reads books. There are lots of books in the cupboard in her bedroom. She loves stories about animals.

**Check answers: 1 A 2 B 3 A 4 C  
5 B 6 A 7 B 8 C**

- Write the sentences about Kim on the board, with the words for the pictures missing. Ask different learners to come up and write the words in the sentences.

Kim lives in a ... . She goes to ... School. She's in class ... .

Kim's got ... eyes and her hair is ... too.

Kim plays the ... . Her books are in the ... . Her favourite stories are about ... .

## D About Nick.

- Tell learners to look at the boy in the picture in Unit 21 (the boy on the bed). Say:  
This is Nick. Nick is Kim's friend, but they are very different.  
Kim lives in a ... . (flat) Nick doesn't live in a flat.  
Write on the board: Nick lives in a ... . (house)  
(if necessary, point to picture 1B of a house in C.)  
Ask a learner to come up and write *house* at the end of the sentence.
- Go through the rest of the information about Kim. Write the sentences about Nick on the board with the key words missing. Learners choose different pictures from C to complete each sentence about Nick. Leave the sentences about Nick on the board.

### Kim

She goes to Clock School.

She's in class 11.

Her eyes are brown.

Her hair is brown.

She plays the guitar.

Her books are in her cupboard.

Her favourite stories are about animals.

### Nick

He goes to Beach/Sun School.

He's in class 7/12.

His eyes are green/blue.

His hair is black/blond.

He plays the piano.

His books are in his bookcase/desk.

His favourite stories are about sport/planes.

- Say: Kim goes to Clock School. Nick goes to Beach/Sun School.

Mark the stressed word (*Beach/Sun*) on the board by underlining it.

- Read out the sentences about Kim. Learners say the sentences about Nick (they can read them from the board). They stress the word in the sentence which is different.
- Learners could then write the sentences about Nick in their notebooks.

## E Write about you.

- Write the following on the board: *My name's ... I live in ...*
- Show learners how you would complete the sentences about yourself. For example: *My name's Anne. I live in a house.*
- Ask different learners the questions from A.
- Give out photocopies of page 119 (one set of sentences to each learner).
- Learners read the sentences and complete them about themselves.
- Learners exchange sentences with another person in the class who is not sitting near them. Make sure each learner has another learner's sentences.  
**Note:** Large classes: divide learners into groups of 4–5 at this point.
- Learners work in groups of 3, 4 or 5. One learner from the group reads out the sentences they were given, starting with the last sentence.  
For example: *I like playing tennis and swimming.*
- The other learners listen and try to guess who has written the sentence. If they do not know, the next sentence from the end is read out.  
For example: *My friends' names are Mary and Carol.*
- Learners try and guess the writer's name as quickly as possible.

## Our class.

- Give out photocopies of the questions on page 120 (one to each learner).  
**Note:** Large classes: give out the same question to more than one learner.
- Learners stand up and move around, asking all the people in the class (including themselves!) their question. They count how many people say *yes* to their question.
- Write on the board:  
*... people in this class live/have got/like/enjoy ...*  
Learners copy and complete the sentence for their question.



# Unit 45 *stepping stones*

**Topics** animals, body and face, clothes, colours, family, food and drink, home, numbers, sports

**Functions** spelling and writing, recognising words which sound similar, expressing likes and dislikes

**Grammar** adjectives, verbs, nouns, present simple, like + -ing

**Vocabulary** See the wordlist on page 112 of the Student's Book.

Flyers word: *group*; Not in YLE wordlists: *poem, crossword*

## Starters practice

Reading and Writing Parts 1, 3 and 4, Speaking Part 5

## Equipment needed

One dice per 3–5 learners; a counter for each learner.

## Starters tip

After completing this book, learners will be familiar with all the types of task in the Starters Test. In order to give them confidence in completing the test papers in the time allowed, it is a good idea to give them at least one complete practice test before the day they take a Starters Test. The Practice Test in this book is designed for this.

## A Alphabet crossword.

- Tell learners to look at the crossword. Ask:  
*What words can you read?* (alphabet, crossword)  
Tell learners they are going to do an alphabet crossword. Ask:  
*What letters can you see in the crossword?*  
(a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, w, y, z)  
Point out that these letters are at the start of each of the words in the crossword.  
Ask: *Which letters of the alphabet are NOT here?* (v, x)
- Point to the pictures next to the crossword. Explain that the pictures are in alphabetical order. Tell learners to look at the first picture. Ask:  
*What's this?* (apple)  
Tell learners to find the letter *a* in the crossword. Ask:  
*How do you spell apple?* (a–double p–l–e)  
Point to the boxes under the letter *a*. Learners write *p–p–l–e* in these boxes.
- In pairs, learners write the words for the other pictures in the crossword.

### Check answers:

Across (top to bottom): under, nine, grapes, kitchen, onion, tail, in, zoo, eleven, red, face, dress

Down (left to right): lizard, watch, apple, head, skirt, bread, pear, coconut, jeans, question, mango, yellow

- Ask learners:  
*How many of the words are fruit words?* (five)  
*Which are the fruit words?* (apple, coconut, grapes, mango, pear)  
Ask different learners: *What's your favourite fruit?*  
*How many of the words are clothes?* (four)  
*What are these words?* (dress, jeans, skirt, watch)  
Ask different learners: *Are you wearing a dress / jeans / a skirt / a watch today?*  
*How many numbers are there?* (two: nine and eleven)  
Ask different learners: *What's your favourite number?*  
*Which words are about animals?* (lizard, tail, zoo)  
Ask different learners: *What animals do you like?*

## B Make word groups.

- Point to the beans in the second picture. Say: *These are beans.*  
Point to the word *bean* in the first circle.  
Say *bean* and ask learners to repeat this word.  
Point to the words in the box below. Read out the first three words: *wall, clean, they.*  
Say: *Bean, wall. Do they sound the same?* (no)  
*Bean, clean. Do these words sound the same?* (yes)  
Point to the example answer *clean* in the circle under *bean*.
- Continue like this with the other five circles. There is one word on the first line of words in the box which sounds like the word in each of the circles.

**Check answers:** day – they, right – kite, tree – sea, zoo – two, ball – wall

- Learners put the words from the second line of the box into the circles. Point to the example answer *green* in the circle under *bean*. (There is one word on the second line for each circle.)
- Check answers by asking different learners to say the three words they have put together:  
*day – they – say*  
*right – kite – night*  
*tree – sea – three*  
*zoo – two – you*  
*ball – wall – hall*
- Write on the board and say: *The green beans are clean.*  
Ask learners to point to the picture which shows this sentence. (Picture 2)  
Drill this sentence with learners, stressing *green, beans* and *clean* to practise the /i:/ sound.  
Change the sentence to: *Clean the green beans, please!*

- Do the same with these sentences: *Fly your kite at night!* (Picture 1)  
*Don't throw your ball on the wall in the hall!* (Picture 3)

## Play the game! Stepping stones.

- Teach learners this useful language for the game:  
*Pick up the dice. Throw the dice. It's your turn.*
- Note:** This game is designed to revise vocabulary from a variety of topics.
- Demonstrate the game with learners before they play. Throw the dice. Move the counter and read the question.
- Learners work in pairs or small groups (maximum five learners per group). They throw the dice and move the same number of stepping stones as the number on the dice. They write down one word for each letter they land on, using the information in the clue. If they can't think of a word, they miss one turn.
- They can choose to move back the number of stepping stones shown on the dice if they want to get to a different letter. If they land on a letter they have already written a word for, they stay there until their next turn.
- If they land on one of the three stones which say *go to*, they have to move to that letter.
- The winner is the person who has written correctly spelled words for the most letters.

**Note:** There is sometimes more than one possible answer. If learners are not sure whether an answer is correct or acceptable, they can ask for help.

**Optional:** At the end of this game learners exchange lists. Ask for suggestions for the different letters and write these on the board. Learners receive a point for each word.

- **Possible answers** (from the Starters wordlist):

a afternoon	m monkey/mouse
b baseball/badminton/basketball	n night
c chicken/crocodile/cat/cow	o orange
d dolls	p pea/pear/pineapple
e egg	q question
f flower	r radio
g grandfather/grandpa	s swim
h hair/hand/head	t table tennis/tennis
i ice cream	u ugly
j jacket	v very
k kick	w walk
l lemon/lime	y young
	z zoo

## Make a poem.

- Write on the board:  
*I like the colour*  
*I like eating*  
*I like*  
*I don't like*
- Learners copy the sentences into their notebooks and complete them. Ask different learners to read out their sentences.
- Write these four words on the board: *bread, cakes, red, snakes.*

In pairs or groups of 3, learners make poems by completing the four sentences with these words. Tell learners to do this on a piece of paper. Each word can only be used once. They can also draw a picture for the poem or for each sentence of the poem. You could display the poems on the classroom walls or make them into a book.

- Various combinations are possible. For example:  
*I like the colour red I like the colour red I like the colour red*  
*I like eating bread I like eating cakes I like eating snakes*  
*I like cakes I like bread I like cakes*  
*I don't like snakes I don't like snakes I don't like bread*
- Learners practise reading their poems aloud. You could record some of them.



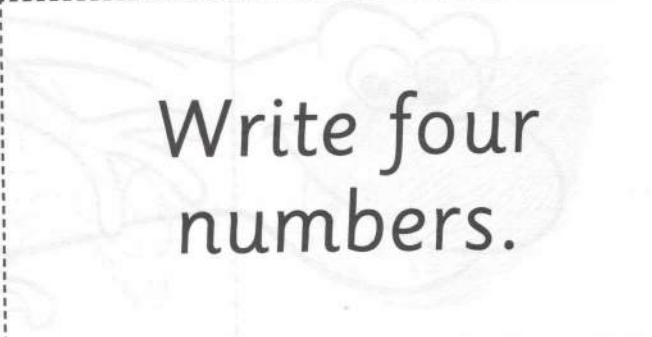
Hello!



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	



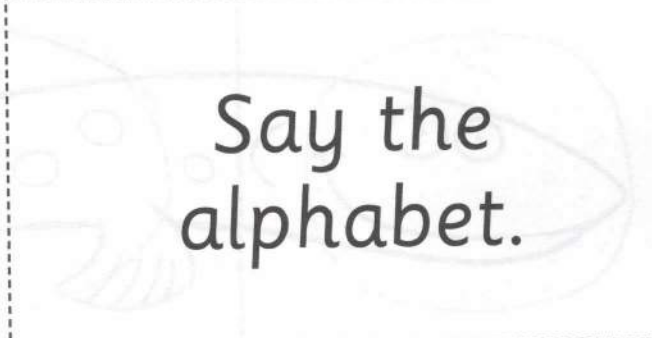
Tick a box.



Write four numbers.



Write a name.



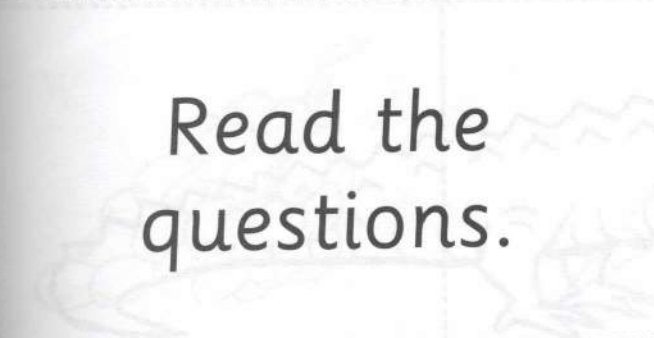
Say the alphabet.



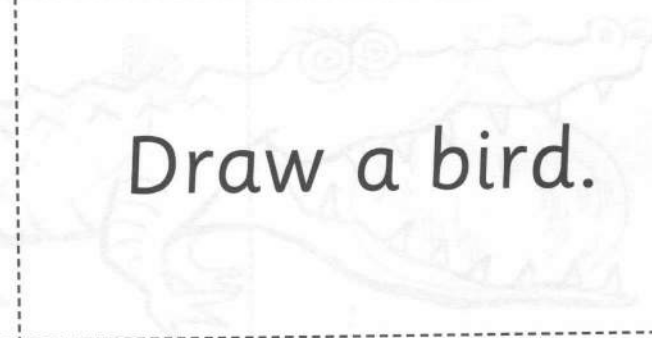
Listen and colour.



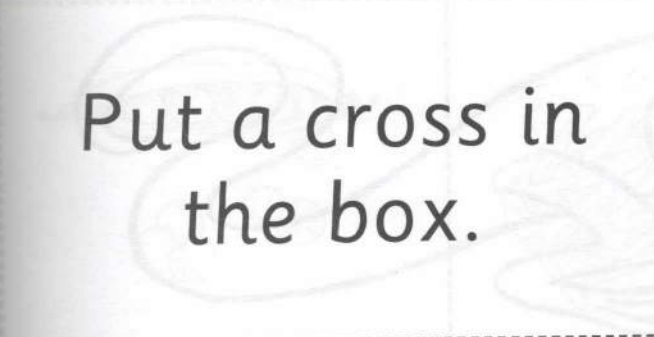
Look at the letters.



Read the questions.



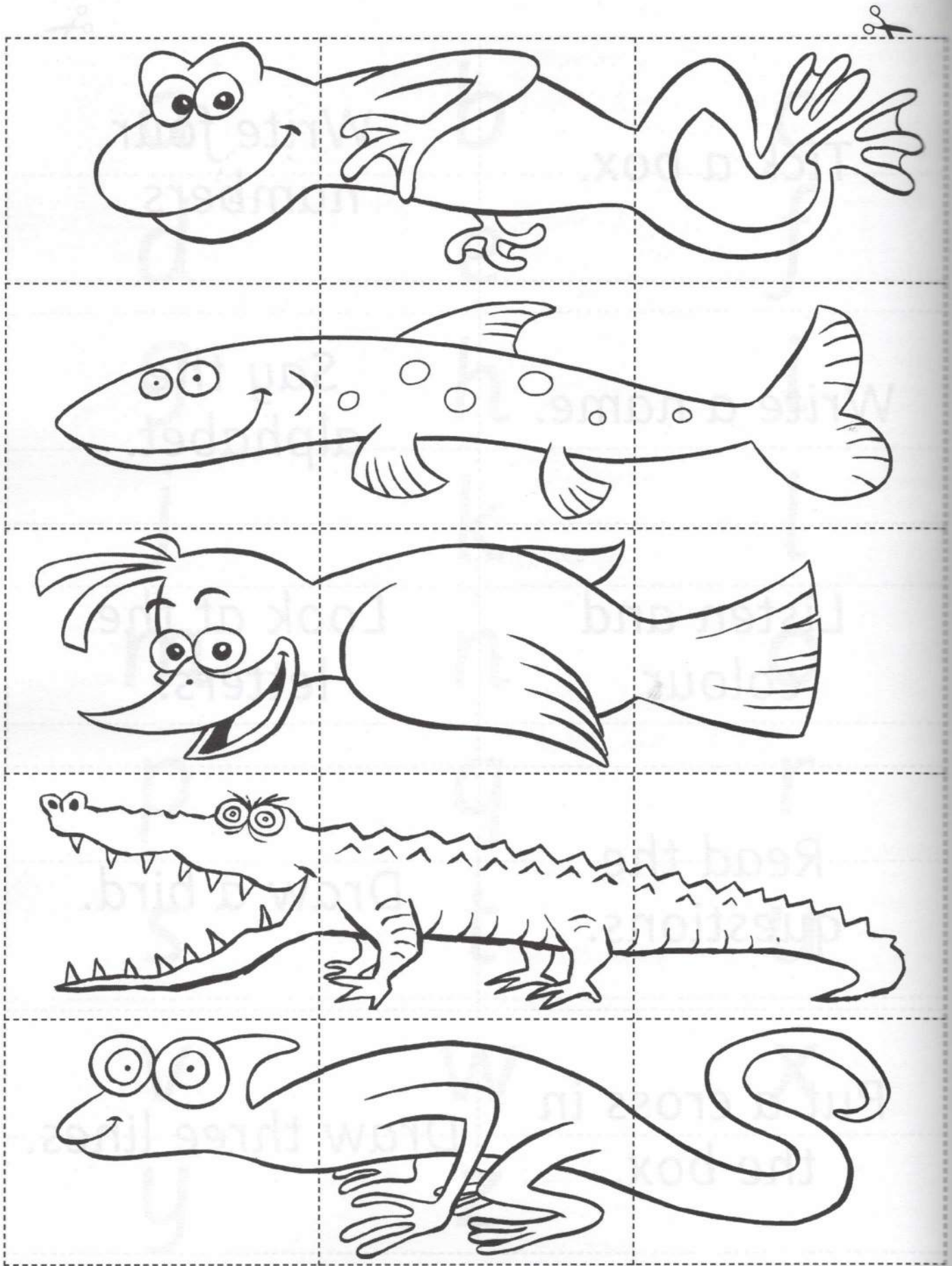
Draw a bird.

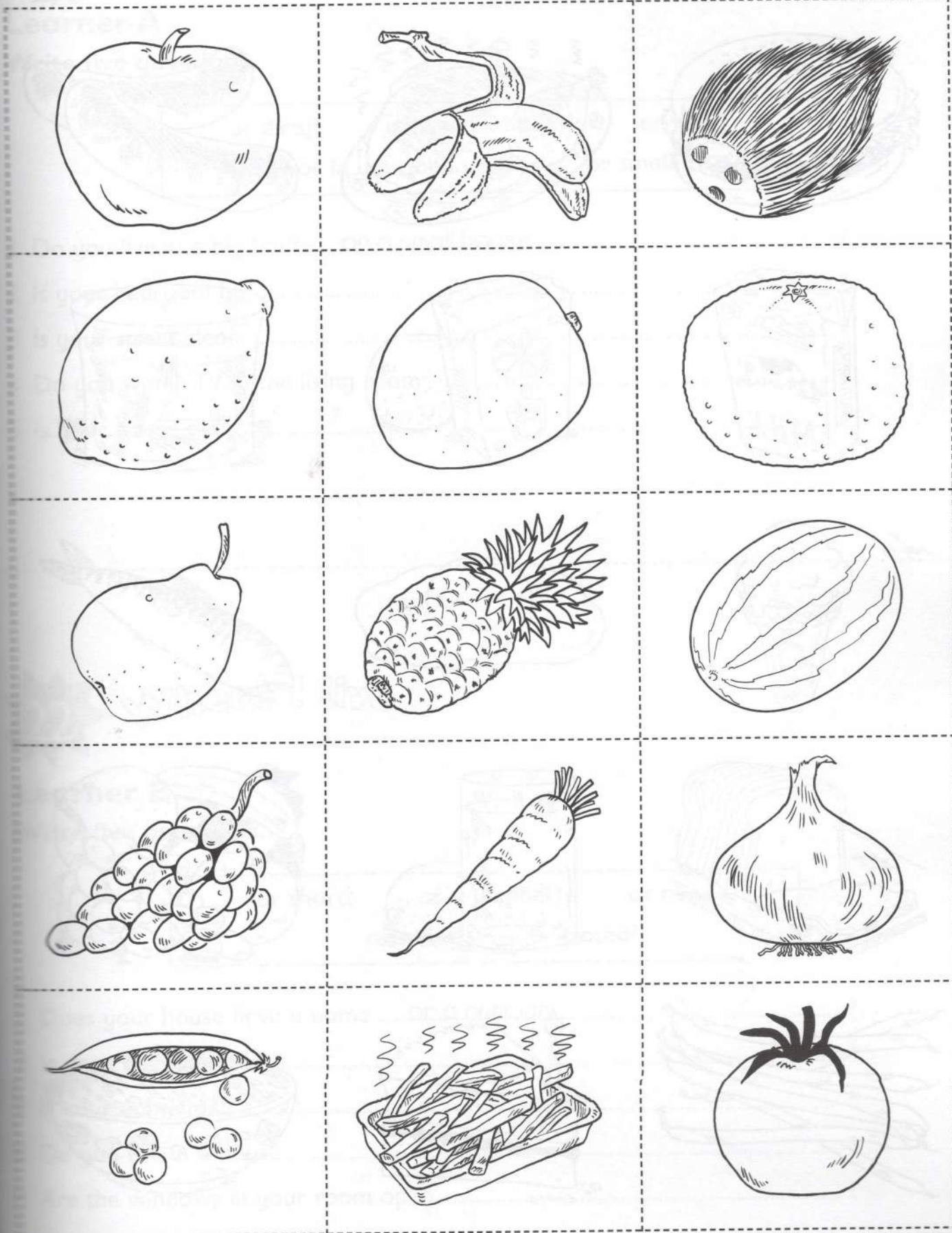


Put a cross in the box.

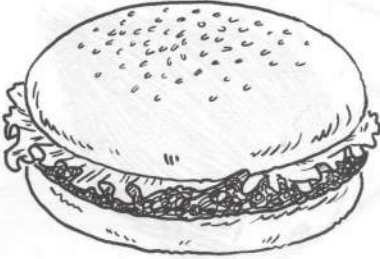

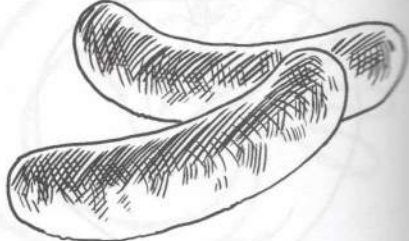

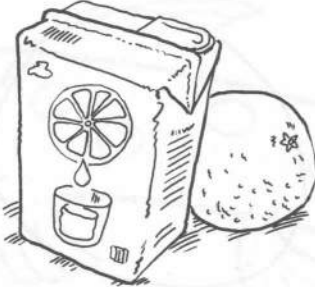



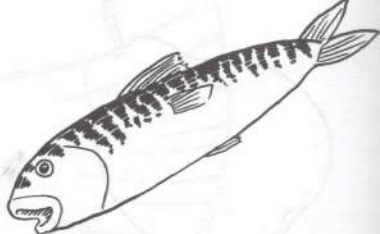
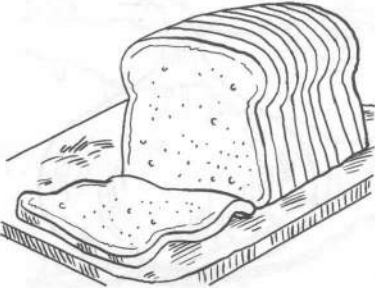
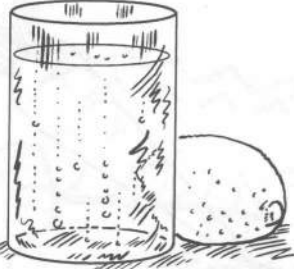
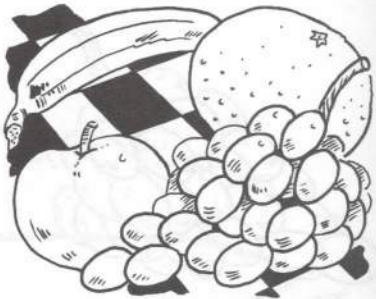
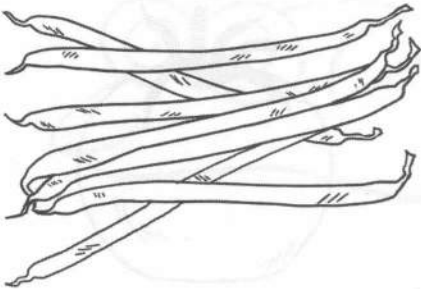
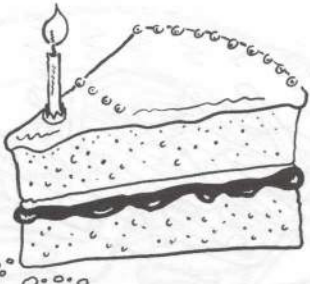
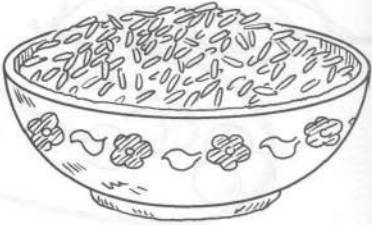


Draw three lines.







# 22 Where I live

## Learner A

Write five questions.

or dirty?    ~~or a small house?~~    or new?  
or in your bedroom?    or small?

- 1 Do you live in a big house ~~...or a small house~~..... ?
- 2 Is your bedroom big ..... ?
- 3 Is your street clean ..... ?
- 4 Do you watch TV in the living room ..... ?
- 5 Is your house old ..... ?



# 22 Where I live

## Learner B

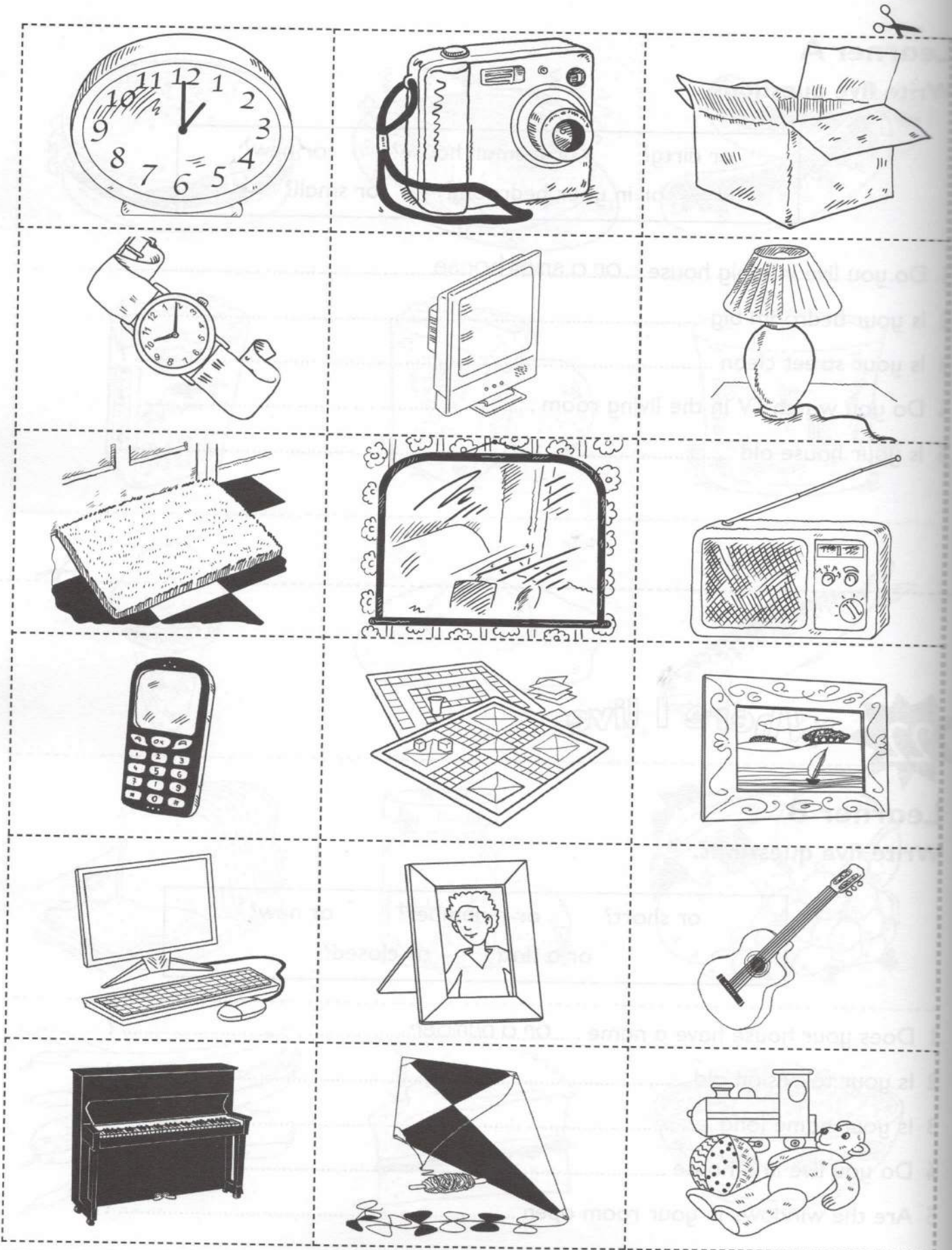
Write five questions.

or short?    ~~or a number?~~    or new?  
or a flat?    or closed?

- 1 Does your house have a name ~~...or a number~~..... ?
- 2 Is your television old ..... ?
- 3 Is your name long ..... ?
- 4 Do you live in a house ..... ?
- 5 Are the windows in your room open ..... ?



# Where's the monster?





painting	running	walking
reading	listening	jumping
drawing	sleeping	eating
swimming	playing the piano	riding a bike
writing	drinking	flying
playing the guitar	having a bath	riding a horse
opening the door	pointing	singing
watching TV	taking a photo	waving to a friend
smiling	driving a car	going to bed



A

The crocodile is  
hitting a ball.

B

The cat is singing  
a song.

A

The dog is eating  
a banana.

B

The spider is riding  
a bike.

A

The snake is  
having a bath.

B

The horse is  
bouncing a ball.

A

The goat is eating  
a shirt.

B

The bird is reading  
a book.

A

The duck is driving  
a car.

B

The fish is  
flying a kite.

A

The monkey is  
playing the guitar.

B

The frog is riding  
a motorbike.

1



My name's Sam. I like taking photos.  
 For my birthday, I would like a ..... please!  
 Sam

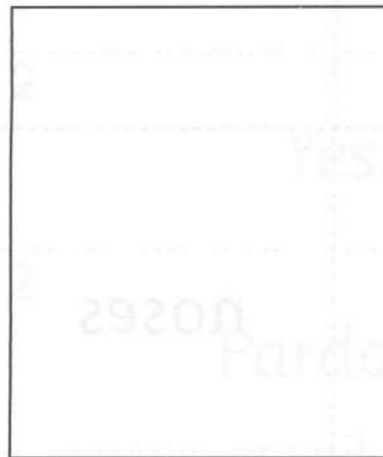
2



Hello! I'm Jill.  
 I love clothes. I want a new red ..... for my birthday.  
 Thanks!  
 Jill


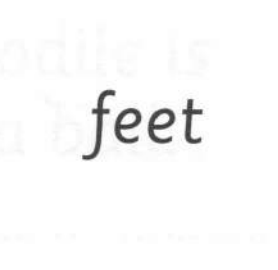
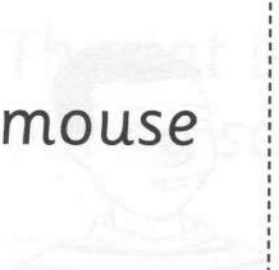
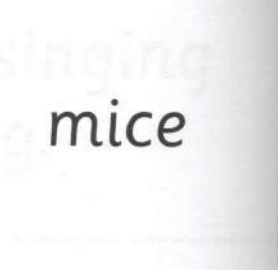
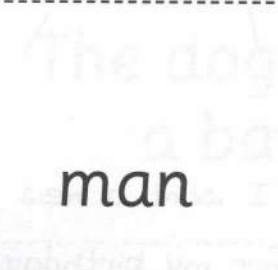
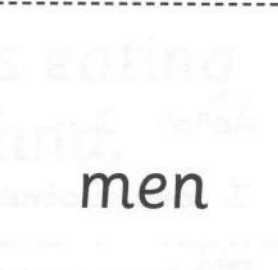
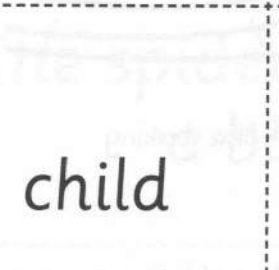
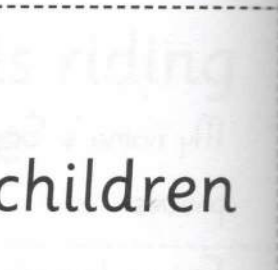
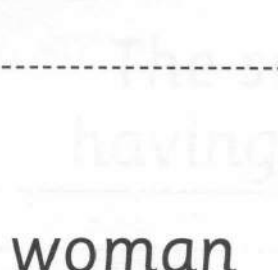
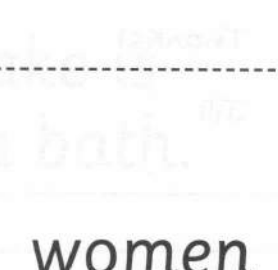
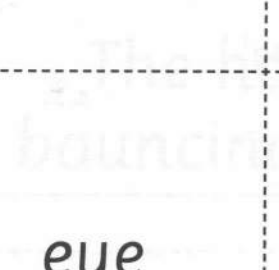
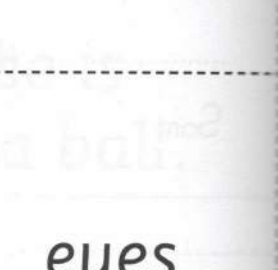
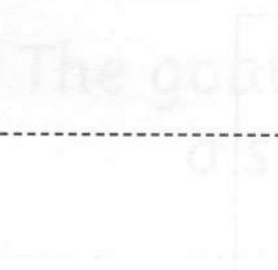
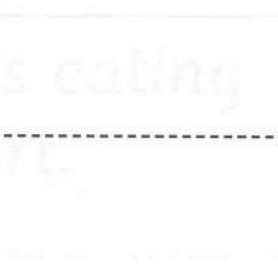
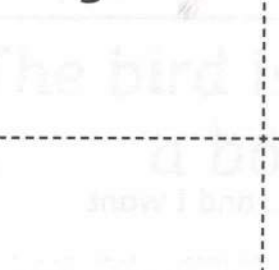
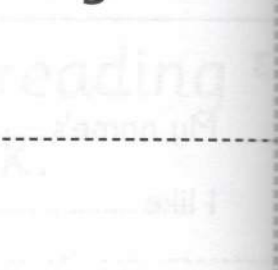
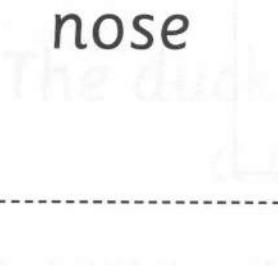
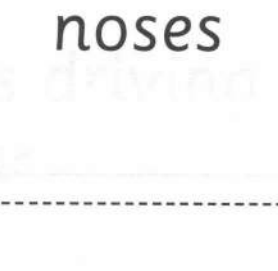
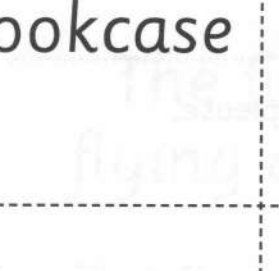
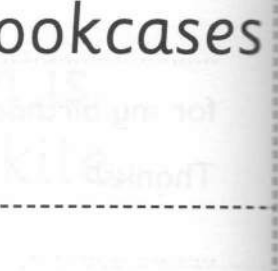
3

My name's .....  
 I like ..... and I want .....  
 .....  
 for my birthday, please.  
 Thanks!  
 .....



38 One foot, two feet



 foot	 feet	 mouse	 mice
 man	 men	 child	 children
 woman	 women	 eye	 eyes
 nose	 noses	 bookcase	 bookcases
 ear	 ears	 piano	 pianos



1	Hello, Ben. My name's Anne.	1	Good morning.
1	Now, Ben. How old are you?	1	Sorry?
1	Are you seven, eight?	1	I don't understand.
1	Are you seven, eight?	1	Oh! Nine.
2	What's your favourite lesson?	2	What is 'lesson'?
2	Do you like reading?	2	Yes.
2	Is your teacher a man or a woman?	2	Pardon?
2	Is your teacher a woman?	2	No – man.
2	OK. Thank you, Ben. Goodbye.	2	Goodbye.



Good evening.

I don't understand.

Here you are.

Can you say  
that again?

Happy birthday.

I want an  
ice cream.

That's right.

How old are you?

Good afternoon.

What's your name?

I'm going. Goodbye.

Six sheep are  
sleeping.

Five frogs are flying.

Seven sisters  
are singing.



My name's .....

I live in a .....

I'm ..... years old.

My hair's .....

My eyes are .....

My teacher's name is .....

I'm in class number .....  
at ..... School.

My friends' names are .....  
and .....

I like ..... and .....

.....

My name's .....

I live in a .....

I'm ..... years old.

My hair's .....

My eyes are .....

My teacher's name is .....

I'm in class number .....  
at ..... School.

My friends' names are .....  
and .....

I like ..... and .....

.....

My name's .....

I live in a .....

I'm ..... years old.

My hair's .....

My eyes are .....

My teacher's name is .....

I'm in class number .....  
at ..... School.

My friends' names are .....  
and .....

I like ..... and .....

.....

My name's .....

I live in a .....

I'm ..... years old.

My hair's .....

My eyes are .....

My teacher's name is .....

I'm in class number .....  
at ..... School.

My friends' names are .....  
and .....

I like ..... and .....

.....





Do you live in a house?

Do you live in a flat?

Have you got brown eyes?

Have you got blue eyes?

Have you got green eyes?

Do you like doing sport?

Do you like music?

Do you like reading?

Do you enjoy stories about animals?

Do you enjoy stories about people?



# Alphabetical wordlist

Numbers refer to units where the words appear.

## A

a *det* 5, 6, 8, 10, 11, 13, 15, 19, 21, 23, 24, 25, 27, 30, 31, 32, 33, 34, 39, 41, 42, 43, 44, 45  
about *prep* 14, 21, 24, 29, 40, 41, 42, 44  
add *v* 15  
afternoon *n* 11, 27, 29, 40, 43, 45  
again *adv* 12, 43  
Alex *n* 3, 12, 18, 22, 25, 28, 33, 34, 36, 41  
alphabet *n* 1, 5, 45  
an *det* 6, 11, 13, 15, 18, 19, 21, 24, 25, 27, 30, 34, 39, 43, 45  
and *conj* 1, 6, 8, 9, 13, 15, 16, 18, 19, 22, 23, 27, 29, 30, 32, 33, 42, 43, 44  
angry *adj* 12, 36  
animal *n* 1, 6, 10, 14, 18, 19, 20, 35, 41, 42, 44, 45  
Ann *n* 3  
Anna *n* 3, 28, 32, 33, 40, 44  
answer *n* 18, 20, 30, 32, 36, 44  
answer *v* 2, 3, 14, 25, 28, 29, 35, 37, 38, 45  
apartment *n* 10, 22, 35, 42  
apple *n* 2, 5, 6, 15, 17, 18, 38, 40, 42  
arm *n* 6, 7, 9, 21, 34, 41, 43  
armchair *n* 21, 22, 34, 39  
ask *v* 14, 18, 35, 39, 44  
at *prep* 6, 14, 25, 26, 36, 40, 42

## B

baby *n* 1, 4, 8, 9, 10, 11, 13, 37, 39  
badminton *n* 12, 33, 35, 38, 41, 45  
bag *n* 4, 24, 25, 26, 27, 29, 30, 32, 34, 36, 40, 42, 43  
ball *n* 2, 5, 7, 13, 14, 16, 23, 29, 32, 33, 34  
banana *n* 15, 17, 19, 28, 29, 30, 39, 42  
baseball *n* 33, 35, 44, 45  
basketball *n* 16, 33, 34, 35, 41, 45  
bath *n* 22, 24, 28, 30, 40  
bathroom *n* 20, 22, 24, 34  
be *v* 3, 4, 8, 9, 11, 13, 15, 19, 20, 22, 23, 24, 25, 26, 28, 29, 32, 36, 39, 41, 44  
beach *n* 15, 29, 32, 36, 39, 41, 44  
bean *n* 12, 15, 16, 17, 45  
beautiful *adj* 8, 13, 45  
bed *n* 2, 20, 28, 36, 39, 40  
bedroom *n* 4, 20, 22, 35, 36, 39, 40, 41  
behind *prep* 10, 16, 19, 20, 23, 24, 30, 38, 39, 43  
Ben *n* 3, 15, 17, 18, 22, 27, 28, 33  
between *prep* 2, 23, 24  
big *adj* 2, 6, 9, 10, 12, 13, 14, 16, 17, 19, 20, 23, 24, 29, 30, 36, 39  
bike *n* 7, 12, 23, 27, 28, 30, 33, 41, 42  
Bill *n* 3, 12, 29, 32, 33  
bird *n* 4, 5, 6, 14, 16, 18, 27, 29, 30, 34, 37, 38, 39, 42

birthday *n* 3, 31, 43  
black *adj* 1, 4, 5, 8, 9, 13, 14, 19, 20, 24, 29, 44  
blue *adj* 4, 5, 8, 9, 10, 13, 16, 17, 20, 24, 28, 29, 30, 31, 32, 34, 35, 36, 41, 44  
board *n* 21, 25, 28  
boat *n* 4, 23, 27, 29, 34, 43  
body *n* 6, 7, 19, 42  
book *n* 2, 5, 11, 12, 16, 20, 21, 25, 26, 30, 34, 36, 42  
bookcase *n* 20, 21, 22, 25, 26, 34, 36, 38, 39, 44  
bounce *v* 29, 30, 33  
box *n* 3, 5, 6, 8, 12, 14, 15, 16, 17, 20, 22, 23, 24, 25, 32, 33, 36, 37, 41, 42  
boy *n* 2, 3, 4, 5, 8, 11, 13, 16, 21, 23, 27, 28, 29, 30, 31, 34, 37, 38, 41, 42, 43  
bread *n* 16, 17, 38, 40, 45  
breakfast *n* 17, 18, 40, 41  
brother *n* 3, 10, 21, 33, 41  
brown *adj* 1, 2, 4, 6, 9, 13, 15, 19, 22, 24, 44  
burger *n* 16, 17, 43  
bus *n* 27, 37, 39, 40, 41, 42  
but *conj* 12, 15, 18, 29, 42  
bye (-bye) 41, 43

## C

cake *n* 17, 18, 31, 42, 45  
camera *n* 29, 31, 32, 34, 36  
can *v* 2, 3, 4, 6, 12, 14, 15, 16, 17, 19, 20, 21, 24, 25, 28, 29, 30, 31, 32, 33, 34, 39, 41, 43, 44  
car *n* 2, 11, 13, 23, 27, 30, 34, 35, 38, 41, 42  
carrot *n* 12, 15, 16, 17, 35  
cat *n* 1, 2, 4, 8, 10, 14, 19, 22, 28, 30, 32, 36, 45  
catch (a ball) *v* 19, 33  
chair *n* 2, 8, 20, 21, 23, 24, 28, 34, 36, 39, 42  
chicken *n* 14, 16, 17, 35, 38, 39  
child/children *n* 2, 5, 11, 15, 26, 27, 28, 38, 39, 41, 43, 45  
chips *n* 16, 17, 35, 42  
choose *v* 4, 14, 22, 25, 27, 42  
class *n* 2, 5, 11, 12, 26, 38, 41, 44  
classroom *n* 12, 20, 25, 34, 39  
clean *adj* 8, 13, 19, 45  
clean *v* 22, 24, 38, 45  
clock *n* 7, 17, 20, 22, 24, 32, 39, 40  
close *v* 23, 25, 27, 42  
closed *adj* 21, 25, 31, 35, 36  
clothes *n* 8, 9, 18, 19, 29, 31, 36, 40, 41, 43  
coconut *n* 15, 29, 45  
colour *n* 1, 4, 11, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 29, 31, 34, 35, 39, 41  
colour *v* 2, 4, 5, 7, 8, 9, 11, 14, 19, 21, 28, 30, 31, 34, 43  
come *v* 26, 27, 41  
complete *v* 8, 14, 24, 26, 33, 35, 36, 37, 39  
computer *n* 7, 13, 20, 21, 25, 32, 34, 39, 43

correct *adj* 13, 22, 44  
cousin *n* 10, 33  
cow *n* 14, 19, 27, 35, 45  
crocodile *n* 6, 14, 18, 30, 34, 36, 37, 45  
cross *n + v* 5, 6, 12, 14, 16, 19, 32, 37  
cupboard *n* 8, 16, 21, 23, 25, 34, 36, 39, 44

## D

dad(dy) *n* 1, 8, 10, 13, 22, 27, 40  
day *n* 18, 40, 45  
desk *n* 21, 24, 25, 26, 28, 36, 39, 44  
dining room *n* 20, 23  
dinner *n* 17, 18, 22, 36, 40, 41  
dirty *adj* 13, 19, 22  
do *v* 3, 4, 10, 12, 13, 14, 16, 17, 24, 26, 28, 29, 30, 33, 34, 41, 44, 45  
dog *n* 1, 3, 10, 11, 13, 14, 26, 30, 34, 35, 37, 38, 43  
doll *n* 12, 23, 31, 32, 36, 37, 45  
door *n* 16, 20, 21, 23, 24, 27, 28, 42  
double *adj* 17, 22, 28, 44  
draw *v* 1, 2, 4, 6, 7, 8, 9, 12, 13, 16, 20, 21, 25, 26, 28, 30, 32, 34, 39, 41  
drawing *n* 34, 35  
dress *n* 8, 13, 29, 31, 34, 37, 41, 45  
drink *n* 15, 16, 31  
drink *v* 6, 16, 18, 25, 28, 35, 39  
drive *v* 27, 28, 30, 41  
duck *n* 1, 11, 23, 30

## E

ear *n* 6, 7, 20, 23, 34, 38  
eat *v* 6, 7, 13, 16, 17, 18, 19, 25, 28, 30, 31, 35, 37, 38, 41, 45  
egg *n* 12, 16, 17, 18, 22, 45  
elephant *n* 6, 14, 18, 19  
end *n* 45  
English *adj + n* 2, 3, 5, 11, 26, 43  
enjoy *v* 33, 34, 35, 44  
eraser *n* 25, 26, 32, 35  
evening *n* 29, 40, 43  
example *n* 4, 8, 20, 22, 31, 35  
eye *n* 4, 6, 7, 9, 11, 38, 40, 44

## F

face *n* 6, 7, 9, 18, 38, 40  
family *n* 2, 3, 10, 11, 21, 22, 27, 33, 41, 42  
father *n* 10, 22, 45  
favourite *adj* 3, 4, 5, 8, 17, 19, 20, 22, 28, 31, 32, 35, 37, 44, 45  
find *v* 3, 4, 11, 21, 22, 29, 31, 33, 34, 35, 39, 43  
fish *n* 1, 10, 13, 14, 16, 17, 19, 21, 27, 29, 30, 38, 39, 41  
fishing *n* 29, 34, 35  
flat *n* 10, 22, 35, 44  
floor *n* 16, 21, 23, 25, 27, 36  
flower *n* 8, 9, 19, 36, 39, 41, 45  
fly *v* 4, 12, 14, 27, 29, 30, 39, 45  
food *n* 15, 16, 17, 18, 19, 36, 39, 41

foot/feet *n* 6, 7, 8, 12, 18, 23, 24, 31, 38, 39  
football *n* 12, 32, 33, 34, 35, 39  
for *prep* 3, 16, 18, 30, 31, 40  
friend *n* 3, 11, 18, 21, 26, 36, 41, 42, 44  
fries *n* 15, 16, 17, 35  
frog *n* 1, 5, 14, 18, 19, 30, 41  
from *prep* 6, 15, 22, 25, 30  
fruit *n* 6, 15, 16, 17, 18, 25, 45  
funny *adj* 9, 12, 15, 24, 34

## G

game *n* 1, 2, 4, 7, 12, 13, 20, 23, 32, 34, 36, 41  
garden *n* 4, 5, 10, 11, 12, 18, 20, 31, 33, 41, 42  
get *v* 19, 40  
giraffe *n* 2, 6, 14, 19, 38, 42  
girl *n* 2, 3, 4, 8, 11, 13, 16, 24, 27, 28, 29, 30, 31, 34, 36, 38, 42  
give *v* 9, 31, 43  
glasses *n* 8, 9, 25, 26, 29, 30  
go *v* 13, 22, 26, 27, 28, 29, 32, 33, 40, 44, 45  
goat *n* 1, 4, 14, 30, 35  
good *adj* 3, 4, 11, 15, 18, 19, 29, 32, 45  
goodbye 40, 41, 43  
grandfather *n* 10, 15, 27, 33, 45  
grandma *n* 10  
grandmother *n* 3, 10, 41, 43  
grandpa *n* 10, 15  
grape *n* 15, 35, 38, 39, 45  
great *adj + excl* 3, 4, 11, 12, 15, 17, 19, 21, 27, 29, 30, 31, 32, 33, 42  
green *adj* 1, 2, 4, 9, 10, 11, 15, 18, 19, 20, 24, 28, 29, 31, 34, 35, 36, 41  
grey (US gray) *adj* 4, 9, 19, 20  
guitar *n* 12, 24, 28, 30, 32, 34, 39, 41, 44

## H

hair *n* 4, 7, 8, 12, 13, 21, 34, 42, 43, 44, 45  
hall *n* 9, 20, 24, 35, 45  
hand *n* 4, 6, 7, 9, 13, 23, 24, 31, 32, 34, 36, 40, 42, 43, 45  
handbag *n* 8, 9, 23  
happy *adj* 13, 31, 34, 43  
hat *n* 8, 9, 11, 14, 16, 23, 28, 29, 31, 41  
have *v* 11, 16, 17, 18, 20, 22, 24, 28, 29, 30, 40  
have (got) *v* 3, 5, 6, 7, 8, 9, 10, 11, 12, 14, 24, 25, 27, 29, 31, 32, 34, 36, 43, 44  
he *pron* 9, 12, 13, 35  
head *n* 6, 9, 18, 19, 31, 32, 42, 45  
helicopter *n* 23, 27, 35  
hello 1, 3, 11, 26, 37, 43  
her *poss adj + pron* 3, 7, 8, 12, 13, 26, 29, 31, 33, 35, 36, 41, 42, 44  
here *adv* 20, 36, 38, 41, 43, 45  
hers *pron* 32  
him *pron* 3  
hippo *n* 14, 19, 37, 39  
his *poss adj + pron* 3, 7, 9, 12, 13, 26, 29, 32, 33, 35, 40, 41, 44

hit *v* 30, 33  
hobby *n* 34  
hockey *n* 33, 41  
hold *v* 4, 9, 30, 31, 34, 43  
horse *n* 11, 12, 14, 15, 20, 23, 28, 31, 33, 35, 39  
house *n* 2, 5, 6, 10, 20, 22, 23, 24, 27, 31, 36, 37, 39, 40, 41, 42, 44  
how *int* 3, 22, 32  
how many *int* 2, 4, 5, 8, 11, 13, 15, 16, 18, 20, 23, 24, 29, 30, 31, 32, 37, 41, 43  
how old *int* 2, 22, 37, 41, 43, 44

**I**  
I *pron* 2, 3, 6, 7, 9, 10, 15, 16, 18, 19, 20, 26, 31, 32, 35, 36, 42, 43, 44  
ice cream *n* 11, 13, 16, 17, 18, 36, 45  
in *prep of place* 5, 6, 10, 13, 14, 16, 20, 21, 22, 23, 24, 26, 29, 30, 31, 32, 36, 39, 40, 41, 42, 44  
in front of *prep* 10, 14, 18, 20, 23, 24, 38  
it *pron* 9, 10, 16, 19, 26, 31, 32, 36, 41, 42  
its *poss adj + pron* 3

**J**  
jacket *n* 8, 24, 34, 36, 41, 43, 45  
jeans *n* 8, 13, 29, 31, 43  
Jill *n* 3, 32, 33  
juice *n* 15, 16, 17, 18, 25, 35, 40  
jump *v* 12, 14, 19, 28, 33, 38, 40

**K**  
kick *v* 7, 30, 33, 34, 45  
Kim *n* 3, 11, 22, 26, 33, 44  
kitchen *n* 16, 17, 20, 22, 35, 38, 40, 41, 45  
kite *n* 4, 11, 14, 23, 27, 29, 30, 31, 32, 34, 39, 45  
know *v* 1, 2, 3, 4, 17, 26, 34, 43

**L**  
lamp *n* 8, 20, 22, 24, 36  
learn *v* 3, 26, 33, 41  
leg *n* 6, 7, 11, 14, 19, 20, 24, 34, 39, 41  
lemon *n* 15, 17, 18, 45  
lemonade *n* 15, 16, 17  
lesson *n* 3, 12, 33, 39  
let's *v* 4, 33, 35  
letter (alphabet) *n* 1, 2, 5, 7, 17, 24, 26, 29, 39, 42  
like *v* 3, 9, 15, 16, 17, 18, 19, 21, 25, 26, 31, 32, 33, 34, 35, 41, 43, 44, 45  
like *prep* 20  
lime *n* 3, 15, 17, 45  
line *n* 1, 3, 5, 6, 7, 14, 19, 20, 26, 29, 32, 42, 43  
listen *v* 1, 2, 3, 4, 5, 7, 17, 20, 21, 23, 26, 28, 30, 33, 34, 35, 44  
live *v* 2, 3, 19, 22, 37, 41  
living room *n* 20, 22, 35, 39  
lizard *n* 6, 14, 18, 19, 38, 42, 45  
long *adj* 6, 8, 9, 10, 12, 13, 14, 15, 19, 25, 30, 34, 37, 41, 43  
look *v* 11, 13, 14, 16, 21, 22, 25, 28

look at *v* 2, 3, 4, 5, 7, 12, 15, 19, 20, 27, 29, 31, 36, 38, 39, 40  
lorry *n* 23, 27, 34, 35, 37, 39  
a lot *adv + pron* 10, 25  
a lot of *det* 10, 27  
lots *adv + pron* 15, 25  
lots of *det* 15, 17, 36, 39, 41  
love *v* 10, 12, 13, 29, 31, 34, 36, 44  
Lucy *n* 3, 12, 13, 16, 17, 18, 19, 20, 25, 27, 28, 34, 42  
lunch *n* 16, 17, 18, 31, 40, 41

**M**  
make *v* 1, 6, 8, 15, 16, 19, 34, 38, 43, 45  
man/men *n* 4, 11, 13, 15, 16, 27, 29, 30, 38, 41, 42, 43  
mango *n* 15, 17, 18, 45  
many *det* 39, 42  
mat *n* 4, 20, 21, 24, 28, 29, 36, 38  
May (name) *n* 3, 12, 17, 18, 26, 36, 38  
me *pron* 6, 8, 10, 14, 15, 19, 21, 27, 30, 39  
me too *dis* 29  
meat *n* 6, 17, 19  
milk *n* 13, 15, 16, 17, 19, 35, 39, 40  
mine *pron* 32  
mirror *n* 20, 22, 24, 32  
Miss (title) 24, 44  
monkey *n* 7, 11, 15, 18, 19, 30, 34, 37, 41, 45  
monster *n* 6, 9, 12, 24, 36, 41  
morning *n* 11, 27, 29, 40, 43  
mother *n* 10, 22, 36, 45  
motorbike *n* 27, 30, 34  
mouse/mice *n* 14, 30, 37, 38, 39, 45  
mouth *n* 6, 14, 19, 42  
Mr title 3, 12, 24, 26  
Mrs title 3, 24, 42  
mum(my) *n* 1, 10, 17, 22, 27, 40, 41  
my *poss adj* 3, 6, 9, 10, 12, 18, 21, 26, 27, 29, 31, 33, 35, 44

**N**  
name *n* 2, 3, 5, 10, 12, 18, 20, 21, 22, 26, 29, 37, 41, 44  
new *adj* 8, 9, 13, 19, 22, 23, 24, 25, 29, 31, 41  
next to *prep* 2, 10, 21, 22, 23, 24, 26, 27, 31, 36, 39, 42, 43  
nice *adj* 3, 15, 30, 37  
Nick *n* 3, 12, 21, 26, 28, 32, 44  
night *n* 40, 45  
no 6, 8, 13, 16, 32, 34, 41, 43  
nose *n* 6, 8, 7, 9, 11, 18, 23, 32, 38  
not 18, 45  
now *adv* 1, 4, 8, 11, 12, 14, 20, 23, 29, 37, 38, 41, 42  
number *n* 2, 3, 5, 9, 11, 14, 18, 22, 24, 26, 39, 42, 44

**O**  
of *prep* 8, 21, 37, 45  
oh *dis* 11, 34, 42  
oh dear *excl* 43  
OK *adj + dis* 4, 11, 16, 17, 19, 20, 29, 30, 33, 34, 42

old *adj* 10, 13, 19, 22, 23, 29, 35, 43, 45  
on *prep* 9, 14, 15, 16, 20, 21, 22, 23, 24, 25, 27, 29, 30, 31, 32, 38, 39, 40, 41, 42  
one *det + pron* 41  
onion *n* 15, 16, 17, 18, 22, 45  
open *adj* 22, 36, 43  
open *v* 25, 27, 28, 36, 40, 42  
or *conj* 12, 13, 15, 16, 18, 20, 21, 22, 27, 28, 29, 33, 35, 36, 38, 39, 42  
orange *adj* 4, 6, 9, 14, 15, 17, 29, 30, 31, 34, 36, 41, 43, 45  
orange *n* 15, 17, 18, 35, 40, 45  
our *poss adj* 12, 16, 26, 41, 44  
ours *pron* 32

## P

page *n* 25, 39, 42  
paint *n* 23  
paint *v* 4, 7, 28, 39  
painting *n* 4, 12, 22, 39  
pardon *int* 4, 21, 30, 34  
park *n* 3, 13, 33, 39, 43  
part *n* 7, 19, 31, 39, 40, 45  
Pat *n* 3, 13, 17, 25, 28, 41  
pea *n* 15, 16, 17, 39, 45  
pear *n* 15, 17, 18, 38, 39, 45  
pen *n* 16, 23, 25, 26, 28, 40, 42  
pencil *n* 7, 14, 16, 23, 25, 26, 32, 34, 36, 39, 40, 42  
person/people *n* 2, 8, 10, 11, 15, 18, 19, 27, 29, 31, 38, 39, 41, 42, 43  
phone *n* 11, 13, 21, 39, 41  
phone *v* 28  
photo *n* 11, 12, 16, 20, 22, 31, 32, 35, 42  
piano *n* 12, 21, 24, 28, 32, 34, 38, 39, 41, 42, 43  
pick up *v* 23, 24, 45  
picture *n* 2, 4, 7, 8, 12, 13, 14, 15, 19, 20, 21, 31, 34, 36, 38, 39, 41, 43  
pineapple *n* 15, 17, 45  
pink *adj* 4, 8, 9, 14, 16, 24, 28, 30, 31, 34, 36, 43  
plane *n* 23, 27, 34, 39, 43, 44  
play *v* 1, 2, 3, 4, 5, 12, 13, 16, 22, 23, 24, 27, 29, 30, 32, 33, 34, 35, 36, 38, 39, 41, 44, 45  
playground *n* 25, 27, 33, 34  
please *dis* 4, 20, 23, 26, 30, 34, 43  
point *v* 7, 29, 36  
potato *n* 15, 16, 17, 38  
purple *adj* 4, 9, 14, 16, 17, 20, 24, 28, 30, 34, 36, 41, 43  
put *v* 5, 6, 12, 15, 16, 18, 20, 23, 24, 25, 26, 29, 32, 34, 39, 40

## Q

question *n* 2, 5, 8, 13, 18, 20, 22, 32, 35, 37, 38, 39, 41, 44, 45

## R

radio *n* 17, 20, 24, 29, 32, 34, 39  
read *v* 5, 8, 9, 10, 11, 12, 13, 16, 22, 25, 28, 30, 31, 32, 33, 34, 40, 44

red *adj* 1, 4, 8, 9, 10, 11, 12, 13, 16, 22, 25, 28, 31, 32, 34, 43, 45  
rice *n* 16, 17, 35  
ride *v* 12, 19, 27, 28, 30, 31, 33, 39, 41  
right *dis* 41, 43  
right (correct) *adj* 3, 4, 12, 15, 20, 32, 34, 37, 43, 45  
robot *n* 7, 9, 23, 32, 34, 42, 43  
room *n* 11, 20, 21, 22, 23, 24, 35, 39, 41, 44  
rubber *n* 25, 35  
ruler *n* 7, 25, 26, 32, 40  
run *v* 7, 12, 14, 17, 19, 28, 29, 33, 38, 40, 41

## S

sad *adj* 13  
Sam *n* 3, 7, 13, 18, 28, 29, 41  
sand *n* 15, 29, 39  
sausage *n* 16, 17, 18, 37  
say *v* 1, 5, 15, 18, 40, 43  
school *n* 2, 3, 12, 25, 26, 27, 34, 36, 39, 40, 41, 42, 44  
sea *n* 19, 29, 39, 45  
see *v* 2, 4, 7, 16, 19, 21, 22, 25, 26, 27, 28, 30, 31, 39, 43  
sentence *n* 5, 8, 9, 14, 19, 20, 24, 30, 33, 35, 38, 39, 43  
she *pron* 12, 13, 19, 35, 41, 44  
sheep *n* 1, 14, 19, 38  
shell *n* 29, 32, 36, 39  
shirt *n* 8, 30, 40  
shoe *n* 2, 6, 8, 13, 29, 31, 39, 40, 41, 43  
shop *n* 23, 35, 41, 42  
short *adj* 6, 13, 14, 19, 22, 43  
show *v* 8  
sing *v* 12, 16, 19, 28, 30, 31, 34, 38, 41, 44  
sister *n* 10, 12, 21, 22, 40, 41  
sit *v* 2, 3, 12, 22, 23, 24, 26, 27, 28, 30, 34, 39, 43, 45  
skirt *n* 8, 11, 13, 31, 41, 45  
sleep *v* 10, 23, 28, 29, 38, 39, 40, 41  
small *adj* 9, 10, 13, 14, 15, 19, 22, 24, 29, 30, 39, 43  
smile *v* 7, 23, 24, 28, 36  
snake *n* 14, 18, 19, 30, 39, 45  
so *dis* 8  
soccer *n* 33, 35  
sock *n* 2, 8, 9, 13, 21, 28, 39, 40, 41  
sofa *n* 8, 11, 20, 22, 39  
some *det* 15, 16, 25, 42  
song *n* 12, 30, 35, 38, 41  
sorry *adj + int* 4, 17, 19, 20, 34, 37, 43  
spell *v* 1, 3, 6, 12, 15, 18, 20, 21, 22, 24, 26, 31, 32, 36, 44  
spider *n* 1, 13, 14, 19, 22, 30, 39  
sport *n* 32, 33, 41, 44  
stand *v* 7, 10, 12, 23, 28, 31, 36, 43  
start *v* 5, 45  
stop *v* 27  
store *n* 35, 42, 43  
story *n* 26, 28, 34, 44  
street *n* 3, 22, 26, 27, 37, 42

Sue *n* 3, 28, 29, 33  
sun *n* 2, 29, 38, 39, 43  
supper *n* 17, 22  
swim *v* 12, 14, 19, 24, 28, 29, 30, 33, 34, 38, 41, 44, 45

## T

table *n* 16, 20, 22, 23, 24, 31, 34, 36, 39, 42  
table tennis *n* 12, 33, 35, 45  
tail *n* 6, 9, 19, 37, 39, 45  
take a photo/picture *v* 28, 31, 32, 34  
talk *v* 7, 24, 28, 30, 43  
teacher *n* 2, 3, 5, 11, 12, 25, 26, 28, 41, 42, 43, 44  
television/TV *n* 20, 21, 22, 24, 28, 30, 32, 34, 36, 41  
tell *v* 3, 14  
tennis *n* 12, 13, 26, 32, 33, 45  
test *n* + *v* 5, 43  
thank you *dis* 3, 11, 21, 37, 42, 43  
thanks *dis* 11, 30, 33, 43  
that *det* + *pron* 3, 8, 12, 17, 25, 34, 36, 42, 43, 44  
the *det* 6, 11, 16, 21, 25, 28, 29, 30, 32, 41, 42, 44  
their *poss adj* 26, 29, 31, 41, 44  
theirs *pron* 32  
them *pron* 19, 31  
then *adv* + *dis* 40, 44  
there *adv* 8, 20, 23, 24, 29, 36, 41  
these *det* + *pron* 3, 8, 11, 13, 16, 36  
they *pron* 12, 27, 31, 41, 44  
this *det* + *pron* 1, 4, 6, 8, 10, 13, 16, 19, 26, 29, 31, 36, 45  
those *det* + *pron* 25  
throw *v* 7, 33, 45  
tick *n* 5, 12, 16, 32  
tick *v* 5, 8, 12, 15, 16, 17, 33, 41, 44  
tiger *n* 14, 18, 19, 35, 37, 39  
to *prep* 13, 28, 40, 43, 44, 45  
today *adv* + *n* 8, 9, 13, 16, 41  
Tom *n* 3, 8, 12, 14, 17, 18, 28, 34, 41  
tomato *n* 15, 16, 17, 18, 35, 38  
Tony *n* 3, 11, 16, 17, 21, 32, 33, 36, 40  
too *adv* 1, 4, 6, 15, 16, 18, 28, 29, 33, 37  
toy *n* 23, 32, 34, 36, 41  
train *n* 27, 32, 35, 43  
tree *n* 4, 11, 19, 20, 22, 24, 31, 39, 42, 45  
trousers *n* 8, 40, 41, 43  
truck *n* 23, 35  
try *v* 16, 17  
T-shirt *n* 4, 5, 8, 9, 11, 13, 17, 29, 31, 34, 38, 43

## U

ugly *adj* 6, 13, 45  
under *prep* 3, 2, 4, 19, 20, 23, 24, 31, 36, 40  
understand *v* 43  
us *pron* 10, 19

## V

very *adv* 6, 9, 12, 15, 29, 36, 37, 42, 43, 45

## W

walk *v* 7, 12, 13, 14, 23, 27, 28, 29, 40, 41  
wall *n* 9, 16, 20, 21, 22, 36, 39, 45  
want *v* 11, 16, 17, 20, 29, 31, 33, 34, 44  
watch *n* 30, 32, 38, 42  
watch *v* 20, 21, 22, 24, 28, 33, 36  
water *n* 6, 14, 16, 17, 18, 19, 24, 29, 34, 36, 38, 42, 45  
watermelon *n* 15, 17, 22  
wave *v* 7, 28, 43  
we *pron* 10, 12, 19, 33, 34, 43  
wear *v* 4, 5, 8, 9, 13, 15, 21, 27, 28, 30, 31, 39, 41, 45  
well *dis* 26  
well done *excl* 29, 36, 37, 41, 44  
what *int* 1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15, 16, 18, 20, 23, 24, 26, 29, 30, 31, 32, 37, 41, 44  
where *int* 8, 13, 14, 15, 18, 20, 23, 25, 29, 31, 36, 41  
which *int* 8, 10, 12, 14, 15, 20, 23, 26, 33, 34, 37  
white *adj* 1, 4, 8, 9, 14, 19, 20, 29  
who *int* 2, 3, 9, 11, 13, 18, 23, 24, 26, 30, 36, 43  
whose *int* 32  
window *n* 20, 21, 27, 30, 31  
with *prep* 6, 7, 8, 10, 12, 16, 17, 24, 27, 33, 36, 41, 42, 45  
woman/women *n* 4, 8, 11, 15, 16, 23, 27, 30, 31, 38, 42, 43  
word *n* 1, 2, 4, 5, 6, 7, 10, 12, 13, 14, 15, 16, 20, 21, 22, 29, 36, 38, 42  
would like *v* 16, 17, 31, 33  
wow *excl* 11, 17, 27, 37, 44  
write *v* 1, 2, 3, 5, 7, 9, 11, 12, 13, 16, 18, 19, 20, 22, 23, 27, 28, 30, 32, 33, 35, 36, 41, 43, 45

## Y

yellow *adj* 1, 2, 4, 6, 8, 9, 14, 15, 16, 17, 20, 21, 22, 30, 31, 32, 33, 34, 35, 36, 41, 43, 45  
yes 3, 4, 6, 8, 13, 16, 32, 34, 37, 42  
you *pron* 9, 10, 12, 18, 20, 24, 27, 31, 32, 36, 41, 43, 44  
young *adj* 10, 13, 19, 30, 45  
your *poss adj* 2, 3, 14, 16, 18, 23, 24, 29, 31, 36, 40, 41, 43, 45  
yours *pron* 32

## Z

zoo *n* 6, 14, 45

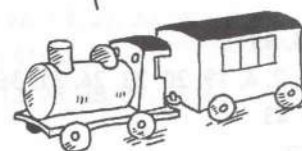
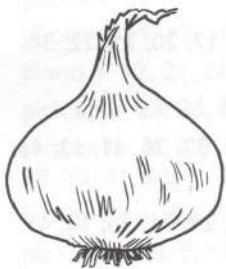
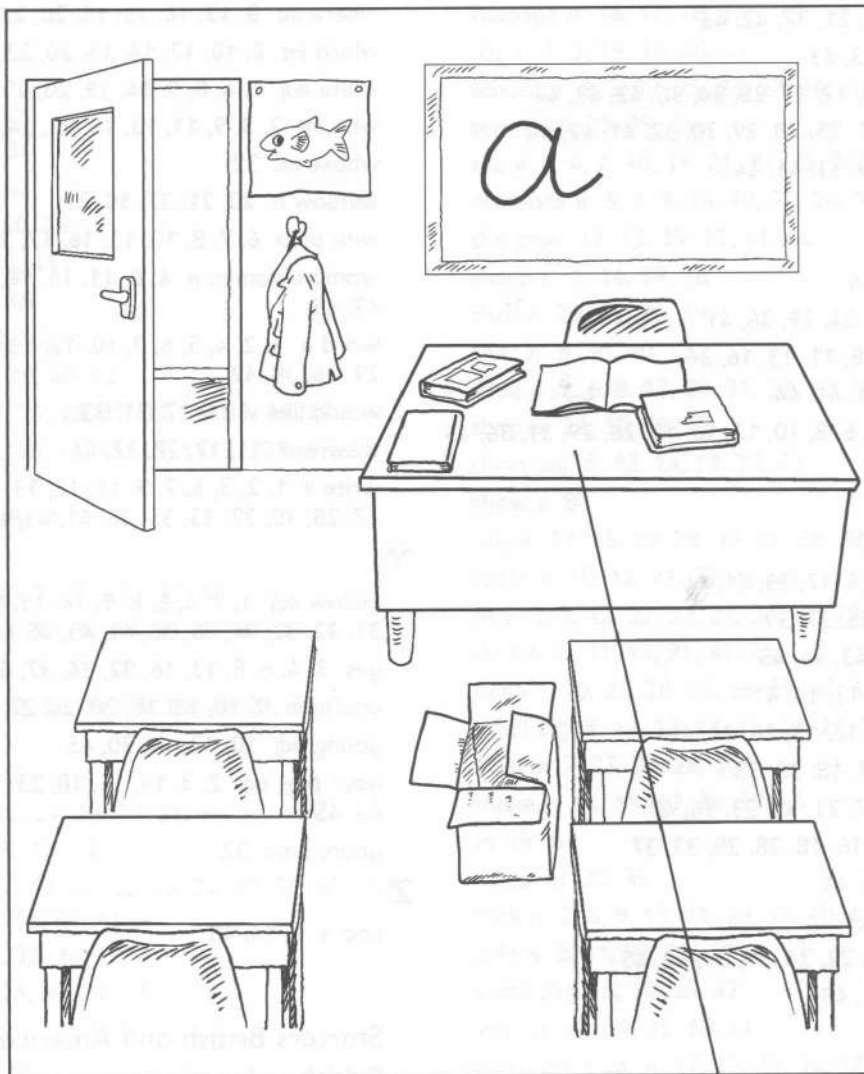
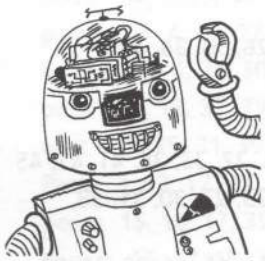
### Starters British and American words

British	American
chips	fries 16
flat	apartment 22
football	soccer 33
lorry	truck 23
rubber	eraser 25
shop	store 39

Part 1

- 5 questions -

Listen and draw lines. There is one example.



Part 2  
- 5 questions -

Read the question. Listen and write a name or a number.  
There are two examples.



Examples

What is the boy's name?

.....Bill.....

How old is he?

.....9.....

Questions

1 Where does Bill live?

..... Street

2 What number is Bill's house?

.....

3 How many rooms are there in his house?

.....

4 What is Bill's sister's name?

.....

5 Who is Bill's friend?

.....



**Part 3**  
- 5 questions -

Listen and tick (✓) the box. There is one example.

Which boy is Nick?



A



B



C

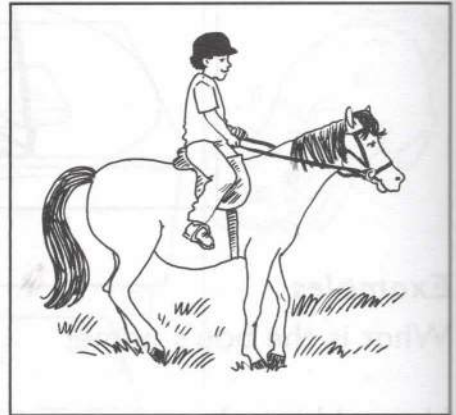
1 What can Tom do?



A

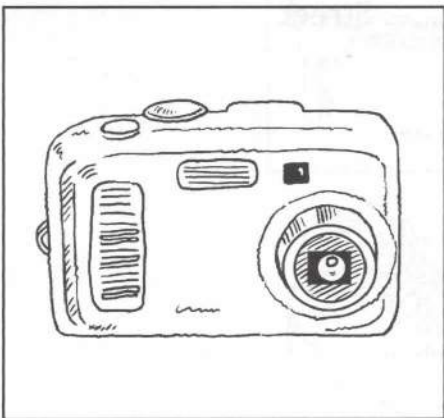


B

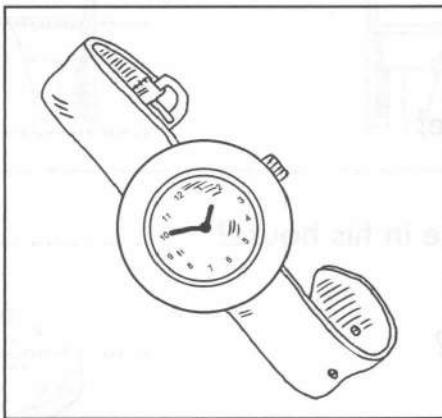


C

2 What does Sam want for his birthday?



A

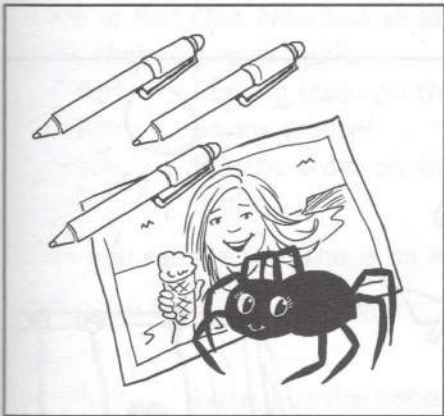


B

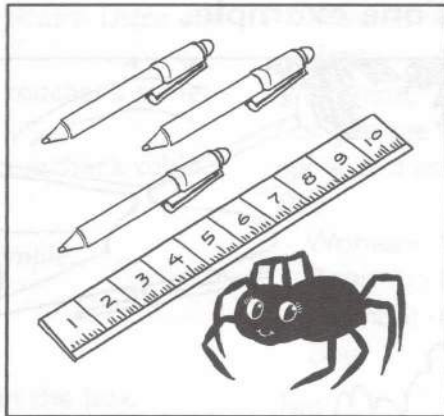


C

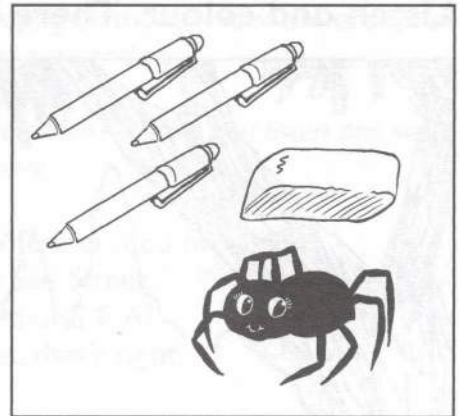
3 What's in Kim's desk?



A

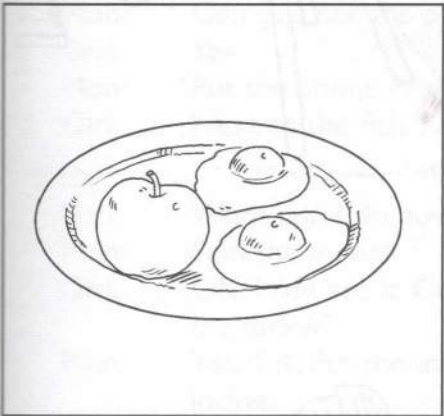


B

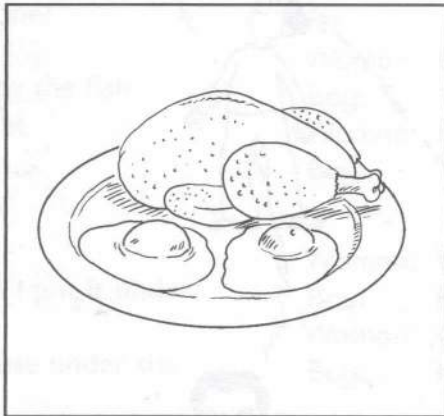


C

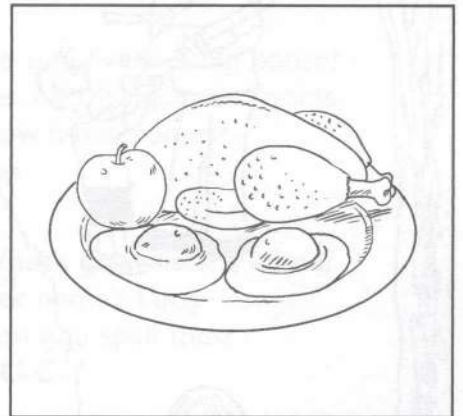
4 What's Ben having for lunch?



A



B



C

5 Which girl is May?



A



B



C

**Part 4**  
– 5 questions –

Listen and colour. There is one example.



## Starters Listening – Tapescripts

Hello. This is the Starters Practice Listening Test.

### Part 1

Look at Part One. Now look at the picture. Listen and look. There is one example.

- Man: Put the train on the teacher's table.  
Girl: Sorry, where?  
Man: Put the train on the teacher's table.  
Girl: Right.

Can you see the line? This is an example.

Now you listen and draw lines.

One

- Man: Now, put the robot in the box.  
Girl: Pardon?  
Man: Put the robot in the box.  
Girl: Oh, OK.

Two

- Man: Can you see the phone?  
Girl: Yes.  
Man: Put the phone next to the fish.  
Girl: Next to the fish. Right.

Three

- Girl: What can I do now?  
Man: Find the mouse.  
Girl: OK. I can see it. Can I put it under the jacket?  
Man: Yes, OK. Put the mouse under the jacket.

Four

- Man: Now, put the shoe on the board.  
Girl: The shoe on the board?  
Man: Yes. That's right.  
Girl: OK!

Five

- Man: Now, the onion. Put it next to the door.  
Girl: Sorry, where?  
Man: Put the onion next to the door.  
Girl: Oh, right!

Now listen to Part 1 again.

That is the end of Part 1.

### Part 2

Read the question. Listen and write a name or a number. There are two examples.

- Woman: Hello. What's your name?  
Boy: Bill.

Woman: How do you spell that?

Boy: B-I-L-L.

Boy: It's my birthday today.

Woman: Happy birthday! How old are you?

Boy: I'm nine today.

Woman: Nine!

Can you see the answers? Now you listen and write a name or a number.

One

Woman: Where do you live, Bill?

Boy: In Sea Street.

Woman: Is that S-E-A?

Boy: Yes, that's right.

Two

Woman: What number is your house?

Boy: Our house is number six.

Woman: Six?

Boy: Yes.

Three

Woman: Do you live in a big house?

Boy: Yes, I do. It's got ten rooms.

Woman: How many rooms?

Boy: Ten.

Four

Woman: What's your sister's name?

Boy: Her name's Lucy.

Woman: Can you spell that?

Boy: L-U-C-Y.

Five

Woman: And who do you play with?

Boy: Tony.

Woman: Tony! Does he spell his name T-O-N-Y?

Boy: Yes, that's right.

Now listen to Part 2 again.

That is the end of Part 2.

### Part 3

Look at the pictures. Listen and look. There is one example.

Which boy is Nick?

Woman: Do you walk to school, Nick?

Boy: No, I don't.

Woman: Do you go to school by car, then?

Boy: No. I ride my bike to school.

Can you see the tick? Now you listen and tick the box.

One

What can Tom do?

Woman: Can you ride a horse, Tom?

Boy: No, I can't.

Woman: Can you play soccer, then?

Boy: Well, I can't play soccer, but I can play tennis.

Two

What does Sam want for his birthday?

Woman: What do you want for your birthday, Sam?

Boy: Well, I don't know. I don't want a camera.

Woman: Some new jeans, then?

Boy: No thanks. I want a new watch, please!

Three

What's in Kim's desk?

Man: What have you got in your desk, Kim?

Girl: My pens and an eraser.

Man: And what's that?

Girl: Oh no! It's a spider!

Four

What's Ben having for lunch?

Boy: What's for lunch, Grandma? Eggs?

Woman: Yes.

Boy: Can I have some chicken?

Woman: No. We haven't got any chicken.

Boy: Can I have an apple today?

Woman: OK.

Five

Which girl is May?

Man: Can you see May? Is that her with the dress?

Boy: No, that's Pat.

Man: Is May wearing a T-shirt?

Boy: Yes. And a skirt.

Now listen to Part 3 again.

That is the end of Part 3.

### Part 4

Look at the picture. Listen and look. There is one example.

Woman: Hello, Alex! Do you want to colour this picture?

Boy: OK. Can I colour one of the helicopters?

Woman: Yes. Colour the helicopter in the bag.

Boy: The helicopter in the woman's bag?

Woman: Yes. That's right. Colour it grey.

Can you see the helicopter in the bag? This helicopter is grey.

Now you listen and colour.

One

Woman: Now, colour the helicopter on the boy's trousers.

Boy: The helicopter on the boy's trousers. What colour?

Woman: Make it yellow.

Boy: Right. A yellow helicopter.

Two

Boy: Whose is that helicopter?

Woman: Which helicopter?

Boy: It's flying next to the sun.

Woman: I don't know. Would you like to colour it?

Boy: Yes. I'm colouring the helicopter next to the sun green.

Three

Woman: Can you see the man with the helicopter in his hands?

Boy: Yes. He's showing it to the small boy.

Woman: Well, colour that helicopter red.

Boy: OK. A red helicopter.

Four

Boy: What now?

Woman: Can you see the monster?

Boy: Yes. It's got a helicopter on its head!

Woman: Yes, I know.

Boy: Can I colour that helicopter orange?

Woman: Orange? Yes. That's a good colour.

Five

Woman: Look at that picture!

Boy: It's got a helicopter too!

Woman: Yes. The woman's painting it.

Boy: What colour is that helicopter?

Woman: Purple.

Boy: Purple. Good. That's my favourite colour!

Now listen to Part 4 again.

That is the end of the Starters Practice Listening Test.

**Part 1**  
– 5 questions –

Look and read. Put a tick (✓) or a cross (X) in the box.  
There are two examples.

**Examples**



This is a baby.

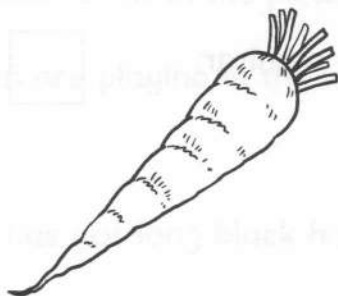


This is an arm.



**Questions**

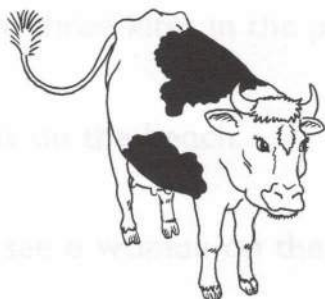
1



This is a sausage.



2

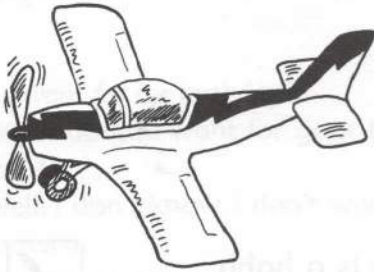


This is a cow.



Part 1

3



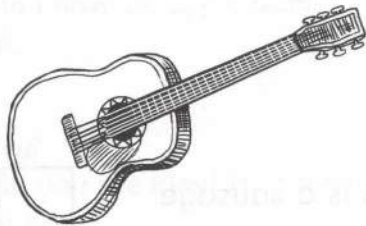
This is a lorry.

4



This is a sock.

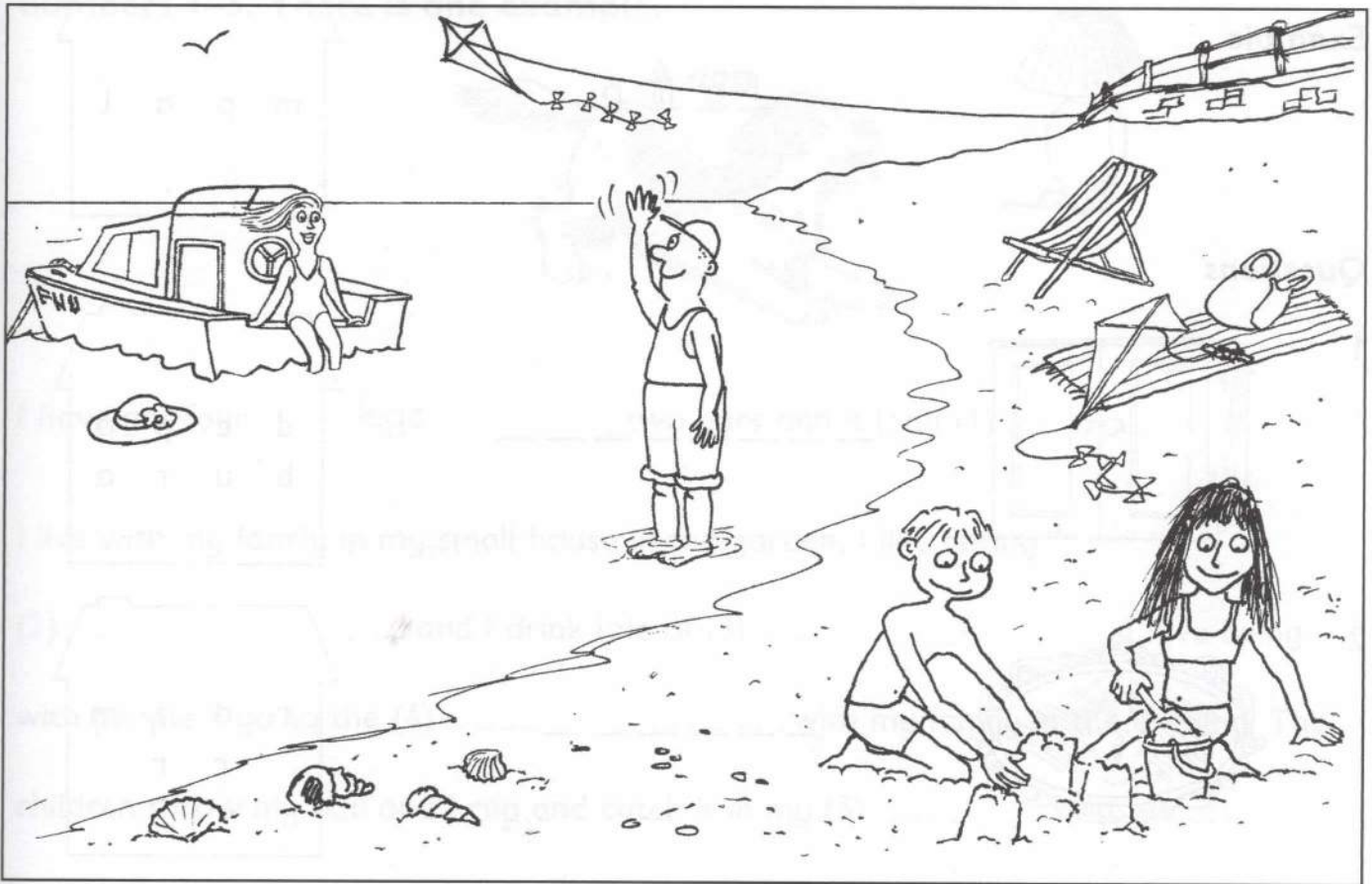
5



This is a guitar.

**Part 2**  
**- 5 questions -**

**Look and read. Write yes or no.**



**Examples**

There are four shells in the picture.

..... **yes** .....

The children are playing in the water.

..... **no** .....

**Questions**

1 The girl has got long black hair.

.....

2 The man in the sea is waving.

.....

3 There are three kites in the picture.

.....

4 The hat is on the beach.

.....

5 You can see a woman on the boat.

.....



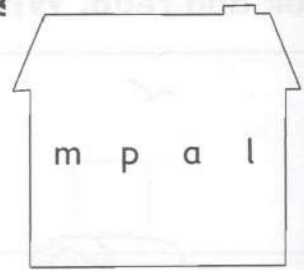
**Part 3**  
- 5 questions -

Look at the pictures. Look at the letters. Write the words.

**Example**

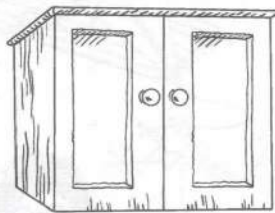


l a m p



**Questions**

1



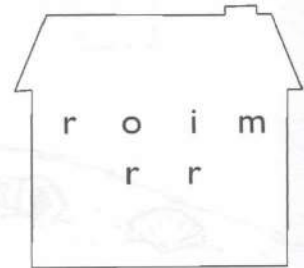
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2



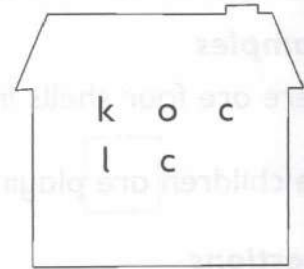
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3



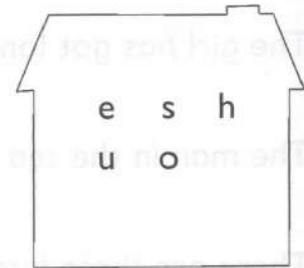
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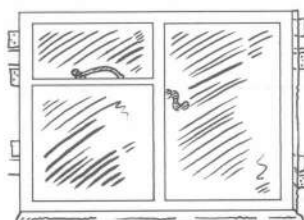
4



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5

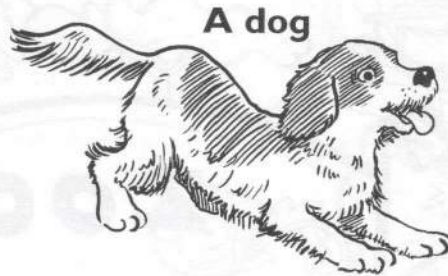


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**Part 4**  
**- 5 questions -**

Read this. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.



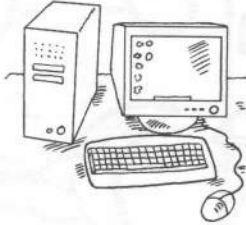







I have got four ..... legs ..... , two ears and a long (1) .....

I live with my family in my small house in the garden. I like eating

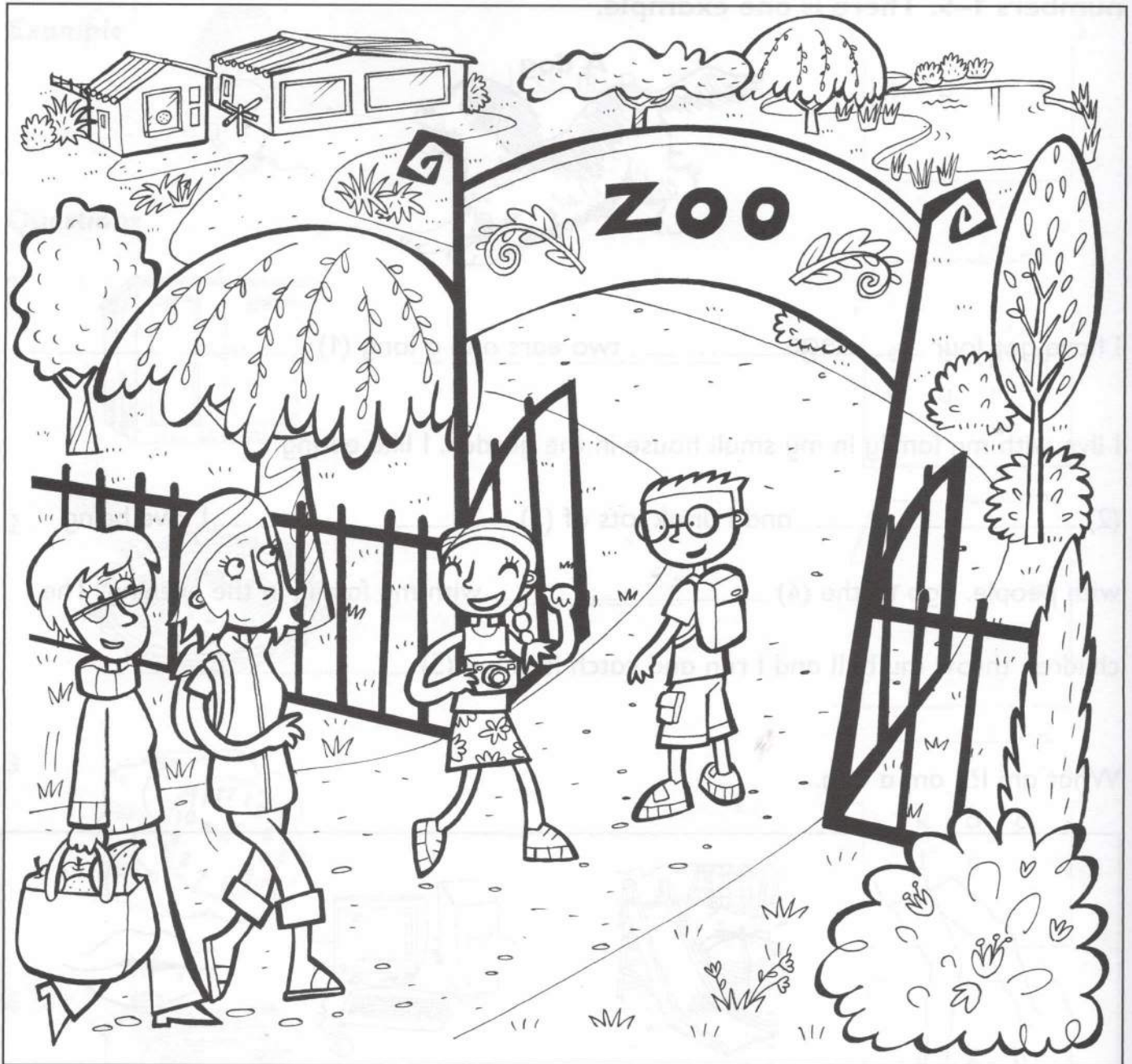
(2) ..... and I drink lots of (3) ..... . I love being with people. I go to the (4) ..... with my family in the evening. The children throw my ball and I run and catch it in my (5) .....

What am I? I am a dog.

			
legs	park	computer	mouth
			
bed	tail	water	meat

Part 5  
– 5 questions –

Look at the pictures and read the questions. Write one-word answers.



**Examples**

Where are the people?

at the ..... zoo.....

What is in the woman's bag?

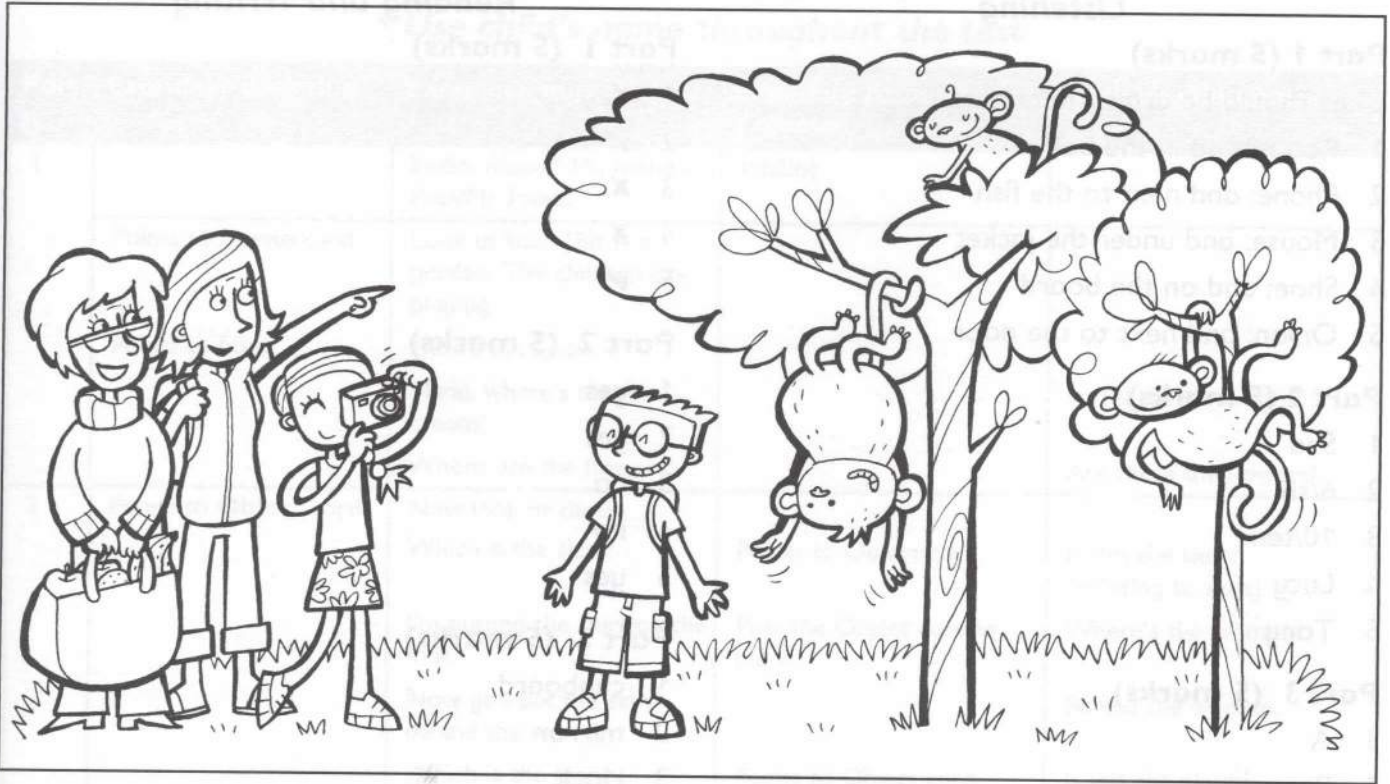
some ..... fruit.....

**Questions**

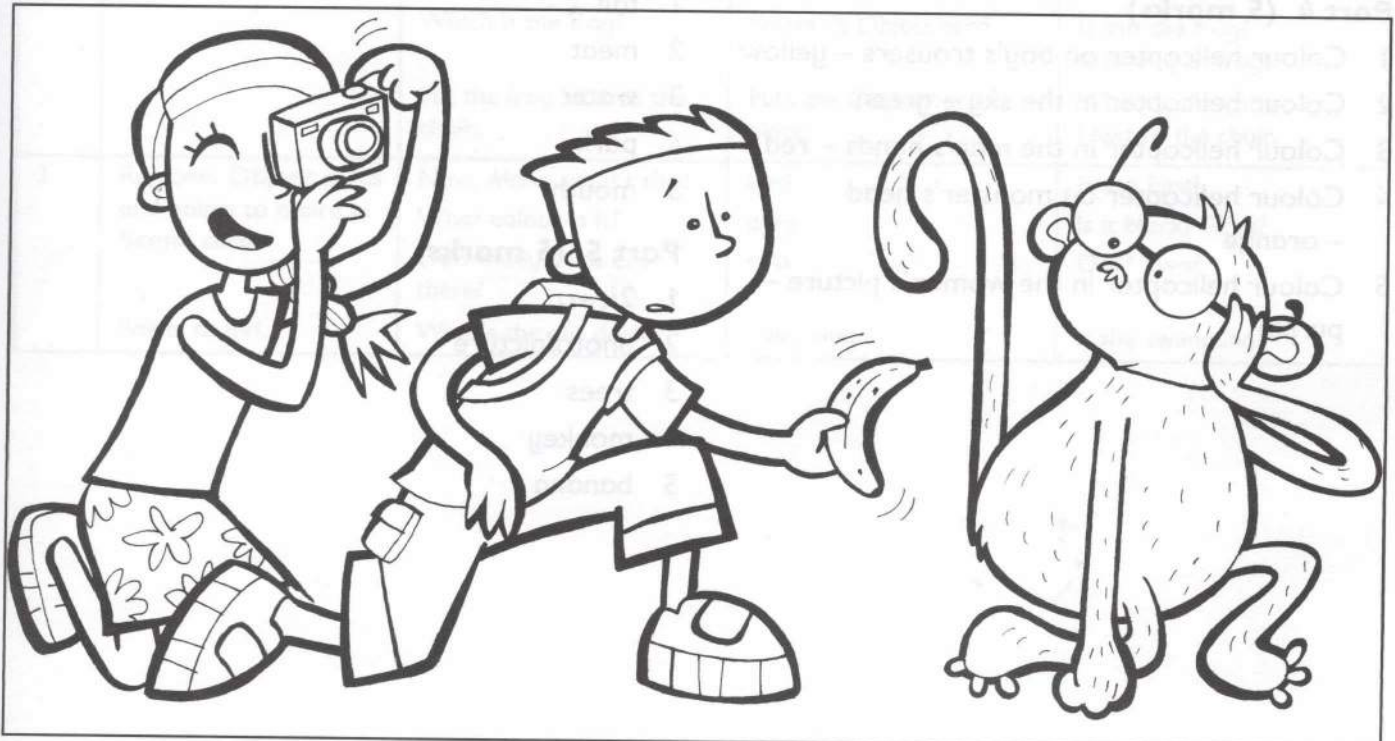
1 How many children are there?

.....

Part 5



- 2 What is the girl doing? she's taking a .....
- 3 Where are the monkeys? in the .....



- 4 Who has got the glasses now? the .....
- 5 What is the boy holding? a .....

**Listening**

**Part 1 (5 marks)**

Lines should be drawn between:

- 1 Robot: and in the box
- 2 Phone: and next to the fish
- 3 Mouse: and under the jacket
- 4 Shoe: and on the board
- 5 Onion: and next to the door

**Part 2 (5 marks)**

- 1 Sea
- 2 6/six
- 3 10/ten
- 4 Lucy
- 5 Tony

**Part 3 (5 marks)**

- 1 A
- 2 B
- 3 C
- 4 A
- 5 C

**Part 4 (5 marks)**

- 1 Colour helicopter on boy's trousers – yellow
- 2 Colour helicopter in the sky – green
- 3 Colour helicopter in the man's hands – red
- 4 Colour helicopter on monster's head – orange
- 5 Colour helicopter in the woman's picture – purple

**Reading and Writing**

**Part 1 (5 marks)**

- 1 X
- 2 ✓
- 3 X
- 4 X
- 5 ✓

**Part 2 (5 marks)**

- 1 yes
- 2 yes
- 3 no
- 4 no
- 5 yes

**Part 3 (5 marks)**

- 1 cupboard
- 2 mirror
- 3 clock
- 4 house
- 5 window

**Part 4 (5 marks)**

- 1 tail
- 2 meat
- 3 water
- 4 park
- 5 mouth

**Part 5 (5 marks)**

- 1 2/two
- 2 photo/picture
- 3 trees
- 4 monkey
- 5 banana

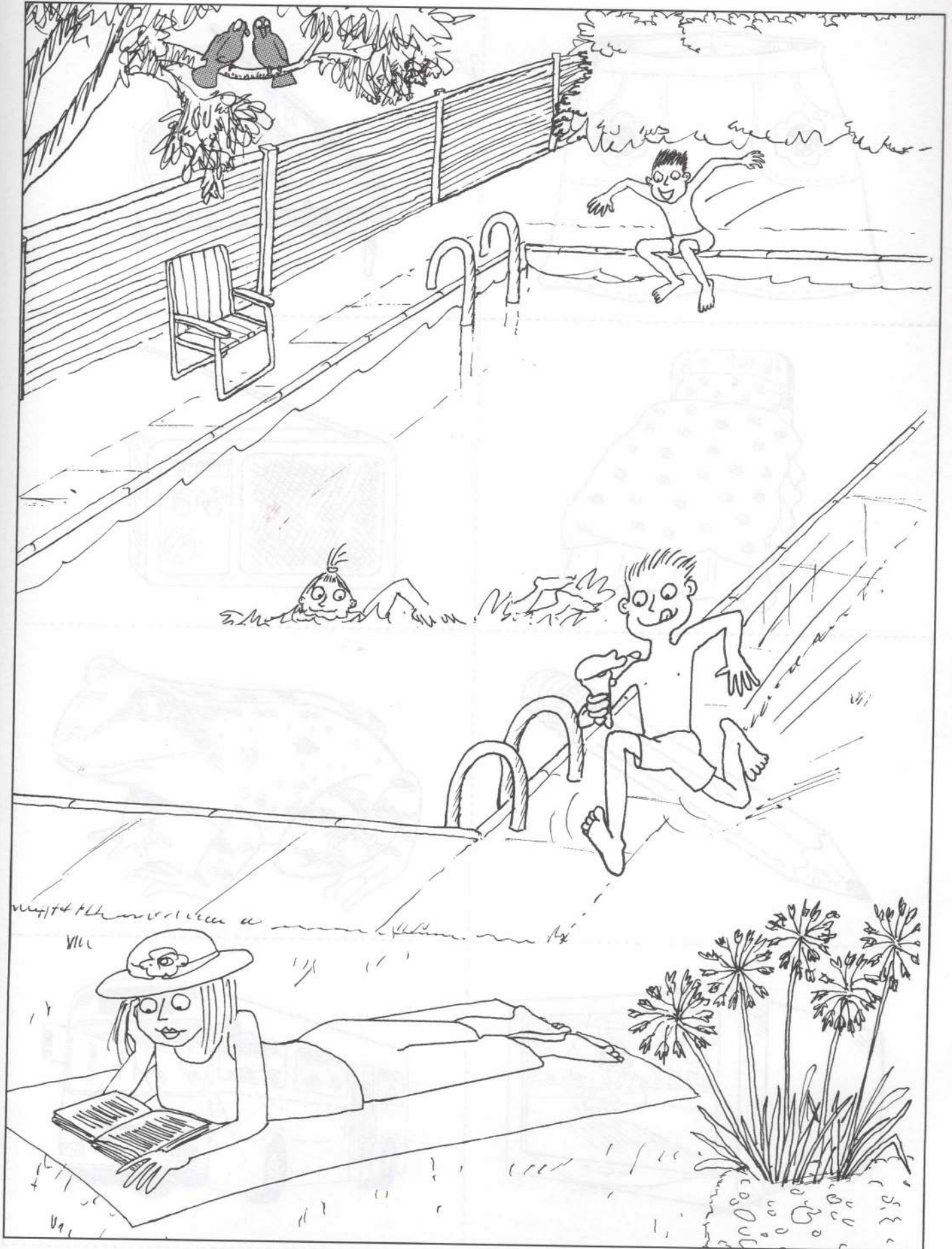
## Starters Speaking Script

\* Use child's name throughout the test

Part	Examiner does this:	Examiner says this:	Minimum response expected:	Back-up questions:
1		Hello, <i>Maria</i> . * My name's Paul/Mr Jones.	(Hello)	
	Points to <b>Scene</b> card.  Points to book.	Look at this. This is a garden. The children are playing.  Here's the book.  <i>Maria</i> , where's the ice cream?  Where are the flowers?		Is this the ice cream?  Are these the flowers?
2	Points to <b>Object</b> cards.	Now look at these. Which is the skirt?	Points to Object card.	Is this the skirt? (pointing to skirt)
		I'm putting the skirt on the mat.	Puts the Object card in place.	Where's the woman?
		Now you put the skirt behind the woman. Which is the piano?	Points to Object card.	Behind the woman.  Is this the piano? (pointing to piano)
		Put the piano between the boy and the girl.	Puts the Object card in place.	Where are the boy and the girl? Between the boy and the girl.
		Which is the frog?  Put the frog next to the chair.	Points to Object card.  Puts the Object card in place.	Is this the frog? (pointing to frog)  Where's the chair? Next to the chair.
3	Removes <b>Object</b> cards and points to a bird in <b>Scene</b> card.	Now, <i>Maria</i> , what's this? What colour is it? How many birds are there?	bird grey two	Is it a bird? Is it black? Grey? One? Two?
	Points to girl.	What's the girl doing?	swimming	Is she swimming?

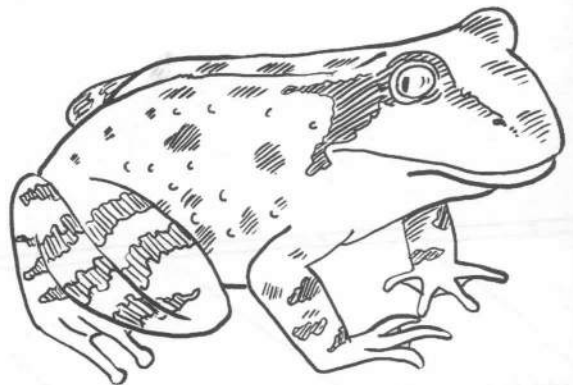
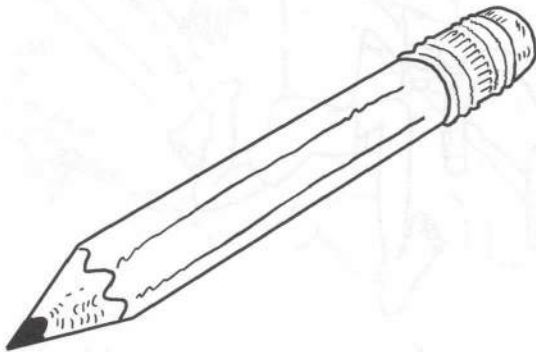
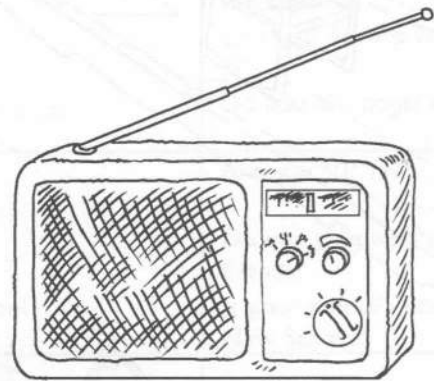
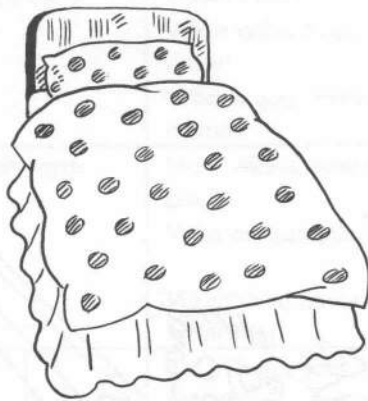
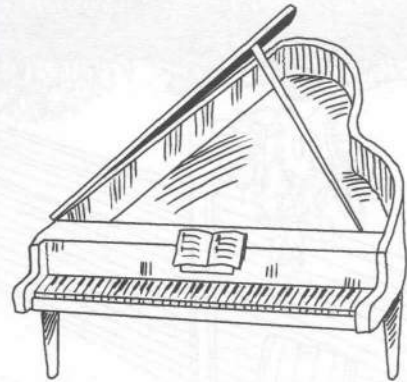
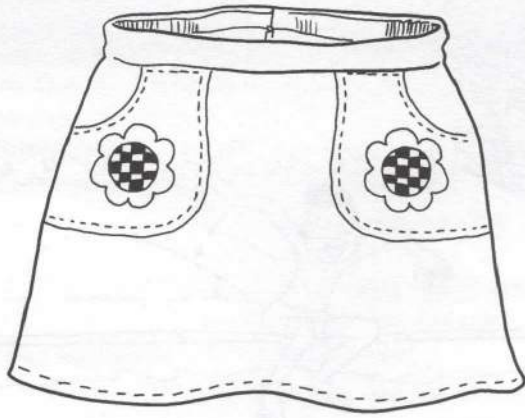
Part	Examiner does this:	Examiner says this:	Minimum response expected:	Back-up questions:
4	<p>Puts <b>Scene</b> card away and picks out three <b>Object</b> cards.</p> <p>Shows <b>radio</b> card.</p> <p>Shows <b>bed</b> card.</p> <p>Shows <b>pencil</b> card.</p>	<p>What's this?</p> <p>Do you listen to the radio?</p> <p>How many radios are there in your house?</p> <p>What's this?</p> <p>Is your bed big or small?</p> <p>Where's your bed?</p> <p>What's this?</p> <p>What animal can you draw?</p> <p>What's your favourite animal?</p>	<p>radio</p> <p>yes/no</p> <p>two</p> <p>bed</p> <p>big/small</p> <p>bedroom</p> <p>pencil</p> <p>cat</p> <p>dog</p>	<p>Is it a radio?</p> <p>Are there two? Three?</p> <p>Is it a bed?</p> <p>Is it big?</p> <p>Is it in your bedroom?</p> <p>Is it a pencil?</p> <p>Can you draw a cat?</p> <p>Do you like dogs? Cats?</p>
5	<p>Puts away all cards.</p>	<p>Now, <i>Maria</i>, how old are you?</p> <p>Who do you play with?</p> <p>What's the name of your school?</p>	<p>10</p> <p>friends</p> <p>New School</p>	<p>Are you 10? 11?</p> <p>Do you play with your friends?</p> <p>Is your school's name New School?</p>
		<p>OK. Thank you, <i>Maria</i>. Goodbye.</p>	<p>(Goodbye) <i>Leaves.</i></p>	

Scene card





# Object cards



# FUN for Starters

Second edition

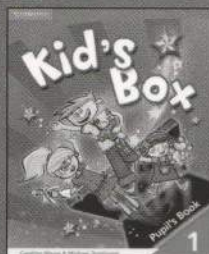
*Fun for Starters Second edition* is a book of lively preparation material for students taking the Cambridge Young Learners Starters test. This second edition has been updated and substantially extended to provide comprehensive practice of all areas of the syllabus. Fun activities are balanced with test-style tasks. The appealing design and motivating activities also make *Fun for Starters* suitable for learners not taking the test.

- Covers all the grammar, vocabulary and skills learners need for the test.
- Specifically designed to focus on those areas most likely to cause problems for young learners at this level.
- A unit-by-unit wordlist provides easy reference for vocabulary learning.
- The accompanying website includes interactive tasks and further resources for classroom use.

The Teacher's Book includes:

- Step-by-step lesson guidance, including ideas for managing large and mixed-level classes.
- 'Young Learners tips' and a Starters Test checklist to help teachers cover all aspects of the test.
- Extra photocopiable resource material, including a full Starters practice test and extension activities.
- An alphabetical wordlist plus grammar and topic indexes for quick reference.

Also recommended for use with **Fun for Starters**:



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