

# FUN Skills



Teacher's Book

2



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Montse Watkin



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2

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# 1 My school bag



## EXAM PRACTICE MATERIALS

Reading and Writing Part 1  
Soft ball; coloured pencils; classroom objects: crayons, a book, a pen, a pencil, an eraser, a ruler (optional); various bags, e.g. plastic shopping bag, handbag, bin bag, sports bag (optional); mini whiteboards (optional)

## Unit objectives

LISTENING	Listen for colours and spelling of names; listen to a chant giving classroom instructions.
SPEAKING	Answer questions with <i>What ...?</i> and <i>How many ...?</i> ; use classroom language: <i>How do you spell?</i> <i>Can you say that again?</i> <i>What's this?</i> <i>What are these?</i> ; give instructions, e.g. <i>Put the ... in the school bag.</i>
READING	Read and think of answers to a puzzle; read and identify classroom objects.
WRITING	Describe the contents of your school bag.
VOCABULARY	School objects: <i>book, computer, crayon, notebook, pen, pencil, rubber / eraser, ruler</i> ; classroom furniture: <i>bookcase, cupboard, desk, keyboard, mouse, poster, wall</i> ; colours: <i>blue, green, orange, pink, purple</i> ; prepositions: <i>in, next to, on</i>
NON-YLE VOCABULARY	<i>Let's tidy up!</i>

## SPEAKING Task 1

- Write the category *colours* on the board. Learners stand up at their desks. Choose a confident learner to start the game. Throw a soft ball to the learner and ask them to say a colour. They throw the ball to a friend who says another colour, and so on. Repeat the game using the categories *school objects* and *transport*. Keep the game fun and brisk. Don't be too strict if a learner can't think of a word quickly. The idea of the game is to energise and engage learners.

- Ask the class to look at the images of children going to school. Ask *Where are the children going?* Elicit or teach the different modes of transport seen in the images (*walk, ride a horse, ride a bike, run*). Ask learners to tell you some other ways of going to school, e.g. *by bus, by train*.
- Focus learners on the questions under the photos. Check they understand that *How many ...?* asks about a number. Read the questions together. Then ask learners to read and answer questions 1 and 2 in pairs.
- Model a conversation based on question 3 with one or two learners, e.g. *What colour is your bag? It's red.* Learners then ask each other round the class. (See *Open pairs*, p.52.)

**Feedback:** Praise learners for good turn-taking and listening. Emphasise the importance of listening to each other in pairwork.

## Answers

- seven
- The girl pushing the wheelchair has a blue bag. The girls on the horse have two bags: one has many colours (pink, purple, orange, blue) and the other is pink and purple. The girl on the bike has a green bag; the boy's bag is black and orange. The children who are running have a bag each – one is black and the other is pink.
- Learners' own answers

## 2 LISTENING Task 2

- Focus learners on the images in task 2. Ask *How many children can you see? How many school bags are there? What colours are they?*
- Play dialogue 1 on the audio. Learners listen and point to Eva and the orange bag. Learners listen to dialogues 2–4 and draw lines between the children and their bags.
- Play dialogue 1 again. Learners listen and read the child's name on the label on the orange bag (*Eva*). Then learners listen to dialogues 2–4 again and write the names on the relevant labels.
- Learners compare their answers in pairs. Then nominate individual learners to give answers. Ask individuals to come to the front of the class to write the children's names on the board as the rest of the class spell the names for them. Round off the task by pointing to one of the children in the photos and asking *Who is this? What colour is their bag?*

**Extra support:** Play each part of the audio twice or more, depending on the confidence and ability of your class.

## Track 2

- Eva:** Hi. My name's Eva. My bag's orange.  
**Teacher:** How do you spell 'Eva'?  
**Eva:** E-V-A.  
**Teacher:** Here you are.
- Sue:** Hello. I'm Sue. I can see my bag. It's the green one.  
**Teacher:** How do you spell 'Sue'?  
**Sue:** S-U-E.  
**Teacher:** Here you are.
- Ben:** Hi, I'm Ben. My bag's yellow.  
**Teacher:** How do you spell your name?  
**Ben:** B-E-N.  
**Teacher:** Here you are.
- Teacher:** Is your bag pink and blue?  
**Tom:** Yes, it is.  
**Teacher:** What's your name?  
**Tom:** Tom. That's T-O-M.  
**Teacher:** Thanks, Tom!

## Answers

- orange bag: Eva    2 green bag: Sue    3 yellow bag: Ben
- pink and blue bag: Tom

## THINK BIG

- Ask the class *What bags do you have?* Have learners share ideas in small groups (see *Think-pair-share*, p.52). Alternatively, bring different types of bags to class, e.g. a plastic shopping bag, a sports bag, a handbag, a bin bag, and have learners guess what bags you have brought. Ask learners to suggest one item that could be found in each bag.
- Look at the bags in the Think Big section together and read the question. Learners share their ideas and possible reasons for their answers.

**Feedback:** Create a classroom where learners feel at ease to share their ideas. Accept learners' ideas about the bags without judging, and explain simply how plastic bags are not good for our planet. (You could show some online photos to support this.) Link the topic to learners' own lives by asking what they can do to avoid using so many plastic bags, e.g. by reusing bags, using paper bags or saying *No, thank you!* when offered a plastic bag. Remember some discussion may take place in L1 at this level, but try to keep this to the minimum.

## SPEAKING Task 3

- Learners work in small groups with their books closed. Give them 30 seconds and ask them to name as many items as they can which they have in their school bags (see *Timekeeping*, p.53). Have the group appoint one learner to be scribe and write the objects on a sheet of paper or on a mini whiteboard.

- Learners open their books again and look at the drawing of Max's school bag. In the same small groups as before, have learners identify the objects in the bag and tick any items on their list which are the same.

**Extra support:** Encourage learners to swap their lists with another group to check each other's spelling.

## Answers

two notebooks, five pencils, two pens, three crayons, a ruler

## WRITING Task 4

- Model the task first by drawing an imaginary school bag containing a notebook, an eraser and three pencils. Ask learners to tell you what's in your school bag. (Keep this drawing on the board for tasks 5 and 6.)
- Write the sentence from the task on the board and complete it with learners' help, e.g. *I've got a notebook, an eraser and three pencils in my school bag.* Draw attention to the use of *a / an* and the plural *-s* if necessary.
- Ask learners to work individually. They draw their own objects and write the words in the sentence.

## Suggested answers

I've got a ruler, an eraser and five crayons in my school bag.

## SPEAKING Task 5

- Indicate your drawing of a school bag on the board. Choose a confident learner and ask *What's in your bag?* Have the learner look at their own drawing to answer. If they mention an object you have on the board, say *Me too!* and point to the object. Repeat this step with two volunteers modelling the dialogue together.
- Learners work in pairs and carry out the dialogue. Monitor and circulate throughout the task. Ask for a show of hands to indicate how many identical objects learners found.

**Extension:** Play *Stand up if it's true*. Say *I've got a ruler in my school bag*. Learners stand up if the statement is true for them and remain seated if it is not true. Continue the game with more items.

## READING Task 6

- Read item 1 together. Invite volunteers to give ideas of how they could complete the sentence, e.g. *It's a ruler*. Encourage learners to think and complete the sentence in their book with their own ideas. Repeat the above step with the other two sentences in the task.
- Circulate and check learners are completing the task correctly. Praise learners for using *a / an* before the name of the object. Round off the task by having volunteers read and share their examples.

## Answers

Learners' own answers





### SPEAKING Task 1

- Ask learners to close their books. In pairs, learners name things in the classroom which are not in their school bags, e.g. *computer, bookcase, cupboard, crayons, posters*.
- On the board, write *What's this?* with the sentence starter *It's a / an ...* and *What are these? They're ...*. Underline *this* and *these* and elicit what the difference is. Hold up one finger to indicate singular and wiggle your fingers to indicate plural. Point to items around the classroom or use flashcards and have learners hold up one finger or wiggle their fingers while saying either *this* or *these*. After a minute, point to the same objects, but this time ask the full question *What's this?* / *What are these?* and encourage learners to respond with *It's a / an ...* or *They're ...*
- Choose a volunteer to come to the front of the class, and model asking and answering the questions together. In pairs, learners carry out the dialogues using the photos.
- Monitor to ensure that learners are using the correct forms when asking and responding. After a few minutes, when learners are feeling more confident, have them ask a few questions in open pairs indicating items in the classroom (see p.52).

### 3 LISTENING Task 2

- Explain that learners are going to listen to a chant. Write the name of the chant on the board: *Let's tidy up!* If learners are not sure of the meaning, mime the action of tidying things on your desk. Learners listen to the chant the first time with pencils down and point to the items in the photos as they hear them.
- Play the chant a second time and stop after the first verse. Ask learners which picture is number 1 (*poster*). Say *Put the poster on the ...* and encourage learners to finish your sentence (*wall*). Show learners how to draw a line to match the poster and the wall in their books. Play the rest of the chant for learners to match each item to its location.
- Check answers by repeating the lines from the chant and encouraging learners to join in with you to finish them: *Put the ... on the ...* and *Let's tidy up!*

- Play the chant one more time and encourage learners to join in.

See page 61 for audioscript.

### Answers

- 1 B poster, wall 2 D books, bookcase  
3 C mouse, keyboard 4 A crayons, cupboard

### WRITING Task 3

- Say *Let's write the words*. Read the first half of the first word (*post*), and ask learners to find the second half in the coloured boxes (-er). Write the full word on the board (*poster*). In pairs, learners identify and write the other four halves.

**Extension:** Use choral drilling with these words (see *Loud and soft*, p.52) to give learners confidence. Encourage learners to clap the two syllables as they say them. Ask which word has three claps (*computer*).

**Extra support:** Encourage learners who find the vocabulary challenging to draw a picture in their notebooks next to the written word. More confident learners can help less confident learners by making labels for classroom furniture and items.

### Answers

- 1 cupboard 2 bookcase 3 computer 4 keyboard

### SPEAKING Task 4

- Pick up a book and ask learners to remember the instruction from the chant *Put the books in the bookcase*. Write it on the board. Then pick up an object from a learner's desk, e.g. a pencil, and mime putting it into a school bag. Ask learners to give you the instruction, *Put the pencil in the bag*.
- Pick up a sheet of paper and ask for an instruction, but this time pretend you can't hear and ask *Sorry, can you say that again?* Write the question on the board.
- Look around the classroom and ask *Is your classroom tidy? What can you do?* Accept learners' suggestions and help them give instructions similar to those in the chant.
- Ask a pair of confident learners to come to the front of the class. Ask one of the learners to tell the other where to put some classroom objects. Remind them to practise using the language from the board.
- Read out the tip from the Student's Book reminding them to say *please* and *thank you*. Encourage the learners at the front to repeat the role play, using *please* and *thank you* with their instructions.
- Have the class carry out the task in pairs, and after a few minutes, swap the pairs' roles. Learners can tidy their own desks or mime the actions if you don't want the learners all moving round the classroom at once.

**Feedback:** Circulate and listen to the different pairs, giving support where needed. Nominate a few pairs to model their dialogues for the rest of the class. Encourage the rest of the class to notice if the pairs use *please* and *thank you*.

**Extension:** Create a classroom display with classroom language from the unit: *Can you say that again, please? What's this? What are these? Put the ... , please. How do you spell ...?* (See *Word wall*, p.53.)

### READING Task 5

### Part 1 Starters

- Draw learners' attention to the illustrations and elicit the names of the objects.
- Read the example sentences and establish that the tick indicates that the sentence is correct and a cross that it is not correct.
- Have learners complete the task individually. Explain that they must read each sentence, look at the picture and put a tick if they think the sentence is correct and a cross for incorrect sentences. Give them a time limit.
- Learners compare their answers in pairs.
- Check learners have used an unambiguous tick or cross – if it looks as if it could be either, they will lose the mark.

**Extension:** Ask volunteers to correct the incorrect sentences by writing the correct sentence on the board.

**Feedback:** Draw three emoji-style faces on the board (happy face, sad face, neutral face). Ask learners to evaluate how they felt about the task by drawing one of the faces next to it in their books. Circulate and take note of any learner who does not feel confident about the task. Make sure to provide further support and encouragement in future classes.

### Answers

- 1 These are desks. ✓  
2 This is a cupboard. X (This is a keyboard.)  
3 This is a bookcase. ✓  
4 These are crayons. ✓  
5 This is a poster. X (This is a mouse.)



# 2 Fun in the park!



## EXAM PRACTICE MATERIALS

Reading and Writing Part 2  
Mini whiteboards (optional);  
materials for making a word tree:  
crayons, scissors, glue, paper for leaf  
rubbing, brown card to create a tree  
trunk and branches, large leaves –  
ask learners to collect and bring in  
some leaves, too

## Unit objectives

LISTENING	Discriminate between similar-sounding words; identify true / false information.
SPEAKING	Answer questions with <i>What ...?</i> <i>Where ...?</i> and <i>How many ...?</i> ; describe good and bad behaviour.
READING	Identify true / false information; match sentences and pictures; follow instructions.
WRITING	Write sentences to correct false information; write favourite words.
VOCABULARY	Animals: <i>bee, crocodile, dog, duck, fish, monkey</i> ; sports: <i>ball, baseball, bat, bike, football, kite, skateboard, tennis</i> ; park: <i>bin, camera, flower, grass, ice cream, leaf / leaves, tree</i> ; transport: <i>boat, helicopter</i> ; verbs: <i>catch, enjoy, fly, hit, hold, jump, kick, play, ride, run, sleep, throw, walk</i>
NON-YLE VOCABULARY	(throw) <i>rubbish</i>

## SPEAKING Task 1

- Mime a few park activities and ask *Where am I?* Encourage learners to think of activities they do in a park and share what they do with the class. Write their contributions on the board, putting verbs on one side of the board and nouns on the other (see *Boardwork*, p.52). Praise learners for any examples of above-level vocabulary they share.
- Ask learners to open their books and find Frankie in the park (sitting on the seat at the back). Ask learners to look at the park scene. After 30 seconds, clap your hands and ask learners to cover just the picture with a sheet of paper or notebook.

## READING Task 2

- In pairs, learners read through the questions in task 2. Ask them to answer as many questions as they can together. Circulate and help any learners with problems understanding the questions. When you see most learners are on the last question, tell them they can look at the picture again to check their ideas.
- Ask for a show of hands to indicate how many questions learners answered without looking at the picture again. Read through the questions together and ask volunteers to answer.

## Answers

- 1 blue, yellow, red 2 ducks, dogs, a fish, a monkey, a bee  
3 14 4 in a tree 5 tennis, baseball, football  
6 a boat, ducks, a fish 7 a camera 8 an ice cream

## LISTENING Task 3

- Ask learners to look at the first pair of words (*see, bee*). Write the first word, *see*, on the board and hold up one finger, then write the second word, *bee*, on the board and hold up two fingers. Say one word from each of the pairs in the task and have learners indicate with one or two fingers which of the two words you said. Make this warmer fast and snappy.
- Play the example sentence and ask learners to indicate which word they hear. Play the rest of the audio. Learners circle the word they hear in each pair. Check answers by asking learners to call out their answers all at the same time.

**Extra support:** Pause the audio after each sentence if necessary and / or play the audio a second time for learners to check their answers and feel more confident.

**Extension:** Challenge the learners to remember and repeat the sentences they heard on the audio, e.g. *There is one big yellow and brown bee*. More confident learners can make sentences about the park scene using the words that were not on the audio.

## Track 4

- 1 There is one big yellow and brown bee.  
2 Lots of children are having fun in the park.  
3 There's a boy on a red bike.  
4 There's a small boat on the water.  
5 There are two ducks on the water, too.  
6 There is a child with a baseball bat.

## Answers

- 2 fun 3 bike 4 boat 5 ducks 6 bat

## READING Task 4

- Ask learners to work in pairs. They look at the park scene and brainstorm as many action words (verbs) as they can in one minute. Give *run* and *jump* as examples. If you have mini whiteboards, have groups use these to write down their ideas.
- Ask each group to share a verb with the class and write a list on the classroom board. Feed in any verbs learners didn't mention (*run, jump, catch, fly, hit, ride (a bike / a skateboard), take a photo, throw*).
- Learners look at the four pictures and read out the children's names. Say *Look at the park again. Where's Grace?* Have learners point to her in the park. Repeat with the other three children.
- Point to *Grace* and the verb *ride*. Mime the action and say *Grace is riding a skateboard*. Point to and read the word *throw*. Ask *Who is throwing a ball?* (*Ruby*) Ask learners to draw a line from *throw* to *Ruby*. Do the same with the verbs *run* and *kick* by asking *Who is running?* *Who is kicking a football?*

**Extra support:** As learners carry out the task, give them as much exposure to the key words and language as possible. For example, when checking answers, follow each verb-child picture match with a verbal confirmation, e.g. *Yes, that's right. Grace is riding a skateboard*.

## Answers

- 2 Ruby, throw 3 Connor, kick 4 Matt, run

## LISTENING Task 5

- Hand out a sheet of paper to each learner. Ask learners to look at the photos and predict what they are going to do. (They're going to write a big YES on one side of the sheet of paper and a big NO on the other side.)
- Give learners some practice at using their YES / NO flashcards by making true / false statements, recycling vocabulary about the classroom, e.g. *There are three computers in the classroom. The classroom is tidy. Your school bags are in the cupboard*. Learners hold up YES if the statement is true and NO if the statement is false.
- Explain to learners that they will hear some sentences about the children in the park scene. They use their YES / NO flashcards to show if a sentence is true or false. Insist that learners don't call out. Play the audio. Stop briefly after each of the first three statements about Grace, so learners can familiarise themselves with the task. Then play the other six sentences without stopping.

**Feedback:** Praise learners if they listened well and didn't call out.

## Track 5

- 1 Grace is riding a bike.  
2 Grace is riding a horse.  
3 Grace is riding a skateboard.  
4 Ruby is throwing a ball.  
5 Connor is catching a ball.  
6 Connor is kicking a tennis ball.  
7 Connor is kicking a football.  
8 Matt is running with his friend.  
9 Matt is running with his dog.

## Answers

- 1 no 2 no 3 yes 4 yes 5 no 6 no 7 yes  
8 no 9 yes

## WRITING Task 6

- Do the task orally first with the whole class. Say *No pencils!* Read out the first sentence and encourage learners to correct you by reading out the response. Read the second sentence and encourage learners to reply. Continue in this way with the other sentences. Take the opportunity to highlight the double consonant in *hitting*. Elicit which other action word in the task has two consonants when adding *-ing* (*running*). Finally, have learners write the correct sentences.

**Feedback:** Monitor as learners are writing, and provide support where needed. Give praise for using the correct subject pronoun in sentences 3 and 4, for good use of the verb form and using the double consonant in *running*. Write up the correct sentences and have learners check their own work.

## Answers

- 1 He's running with his dog.  
2 No, she isn't. She's throwing a ball.  
3 No, he isn't. He's kicking a football.

## SPEAKING Task 7

- Point to the character, Frankie. Ask *What is Frankie doing?* (*She's eating an ice cream.*) Ask *What am I doing?* and mime a park activity for learners to guess, e.g. *You are flying a kite*.
- Learners imagine they are in the park. Volunteers mime an activity at the front of the class for others to guess.





### SPEAKING Task 1

- Learners look at the picture for one minute and talk about it in pairs. Ask a volunteer to read out each question, then have learners ask and answer the questions in their pairs. After a minute, check answers together.

#### Answers

- six animals (one monkey, one dog, two fish, one snake, one crocodile)
- The snake is holding an ice cream. The fish are jumping (out of the water). The crocodile is riding a skateboard. The monkey is flying a kite. The dog is walking and holding a ball in its mouth.

### READING Task 2

- Read the instruction and check learners understand that they need to read each sentence, look at the picture and write yes if the sentence is true and no if the sentence is false. Look at the example sentence together.
- Learners complete the task individually. Give them a time limit of one minute. Then learners compare their answers in pairs.
- Make sure learners realise that if any element of the sentence is false, they must write no, even if there is an element that is true.

**Extension:** Ask volunteers to correct the sentences that are not true by writing a true sentence on the board, e.g. 3 *The fish are jumping out of the water.*

#### Answers

- 1 yes 2 no 3 no 4 yes 5 yes

### WRITING Task 3

- Ask *What is a park?* Encourage learners to share their ideas, e.g. *a place with trees, a place to play.*
- Draw some grass on the board and challenge learners to tell you the name. Then draw a leaf on the board and see if learners know how to say it in English. Then draw five leaves and ask *What are these?* Elicit or tell learners that the plural is *leaves*.
- Focus learners on the photos and ask them what they can see. Learners write the words using the letters

provided and check if they have the same spelling with a friend. Ask volunteers to come and spell the words on the board.

#### Answers

- 1 tree 2 flowers 3 leaf

### READING Task 4

- Ask learners to look at the park in task 1 again. Ask *Is the park clean or dirty?* Write *clean* and *dirty* on the board and help learners with the pronunciation of each word. Then point to Frankie in task 4 and ask *What is Frankie doing?* (*She's picking up rubbish.*)
- Say *Let's look at the poster.* Read out the text as you write it on the board. Tell learners they are going to help Frankie write a good poster. Ask volunteers to come up and circle the correct word in each sentence.
- Learners circle the correct words in their books and read the poster together.

#### Answers

Clean, Don't throw

### SPEAKING Task 5

- Look at the first picture together. Ask *What is she doing?* (*She's listening to / looking at the bird.*) Ask learners *Do you like listening to birds?* Encourage learners to discuss in L1 how a park, trees and flowers are important for birds.
- Look at the second photo together and repeat the question *What is she doing?* (*She's throwing rubbish on the grass / in the park.*) Ask *Where do we throw rubbish in the park?* (*in a bin*)
- Talk about the last picture. In L1 discuss why we don't stand on flowers in the park, e.g. *They are beautiful. People like flowers. Plants are important because they are food for insects, animals and people.*
- Now ask learners to look at all three pictures and decide which one is good. Emphasise how important it is to look after parks and animals so that everyone can enjoy them.

**Extension:** Encourage responsibility for looking after plants by asking learners if they have flowers or plants in their homes. Ask how they look after them, e.g. give them water, put them near windows.

#### Answers

Picture A

### READING Task 6

- Give learners a moment to read the signs individually. Then ask a volunteer to read sign 1. Say *Look at task 5. Where do we put the sign?* (picture C) Follow the same procedure for signs 2 and 3. Learners write A, B or C in the boxes provided.

**Extra support:** Less confident learners may struggle to manage more unfamiliar texts. Give them extra help by asking them to underline just one word in each sign that helps them identify the photo (*flowers, rubbish, animals*).

**Extension:** Make a poster. Ask learners to brainstorm a few other ideas for signs in the park, then elicit their ideas onto the board (see *Think-pair-share*, p.52). Examples could include: *Play on the swings! Don't climb trees. Don't swim in the water. Don't throw a ball in the water.* Learners design their own poster. They can do this task at home or in class.

#### Answers

- 1 C 2 B 3 A

### READING Task 7

- Cut a tree trunk and branches out of brown card and put them up on the classroom wall. Learners will write their favourite park words on leaf shapes to add to the display and make a word tree. Ask learners to tell you a few of their favourite park words.
- Show the class some leaves that you have brought in and ask learners to show theirs. Comment on the colours and different shapes and how beautiful they are.
- Explain that learners are going to make a word tree. Ask them to turn to page 66. Read out each instruction and have learners point to the picture as you read.
- Read the instructions again and demonstrate each stage. Show learners how to do a leaf rubbing by using the long, flat side of a wax crayon. Manage expectations by explaining that this needs a little practice.
- Make sure that learners have leaves, paper, crayons and scissors available. Circulate and help those finding the rubbing difficult. Praise each success and also good sharing of materials.
- Finally, have individuals come up and stick their leaves on the tree. Tell learners what a beautiful tree they have made and point out popular words.
- Ask learners to write one of their favourite words on each leaf rubbing.

**Extra support:** Less confident learners can spell their favourite word(s) in their notebook first or copy from their Student's Book. Group these learners so they can look at the tree words and practise spelling by asking *How do you spell ...?* Encourage more confident learners to search for new words to describe a park and / or challenge a friend to use the words from the tree in sentences.



# 3 It's my birthday!



## EXAM PRACTICE MATERIALS

Speaking Part 1, Listening Part 1  
A soft ball (optional); small sticky notes; materials for card-making: coloured A4 card, magazines, coloured pencils, glue, scissors, picture shapes to draw around

## Unit objectives

LISTENING	Listen to match objects with their location; identify and circle key words.
SPEAKING	Talk about birthday celebrations; agree and disagree using <i>So do I!</i> / <i>I don't!</i> ; give and follow instructions to place objects in a picture; answer <i>What ...?</i> and <i>How old ...?</i> questions.
READING	Read and match descriptions to photos; read instructions to make a card.
WRITING	Write personal information about name and age.
VOCABULARY	Toys: ball, bike, kite, lorry, robot, teddy bear; birthday: balloons, cake, card, games, lemonade, party, presents, special food, song; prepositions of place: behind, between, in front of, next to, under; furniture: armchair, chair, rug, sofa, table; scissors
NON-YLE VOCABULARY	pop-up card, sticky note

## READING Task 1

- Write *birthday* on the board one letter at a time and ask learners to guess the word before you finish writing it. Say *My birthday is in (name of the month)*. Elicit the months of the year starting with *January*. Play a quick game by calling out the months of the year and having learners stand up when they hear their birthday month. They must sit down before you say the next month. Repeat the game and with each month you call out, ask the rest of the class to count how many children have their birthday in that month.
- Ask *What do you do on your birthday?* to activate learners' knowledge of birthday vocabulary. Write on the board any of the items A-F from the task which learners say.

- Elicit what learners can see in each photo. Ask if there are any photos that match what is written on the board. Ask follow-up questions to personalise the topic and engage the learners, e.g. *What clothes do you wear? What do you think is in the envelope? What food do they have at the party?* Write on the board any new items from the list on page 16 which learners have not said (see *Boardwork*, p.52).
- Read the example together. Then learners read the other sentences individually and point to the activities in the photos.

**Extra support:** Use choral drilling (see *Loud and soft*, p.52) if you feel learners need more practice with words such as *food, balloon, cake, game, clothes*.

## Answers

1 D 2 F 3 C 4 C 5 F 6 A 7 B 8 F

**Notes on the photos:** In some parts of India, it is traditional for children to wear new clothes on their birthday (photo 1).

In China, people often eat long noodles on their birthday to ensure a long life (photo 8).

Birthdays are celebrated at New Year in Vietnam where people exchange a red envelope with money to bring luck (photo 6).

A *piñata* is a container filled with sweets and then broken for the children to share. It is traditionally associated with Mexico, but is becoming popular across the world as a party game (photo 3).

- Say *Look at Bobbie!* Read Bobbie's speech bubble. Learners identify that photo 4 shows children who are not sharing. Talk about the importance of sharing and being kind to others. Ask *What do you share?* and encourage suggestions. Point out that we can share not only things, but also spaces, e.g. a park or a classroom, and time, e.g. when we play a game together or go for a walk.

## SPEAKING Task 2

- Write on the board *What do you do on your birthday?* Look at the example together and nominate a confident speaker to come up to the front of the class and role play with you. Practise the responses (*So do I!* / *I don't!*) and make sure learners understand that one shows agreement and the other, disagreement. Point out that *So do I!* is the same as *Me too!* in this context.
- Nominate two or three pairs to ask and answer the question using different examples, e.g. *I eat cake. I play games.*
- Have several learners ask and answer questions as open pairs for a minute and then with a friend in closed pairs (see p.52).

**Extra support:** Use *Backchaining* (see p.52) if you feel learners need help with pronunciation of the question.

**Feedback:** Pick out specific examples of good work, e.g. working well together when talking about birthdays, using key vocabulary, good pronunciation and handling of the question form and response.

## WRITING Task 3

- Write the category *birthday presents* on the board and use a soft ball for learners to throw to each other and name an item in the category.
- Look at the wrapped presents in the Student's Book together and ask learners to suggest what they might be. Don't write anything on the board at this stage.
- Learners spell the items contained in the wrapped presents. Ask learners what they can do if they don't know how to spell a word. (They can ask a friend or look in the dictionary.) Learners then compare their spelling with a friend and underline any differences.
- Write the words on the board for the class to check when finished. Have them rewrite any words not spelled correctly.

## Answers

2 ball 3 robot 4 teddy bear 5 lorry 6 bike

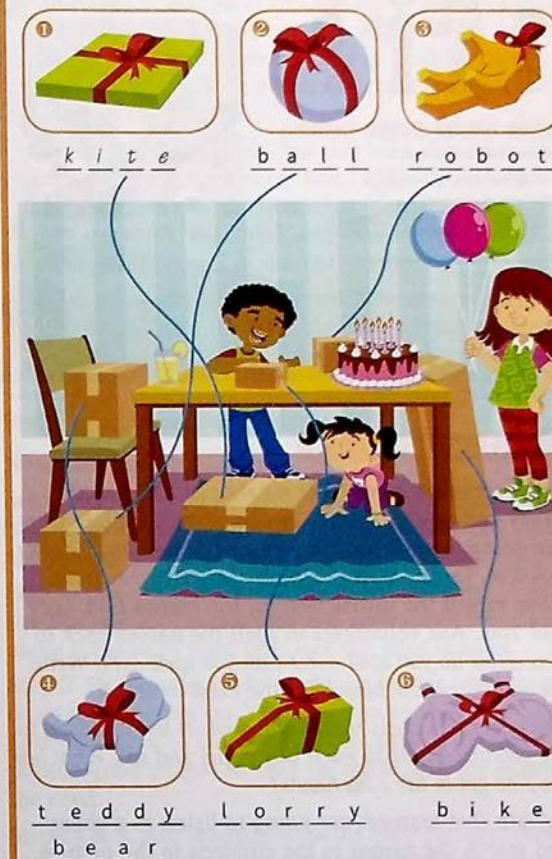
## 6 LISTENING Task 4

- Review prepositions of place with classroom items, and then by pointing and asking where the different boxes are in the picture in task 3.
- Learners listen and match each toy to the correct place in the picture. They listen the first time with pencils down. Instead, they point to the presents and places in the picture. Learners listen a second time and draw the correct lines. Explain that in this type of task it is important to take care to draw their line to the exact place on the picture. Monitor this as you go round the classroom.
- Check answers together and encourage learners to use prepositions to tell you where the presents are.

## Track 6

- There's a kite under the table on the rug.
- There's a ball in front of the chair.
- There's a robot behind the cake.
- There's a teddy bear on the chair next to the table.
- There's a lorry between the cake and the lemonade.
- There's a bike between the table and the balloons.

## Answers

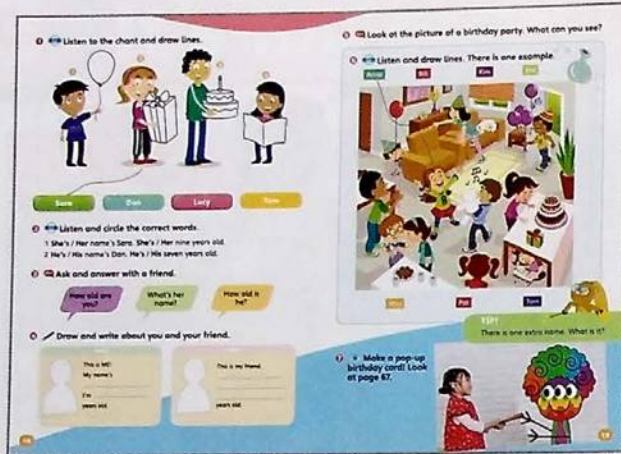


## SPEAKING Task 5

## Part 1 Starters

- Model the task and language by drawing a small toy on a sticky note and asking a confident learner to place it in the picture in task 3, e.g. *Put the robot in front of the chair*. Then give a sticky note to the learner and have them give you an instruction. Check with the class that they are clear about the task before they begin.
- Hand out sticky notes to each learner. Learners work in pairs to give each other instructions. They can also give instructions to place the notes around their desks, e.g. *Put the ball under your book*.
- Listen to learners as they work in pairs and check preposition use and pronunciation. Praise learners for their collaboration and their clear communication on the task.
- Remind learners that they should not worry if the required position for an object does not seem to be an appropriate one!





## 7 LISTENING Task 1

- Tell learners to have their notebooks and pencils ready and their Student's Books closed. Explain they are going to spell four names. Say *Write Sara. That's S-A-R-A*. Learners work silently to write the name. Then repeat the instruction for the names *Dan*, *Lucy* and *Tom*. Ask volunteers to spell the names back to you (*How do you spell ...? / Can you spell ...?*). Write the names on the board for the class to check.
- Learners open their books and look at the children in the picture. Point to each boy / girl and ask *What has she / he got in her / his hands?*
- Explain that learners are going to listen to a chant and match the names to the children in the picture. They will identify them because of the item they are holding. Play the audio, pausing after each verse.

**Extra support:** If you feel the class needs more support with the listening task, do the task in two stages. Learners listen with pencils down the first time you play the audio. They can point to the pictures of the children with a finger. The second time you play the audio, learners draw a line from the boy / girl to their name.

**Feedback:** Learners compare answers in pairs. Encourage them to use full sentences, e.g. *He is Tom. She is Lucy*. Check answers as a class by asking questions, e.g. *Who has got a present?* Rephrase any one-word answers as full sentences to maximise learners' exposure to language, e.g. Learner: *Sara*. Teacher: *Yes, that's right! Sara has got a present.*

**Extension:** Ask learners to listen one more time, but this time to listen for the ages of the children. Learners write the age under the picture of each child. (*Sara is 9. Dan is 7. Lucy is 8. Tom is 11.*)

See page 61 for audioscript.

### Answers

1 Dan 2 Sara 3 Tom 4 Lucy

## 8 LISTENING Task 2

- Write *She's / Her* and *He's / His* on the board. Then draw learners' attention to the two sentences and demonstrate how they should circle either *She's* or *Her* and either *He's* or *His*. Don't give too much help at the beginning, so you can observe how learners manage the task on their own. Tell them to try their best and that they will be able to check their answers with the audio when they finish.
- Play the audio for learners to check their answers. Round off the task by pointing to Sara in the picture and asking *What's her name?* Elicit *Her name's Sara*. Then ask *How old is she?* and elicit *She's nine years old*. Repeat the questions for Dan. Provide further practice by asking about Lucy and Tom.

### Track 8

Her name's Sara. She's nine years old.

His name's Dan. He's seven years old.

### Answers

1 Her, She's

2 His, He's

## SPEAKING Task 3

- Learners practise the questions in pairs, using the picture in task 1. Write the questions on the board *What's her name? How old is she? What's his name? How old is he?*
- After a minute, rub the questions off the board. Have learners change pairs and practise asking and answering the questions again.

**Extension:** Play a simple chain game. Demonstrate first with the whole class. One learner stands up and says, e.g. *My name's (Ann) and I'm (seven) years old*. Then this learner sits down. The learner next to them stands up and says, e.g. *Her name's (Ann) and she's (seven) years old. My name's (Alex) and I'm (eight) years old*. This learner sits down and the next learner begins, e.g. *His name's (Alex) and he's (eight) years old. I'm ...*, etc. Learners play the game in small groups. Circulate and praise groups for working well together.

## WRITING Task 4

- Draw learners' attention to each box and ask them to make suggestions for how to complete the missing information. Learners then work in pairs to complete the information in each box. Monitor and check learners are using the pronouns and possessive adjectives correctly. Choose two or three learners to read out their sentences to the class.

**Extra support:** Encourage more confident learners to write about other friends or siblings in their notebooks.

### Suggested answers

This is ME! My name's Maria. I'm eight years old.  
This is my friend. Her name's Kim. She's ten years old. / His name's Jonathan. He's seven years old.

## SPEAKING Task 5

- Write sentence starters on the board to encourage good sentence formation and accuracy, e.g. *This is / These are ... There is / There are ...* Quickly review prepositions with items in the classroom. Write these on the board and model good pronunciation. Learners work in pairs and talk about the birthday party scene. Set a time limit of a few minutes. Circulate and feed in any vocabulary learners need as they talk. Round off the task by asking a few questions about the picture.

**Feedback:** Monitor learners' accuracy and assess where learners may need more support in future classes.

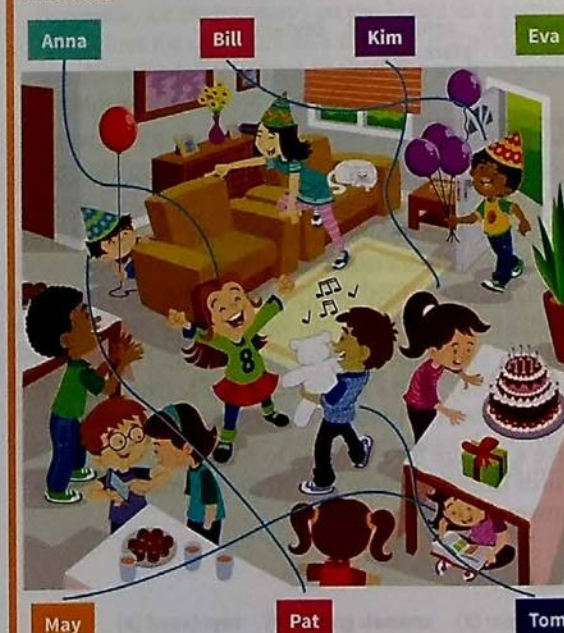
## 9 LISTENING Task 6

Part 1  
Starters

- Tell learners they are now going to match the names with the children in the picture. Read the names together.
- Play the example extract. Ask *What colour is Anna's skirt? (red)*. Play and pause after each extract and give a moment for learners to draw a line. Ask learners to point to Anna in the picture.
- After you have played all the extracts, play the audio again without stopping and allow learners to check their answers.
- Review answers by asking questions, e.g. *Who is behind the armchair? Who is under the table? Who has got a polar bear?*
- Point to the tip and ask whose name learners didn't hear in the audio task (*Eva*).

**Feedback:** Ask learners to show you how they felt about the task, either with emoji-style faces or a mime. Respect their honesty and motivate those who found the task difficult. Express how well learners managed a long listening task and encourage pride in their achievement. See page 61 for audioscript.

### Answers



## READING Task 7

- Ask learners what they can see in the photo (a child giving Bobbie a birthday card). Ask learners to turn to page 67. Say *Let's make a pop-up birthday card!* Read the instructions and have learners follow the text with their finger.
- Repeat the instructions, but this time demonstrate each step to make a card. Elicit ideas about what to write in the card. Elicit what learners can do if they get stuck, e.g. think and look at the instructions again. Ask a friend or ask the teacher.
- Hand out materials and remind learners to share and help each other. Learners should each have a sheet of A4 coloured card.

**Feedback:** Notice and praise learners who help others. Praise good effort and creativity.

### Notes for card-making:

Step 1: Learners take a piece of A4 card and fold it in half. Learners make cuts in the card about 6 cm long, about 3 cm on either side of the centre point.

Step 2: Once cuts are made, learners will need to fold the box segment backwards and forwards a few times to make it easier to push out once the card is open.

Step 3: Have some ready-made shapes for learners to draw their picture on. These can be around 8 cm square. Learners can also cut out a picture from a magazine or photocopied images to stick on the box in the centre of the card.

Steps 4 & 5: Ask learners to paste their pictures onto the pop-up box, making sure the card can still be opened and closed. Instead of writing a name in the card, you could ask learners to keep this part blank and save the card for the birthday of a friend.



# 4 My favourite things



## EXAM PRACTICE

Reading and Writing Part 3, Speaking Part 2

## MATERIALS

Coloured pencils or pens

## Unit objectives

LISTENING	Listen for rhyming words; listen to a chant about likes and dislikes; listen for specific information.
SPEAKING	Ask and answer <i>What's your favourite ...?</i> <i>Do you like ...?</i> ; respond to <i>What ...? Where ...?</i> <i>How many ...?</i> and <i>Tell me about</i> questions with information from a picture; show and tell about a drawing; give positive feedback about other learners' work.
READING	Read and find the odd one out; read and follow instructions.
WRITING	Unjumble words; complete vowels in words; write a simple description of an alien.
VOCABULARY	Animals: bear, bird, dog, duck, frog, giraffe, goat, horse, lizard, snake; colours: blue, green, orange, pink, purple; toys: ball, board game, computer, football, kite, plane, robot, skateboard, story, train, TV; food: cake, ice cream, lemonade, mango, pear, peas, pineapple, pizza, watermelon; places: beach, park, playground, sand, sea, sun, zoo; characters: alien, monster
NON-YLE VOCABULARY	rhyme

## 10 LISTENING Task 1

- Elicit names of colours and write them on the board. Write *My favourite colour is ...* on the board and tell the class your favourite colour. Count to three and have learners all call out *My favourite colour is ...*. Ask a few individuals *What's your favourite colour?* Encourage full sentences in response. Learners then ask each other in *Open pairs* (see p.52). Leave the names of the colours on the board.
- Take a few moments to review or explain rhyming words. Write the word *new* in big letters on the board. Encourage the class to say the word a few times, softly and then getting louder. Say *Let's find a colour that rhymes with 'new'*. Read through the list

of colours on the board, asking learners to stop you when they hear a rhyme. Ask learners to repeat this combination and say *'New' rhymes with 'blue'*. Explain that the spelling of the two words is different, but the vowel sound is the same. Reinforce this concept by writing *new* and *blue* next to each other on the board. Now write the following list: *you, two, Sue, do, go, cow*. Read out *new, blue, you*. Ask *Does it rhyme?* Put a tick next to *you*. Repeat this step, putting a cross (X) or tick (✓) next to each word on the list.

- Ask learners to work in pairs. They open their books, point to each picture and tell each other what they see. Write their suggestions on one side of the board.
- Read the example sentence, then ask learners to write Nedda's favourite things. They can check spelling on the board. Encourage learners to practise saying the rhyming words as they write.
- Play the audio for learners to check their answers. Pause the audio after each item for learners to repeat.

**Extension:** Play a pronunciation game. Clear the board so only the rhyming pairs are left. Divide the class in half, and have one half read one of the words, e.g. *white*, and the other half respond with the rhyming word, e.g. *kite*. After all the words have been said, the groups change roles and say the words in any order.

## Track 10

My favourite colour rhymes with 'new'. Yes, it's blue!  
My favourite animal rhymes with 'frog'. Yes, it's a dog!  
My favourite toy rhymes with 'white'. Yes, it's a kite!  
My favourite food rhymes with 'snake'. Yes, it's a cake!  
My favourite place rhymes with 'tree'. Yes, it's the sea! Whoopee!

## Answers

colour: blue animal: dog toy: kite  
food: cake place: sea

## READING Task 2

- Write the categories *colour, animal, toy, food, place* as the headings of five columns on the board. Elicit words for each column. Alternatively, suggest words and have learners name the column.
- Ask learners to look at the columns in their Student's Books. Read out the items in the first column and show surprise at *bear* being in the column. Say *That's not correct!* Ask learners why this is not correct. (*A bear is an animal, not a colour.*)
- Give a minute for everyone to read through the words in each column and circle. Learners compare answers in pairs.

## Answers

colour: bear (X) animal: grapes (X) toy: bread (X)  
food: paper (X) place: pink (X)

## SPEAKING Task 3

- Keeping the category columns on the board, point to the first column and ask *What's your favourite colour?* Ask a few volunteers to answer. Repeat this step with the other categories. Encourage learners to reply with *It's ...*
- Use choral drilling to give learners an opportunity to practise saying *What's your favourite ...?* (see *Loud and soft*, p.52). Then practise one or two questions and answers in open pairs (see p.52). Learners practise asking and answering in their pairs.

**Extension:** After a few minutes, introduce some movement into the task. Ask learners to choose one category and move around the classroom to ask different people their question *What's your favourite ...?* When they find someone who likes the same thing, they reply *Me too!*

## WRITING Task 4

Part  
Starters 3

- Say *Can you see a colour?* Ask learners to look at the pictures and tell you the name of the colour they see illustrated (*purple*). Repeat the step with the categories *animal, food, toy* and *place*.
- Read the instructions for the task together. Read the tip and remind learners that they must only use the letters they see and that each letter must be written clearly on a line. Ask them to check the spelling of the whole word once they have written it.
- Learners compare their answers when they have finished. Nominate volunteers to spell the words on the board.

## Answers

1 beach 2 robot 3 horse 4 purple 5 watermelon

## READING Task 5

- Jumble two or three words from the task (*cake, lemonade, ice cream, story*) on the board as a warmer. Give clues for one word at a time for learners to guess, e.g. *It's a food. (ice cream)* Look at the pictures and ask what learners can see in each one.
- Draw an ice cream cone on the board. Give the instruction *Draw five peas on the ice cream* and ask a volunteer to come and draw the five peas. Learners follow the instructions to complete all the drawings.

**Extra support:** With a less confident class, do this as a teacher-led task. Check comprehension as you go, with learners reading each instruction and drawing at the same time. With a more confident class, read the instructions and set a time limit for drawings.

**Feedback:** Monitor and comment on learners' drawings, e.g. *That's a cool monster. What a delicious cake!* Give praise for their concentration if they do the task well.

## Answers



## 11 LISTENING Task 6

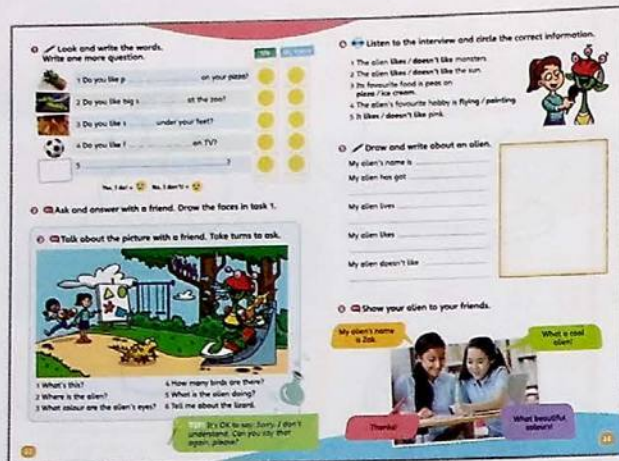
- Draw the two emoji-style faces on the board to check comprehension. Draw learners' attention to the blank faces in task 5. Explain that they are going to listen to a chant and draw the correct face. Play the first verse and say *like* or *don't like*? Learners point to the sad-face emoji (= *don't like*).
- Play the rest of the audio, stopping after each verse if necessary. Learners draw the emoji each time.
- Check answers by repeating the questions from the chant and having learners reply with *Yes, I do. / No, I don't*. For each answer, point to the correct face on the board.

**Extension:** Give more exposure to the question and short answer form by playing the chant again and encouraging learners to join in. Divide the class into two halves. Play the audio and have one half join in with the questions and the other half with the responses. The groups then swap roles. See page 61 for audioscript.

## Answers

- sweets on the cake = don't like 😞
- peas on the ice cream = like 😊
- lemon in the lemonade = don't like 😞
- monsters in the stories = like 😊





### WRITING Task 1

- Point to the first photo and ask *What's this?* (a pineapple). Learners tell you the names of the items in the remaining pictures and write the words. Encourage pairs to help each other if they are not sure about the spelling. Then write the words on the board for learners to check. Remind them to check each letter is on the correct line.

**Extra support:** More confident learners can be encouraged to write another question at the end of the questionnaire (question 5).

### Answers

- pineapple
- snakes
- sand
- football
- Learners' own answers

### SPEAKING Task 2

- Learners answer the questions about themselves by drawing a happy or sad face in the *Me* column. Circulate as learners do this and ask individuals one of the questions.
- Demonstrate how each question begins with *Do you like ...?* and continues with the information in each box. Use *Finger drilling* to help learners have fun and gain confidence with the question form (see p.52).
- Nominate a confident learner to come to the front of the class. Model the question and answer exchange and demonstrate drawing a face in the *My friend* column.

**Feedback:** Circulate as learners carry out the questionnaire in pairs. Listen in and help with any intonation or task issues. Praise pairs on how well they have worked together and listened to each other.

### SPEAKING Task 3

Part  
Starters  
**2**

- Introduce the task by asking one or two *Do you like ...?* questions about the picture, e.g. *Do you like aliens? Do you like skateboards?* Learners look at the picture and spend a couple of minutes describing it with a friend. Feed in and write on the board any new words. Say *Tell me about the alien / lizard* and ask learners to give you a description of both.

- Ask different volunteers to read out each question. After each question, have the whole class repeat it together. Help with any intonation or pronunciation issues.

- Learners take turns to ask and answer the questions in pairs. The learner who is asking the question can use a pen or glue stick as a microphone so that it feels like an interview.

- One-word answers are fine, e.g. *What's the boy doing?* (running)

**Feedback:** Praise learners for good turn-taking and for listening to each other. Draw learners' attention to the tip and remind them it's OK to say *Sorry, I don't understand* or *Can you say that again, please?*

### Answers

- What's this? (Learners' own answers)
- Where is the alien? in the playground
- What colour are the alien's eyes? pink
- How many birds are there? five
- What is the alien doing? painting / riding a skateboard / skateboarding
- Tell me about the lizard. (Suggested answer: The lizard is yellow and green. It has big eyes.)

### 12 LISTENING Task 4

- Look at the picture and explain that the girl is interviewing the alien. Read through the sentences together. Elicit why we use *likes* and *doesn't like* instead of *like* and *don't like*.

- Play the audio and pause after the alien says *They help me with my computer!* Read the example and demonstrate circling the answer (*doesn't like*). Ask learners to predict each answer before playing the audio. Ask learners to put their hands up to show their predictions. Say *The alien likes the sun. Hands up!* or *The alien doesn't like the sun. Hands up!* Play the rest of the audio, pausing for learners to circle the answers. Round off the task by saying *What a funny alien!*

- Review answers by reading out and encouraging learners to join in with the correct statements.

**Extra support:** Encourage more confident learners to give you more information for each statement, e.g. *Why doesn't the alien like the sun? When does the alien eat peas?*

**Extension:** Play a question-answer chain. The first learner stands up and says *I like (pizza)*. This learner sits down. The next learner stands up and says, e.g. *(He / She) likes (pizza), but I like (mango)*. The game continues in this way around the class, or you may prefer to have the class play in smaller groups. Draw a big *s* on the board to remind learners to say the third-person form. The game is also good for developing learners' listening skills.

### Track 12

- Interviewer:** Good morning, Mr Alien. Can you tell me about your favourite things?
- Alien:** Yes, of course.
- Interviewer:** Do you like monsters?
- Alien:** Monsters? No, I don't. They're scary! But I like robots. They help me with my computer!
- Interviewer:** Do you like the sun?
- Alien:** No, I don't! It's very, very hot and I can't wear a sun hat!
- Interviewer:** Oh! Tell me about your favourite food.
- Alien:** Oh, I love peas. I have peas on my pizza. It's my favourite. I eat peas every day!
- Interviewer:** And what about your favourite hobby? Do you like flying or painting?
- Alien:** Flying is fun, but I love painting!
- Interviewer:** Do you like pink?
- Alien:** Yes, I do! Goodbye!
- Interviewer:** Bye, bye! What a funny alien!

### Answers

- The alien doesn't like monsters.
- The alien doesn't like the sun.
- Its favourite food is peas on pizza.
- The alien's favourite hobby is painting.
- It likes pink.

### WRITING Task 5

- Say *Let's draw an alien*. Ask learners to help you draw an alien on the board by giving you descriptions, e.g. *It's got one eye*.
- Elicit information about the alien to provide a writing model. Start by writing *My alien's name is ...* on the board and invite suggestions of a good name. Choose a few suggestions and have the class vote for the one they like most. Write *My alien has got ...* and ask learners to tell you one physical feature. Continue in this way for the other sentences in the task.
- Learners draw and write about their own alien. Circulate and make positive comments about the learners' work. Model compliments that learners will practise in the next task, by using the structure *What a / an + adjective + noun*, e.g. *What a cool face! What big eyes! What long feet!*

### Suggested answers

My alien's name is Moonstar.  
My alien has got four eyes and two long ears.  
My alien lives on Jupiter.  
My alien likes chocolate stars.  
My alien doesn't like football.

### SPEAKING Task 6

- Ask learners to look at the speech bubbles in their Student's Books and read out the comments. Write *What a cool alien! What beautiful colours!* on the board. Explain this is a way we can make positive comments.
- Ask a few volunteers to come to the front of the class, show their alien picture and say two things about it. For each alien, encourage the rest of the class to offer one or two compliments using *What (a / an) + adjective + noun*. Write their examples on the board. Learners go round the class with their drawings and make compliments about the other learners' work.

**Feedback:** Circulate and check learners are using the structure accurately. Give praise for being kind to other people, using new expressions well and for moving around the classroom respectfully.



# 5 Let's go shopping!



## EXAM PRACTICE MATERIALS

Listening Part 2  
A (reusable) shopping bag; dice (one for every two or three learners); ask each learner to bring in an item as part of a shop role play (optional)

## Unit objectives

LISTENING	Discriminate between first letter sounds; listen for numbers (1–20) and names in short dialogues.
SPEAKING	Ask and answer <i>Can you spell ...? How do you spell ...?</i> ; take part in a shopping role play.
READING	Read a shopping list; read and complete short sentences; read questions with <i>What ...? Who ...?</i> and <i>How many ...?</i>
WRITING	Spell simple names; complete a shopping list.
VOCABULARY	Shopping: (flower) shop, store, supermarket; food: bananas, bread, cakes, chicken, chocolate, eggs, fish, ice cream, kiwis, limes, mangoes, meatballs, pies, pineapple, potatoes, tomatoes, watermelon; toys: doll, kite, teddy bear; clothes: boots, hat, jeans, socks, T-shirt; school items: book, bus, clock, crayons, door.
NON-VLE VOCABULARY	(shopping) list, sunflower, (shopping) trolley

## SPEAKING Task 1

- Introduce the topic by showing the class a shopping bag with imaginary contents. Ask *What's in my shopping bag?* Allow a minute for suggestions. Draw a simple shopping trolley and write *trolley* on the board. Ask learners to look at the trolleys in task 1. Ask *Where is Captain Zoom? (in a supermarket / shop / store)*
- Review the names of items in the trolleys by playing a simple *I-spy* game, e.g. Say *I spy a toy beginning with K* or *I spy something you wear beginning with S*. Ask learners to guess the words.
- Read out the example (*Some crayons*) and ask *Which trolley? (trolley A)* Say *Some cakes* and ask *Which trolley? (trolley B)* Ask learners why we say *some*

*crayons* (*crayons* = plural noun). Write the headings *a / an* and *some* on the board and ask learners to help you write the trolley items under the appropriate heading.

- Learners work in pairs and take turns naming objects and identifying the correct trolley.

## Answers

**Trolley A:** some bread, some crayons, a kite, a pineapple, a T-shirt  
**Trolley B:** some bananas, a book, some cakes, some socks, a teddy bear

## WRITING Task 2

- Make the task fun by asking learners *Have you got a good memory?* and challenging them to see how many items they can remember. Learners look at the trolley on page 68 for 30 seconds and then turn back to page 26 to write down five things they remember. If it is a new word, they can draw the item instead. Give learners a minute to do this.
- Learners then check their items in pairs. Write the items on the board and ask learners to check the spelling.

## Answers

a hat, a ball / football, a tennis racket, some juice, some grapes

## 14 LISTENING Task 3

- Have the whole class look at and say each letter together. Stop and review the pronunciation of individual letters as needed. Now read one letter of each pair and have learners listen to you and raise their left hand if the letter they hear is on the left and raise their right hand if the letter they hear is on the right.
- Learners listen to the audio and tick the letter of each pair they hear. Play the audio a second time if necessary. Don't correct the answers at this stage.

## Track 14

1 d, d  
2 p, p  
3 h, h  
4 i, i  
5 f, f  
6 j, j  
7 m, m  
8 b, b

## Answers

1 d 2 p 3 h 4 i 5 f 6 j 7 m 8 b

## WRITING Task 4

- Learners check their answers for task 3 by finding out if each letter they have ticked can be used to make each word in task 4, e.g. the answer for item 1 in both activities is *d* (*dolls*).
- Learners write the first letter to each word and then read the word out loud to themselves before checking in pairs. Have the whole class read each word out loud together.

**Feedback:** Asking learners to check their own answers and self-correct encourages them to take responsibility for their own learning. Praise learners for this and for listening carefully.

**Extra support:** Fast finishers can go back to task 3 and think of a word beginning with each of the remaining unmarked letters.

## Answers

2 pineapples 3 hats 4 ice cream 5 fish  
6 jeans 7 meatballs 8 boots

## SPEAKING Task 5

- Have learners practise saying *Can you spell ...? / How do you spell ...?* with a noun from the previous task, e.g. *meatballs*. Call a volunteer to the front with their Student's Book. Explain the learner is Student A and you are Student B. Have Student A ask you for the spelling of one of the words in task 4. Spell the word out loud and write it on the board at the same time. Ask the rest of the class if the spelling is correct.
- Divide the class into pairs and nominate A and B in each pair. Tell Student Bs to close their books and Student As to ask three questions. Student B writes down the spelling of all three words in a notebook. Pairs check with the correct spelling and then swap roles. Circulate and check learners are doing the task correctly. At the end of the exchange, ask learners which words were difficult to spell and why.

**Extra support:** If learners need support with pronunciation or intonation of the question, use the backchaining technique (see p.52). If learners find spelling difficult, ask them to practise *Look-say-cover-write-check* (see p.52).

## 15 LISTENING Task 6

- Look at the shopping lists and read out each item as a whole class. Check learners know what each food is. Ask one or two comprehension questions to increase engagement, e.g. *What is the difference between a lime and a lemon? (Limes are green, but lemons are yellow.) Do you like kiwis? Have you got mangoes at home?*
- Read the names under each photo and comment on their appearance, e.g. *Robert is wearing a hat. Layla has got a moustache*. Write the word *surname* on the board and ask *What is a surname?* Ask learners for examples.
- Explain that learners will write the surname they hear under each picture. They will hear the spelling of each one. Remind learners that people's names and surnames have a capital letter at the beginning. Play the audio twice.

**Feedback:** Ask questions to check answers as a whole class, e.g. *What's Layla's surname? How do you spell 'Chime'?*

## Track 15

**Layla:** Hello. My name's Layla Chime. That's C-H-I-M-E. I want to buy 18 eggs, 20 limes and some fish, please.  
**Robert:** Hello. My name's Robert Grove. That's G-R-O-V-E. I want to buy 12 eggs, 4 mangoes and some chicken, please.  
**Captain Zoom:** Hello. My name's Captain Zoom. You spell that Z-O-O-M. I want to buy 3 pies, 7 kiwis and some chocolate, please.

## Answers

1 (Layla) Chime  
2 (Robert) Grove  
3 (Captain) Zoom

## 15 LISTENING Task 7

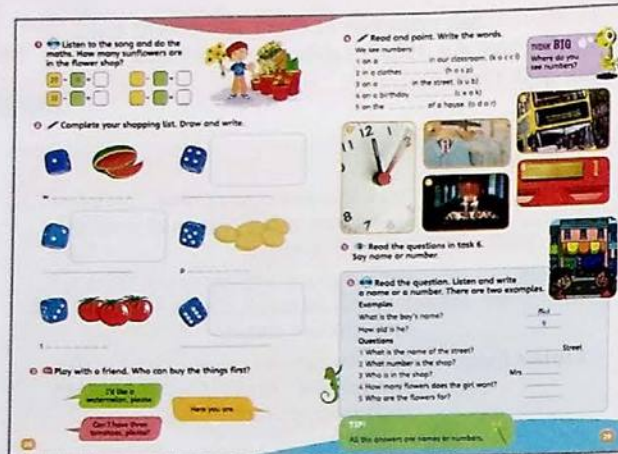
- Now tell learners to focus on the shopping lists. Play the audio again for learners to match the shopping list to Layla, Robert or Captain Zoom. Check answers by asking *Whose shopping list is A / B / C?*
- Say *Look at Robert Grove's shopping list. How many eggs does he want? (12)* Play the audio again and tell learners to listen very carefully for the numbers of all the items on the lists. Play the audio again for less confident learners or for learners to check their answers. Check answers as a whole class by asking *How many ...?* for each item.

**Feedback:** Praise learners for listening for specific information and numbers. Follow up the task by asking what learners buy in the supermarket with their families. Have volunteers name one item each.

## Answers

1 Layla's shopping list is C: 18 eggs, 20 limes  
2 Robert's shopping list is A: 12 eggs, 4 mangoes  
3 Captain Zoom's shopping list is B: 3 pies, 7 kiwis





## 16 LISTENING Task 1

- Before focusing on the task, you may wish to model a similar task, e.g. explain you have a cake shop and draw ten simple cakes on the board. Call a volunteer to the board. Greet them and ask *How many cakes do you want?* Cross out or erase the number of cakes they say. Ask the class *How many cakes are in my shop now?* Count the cakes which are left. Then write the sum on the board (e.g.  $10 - 3 = 7$ ).
- Draw learners' attention to the picture. Ask *What has the boy got in his hand? (money and flowers) What does he want to buy? (flowers)* Explain these particular flowers are called *sunflowers*.
- Explain there are 20 sunflowers in the flower shop. Play the first verse of the song and look at the example. Confirm that the boy wants five flowers. Say *How many flowers are in the flower shop now? Let's do the maths.* Do the sum together on the board ( $20 - 5 = 15$ ). Ask learners to write 15 in the white box and also 15 in the yellow box in the next sum. Say *There are now 15 flowers in the flower shop.* Continue the task as a teacher-led task. Play the audio and pause after each verse for learners to work out the sums.
- Play the song all the way through for learners to listen and enjoy. Encourage learners to join in.
- Write on the board key language from the song: *Can I have ...? / I'd like ... Yes! Here you are. Have a nice day!* Draw ten identical items on the board, e.g. ten apples. Say *I've got ten apples.* Choose a volunteer to come up to the front and role play a shop dialogue with them. Repeat the dialogue with other volunteers. Learners then role play in pairs. Encourage learners to say *Thank you* when they buy the items.

See page 62 for audioscript.

### Answers

20 - 5 = 15  
15 - 5 = 10  
10 - 5 = 5  
5 - 4 = 1

## WRITING Task 2

- Tell learners they are going to play a game. First show the learners a dice and ask how many numbers there are on it. Then focus on the three items on their shopping list and elicit the name and number of each (1 watermelon, 3 tomatoes, 5 potatoes).
- Ask learners to spell each word next to the picture. Develop autonomous learning skills by asking learners how they can find out or check the spelling of new words (by looking at the vocabulary list at the back of their Student's Book, checking with a friend or asking the teacher).
- Say *One watermelon* and point to one dot on your dice and on the page. Say *Three tomatoes* and point to three dots on your dice and on the page. Point to two dots and ask learners to suggest items and write them on the board. Have learners choose one of these, draw two of them in the drawing box and write the name. Repeat this step for numbers four and six.

### Answers

1 watermelon 2 Learners' own answers  
3 tomatoes 4 Learners' own answers  
5 potatoes 6 Learners' own answers

## SPEAKING Task 3

- Explain the game is a race to get everything on the shopping list. Read the speech bubbles beneath the game. Explain that when learners throw the dice they must ask their friend for the item on their list and then tick the box. Choose a confident learner and model the game with them, e.g. Student A throws three on the dice and says *Can I have three tomatoes, please? / I'd like three tomatoes, please.* Student B mimes giving Student A the tomatoes and says *Here you are.* Student A says *Thank you.* The winner is the first to tick all the items on the list. Make sure learners understand that if they roll a number on the dice and they have already ticked that number box in the task, they must wait until their next turn to try for another item.
- Group learners in twos or threes and give each group a dice. Set a time limit of six minutes (see *Timekeeping*, p.53).

**Feedback:** Monitor to ensure that groups are playing correctly and using all the target language. Praise learners on playing well together and respecting turn-taking.

**Extension:** Set up a class role play. Create a shopping list and ask learners to bring in one item each from the list. Set up imaginary stalls in class. Appoint learners to be shopkeepers or customers. The customers wander round the stalls, asking to buy an item. Then learners swap roles. Allow learners to write prices on their items and ask *How much?* as this stretches more confident learners to use above-level vocabulary.

## THINK BIG

- Ask learners to have their books closed. On the board, write the question *Where do you see numbers?* Give learners a few moments to *Think-pair-share* and then give feedback (see p.52). Praise them for their ideas and for thinking big.

## WRITING Task 4

- Ask learners to look at the photos and to see if any of their ideas from the Think Big task are there. Go through each photo and ask what numbers they can see in each one. Learners work in pairs to read and unscramble the word for each item, using the photos to help. Don't provide too much support – observe how learners manage the task on their own or with a friend. Check answers as a class.

### Answers

1 clock 2 shop 3 bus 4 cake 5 door

## READING Task 5

- Write questions beginning with *Who ...? How many ...?* and *How old ...?* on the board, e.g. *Who is your sports teacher? How many children are there in this class? How old is your friend?* Ask which question asks for a name and which questions ask for a number. Ask volunteers to answer the questions. Give further practice by asking other questions they will know the answers to, e.g. *Who is sitting next to (name) in class? How many teachers are there in the class? How old is your brother / sister?*
- Draw learners' attention to the picture. Ask *Who can you see? (a woman, a boy and a girl) How many children can you see? (two) Where's the woman? (in a flower shop)*
- Draw learners' attention to the questions in task 6. Read through the questions one at a time and ask volunteers to tell you if the answer will be a name or a number. Clear up any comprehension issues.

### Answers

1 name 2 number 3 name 4 number 5 name

## 17 LISTENING Task 6

Part  
Starters 2

- Play the first extract and make sure learners agree with the answers to the example questions. Play the rest of the audio, stopping after each extract to allow time for learners to write.
- Play the audio all the way through once (or twice) more for less confident learners, or so learners can review their answers. Learners check their answers in pairs before checking together as a whole class.
- Always give learners plenty of practice with letters of the alphabet, especially the vowels and the 'difficult' consonants, such as G and J.

**Feedback:** Ask the class to show you how they felt about the task with a show of hands or by drawing an emoji-style face next to the task in their Student's Books. Take note of those who found it challenging. Make sure these learners are given support in future listening tasks.

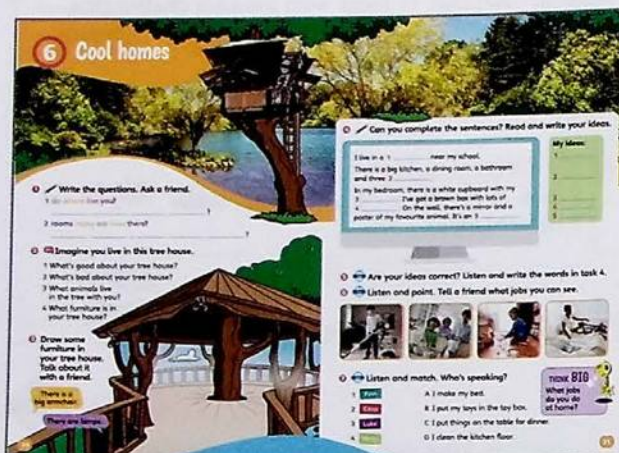
See page 62 for audioscript.

### Answers

1 Boat 2 11 / eleven 3 Lime 4 12 / twelve  
5 (a) friend / Anna



# 6 Cool homes



## EXAM PRACTICE MATERIALS

Reading and Writing Part 4  
Coloured pencils or markers; mini whiteboards (optional)

## Unit objectives

LISTENING	Listen and match characters with jobs they do around the home.
SPEAKING	Ask and answer questions with <i>Where ...?</i> and <i>How many ...?</i> ; describe good and bad points of living in a tree house; talk about furniture using <i>There is / There are</i> ; talk about favourite things, likes and dislikes using <i>you</i> and <i>he / she</i> ; use adjectives to describe a house.
READING	Read and complete a short text; read about a child's interests.
WRITING	Copy words accurately; write about your favourite things, likes and dislikes.
VOCABULARY	House: <i>bathroom, bedroom, dining room, garden, kitchen, living room</i> ; furniture: <i>armchair, bed, bookcase, computer, cupboard, desk, door, lamp, mirror, poster, table, wall</i> ; adjectives: <i>beautiful, cool, fantastic, funny, scary, silly, ugly</i> ; toys: <i>box, football boots, guitar, piano, robot, skateboard</i> ; animals: <i>dog, elephant, fish, frog, jellyfish, pet, polar bear</i> ; parts of the body: <i>eyes, legs</i> ; jobs around the house: <i>clean the kitchen floor, make my bed, put my toys in the toy box, put things on the table for dinner</i>
NON-YLE VOCABULARY	<i>keyhole, tree house</i>

## WRITING Task 1

- Before learners open their books, play *Hangman* on the board with the unit title: *Cool homes*. Explain that *cool* means 'awesome' or 'great' in this context. Ask learners to think of cool places to live, e.g. *in a castle, under the sea*.
- Ask learners to open their books and draw their attention to the two jumbled questions. Give learners 30 seconds to write the questions. Write up the two questions and practise saying them together.
- Ask learners to think about their answers to the two questions. Ask for suggestions in full sentences,

e.g. *I live in (a flat). There are three rooms.* Model the question-answer exchange with two volunteers, then continue in *Open pairs* (see p.52).

## Answers

- Where do you live?
- How many rooms are there?

## SPEAKING Task 2

- Learners look at the photo of the tree house. Ask *Is this a cool home?* and encourage learners to share their ideas. Ask them to imagine living in the tree house. Read out one question at a time. Learners think and share their ideas, first in pairs and then as a group of four. Ask one or two groups to share their ideas with the whole class before moving onto the next question. Note that for question 3 the suggested animals should be ones that live in trees.

**Feedback:** Feed in any useful vocabulary and help learners keep their sentences simple. Choose two or three best answers to write up on the board. Express how interesting it is to hear all the learners' different ideas.

## Suggested answers

- You can see far because a tree house is high up. / You can see lots of animals. / There is nice clean air. / It's a good place to hide. / It's cool and fun! / It's good exercise because you go up and down the tree.
- It's scary. / You can fall. / It's cold at night. / There is no light at night. / It's not near shops or school.
- You can see birds, monkeys and spiders.
- There's a bed, a table and two chairs.

## SPEAKING Task 3

- Write *This is a / an ...* on the left of the board and *These are ...* on the right of the board. Call out singular / plural furniture nouns, e.g. *sofa, doors, walls, desk, mirror, rugs, cupboards, table, bookcase, posters* and have learners point to the correct part of the board. Then call out the nouns a second time and have learners repeat the word in a sentence, e.g. *This is a sofa. These are doors.*
- Ask learners to use their imaginations and draw some furniture in their tree house. Ask them to think of three things, and set a time limit of no more than two minutes. Circulate and ask questions about learners' drawings. Ask *What's this?* or *What are these?*
- Nominate a learner to come to the front and talk about their tree house using *There is a (big armchair). There are (lamps).* Then ask learners to show and talk about their tree house with three friends.

**Feedback:** Praise individual learners for showing confidence when speaking and for performing the task well. Say *What cool tree houses!*

## WRITING Task 4

- Ask learners to look quickly at the text and notice any new words. Have them underline these and go through them together.
- Explain that learners will read the text and write their ideas for the missing words on the list on the right-hand side. Read the first line together to demonstrate. Ask learners to tell you words that can go in the first gap, e.g. *house, flat, apartment, farm*. Learners continue with the other gaps. Give individual support by asking what things might go in a cupboard or in a brown box in a bedroom. When they have finished, read through the text and ask individual learners to tell you their ideas.

**Extra support:** Confident learners can work individually. Those who are less confident may prefer to work in pairs and may need more guidance to make links between the text and the missing words.

**Feedback:** Highlight the importance of reading and understanding a text first rather than hurrying to write words in the gaps. Praise the class for reading and thinking.

## Answers

Learners' own answers

## 18 LISTENING Task 5

- Play the audio and have learners tick any words which are the same as the ideas on their list. Tell them to write these into the text. Ask learners to indicate how successful their predictions were.
- Learners listen to the audio a second time and write any words still missing. Read through the text and have learners call out the missing words.

## Track 18

I live in a flat near my school.

There is a big kitchen and dining room, a bathroom and three bedrooms.

In my bedroom, there is a white cupboard with my clothes. I've got a brown box with lots of toys. On the wall there's a mirror and a poster of my favourite animal. It's an elephant.

## Answers

- flat
- bedrooms
- clothes
- toys
- elephant

## 19 LISTENING Task 6

- Look at the four photos. Ask learners what rooms they can see. Play the audio. Ask learners to listen to the sounds and point to the correct photo each time.

## Track 19

- [Sound effect of toys being thrown into a toy box.]
- [Sound effect of cutlery being taken from a kitchen drawer and placed on a table.]
- [Sound effect of someone vacuuming.]
- [Sound effect of someone tidying bedding and pillows.]

## Answers

- (third photo)
- (second photo)
- (first photo)
- (last photo)

## 20 LISTENING Task 7

- Read the sentences and have learners say which photo they relate to. Then read the names of the children so learners are familiar with the pronunciation. Say *Let's see how the children help at home*. Play the audio, pausing after each extract. Learners match the remaining children with their jobs around the home. Check answers and encourage learners to feed back using the third person *he / she*.

## Track 20

- Finn:** Hi, I'm Finn. I put my toys in the toy box before I go to bed.

**Robot:** I am a robot. I am a robot. I am a robot.

**Finn:** Uff!
- Cara:** Hello, I'm Cara. I put things on the table for dinner.

**Dad:** Great job, Cara. Don't forget the water!

**Cara:** Oh yes!
- Luke:** Hello, My name's Luke. I clean the kitchen floor.

**Mum:** Thanks, Luke! What a clean floor!
- Molly:** Hello, I'm Molly. I make my bed every day.

**Cat:** Meow!

**Molly:** Hey! Don't jump on the bed!

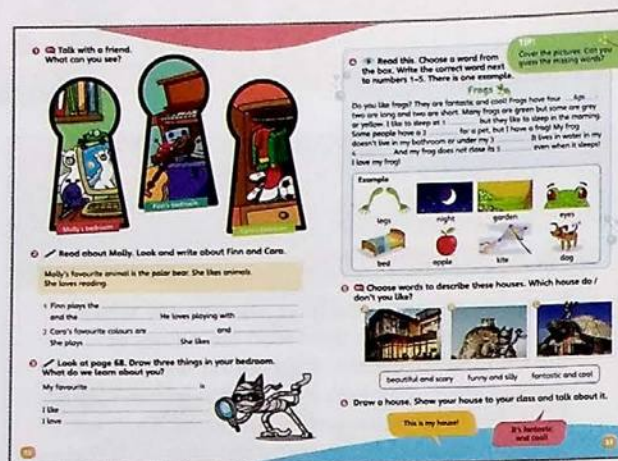
## Answers

- B
- C
- A
- D

## THINK BIG

- Ask what jobs learners do to keep the classroom tidy. Ask why it's also important to help at home, and accept learners' suggestions of jobs they can do. Read the question and ask learners to tell you about different jobs they do around the home.
- Set up a short mingle where learners walk around the class and tell each other what job they do. When they hear the same job, they shout *Me too!*





### SPEAKING Task 1

- Draw a big door on the board and ask *What's this?* Then draw a big keyhole and ask the same question. Write *keyhole* on the board and explain or mime the meaning. Tell learners to open their Student's Books and look through the keyholes. Ask *What rooms can you see?* (*bedrooms*) Write the heading *Molly's bedroom* on the board and ask learners to tell you what they can see.
- Write the headings *Finn's bedroom* / *Cara's bedroom* on the board and ask learners to tell you what they can see. Write up learners' suggestions, stopping from time to time to ask them to spell any tricky words.

### Answers

Molly's bedroom: books, desk, computer, keyboard, polar bear, hippo, frog, pens  
 Finn's bedroom: robots, guitar, piano, toy box  
 Cara's bedroom: cupboard, green and red clothes, football boots, red skateboard, football

### WRITING Task 2

- Tell learners they are detectives. Say *Look at Molly's bedroom. What do we learn about Molly?* Say that we can find out a lot about people by looking at their things and ask learners for as much information as possible. If learners need support with the task, give them some clues, e.g. *I can see books. What does Molly like doing?* Check answers by reading together the two sentences about Molly.
- Tell learners to be detectives and work with a friend to find out about Finn and Cara. Then complete the two texts orally as a whole class.
- Learners write the missing information individually. Have different volunteers read out their answers for the rest of the class to check.

### Answers

- Finn plays the guitar and the piano. He loves playing with robots.
- Cara's favourite colours are green and red. She plays football. She likes skateboarding / skateboards / clothes.

### WRITING Task 3

- Draw a big keyhole on the board. Draw three things inside, e.g. swimming goggles, a cat and three paintbrushes. Write the sentence starters on the board and ask the class to help you complete the sentences using the visual information on the board, e.g. *My favourite sport is (swimming). I like (cats). I love (painting).* Point to your sentences on the board.
- Ask learners to turn to page 68 and draw three things that reveal important information about themselves, then complete the sentences on page 32.
- Have learners swap their keyhole drawings with a friend and talk about what they think their friend likes (*You like / You love ...*). This can be repeated with a few different people. Finally choose volunteers to read out their descriptions.

**Feedback:** Circulate and monitor throughout the task. Check learners are using full stops. Praise individuals for showing more confidence, writing neatly or concentrating well. Finish by expressing how pleased you are with the way learners carried out all the different parts of the task: thinking and drawing, writing and speaking.

### Answers

Learners' own answers

### READING Task 4

Part  
Starters **4**

- Draw a frog on the board. Ask learners to close their books and say *Tell me about frogs*. Ask for any information about the frog, e.g. its appearance, colour, where it lives. Feed in vocabulary that appears in the text (*cool, fantastic, garden, water, legs, eyes*). Ask *Do you like frogs?* and review short answers *Yes, I do. / No, I don't*.
- Ask learners to cover the pictures below the text. Read the text and ask learners for ideas of what words or type of words might go in the text. Discuss what helps them think about and guess missing words, e.g. *four (legs), sleep (at night)*.
- Draw learners' attention to the pictures and words. Explain that there are two extra words that don't fit in the gaps. Have learners complete the task individually. Set a time limit of no more than four minutes and remind them to copy the words carefully in clear handwriting. Learners compare their answers with a friend when they finish.

**Feedback:** Draw three emoji-style faces on the board (smiley face, neutral face, sad face). Ask learners to evaluate how they felt about the task by drawing one of the faces in their books.

### Answers

- night
- dog
- bed
- garden
- eyes

### SPEAKING Task 5

- Give learners a moment to look at the photos of the houses. Ask several individuals *Which house do you like? Which house don't you like?* Read the descriptions together and check pronunciation. Ask *Which house is beautiful and scary?* and accept suggestions. Repeat the question with the other adjectives. Then call out the letters A, B and C, and have learners call out the adjectives.

**Extra support:** To help with a restless class, integrate movement into the task. Say *Stand up if you don't like House A. / Stand up and turn around if you like House A.* Repeat the instructions with the other two houses.

### Suggested answers

- A fantastic and cool B beautiful and scary  
 C funny and silly

### SPEAKING Task 6

- Learners draw and design their own house to match one of the pairs of adjectives in task 5. When learners finish designing their house, suggest which pair of adjectives best describes their house.

**Extension:** Make a *Cool homes* display on a classroom wall and add key words on labels as a border.

**Extra support:** Encourage more confident learners to write simple sentences about their house, e.g. the number of rooms, furniture in different rooms, adjectives to describe the house. Less confident learners can simply label parts of the house or complete sentence starters you provide, e.g. *My house has got ... / There is a ... in the bedroom. / It is + adjective.*



# 7 What would you like?



## EXAM PRACTICE MATERIALS

Speaking Part 4  
Fruit and vegetables (optional);  
cardboard to make a word tree  
display (optional); pictures /  
flashcards of food (optional); ask each  
learner to bring in an apron or small  
towel for a café role play (optional)

## Unit objectives

LISTENING	Listen to a chant and spell words; listen for specific information in a dialogue; listen and put pictures in order.
SPEAKING	Ask and answer <i>What's this?</i> (It's ...). <i>What are these?</i> (They're ...); take part in a simple role play <i>What would you like? I'd like ..., please. Here you are;</i> ask and answer <i>What's your favourite fruit / drink / lunch? Do you like ...? Yes, I do. No, I don't.</i>
READING	Read a short text about favourite fruit and express agreement or disagreement with <i>Yes! No! or Maybe!</i>
WRITING	Write sentences about favourite fruit; create a menu.
VOCABULARY	Food: <i>apple, banana, burger, carrot, chips / fries, coconut, egg, grapes, ice cream, kiwi, lemon, lemonade, lime, mango, onion, orange, orange juice, pears, peas, pizza, potatoes, rice, tomato, watermelon;</i> café, waiter
NON-YLE VOCABULARY	<i>jackfruit, menu, starfruit</i>

## SPEAKING Task 1

- Write the letters of the alphabet on the board. Learners work in small groups. Ask learners to name one food which starts with each letter of the alphabet. Challenge them to see how many letters they can use in one minute. If learners can't think of a food, tell them to move on to the next letter. Learners share their answers to see how many letters they can use as a class, e.g. *apple, banana, carrot, donut, egg, fish, grapes, hamburger, ice cream, juice, kiwi, lemon, mango, nuts, orange, pineapple, quinoa, rice, sausages, tomato, (u), vine leaves, water, (x), yoghurt, zucchini.*

- Ask learners to look at the pictures and tell a friend the names of any fruit and vegetables they know.

## Answers

a banana, carrots, a coconut, grapes, an onion, an orange, a pear, peas, a potato, tomatoes.

## READING Task 2

- Ask learners to read out each food word together. Ask learners for ideas about what they can do if any of these words are new, e.g. ask a friend, check in their dictionary, ask the teacher. Learners then circle the words that match the food drawings.
- Have a volunteer read out the words they circled. The rest of the class listen and compare.

## Answers

a coconut, tomatoes, grapes, an orange, a pear, an onion, a banana, a potato, carrots, peas

## SPEAKING Task 3

- Learners draw their own food characters in their notebooks. Encourage them to think how they can use the fruit and vegetables in task 2 for the different body parts. Give enough time for learners to enjoy the task.
- When learners have finished, nominate a volunteer to come to the front of the class and show their picture. Say *I can see ...* and name the food you can see. Learners practise in pairs and then find someone else to show their picture to.

**Feedback:** Circulate and observe learners drawing their pictures. Ask individuals about their pictures, e.g. *What's this? What are these? What are the arms?* Make positive comments about learners' artwork, commenting on colour, imagination and good use of the food from the previous task.

**Extension:** Encourage learners who are less confident with the vocabulary to label the parts of their picture with the words from the previous task. More confident learners can name the body part and the food when they describe, e.g. *The eyes are peas. The body is a potato.*

## 22 LISTENING Task 4

- Learners look at and name the food in the pictures. Ask several learners if they like these foods to review the use of the short answer form, e.g. *Do you like tomatoes? Yes, I do. / No, I don't.*
- Play the first lines of the chant and model how learners join in by repeating each letter they hear, e.g. Teacher: *Give me an L!* Learners: *L!* Make sure pencils are down, then play the rest of the chant and let learners have fun shouting out the letters.

- Play the chant a second time and have learners write down the letters as they hear them.
- Nominate a confident learner to spell the words on the board as the rest of the class call out the letters.

**Extension:** Learners work in groups of four to make up their own verse for the chant, e.g. *Give me a K! Give me an I! Give me a W! Give me an I! What's the word? (kiwi)* Ask groups to say their verse in front of the class. The class listen carefully to the spelling and call out the answer at the end.

See page 62 for audioscript.

## Answers

1 lemons 2 oranges 3 carrots 4 tomatoes

## 23 LISTENING Task 5

- Learners look at the photo. Ask what type of food it is and what fruit they can see (*a cake, orange*). Ask the whole class *Do you like cake?* Ask more confident learners *What's your favourite cake?* Encourage them to answer using a range of vocabulary, e.g. *chocolate, carrot*. Once some answers have been modelled, ask less confident learners the same question.
- Look at the list of ingredients together. Ask learners to predict which ingredients are in the cake. Ask *Are there any bananas?* and look at the example. Play the audio for the first time. Learners only tick the ingredients they hear.
- Ask *How many bananas are there? (four)* Learners listen a second time and write down the numbers.
- Play the audio a third time. Learners listen and check their answers in pairs.
- Check answers as a whole class by quickly asking questions about the ingredients and the quantities, e.g. *Are there bananas? (yes) How many bananas? (four)*

## Track 23

**Sue:** Let's make a cake!  
**Matt:** OK! Great!  
**Sue:** Mmm! Let's see ... bananas.  
**Matt:** How many bananas?  
**Sue:** Four, please. And three carrots, too.  
**Matt:** Here you are.  
**Sue:** Thank you. Now some eggs.  
**Matt:** How many eggs?  
**Sue:** Four, please.  
**Sue:** Look, a carrot and banana cake!  
**Matt:** I have an orange and a lemon. Let's put some orange and lemon on the cake!  
**Sue:** That's fantastic, Matt!  
**Matt:** Mmm!

## Answers

kiwis X  
carrots ✓ 3  
eggs ✓ 4  
mango X  
lemon ✓ 1  
orange ✓ 1

## READING Task 6

- Learners look at the fruit in the pictures. Ask *What are they?* Then say *Let's read and find out*. Ask learners to read the first text. Ask learners to call out the name of the fruit. Count to three first so that everyone answers at the same time. Confirm their answer by saying *Yes, it's a starfruit. What shape is it? (a star)* Read the question *Do you want to eat a starfruit?* and ask learners to answer *Yes! No! or Maybe!*
- Ask learners to read the second text and call out the name of the fruit on the count of three. Confirm the answer and say *Yes, it's a jackfruit. You can eat jackfruit with ... (rice and coconut)*. Read out the question *Would you like to eat a jackfruit?* Explain that this is another way to say *Do you want to eat?* Again, have the class call out their answers *Yes! No! or Maybe!*

## Answers

Learners' own answers

## WRITING Task 7

- Write *What's your favourite fruit?* on the board. Tell learners to walk around the class and ask as many different people this question as they can in one minute. Ask which fruits are most popular.
- Tell the class what your own favourite fruit is and draw it on the board. Write up the text from the Student's Book and ask learners to help you complete the description. Ask learners to make suggestions of what you can eat it with.
- Learners draw their own fruit on a piece of blank paper and complete the description on page 37.
- Have volunteers come to the front of the class to show and talk about their fruit (see *Show and tell*, p.52).

**Feedback:** As you circulate, make comments, such as *You like mangoes. Me too!*

**Extension:** Make a word tree for the fruit words using cardboard and learners' pictures of fruit. (See the instructions for making a word tree on page 66 of the Student's Book.)

## Answers

Learners' own answers





### SPEAKING Task 1

- Remind learners of the use of *this* and *these*. Draw two columns and write each word as a heading. Number the columns 1 *this* and 2 *these*. Check understanding. Draw some eggs on the board and ask learners to tell you which column. Write *eggs* in column 2. Now draw a slice of watermelon and do the same. Write *watermelon* in column 1. Call out different fruit or vegetables from the previous page. Tell learners to clap once if the word belongs in column 1 (*this*) and clap twice if the word should go in column 2 (*these*).
- After the game, turn the headings into questions 1 *What's this?* 2 *What are these?* Point to your drawing of a watermelon on the board and ask *What's this?* (*It's a watermelon.*) Point to your drawing of eggs and ask *What are these?* (*They're eggs.*) Remind learners of the difference between *a* and *an*. Ask learners to tell you a few examples of food that takes *an*, e.g. *apple*, *onion*, *orange*. Learners work in pairs and take turns to ask and answer about the food silhouettes in their Student's Books.

**Feedback:** Monitor as learners carry out their exchanges and check the correct use of *this* / *these* and the singular / plural forms. Nominate pairs of volunteers to model the exchange for each picture.

**Extension:** Have volunteers mime different food for their friends to guess. Alternatively, bring in some fruit and vegetables without showing them to the class. Place one item at a time in a bag and ask learners to take turns to feel the food and see if they can name it. Each time ask *What's this?* / *What are these?* and encourage learners to respond with a complete sentence.

### Answers

(From left to right):  
It's an ice cream.  
It's a pizza.  
They're chips.  
It's lemonade / water / orange juice.  
They're eggs.  
It's a chicken.  
It's a burger.

### 24 LISTENING Task 2

- Look at the café scenes. Feed in new vocabulary by asking *Where are the children?* (at the café / restaurant) *Who is the man?* (a waiter) *What food and drink can you see?* (burger and chips, chicken and rice, orange juice, lemonade) *What are the children looking at?* (a menu)
- Have learners imagine they are going to a café to eat, and predict the order of the pictures with a friend.
- Play the audio once all the way through and ask learners to listen with pencils down and point to the pictures as they hear them.
- Say *Let's number the pictures*. Play the first section and have learners identify the first picture. Then play the rest of the audio for learners to number the pictures individually.

**Extra support:** Carry out the task as a teacher-led task to help learners' confidence, stopping after each section and having learners identify and number the picture. Then play the complete dialogue and have learners follow in their books.

### Track 24

- 1  
Waiter: Hello. Sit here, please.
- 2  
Waiter: This is the menu. Would you like a drink?  
Boy: Yes, please. I'd like lemonade.  
Girl: I'd like orange juice, please.
- 3  
Waiter: Here you are. Orange juice and lemonade.  
Boy and girl: Thank you.
- 4  
Waiter: What would you like to eat?  
Boy: I'd like chicken with rice, please.  
Girl: I'd like a burger with chips, please.  
Waiter: OK!
- 5  
Waiter: Here you are. Chicken with rice.  
Boy: Mmm! Thank you!
- 6  
Waiter: Burger with chips!  
Girl: Mmm! Thank you!

### Answers

A 2 B 5 C 3 D 1 E 6 F 4

### 25 LISTENING Task 3

- Say *Let's practise asking for food*. Play the audio, stopping after each line of the dialogue, and have learners repeat it. Repeat the audio for learners to familiarise themselves with the intonation. Use choral drilling (see *Loud and soft*, p.52) to provide more fun practice if necessary.
- Divide the class into two halves. Play the audio and have one half repeat the lines of the waiter and the other half repeat those of the children. Then put

learners in groups of three (waiter, boy, girl) for them to role play. Have them swap roles when they have practised the dialogue a couple of times.

**Extra support:** Group less confident learners and have them practise a simpler dialogue with pictures or flashcards of fruit, e.g. Waiter: *What would you like?* Child: *A banana.* Waiter: *Here you are.*

### Track 25

- Waiter: This is the menu. What would you like?  
Girl: I'd like orange juice, please.  
Boy: I'd like chicken with rice, please.  
Waiter: Here you are.  
Girl and boy: Mmm! Thank you!

### WRITING Task 4

- Say *Now let's write a menu*. Copy the menu template onto the board and brainstorm learners' ideas for dinner and for drinks. Learners work individually to write the food and drinks on their menu.

**Extra support:** Less confident learners may prefer to copy some of the ideas from the board. Ask fast finishers to copy the menu out onto a piece of paper in preparation for the role play.

**Extension:** Ask learners to share their preferences for what they like to eat in a café or restaurant. Write a list of the items. Do a simple survey. Read out the items on the list one at a time and ask learners to stand up when they hear their favourite. Count the number of learners for each food and write the number on the board. Declare the most popular menu choice.

### Suggested answers

Dinner: fish and chips, burger and carrots, rice and meatballs.  
Drinks: orange juice, lemonade, water

### SPEAKING Task 5

- Look at the photo and tell learners they are going to act out a café scene. To make the role play more fun and realistic, ask learners to bring aprons or a small towel (to throw over their arm) for the waiter role.
- In groups of three, recreate the scene where two children are customers at a table in a café and one is the waiter. Learners use the menu in their Student's Books. Each group rehearses the role play several times and alternates roles.
- Have each group role play in front of another group (the audience). The audience should check that the dialogues are correct.

**Extra support:** Allow less confident learners to keep a script with them. Alternatively, create groups of four learners (instead of three) and appoint one learner to be the prompt if the other members forget their lines.

**Feedback:** Circulate as groups are rehearsing and deal with any pronunciation issues. Praise learners on their acting, their cooperation and their confidence in speaking.

### SPEAKING Task 6

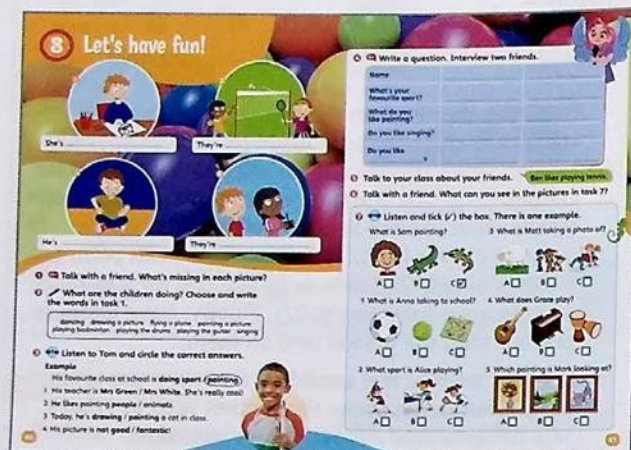
Part  
Starters **4**

- Write the questions on the board. Nominate two learners to come to the front of the class. Give one learner a glue stick as a microphone. Say *You are the examiner*. Ask the examiner to read out the questions for the other learner to reply. When they ask the question *Do you like ...?*, the examiners can point to pictures in unit 7. Continue to practise for a minute or so in open pairs (see p.52). Finally, have learners practise with the person next to them.
- Learners need to feel confident that they can give basic information about themselves such as *What's your favourite food / drink / fruit / vegetable?*

**Extension:** Pairs prepare more questions with *What's your favourite ...? Do you like ...?* They then join another pair and ask each other their questions.



# 8 Let's have fun!



## EXAM PRACTICE MATERIALS

Listening Part 3  
Books showing different famous paintings, including works by Van Gogh; dice (one for every two or three learners)

## Unit objectives

LISTENING	Listen for specific information about a child's favourite class; listen to six short dialogues and answer comprehension questions by selecting from multiple-choice options.
SPEAKING	Ask and answer about hobbies, likes and dislikes; give information about a friend's interests using the third-person form; give opinions about paintings; agree and disagree with a friend's opinion.
READING	Read about a painting and choose correct words to complete the description; follow instructions to play a game.
WRITING	Take notes in an interview; copy and spell words correctly.
VOCABULARY	Adjectives: <i>beautiful, cool, fantastic, funny, scary, silly</i> ; hobbies: <i>dancing, drawing, playing baseball / table tennis / tennis, playing drums / guitar, singing</i> ; prepositions: <i>behind, between, next to, on, under</i> ; verbs: <i>paint, run, sail, take a photo, wear</i> ; furniture and objects: <i>bed, chair, mirror, painting / picture, table, wall, window</i> ; parts of the body: <i>back, body, foot, head, tail</i> ; outdoors: <i>boat, cloudy day, flowers, sand, sea</i> ; clothes: <i>baseball cap, dresses, jackets</i> ; animals: <i>crocodile, lizard, sheep</i>
NON-YLE VOCABULARY	<i>roll the dice</i>

## SPEAKING Task 1

- Put learners into pairs. Learners take turns to write a capital letter with their finger on their friend's back. Their friend guesses which letter it is. After a minute, clap your hands and ask each learner to spell a colour on their friend's back. Clap your hands again and ask learners to swap roles.
- Learners open their Student's Books and look at the pictures. Give learners a few moments to guess the

missing item in each picture. Ask them to whisper their ideas to a friend. Ask *What's missing?* to check their ideas before they draw each item.

## Answers

- 1 a pencil 2 a racket 3 a guitar  
4 a plane / a helicopter

## WRITING Task 2

- Check learners are familiar with all the vocabulary in the box. Read out each activity together and ask learners to do a mime for each one.
- Ask learners to look at the pictures in task 1 again. Ask them questions about each picture: 1 *What's the girl doing?* 2 *What are the children playing?* 3 *What is the boy playing?* 4 *What are the children doing?* Learners then choose the correct words from the box to write under each picture.

## Answers

- 1 She's drawing a picture.  
2 They're playing badminton.  
3 He's playing the guitar.  
4 They're flying a plane / a helicopter.

## 26 LISTENING Task 3

- Ask the class *What's your favourite class at school?* and have individuals share their answers. Look at the picture of the boy and ask *What is he doing?* (*He's painting.*)
- Explain that learners are going to hear Tom talking about his favourite class at school. Read out the sentences and have learners follow the words with a finger.
- Learners listen to the audio for the first time with pencils down and point to the correct word. They listen a second time and circle the correct word. Learners then compare their answers in pairs.
- Encourage learners to join you in reading out each sentence, including the correct word.

## Track 26

- Eva: So, Tom, what do you like doing at school?  
Tom: Well, I like doing sports, but I love painting! That's my favourite!  
Eva: Who is your teacher?  
Tom: Mrs White. She's really cool!  
Eva: Do you like painting people?  
Tom: No, I like painting animals.  
Eva: What are you doing today in class?  
Tom: Today, I'm drawing a cat. Do you like it?  
Eva: Yes, it's fantastic! You like drawing, too!  
Tom: Yes, I do!

## Answers

- 1 Mrs White 2 animals 3 drawing 4 fantastic

## SPEAKING Task 4

- Draw the table on the board as it is in the Student's Book. Look at the table together and read through the questions. Ask learners to suggest a final question about a favourite activity and add it to the table, e.g. *Do you like singing?*
- Nominate a volunteer to come and sit in a chair opposite you at the front of the class. Use a glue stick or pencil as a microphone. Greet the volunteer and ask their name. Ask each of the questions, getting up each time to write the volunteer's responses on the board. Say *Thank you* at the end of the interview. Leave the volunteer's answers on the board for task 5.
- Ask learners to write their own final question. Then have learners work in pairs and give them two minutes to interview each other. Remind pairs to write their friend's name and to be polite. Clap your hands and ask learners to swap roles.
- Regroup learners into new pairs to interview a second person.

**Feedback:** Circulate to encourage less confident speakers. Praise learners who are listening well to each other and being polite.

## Answers

Learners' own answers

## SPEAKING Task 5

- Refer to the answers on the board from the previous task. Encourage learners to join in as you report back in the third person, e.g. *Maria's favourite sport is tennis. She likes painting her house. She doesn't like singing.* Encourage volunteers to stand up and talk about one person they interviewed. Make sure that it is not always the same learners who are contributing answers (see *Nominating volunteers*, p.52).
- Ask pairs to tell each other about a different person they interviewed. Remind learners to use the third person -s and *doesn't*. Highlight these in colour on the board. Alternatively, feed back as a whole class task and have each learner choose one piece of information to report back on, e.g. *Nora doesn't like singing.*

**Extension:** Ask a confident learner to come to the front of the class. Ask *Can you play the guitar?* Encourage the learner to do a mime and answer *Yes, I can* or *No, I can't*. Write *Yes, I can* / *No, I can't* on the board for support. Model the exchange with another volunteer. Then practise as open pairs before learners mime with a friend (see p.52). Encourage learners to mime more activities they know in English, e.g. *play tennis, play basketball, ride a skateboard, play a board game, ride a bike, swim*. Round off the task by asking *Can you ...?* questions to a few individuals.

## SPEAKING Task 6

- Give learners a few moments to look at the pictures in task 7 and talk about what they can see with a friend.
- Read the questions and ask learners for suggestions for each possible answer, e.g. *What is Sam painting?* *He's painting a boy / a crocodile / a lizard.*

## 27 LISTENING Task 7

Part 3

- Explain that learners listen and tick just one box for each question. Make sure learners understand that things or activities in all three pictures might be mentioned, so it is important to listen carefully and not tick the box until the end of each conversation. The example extract emphasises this point. In the example we hear the teacher talk about a crocodile, but the boy's drawing is of a lizard. Play the example extract and ask comprehension questions, e.g. *What is Sam doing?* (*He's drawing a picture.*) *Is it a crocodile?* (*no*) *Is it a boy?* (*no*) *What is it?* (*It's a lizard.*)

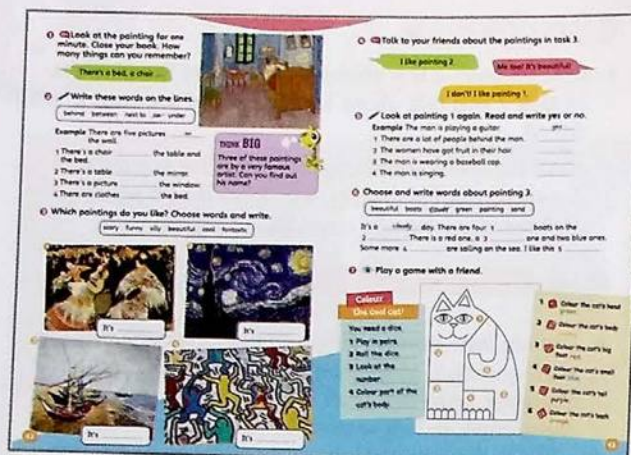
**Feedback:** Play each extract twice and pause to ask comprehension questions if learners find the audio challenging. Play the audio a third time if necessary. Give learners positive feedback on how carefully they have listened.

See page 63 for audioscript.

## Answers

- 1 C 2 A 3 B 4 A 5 C





### SPEAKING Task 1

- Ask learners to look at the painting for a minute and then close their books. Write *There's ... / There are ...* on the board and ask learners to explain when we use one or the other. Pairs use the sentence starters to remember as many things as they can about the painting. Nominate volunteers to share what they remember with the class.
- Learners look at the painting again to see if they remembered all the details. Ask learners what they think the title of the painting is (*The Bedroom*).
- Check that learners have mentioned all the vocabulary they will need for task 2 (*bed, chair, clothes, mirror, painting / picture, table, wall, window*).

### Suggested answers

bed, blanket, bottle, bowl, chairs, clothes / jackets, cupboard, door, floor, glass, jug, mirror, paintings / pictures, pillows, table, towel, wall, window

### WRITING Task 2

- Quickly review the prepositions by placing a classroom item in different locations to illustrate *behind, under, next to, on, between*. Then give a few instructions to learners to place things in different locations.
- Ask learners to look at the sentences. Read the first sentence together and complete with a word from the box. Encourage learners to work individually, and to identify and give support to those who need extra help. Learners then compare their answers in pairs and finally together as a class.

**Feedback:** Observe how learners manage working independently. Give thinking time for learners to understand and work things out for themselves.

**Extension:** Give a short picture dictation for further practice of prepositions. Describe a simple bedroom or living room scene and have learners draw the room in their notebooks. Ask them to colour some items, e.g. *Draw a sofa. Colour the sofa red. Draw a desk next to the sofa. Draw two shoes under the desk. One shoe is green. Draw a painting on the wall between the sofa and the desk.* Learners compare their drawings.

### Answers

1 between 2 under 3 next to 4 behind

### THINK BIG

- Read out the information in the box. Take in some art books which include paintings by Van Gogh or allow learners access to the internet and suggest some websites for learners to search for the name of the artist (*Vincent Van Gogh*).

### WRITING Task 3

- Learners look at the paintings. After a few moments, ask *Which do you like?* and have learners raise their hands to answer.
- Create a simple table on the board, with the numbers 1–4 down the left-hand side and a happy emoji face as a column heading. Ask the question *Which do you like?* Read out each painting number and ask for a show of hands. Write the number of hands shown next to each picture under the happy face. Decide which paintings are the most and least popular.
- Read the adjectives together and have learners clap the syllables in each. Ask which words have three claps (*beautiful, fantastic*). Check learners know the meaning of each adjective and provide examples if necessary. Learners look and choose one adjective to write under each painting.

**Extra support:** Drill the adjectives to raise awareness of stressed syllables (see *Tapping*, p.52).

**Extension:** Review the spelling of the adjectives. Begin by spelling very slowly one of the adjectives in the task on the board. Encourage learners to guess the word you are spelling and help you spell the rest of the word by calling out the letters. Rub the word off the board and ask learners to spell the word in their notebooks. Ask a volunteer to rewrite the word on the board for the class to check. Repeat the step with the other adjectives in the task.

### Suggested answers

1 cool 2 fantastic 3 beautiful 4 funny

### SPEAKING Task 4

- Read out the sentences in the speech bubbles and model the intonation. Have learners repeat each sentence. Nominate three volunteers to come to the front of the class and model the dialogue. Learners then talk about the paintings in groups of three or four.
- Circulate and listen to the groups' conversations. Have a few groups perform their exchange for the whole class. Praise learners for showing interest in each other's opinions.

**Extension:** Create an art gallery wall in the classroom. Encourage learners to find a painting they really love or to paint their own at home inspired by one of the paintings in their Student's Books. Display the different paintings on the gallery wall. Have learners prepare labels with the adjectives to place round the outside of the display.

### WRITING Task 5

- Ask learners to look at painting 1 in task 3 again. Read out the first sentence and agree that the answer is *yes*. Ask learners to read the sentences on their own first, think about the answers and then check with a friend. Then read through each sentence together and check answers before asking learners to write. Ask learners to correct the false sentences.

### Answers

1 yes 2 no (They've got flowers in their hair.)  
3 no (He's wearing a hat.) 4 yes

### WRITING Task 6

- Ask learners to look back at painting 3 in task 3 and describe it to you before they look at the text. Feed in and highlight the relevant vocabulary from the wordbox as you listen, e.g. Learner: *It's not sunny.* Teacher: *That's right. It's cloudy.*
- Look at the description together. Read the first sentence and check learners are happy with the example. Ask learners to read and think about the missing words individually before checking with a friend.

**Feedback:** Observe how well learners manage the task on their own. Then read through the text, with learners supplying the missing words. Praise learners for working on their own and thinking carefully about answers. Remind learners that it's OK to ask for help, but that it's good to have a go on their own first.

**Extension:** More confident learners or fast finishers can be encouraged to write a short description of one of the other paintings.

### Answers

1 beautiful 2 sand 3 green 4 boats 5 painting

### READING Task 7

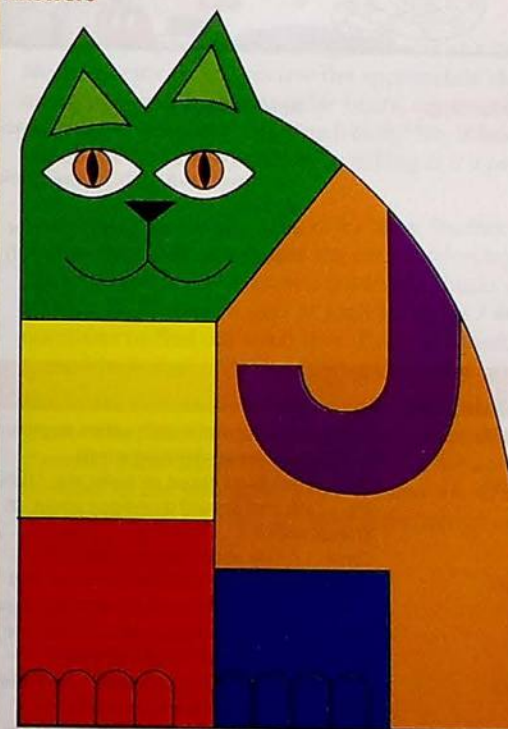
- Draw a cat on the board similar to the one in task 7 and choose volunteers to come to the board to label the different body parts, e.g. *head, body, back, small foot, big foot, tail*.
- Read through the game instructions. Hold up a dice, show and call out each number and have learners read out the corresponding action, e.g. *Number 3. Colour the cat's big foot red.* Roll the dice on a table. Mime colouring the relevant body part on the board.
- Put learners into groups of two or three to play. Make sure learners understand that if they roll the dice and

they have already coloured that part of the cat, then they must wait until their next turn to try for another number.

**Feedback:** Circulate and encourage learners' enjoyment of the game. When they have finished the game, praise turn-taking and say *What fantastic artists you are!*

**Extension:** Write the names of each colour in big letters on separate pieces of paper or card and place them on the walls around the classroom. Point to each colour and have learners read out the name. Play a game. Clap your hands and have learners go and stand next to the card which has their favourite colour written on. Tell each group to think of as many things as they can that are their favourite colour. Have one member of each group report back to the whole class.

### Answers





# 9 Let's go to the zoo!



## EXAM PRACTICE MATERIALS

Reading and Writing Part 5  
Soft ball (optional); coloured pencils or pens; an atlas (optional); tape measure(s) and chalk for the Think Big task – you may wish to take learners out to the playground for this; card cut into strips (optional)

## Unit objectives

LISTENING	Listen to a song and match verses to pictures; identify and group rhyming words.
SPEAKING	Make predictions about pictures, e.g. <i>I think it's ...</i> ; ask and answer questions about an animal with <i>Is it ...?</i> <i>Has it got ...?</i> <i>Does it ...?</i> <i>Can it ...?</i> ; talk about helping others.
READING	Read six sentences about polar bears and identify correct information; read and answer comprehension questions about a picture story; match questions and answers.
WRITING	Write six simple sentences about crocodiles; write one-word answers in response to comprehension questions about a picture story.
VOCABULARY	Animals: <i>bee, bird, crocodile, elephant, fish, giraffe, hippo, lizard, monkey, polar bear, tiger, zebra</i> ; verbs: <i>climb, eat, fly, help, jump, point, sleep, swim, throw</i> ; colours: <i>black, brown, green, grey, red, white, yellow</i> ; fur, teeth; nature: <i>cold, hot, leaves, river, snow</i> ; miscellaneous: <i>balloon, zoo</i>

## SPEAKING Task 1

- Write the category *food* on the board. Learners stand at their desks. Choose a confident learner to start the game. The first learner names a food item and passes or throws a soft ball to the next person, who names a different food item, and so on. No repeats are allowed. Stop the game when learners can't think of any more different words. Continue the game using the categories: *furniture* and *animals*. Remember to keep the game fun and brisk. If a learner can't think of a word, count down 3–2–1 and have them pass on the ball.

- Draw learners' attention to the words in task 1. Read each word out together and check pronunciation. Ask a question about each animal to check understanding, e.g. *What can a bird do? What colour is an elephant? Where does a hippo live?*
- Learners look at the close-up photos. Focus learners on photo 1 (tiger) and write *I think it's a ...* on the board. Encourage learners to use this phrase as they identify the remaining animals with a friend.
- Learners write the animal names in their notebooks. Then check answers together.

## Answers

- 1 tiger 2 zebra 3 hippo 4 lizard  
5 bird 6 elephant

## WRITING Task 2

- Learners identify the animal (a snake). Learners name the colours the snake will be by looking at the numbers. Ensure that they have the necessary coloured pencils or pens (red, black, white, yellow). Learners work individually to colour the picture. This should be a relaxing activity, so you may like to play some soft music while learners colour.

**Feedback:** Praise learners who are sharing coloured pencils or pens.

**Extension:** Call out colours and have learners name animals of that colour, e.g. *green: lizard, crocodile; black and white: zebra, penguin*. This can also be done as a written task, by having learners working in pairs and writing down the colour and the animal they think of.

## Answer



## READING Task 3

- Ask learners what animal they can see in the photos. Have a volunteer write *polar bear* on the board. Say *Tell me about polar bears* to encourage learners to share any information they may know about polar bears. Ask questions if necessary, e.g. *What does a polar bear eat? Where does it live? Can it swim?* Feed in the words *teeth, cold, swim* to prepare them for the task. You could also look at a world map to talk about where polar bears live (*in the Arctic*). Praise learners for using any above-level vocabulary.
- Learners read the sentences and circle the correct information. If they are not sure of any answers, they can look at the photos to help. Do the first sentence together as an example. Encourage learners to think and work individually and then compare answers with a friend when they finish. Nominate volunteers to read out each sentence.

**Extension:** Draw six columns on the board and write the following as headings for each column: *big teeth, small teeth, cold place, hot place, fly, swim*. Learners draw the columns in their notebooks and work in twos or threes to think of an animal for each column, e.g. *big teeth: tiger; small teeth: mouse; cold place: penguin; hot place: lizard; fly: duck; swim: jellyfish*. Ask learners to share their answers with the whole class.

## Answers

- 1 polar bear 2 white 3 big  
4 fish 5 cold 6 swim

## WRITING Task 4

- Ask what animal learners can see in the photos (*crocodile*). Ask learners to whisper to their friend what they know about crocodiles. Encourage them to ask for any words they need and write these on the board. Then have learners share information as a whole class.
- Ask learners to work in pairs. Draw their attention to the sentence starters and ask pairs to read and think of the information needed. They don't need to write at this stage. If learners are unsure what type of information is needed, refer them back to the examples in task 3.
- Work through each sentence together by reading out each sentence starter and asking volunteers to suggest the missing information. Ask learners to agree on the correct answer as a class before writing the information on the lines.
- Ask learners to close their books and tell a friend what they remember about the polar bear and the crocodile. Write an example on the board to remind learners to use the third-person form, e.g. *It lives in a cold place*. Then feed back with the whole class.

**Extension:** Learners write about their favourite animal at home or in class using the sentence starters as a framework. Learners talk about their favourite animal in class (see *Show and tell*, p.52).

## Answers

- 1 crocodile 2 brown / green 3 a big mouth / big teeth  
4 fish and birds 5 in a hot place 6 swim

## THINK BIG

- Read out the information about crocodiles. Have learners gather at the front of the class or out in the playground to estimate how long they think five metres is.
- Measure out five metres and if possible mark it with chalk on the floor to check. Alternatively, hand out tape measures of at least a metre to small groups and have them measure out five metres together. Encourage learners to express their surprise. Join in by saying *What a long animal! That's cool!*

## SPEAKING Task 5

- Look at the speech bubbles together one at a time. Model questions and review the appropriate short answers by asking about polar bears, e.g. *Does it eat fish? Yes, it does. Has it got small teeth? No, it hasn't. Can it fly? No, it can't. Finish by asking Is it a polar bear? Yes, it is.*
- Nominate two confident learners to be Student A and Student B and model the exchange using the crocodile as an example. Student A thinks of an animal. Student B asks at least three *yes / no* questions to find out what it is. The final question should be *Is it a ...?* Write this on the board.
- Ask learners to work in pairs to play the guessing game. Then have them swap roles. To make the guessing game more manageable, limit the animals to the ones in the photos on pages 46 and 47. Circulate and make sure learners are asking the questions correctly.

## Answers

Learners' own answers



**29 LISTENING Task 1**

1 Listen to the song and number the pictures.

2 Look at the pictures in task 6. What can you see?

3 Read the questions. Write one-word answers.

4 Answer the questions. Draw lines.

5 Which of these words are in the song? Tick (✓) the words.

6 How do the eight words sound? Put the words in groups 1-3. Then listen and check.

7 Talk with a friend. Who helps the boy? Who can you help?

8 Write only one word in your answer.

- As a warmer, mime an animal for learners to guess. Then ask learners to think of their own animal and all move round the classroom in the manner of their animal, e.g. swimming, climbing, flying, jumping. Have learners guess what other people's animals are as they move around.
- Learners name the four animals they can see in the pictures. Ask learners to tell a friend one thing they know about each animal. Ask learners to share their knowledge with the class.
- Play the song all the way through and have learners number the animals in the order they hear them. Check answers together.
- Play the song a second time and encourage learners to join in and do the actions, e.g. placing their finger to their lips to say *Shh!*, making binoculars with their hands to see the animals, and miming a tiger sleeping, a giraffe eating leaves from a tree, a monkey climbing and an elephant squirting water from its trunk.

#### Answers

1 tiger 2 giraffe 3 monkey 4 elephant

See page 63 for audioscript.

#### READING Task 2

- Write the verbs from the song on the board: *throw, eat, sleep, climb*. Ask learners to tell you which animal does these things in the song (*throw: elephant; eat: giraffe; sleep: tiger; climb: monkey*).
- Read the example question and answer together. Then encourage learners to work individually to read the other questions and match with the answers.

**Extra support:** Have learners work on their own to complete the task. It is important to gradually give learners more autonomy and individual thinking time. Use this time to give attention to those whom you have identified as needing support in reading and writing tasks.

#### Answers

2 A 3 B 4 E 5 D

#### 29 LISTENING Task 3

- Read out the words together (without focusing on rhyming words), then play the song again and ask learners to tick the words they hear. Check answers together.

#### Answers

zoo, you, too, see, tree, me

#### 30 LISTENING Task 4

- Play a game to familiarise learners with similar-sounding words. Ask learners to stand up. Write *zoo* on the board. Read through the remaining words in task 4. Ask learners to put their hands on their heads every time they hear a word that sounds similar to *zoo* (*blue, too, you, shoe*). Practise a few times, changing the order of the words as you read them out. Then write *see* on the board and repeat the game. Do the same with *door*. As the game becomes familiar, say the words a little faster.
- Ask learners to sit down and work in pairs to write the similar-sounding words in three groups in their notebooks. Alternatively, learners could colour the words which rhyme in their Student's Books. Words from each rhyming group can be shaded a particular colour.
- After a minute, play the audio and ask learners to listen to check their answers.

**Extension:** Write words in their groups on the board. Divide the class into two halves. Have one half read out each word and the other half repeat the words. Then have the halves swap roles.

#### Track 30

- zoo, blue, shoe, too, you
- door, four
- see, me, tree, bee

#### Answers

- zoo, blue, shoe, too, you
- door, four
- see, me, tree, bee

#### SPEAKING Task 5

- Ask learners to look at the first picture and cover the questions and remaining pictures with a sheet of paper or notebook. Ask *What can you see?* Make sure learners mention the following words in preparation for the reading task: *balloon, bird, boy, elephant, giraffe, monkey, mum, tiger, tree, zoo*. In L1, ask what they think the story is about and what is going to happen.
- Ask learners to close their books. Ask some questions about the picture, e.g. *Where is the bird / monkey / balloon? What colour is the balloon? Who is with the boy?*

#### READING Task 6

#### Part Starters 5

- Ask learners to uncover the rest of the pictures that tell the story of the balloon in the tree. Talk about what is happening in each scene.
- Explain that learners only need to write one word in answer to each question. Read the example together and check learners are happy with the answer. Then have learners work individually to answer the questions.
- Have learners compare their answers in pairs. Then ask different volunteers to read out each question, and others to write the one-word answers on the board.

**Feedback:** Ask learners how they feel about the task. Have them indicate by drawing a happy / neutral / sad emoji next to the task.

**Extra support:** With a less confident class play a game to review what information is needed to answer *Who? Where? How many?* questions. Write the question words on the left-hand side of the board in a column and write possible answers in a jumbled wordbox on the right-hand side, e.g. names of people: *Mr Green, Sue, my mum*; places: *at school, in a tree, in the kitchen*; numbers: *2, 8, 17*. Divide the class into two teams. Call a team member from each team to come to the board. Say one of the question words and have the two team members run and place their hand on a possible answer. Rub out this word. Repeat the step with the remaining team members and replace any words that get rubbed out with new vocabulary.

#### Answers

1 a balloon 2 tree 3 tiger 4 monkey 5 happy

#### SPEAKING Task 7

- Ask learners to think about the story in task 6 again. Ask *Who helps the boy?* Ask *Is the boy happy or sad?* (*He's happy.*)
- Ask *Who can you help? What can you do?* to encourage learners to think about who they help at home or at school (or somewhere else) and what things they can do. Have them discuss in pairs. Don't worry if some discussion starts off in L1. Write some of the learners' *I can ...* statements on the board. Learners choose a sentence or two to write in their notebooks. More confident learners can write their own examples.

**Extension:** Learners choose one idea each and write it onto a strip of card using coloured pens. Make a display of their ideas under the title *Who can you help? What can you do?*

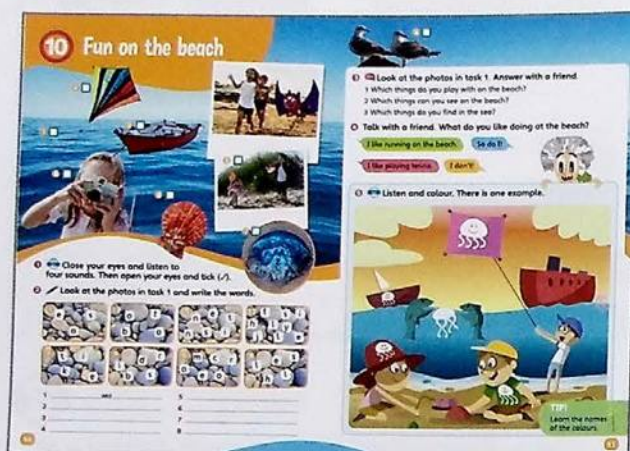
**Feedback:** Congratulate the class on their hard work throughout the unit.

#### Suggested answers

I can ... help my mum / tidy my room / make my bed / share my toys with my brother or sister / share my crayons.



# 10 Fun on the beach



## EXAM PRACTICE MATERIALS

### Listening Part 4

One or two pairs of plastic sunglasses and a beach towel (optional); mini whiteboards (optional); coloured pencils; strips of card (optional)

## Unit objectives

### LISTENING

Listen and locate objects and colour them correctly; listen to a simple dialogue and identify correct pictures and statements.

### SPEAKING

Describe favourite activities on a beach, e.g. *I like running on the beach*; show agreement and disagreement with *So do I!* / *I don't!*; talk about things you take to the beach *I've got ...*; describe how you make a sandcastle; say a tongue twister.

### READING

Read and identify items on a list; read and complete instructions on how to make a sandcastle.

### WRITING

Write sentences describing items in a picture: *Dan's got / Dan hasn't got ...*; copy missing words correctly.

### VOCABULARY

Beach: *apple, ball, baseball cap, bird, boat, camera, fish, jellyfish, kite, sand, sea, shell, ship, tennis*; verbs: *draw, find, make, play, put, run, take*

NON-YLE VOCABULARY *bucket, sandcastle, spade*

## 31 LISTENING Task 1

- Put on a pair of sunglasses and throw a beach towel over your shoulder. Ask *Where am I?* Elicit *on the beach* and write it on the board. Tell the class to imagine they are on a beach. Ask learners to pass round two pairs of sunglasses, and take turns to put them on and name one thing they can see on the beach. Write relevant beach vocabulary on the board as learners say it, e.g. *boat, camera, shorts, shell, sand, sun*.
- Learners open their books and look at the photos. Ask learners what they can see. Ask volunteers to tell you any items written on the board that they can see in the photos.

- Ask learners to close their eyes. Play the audio of four different beach sounds. Then ask learners to open their eyes and tick the photos with the sounds they heard.

**Feedback:** Have learners check their answers in pairs. Then play the audio again and pause after each sound. Have learners point to the picture and name what is making the sound.

### Track 31

- [sound effect of crashing waves]
- [sound effect of seagulls crying]
- [sound effect of children playing beach tennis]
- [sound effect of someone taking a photo]

### Answers

- sea (photo 1)
- birds (photo 4)
- tennis (photo 5)
- taking a photo / camera (photo 6)

## WRITING Task 2

- Rub the beach vocabulary off the board. Ask learners to look at the photos and unscramble the words. Learners should use the photos in task 1 as clues.

**Extra support:** Give less confident learners the first letter of each word if necessary.

**Feedback:** Encourage learners to swap books and check each other's spelling. Have volunteers write the words on the board.

**Extension:** Hand out mini whiteboards to pairs. With books closed, dictate the spelling of selected beach words. Have learners hold up their whiteboards after each word they spell.

### Answers

- kite
- boat
- birds
- tennis
- camera
- jellyfish
- shell

## SPEAKING Task 3

- Ask learners to listen and think as you read out each of the questions. Then encourage pairs to find the answers together in the photos in task 1.

**Extra support:** Draw three columns on the board with the headings: *see on the beach / play with on the beach / find in the sea* to help learners organise their ideas. Ask learners for a suggestion for each column if necessary. In pairs, learners think of as many words as they can for each column. More confident learners can be challenged to add an extra word to each column. Ask learners to share their ideas, and write learners' answers in the correct column on the board.

### Answers

- tennis, kite, camera
- shell, birds, jellyfish
- boat, jellyfish

## SPEAKING Task 4

- Say *I like running on the beach* and encourage learners to chant the reply (*So do I!*). Then say *I like playing tennis* and elicit the negative response (*I don't!*). Highlight the use of *So do I!* for agreement and *I don't!* for disagreement. Say extra sentences about the beach to give further practice, e.g. *I like swimming. I like eating ice cream. I like finding shells*.
- Practise the exchange in open pairs (see p.52). Then give learners one minute to walk around the class, sharing ideas and responding.

## 32 LISTENING Task 5

### Part 4 Starters

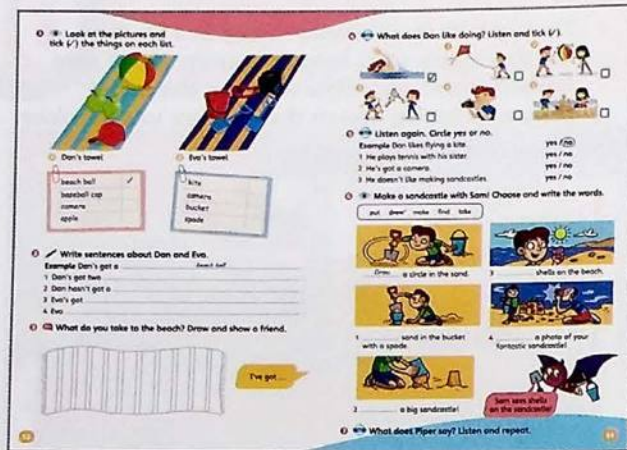
- Adapt the game *Simon says*. Ask learners to stand up. Say *Wave a magic wand and point to something green*. Learners wave an imaginary wand and point to an item in the classroom which is green. Now say *Wave a magic wand and point to something red*. Learners do the same for something red. Say *Point to something blue*. Explain to learners that if you don't say the phrase *Wave a magic wand*, then they should not point, but cross their arms and shake their heads instead. Keep the game brisk to keep learners' attention. Any learners who make a mistake sit down and stop playing. Restart the game once there are only a few learners left standing.
- Draw learners' attention to the magic wand in the tip box. Tell learners they have one minute to write a list of colours in their notebooks, with the help of a friend. Ask for a show of hands from those who managed to write 11 colours, 10 colours, 9 colours, etc. Then ask volunteers to spell different colours as you write them on the board.
- Focus learners on the picture and ask them to discuss in pairs what they can see. Write up any vocabulary learners need. Elicit the difference between a *ship* and a *boat* (a ship is big and a boat is small). After one minute, ask questions about the picture, e.g. *How many fish / jellyfish are there? What is the boy / girl wearing? What is in the sea?* Prepare learners further for the listening task by asking where the different jellyfish are.
- Tell learners they are going to listen to the audio and follow the instructions. They must point to the objects mentioned and colour them in. Make sure learners have a set of coloured pencils, and ask them to listen and colour individually. Advise learners not to spend too long on colouring.
- Play the example extract and pause, allowing learners to point and colour in. Then repeat for the other sections. Play again for learners to check their work. Play a third time if necessary.

**Feedback:** Learners compare their picture in pairs. Ask questions to check answers as a whole class, e.g. *What colour is the jellyfish on the boy's T-shirt?* Congratulate learners for listening carefully and following the instructions.

## Answers







### READING Task 1

- Roll out a beach towel on the floor in front of the class or on your desk. Hand out small pieces of paper and have learners draw one object they would like to take to the beach and come and place it on the towel. Hold up different items the learners have drawn and review the names. Check pronunciation and have learners repeat tricky words, starting off quietly and getting louder with every repetition. Write vocabulary relevant to the task on the board and elicit any other words which learners have not mentioned: *apple, baseball cap, beach ball, bucket, camera, kite, spade*. Keep learners' drawings for a later task.
- Have learners open their books and talk in pairs about what they can see on the towels.
- Point to Dan's towel and ask *Whose towel is this? (It's Dan's.)* Look at the example together. Then learners look at Dan's towel and tick the relevant items on the list. Point to Eva's towel and ask *Whose towel is this? (It's Eva's.)* Learners tick items and compare their answers with a friend.

**Extension:** Ask learners to close their books and remember what items are on each towel. Ask *What's on Dan's / Eva's towel?*

### Answers

**Dan:** baseball cap ✓, camera X, apple ✓  
**Eva:** kite X, camera ✓, bucket ✓, spade ✓

### WRITING Task 2

- Read the example together. Then read the other two sentence starters and ask learners to suggest answers. Learners write and complete the sentences about Dan.
- Encourage learners to complete the sentences about Eva's towel individually.
- Ask learners to swap books and read each other's sentences and check answers and spelling are correct. Check answers all together by reading out the sentence starters and encouraging the class to join in and finish the sentences.

### Answers

2 apples 3 camera 4 a bucket / two spades / a camera  
 5 hasn't got a kite

### SPEAKING Task 3

- Learners draw and colour some items they take to the beach. Set a time limit of two minutes. Circulate and comment on individual drawings, e.g. *What's this? What are these? I like the colours on your beach ball. What great colours!*
- Draw a towel on the board with two items on it. Write *I've got ...* on the board and ask learners to finish your sentence.
- Ask learners to talk with a friend about their things. To ensure learners listen to each other's answers, tell them to circle or tick the things that are on their towel *and* on their friend's towel. Remind learners they can also say *Me too!*
- Ask learners to talk about their towel with two other people. Circulate and smile to show learners you are pleased with their work.

### LISTENING Task 4

- Play a *Hangman* game with the word *sandcastle*. Challenge learners to find the picture in task 4 that shows a sandcastle. Have a whole-class discussion about what Dan is doing in each picture.
- Play the audio and have learners tick the things that Dan likes. Play the audio a second time for learners to check their answers. Ask learners to compare their answers in pairs. Don't review answers until after task 5.

### Track 33

**Girl:** Hi, Dan! What do you like doing at the beach?  
**Dan:** Well, I really like swimming in the sea.  
**Girl:** Cool! Do you like flying a kite?  
**Dan:** No, not really, but I do like playing with a beach ball.  
**Girl:** Do you like playing tennis, too?  
**Dan:** Oh yes, I love playing tennis with my sister. She's really good.  
**Girl:** Do you like taking photos?  
**Dan:** No, I haven't got a camera, but my sister likes taking photos.  
**Girl:** What's your favourite activity?  
**Dan:** Well, I love making sandcastles!  
**Girl:** Fantastic! Me too!

### Answers

1 X 2 ✓ 3 ✓ 4 X 5 ✓

### LISTENING Task 5

- Ask learners to read through the sentences individually and think about their answers based on the pictures they ticked in task 4. Read the first sentence and ask *Yes or no? (no)* Then play the audio again for learners to check their answers. Remind learners that there is extra information in the dialogues they hear, so it is important to listen carefully and not be too quick to tick or circle answers.

**Extra support:** If learners found identifying the answers challenging, replay the audio, pausing after each relevant part to highlight the answer.

**Extension:** Create a classroom display using a beach towel that can be hung on the wall, or a drawn outline of one. Have learners stick their drawings from task 1 on the towel. Give each learner a strip of card to write one activity they like doing at the beach. Provide an example on the board, e.g. *I like flying a kite* and underline *-ing* to remind learners of the verb form.

### Answers

1 yes 2 no (He hasn't got a camera.)  
 3 no (He loves making sandcastles!)

### READING Task 6

- Write the word *sand* on the board and ask learners to imagine they are feeling sand in their hands. Say *Tell me about sand* and encourage ideas, e.g. *It's yellow. It's on a beach. It's soft. You can play with it.* Give positive feedback for all efforts and a special mention for any examples of above-level vocabulary.
- Say *Let's build a sandcastle*. Indicate that the learners are to mime this without speaking. Mime along with the class and include actions learners will see in the task, e.g. putting sand in the bucket, finding shells. Afterwards look around and say *What fantastic sandcastles!*
- Mime making a sandcastle again but this time, stop to ask questions, e.g. *What's this? (a bucket / a spade) What do I do first? (Put sand in the bucket.)* Feed in the instructions from the task as you mime (*Draw a circle in the sand. Put sand in the bucket with a spade. Make a big sandcastle! Find shells on the beach. Take a photo of your fantastic sandcastle!*).
- Ask learners to open their books and look at the pictures of Sam making a sandcastle. Give learners a few moments of thinking time to look at the pictures and read.
- Look at the example together. Draw learners' attention to the capital letter which has been added because it is the first word in the sentence. Then ask learners to work in pairs to work out the missing words in the remaining sentences.
- Circulate and monitor how pairs are managing. Nominate volunteers to read out the instructions with answers. Check any pronunciation issues and drill with the whole class (see *Loud and soft*, p.52). Have learners practise reading the instructions out loud with a friend.

- Ask learners to close their books. Mime making a sandcastle together, but this time encourage learners to describe each stage.

### Answers

2 Put 3 Make 4 Find 5 Take

### LISTENING Task 7

- Draw learners' attention to Piper's tongue twister. Play the audio and ask learners to count the number of words in the tongue twister (*six*). Practise saying the tongue twister together (see *Finger drilling*, p.52). See how fast learners can say the sentence. Keep the activity brisk and fun.

### Track 34

Sam sees shells on the sandcastle.

**Feedback:** Give positive feedback on how learners' listening skills are developing and on how well they have worked together in the unit.



## 11 Our things



**EXAM PRACTICE  
MATERIALS**

Speaking Part 3  
Small pieces of paper (about the size of playing cards); a bag (optional)

## Unit objectives

LISTENING	Listen to a song and compare with a picture; listen to children describing a photo and identify the photo; listen and identify /iz/ plural noun ending.
SPEAKING	Talk about activities on school trips and express agreement or disagreement; ask about friends' possessions and play a game: <i>What's this? What colour is it? Whose is this?</i>
READING	Read sentences and match the information to photos; read short texts to identify missing objects in a picture.
WRITING	Complete sentences about possessions.
VOCABULARY	Adjectives: <i>fun, scary</i> ; animals: <i>butterfly, cow, goat, horse</i> ; personal items: <i>baseball cap, camera, glasses, jacket, phone, sunglasses, tablet, watch</i> ; classroom items: <i>book, painting, pencil, ruler</i> ; possessive pronouns: <i>hers, his, mine, yours</i> ; school trips: <i>castle, country, dinosaur, farm, flowers, forest, lunch, sandwiches, school bus, zoo</i>
NON-YLE VOCABULARY	<i>zipline</i>

### READING Task 1

- Before learners open their books, ask about and review different activities they do at school, e.g. *sing songs, paint pictures, do sport, read books*. Ask learners if they do class activities outside school, like visiting a farm, a zoo or a museum. Ask volunteers to mime one of the activities they do in or outside of school and have the rest of the class guess, e.g. *She's painting a picture.*
- Learners open their books and look at the picture. Read through the questions together one at a time and ask learners to suggest answers.

## Answers

- 1 eight    2 They're going on a school trip by bus.

## 36 LISTENING Task 2

- Ask learners where the children are going on their school trip (*to the country / to a farm*). Then ask what animals they can see in the picture (*horses, cows*). Ask how many of each animal there are (*three horses, seven cows*) and how many cars (*two*). Write these on the board.
- Play the song and have learners listen to how many cows, horses and cars are mentioned in the song. Ask *Is the picture correct?* Elicit the numbers learners heard in the song and look at the picture to compare. Write the number of cows, horses and cars in the song next to the numbers already on the board.
- Play the song again and ask learners to join in with the singing. Ask learners to hold up the correct number of fingers when they hear the numbers in the song.

**Extension:** Write *cow* and *horse* on the board. Ask learners to name other animals they can see on a farm, e.g. *sheep, goat, chicken, duck*. Add these to the list on the board. Play a game. Point to each learner and give them the name of one of the farm animals. Give learners instructions, e.g. *Horses, stand up and go to the door. Goats, stand up and put your hands on your head. Chickens, stand in front of the board*. Tell learners to listen carefully and follow the relevant instructions.

See page 64 for audioscript.

## Answers

**Picture:** seven cows, three horses, two cars  
**Song:** ten cows, eight horses, five cars

## READING Task 3

- Review the use of the possessive pronouns *mine*, *yours*, *his*, *hers* with items in the class. Hold up your book and say *This is my book. It's mine*. Write *mine* on the board. Hold up a learner's book and say *This is your book. It's yours*. Give the book back to the learner and write *yours* on the board. Repeat the step for *his* and *hers*, indicating that for these pronouns you are not talking directly to the learner. Provide practice by picking up different items from learners' desks and eliciting the correct response, e.g. *This pencil isn't mine, it's (his / hers)*.
- Draw learners' attention to the children in the picture. Ask *What has Jade got? What is she wearing?* Do the same for Tom and Sara. Write the items on the board, eliciting spelling and checking pronunciation.
- Learners look at the picture clues and circle the correct word in each sentence.

**Extra support:** You may prefer to lead this task step by step, reading each sentence one at a time and eliciting answers from the whole class.

**Feedback:** Give positive feedback on how well learners are focusing on the task and on their contributions.

**Extension:** Take a bag and have volunteers put their pencil cases into it. Put one or two of your things in, too. Then stand in front of the class and pull out different pencil cases. Encourage learners to reply, e.g. *It's mine.* / *It's yours.* / *It's (Paolo's).* / *It's his.* / *It's Akemi's.* / *It's hers.*

## Answers

- 1** Tom's   **2** his   **3** Sara's   **4** hers

## 37 LISTENING Task 4

- Write /ɪz/ on the board and elicit what learners think the sound is. Have them say the sound quietly, gradually repeating it louder and louder. Write *horse* and *horses* on the board. Say both words and ask learners to notice the end sound. Learners practise saying both words.
- Play the audio and have learners listen and circle the correct words.
- In pairs, learners practise saying the words with the plural ending pronounced /ɪz/. Circulate and check words are being pronounced correctly.

**Extension:** Read out a list of plural nouns: cows, horses, sheep, faces, noses, ears, feet, glasses, jackets, dresses, hats, shoes, socks, apples, oranges, kiwis, ice creams, sandwiches, meatballs, buses, parks, beaches, boxes, desks. Ask learners to stand up (and sit down) when they hear an /ɪz/ ending (horses, faces, noses, glasses, dresses, oranges, sandwiches, buses, beaches, boxes). Ask learners to write three of the /ɪz/ words they heard during the game in their notebooks. More confident learners can write simple sentences using these words and read them out to the class, e.g. *I've got two orange dresses. I like cheese sandwiches.*

### Track 37

- 1 watches
- 2 cameras
- 3 sunglasses
- 4 horses
- 5 baseball caps
- 6 sandwiches

## Answers

The following items are circled: watches, sunglasses, horses, sandwiches.

## 38 LISTENING Task 5

- Learners look at the photos for a few moments and talk about them with a friend. Make sure learners understand that the photos are from a school trip, and go through any relevant vocabulary needed for tasks 5 and 6, e.g. *bus, flowers, forest, goats, lunch*.

- Play the audio and ask learners to listen with their pencils down.
- Play the audio a second time and have learners number the photos in the order they hear them mentioned. Learners then check their answers with a friend.
- Go through the answers together and ask individual learners to give you a description of what is happening in each photo.

## Track 38

- 1 I love school trips! Look, here we're standing next to the school bus.
- 2 The forest is cool! In this photo we're walking in the forest.
- 3 Oh look! This is my favourite photo. Here we're giving food to the goats.
- 4 Can you see this photo? We're with our teacher Mr Smith. We're listening to him.
- 5 Look, Lucy's eating her lunch.
- 6 And look, there's Dan. Dan loves animals. But here he's looking at the flowers!

## Answers

A 4 B 2 C 3 D 5 E 6 F 1

## READING Task 6

- Read the first sentence together and look at the answer. Encourage learners to read and match the remaining sentences on their own before comparing with a friend. Read through the sentences and check answers together.

## Answers

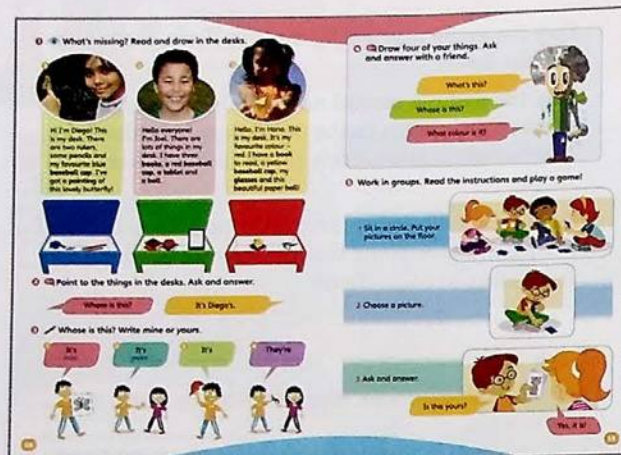
1 B 2 A 3 D 4 C 5 F 6 E

**SPEAKING Task 7**

- Begin by asking if learners like school trips and ask for suggestions of places they can go on a school trip. Look at the photos and ask learners to name the places and activities. Make sure learners are familiar with the words *castle*, *dinosaur* and *zipline*.
- Nominate two volunteers to model the dialogue with you at the front of the class. Lead by pointing to a photo and saying *I like this* and have the volunteers read out the responses (see *Nominating volunteers*, p.52). Ask learners to suggest other possible responses, e.g. *It's fantastic! It's silly!*
- Group learners into threes and ask them to practise the dialogue.

**Feedback:** Circulate and listen in to learners' conversations. Nominate a few groups to repeat their exchanges in front of the class. Praise learners for working well together.





### READING Task 1

- Say classroom items learners may have on their desks and ask them to hold them up as they hear them. Then ask different individuals lots of questions in quick succession, e.g. *Have you got an eraser / a ruler / a baseball cap? How many books are in your bag? How many pencils / crayons have you got? What colour is your school bag / pencil case? Keep the pace brisk.*
- Ask learners to work in pairs. They talk about what they can see in the three desks in the photos.
- Ask learners to scan the texts and find out the names of the three children (*Diego, Joel, Hana*). Nominate a confident reader to read out the first text and have the rest of the class follow in their books. Ask one or two comprehension questions, e.g. *How many rulers has Diego got? What colour is his baseball cap? Ask What has Diego got in his desk? As learners name the items, ask them to point to the items on the desk. Ask What's missing? (a painting of a butterfly) Learners draw the missing item and show a friend. Repeat these stages with the other two texts.*

### Answers

- C the butterfly painting
- B the ball
- A the yellow baseball cap

### SPEAKING Task 2

- Draw a square with a butterfly inside on the board. Write and ask the question *Whose is this?* Elicit the answer *It's Diego's (butterfly).*
- Use backchaining (see p.52) to help learners practise saying *Whose is this?* Then give learners time to practise asking and answering about the items inside the desks.

**Extra support:** Sit with less confident learners and practise the question and answer to help them with pronunciation and with confidence. Encourage more confident learners to close their books, draw an item and ask *Whose is this?* to see if their friend can remember.

**Extension:** Walk around the classroom and point to a desk. Ask *Whose is this?* and elicit the learner's name, e.g. *It's Bella's*. Encourage learners to do the same, moving round the classroom with a friend asking and answering the same question.

**Feedback:** Praise learners for their participation and their confidence in asking and answering the questions.

### WRITING Task 3

- Focus learners on the first two pictures with the whole class and make sure learners are clear on whether to use *mine* or *yours*. Give learners a few moments of thinking time to study the other two pictures and think of their response. Then have them compare their ideas with a friend.
- Ask why sentence 4 begins with *They're* and not *It's*. (*They're* refers to *glasses* which is a plural noun.)

**Extension:** Walk around the class and pick up learners' items. Each time ask *Is this yours?* and encourage learners to reply with *Yes, it's mine*.

### Answers

3 mine 4 yours

### SPEAKING Task 4

Part  
Starters **3**

- Ask learners what possessions they bring to school every day, e.g. *a watch, a school bag, a baseball cap, glasses, lunch, a water bottle, a ball, a toy*. Have learners draw four of their possessions, each on a separate piece of paper. As they draw, walk around the classroom and monitor.
- Ask a volunteer to give you one of their pictures and show it to the rest of the class. Ask *What's this? Whose is this? What colour is it?* Drill the questions so learners feel comfortable saying them (see *Loud and soft*, p.52). Then have learners practise in pairs.
- Draw a picture yourself of a pencil case and ask *What's this? Have you got a pencil case? What colour is it? Is it old or new?*

**Feedback:** Circulate and compliment learners on their question-forming and listening skills.

**Extension:** Ask learners to put their pictures in a safe place. Working in pairs, explain that one person is a robot that needs to be programmed with information about the classroom. Explain that to do this, the other person must go on a tour of the classroom with their robot and answer the robot's questions. Nominate a pair of confident volunteers to demonstrate the game first. Ask the pair to go round the classroom. Encourage the robot to point to items and ask *What's this? What colour is it? Whose is this?* Put learners in pairs to play the game. Clap your hands after two minutes and pairs swap roles.

### SPEAKING Task 5

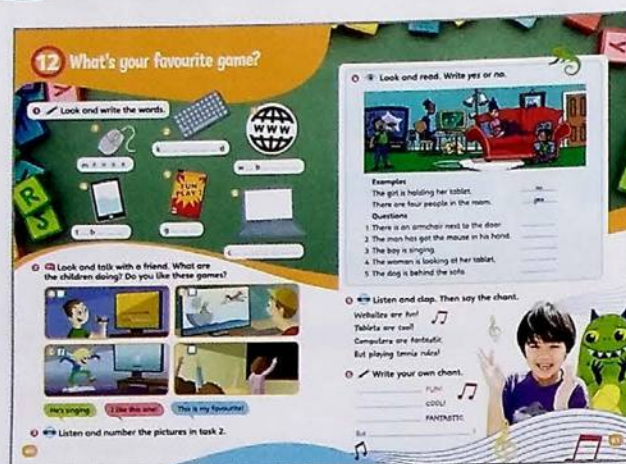
- Say *Let's play a game with your pictures*. Nominate volunteers to take turns to read the instructions.
- Choose four volunteers to come to the front of the class with their pictures from task 4. Mix the pictures up, place them face down and demonstrate the game. Ask one volunteer to take a picture and ask one of the other three *Is this yours?* Remind the class of different possible responses to *Is this yours?*, e.g. *Yes, it is. / No, it isn't. It's hers / his / yours / Bella's*. Model four turns of the game. If a learner is not sure whose picture it is, put it face down again. Then organise learners into groups of four to sit and play.

**Extra support:** Create mixed-ability groups so that more confident learners can help less confident ones. Circulate and listen in. Congratulate groups on following instructions, participating attentively and being supportive to other people.

**Extension:** Ask each learner to choose one of their pictures and write their name on it. Collect these pictures and shuffle them. Have learners stand in a big circle. Give the picture to one learner and ask *Is this yours?* If the answer is *No, it isn't*, they must turn to the next person and ask the same question. The game continues in the same way and in the same direction around the circle. If the answer is *Yes, it is*, this learner sits down and no longer plays. Keep the game fluid by feeding in various pictures at the same time to different learners in the circle. Set a maximum time limit of five minutes.



# 12 What's your favourite game?



## EXAM PRACTICE MATERIALS

Reading and Writing Part 2  
Flashcards; one board pen for each group of four learners (optional)

## Unit objectives

LISTENING	Listen to children describing favourite activities and match the information to pictures; listen and join in a chant.
SPEAKING	Talk about favourite activities; discuss good and bad computer habits; describe a computer character; make compliments with <i>What (a) + adjective + noun</i> .
READING	Read sentences describing an everyday scene and decide if sentences are true or false; read and complete instructions; read and answer questions about a picture; follow instructions to create a computer character.
WRITING	Complete verbs in instructions; create a chant about favourite activities.
VOCABULARY	IT: <i>computer, game, keyboard, mouse, tablet, website</i> ; furniture: <i>armchair, floor, sofa, table</i> ; verbs: <i>choose, eat, fly, live, open, play, read, sing, sleep, wear, write</i> ; adjectives: <i>cool, fantastic, fun</i> ; outdoors: <i>clouds, houses, island, mountains, sea, (pirate) ship, sky, trees</i>
NON-YLE VOCABULARY	<i>character, superhero</i>

## WRITING Task 1

- Start with a simple warmer. Draw a big square on the board and ask learners to use their imagination to guess what it is, e.g. *a (toy) box, a window, a rug, a map, a TV, a computer*.
- Adapt the square to look like a desktop computer and add a mouse and a keyboard. Elicit the names and spelling for *computer, keyboard, mouse* and write them on the board. Draw a rectangle next to the computer and ask *What's this? (a tablet)*. Ask learners to tell you how a desk computer and tablet are different / similar. It is OK if learners express some ideas in L1, but help learners to express their ideas simply in English where possible, e.g. *The keyboard is on the*

*screen. The keyboard is on the desk. The tablet has got a camera. They have got games.*

- Learners open their books and look at the pictures. Give a minute for learners to spell the words individually. Circulate and help less confident learners with spelling.
- Review spelling and pronunciation with learners repeating words in fun ways, e.g. imagining they are a robot / alien / monster.

## Answers

2 keyboard 3 website 4 tablet 5 game 6 computer

## SPEAKING Task 2

- Give learners a moment to look at the pictures, then ask what the children are doing in each picture.
- Point to one of the pictures and say *I like this one!* Point to another picture and say *This is my favourite!*
- Draw learners' attention to the speech bubbles and read them out together. Learners work in pairs. Encourage learners to talk about each picture in turn, using the speech bubbles. Circulate and ask random learners which is their favourite game. Monitor to check that learners are using the personal pronouns *He's* and *She's* correctly.

## Answers

- A He's singing.
- B He's playing a computer game.
- C She's dancing.
- D She's playing a game.

## 39 LISTENING Task 3

- Learners listen to the audio the first time with pencils down. Then play the audio again. Learners number the pictures in the order they hear them. Check answers as a class.

**Extension:** Play *Pictionary*®. Organise the class into groups of four. Give each group a piece of paper and a board pen. Each group nominates a player to go up to the front. Show these players a vocabulary flashcard. The group member must go back to their group and draw what they saw on the flashcard without speaking. Other group members try to guess the drawing and one member goes to the board and writes the word. The winner is the first group to identify the picture and write the word on the board. Groups then nominate another player to go to the front to view another flashcard. Make sure you demonstrate play with one group first, so that the rules are understood.

## Track 39

- 1  
**Teacher:** Hi, Grace! What's your favourite game?  
**Grace:** I really like dance games! They're good fun!
- 2  
**Teacher:** And you, Hugo? Do you have a favourite game?  
**Hugo:** Yes, I like computer games, but singing games are my favourite!
- 3  
**Teacher:** Hello, Eva! Ah! You're playing a drawing game.  
**Eva:** Yes, I am! Look at my picture!  
**Teacher:** Hmm ... Is it a cat?  
**Eva:** Yes, it is!
- 4  
**Teacher:** Hi, Ben! What are you playing?  
**Ben:** *Captain Zoom 1*. It's my favourite game! It's really cool! Look! I'm flying to the pirate's ship!

## Answers

A 2 B 4 C 1 D 3

## READING Task 4

Part  
Starters **2**

- Have learners cover the sentences and draw their attention to the picture. Ask them to talk about what they can see in pairs and write up any vocabulary they request and / or is relevant to the task, e.g. *armchair, rug, sofa*.
- Make true / false statements about the scene, e.g. *A woman is sleeping on the sofa.* (false) *A girl is listening to music.* (true) and have learners clap once if true and twice if false.
- Read the two examples together. Then ask learners to answer questions 1–5 on their own. Remind them to read carefully and write *yes* or *no*.
- Put learners in pairs to check their answers. Review answers together and ask them to draw a happy / neutral / sad face to show how they felt about the task.
- Ask learners to close their books and in pairs describe the scene from memory.

**Extension:** Play a game where learners stand up if a statement is true for them. Review structures which learners have seen recently, e.g. *I like computer games. I like singing. I have a tablet. I have a computer in my bedroom. I watch TV in the morning.* Have a list ready so the game is kept fun and brisk.

## Answers

1 no 2 yes 3 yes 4 yes 5 no

## 40 LISTENING Task 5

- Write on the board *Playing tennis rules!* Explain that this sentence means your favourite game is tennis. Ask learners to tell you what their favourite game is.
- Write the following words on the board: *websites, tablets, computers, playing tennis, fun, cool, fantastic, rules*.
- Ask learners to clap out the stress pattern for each word, with the emphasis on the stressed syllable (*websites, tablets, computers, playing tennis, fun, cool, fantastic, rules*).
- Play the audio and ask learners to listen and read the chant in their Student's Books. Play the audio again and ask learners to clap the word stress of the words on the board.

See page 64 for audioscript.

## WRITING Task 6

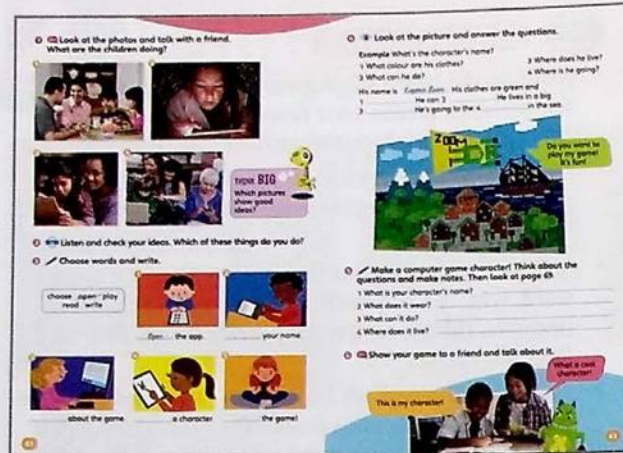
- Copy the chant framework onto the board and have learners contribute with suggestions of other things they love.
- Learners work individually on the task, trying out different possibilities in their notebooks. Remind learners to check spelling they are not sure of in their books, with a friend or with you.
- Remind them to save their favourite thing for the last line. Suggest they write this line first. Check that learners use the correct form of the verbs *be* and *rule*, e.g. *Playing tennis is fun! Computer games are fun! Playing tennis rules! Computer games rule!*

**Feedback:** Encourage learners to read out their chants to a friend. Circulate and identify any pronunciation issues. Nominate learners to come to the front of the class and read out their chant. Help them keep the rhythm by clapping. Praise learners on their creativity. Give praise for any use of above-level vocabulary.

## Suggested answers

Singing is fun!  
Dancing is cool!  
Games are fantastic,  
But my English class rules!





### SPEAKING Task 1

- Read out a number of sentences beginning *After school*, e.g. *After school, I watch TV / I go to bed / I play football / I visit my grandmother / I play computer games / I read a book / I talk to my friends / I clean my bedroom / I play the piano / I look at my tablet / I put things on the table for dinner / I have dinner with my family*. Ask learners to listen and stand up if the sentence you say is true for them.
- Draw learners' attention to the photos. Ask *What are the children doing?* and have them talk about the pictures with a friend.
- Check answers as a class. Point to each picture, repeating the question and asking for contributions. Ask *Which things do you do?* and encourage learners to volunteer answers.

### Answers

- A family is eating dinner and talking.
- A girl is looking at her tablet at night in bed.
- A girl is reading on her tablet with her mother.
- The people are sitting on a sofa. They're using their computers and phones.

### 41 LISTENING Task 2

- Ask learners to listen with their pencils down. Learners listen to see if the descriptions are similar to the ideas they had discussed.
- Ask for a show of hands about learners' habits. Ask, e.g. *Who reads at home? / Who looks at a computer or tablet every day? / Who plays games on a computer at night?*

### Track 41

- This is my family. We're eating dinner. We like talking at dinner. We don't talk or play on the phone.
- I love playing computer games. I play games in bed at night!
- I like reading. It's fun to read with my mum. We read on my tablet.
- After school, I play on my computer. My sister plays on her computer. And my grandma plays on her phone!

### THINK BIG

- Read the question together. Point to each photo and ask *Is this a good idea?* Ask learners to share their ideas and reasons. It is OK if learners express some ideas in L1, but help learners to express their ideas simply in English where possible, e.g. Photo 1: *The family are enjoying breakfast / lunch / dinner. They are talking and listening.* Photo 2: *It's a bad idea. The girl isn't sleeping. It's not good for her eyes.* Photo 3: *The girl is looking at information for school. The girl is reading a story with her mum. She is sharing time with her mother. They are learning.* Photo 4: *It's a bad idea. The family are not talking. They are not playing games.*

### WRITING Task 3

- Say *Let's read the instructions about playing a computer game*. Check learners are familiar with the word *choose* and mime or give an example if necessary.
- With pencils down, look at the first image and read the instruction together. Encourage learners to say the line a few times. Move onto the next image and ask learners to choose the correct verb. Again, practise saying the line a few times. Repeat these steps with the remaining pictures.
- Look at the example together. Draw learners' attention to the capital letter which has been added because it is the first word in the sentence. Ask learners to work in pairs to work out the missing words in the remaining sentences. They then take turns with a friend to read all the instructions. Write the verbs in the correct order on the board for learners to check against.

**Extension:** Ask learners to close their books. Look at the verbs written on the board. Divide the class into small groups and create a simple challenge between them to see who can remember and say the instructions best. Then congratulate learners on their contributions.

### Answers

- 2 Write 3 Read 4 Choose 5 Play

### READING Task 4

- Learners look at the picture on the screen and tell a friend what they can see, e.g. *island, sea, (pirate) ship, Captain Zoom (superhero), mountains, sky, cloud, trees, houses*. Read Captain Zoom's question and ask for learners' replies: *Yes, I do. / Yes, please. / No, I don't. / No, thank you.*
- Read the first question. Learners look at the example answer (*Captain Zoom*). Tell learners to work in pairs to read and answer the other questions together.

**Feedback:** Circulate and give support where necessary. Check and praise learners' work as you monitor. Observe how well they manage the task on their own. Nominate different learners to read the questions and answers. Have the rest of the class check their answers. Praise learners for concentrating on the task and for working well together in pairs.

**Extension:** Ask learners to close their books. Ask the questions again and nominate volunteers to give you complete sentences in reply (see *Nominating volunteers*, p.52).

### Answers

- 2 yellow 3 fly 4 house 5 ship

### WRITING Task 5

- Say *Let's make a computer game character!* Ask learners to answer the questions in the Student's Book with you and contribute ideas for a character. Write three of your learners' suggestions for names on the board and have the class vote for their favourite with a show of hands. Write up some of learners' suggestions for each section and create a vocabulary pool for them to refer to in their own writing. Learners make notes on page 63 before drawing and writing about their character on page 69.

**Feedback:** Monitor and show interest in learners' work by asking questions about their character as you circulate.

### Suggested answers

Her name is Izzy.  
She's wearing black shorts and a green T-shirt.  
She can climb trees.  
She lives in a tall tree in the forest.

### SPEAKING Task 6

- Encourage learners to practise talking about their characters with a friend. Write up sentence starters from the previous task to encourage accurate sentences: *This is my character. His / Her name is ... He / She wears / is wearing ... He / She can ... He / She lives ...* Brainstorm different replies such as *What a cool character! What fantastic clothes! What a great name!*

**Extension:** Have volunteers talk about their character at the front of the class or in small groups of four or five (see *Show and tell*, p.52). Encourage the other class / group members to listen and ask an interesting question about their friend's character, e.g. *What's your character's favourite food?* and to remember to give positive feedback.

**Feedback:** Round off the unit by congratulating learners on their progress and on how well they can express themselves in English.



# Glossary of teaching strategies

**Backchaining:** This method is especially effective when drilling questions, but is also good for sentences. Start by getting learners to repeat the last word only, then build the question / sentence from there, adding another word each time. Therefore, the question, *How do you go to school?* would be drilled like this: *School? To school? Go to school? You go to school? Do you go to school? How do you go to school?* Learners enjoy the novel approach of creating the question / sentence 'backwards', and the technique really helps them to pick up natural sentence stress and intonation patterns.

**Boardwork:** During a class, boards can get messy and confusing for learners if there is no organisation. Consider dividing up your board so that you have a section / column on the left for spelling of Starter words with a section above this for other new words; a central working space for examples, answers and board games; a column on the right for highlighting specific structures or language. The central section will be the section that gets rubbed out and replaced as the lesson progresses. Keeping vocabulary and / or a particular language point (e.g. *this / these*) on the board will serve as an important reference during the class as well as allowing learners to reflect back on their day's learning.

Using different-coloured pens is also helpful if they are used consistently, e.g. a blue pen for new vocabulary. Ensure that the information is clear enough for learners to see from the back and sides of the classroom.

**Finger drilling:** Drill target language by indicating each word on your fingers, and have learners do the same as they repeat. This technique can help them build sentences as they say the words, and they enjoy the kinaesthetic approach, too. It is also a useful technique to highlight contractions in sentences, e.g. by pushing your fingers together to highlight *I've* instead of *I have*.

**Look-say-cover-write-check:** This technique helps learners with spelling and new vocabulary.

First learners **look** at the word carefully, breaking it down into parts, e.g. *white / board* and identifying tricky spelling / silent letters by highlighting or underlining, e.g. *whiteboard*.

Learners then practise **saying** / sounding out the word with particular emphasis on the part that is difficult to say.

Learners **cover** the word and try to remember what the word looks and sounds like.

Learners **write** the word from memory.

Learners uncover the original word and **check** spelling letter by letter.

**Loud and soft:** Choral drilling helps learners develop pronunciation and intonation skills and build confidence. Introduce an element of fun for young learners by having learners repeat the target language in whispers and low voices, then change to louder voices. Less confident learners generally respond well to the whispering drill.

**Nominating volunteers:** To ensure that every learner in the class has an opportunity to be a helper, come to the board or model answers, use a jar of wooden lollipop sticks. Write each learner's name on a stick and place it in a jar on your desk. Keep a second empty jar on the desk and as you pull out random names for volunteers from the first jar, place them in the second. Coloured sticks allow you to colour-code names of more confident learners. These can be selected to model more demanding role play tasks, for example.

**Open pairs:** Learners practise asking and answering questions as a class. The teacher asks one learner a question. This learner answers, then turns to ask another learner across the class the same question and so on. This approach keeps learners focused because they don't know when they might be called upon to ask and answer. It also gives the teacher an instant picture of learners' ability and levels of confidence with a particular language point. Learners can then practise the activity in pairs (*Closed pairs*).

**Show and tell:** This is a classroom practice where learners, either as an individual or as a group, display an item and talk about it in front of their classmates. Their classmates are encouraged to listen and think of one or two questions to ask at the end of the presentation. With this age group, the presentation may only be a minute long. This practice is often used to round off a project or artwork, but is also used when learners bring in something from home that is relevant to the day's class, e.g. a favourite toy, a family photograph, a book with an interesting photo. Learners can show and tell in front of the whole class or in groups of four or five learners. If working in a small group, number each group member and have them take turns to talk.

**Tapping:** Drill the stressed syllables in words by tapping on the board or a desk with your fingers when the stressed syllable is said. Ask learners to tap too, making it a fun way to reinforce the stress pattern.

**Think-pair-share:** Learners first take time to think about their own ideas, then discuss with a classmate before sharing their ideas with a larger group or the rest of the class.

**Timekeeping:** Young learners will not have had much experience managing their time in an exam situation, so it is helpful to set time limits when doing classroom tasks. This will help with focus and concentration. Timekeeping is best introduced gradually and not for every single task.

Start with a couple of simple games to introduce the idea of one minute. Set the stopwatch on your phone or watch the second hand of the classroom clock and have learners sit quietly for that minute. Then repeat this step by asking them to stand on one leg for one minute. Finally, ask learners to complete a task in their notebooks, e.g. see how many circles they can draw in one minute or how many times they can write their favourite English word.

If the time you are setting for a task is more than two minutes, draw a big hand on the board with the fingers indicating the minutes, e.g. five minutes = five fingers. Rub off a finger every time a minute has passed, so learners are aware how much time they have left. You can also call out the minutes left. For shorter tasks, use a big sand timer that learners can all see or smaller timers for small groups of learners.

**Word wall:** A place where key vocabulary can be displayed in the classroom so that learners can instantly refer to it during tasks. As the word wall builds up with new vocabulary, it also provides a record of progress.

For suggestions on how to exploit the Skills checklists and Word lists in the Student's Book, go to [www.cambridge.org/funskillsresources](http://www.cambridge.org/funskillsresources)







**Review Unit 5** Skills: Reading, Listening and Writing

Look at the people in the photo. Read and write the word.

1. I'm a bit hungry. I'd like a sandwich.  
2. I'm a bit thirsty. I'd like a glass of water.  
3. I'm a bit tired. I'd like to go to bed.  
4. I'm a bit hot. I'd like to take a shower.

Look at the house and number the rooms 1-5.

Example: living room 1  
1. kitchen 2  
2. bedroom 3  
3. bathroom 4  
4. dining room 5

Look at the house. Where are the people? Read the sentences and write the room.

Example: Tom is sitting on the sofa in the living room.  
1. Simon is standing in the kitchen. He's in the kitchen.  
2. Alan is putting things on the table for dinner. He's in the dining room.  
3. Lucy is making the bed. She's in the bedroom.  
4. Mark is in the bath. He's in the bathroom.

Look at the photo. Imagine this is your bedroom. Write the words in the boxes.

My bedroom has got a bed, a desk, a chair, a window, a door, a wardrobe, a bookshelf, a lamp, a rug, a clock, a mirror, a TV, a radio, a computer, a printer, a washing machine, a dryer, a fridge, a freezer, a microwave, a toaster, a kettle, a coffee machine, a juicer, a blender, a mixer, a whisk, a spatula, a fork, a knife, a spoon, a plate, a bowl, a glass, a cup, a mug, a can, a bottle, a jar, a tin, a canister, a box, a bag, a suitcase, a backpack, a rucksack, a bag, a suitcase, a backpack, a rucksack.

Read the questions. Choose and write the answers.

1. How old are you?  
2. How many brothers/sisters do you have?  
3. How do you spend your time?  
4. What's your favourite food?

Write the answers.

1. I'm 10 years old.  
2. I have 2 brothers and 1 sister.  
3. I like to play football and watch TV.  
4. I like to eat pizza.

## Unit 5

### READING Task 1

- 1 kite
- 2 tomatoes
- 3 pineapple
- 4 shoes

**Total marks:** 4 (1 mark per correct answer, including correct spelling)

### 21 LISTENING Task 2

#### Track 21

- 1 Look at the clock! It's 5 now!
- 2 I live at number 13 Upton Road.
- 3 Happy birthday, Bella! You're 9 years old today!
- 4 Here comes the number 20 bus.
- 5 What a beautiful dress! It's 17 pounds.

1 5 2 13 3 9 4 20 5 17

**Total marks:** 5

### WRITING Task 3

- 1 8 years old
- 2 Mr Brown
- 3 Seven, please.
- 4 W-E-B-B
- 5 It's 15.

**Total marks:** 5 (1 mark for each item: ½ mark for the correct answer, ½ mark for copying it correctly)

**Total marks for Unit 5 review:** 14

## Unit 6

### READING Task 1

- 1 Room 3
- 2 Room 1
- 3 Room 4
- 4 Room 2

**Total marks:** 4

### READING Task 2

- 1 kitchen
- 2 dining room
- 3 bedroom
- 4 bathroom

**Total marks:** 4

### WRITING Task 3

- 1 desk
- 2 bookcase
- 3 bed
- 4 toys

**Total marks:** 4

### SPEAKING Task 4

#### Suggested answers

I've got a computer in my bedroom.  
There is a big window behind the desk.

**Total marks:** 4 (2 marks per sentence: 2 marks for a basic description with an attempt at using the structures *There is ... / There are ... / I have got ... / I've got ...* and / or prepositions of place; 1 mark for naming objects)

**Total marks for Unit 6 review:** 16

**Review Unit 7** Skills: Reading, Writing and Speaking

Look at the photos and write the words.

1. I'm a bit hungry. I'd like a sandwich.  
2. I'm a bit thirsty. I'd like a glass of water.  
3. I'm a bit tired. I'd like to go to bed.  
4. I'm a bit hot. I'd like to take a shower.

Look at the house and number the rooms 1-5.

Example: living room 1  
1. kitchen 2  
2. bedroom 3  
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Look at the house. Where are the people? Read the sentences and write the room.

Example: Tom is sitting on the sofa in the living room.  
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2. Alan is putting things on the table for dinner. He's in the dining room.  
3. Lucy is making the bed. She's in the bedroom.  
4. Mark is in the bath. He's in the bathroom.

Look at the photo. Imagine this is your bedroom. Write the words in the boxes.

My bedroom has got a bed, a desk, a chair, a window, a door, a wardrobe, a bookshelf, a lamp, a rug, a clock, a mirror, a TV, a radio, a computer, a printer, a washing machine, a dryer, a fridge, a freezer, a microwave, a toaster, a kettle, a coffee machine, a juicer, a blender, a mixer, a whisk, a spatula, a fork, a knife, a spoon, a plate, a bowl, a glass, a cup, a mug, a can, a bottle, a jar, a tin, a canister, a box, a bag, a suitcase, a backpack, a rucksack.

Read the questions. Choose and write the answers.

1. How old are you?  
2. How many brothers/sisters do you have?  
3. How do you spend your time?  
4. What's your favourite food?

Write the answers.

1. I'm 10 years old.  
2. I have 2 brothers and 1 sister.  
3. I like to play football and watch TV.  
4. I like to eat pizza.

## Unit 7

### 28 LISTENING Task 1

#### Track 28

- 1  
Boy: Hey, look! I can see Max.  
Girl: What's Max having for lunch today?  
Boy: He's having two sausages, an egg and some rice!
- 2  
Girl: What does Piper like to eat for lunch?  
Boy: Piper likes fruit.  
Girl: Me too!  
Boy: Today Piper has watermelon, a kiwi and a banana!
- 3  
Boy: I'm making lunch for Jessie today.  
Girl: What are you making?  
Boy: I'm making chicken and chips.  
Girl: Is she having carrots, too?  
Boy: Yes, she is.

1 A 2 C 3 B

**Total marks:** 3

### WRITING Task 2

- 1 rice
- 2 chicken
- 3 chips
- 4 watermelon
- 5 kiwi

**Total marks:** 5

### SPEAKING Task 3

#### Suggested answers

Do you like oranges? Yes, I do. / No, I don't.  
What's your favourite lunch? Pizza.

**Total marks:** 4 (2 marks for questions: 1 mark for each correct question; 2 marks for answers: 1 mark for each correct answer)

### READING Task 4

- 2 Yes, please. I'd like lemonade.
- 3 I'd like a burger, please.
- 4 Mmm ... thank you!

**Total marks:** 3

**Total marks for Unit 7 review:** 15

## Unit 8

### WRITING Task 1

- 1 doing sport
- 2 playing the piano
- 3 taking photos
- 4 singing

**Total marks:** 4 (1 mark for each item: ½ mark for the correct answer, ½ mark for copying correctly)

### READING Task 2

- 1 yes
- 2 no
- 3 yes
- 4 no
- 5 yes

**Total marks:** 5

### WRITING Task 3

#### Suggested answers

- 1 three
- 2 Yes, I do. / No, I don't. It's cool. / It's silly.

**Total marks:** 3 (1 mark for question 1, 1 mark for each correct sentence in question 2 (maximum of 2))


**Total marks for Unit 8 review:** 12



**Review Unit 9** ★★★★★

Skills: Reading, Listening and Writing

1 Look at the pictures and write the names of the animals in the boxes.



Example: A lion is sitting in the tree.

2 Write the names of the animals in the boxes.

3 Write the names of the animals in the boxes.

4 Write the names of the animals in the boxes.

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100 Write the names of the animals in the boxes.

## Unit 9

### READING Task 1

1 yes 2 no 3 yes 4 no 5 no

Total marks: 5

### 35 LISTENING Task 2

#### Track 35

1 Look! Can you see? They are small and brown. They've got long tails. One is jumping from tree to tree.

2 Wow! It's beautiful! It's orange and black. Now it's running, look!

3 Aha! Look! Can you see? It's red, orange and black and it's very long. It's sleeping under the tree.

4 Look! It's got very long legs. It's eating the tree.

5 Watch out! It's big and grey and it's throwing water!

6 Look over there! They're my favourite animals. There are two. They're swimming in the water.

1 A monkeys 2 B tiger 3 C snake 4 F giraffe  
5 D elephant 6 E hippos

Total marks: 6

### WRITING Task 3

1 The monkeys are playing in the tree.  
2 The giraffe is eating the tree.  
3 The snake is sleeping under the tree.  
4 The hippos are swimming in the water.  
5 The tiger is running.

Total marks: 5 (1 mark per correct answer in any order: 1/2 mark for correct information, 1/2 mark for accurate copying)

Total marks for Unit 9 review: 16

## Unit 10

### SPEAKING Task 1

#### Suggested answers

A girl is making a sandcastle.  
Two children are playing baseball.  
A girl is taking a photo.  
A boy is flying a kite.  
A girl is swimming in the sea.

Total marks: 6 (Three sentences with 2 marks for each correct sentence: 1 mark for correct information, 1 mark for an accurate and complete sentence)

### WRITING Task 2

2 jellyfish 3 fish 4 sea 5 sandcastle 6 camera

Total marks: 5

### READING Task 3




Total marks: 5

Total marks for Unit 10 review: 16

**Review Unit 11** ★★★★★

Skills: Listening, Writing and Reading

1 Listen to the audio and write the names of the items in the boxes.



2 Listen to the audio and write the names of the items in the boxes.

3 Listen to the audio and write the names of the items in the boxes.

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## Unit 11

### 42 LISTENING Task 1

#### Track 42

Ann: Hi, Matt. It's the school trip today!

Matt: Hello, Ann! School trips are fun! I like going in the bus.

Ann: What things have you got with you, Matt?

Matt: Well, I've got my blue baseball cap.

Ann: That's good. I've got my baseball cap, too. Mine is red ... and I've got my glasses.

Matt: I'm taking my jacket for the afternoon.

Ann: Yes, a jacket is good for walking in the forest. What have you got for lunch, Matt?

Matt: A cheese sandwich! Have you got your phone? You take great photos!

Ann: Yes, I have! I love taking photos.

Matt: I like giving food to the animals. Hey, is that a new watch, Ann?

Ann: Yes, it is. Do you like it?

Matt: Yes, it's cool!

1 ✓  
2 ✓  
3 X  
4 ✓

Total marks: 4

### LISTENING Task 2



Total marks: 5

### WRITING Task 3

2 Ann's, hers

Total marks: 2

### READING Task 4

2 E 3 A 4 F 5 D 6 C

Total marks: 5

Total marks for Unit 11 review: 16

## Unit 12

### WRITING Task 1

2 tablet 3 keyboard 4 mouse 5 phone

Total marks: 4

### READING Task 2

1 blue and pink 2 under the sea 3 swim  
4 shell

Total marks: 4

### WRITING Task 3

#### Suggested answers

1 I'm (Meera).  
2 I'm wearing (jeans and an orange T-shirt).  
3 I live (in a city).  
4 My favourite game is (Simon says).

Total marks: 8 (2 marks per correct answer: 1 mark for correct information, 1 mark for accuracy)

Total marks for Unit 12 review: 16



# Grammar fun! answer keys

## Unit 1

- 1  
1 What 2 Who 3 How many 4 How  
2  
1 have, got 2 has got 3 Have, got, have 4 Has, got, hasn't

## Unit 2

- 1  
1 C 2 D 3 A 4 B  
2  
1 Go 2 Don't draw 3 Smile! 4 Don't drink 5 Show

## Unit 3

- 1  
1 D 2 C 3 A 4 B  
2  
1 next to 2 behind 3 in 4 under 5 between

## Unit 4

- 1  
1 What a nice pineapple!  
2 What beautiful hats!  
3 What an old hippo!  
4 What a clean room!  
5 What big feet!  
6 What an ugly monster!  
7 What a scary film!  
8 What cool clothes!

## Unit 5

- 1  
1 a 2 an 3 a 4 a 5 an 6 a  
2  
1 a 2 The 3 some 4 an 5 some 6 The

## Unit 6

- 1  
1 Do you play badminton?  
2 Does she like music?  
3 Does he clean his bedroom?  
4 Do you take photos?  
2  
1 Does Abdullah like pizza?  
2 Do Lucy and Kim read many books?  
3 Do you know the answer?  
3  
1 Yes, I do. 2 No, it doesn't. 3 No, they don't.

## Unit 7

- 1  
1 Anna would like an apple.  
2 Nick would like to eat chilli.  
3 Matteo would like some new trousers.  
4 Eva and Sam would like to swim in the sea.  
5 Would you like to come to my house?  
6 Would Ben like a sandwich?  
2  
1 No, I wouldn't. 2 Yes, I would. 3 Yes, she would.

## Unit 8

- 1  
1 That doll is really beautiful.  
2 My bike is very dirty.  
3 This burger is really good.  
4 My hair is very long.  
5 Spiders are really cool.  
2  
1 This watermelon is very / really nice.  
2 My skateboard is very / really old.  
3 That monkey is very / really silly.  
4 The jellyfish is very / really scary.  
5 My bedroom is very / really clean.

## Unit 9

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

## Unit 10

- 1  
3 three children 4 some water 5 four fish  
2  
1 Can I throw the ball?  
2 Can I have some water?  
3 Can I ask a question?

## Unit 11

- 1  
1 yours 2 mine 3 theirs 4 hers 5 ours 6 his  
2  
1 mine 2 yours 3 our 4 Her 5 Their 6 My

## Unit 12

- 1  
1 A zebra is a fast runner and it's black and white.  
2 A horse doesn't eat meat but it eats grass.  
3 A frog can be green, yellow, blue or orange.  
2  
1 and 2 but 3 and 4 and 5 and 6 or 7 but 8 or

# Song and exam-task audioscripts

## Unit 1, track 3

- A: Put the poster on the wall.  
B: Sorry, can you say that again?  
A: Put the poster on the wall, the wall.  
Put the poster on the wall and let's tidy up!  
A: Put the books in the bookcase.  
B: Sorry, can you say that again?  
A: Put the books in the bookcase, the bookcase.  
Put the books in the bookcase and let's tidy up!  
A: Put the mouse next to the keyboard.  
B: Sorry, can you say that again?  
A: Put the mouse next to the keyboard, the keyboard.  
Put the mouse next to the keyboard and let's tidy up!  
A: Put the crayons in the cupboard.  
B: Sorry, can you say that again?  
A: Put the crayons in the cupboard, the cupboard.  
Put the crayons in the cupboard and let's tidy up!

## Unit 3, track 7

- Whose birthday is it today?  
It's Sara's birthday.  
Hooray! Hooray!  
Sara's got a present.  
She's nine years old today!

- Whose birthday is it today?  
It's Dan's birthday.  
Hooray! Hooray!  
Dan's got a balloon.  
He's seven years old today!

- Whose birthday is it today?  
It's Lucy's birthday.  
Hooray! Hooray!  
Lucy's got a card.  
She's eight years old today!

- Whose birthday is it today?  
It's Tom's birthday.  
Hooray! Hooray!  
Tom's got a cake.  
He's 11 years old today!

## Unit 3, track 9

- Grandma: Can I see the photo of your birthday, Anna?  
Anna: Yes, here it is, Grandma.  
Grandma: That's a lovely photo.  
Anna: Can you see me? I'm wearing a red skirt.  
Grandma: Yes, Anna. You are very happy!

- Narrator: Can you see the line? This is an example. Now you listen and draw lines.  
Narrator: One  
Grandma: Oh, who's the young boy?  
Anna: The young boy behind the armchair is Pat. He's my friend's brother.  
Grandma: How old is Pat?  
Anna: He's four years old.  
Narrator: Two  
Grandma: And who's that girl? She's under the table.  
Anna: That's May. She's got a book. She loves reading.  
Grandma: May. That's a nice name.  
Anna: Yes, I like it, too.  
Narrator: Three  
Grandma: And there's your best friend, Tom.  
Anna: Yes, he's singing Happy Birthday!  
Grandma: And what has Tom got for you?  
Anna: A big, white polar bear!  
Grandma: How beautiful!  
Narrator: Four  
Grandma: And what's that boy's name? He's wearing a hat.  
Anna: Is he holding all the purple balloons?  
Grandma: Yes.  
Anna: His name's Bill. He's very funny.  
Grandma: I think Bill's favourite colour is purple!  
Narrator: Five  
Grandma: Who's that girl? She's standing next to the table.  
Anna: That's Kim. We have the same birthday.  
Grandma: She's very happy!  
Anna: Yes, because she loves chocolate cake. She'd like to eat the one on the table.  
Grandma: Ahhh.

## Unit 4, track 11

- Do you like sweets on your cake?  
No, I don't. No, I don't. I don't like sweets!  
Do you like peas on your ice cream?  
Yes, I do. Yes, I do. Yes, I like peas!  
Do you like lemon in your lemonade?  
No, I don't. No, I don't. I don't like lemon!  
Do you like monsters in your stories?  
Yes, I do. Yes, I do. Yes, I like monsters!



### Unit 5, track 16

**Shopkeeper:** I've got 20 sunflowers in my flower shop. They're beautiful with yellow on the top.  
**Boy:** Can I have five flowers to take away?  
**Shopkeeper:** Yes! Here you are and have a nice day!  
**Shopkeeper:** I've got 15 sunflowers in my flower shop. They're beautiful with yellow on the top.  
**Girl:** Can I have five flowers to take away?  
**Shopkeeper:** Yes! Here you are and have a nice day!  
**Shopkeeper:** I've got ten sunflowers in my flower shop. They're beautiful with yellow on the top.  
**Grandma:** I'd like five flowers to take away.  
**Shopkeeper:** Yes! Here you are and have a nice day!  
**Shopkeeper:** I've got five sunflowers in my flower shop. They're beautiful with yellow on the top.  
**Grandpa:** I'd like four flowers to take away.  
**Shopkeeper:** Yes! Here you are and have a nice day!

### Unit 5, track 17

**Narrator:** Look at the picture. Listen and write a name or a number.  
 There are two examples.  
**Girl:** Hello. Do you live here?  
**Nick:** Yes.  
**Girl:** I'm new here. What's your name?  
**Nick:** My name's Nick.  
**Girl:** How do you spell that?  
**Nick:** It's N-I-C-K.  
**Girl:** Thank you.  
**Girl:** How old are you, Nick?  
**Nick:** I'm nine years old.  
**Girl:** Nine?  
**Nick:** Yes.  
**Girl:** I think my sister is a teacher in your school.  
**Nick:** Fantastic!  
**Narrator:** Can you see the answers?  
 Now listen and write a name or a number.  
**Narrator:** One  
**Girl:** Do you live on this street, Nick?  
**Nick:** Yes.  
**Girl:** What's the name of the street?  
**Nick:** It's Boat Street.  
**Girl:** Boat. Do you spell that B-O-A-T?  
**Nick:** Yes.  
**Girl:** There are lots of shops on this street!  
**Narrator:** Two  
**Nick:** I live next to the flower shop.  
**Girl:** That shop with the green door?  
**Nick:** Yes.  
**Girl:** What number is the shop?  
**Nick:** It's number 11.  
**Girl:** Pardon, what number?  
**Nick:** Number 11.  
**Narrator:** Three  
**Girl:** Who is that woman in the shop? She's waving.  
**Nick:** Oh, she's Mrs Lime. It's her shop.  
**Girl:** Her name is Mrs Lime?  
**Nick:** Yes, you spell that L-I-M-E.  
**Girl:** It's a nice name.

**Narrator:** Four  
**Girl:** I'd like to go to the flower shop.  
**Nick:** Do you want some flowers?  
**Girl:** Yes, I'd like 12 yellow flowers.  
**Nick:** 12?  
**Girl:** Yes.  
**Nick:** Let's go now!  
**Narrator:** Five  
**Nick:** The flowers are beautiful.  
**Girl:** Yes. They're for my friend. Yellow is her favourite colour.  
**Nick:** What's your friend's name?  
**Girl:** Her name is Anna.  
**Nick:** Anna?  
**Girl:** That's right. A-N-N-A.

### Unit 7, track 22

<p><b>1</b>          Come on, come on!          Repeat with me!          1 ... 2 ... 3 ...          Give me an L!          L!          Give me an E!          E!          Give me an M!          M!          Give me an O!          O!          Give me an N!          N!          Give me an S!          S!          What's the word?          LEMONS!  <b>2</b>          Come on, come on!          Repeat with me!          1 ... 2 ... 3 ...          Give me an O!          O!          Give me an R!          R!          Give me an A!          A!          Give me an N!          N!          Give me a G!          G!          Give me an E!          E!          Give me an S!          S!          What's the word?          ORANGES!</p>	<p><b>3</b>          Come on, come on!          Repeat with me!          1 ... 2 ... 3 ...          Give me a C!          C!          Give me an A!          A!          Give me an R!          R!          Give me an R!          R!          Give me an O!          O!          Give me a T!          T!          Give me an S!          S!          What's the word?          CARROTS!  <b>4</b>          Come on, come on!          Repeat with me!          1 ... 2 ... 3 ...          Give me a T!          T!          Give me an O!          O!          Give me an M!          M!          Give me an A!          A!          Give me a T!          T!          Give me an O!          O!          Give me an E!          E!          Give me an S!          S!          What's the word?          TOMATOES!</p>
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### Unit 8, track 27

**Narrator:** Look at the pictures. Now listen and look. There is one example.  
 What is Sam painting?  
**Sam:** Hello, Mrs White. Do you like my picture?  
**Mrs White:** That's a nice drawing of a crocodile, Sam!  
**Sam:** No, it isn't a crocodile. It's a lizard.  
**Mrs White:** Oh yes!  
**Narrator:** Can you see the tick? Now you listen and tick the box.  
 One  
 What is Anna taking to school?  
**Dad:** Have you got your school bag, Anna?  
**Anna:** Yes. Can I take my football to school today?  
**Dad:** No, it's very big. Would you like to take a tennis ball?  
**Anna:** No, it's OK. I can take a small board game and play it with my friends.  
**Narrator:** Two  
 What sport is Alice playing?  
**Girl:** Hi, Dan. Where's Alice? Is she playing table tennis?  
**Dan:** No, she doesn't like that. She likes tennis.  
**Girl:** Oh, I can see her. She's playing baseball!  
**Dan:** Oh yes! Would you like to play, too?  
**Girl:** No, thanks!  
**Narrator:** Three  
 What is Matt taking a photo of?  
**Girl:** Matt loves taking photos!  
**Boy:** Yes, I know. He likes taking photos of animals, but today he's taking photos of his friends.  
**Girl:** What are they doing?  
**Boy:** They're wearing lots of silly clothes and hats. They are really funny!  
**Narrator:** Four  
 What does Grace play?  
**Boy:** Is Grace at school today?  
**Girl:** Yes, she is. She's in music class.  
**Boy:** Does she play the piano?  
**Girl:** No, she doesn't. She plays the guitar.  
**Narrator:** Five  
 Which painting is Mark looking at?  
**Mark:** I love looking at pictures!  
**Teacher:** Which is your favourite, Mark?  
**Mark:** Well, the flowers are nice, but I really love the painting of the cat!  
**Teacher:** I like the picture with the trees. It's great!

### Unit 9, track 29

**Chorus:**  
 Let's go to the zoo!  
 How about you?  
 Are you coming, too?  
 Let's go, let's go to the zoo!  
 Shh! Look! A tiger!  
 Can you see?  
 It's sleeping  
 Under the tree!  
 A tiger sleeping under the tree!  
**Chorus**  
 Shh! Look! A giraffe!  
 Can you see?  
 It's eating leaves  
 Off the tree!  
 A giraffe eating leaves off the tree!  
**Chorus**  
 Shh! Look! A monkey!  
 Can you see?  
 It's climbing  
 Up the tree!  
 A monkey climbing up the tree!  
**Chorus**  
 Shh! Look! A big, grey elephant!  
 Can you see?  
 It's throwing water ...  
 Over me!  
 A big grey elephant throwing water over me!  
 Arghhhh!  
**Chorus**



### Unit 10, track 32

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

**Man:** Look at this picture, Jill.

**Jill:** I like it. I love the beach and the sea.

**Man:** Mmm. Look at the big boat. There's a jellyfish next to it.

**Jill:** Next to the big boat ... Oh yes. Can I colour it, please?

**Man:** OK, what colour?

**Jill:** Pink is nice.

**Narrator:** Can you see the pink jellyfish next to the big boat? This is an example.

**Now you listen and colour.**

One

**Man:** Can you see the girl and boy on the beach?

**Jill:** Yes, the boy's got a picture of a jellyfish on his T-shirt.

**Man:** Would you like to colour that jellyfish?

**Jill:** Yes, I'm making the jellyfish on his T-shirt blue.

**Narrator:** Two

**Man:** And can you see the small boat?

**Jill:** Yes, I can. There's a jellyfish on that, too!

**Man:** Oh yes. Can you make that one red?

**Jill:** Yes, that's good for the jellyfish on the small boat.

**Narrator:** Three

**Jill:** What can I colour now?

**Man:** The boy is flying a kite on the beach.

**Jill:** Yes, I can see it.

**Man:** Can you colour the jellyfish on his kite?

**Jill:** OK. I'm doing it green.

**Man:** That's good.

**Narrator:** Four

**Man:** Look, there are two big fish. They're swimming in the sea.

**Jill:** And there's a jellyfish between them. Can I colour it?

**Man:** The one between the big fish?

**Jill:** Yes, can I colour it yellow?

**Man:** That's a good colour for that jellyfish.

**Narrator:** Five

**Man:** Can you see the girl?

**Jill:** The one on the beach? She's wearing a big hat.

**Man:** Yes, she is. There's a picture of a jellyfish on her hat.

**Jill:** Can I colour that jellyfish purple?

**Man:** Yes. That picture's great now. Thanks.

### Unit 11, track 36

*Chorus:*

*We're all on the bus!*

*We're all on the bus!*

*We are in the country*

*And we're all on the bus!*

We can see ten cows!

We can see ten cows!

We are in the country

And we can see ten cows!

*Chorus*

We can see eight horses!

We can see eight horses!

We are in the field

And we can see eight horses!

*Chorus*

We can see five cars!

We can see five cars!

We are on the road

And we can see five cars!

*Chorus*

### Unit 12, track 40

Websites are fun!

Tablets are cool!

Computers are fantastic,

But playing tennis rules!