

FUN Skills



Anne Robinson

FUNskills



Teacher's Book

3

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1 Brilliant bodies!



EXAM PRACTICE MATERIALS

Speaking Part 1
Crayons, sticky notes

Unit objectives

LISTENING	Identify key information to describe people; identify what to colour and which colour to use.
SPEAKING	Describe differences between two pictures.
READING	Understand specific factual information.
WRITING	Write simple sentences to describe animals and daily life.
VOCABULARY	Body and face: <i>beard, moustache, neck, shoulder, teeth, tooth</i> ; adjectives: <i>curly, tall, thin</i>
NON-YLE VOCABULARY	<i>easily, interesting, list, same, whole</i>

READING Task 1

- Point to the monster and ask *Who's this? Grunt or Snore? Has Grunt got a beard?* Point to Grunt's beard in both pictures and to the tick next to the word *beard*. Ask *Can you see another beard?* (on the monkey in picture A). Learners put ticks in the boxes for the things they can see.

Feedback: To check answers, ask in which picture(s) learners can see each thing.

Answers

Pictures A and B: a beard, a giraffe, legs, a monkey, a moustache, a tree
Picture A: the sun

SPEAKING Task 2

- Say *These pictures look the same, but some things are different*. Point to picture A, then picture B and say *Here, Grunt's suit is green, but here ... (Grunt's suit is orange.)* In pairs, learners find and talk about the other four differences.

Extra support: Learners can work in groups of three, with less confident learners counting and circling the differences that their classmates say.

Feedback: Ask different learners to say sentences about the differences, and others to say if their sentences are exactly the same, or a little different, e.g. *Here, there's a giraffe next to the tree, but here there are two giraffes. Here, one giraffe is next to the tree, but here two giraffes are next to the tree.* Make it clear that there is often more than one way of saying the same thing and praise learners for their different suggestions. The structures learners need most frequently in this part are *There is/are* and the present tense.

Suggested answers

- one giraffe / two giraffes
- monkey has beard / no beard
- orange / yellow moustache
- sun / no sun

02 LISTENING Task 3

- Stand opposite a learner, hold out one hand and say *Hand to hand*. The learner puts their hand on yours. Repeat with *Foot to foot*, *Arm to arm*.
 - Say the instructions, varying the order. Pairs of learners (or groups of three) do the actions.
- Extension 1:** Different learners say body words and everyone does the actions.
- Point and say *Look at this funny monster! This is Grunt. Can you say that name? Can you spell it?*
 - Say *Listen and point to the correct part of Grunt's face or body*. Play the first sentence about the moustache. Learners listen and point to the moustache. Then they listen to the rest of the audio and point to the parts of Grunt's face or body.
 - Play the audio again. Learners listen and repeat the sentences with the children on the audio. Make sure that their intonation rises before a comma and falls at the end of the longer sentences.
 - There is a photocopyable version of the chant on page 60.

Extra support 1: If learners can't move around, they work at their desks.

Suggested instructions: *Shoulder to shoulder, Back to back, Leg to leg, Hand to back, Hand to shoulder, Feet to feet, Arm to shoulder*, etc.

Extension 2: Divide the class into five groups and assign each group a sentence to say. Repeat, changing the order. Finally, all groups say all the sentences together.

Extra support 2: Less confident learners say the shorter, moustache sentence. More confident learners say the teeth sentence.

Track 02

It's got a long moustache.
It's got a curly beard and a long moustache.
It's got a thin neck, a curly beard and a long moustache.
It's got green shoulders, a thin neck, a curly beard and a long moustache.
It's got big teeth, green shoulders, a thin neck, a curly beard and a long moustache.

WRITING Task 4

- Point to Grunt's moustache and ask *What number is this?* Ask learners to write the number 1 in the box next to *a long moustache*.
- Learners find the parts of the body on the picture of Grunt and write the correct numbers next to the phrases.

Feedback: Check answers by asking learners to correct your sentences, e.g. *Grunt's got a short moustache*, to elicit *No! Grunt's got a long moustache!*, etc. Congratulate learners for noticing your mistakes by saying *Well done! Of course! You're right!*

Answers

A big teeth 5 B a long moustache 1 C a curly beard 2
D a thin neck 3 E green shoulders 4

03 LISTENING Task 5

- Point to Snore and say *This is Snore. Can you say that name? Can you spell its name?*
- Say *Listen to a boy and girl talking about Grunt and Snore. With your crayons, colour Snore*. Learners listen twice and colour.

Feedback: Learners compare pictures, then check their answers by asking *What's green / blue?*, etc. Praise correct answers by saying *Yes, that's right!*

Track 03

Narrator: One.
Boy: Look at these pictures! They look the same, but some things are different.
Girl: Oh yes! That's right.
Boy: This monster's name is Grunt, but this monster's name is Snore.
Girl: Grunt's nose is yellow, but Snore's nose is green.
Boy: A green nose? Oh yes!
Narrator: Two.
Boy: What different things can you see?
Girl: Well, Snore has got a big red beard, but Grunt has got a big blue beard.
Boy: Yes. That's right!
Narrator: Three.
Girl: Umm ...
Boy: Look! Grunt's teeth are white, but look at Snore's teeth ...
Girl: Oh yes. Snore's got black teeth!
Boy: Yes. That's right!
Narrator: Four.
Girl: Look! In this picture, the monster's moustache is orange, but in this picture it's purple.
Boy: Oh yes. Snore's got a short, purple moustache!
Girl: Ha, ha! What a funny monster!
Narrator: Five.
Boy: Look! Here the monster's neck is purple, but here ...
Girl: ... it's orange.
Boy: Yes!
Girl: Grunt's neck is purple, but Snore's is orange!
Boy: Well done! You found five different things!

Answers

1 nose / green 2 beard / red 3 teeth / black
4 moustache / purple 5 neck / orange

SPEAKING Task 6

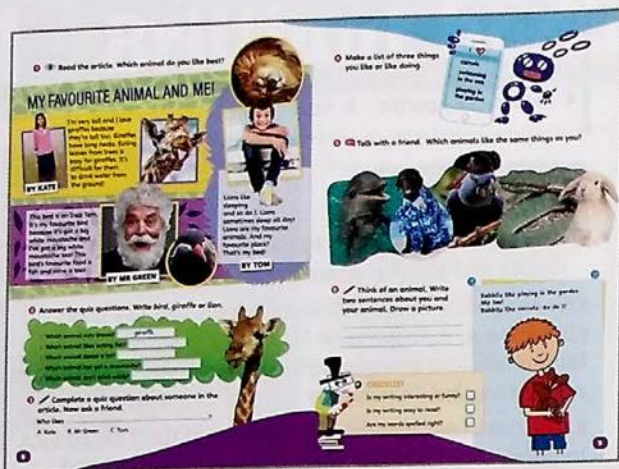
- Pairs of learners point to the pictures of Grunt and Snore and say the differences.

Extra support: Less confident learners can say short phrases, e.g. *A yellow nose here, but a green nose there*. More confident learners use sentences, e.g. *Grunt's got a yellow nose, but Snore's nose is green*.

Extension: Learners draw a monster in their notebooks. In pairs, they compare their monsters and find and talk about five differences. Ask learners who drew the funniest / ugliest / biggest monsters to show their pictures.

Differences:

	Grunt	Snore
teeth	white	black
beard	blue	red
moustache	orange	purple
neck	purple	orange



READING Task 1

- Ask learners to tell you animals that: are very big, are really small, can fly, can run very quickly. Write some of their suggestions on the board.
- Point to the photos and ask *Which of these animals is very big? Which can run very quickly? Which can fly? Which of the animals do you like best?* Encourage learners to share ideas about animals that they like.
- By a quick show of hands, see how many learners like each animal.

Task 2

- Point to the questions in Task 2 and say *Let's see how much you know about these animals!* In pairs, learners read the questions and write *bird, giraffe* or *lion* in the boxes.
- Check how many learners wrote each animal for each question, but do not check answers yet.

Feedback: When you check answers, ask learners to tell you where in the text they found the answer. Learners can point to the text on the page or read it aloud.

Extra support: Less confident learners read the giraffe text, and learners who read quicker read all the texts and tell their classmates about the lions and the birds.

Answers

2 the bird 3 the lion 4 the bird 5 the giraffe

WRITING Task 3

- Learners read the texts again and circle the things that each person and their favourite animal both like.
- Next, they write one of the things on the line to complete the question. Then they show their question to other learners, and get them to answer it.

Extension: Learners write one or more quiz questions with *Which animal has got ...?*

Suggested questions: *Who likes ...*

... being tall? ... having a big white moustache? ... eating fish? ... sleeping? ... their / his bed?

Task 4

- Say and write on the board three things you like or like doing, e.g. *I like tomatoes, walking in the mountains, sleeping.* Learners write in their notebooks three things they like or don't like doing.

Extension: Ask different learners *Do you like tomatoes?* When you find someone who likes tomatoes too, say *You like tomatoes, and so do I! Me too!* Learners choose one of the three things they wrote on their like lists and ask other learners *Do you like ...?* to find someone who likes the same thing. They tell the rest of the class about the thing that they both like, using *So do I!* or *Me too!*

SPEAKING Task 5

- Say *Giraffes have a long neck and body, and four long legs. They can walk and run. Giraffes like eating leaves. And they like standing up!*
- Point to the dolphin and ask *What do these animals have? What can they do? What do they like eating? What do they like doing?*
- In pairs, learners talk about what parrots, dogs and snakes have, what they can do, what they like eating and what they like doing.

Extra support: Ask learners to find information about these animals at home and bring it to class. Ask them to bring pictures, too.

Feedback: Different pairs say one thing about an animal. Other learners listen, check they have the same information and share other ideas about what the animals can do and about what they like. Praise learners for their ideas, e.g. *Wow! You know a lot about (parrots)!*

Suggested answers

Dolphins have no legs. They can swim.
They like eating fish. They like swimming and playing in the water.

Dogs have four legs. They can run.
They like eating meat. They like running and playing with a ball.

Parrots have two legs and wings. They can fly.
They like eating fruit and insects. They like talking.

Snakes have no legs. They can't walk or swim.
They like eating other animals. They like warm weather.

Task 6

- Point to the two sentences and ask *Which photo in Task 5 shows this animal?* Learners read about the things that rabbits and people like. Ask *Can rabbits run? Can you?* Tell learners to choose an animal from page 8 or 9, or another animal, and write sentences about two things that both they and their animal like and that they both like doing.
- Tell learners to check that their sentences are interesting or funny, that their words are easy to read and that they are correctly spelled. Then they draw a picture of their animal.

Extra support: Move around the classroom and help learners to think of ideas and language to write their sentences.

Feedback: Collect all the pages from learners and put them on tables or on the walls. Write on the board and say *Well done! Your sentences are great! I love your pictures!*

Give learners two sticky notes to write the sentences from the board on (one sentence on each). Then they stand up, and choose two sentences and a picture that they really like. They put their first sticky note next to the best sentences and the second note next to the best picture.

Extension: Put learners' sentences and pictures together in a class book. Make a cover for the book, then read the book to the class.

2 My family and me

2 My family and me

EXAM PRACTICE MATERIALS

Listening Part 2
Pencils and crayons

Unit objectives

LISTENING	Identify key information.
SPEAKING	Answer questions about family and friends, home, free-time activities, likes and dislikes.
READING	Understand specific information and gist.
WRITING	Complete a mind map; use correct sentence punctuation; create a new verse to a song.
VOCABULARY	Family: aunt, daughter, granddaughter, grandparent, grandson, parent, son, uncle
NON-YLE VOCABULARY	mind map

SPEAKING Task 1

- Write the word *family* in a column, then write the words for the sentences around the letters.
 M y f a t h e r is younger than
 m y a u n t.
 M y m u m
 i s younger than
 m y u n c l e.
 I'm the y o u n g e s t.
- Review how family trees work. Check that learners understand that the lines from Sylvia and Bob go down to Tina and Dawn, who are their two daughters.
- Point to Josh and Eva in the family tree and ask *Who is the other child in this family?* (Sam) *Who are Sam's parents? Who are Sam's grandparents? What's the name of Sam's aunt?*
- Point to Sam and his brother and sister in the family tree, point to sentence 1 and ask *Who's speaking?* Josh or ...? Learners write *Eva* on the second line. Learners write the other names on the lines.

Extra support: If learners cannot remember all the family words, let them check in a dictionary or with you.

Feedback: In pairs, one learner says the name(s) they wrote for one of the questions, and the other learner says the sentence that the name matches.

Extension: Learners write a sentence in their notebooks for Mary about someone in her family, and draw a line for the answer (the name), e.g. *She is my cousin.* They give their sentence to another learner, who writes the name on the line.

Answers

1 Eva 2 Grace 3 Dawn, Charlie 4 Sylvia, Bob

04 LISTENING Task 2

- Say *Let's listen to a song about Sam's family!* Play the first verse and ask *Which people in Sam's family are happy?* Point to the line connecting 1 *My grandparents* and E *are happy*. Ask *Are you happy today?* Great!
- Learners listen to the rest of the song and draw lines connecting the people and the things they hear about them.
- There is a photocopyable version of the song on page 60.

Feedback: Practise sentence 1 by getting learners to build the question / sentence a word at a time, starting with the last word. (See *Backchaining*, p.52.) Then check answers to 1–4 using *Backchaining*, too. Praise learners for saying the sentences like this!

Answers

2 C 3 D 4 A 5 B

Track 04

Sam: My grandparents are happy,
How about you? How about you?
People who are happy,
Stand up and say 'Woohoo'!

Chorus

Woohoo, woohoo,
Hoe be do be do!
Woohoo, woohoo,
Hoe be do be do!

My uncle's wearing shoes,
How about you? How about you?
People wearing shoes,
Stand up and say 'Woohoo'!

Chorus

My aunt's got long hair,
How about you? How about you?
People with long hair,
Stand up and say 'Woohoo'!

Chorus

My cousin likes football,
How about you? How about you?
People who like football,
Stand up and say 'Woohoo'!

Chorus

My parents love their family,
How about you? How about you?
People who love their family,
Stand up and say 'Woohoo'!

Chorus

Task 3

- Repeat the audio. Learners sit for the first part of each verse, then stand up when they hear *Stand up*, and say *Woohoo* with the boy. They do not stand up for the third and fourth verses if they don't have long hair or if they don't like football!
- Finally, learners can listen and sing the whole song and do the actions.

Extra support: If singing all the words is too challenging for some learners, let them do the actions and sing the final two lines of the verses and the chorus.

Extension: Learners write their own verse about their own family, including, e.g. hair colour, food they like, pets they have, etc.

Task 4

- Point to the word *milk* and ask learners to say other drinks words and to write two drinks on the other lines. Learners first write just one word for each of the other categories. They share their words in pairs, then in fours to collect and write three words.

Extra support: Tell learners they can find words for hobbies on page 60, food on pages 20–21, and family on page 10.

Feedback: Groups share their words to see how many the class knows for each category. Congratulate learners on the group of words they know most words for.

05 LISTENING Task 5

- Learners listen to the audio and circle the words from Task 4 that they hear.
- Learners say the words they heard. Do not ask which word was the correct answer at this point.

Feedback: Ask them if they heard any words that were not on their list in Task 4. Congratulate them for doing this, and challenge them to say any of the words.

Answers

1 lemonade, coffee 2 black, brown, grey
3 piano, badminton, tennis 4 ice cream, mangoes
5 grandpa, grandma

Track 05

Narrator: Listen to Sam. There is one example.

Sam: Hello, Maya!

Maya: Hi, Sam! Would you like to play a game?

Sam: Yes. That's a great idea!

Maya: I'm thinking about someone in my family. Do you know who it is?

Sam: Ha, ha! No!

Maya: Well, ask me questions.

Sam: OK ... What's his or her name?

Maya: Her name's Clare.

Sam: Oh right, Clare.

Narrator: One.

Sam: And ... does Clare like lemonade?

Maya: No, she doesn't.

Sam: What's her favourite drink?

Maya: It's coffee.

Sam: Coffee ... OK ... I don't think Clare's a child, then.
Narrator: Two.
Sam: Is Clare's hair black?
Maya: No, it's not black. And it's not brown.
Sam: Umm ... What colour is her hair?
Maya: It's short and grey.
Sam: Grey? Then I think Clare's old.
Narrator: Three.
Sam: What hobby does Clare like best?
Maya: That's playing the piano. She loves it!
Sam: I like the piano, too! Does she play any sport?
Maya: Yes, she sometimes plays badminton. And she's better at tennis than me!
Sam: Great!
Narrator: Four.
Sam: Does she like ice cream?
Maya: No, she doesn't. She thinks it's too cold!
Sam: Well ... what's her favourite food?
Maya: Mangoes!
Sam: Mangoes? The fruit?
Maya: Yes. She loves them.
Narrator: Five.
Sam: Does Clare live with you?
Maya: No. She lives with my grandpa.
Sam: Your grandpa! I know who you're thinking about. Do you?
Sam: Yes ... I think Clare's your grandma!
Maya: Ha, ha! Well done! That's right.

Task 6

Towards
Movers **2**

- Learners listen again and write words on the lines. Remind them to check their spelling.
- Learners find this listening part challenging. Encourage learners to be as accurate as possible with spelling and numbers up to 100.

Extra support: Challenge stronger learners to say which other hobbies Clare does and why she doesn't like ice cream.

Feedback: When checking answers, point out that they heard other hobby and food words as well as the word that they wrote, and ask them to tell you these and why they were mentioned. Praise learners for understanding this extra information.

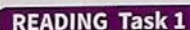
Answers

1 coffee 2 grey 3 piano 4 mangoes 5 grandpa

SPEAKING Task 7

- Say *Let's play Maya and Sam's game! I'm thinking of a person in my family! Ask me the questions in Task 7!* Learners ask you the five questions. You answer and they guess who the person is.
- Learners choose a person in their family and write one- or two-word answers on the lines. Then in pairs, learners ask and answer the questions and their classmate guesses who the person is.

Extra support: Less confident learners read the questions and show and say their answers. More confident learners listen to the questions but don't look at page 11.



- ### Task 2

- ## Answers

Task 3

- ## Answers

WRITING Task 4

- ### Suggested answers

Task 5

- My family and me 11

3 Cool clothes!



EXAM PRACTICE MATERIALS

Listening Part 1, Speaking Part 3
Dice

Unit objectives

LISTENING	Identify information to describe people; understand and match names.
SPEAKING	Describe people's clothes, actions, possessions.
READING	Choose the correct words to complete sentences.
WRITING	Write words to complete sentences.
VOCABULARY	Clothes: coat, helmet, scarf, sweater, swimsuit
NON-VLE VOCABULARY	dice, poem

SPEAKING Task 1

- Say *I'm thinking of something that you're wearing. It starts with the letter 's'. What is it?* Learners guess (socks). Ask *How many socks are there in this room?* Learners count and say. Learners take turns to continue the guessing game with other items of clothing.
- Point to each photo and ask *Who can you see?* Teach any new words.
- Point to 1 and ask *In these photos, who's got a baseball cap?* Learners say the answer to question 1, then in pairs, talk about questions 2 and 3.

Extension: Ask *In which other sports do players wear helmets?* (roller skating, skateboarding, American football)

Answers

- the baseball player
- the ice hockey players
- the pirate

Task 2

- Point to the bottom half of the clown and ask *Is this the baseball player?* (No. It's the clown.) Learners

find the top half and the bottom half of the clown. Learners match the two halves of each photo.

Feedback: Add a little fun to checking answers by asking learners to stand up and to get into the same position as each person in the photo when they say the letter for the answer.

Answers

Lines drawn between: 1 - B 2 - D 3 - A 4 - C

READING Task 3

- Point to the baseball player in the photo and ask *Is the player wearing a cap, a hat or a helmet?* Point to the example. Learners then draw circles round the correct words in 2 and 3.

Feedback: Ask a learner to read out sentence 2, and everyone says the words they circled at that point in the sentence. Do the same for 3.

Answers

2 T-shirt, trousers 3 socks, shoes

SPEAKING Task 4

- In pairs, learners talk about the people in the other photos. You can give learners time to write sentences (or words they need) before they speak.

Suggested sentences: *The clown's wearing a red shirt and red trousers. His shoes are black.*

The pirate's wearing a black hat, a black-and-white T-shirt, red trousers and no shoes.

The ice hockey players are wearing black helmets, orange and green sweaters and black trousers. Their socks are orange, blue and white and their ice skates are black.

Towards
Movers **3**

Task 5

- Learners look at the squares on the board and describe the clothes, e.g. *pink clown shoes*.
- Throw a dice. The number shows which item of clothing to choose from the first row of pictures, e.g. a number 3 on the dice = a red pirate jacket. Continue for three more throws and ask learners to say the clothes that match the number on the dice.
- Read out the sentences from the box, saying each of the clothes in the correct place in the story, e.g. If you threw 3-2-1-6, *For the party last Saturday, I put on my red pirate jacket and my purple dance shoes. Then I put my baseball cap on my head. I had my skateboard with me. At the party, my friends were very surprised!*
- In groups of three or four, learners take turns to throw the dice, say the clothes and then complete their sentences.

Extra support: Learners can help other classmates in their group with the words for the pictures they throw the dice for.

- Learners should now be happy to talk about the pictures, so it would be a good time to introduce them to speaking Part 3. They need to be able to identify the different one in a set of four pictures. For example, a picture of a book among three pictures of fruit, or pictures of three hats and one pair of boots. Ask the children to draw four boxes in a row and then three pictures with a fourth picture that is different. Then ask each other: *Which picture is different?* Learners only need to give a simple reason for choosing which is different.

Task 6

- In their notebooks, learners draw a picture of themselves in their party clothes, based on the text in Task 5.

Feedback: Learners show each other their pictures and try to find a person who wore the same clothes, put the same things on their head and feet, and took the same thing. Decide who wore the funniest clothes to the party!

Task 7

- Learners read the questions and ask and answer with a classmate. Remind them to use the sentences in the bubbles plus their own ideas.

Extra support: Learners can make notes of words they can use in their answers before they speak.

Extension: Ask *Is it a good thing that we can wear different clothes? We can wear our favourite colours! We can wear a hat, or no hat!* Talk to learners about how some people like to look different, and about how that makes life interesting. Do this in their first language if necessary.



SPEAKING Task 1

- Point to the picture and ask *Where are these people? At school? At a funfair?*
- Learners look at the picture for one minute and remember what they can see, then close their books. Ask questions about the picture, e.g. *How many children are there?*
- Say *There are eight people in this picture: three children and five grown-ups.* Point to the pirate and ask *What's the pirate wearing? What's the pirate holding?*
- Ask learners to first think about what the other grown-ups are wearing and holding, then to talk through with a classmate, before sharing these ideas with a larger group. (See *Think-pair-share*, p.52.)
- Check answers by asking learners to say the clothes for one of the grown-ups. Other learners point and say which person. Do the same with the things they are holding.

Extra support: Write any new words for learners in a special display space on the classroom wall. (See *Word wall*, p.52.)

Answers

The pirate is wearing a red-and-white scarf, a brown coat, brown trousers, brown boots and is holding tickets. The man with the girl is wearing a yellow hat, a white shirt, blue jeans, white shoes and is holding glasses. The clown is wearing a red hat, a yellow shirt and trousers, red-and-white socks, purple shoes and is holding four balloons. The woman with children is wearing a grey jacket, a blue skirt, brown shoes and is holding a teddy bear. The man roller skating is wearing a blue helmet, an orange T-shirt, blue shorts, green roller skates and is holding some paper.

07

LISTENING Task 2

Towards
Movers

Part
1

- Ask *How many names can you see around the picture? Listen to a boy talking about the people in the picture.* Learners listen to the example. Ask *What does the boy say about Lily?*
- Ensure learners realise there is one extra name in the test. Make sure learners know which names are male and which are female.
- Play the rest of the audio twice. Learners listen and draw lines connecting the names and the people. Explain that the boy and the woman say two things about each person.

Feedback: Check answers by asking learners to say sentences or phrases about the people (where they are, what they're wearing / holding).

Extension: Ask *Would you like to be at the funfair now? Do you like funfairs? Are some of the rides scary? What's your favourite ride?*

Track 07

- Boy:** I went to the funfair last weekend. I took this photo.
Woman: Wow! What a fantastic ship!
Boy: Yes! It's a great funfair. Can you see my Aunt Lily? She works here.
Woman: Is she the woman who's wearing the pirate clothes?
Boy: That's right! And she loves her red-and-white scarf!
Narrator: Can you see the line? This is an example. Now you listen and draw lines. One.
Boy: And there's my friend Julia.
Woman: The girl with the green sweater?
Boy: That's right. She and her dad are getting tickets for the ride.
Woman: I think I know her father.
Boy: Do you?
Narrator: Two.
Woman: Wow! Look at those balloons in the man's hands!
Boy: They've got animal faces on them.
Woman: Who's that man?
Boy: That's Matt. He's a very funny clown!
Woman: His clothes are funny, too!
Narrator: Three.
Woman: Why is that woman carrying a teddy bear?
Boy: You mean Clare? The woman in the grey jacket?
Woman: Yes.
Boy: It was her daughter's birthday that day.
Woman: Oh! I see! It was a present!
Narrator: Four.
Boy: Jack can roller skate really well.
Woman: Does he work here, too?
Boy: Yes, he does. He takes things to different places at the funfair.
Woman: He's going really quickly.
Boy: I know. He's brilliant!

Answers

Lines drawn between: Julia – girl in green sweater getting tickets with her father Matt – clown holding the balloons Clare – woman in grey jacket holding a teddy bear Jack – man roller skating and carrying papers Name not mentioned: Zoe

READING AND WRITING Task 3

- Point to the example and ask *Is this sentence correct? Is the pirate giving the girl two tickets? How many words are on the line in this sentence?* Tell learners to complete the sentences by writing one, two or three words on the lines.

Feedback: Learners compare answers. Then check the answers as a class.

Answers

- animals / animal faces
- (pirate) ship
- (big) (white) flower

WRITING Task 4

- Point to page 19 and ask *Is this crossword about pirates or clowns?*
- Say *Look at picture 1. What is it?* Learners complete the word *hat* in the crossword. Then they complete the rest of the crossword, using the picture clues.
- Check answers by asking learners to spell each complete word. When they say the missing letter (the letter they wrote), they stand up and say it louder!

Extension: When you have checked the crossword answers, say *Island. Which letter do we write in 'island' but we don't say? (s)*

Answers

- hat
- ship
- parrot
- island
- boots
- treasure

READING Task 5

- Point to the first island and read the verse of the poem *Pirates, pirates! Where do they live?* Ask learners to answer (*On a ship.*). Learners read and write answers to the questions using words from Task 4.
- Learners practise asking and answering questions as a class with their books open. Then they close their books and continue. (See *Open pairs*, p.52.)
- There is a photocopiable version of the poem on page 61.

Answers

To an **island**. Finding **treasure**. To their **parrots**. **Boots** and **hats**.

WRITING Task 6

- Learners read the questions and write answers about clowns. They use their answers to help them write a poem about clowns. They can draw circus tents to make a picture like the pirate poem in Task 5.

Suggested answers

Clowns, clowns! Where do they live?
 In a circus, of course!
 Clowns, clowns! Where do they go?
 To a circus, of course!
 Clowns, clowns! What do they like?
 Laughing at funny stories, of course!
 Clowns, clowns! Who do they talk to?
 To children, of course!
 Clowns, clowns! What do they wear?
 Funny trousers and big shoes, of course!

4 Fantastic food!



EXAM PRACTICE

Reading and Writing Part 1, Speaking Part 1

MATERIALS

A box containing a bottle, a cup, a bowl, a bag (or photos of the same objects) (optional)

Unit objectives

LISTENING SPEAKING

Understand numbers and words. Explain differences using simple vocabulary and structures; make and reply to suggestions.

READING

Identify key words in definitions to choose the right answer.

WRITING VOCABULARY

Copy correct words next to definitions. Food and drink: *bottle, bowl, cheese, coffee, glass, milkshake, noodles, plant, plate, sandwich, sauce, soup, vegetables* hairy, juicy, palm tree, produce, skin, vine, vitamin

SPEAKING Task 1

- Learners take turns to take out objects from the box and ask *What's this?* Elicit or teach the words for the objects.
Note: If you don't have these objects in class, draw them on the board or point to them in the picture on page 20.
- Learners look at the picture and put ticks in the boxes for the foods that they can see.

Answers

coffee, juice, kiwis, pears, vegetables, a watermelon

Task 2

- Ask *How many carrots can you see? How many bags can you see?* Learners count and write the numbers in the circles.

Feedback: Check answers by asking learners to say sentences with *There are ...* Praise them for pronouncing difficult words like *boxes* correctly.

Extension: Say *Point to the purple box, the blue bottle, the pears*. In pairs, learners make sentences of three things for their classmates.

Answers

2 bowls, 5 bottles, 2 plates, 2 cups, 3 glasses

READING AND WRITING Task 3

Towards Movers **1**

- Read out the example sentence and ask learners to underline the words in the sentence that help them choose the answer.
- Ensure learners are familiar with the structures and vocabulary commonly used in defining things such as 'you' with general reference (e.g. *You can find books in this*), relative pronouns and infinitives to express purpose.

Feedback: Explain / Check that *in a bowl*, *noodles* are about *soup* and the words *this* and *it* tell us it's not a plural word. Ask *Do you like soup with noodles in it?*

- Learners read items 1–4, underline the key words and write words on the lines.

Extension: Ask *Which other foods do we put in bowls?* (e.g. *pasta, salad, rice*) *Which other fruits are big?* (e.g. *pineapples, coconuts*)

Answers

- coffee (brown drink, put milk in; This, it)
- watermelon (big fruit, green outside, red or pink inside; This)
- vegetables (beans, onions, carrots; these)
- kiwis (small fruits, brown outside, green inside; These)

SPEAKING Task 4

Towards Movers **1**

- Point to the cups on table 1 and ask *What are these? What colour are they?* Do the same with the bowls on table 2. Ask learners to explain how the bowls are different (*One is grey and the other one is yellow*).
- Learners turn to page 67. In pairs, they look at the two pictures and say which things are different between the top and bottom picture and why. This task helps learners identify differences between two similar pictures, only short responses are needed. Asking learners to give a simple reason also helps them prepare for Part 3 of the Speaking test.
- Join pairs together in groups of four. Learners compare their ideas for the differences. Encourage groups to make sentences using *... is different because ...*
- The differences in this part may be related to colour, size, number, position, appearance and activity. Simple responses are fine, for example, *Here red and here yellow*.

Extension: Learners think of three things that are long or round or big, and one thing that's different, and draw four small pictures. They show their pictures to another learner who says which one is different and why.

Suggested answers

This bottle is green, but this one's yellow. Here there's a watermelon, but here there isn't. Here there's a boy behind table 2, but here there is no boy. Here there are two carrots, but here there are three. Here the boy is wearing purple shoes, but here he is wearing red shoes. Simple phrases like 'Here purple and here red' are also fine.

READING Task 5

- Say *Close your books*. Write *kiwis* on the board and ask *What things can you tell me about kiwis?* To help them, ask *Are they big or small? Are they vegetables? Are they good for you?*
- Learners look at page 21. They cover the kiwis text. They read the questions and talk about their answers to them in pairs. Learners uncover the text and read and check their answers to questions 2 and 3.

Extension: Ask *Do you know why kiwis are called kiwis?* Explain that in New Zealand, there is a bird called a kiwi bird. Ask *Is a kiwi bird brown on the outside? Is it round?* Show learners a photo of a kiwi bird if you can.

Answers

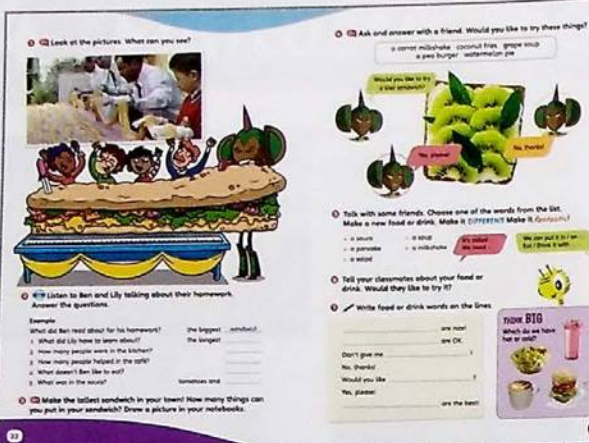
- learner's own answer
- the inside
- vines

Task 6

- Draw learners' attention to the picture of the boy who designed the poster. Ask what learners think of the poster.
- Learners look at the photos, choose one of the fruits to read about and make a poster.

Extra support: Stronger learners read both texts before they choose which fruit to make their poster about.

Feedback: Put the posters on the classroom walls or on tables, so that everyone can look at and read each other's posters. Find something to congratulate each learner on in their poster, e.g. their drawing, layout, use of colour or / and content, etc.



SPEAKING Task 1

- Learners look at the picture and the photo and think about what they can see. Ask learners to say or write a sentence about the first picture. Ask *Is the sandwich big, or is it huge? What do you think is inside the sandwich? Who is making the sandwich? Why?*
- In pairs, learners then talk about the noodle photo, trying to answer the same questions.

Feedback: Ask different pairs to share their sentences and praise them for using their imagination.

08 LISTENING Task 2

- Ask learners to estimate how many centimetres and metres different things in the classroom are, e.g. the door, a cupboard, a desk, etc.
- With a ruler or tape measure, learners measure these things and see whose estimate was the closest. Next, ask them to say how many kilometres they think their school is from different places. Make sure you know the answers to your questions!
- Say *Listen to Ben and Lily. They're talking about their homework. You have to listen and write words or numbers on the lines.* Point to the lines and ask *Which answers do you think are numbers? Is it quicker to write a number or the word for the number?*
- Play the audio twice. Learners listen and write numbers and words on the lines.

Feedback: When checking answers, ask questions using the phrases that learners heard: 1 *What was Lily's homework about?* 2 *How many people helped to make the sandwich?* 3 *How many people helped to make the noodle?* 4 *Which food doesn't Ben like?* 5 *What did they make the sauce with?*

Extension: To illustrate the sizes of the sandwich and the noodle, ask learners to stand up and make a 3 m square and to find places on a map that are 3 km away.

Track 08

Lily: Hello, Ben. Did you do your homework?
Ben: Oh, hi, Lily! Yes. I read about the world's biggest sandwich.
Lily: And how big was the sandwich?
Ben: Huge. It was a square sandwich. It was more than three metres square.
Lily: Wow! More than three metres square! That's big!

Narrator: One.
Lily: My homework was about the longest noodle in the world.
Ben: And how long was the noodle?
Lily: About three kilometres.
Ben: Three kilometres! That's brilliant!
Narrator: Two.
Ben: The sandwich was made in a huge kitchen and they needed 17 people to help.
Lily: 17! That's a lot. The noodle was made in a café and only six people helped.
Ben: Was the noodle difficult to make?
Lily: I think so.
Narrator: Three.
Lily: And what was in the sandwich?
Ben: Bread, of course! And they put meat, cheese and salad inside the sandwich.
Lily: Meat, cheese and salad. That's a great sandwich!
Ben: No, I don't think so. I don't like cheese.
Narrator: Four.
Lily: They made a sauce for the noodle with tomatoes and eggs.
Ben: They needed a lot of tomatoes and eggs!
Lily: Yes!

Answers

1 noodle 2 17 3 six 4 cheese 5 eggs

SPEAKING Task 3

- Ask individual learners *Would you like to eat the biggest sandwich or the longest noodle? What's in your favourite sandwich?* In pairs, learners discuss the questions.
- Learners imagine a very tall sandwich with lots of different foods. They draw, colour and label their sandwiches.
- Learners show each other their sandwiches and explain what's inside.

Extension: You could have a competition to see who can create the tallest sandwich with the biggest number of different foods, and who can create the sandwich that most people in the class would like to eat!

Task 4

- Point to the food in the photos and ask *What's this? Would you like to try a kiwi sandwich? Ask me!* Answer learners by saying the answers (*Yes, please! / OK. / No, thanks!*).
- Point to the words *please* and *thanks* in the answers and ask *Which is better, No! or No thanks!? Yes! or Yes, please!?*
- Work on the pronunciation of the three answers. Indicate each word by using your fingers, and have learners do the same as they repeat. (See *Finger drilling*, p.52.)
- In pairs, learners ask and answer about other foods.

Task 5

- Learners work in pairs or groups of three to create one of the foods or drinks from the list. They decide on a name, what they need, and how to serve and eat it, using the phrases in the green bubble.

Task 6

- Different pairs or groups tell their classmates about their fantastic food or milkshake, using the phrases in the green bubble in Task 5.

Extension: Learners could create a menu for a meal by putting all their foods together.

WRITING Task 7

- Read the sentences to the class, including your own preferences, e.g. *Tomatoes are nice! Eggs are OK. Don't give me coconuts! No, thanks! Would you like kiwis? Yes, please! Kiwis are the best!*
- Learners write words for the foods they like or don't like on the lines. Remind them that they can find lots of food words in this unit.
- All learners read out their sentences at the same time but including the different words that they have written.

THINK BIG

- Point to the kiwi sandwich in Task 4 and ask *Do you think a kiwi sandwich is better cold or hot?*
- Point to the food in the photos and ask *Which of these do people always drink cold? Which are better hot? Which can be both?* Learners talk about the foods in small groups.

Feedback: Ask groups to say which they decided were better hot or cold, and see if the whole class agrees.

Extension: Ask learners to say what kinds of food they might put into hot milkshakes and salads. They could write or find a recipe for one of these.

5 What do you want to be?

5 What do you want to be?

Look at the pictures in task 1 and read. Choose the correct words and write them on the lines. There is one example.

Example: People who you will go to see the person... a doctor.

Questions:

- The person makes the food at cafes.
- The person sees the famous people in movies of the cinema.
- The person works at a school and helps the children learn.
- Children, sheep and cows get their food from the person.
- The person takes people around the city in a bus or car.

TIP: Remember to write on the words, e.g. a doctor.

Choose a person from task 2. Think of a word which begins with the same letter. Write a sentence for each word.

Example: This person likes ships and measures (space). This woman is black and white (granted).

person: animal, food, fruit, vegetable, ...

What do the people do? Write these words on the lines.

a clown, a cook, a doctor, a driver, a farmer, a film star, a nurse, a pirate, a teacher.

Choose five questions. Ask and answer with a friend.

What works? in a school? in a hospital? in a kitchen? in a circus?

What works? on a farm? on a bus? on a boat? on a train?

What works? in a hospital? in a kitchen? in a school? in a circus?

Read your sentences to your classmates. Can they guess the letter?

Can you guess? What works? in a hospital? in a kitchen? in a school? in a circus?

EXAM PRACTICE

Listening Part 3, Reading and Writing Part 1

MATERIALS

Crayons and rulers

Unit objectives

LISTENING	Understand key words and information.
SPEAKING	Ask and answer about future jobs and counting preferences.
READING	Understand key words in definitions; understand a bar chart.
WRITING	Copy correct words next to definitions; draw and complete a bar chart.
VOCABULARY	Jobs: clown, cook, doctor, driver, farmer, film star, nurse, pirate; verbs: grow, help, make, work
NON-YLE VOCABULARY	bar chart, chant, label, remember, survey

10 LISTENING Task 1

- Ask *What's my job? What do I do in my job? Where do I work?* Learners answer, e.g. *You're a teacher. You teach. You work at this school.*
- Point to the photos and ask *What are these people's jobs? What do they do? Where do they work?* Learners think about their answers but don't say them yet.
- Tell learners that they are going to hear a chant about jobs. Play the audio. Learners listen and, in turn, point to the photos of the jobs they hear.
- Learners listen again and say the job chant. Practise this a few times.
- There is a photocopiable version of the chant on page 61.

Track 10

A doctor. A doctor and a film star. A doctor and a film star and a cook.

A pirate. A pirate and a teacher. A pirate and a teacher and a nurse.

A driver. A driver and a farmer. A driver and a farmer and a clown.

WRITING Task 2

- Point to the nurse in photo 1 and the words *a nurse* on the line. Point out to learners that these words are crossed out in the wordbox because they will not need to write them again. Learners then write each of the phrases from the wordbox on the correct line.

Extra support: Tell learners to write the words that they know on the lines and cross them out as they use them. This will leave them fewer words to choose from for the jobs they don't remember or don't know.

Feedback: Tell learners to check that their words are spelled the same as in the wordbox and that they have written a before each one. Check answers by asking learners to say the answers as they chant. When they finish, clap and say *Brilliant!*

Answers

2 a driver 3 a cook 4 a pirate 5 a doctor
6 a teacher 7 a farmer 8 a clown 9 a film star

SPEAKING Task 3

- Point to and read aloud the example, pointing to the photos of the doctor and nurse in Task 1. In pairs, learners match the jobs from Task 1 to each of the places in the list. Check answers. Then learners choose five questions to ask another pair and ask and answer the questions, without looking at the words in Task 1.

Extension: Say *Drivers drive buses. What other things do drivers drive? (trains, cars, lorries, trucks) Where do you see pirates? (in a movie / theatre)*

Answers

in a school: a teacher; in a hospital: a doctor, a nurse in a kitchen: a cook; on a farm: a farmer; on a bus: a driver; in a circus: a clown

READING AND WRITING Task 4

Towards Movers **1**

- Read the example sentence and the answer and say *We go to see a doctor when we are not well, and we also go to see ...? (a nurse)* Learners read sentences 1–5 and write the correct words on the lines.
- Check answers by asking different learners to read out any one of the five sentences for another classmate to say the answer.
- Learners need to practise accurate copying, but remind them to copy the whole option and not add anything extra.

Feedback: Point to the tip and ask learners *Did you write all the words in your answers? Did you copy the correct spelling? Well done!*

Answers

1 a cook 2 a film star 3 a teacher 4 a farmer
5 a driver

WRITING Task 5

- Write on the board the words *chicken* and *cow*. Underline the *c* at the start of each word and say *Both chicken and cow begin with the same letter (c)*. Read aloud the two example sentences. Ask *Which is the photo from Task 1 that goes with the first sentence? (a pirate) Which is the photo from Task 5 that goes with the second sentence? (a panda)* Point out that *pirate* and *panda* both start with the letter *p*.
- Learners write two sentences, one about a job from Task 1 and one about a thing from Task 5. The job and the thing have to start with the same letter. Remind them that they can use the words in the table to write their sentences.
- While learners are writing, move around and offer help to anyone who needs it and check that the sentences are clear.

Extra support: Less confident learners can use the sentences from Task 4 and the words from Task 5.

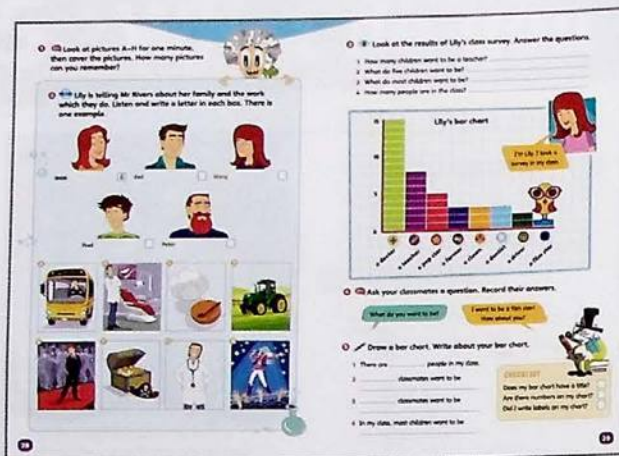
Extension: Challenge stronger learners to write three sentences (the job, the picture from Task 5 and another word that starts with the same letter) for some of the jobs.

Suggested answers

This person works in a kitchen. This fruit is brown on the outside and white inside. (a cook, a coconut)
This person works in a hospital. / This person works on a bus. This thing is in a classroom. (a doctor / a driver, a desk)
This person works on a farm. / This person is in films. This thing grows on plants. (a farmer / a film star, a flower)
This person helps ill people. This food is good for lunch. (a nurse, noodles)
This person works at a school. This food is red. (a teacher, a tomato)

Task 6

- In groups of three, learners read out their sentences and their classmates say the two words and the first letter.
- Extra support:** Less confident learners can listen to and read their classmates' sentences.
- Feedback:** Ask learners to say if they wrote about the same jobs and if any of their sentences were the same. Praise learners for using any words that they learned in previous units.



SPEAKING Task 1

- Point to pictures A–H and ask *Which jobs are related to these things?* (e.g. *Picture B is a dentist.*) Learners look at the pictures for one minute, then cover them.
- Draw eight squares on the board in the same position as the pictures, and ask learners to say which job was in each picture.

11 LISTENING Task 2

Towards
Movers **3**

- Tell learners that they are going to hear a girl called Lily talking about her family. Play just the example, up to *Can you see the letter G?* Check that learners understand that they heard the word for the job (*doctor*) and another piece of information (*at the hospital*), and that the letter G is in the box because that is the doctor picture.
- Point to the other pictures and ask learners to say which words they might hear for these things.
- Make sure learners realise they will not hear information about the pictures in the order in which they appear on the page.

Suggested answers

picture A: bus, drive, driver, roads
picture B: dentist, teeth
picture C: cook, food
picture D: farm, farmer, animals
picture E: film star, film, laugh, funny
picture F: pirate, ship, treasure, parrot
picture H: singer, song

- Play the audio twice. Learners listen and write letters in the boxes.

Extra support: Challenge stronger learners to also understand who Lily says Fred, Mary and Peter are (*her cousin, sister and uncle*). Tell students there are extra pictures which may be referred to in the dialogue but do not answer the question.

Feedback: Check answers by asking learners to say sentences about the people and their jobs. Point out that pictures A and B were not mentioned on the audio. (In the A1 Movers test, all pictures would be referred to.)

Track 11

Narrator: Listen and look. There is one example. Lily is telling Mr Rivers about her family. What work does each person do?

Lily: Hi, Mr Rivers.

Mr Rivers: Hello, Lily. How's your homework?

Lily: It's great! I'm writing about work and my family.

Mr Rivers: Oh. Does your mum work at the hospital?

Lily: That's right. She's a doctor.

Mr Rivers: Oh yes.

Narrator: Can you see the letter G? Now you listen and write a letter in each box.

Lily: Do you know Fred?

Mr Rivers: Your cousin? Yes, I do.

Lily: He's 20 now and he plays the guitar with some friends.

Mr Rivers: Is he a pop star?

Lily: I think he is. He's very good at singing.

Lily: My sister, Mary, likes making things.

Mr Rivers: Oh! Does she like drawing and painting?

Lily: No! She likes making cakes and food for people.

Mr Rivers: Oh! I see. Is she a cook?

Lily: Yes. She works in the café in the sports centre.

Mr Rivers: What about your Uncle Peter? What does he do?

Lily: Well, he's got a really cool job. He dresses up as a pirate for children's parties.

Mr Rivers: Wow! Does he like doing that?

Lily: Oh yes. He has a big red beard and he wears a black hat. He looks great.

Mr Rivers: Does he have a parrot?

Lily: No!

Mr Rivers: And what about your dad?

Lily: My dad has to get up at six o'clock every morning.

Mr Rivers: Why? What does he do?

Lily: He's a farmer. He has to go and feed all the animals.

Mr Rivers: Does he like doing that?

Lily: Oh yes. He loves being outside.

Answers

dad D, Mary C, Fred H, Peter F

READING Task 3

- Ask learners *Who likes tomatoes? Who likes coconuts?* Put up your hands! Count how many learners put up their hands for each question.
- Write on the board *My Class Food Survey*. Draw a bar chart like the one in Task 3 and write the number of learners in the class at the top on the left. Write *tomatoes* and *coconuts* under the bottom line. Then draw blocks up to the number of learners who said they liked tomatoes and coconuts. Say *This is a bar chart! It shows the number of people in this class and the number of you who like tomatoes and coconuts!*

- Point to the bar chart in Task 3 and say *Look at this bar chart! Is it about food? No, it's about jobs. It's about what children want to be.* Learners read and answer the questions above the chart.

Extra support: If your learners are new to bar charts, work through the questions together to help them see how results are shown in a bar chart.

Feedback: Encourage learners to say their answers using full sentences, but also praise less confident learners who can say the numbers or words.

Answers

1 8 2 a pop star 3 a doctor 4 40

SPEAKING Task 4

- In groups of five or six, learners ask each other *What do you want to be?* They write the jobs and how many of them want to do that job. Next, two groups share their jobs and numbers. Continue until everyone has written all the jobs and numbers.

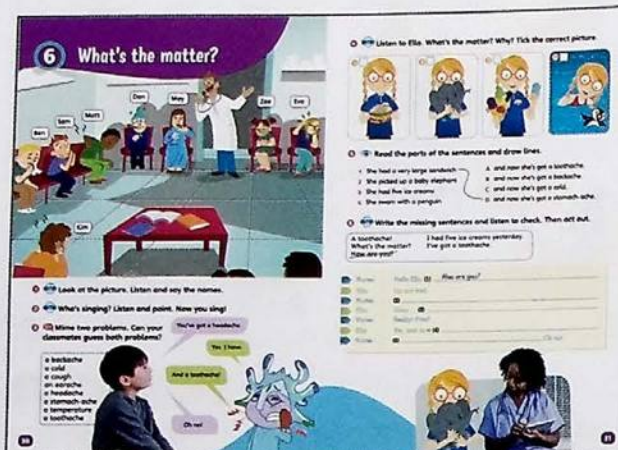
WRITING Task 5

- In pairs, learners draw and label their bar charts, and then complete them with different-coloured squares for each job. They check that they have put a title, numbers and labels. Then they check each other's charts.
- Learners complete the sentences about their bar charts.

Feedback: Learners check that their sentences are the same. Then they say the sentences together.

Extension: One learner says what they want to be, e.g. *I want to be a doctor.* The next learner says *Me too!* (if they want to be a doctor) or, if they want to do another job, *Not me! I want to be a (teacher).*

6 What's the matter?



EXAM PRACTICE MATERIALS

Reading and Writing Part 4
Crayons

Unit objectives

LISTENING	Understand information to identify people.
SPEAKING	Ask and answer about health; giving tips.
READING	Understand factual texts and identify the correct grammatical word to complete each gap.
WRITING	Share tips on a poster.
VOCABULARY	Health: <i>backache, cold, cough, earache, headache, stomach-ache, temperature, toothache, well, What's the matter?</i>
NON-VLE VOCABULARY	<i>act out, fact, gap, lie, minute, tip, title</i>

12 LISTENING Task 1

- Draw on the board eight lines like this _____ and a big box to one side. Explain to learners that each line is the letter of a word and that they can only say eight wrong letters. Learners call out letters. Write the correct letters on the lines to write the word *hospital* and write the wrong letters in the box. Repeat the game with *headache, cough, temperature*.
- Point to the picture and ask *Where are the people? How many people / boys / girls / grown-ups are there?*
- Say *Listen. Who's this sentence about?* Play just the first sentence on the audio. Learners say *It's Ben* and point to him. Play the rest of the audio, pausing each time as learners say the name and point to the person. Play the audio twice more, pausing the first time for learners to repeat the sentences and say the names, then without pauses.
- In pairs, one learner says a sentence about a person in the picture and the other points and says the name.

Extra support: If less confident learners cannot say sentences, ask them to say the names or the word for the problem.

Answers

Ben, Matt, Eva, May, Dan, Sam, Zoe, Kim

Track 12

He's got a cold. He's got a backache. She's got a headache. She's got a cough. He's got a temperature. He's got a toothache. She's got a stomach-ache. She's got an earache.

13 Task 2

- Ask different learners *How are you today?* Point to the doctor and ask *Who's this? What's he doing? What's he asking?* Play the start of the song. Learners tell you the two questions.
- Play the chorus and the earache verse. Stop the audio and ask *Who's singing now? (Kim)* Play the other verses in turn as learners listen and point to the people.
- There is a photocopiable version of the song on page 61.

Answers

Kim, Matt, Sam, Eva

Track 13

Chorus

Doctor: I'm the singing doctor,
What's the matter, hey?
I'm the singing doctor,
Can I help you today?

Kim: Doctor, singing doctor,
Please, please, please help me.
My ear hurts, I've got an earache!

Doctor: Oh no, let me see!

Chorus

Matt: Doctor, singing doctor,
Please, please, please help me.
My back is hurting me, I've got a backache.

Doctor: Oh no, let me see!

Chorus

Sam: Doctor, singing doctor,
Please, please, please help me.
My teeth are hurting me, I've got a toothache.

Doctor: Oh no, let me see!

Chorus

Eva: Doctor, singing doctor,
Please, please, please help me.
My head is hurting me, I've got a headache.

Doctor: Oh no, let me see!

Doctor: I'm the singing doctor,
What's the matter, hey?
I'm the singing doctor,
Can I help you today?
Can I help you today? Hey!

Extension: Write on the board *Doctor, singing doctor. Please, please, please, help me! My ... is hurting me. I've got a ...!* Learners write another verse about Zoe and her stomach-ache.

Suggested answer

Doctor, singing doctor.
Please, please, please, help me!
My stomach is hurting me. I've got a stomach-ache!

SPEAKING Task 3

- Mime that you have a headache or a toothache and ask *What's the matter with me?* When learners guess correctly, say *Yes, that's right!*
- In pairs, learners choose one of the problems from the box, mime to their classmates and ask *What's the matter with me?* Their classmates answer. Praise any particularly good acting!

14 LISTENING Task 4

- Point and ask *What's Ella doing?* Learners answer. Learners listen and say what's the matter with Ella and which picture shows this. Then they circle the correct picture (picture 3).

Track 14

Nurse: Hello, Ella. How are you?
Ella: I'm not well.
Nurse: What's the matter?
Ella: Umm ... I had five ice creams yesterday.
Nurse: Really? Five?
Ella: Yes, and now I've got a toothache.
Nurse: A toothache! Oh no!

READING Task 5

- Ask *What did Ella eat? Do you think she got a stomach-ache or a backache after she ate a very large sandwich?* Learners draw a line from 1 to D. Then they draw lines connecting the sentence parts for 2-4.

Feedback: In groups of four, one learner says a sentence. The others point to the two parts and the correct picture and say *Yes, that's right!*

Extension: More confident learners can add a time to their sentences, e.g. *yesterday, last night*.

Answers

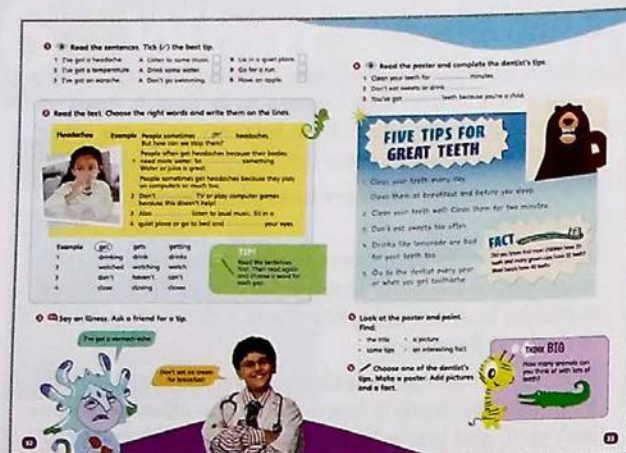
1 D 2 B 3 A 4 C

WRITING Task 6

- Point to the box and explain to learners that this is the conversation they listened to in Task 4. Read the example together. Then learners write the other sentences on the correct lines.
- Play the audio. Learners listen and check their answers.

Extension: Pairs of learners write a conversation about one of the other three problems in Task 5. More confident learners can write about a different problem and why it happened.

In pairs, learners act out their conversations. Remind them that the nurse is worried and the other person isn't well, and praise learners who manage to portray this well!



READING Task 1

- Write on the board *Go to the dentist. and Eat some chocolate.* Ask *Is it a good idea to go to the dentist or to eat some chocolate when you have a toothache?* Point to *Go to the dentist.* and say *The best tip is 'Go to the dentist'!* If necessary, clarify for learners that a *tip* is a piece of advice, a useful idea or suggestion that can help someone.
- Learners read the other problems and for each one they tick the box, A or B, for the best tip.

Feedback: All learners say their answers at the same time, starting with *The best tip is to ...*

Answers

1 B 2 A 3 B

Task 2

Towards
Movers **4**

- Point to the photo and ask *What's the girl doing? Why do we drink water?* Learners read the text to find out why this girl is drinking water, and stop reading there. Then they read the rest of the text and find out other ideas for helping with headaches.
- Learners should practise choosing and forming the correct type of word (nouns, adjectives, verbs) to fit in to sentences and texts. But learners do not need to think of a word, just choose one.

Feedback: Make two columns on the board headed *Yes* and *No* and ask learners to come and write things to do or not do when you have a headache.

Yes	No
drink water	watch TV
sit in a quiet place	play computer games
go to bed	listen to loud music
close your eyes	

- Do the example with learners. Check they understand that *get* is the right answer here because *people* is a plural word and *sometimes* is a repeated action. Remind learners they do not need to think of a word for each gap themselves – they must choose one from the three options given.

- Learners read the rest of the text and choose the right words. Learners compare their answers with those of three classmates. Then ask different learners to read out the complete sentence.

Feedback: Point to the tip and ask *Did you read the text to the end before you chose your answers? Great! That's the way to do this!*

Note: This text only practises verbs, but in A2 Movers, this exam task focuses on other types of words (articles, adjectives, etc.).

Answers

1 drinking 2 watch 3 don't 4 close

SPEAKING Task 3

- Mime having a stomach-ache and say *Oh dear! I'm not well! I've got a ... (stomach-ache). What can I do?* Learners offer ideas. Then point to the tip in Task 3 and ask them if it's a good idea.
- Groups of three learners choose three problems. They can use the problems in the box on page 30 for ideas, if they wish. One learner says *I've got a ...* and the other learners say tips for helping with the problem.

Extra support: Give learners time to write their tips before they speak.

Feedback: Ask each group to choose, then say their best tip for one or more of their problems.

READING Task 4

- Say *Before, you read some tips for headaches, stomach-aches, etc. Now, let's read some tips for great teeth!* Learners read the five tips and complete the three sentences above the poster. Learners check answers in pairs.

Answers

1 two 2 lemonade 3 20

Task 5

- Point to the title, *Headaches*, in Task 2 and say *This is the title of this text. Where's the title on the teeth poster?* Learners point to and say the title. Ask *Where are the tips? How many tips are there? Where's the picture? What's the interesting fact?*

Feedback: Say *Well done! You found all the things!*

Suggested answers

The title of the poster is *Five Tips for Great Teeth*. The tips are below the title. There are five tips. The picture is at the top of the poster. The interesting fact is that most children have 20 teeth.

WRITING Task 6

- Ask *Which tips does the picture in Task 5 show? (1 and 2)* Learners choose one of the other tips and make a poster. They write a title, draw a picture and write the tip.

- Encourage learners to find out another interesting fact about teeth, e.g. that everybody's teeth are different, the number of teeth their favourite animal has, etc. and to include this fact somewhere on their poster. They can decorate their posters using colours.

Feedback: Display the posters around the classroom walls, or ask half the class to stand in a row and hold up their posters while the other half move around and read them. Praise learners for their work.

THINK BIG

- Ask learners *How many animals can you think of with lots of teeth? (sharks, crocodiles, dolphins, tigers, etc.)*

7 What a great place!

7 What a great place!

1 Listen and point. Say the names. Which name do you like?

2 Read the text and answer the questions.

3 What are these places? Read the sentences and label the photos.

1 People can play games like badminton and basketball in the place.

2 You can go here and buy lots of things in different shops.

4 Where can you find these things? Write these words on one or both of the lifts.

cinema, car park, a cinema, a lift, seats, stairs, a swimming pool, the top floor

5 Ask and answer the questions with a friend.

1 Do you like going to the cinema?

2 Which films can you see at the cinema this week?

3 Where is the best place to sit at the cinema?

4 What can you eat and drink there?

6 Work with a friend. Think of a name for a shopping centre or sports centre. Write an advert for it.

Come and
At our centre, you can
or
This can
or

EXAM PRACTICE Listening Part 3, Speaking Part 2

Unit objectives

LISTENING	Understand very simple descriptions of activities in different places.
SPEAKING	Tell a simple story with the help of pictures.
READING	Answer simple questions about an advert for a place.
WRITING	Create an advert for a place.
VOCABULARY	Places: bus station, café, car park, cinema, lift, place, seat, shopping centre, sports centre, stairs, supermarket, swimming pool, (top) floor, adjectives: brilliant, loud

WRITING Task 1

- Make groups of four or five learners. Say *Talk together and find two sports or hobbies that you all like, and two places that you all like to go to.*
- Learners read sentences 1 and 2 and complete the labels under the photos.
- Check answers by asking learners to say the letters they wrote.

Extra support: If learners need help, ask *What are badminton and basketball? What are you doing when you're buying something in a shop?*

Answers

1 a sports centre 2 a shopping centre

Task 2

- Point to the word *stairs* in the wordbox and ask *Do you sometimes find stairs at a sports centre? And at a shopping centre?* Learners write *stairs* on the first line in A and in B. They then write the other words from the box on the other lines.
- Learners compare answers.

Extra support: Learners can check any words they don't know in a dictionary.

Feedback: As you check answers with the class, practise the pronunciation of the words. Drill the stressed syllables in words with two or more syllables by tapping on the board with your fingers when the stressed syllable is said. (See *Tapping*, p.52.)

Extension: Ask *Why do we use a lift or stairs? Is it better to walk up the stairs or take the lift? Do you go to the shopping centre by car or by bus or do you walk?*

Suggested answers

sports centre: stairs, a car park, a lift, seats, a swimming pool, the top floor
shopping centre: stairs, a car park, a cinema, a lift, seats, the top floor

SPEAKING Task 3

- A learner asks you the first question. Explain your answers, e.g. *I love going to the cinema because I love watching films, but I don't go very often.*
- Ask learners to first think about the questions, then to talk with a classmate, before sharing their ideas. (See *Think-pair-share*, p.52.)

Feedback: Learners decide if they would like to see one of the films showing at their local cinema this week, where they would like to sit, and what they would like to eat and drink.

Extension: Learners could calculate the total cost of their cinema ticket and the food and drink they chose.

15 LISTENING Task 4

- Write on the board the names of a local sports centre, a shopping centre and a cinema. Point to the names and ask *What are these places? Do you think they are good names?*
- Learners read the names of the places in Task 4 and choose their favourite name.
- Play the audio. Learners point to and say the names. Point out that the Sweet Star Soccer School is an American name. (In the UK it might have the same name, or be the Sweet Star Football School. Ask *How do you spell centre in American English?*)
- Practise the names by getting learners to build them a word at a time, starting with the last word. (See *Backchaining*, p.52.) Then, in pairs, learners point to and say the names, and choose their favourite.

Track 15

- Girl:** Where's the Seven Circles Sports Centre?
Boy: The Seven Circles Sports Centre? It's near my school!

Boy: I love going to the Six Shells Shopping Centre.
Girl: OK! Let's go to the Six Shells Shopping Centre!

Girl: The Sweet Star Soccer School is a great place!
Boy: But the Sweet Star Soccer School is a difficult name to say!

READING Task 5

- Point to the cinema and ask *Do you like this cinema? What's different about it?*
- Learners read about the cinema and write their answers.

Feedback: Ask learners why they think it's better to watch a film from the car or from the grass. Ask them what food they think might be in the picnic or that they can buy at the café.

Answers

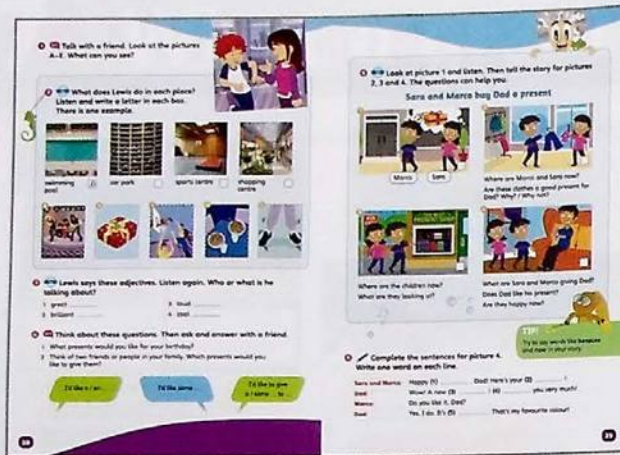
- 1 Yes, there is. 2 juice, sandwiches, a picnic
3 in your car or on the grass

WRITING Task 6

- Learners complete the advert for a sports or shopping centre by answering the questions. This can be a real or an imaginary centre and they can use their own name or a name from Task 4.

Feedback: Learners pass their advert on to another person. Ask *Did your friend write a name for their place? Did they write things that you can eat, drink, buy and do there? Did they write why it is a great place? Brilliant! Well done!*

Extension: On a larger piece of paper, learners create posters of the adverts that they completed in Task 6. You could display these on the wall or put them in their project file.



SPEAKING Task 1

- Write on the board *minsiwgm olop, protss ecnert, phospnig trenc, rcar kap*. Say *There are four places here. Can you make the words?*

Answers

swimming pool, sports centre, shopping centre, car park

- In pairs, learners find these places on page 38 and then name the things in pictures A–E.
- Learners check answers in pairs.

Extra support: Pair more confident learners with less confident learners.

Answers

A a band B a present C basketball D food E shoes

16 LISTENING Task 2 Towards Movers Part 3

- Say *Listen to Lewis. He talks about these four places*. Play the example. Draw learners' attention to the example answer (D). Check they understand that Lewis is going to the café at the swimming pool to meet his friends and have some food.
- Play the audio twice. Learners write letters in the correct boxes.
- Make sure learners realise there are two extra pictures in the live test in the second set, they will be referred to in the dialogues but do not answer the questions.

Feedback: Check answers. Make sure learners understand that they heard the places in a different order to the pictures, and that Lewis and Josie mentioned all the pictures (A–E). Point out that B (*present*) is the correct answer for the sports centre, but we also hear *basketball*.

Track 16

Narrator: Look at the pictures and listen. There is one example. Lewis is telling Josie about the things he likes doing in his favourite places. What does he do in each place?

Josie: Hello, Lewis. Are you busy today?
Lewis: Hi, Josie. Yes. I'm going to the swimming pool.
Josie: To have a swim?
Lewis: Not today. There is a café there where I like to meet my friends. The food is great.

.....
Narrator: Can you see the letter D? Now you listen and put a letter in each box. One.

Josie: Do you have dance lessons?
Lewis: Yes, I do. I go to the shopping centre and take the lift up to the top floor. That's where my dance school is.

Josie: Is your teacher good?
Lewis: Yes, he's brilliant!

.....
Narrator: Two.
Lewis: On Saturday, I listened to some very loud music.
Josie: Where? At home?
Lewis: No! I went to the cinema. My favourite band played in the car park there! Their songs are fantastic!

Josie: Wow!

.....
Narrator: Three.
Lewis: Would you like to come with me to the sports centre?
Josie: To play basketball?
Lewis: No. I need some help to choose a present for my brother's birthday.

Josie: Oh yes! There's a new shop there which has some cool presents.

Lewis: Let's go there!

Answers

car park A, sports centre B, shopping centre E

Task 3

- Ask *What did Lewis say is great?* Play the example again. Learners write *food* on the line in 1. Learners listen to the rest of the audio again and write the correct words on lines 2–4. Check answers and then ask questions to practise the adjectives.

Extension: Ask *Where do you go to have great food? Are your teachers brilliant? Do you like loud music or quiet music? Which presents are cool?*

Answers

1 great food 2 brilliant (dance) teacher
 3 loud music 4 cool present

SPEAKING Task 4

- Tell learners about the presents you would like for your birthday and about the presents you'd like to give to two people. In pairs, learners ask and answer the questions.

Feedback: Ask *Who would like to give clothes? Toys? Sports things? Flowers or a plant?* Learners who chose a present from these categories answer by saying *Me!* and what they want to give, e.g. *I want to give my brother a tennis racket!*

17 SPEAKING Task 5 Towards Movers Part 2

- Say *Look at these pictures. How many people can you see? Which places can you see in the pictures?*
- Play the introduction on the audio. Ask *What are the children's names? What's the name of the story?*
- Play the audio for picture 1. Say *Now you tell the story for pictures 2, 3 and 4. Answer these questions to tell the story.*
- Ask learners to first think about the questions, then to talk with a classmate, before sharing their ideas. (See *Think-pair-share*, p.52.)
- Learners only need to say a few words about each picture, developing these comments into a narrative. The most common structures are *There is / are*, the present tense of the verbs *be* and *have*, and some action verbs (for example *play*, *read*, *look at*, *write*).
- Tell learners to look at the checklist and check they have done the things in the box, and add anything that's missing.

Extra support: Allow learners to write notes before they speak, if they wish, or practise the story before they tell it.

Feedback: Put two pairs together to make groups of four. Pairs tell each other their stories. The listening pair check that they hear the words *now*, *and* and *but* and sentences about all three pictures. Monitor and praise groups for working well together.

Extension: Ask learners to say where they can use the words *great*, *brilliant* and *cool* in the story. The class tells the story, with different learners taking turns to say a sentence and trying to use one of the three words.

Track 17

Look at picture 1 and listen. Then tell the story for pictures 2, 3 and 4. The questions can help you.

Today is Dad's birthday. Marco and Sara are at the shopping centre. They want to get a present for Dad.

Suggested story

Now, Sara and Marco are in a clothes shop. They're looking at some shorts and a T-shirt. But the shorts are too big and the T-shirt is too small.

Now, Marco and Sara are at the bus stop. They see a shop. It's The Best Present Shop. They're looking at the watches, books and DVDs.

Today is Dad's birthday. Sara and Marco are giving him his blue watch. Dad really likes it. They're all very happy.

WRITING Task 6

- Point to picture 4 and ask *What are the family saying?* Learners complete the sentences.
- Check answers by asking one learner to be Dad and read his sentences in a deeper voice. Two other learners say Sara and Marco's sentences in excited, kids' voices.

Extra support: Allow learners time to write the answers they know. Then write *birthday* and *Thanks* on the board to help them spell these words.

Extension: In groups of three, learners act out the story.

Answers

1 birthday 2 present 3 watch 4 Thank 5 blue

8 Let's go!



EXAM PRACTICE

Listening Part 2, Reading and Writing Part 3

MATERIALS

A4 paper for making a paper plane

Unit objectives

LISTENING	Predict what kinds of words they need to listen for; understand and write numbers and key words with correct spelling.
SPEAKING	Give opinions.
READING	Understand and complete gaps in a text with the correct word and spelling.
WRITING	Write about a trip; create new content from a model (poem).
VOCABULARY	Transport: <i>drive, fly, go for a drive / ride, sail, tractor, trip</i> ; opinion adjectives: <i>boring, dangerous, different, difficult, easy, exciting, huge, quick</i>
NON-YLE VOCABULARY	<i>poem, puzzle, record, verse</i>

WRITING Task 1

- Tell learners about how you travel, e.g. *I came to school today in my car. I drove to school. On my last holiday, I went to London by plane. How did you come here today? How did you travel on your last holiday? In pairs, learners talk about the ways they travelled.*
- Point to the photos and say *Think of the words for these different things. Now, with the person next to you, see if you know all the words.*
- Write on the board *s v e r c a o p n b d y* and cross out every second letter (v, r, a, p, b, y) to leave the word 'second'.
- Ask *In the first item, which letters are the second letters? Which word is it? In which picture can you see a boat?*
- Learners cross out every second letter and write the words on the lines.

Extra support: If learners don't know the words for the pictures, tell them they can find them in Task 2.

Feedback: When checking answers, ask a learner to say and then spell the word. The other learners listen and say *Yes! It's a (helicopter) and your spelling is correct!* Or, if they think the word or spelling is not correct, learners say *I think it's a (train, T-R-A-I-N).*

Answers

2 plane 3 helicopter 4 ship 5 train 6 lorry

- Learners make similar puzzles for the two other photos. They write them on lines 7 and 8 and give them to another learner to cross out every second letter and write the words.

Extra support: If you have any dyslexic learners in your class, dictate the letters and the learner writes every second letter they hear.

Extension: Say *Listen! For our next school trip, we can choose the place we'd like to go and how we'd like to travel!* Learners say places they would like to go and how they would like to travel. Write these on the board. The class then votes for the place they'd like to go to and how to travel.

Task 2

- Point to photo 1 and ask *Do you fly or sail a helicopter?* Point to the circle round *flying* in the example. Learners draw circles round the correct words in sentences 2–5.
- Learners write sentences for the other photos. Monitor this and give help with ideas as necessary, and check learners' sentences as you do this.

Extra support: Help learners if necessary by telling them to write sentences like 1 and 2 in Task 2, changing the people and the transport word. Less confident learners can write one or two sentences.

Feedback: Learners choose and memorise one of their sentences. They stand up, move around and say their sentence to everyone they meet, and listen to the other person's sentence. Applaud at the end and say *Thanks for your brilliant sentences!*

Answers

2 sailing 3 by 4 ride 5 drives

SPEAKING Task 3

- Tell learners how you like or don't like to travel using some of the words in the box, e.g. *I like travelling by plane because it's very quick and exciting. I don't like motorbikes because I think they're dangerous and scary.* Ask learners to say which words in the box we use because we like something (*different, easy, exciting, fun, quick*), and which words are for things we don't like (*boring, dangerous, difficult, scary*).
- In small groups, learners talk about the photos and the ways they like and don't like to travel and why, using the words in the box.

Extension: Ask *Which things do you need to buy a ticket for?*

Suggested answers

*I like travelling by plane because it's exciting.
I don't like helicopters because they're dangerous.*

18 LISTENING Task 4

Towards Movers **2**

- Ask learners to look at the photo. Say *You're going to hear about Kim's grandmother. How do you think she likes travelling?*
- If necessary, use photos or illustrations to pre-teach the words *tractor* and *dolphin*. Ask *Who has ridden on a tractor? Who has seen dolphins?*
- Say *Now, listen to Kim and his grandma talking about her trip.* Play the example and ask *What's the name of the island? How do you spell 'Stone'?*
- Point to questions 1–5 and ask *In which questions do you have to write a word for something we travel on? Which question needs a number? To write a number like 65, is it quicker to write a number or the word?*
- Play the audio twice. Learners listen and write.

Feedback: Before you check answers, tell learners to check their spelling. Then they give their book to another learner, who checks it, too.

Extension: Ask *Would you like to travel to an island? Would you like to ride on a tractor?*

Track 18

Narrator:	Listen and look. There is one example.
Kim:	Which island did you go to on your trip, Grandma?
Grandma:	It's called Stone Island.
Kim:	How do you spell that?
Grandma:	S-T-O-N-E.
Kim:	Stone?
Grandma:	Yes. It was very beautiful.
Narrator:	Can you see the answer? Now you listen and write. One.
Kim:	How did you get there?
Grandma:	In a helicopter.
Kim:	What! You went there by helicopter?
Grandma:	Yes! It was great!
Narrator:	Two.
Kim:	Which animals did you see?
Grandma:	There were lots of different birds on the island.
Kim:	How many different kinds of bird did you see?
Grandma:	53.
Kim:	53! Wow!
Narrator:	Three.
Kim:	Did you see a lot of the island?
Grandma:	Yes, I did. They drove us round on a tractor!
Kim:	Wow! A tractor! How exciting!
Narrator:	Four.
Kim:	And did you fly back at the end of the trip?
Grandma:	No! We sailed back in a boat!
Kim:	You came back by boat! Brilliant!
Narrator:	Five.
Kim:	Did you take any photos?
Grandma:	Yes. I can show them to you on my tablet. There were some sweet dolphins.
Kim:	Did they swim near the boat?
Grandma:	Yes, they did! Look! Here's a photo of them!

Answers

1 helicopter 2 53 3 tractor 4 boat
5 (some sweet) dolphins

WRITING Task 5

- Say *Hi! I'm ...* (name of a famous sports or film star, or singer). Tell them about a fantastic trip: where and how you went, what you did, the photos you took and why you would or would not like to go there again.
- Learners choose a famous person and write about their trip in their notebooks. Learners check that they wrote the person's name, answered all the questions and used *because*.
- Tell learners to think about how their famous person speaks and looks. In small groups, learners sit like their person and tell the others about their trip. Praise any brilliant acting!

Feedback: Ask *Did you write about the same famous person? Did the people in your group go to the same place? Did they travel like you did?*

[illegible]

- Feedback:** When checking answers, ask learners to say where in the text they found the answer to each question.

Answers

1 b 2 a 3 b 4 b

Towards Movers Part 3

- Extension:** Write on the board the two titles *Mum's Toys* and *An Exciting Holiday*. Ask *Which is the best name for this story?* Check that learners understand that Mum's toys are in part of the story, but the whole story is about Zoe and Fred's exciting holiday.

2 stairs 3 frightened 4 blankets 5 walked

- **Task 3** Learners find the words in the story and the things they describe.

little: rugs, towels and blankets
cool: boats
old: doll's house, paper boat

• Say Look! My shoes are clean! Are your shoes clean today? Is your bike clean? Are your teeth clean? Learners write one of these words on the line next to *clean*. Learners write words on the lines for the other adjectives.

Task 5

- Feedback:** Read out different verses. Learners say (and whisper and shout out!) their answers. Then in small groups, one learner reads out one of the verses and the others answer.

Task 6

- Extra support:** Tell learners that they can use one of the words from this page or from page 40 for their ship, e.g. *fantastic, quick*.

I'm sailing. I'm sailing on my quick ship. Sail with me!

- Ask *What did Fred and Zoe make from paper? Do you know how to make a paper plane?*

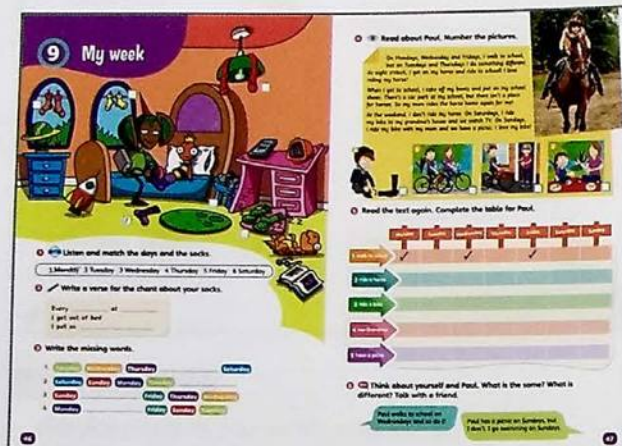
- Extra support:** If necessary, make a plane yourself at the same time so that learners can follow your steps.

- Groups of three or four learners throw their planes three times and measure and record the distances. Then each group tells the others about their best plane.

Feedback: You could give a prize to the plane that flies the furthest and the plane that is the best decorated.

Extension: Learners find out how to make another object from paper, e.g. a boat, a frog, a bird, etc. Then they teach their classmates how to make these things.

9 My week



EXAM PRACTICE MATERIALS Listening Part 4
Crayons or coloured pens (optional)

Unit objectives

LISTENING	Understand specific information about routines.
SPEAKING	Talk about daily routines and similarities and differences.
READING	Understand specific information in a text.
WRITING	Present the results of a survey on a poster.
VOCABULARY	Time: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, week, weekend, every, o'clock
NON-YLE VOCABULARY	chant, prediction, puzzle, result, survey

20 LISTENING Task 1

- Ask *What day is it today? What time is it? What colour socks are you wearing?* Point to the picture on page 46 and say *Look! Bolt is getting dressed. Look at the picture and think about what you can see!*
- Learners look at the picture for one minute and try to remember what they see. With books closed, ask *How many beds are there? How many socks? What's on the table? What time is it?*
- Ask *Why are there so many socks, do you think?*
- Play the first part of the audio and check learners understand that the number 1 in the box under the purple socks is there because on Mondays, Bolt wears purple socks.
- Play the rest of the audio. Learners write the correct numbers from the wordbox in the boxes next to the pairs of socks in the picture.

Feedback: Check answers by playing the audio again, pausing each time after ... *I put on my ...* Learners say the colour. Then play the next part of the audio to check the colour.

Extension 1: Ask them why there is no number for Sunday and congratulate them for understanding that she doesn't put on any socks because she doesn't have to go to school or do anything where she needs socks! Ask

them what time they think Bolt gets up that day and what he does!

Play the audio again. Learners join in with the chant. There is a photocopiable version of the chant on page 62.

Extension 2: In groups of four, one learner begins a sentence about a day of the week, e.g. *Every Wednesday at six o'clock, I get out of bed ...* and the other three learners finish the sentence, e.g. ... *and put on my yellow socks.*

Track 20

Every Monday at six o'clock, I get out of bed, I put on my purple socks.

Every Tuesday at six o'clock, I get out of bed, I put on my big green socks.

Every Wednesday at six o'clock, I get out of bed, I put on my yellow socks.

Every Thursday at six o'clock, I get out of bed, I put on my long red socks.

Every Friday at six o'clock, I get out of bed, I put on my orange socks.

Every Saturday at six o'clock, I get out of bed, I put on my short grey socks.

But every Sunday at six o'clock, I stay in bed, I don't put on my socks.

Answers

2 green 3 yellow 4 red 5 orange 6 grey

WRITING Task 2

- In pairs, learners write a verse about their socks and sing / say their verse to other learners or the whole of the class.

Extra support: More confident learners can write two verses about other clothes, e.g. boots, socks, etc.

Task 3

- Do 1 together as an example. Read aloud the first three days. Learners say and write *Friday* on the line. Then, in pairs, learners write the other missing days on the lines in 2-4. If they have coloured pens or crayons, they can write the days in the correct colour for that day.

Feedback: When checking each answer, ask learners to explain the logic of the order.

Extension: Pairs of learners make their own puzzles. They give their puzzles to other pairs, who write the missing days.

Extra support: Help learners who find it difficult by suggesting they write every third or fourth day, or write the days in reverse order, starting with a different day to 3. More confident learners can make two puzzles.

Answers

2 Wednesday 3 Saturday (days of the week in reverse order) 4 Wednesday (every second day of the week)

READING Task 4

- Point to the pictures and ask learners to say five words for things they can see, e.g. *bike, horse, boots, ride, picnic*. Learners read and see if their five words are in the text.
- Point to the pictures A-D and say *Read the text again. Which is the first picture you read about?* Learners read and write 1 in A, the boots picture. Then they write the correct numbers in the other pictures.

Answers

B ride with mum 3 C grandma's house 2
D picnic with mum 4

Task 5

- Ask *Which days does Paul walk to school?* Point to the ticks under Monday, Wednesday and Friday. Learners read the text again and put ticks in the correct boxes for each task.

Feedback: In groups of four, learners check they have ticks in the same boxes.

Answers

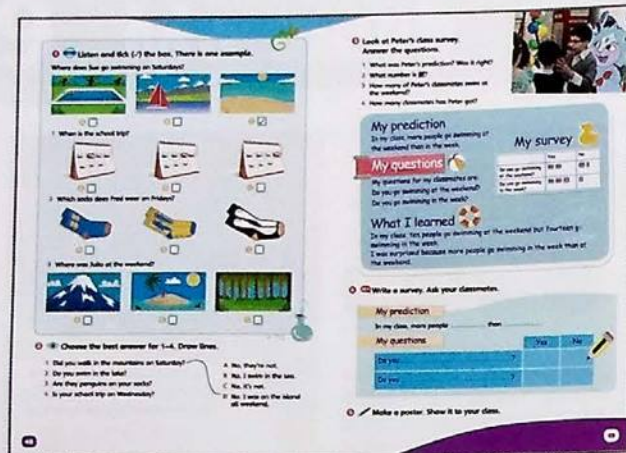
ride a horse: Tuesday and Thursday
ride a bike: Saturday and Sunday
see Grandma: Saturday
have a picnic: Sunday

SPEAKING Task 6

- Tell learners to draw the table from Task 5 in their notebooks and to write words in the first column for 1 the way they come to school, 2 and 3 two of their hobbies, 4 a person they see, 5 something they do at the weekend
- In pairs, learners talk about themselves and Paul. They talk about the things that are the same and the things that are different.

Feedback: Praise pairs for their ideas and how well they worked together.

Extension: In groups of four, learners talk about the things they do and which things are the same or different. Finally, try to find one thing that everyone in the class does every day, e.g. have breakfast.



21 LISTENING Task 1

Towards
Movers **4**

- Divide the class into three groups A, B and C. Each group looks at the picture for their letter in the example. Ask them which word they think of for their picture. Play the example on the audio. Each group says which word they heard and if it was or wasn't the same as their word, and why C is the correct picture. Give learners time to look at their pictures for 1-3 and to think and talk about the words they think they will hear. Then play the rest of the audio. Groups decide if their picture is the right answer to the question.

Feedback: Check answers by asking the group whose picture was the right one to say a sentence about it.

Extension: Play the audio for 1 and 2 again and ask learners which picture answers each question *When does the girl have to take fruit to school?* (A - Monday) *Which socks does Fred wear on Thursdays?* (C - penguins) *Where was Julia on Friday?* (C - forest)

Track 21

- Narrator:** Look at the pictures. Listen and look. There is one example. Where does Sue go swimming on Saturdays?
- Boy:** Do you go swimming at the weekend, Sue?
- Sue:** Yes, I swim every Saturday.
- Boy:** Do you swim in the lake?
- Sue:** No, I swim in the sea.
- Narrator:** Can you see the tick? Now you listen and tick the box. One. When is the school trip?
- Girl:** Dad, I need to take some fruit to school on Monday because I have to make a fruit salad.
- Dad:** That's OK. Is your school trip on Wednesday?
- Girl:** No, it's not. It's on Tuesday. I need my camera for that.
- Dad:** OK.
- Narrator:** Two. Which socks does Fred wear on Fridays?
- Woman:** What cool socks, Fred!
- Fred:** Thank you.
- Woman:** Are they penguins on your socks?
- Fred:** No, they're not. I wear my penguin socks on Thursdays. These socks have ducks on them. I wear my duck socks every Friday.

- Woman:** What do you wear on Wednesdays?
- Fred:** I wear my parrot socks!
- Narrator:** Three. Where was Julia at the weekend?
- Julia:** I went to the forest on Friday.
- Woman:** Did you? And did you walk in the mountains on Saturday, Julia?
- Julia:** No. I was on the island all weekend.
- Woman:** That's great!
- Julia:** Yes, but I'm very tired now.

Answers

1 B 2 A 3 B

READING Task 2

- Point to the example question and answer. Then ask learners to match the answers to 2-4.

Answers

1 D 2 B 3 A 4 C

Task 3

- Write on the board your prediction about how the people in this class come to school, e.g.

This class - My prediction

In this class, more people walk to school than come by bus.

- Ask *Do you walk to school?* Learners who walk to school stand up and say *Yes!* Ask *Do you come to school by bus?* Learners who come by bus stand up and say *Yes!*
- Write the results on the board.

My survey

Do you walk to school? ||||| |||
Do you come to school by bus? ||||| ||

What I learned

In this class, eleven people walk to school and seven people come by bus.

- Practise writing numbers as tallies by asking learners to write *five*, *twelve* and *sixteen*.
- Point to the poster in Task 3 and ask learners to answer questions 1-4.

Feedback: Check answers and ask learners to say where they found the number of people in Peter's class (the total of Yes and No answers to either question). Tell them that Peter is very clever because his survey and the results are clear and easy to read. Tell learners that they are very clever too because they understood the survey and the results.

Answers

1 More people go swimming at the weekend, No
2 five / 5 3 ten / 10 4 seventeen / 17

SPEAKING Task 4

- Say *Now, let's do our own survey!* Brainstorm things learners can do their surveys about, e.g. meals, sports and likes.
- Write an example prediction on the board, e.g. *In my class, more people have meat than fish for lunch / play football than play basketball / like video games than reading.*
- Learners copy from the board *In my class, more people ...* and complete the sentence with their prediction. Then they write the two questions they need to ask. Help them and check their questions before they go around asking everyone in the class and writing the tallies for the Yes and No answers.

Extra support: Help any learners who need support with asking questions or writing the tallies. Less confident learners can work with a classmate and write the tallies while their classmate asks the questions.

WRITING Task 5

- Learners prepare a poster with their predictions, questions and what they learned. They can decorate their poster with pictures or icons.

Feedback: Ask learners to say if their predictions were correct and if any of them were surprising. Display the posters on the classroom walls or tables. Learners read the predictions on two or three posters and say if they think the predictions are correct. Then they read the results. You could collect the posters together into a class survey book.

Extension: Learners do another survey outside class. They can ask people they know about, e.g. their favourite day of the week. They make a prediction about which day most people like. Then they ask questions, count up the answers and write down what they learned. Learners compare their results.

10 What's the weather like?



EXAM PRACTICE MATERIALS

Reading and Writing Part 6
Crayons

Unit objectives

LISTENING	Understand names, spelling and other information.
SPEAKING	Use simple language to describe differences between pictures.
READING	Understand specific information about a place.
WRITING	Complete and write sentences about a scene.
VOCABULARY	Weather: cloud, cloudy, cold, dry, hot, ice, rain, rainbow, sky, snow, sunny, wet, wind, windy
NON-YLE VOCABULARY	design, museum, table, verse

SPEAKING Task 1

- Say Listen to these letters! What's the word? W-E-A-T-H-E-R. What's the weather like today? What's your favourite kind of weather? Point to the picture and ask Can you see your favourite kind of weather in this picture?
- Pairs of learners ask and answer the questions in the bubbles about the weather and things in the picture.

Feedback: Learners say sentences about the picture using I can see ... There's ... Encourage learners to say longer sentences, but praise all sentences that give the correct information.

Suggested answers

I can see **clouds** in the sky. There's **rain** on one side of the mountain and **snow** on the other side. I can see **sunny weather** at the beach. The **sun** is in the sky above the beach. There's a **rainbow** behind the lake. The children are sailing in the **windy weather**.

READING Task 2

- Ask What's the weather like at the lake? Is it sunny or windy? Point to the sentence and the crossed-out word **sunny** and the correct word **windy**. Learners correct the underlined words in sentences 2-4.

Feedback: Read out the sentences with the incorrect words. Learners say the correct sentence, stressing the word they changed (There's a bird in the tree.).

Answers

1 in 2 clouds 3 sunny

WRITING Task 3

- Ask Can you see the rainbow? Where is it? Point to 1 and say We can write lake or ... (mountain) on this line. Learners write one of the words.
- Learners read, then say the answer to 2 (It's snowing on one side of the mountain.). Explain that it's fine to write a short answer (In the mountains) to this question.
- In pencil, learners draw a circle around the things in the picture that they have written or answered questions about (the windy weather at the lake, the snow in the mountains, the rainbow, the bird, the clouds, the ice).
- Ask learners how they started the sentences they said about the picture in Task 1 (I can see ... There's ...). They choose one of these sentence beginnings and write a sentence about a different thing in the picture.
- This is a taster task and learners see one of each type of question for this part. In questions 1 and 2, learners only have to write one word or a short phrase and in question 3, they write a sentence about the picture.

Answers

1 lake 2 On one side of the mountain. / In the mountains. 3 Learners' own answers

22 LISTENING Task 4

- Play the chorus from the first part of the audio. Learners find the text for this in the box and write the letter A in the box for picture 3. Play the rest of the audio. Learners write the other letters in the correct boxes for pictures 1, 2 and 4.
- Divide the class into three groups, B, C and D. Play the song again. All learners sing the chorus, then each group mimes the actions and sings their verse.
- There is a photocopiable version of the song on page 63.

Track 22

Chorus

Boy 1: What was the weather like?
I'd really like to know.
I'd really like to know,
Was there wind, rain or snow?

Girl 1: The weather was sunny,
The sun was in the sky.
But there wasn't any wind,
And my kite couldn't fly!

Chorus

Boy 2: The weather was cold,
There was ice on the lake.
When I walked to the park,
And I put on my skates.

Chorus

Girl 2: The weather was rainy,
And it was sunny, too,
When I took a photo
Of a rainbow and you!

Chorus

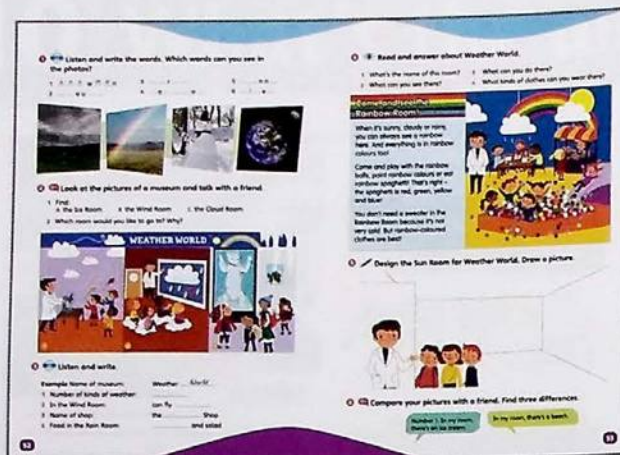
Answers

1 C 2 D 3 A 4 B

SPEAKING Task 5

- Point to the questions in the table and say I did one of these things last week. Which thing did I do? Learners ask you the questions from the table till you answer Yes, I did. Then they ask What was the weather like? and you answer, e.g. It was really sunny.
- Ask learners to think of another question to ask about something you did. You could write the questions on the board. Then learners choose one and copy it on the line, or they write a different question.
- Learners move around the class, asking different people, trying to find someone who answers Yes, I did. to each question. They write the person's name and the kind of weather in the table. Then they ask a person who said Yes a second question to find out what sport they played, what they took a photo of, or where they went skating, or something more about the question they wrote on the line.

Extension: In groups of five, learners tell each other about the answers they got for one of their questions where someone answered Yes, e.g. Pablo played hockey yesterday after school at the sports centre.



23 LISTENING Task 1

- Write on the board *Wet weather, windy weather!* Challenge learners to say the sentence, slowly, then quickly, quietly, then loudly.
- Point to the photos and ask *What kinds of weather can you see? (clouds / cloudy, a rainbow, snow)*
- Point to the letters for the word *snowman* and ask *How do you spell snowman?* Play the audio for the spelling. Learners listen and point to the letters as they hear them. They then point to the snowman photo. Ask *What do you need to make a snowman?* Point to the missing letters in 2-6 and ask learners to think about which letters are missing. Play the audio. Learners write the letters on the lines.
- In pairs, one learner spells the word and their classmate says the word and points to the picture.

Extension: Point to the word *snowman*. Ask learners if they can see another weather word in *snowman* (Yes, the word *snow*!). Learners look for weather words inside *cloudy, rainbow* and *sunny* (*cloud, rain, sun*).

Track 23

One S-N-O-W-M-A-N, Two C-L-O-U-D-Y, Three W-O-R-L-D, Four R-A-I-N-B-O-W, Five S-U-N-N-Y, Six K-I-T-E-S

Answers

2 cloudy 3 world 4 rainbow 5 sunny 6 kites

SPEAKING Task 2

- Ask *Who likes going to museums?* Point to the picture and ask *What kind of museum is this? How many rooms can you see?*
- In pairs, learners talk about what they can see and do in each room, and which room they would like to go to and why, e.g. *I'd like to go to the Wind Room because I like flying a kite.*

Extension: Divide your classroom into Wind, Cloud and Ice Rooms. Learners move to the 'room' they like and mime what they are doing there. Ask *Who's watching TV? / wearing a coat and scarf? / flying a kite? / making a kite?*

Answers

A 3 B 1 C 2

24 LISTENING Task 3

- Say *I'd like to go to the weather museum! Let's find out more about it! Let's listen to a teacher. What is the name of the museum?* Play the example on the audio and point to the word *World* on the line in the example.
- Point to the lines in 1 and 4 and ask *Where do you have to write a word for food? Where do you write a number?* Play the audio twice.

Feedback: Ask different learners to say and spell one of the words they wrote, e.g. *burgers, B-U-R-G-E-R-S*. Say *That's the answer for 5. Well done! Your spelling is correct!*

Extension: Say *There are ten rooms in the weather museum. We can see three rooms in the picture. What kinds of weather do you think you can find in the other rooms? (hot, cold, wet, dry, sunny, rainbow, stormy, etc.)*

Track 24

Narrator: Listen and look. There is one example.

Teacher: OK, everyone! Let's go! We're going to the weather museum.

Boy: Wow! That's exciting! What's the name of the museum?

Teacher: It's called Weather World.

Boy: Is that W-O-R-L-D?

Teacher: Yes, that's right.

Boy: Weather World. What a great name!

Narrator: One.

Teacher: There are lots of different rooms at the museum.

Boy: How many are there?

Teacher: There are ten.

Boy: Wow!

Teacher: Yes. And each room has different weather. For example, hot and cold, sunny or wet.

Boy: Great! We can do different things in each place!

Narrator: Two.

Boy: What can we do in the Wind Room?

Teacher: Well, there isn't any water there, so we can't sail toy boats.

Boy: Oh no.

Teacher: But we can fly kites there.

Boy: Kites? Great!

Teacher: Yes. We can make kites there, too.

Narrator: Three.

Teacher: Have you got a jacket and scarf for the Ice Room?

Boy: I've got a jacket, but I haven't got a scarf.

Teacher: Well, there's a shop at the museum, too. It's called the Sunny Shop.

Boy: How do you spell that?

Teacher: It's S-U-N-N-Y.

Boy: Great! I can get a scarf at the Sunny Shop then.

Narrator: Four.

Boy: Can we eat at the museum today?

Teacher: Yes. You can have ice cream in the Ice Room.

Boy: I don't like ice cream.

Teacher: Well, in the café in the Rain Room you can have a burger and salad.

Boy: A burger and salad! Cool! That's my favourite!

Answers

1 10/ten 2 kites 3 Sunny 4 burger(s)

READING Task 4

- Ask *Did the teacher and the boy talk about this room? (no) What do you think you can see and do in the Rainbow Room?* Learners answer, then read the text and answer the questions.

Feedback: When checking answers, ask and comment *Did you write the words Rainbow and Room with a capital R? Great! How big do you think the rainbow balls are? Can you throw them or kick them? What colour do you think the sauce for the rainbow spaghetti is? Which of these three things would you do in the room? Wow! Have you got any rainbow clothes? I have a rainbow jacket!*

Answers

- the Rainbow Room
- rainbow balls, paint and spaghetti
- play, paint, eat
- (any clothes) Rainbow-coloured clothes are the best.

Task 5

- Say *You're in the Sun Room in the weather museum! What can you see in that room? What can you do there? What kind of clothes do people wear there?* Learners listen to your questions and think about their Sun Room. Then they copy and complete the picture.

SPEAKING Task 6

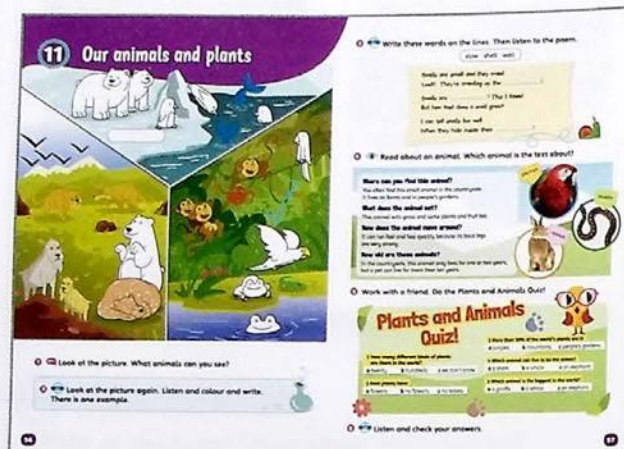
- Pairs of learners point to and talk about the differences between their pictures.

Feedback: Learners share their pictures and find the picture that is most similar and most different to theirs. They talk about this with the class, e.g. *There's an ice cream in both our pictures. I didn't draw a beach or the sea ...*

Extension: Write *In my room ...* on the board. Learners complete this sentence about their design for a Sun Room. Then they write another sentence about their room.

Extra support: More confident learners can write more than two sentences.

11 Our animals and plants



EXAM PRACTICE

Listening Part 5, Reading and Writing Part 2

MATERIALS

Crayons, coloured pencils

Unit objectives

LISTENING

Understand instructions to colour things and write simple words in a picture.

SPEAKING

Share ideas and opinions.

READING

Recognise appropriate answers in a conversation; choose answers in a quiz.

WRITING

Write sentences to describe a photo.

VOCABULARY

Animals: dolphin, parrot, penguin, rabbit, shark, snail, whale; the world around us: country, countryside, jungle, leaf, map, mountain, plant, rock, sky, trip, waterfall, blog, crawl, desert, fast, octopus, poem, quiz

SPEAKING Task 1

- Write on the board *What's your favourite animal? Is it big or small? Can it run fast? Can it fly? Where does it live? What does it eat?* Learners think, then in pairs / small groups, ask and answer the questions and try to guess their classmates' animal.
- Say *Look at this picture. Which animals can you see? How many polar bears, etc. can you see?*

Extension: Ask *Which animal is asleep? Which of the animals can fly / climb? Which of these animals do you think are scary?*

Answers

top: 2 polar bears, 3 penguins, 2 whales
left: 2 lions, 2 goats, 2 bears, 5 birds
right: 3 monkeys, 2 snakes, 2 parrots, 2 frogs, 1 lizard, 2 snails

26 LISTENING Task 2

Towards Movers 5

- Before listening, learners say what colour different animals are and which animals aren't coloured.
- Play the example. Check learners understand that the boy coloured the sleeping bear, not the other one. Point out the three empty boxes and tell them they

have to write a word in one of the boxes. Learners listen twice and colour and write.

Feedback: Check answers by asking *Which parrot did you colour? What kind of weather do polar bears and penguins like? Did you colour the frog that's jumping or the frog that's swimming? Which penguin did you colour yellow?* Praise learners for writing the correct word and for colouring the right animals.

Extension: Say *Let's write two words in the picture! Which is the jungle? How do you spell jungle? (J-U-N-G-L-E) How do you spell mountains? (M-O-U-N-T-A-I-N-S)* Learners write these words below the pictures.

Answers



Track 26

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

Man: Do you like this picture?

Boy: Yes! I can see lots of animals in it!

Man: I'd like you to colour one of the bears.

Boy: Which bear? I can see two.

Man: The bear that's sleeping.

Boy: Can I colour it brown?

Man: Good idea!

Narrator: Can you see the brown bear? This is an example. Now you listen and colour and write. One.

Man: Can you see the two parrots?

Boy: Yes, I can. One of them is flying.

Man: Colour that one purple for me.

Boy: Those birds are sometimes lots of different colours.

Narrator: Two.

Boy: Can I do some writing?

Man: All right. Can you write the word 'cold' in the box near the polar bears?

Boy: OK. Yes, polar bears and penguins like that kind of weather!

Man: I don't. I like it when it's hot and sunny.

Boy: Me too.

Narrator: Three.

Man: Can you see the water in the jungle?

Boy: Yes. Look, there are some frogs, too.

Man: I like frogs. Can you colour the one swimming in the water?

Boy: OK. Can I do it orange?

Man: Yes, that's a great colour!

Narrator: Four.

Man: Do you like the penguins?

Boy: Yes. There are three of them in the picture. Shall I colour one of them yellow?

Man: OK, which one? There's one standing next to a rock.

Boy: Yes, I can see it. I want to colour it yellow.

Man: That's a lovely picture now. Thank you.

27 Task 3

- Write on the board and say *fat – my – cat – fly*. Learners listen and make two pairs of words that sound the same and then say *fat cat, my fly*.
- Point to the snail and ask *What's this? Can a snail walk?* Learners find the word in the first line of the poem for how snails move. Say *Do snails only crawl along the ground? No, they're clever! They can crawl up and down!* Learners write the correct words from the box on the lines in the poem.
- Play the audio. Learners listen and check their answers. Play it again. Learners first say the lines with the audio and then without the audio.
- There is a photocopiable version of the poem on page 63.

Extra support: Less confident learners say the key rhyming words, not the whole sentences.

Extension: Say *You're not a person, you're a snail!* Learners say the poem and mime crawling up the wall, stretching and growing and hiding inside their shell!

Track 27

Snails are small and they crawl.

Look! They're crawling up the wall!

Snails are slow! How fast do they grow?

I've no idea, but do you know?

I think that snails live very well

When they're hiding inside their shell.

Answers

Line 2 wall Line 3 slow Line 6 shell

READING Task 4

- Learners read the text and say which animal it's about (*a rabbit*).

Extension: Ask *Why are parrot or snake not the correct answers? (Parrots don't run and snakes don't have legs.)*

Learners choose another animal and write sentences to answer the questions. Then they write the words for the animal and two other animals.

Learners show their sentences to their classmates. The other learners read and decide which animal it is.

Extra support: Less confident learners can work in pairs.

Task 5

- Say *Let's see how much you know about plants! Let's do a quiz!* Pairs of learners choose their answers.

28 LISTENING Task 6

- Play the audio. Learners check their answers.

Feedback: Check answers and ask more questions about animals and plants: *The man said that our plant and animal world is amazing. Is he right? Did you know that so many plants have flowers? Did you know that more than 50% of plants are in jungles?*

Extension: Ask *Who has a pet? How old is your pet? How big is it?*

Track 28

Narrator: Listen and check your answers to the Plants and Animals Quiz.

Man: Every year, people find thousands of new plants and animals. We don't know how many kinds of animals or plants there are in the world.

Girl: Really? We don't know how many there are?

Man: That's right. Our plant and animal world is amazing!

Girl: I like plants with flowers.

Man: Me too! You know, about 90% of plants have flowers.

Girl: Wow! Nine out of ten plants have flowers!

Man: Yes!

Girl: We have lots of plants in our garden!

Man: Yes. But more than 50% of plants in the world grow in jungles.

Girl: That's a lot of jungle plants!

Girl: I saw a photo of the world's oldest animal in my school book.

Man: Which animal was it? An African elephant? Or a Greenland shark?

Girl: No. It was a bowhead whale. They can live for two hundred years!

Man: Two hundred years! That's very old!

Girl: There was a photo of the world's biggest animal in my book, too.

Man: Which animal was it? A giraffe? They're very tall.

Girl: No, it wasn't. And it wasn't an elephant. It was a blue whale.

Man: A different kind of whale then?

Girl: Yes! Blue whales can be about 30 metres long!

Man: Wow! That's a huge animal!

Answers

1 c 2 a 3 a 4 b 5 b

READING AND WRITING Task 1

Read the text and choose the best answer.

Example: Hello Aunt Maya! Did you enjoy your plane trip?

Aunt Maya: Yes, it was brilliant.

Questions:

- How many countries did you fly to?
- What did you like best about your holiday?
- What time did you see the brown bear?
- What was the matter?

Answers:

1. Flying is fun.
2. Monkeys are my favourite animals.
3. Yes, at six o'clock.
4. A Yes, it was. does not match You saw a brown bear!
5. A What's the matter? is a question we ask someone who looks ill or sad.

Look at Aunt Maya's photos. Which photo did Aunt Maya show Liam?

Aunt Maya has a travel blog. Which photo did she write these sentences about?

Write two sentences about Aunt Maya's photos 1 and 2.

Photo 1: a beautiful waterfall

Photo 2: a brilliant day

Photo 3: a cool swim

Imagine you are on an exciting holiday! Make some notes.

Where are you?

What's the weather like?

What are you doing?

What's under your feet?

What's above your head?

What colour is the sky? Are there any clouds?

How are you?

Are you happy, sad, or surprised? Are you hungry or thirsty?

Draw a photo from your exciting holiday. Write two sentences about it.

What an exciting holiday!

Towards
Movers

Part
2

- Invite learners to talk about animals that they would like to see. Ask *Where do those animals live? How can you travel to those countries to see those animals?*
- Point and say *This is Liam and this is his Aunt Maya. Why does Aunt Maya have this big rucksack, do you think?* Learners share ideas. Invite learners to describe the bags that they take with them when they go on holiday, go on trips, etc.
- Read the example and ask *How did Aunt Maya travel? (by plane) Did she enjoy her trip? Is 'Yes, please.' a good answer to this question? Ask What sort of question makes a person answer 'Yes, please.'*
- Learners read and choose Aunt Maya's answers for 1-5. Check answers, making sure learners understand why the other answer isn't correct.
- Learners need to practise choosing the best and most appropriate response, not only to questions but also to statements.

Extension: Ask *Why do you think Aunt Maya thinks her plane trip was brilliant? Do you think that Aunt Maya flew in a big plane or a small plane? What things did she take with her? What countries do you think Aunt Maya visited? Can you see these animals in your country?*

Answers

1. B Flying is fun. answers a question like *Did you enjoy your plane trip?*
2. B Monkeys are my favourite animals. answers a question like *Which animals do you like best?*
3. B Yes, at six o'clock. answers a *What time* or a *When* question.
4. A Yes, it was. does not match *You saw a brown bear!*
5. A What's the matter? is a question we ask someone who looks ill or sad.

SPEAKING Task 2

- Ask *What sort of photos do people take on holidays or trips? Do you take photos? What do you like to take photos of?*
- Say *Here are three photos that Maya took on her trip. Which photo was John looking at when he said, 'Wow! What a cool photo! You saw a brown bear!'*

Answer

Photo 1

READING Task 3

- Explain briefly to learners what a travel blog is. Invite them to suggest what there is on Aunt Maya's travel blog.
- Learners read and decide which photo the sentences are about.

Answer

Photo 3

WRITING Task 4

- Read aloud Aunt Maya's two sentences from Task 3. Point out how Aunt Maya uses the word 'fantastic' to describe what she saw.
- Learners write two sentences for photo 1 and two sentences for photo 2, using words from two of the bubbles for each photo. Walk around the class and help learners write their sentences.

Extra support: Give learners gapped sentences to complete with the words: *This was ... when we went ... We ... there.*

Suggested answers

Photo 1 This was the brilliant day when we went to a beautiful waterfall. We saw a brown bear under the waterfall there.

Photo 2 This was the exciting day when we went into the sea. We had a cool swim with the dolphins there.

Extension: Learners bring in photos of beautiful places and / or animals and talk about them. They can be their own photos or photos that they like. They explain why they like the places and the animals. Encourage learners to use landscape vocabulary from previous units, e.g. *mountains, lake, jungle, island, etc.*

Task 5

- Say *Today, you're not in this classroom! You're on an exciting holiday! Are you surprised?* Read out the questions 1-6. Learners listen and think about their answers. Suggest to learners that, while you read out the questions, they close their eyes in order to help them imagine a scene more easily.
- Learners choose or write their answers on the lines.

Extra support: Less confident learners can read and listen to the questions.

Task 6

- Learners draw a photo for the holiday they wrote about in Task 5.

Feedback: In groups, learners ask each other the questions, show their photos and talk about their trips. Thank them for giving you great ideas for your next trip!

Extension: Invite learners to make posters about their exciting holidays. Display the posters around classroom walls or collect them in a class book.

Suggested answers

This is a photo of me at the beach. It is very hot and sunny. I am wearing shorts and a T-shirt and a cap.

12 Our sports and hobbies

12 Our sports and hobbies

1 Listen. Which photo shows Jack's favourite hobby?

2 Listen again and choose the correct answers.

1. Who does Jack do his hobby with? a. his sister b. his friends c. his parents d. his friends and his sister

2. When does he do it? a. on school days b. on weekends c. on Wednesdays d. on Saturdays

3 Read the poster for the origami class. Then listen and complete the poster about balloon classes.

4 Talk with a friend. What animals can you see in the picture? What sports are they doing?

5 Read the sentence in pink about football. Make three more sentences by changing the squares. Then write a sentence about tennis.

1. In football, 2 players stand and try to score goals.
2. In ice hockey, 6 players stand and hit a small ball over a net.
3. In table tennis, 2 players stand and hit a small ball over a net.
4. In basketball, 5 players throw and bounce a ball.

6 Make a poster for your favourite sport or hobby. Look at the questions in task 7 to help you.

What's your favourite sport or hobby?
Where do you do it?
When do you do it?
Why do you like it?

EXAM PRACTICE Reading and Writing Part 5, Speaking Part 4

MATERIALS Crayons, paper and / or balloons (optional)

Unit objectives

LISTENING	Understand key, specific information and spell it correctly.
SPEAKING	Answer personal questions with simple phrases and sentences.
READING	Understand the gist and details of a story.
WRITING	Complete sentences about a story with one to three words; create a poster about a sport or hobby.
VOCABULARY	climb, goal, ice hockey, net, player, pool, practise, score
NON-YLE VOCABULARY	origami, time

SPEAKING Task 1

- Mime playing a sport, e.g. badminton, and then doing a hobby, e.g. singing, and each time ask *What am I doing?* In pairs or groups of three, learners take turns to mime and guess different sports and hobbies.
- Point to the picture and say *These animals like doing different sports and hobbies. Which animals can you see?*
- Point to the goat's ball and ask *What's this? Which sport can you play with it? (football)* Ask *What is the goat wearing? (ice skates)* Which activity can you do with these? (ice skating)
- Point to the other animals and ask *Which sports do these animals like?* Learners say the names of these sports and hobbies.

Extra support: More confident learners can help other learners with the words.

Feedback: Say *Look! The goat's playing ice soccer!* Ask *Which animal is playing water baseball? Can you think of names for the other sports? (e.g. roller basketball)* Praise learners for thinking of great names for the sports.

Answers

monkey: table tennis, horse riding; **rabbit:** skipping, skateboarding; **zebra:** dancing, badminton; **kangaroo:** swimming, baseball; **Skippy:** basketball, roller skating

READING AND WRITING Task 2

- Ask *What do players do in football?* Point to the series of four shaded boxes about football and say the sentence. Learners then find and colour the series of boxes for ice hockey, table tennis and basketball.
- Pairs of learners compare their sentences. Then four learners each say one part of each of the three sentences.
- Learners write words in the last row of boxes to complete the sentence about tennis, and then choose a colour for the squares. Ask *Do tennis players run and kick a ball? Do they try to score goals?* Learners say what tennis players do.

Feedback: Congratulate learners on knowing so much about sports and how to explain them in English!

Extension: Learners can draw more squares and write one or more sentences about other sports, like hockey or volleyball.

Answers

- In ice hockey, six players skate and try to score goals.
- In table tennis, two players stand and hit a small ball over a net.
- In basketball, five players throw and bounce a ball.

Suggested answers

In tennis, two or four players run and hit a ball over a net.

29 LISTENING Task 3

- Point to the pictures and say *Jack enjoys one of these hobbies. Listen and say which one.* Play the audio up to *Origami! Really?* Learners listen and answer. Ask *What thing did Jack make in origami?*

Track 29

- Girl:** Hello, Jack. Wow! Look at that frog! Did you make it?
- Jack:** Yes! I like origami.
- Girl:** Origami! Really? And where do you do that?
- Jack:** In the playground at school. I go with my friends. Our teacher is brilliant!
- Girl:** Really? You do origami in the playground?
- Jack:** Yes. The weather is good now, so we can be outside.
- Girl:** That's cool! Is that what you do on Wednesdays after school?
- Jack:** Yes, on Wednesdays. It's a great hobby because you only need paper to do it.
- Girl:** I'm learning to cook. My dad's teaching me on Saturdays.
- Jack:** That's brilliant!

Answers

Origami. He made a frog.

29 Task 4

- Say *Let's listen to some more things about Jack's hobby.* Play all the audio from the start. Learners listen twice and circle a or b.

Extension: Ask *What's the girl's new hobby? (cooking)* Who does the girl do her hobby with? (her dad) When does she do it? (Saturdays)

Answers

1 B 2 A 3 A

30 Task 5

- Ask *Can any of you do origami? Would you like to learn?* Say *Read the poster. Is this the correct day, place and time for Jack's origami classes?*
- Point to the lines on the balloon poster and ask learners to say which words are missing. The origami poster can help them.
- Play the audio. Learners listen and write the words.

Extension: Ask *What things do people make with origami or balloons? Do any of you know how to make something from origami or balloons?* Give learners paper and / or balloons. They (or you) can teach each other to make things. You can organise an exhibition to show their work to their families and friends.

Track 30

- Boy:** Our teacher can make animals from balloons. He wants to teach us, too. I'd like to try that!
- Girl:** Me too! Can I come to the balloon class?
- Boy:** Yes, you can! It starts on Tuesday.
- Girl:** In the playground?
- Boy:** No, in the library.
- Girl:** When are the classes?
- Boy:** They're on Tuesdays after lunch.
- Girl:** Great!
- Boy:** What animal do you want to make?
- Girl:** I don't know. What about a giraffe?
- Boy:** That's a cool animal. See you on Tuesday in the library!

Answers

library, lunch, Tuesday(s), animals

WRITING Task 6

- Learners answer the questions. Then they draw and complete a poster for their favourite sport or hobby. Encourage them to use fun letters and colours, and praise them for doing this.

SPEAKING Task 7

Towards
Movers **4**

- Learners show their posters, ask and answer the questions, and talk more about their hobbies. Learners need to be confident answering questions about themselves. Only simple answers of between one to four words are expected. Questions are normally in the present tense, but learners need to be prepared to use the past tense, for example to describe what hobbies they did last weekend.

Extension: More confident learners can write and say two or three things about why they like their hobby.

1 Match the parts of the sentences. Write a word on the lines.
Use the same word in each sentence.

1. Holidays are good places to fly kites.
2. It's a good place to practice.
3. You don't have to live near a swimming pool to go climbing.
4. School holidays are a good time to try a new hobby.

A. There are often climbing walls in towns and cities.
B. It's often sunny there.
C. You can see some of Alice's pictures.
D. You can see some of Alice's pictures.

2 Read and match the names with the things. Draw lines.

Eva, Alice and Pat go to the same school. Today is the first day after the holidays.
Eva jumps with her. She always has her swimming bag with her. She goes to the pool every day after school. In the holidays, she has her bag at the great beach near her grandparents' house.
Alice likes to play tennis on weekends and holidays. Last week, she went climbing, but not in the mountains. She climbed the wall at the sports centre.
In the holidays, Alice learned to play in the garden with her house. She wants to do that in the summer with her friends. She's better at drawing and painting and some of her pictures are in the school hall.

1. Which things in the picture are Pat's? Complete the text.
Pat is a really good He can let the ball quickly and he plays in the playground every day after school. He can't wait to go home to his
You can see some of Alice's pictures
Example: She always takes her swimming bag to school because she goes to the pool after lessons.
2. When Eva was at her grandparents' house, she could fly
3. Alice went to the sports centre last week and climbed
4. In the ... you can see some of Alice's pictures.
5. After lunch, Pat goes outside to the ... and plays table tennis.
6. Pat's birthday present from his ... was a keyboard.

3 Draw two things for your hobbies. Show a friend and ask about their hobbies.

THINK BIG
What sports or games do you play? Draw two things for your hobbies.

READING Task 1

- Play *Write and say four!* Write on the board *holidays* and ask learners to tell you four words or things about holidays. Write the words on the board, then say all four words and have learners repeat them. (Suggested words: *fun, playing, trips, no school*)
- Say *Now write and say four words or things for sports.* Repeat with *hobbies*. In groups, learners write four words for sports and hobbies, then say them to the class.
- Ask *Can you play baseball inside a classroom? Why not? (Because it's dangerous. You can break a window or hurt someone.)*
- Read the first part of the first sentence on page 62 and ask learners to complete it. Learners then match the two parts of sentences 2–4. Point out how all the sentences are connected with the word *because*.

Feedback: When you check answers, point out the connection between *The school holidays* in 4 and the word *then* in b. Also, explain to learners that a climbing wall is a special wall in a sports centre where people can practise rock climbing.

Extension: Ask *Is there a good place to fly kites near you? Why? / Why not? Where do you go to play? Why do you like going there? Where do people go to climb in your country? Why?*

Answers

2 d 3 a 4 b

Task 2

- Learners read the part of the text about Eva (second paragraph). Ask *What does Eva do really well?* Point to the bag with the towel and the goggles, and ask *Whose is this? What's inside the bag?* Ask *Which other thing in the picture is Eva's?* Learners draw lines connecting the name *Eva* with the swimming bag and the kite.
- Learners read about Matt and Alice, and draw lines connecting their names to their two things.

Answers

Matt: the hockey stick and the climbing things

Alice: the skipping rope and the paints and paint brushes

WRITING Task 3

- Say *There are two more things in the picture. They're Pat's.* Learners write words on the lines to complete the text about Pat's hobbies.

Feedback: Ask learners to say which of Pat's hobbies is new (*music*).

Answers

table tennis, keyboard

READING AND WRITING Task 4

Towards
Movers **5**

- Point to the example and ask learners to find and underline this information in the text in Task 2.
- Write the following on the board:

Text	Sentence
has	takes
with her	to school
after school	after lessons
- Point out that some words in the text are different from some words in the sentences, but that the words they have to write (*her swimming things*) are the same.
- Learners read the sentences, find the place in the text where they read the same thing, and complete sentences 1–5.
- Remind learners that the pictures are there to support the story, they do not provide the answers to the questions.
- Remind learners that the pictures are there to support the story, they do not provide the answers to the questions, but learners can predict the outline of the story from the pictures.

Feedback: Check answers, pointing out the words that change.

Answers

- her kite (she flew her kite → she could fly her kite)
- the wall (climbed the wall at the sports centre → climbed the wall there)
- the (school) hall (some of her pictures are → you can see some of her pictures)
- playground (plays in the playground → goes outside to the playground)
- aunt and uncle (gave him a keyboard for his birthday → Pat's birthday present)

SPEAKING Task 5

- Learners write their names, then draw two things in their cupboard for their hobbies.

Extra support: Stronger learners can also write sentences about their hobbies and what they use the things for.

THINK BIG

- Point to the pictures and ask *What can you see? They're balls, aren't they? What do we do with these balls?*

Feedback: Talk about these balls and compare the words for them with the words that learners use for them in their language.

Answers

Young children play in these balls. We eat meatballs. We play games with beach balls on the beach or in the pool.

Review Unit 7 ★★★★★

Skills: Listening, Reading and Writing

Look at the photos and write the words.

A café B a cinema C a house D a library E a shopping centre F a swimming pool

Match 1-5

1. Look at the photos and write the numbers in task 1. Which photo does not suit the word?

2. Read about Lina and answer the questions.

3. Where does Lina live?

4. What does she do for a living?

5. What does she do on the weekend?

Match 1-5

1. Look at the photos and write the numbers in task 1. Which photo does not suit the word?

2. Read about Lina and answer the questions.

3. Where does Lina live?

4. What does she do for a living?

5. What does she do on the weekend?

Match 1-5

Unit 7

Task 1

A a swimming pool B a shopping centre C a library
D a café E a house F a cinema

Total marks: 3 (½ mark per correctly spelled word)

19 LISTENING Task 2

Track 19

Radio presenter: Hello and welcome to *My Top Five Places*. Here with us today is Kai!

Kai: Hello, I'm Kai! I love my town, so I haven't got one favourite place ... I've got five!

Radio presenter: Let's start with number 1.

Kai: This is where I sleep, play and live. My mum, dad and brother live here, too. It's great – and we've got a beautiful garden.

Dad: It's time for dinner!

Kai: I'm coming!

Radio presenter: Tell us about number 2, Kai.

Kai: This is my favourite place to watch movies. I like sitting on the seats at the back. They're the best.

Radio presenter: What place is number 3?

Kai: I love this place because I love books. I come here every Saturday to read.

Librarian: Be quiet!

Kai: Sorry!

Radio presenter: What about number 4?

Kai: I love water – it's my favourite drink. But I don't drink the water here ... I swim in it! This place is in the sports centre in my town!

Radio presenter: And now tell us about number 5!

Kai: When I want something to eat or drink, this is my favourite place. I sometimes come here with my mum. She eats a sandwich and I have a juice.

E 1 F 2 C 3 A 4 D 5

Photo not mentioned: shopping centre

Total marks: 3 (½ mark per correctly spelled word)

READING AND WRITING Task 3

1 Malinalco 2 (the) library, (the) supermarket, (the) park
3 (on) Wednesdays

Total marks: 3

Task 4

1 (learner's village / town / city)
2 three place words / names
3 (any day of week), (place words / names), (any activity)

Total marks: 7 (1 mark per answer)

Total marks for Unit 7 Review: 16

Unit 8

READING Task 1

A 3 B 2 C 1

Total marks: 3

Task 2

1 Hugo 2 Sally 3 Hugo 4 Vicky 5 Sally 6 Vicky

Total marks: 6

SPEAKING Task 3

Suggested answers (accept other appropriate answers)

1 The helicopter can fly, but the motorbike can't.
2 The boat goes on water, but the train doesn't.
3 Farmers use a tractor on a farm. They don't use a bus.

Total marks: 6 (1 mark per correct word for the vehicle; 1 mark for describing the difference using a phrase or a sentence)

Total marks for Unit 8 Review: 15

Review Unit 9 ★★★★★

Skills: Speaking, Reading and Writing

Complete the sentences.

1. The day after Saturday is ... Sunday.

2. The day of the week starting with a 'T' is Thursday and ... and Sunday.

3. The day before Thursday is ...

4. I like to go to the ... on the weekend.

5. I like to go to the ... on the weekend.

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100. I like to go to the ... on the weekend.

Unit 9

WRITING Task 1

1 Friday 2 Tuesday 3 Saturday 4 Wednesday

Total marks: 4

SPEAKING Task 2

Suggested answers (accept other appropriate answers)

1 I have lunch at home on Saturdays and Sundays.
2 I do sport on Mondays.
3 I go swimming on Wednesdays.
4 No, I wear jeans and a T-shirt.

Total marks: 4

WRITING Task 3

Suggested answers (accept other appropriate answers)

1 Daisy wears school clothes on Fridays and so do I.
2 Daisy has lunch at home on Sundays and so do I.
3 Daisy goes swimming on Thursdays, but I don't. I go swimming on Wednesdays.

Total marks: 6 (2 marks per appropriate sentence)

Total marks for Unit 9 Review: 14

Unit 10

WRITING Task 1

1 rainbow 2 windy 3 rainy 4 snowing 5 cold
6 weather

Total marks: 6

25 LISTENING Task 2

Track 25

Narrator: One.

Mrs Black: Hello, Jim. I know you have lots of hobbies!

Jim: That's right, Mrs Black!

Mrs Black: Where are you going now?

Jim: I'm flying my kite today! It's windy!

Narrator: Can you see the letter A? This is an example. Now you listen and write a letter in each box. Two.

Jim: I took a photo yesterday of a beautiful rainbow.

Mrs Black: So you like taking photos?

Jim: Yes! Of rainbows!

Narrator: Three.

Mrs Black: And when the weather's cold and it's snowing, what do you do?

Jim: I go to the lake and I go skating!

Narrator: Four.

Mrs Black: Do you watch TV when it rains?

Jim: No! I read a book! I love stories and I love rainy weather!

2 B 3 E 4 C

Total marks: 3

WRITING Task 3

Suggested answers (accept other appropriate answers)

1 fly kites 2 wear coats / take an umbrella
3 (sunny / windy / rainy / cloudy / cold / hot / wet) ... (many different answers possible)

Total marks: 6 (1 mark per appropriate, comprehensible answer; 1 mark for correct spelling)

Total marks for Unit 10 Review: 15



Unit 11

WRITING Task 1

1 shark 2 monkey, polar bear 3 sheep, panda

Total marks: 5 (1 mark per correctly spelled word in correct place)

SPEAKING Task 2

Suggested answers (accept any relevant answer)

- 1 A kangaroo is different because it doesn't live in the sea.
- 2 A parrot is different because it can fly. A lizard is different because it's very small. A polar bear is different because it lives in very cold places.
- 3 A horse is different because you can ride it. A lion is different because it eats meat.

Total marks: 6 (1 mark for correctly identifying which animal is different; 1 mark for expressing the difference)

31 LISTENING Task 3

Track 31

Narrator: One.

Boy 1: This animal's name begins with *k*. It's brown with short ears. It's very strong and it jumps very well. I love seeing photos of this animal with its baby in front.

Narrator: Two.

Boy 2: This animal's name begins with *p*. It's black and white and lives in cold places. It can swim but it can't fly. It eats fish.

Narrator: Three.

Girl 1: This animal starts with *c*. It likes eating fish and birds. It lives in rivers and it can swim very well. It's got a lot of teeth!

Narrator: Four.

Girl 2: This animal's name starts with *s*. It loves wet weather. It can climb walls, but not quickly. It's very slow and lives in a shell.

2 penguin 3 crocodile 4 snail

Total marks: 4 (1 mark for each correct animal; 1 mark for correctly spelling all three words)

Total marks for Unit 11 Review: 15

Unit 12

WRITING Task 1

Ticked boxes: badminton football dancing roller skating climbing

Total marks: 5

READING Task 2

1 Yes 2 No 3 No 4 No 5 Yes

Total marks: 5

WRITING Task 3

Suggested answers (accept other appropriate answers)

- 1 There is a teacher in the picture.
- 2 There are children playing football.
- 3 The girl in the green T-shirt is climbing.

Total marks: 6 (2 marks per appropriate, comprehensible sentence)

Total marks for Unit 12 Review: 15

Grammar fun! answer keys

Unit 1

1
1 and 2 but 3 and 4 because 5 but 6 because
7 but 8 because

2
1 B 2 D 3 C 4 A

Unit 2

1
1 cloudier 2 better 3 bigger 4 hotter 5 older

2
1 wetter, drier 2 more exciting

Unit 3

1
1 No, I didn't. 2 No, they weren't. 3 Yes, he was.

Unit 4

1
1 the biggest 2 the hottest 3 the best 4 the most exciting
5 the slowest 6 the biggest 7 the prettiest 8 the naughtiest

Unit 5

1
1 which 2 that 3 that 4 who 5 who 6 who
7 where 8 that

2
1 Yusuf is the man who is a nurse. 2 That's the parrot that sat on the pirate's shoulder. 3 This is the house where my friend lives. 4 Maria is the woman who makes food at the café.

Unit 6

1
1 What is the matter? 2 What's the matter with Zoe?
3 What's the matter with you?

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

Unit 7

1
1 are, called 2 What, called 3 are, called

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

Unit 8

1
1 have to go shopping 2 have to buy 3 had to feed
4 has to catch 5 have to clean 6 had to go

2
1 Do you have to 2 do you have to 3 Do you have to
4 Did she have to 5 Did you have to

Unit 9

1
1 Shall I make a milkshake for you? 2 Shall I help you wash the car? 3 Shall I come to the playground? 4 Shall I show you my skateboard?

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

Unit 10

1
1 is, like 2 What, it 3 was, like

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

Unit 11

1
1 can 2 could 3 could 4 Could 5 can't 6 couldn't

2
1 I could see some birds in the tree. 2 I couldn't go to the picnic.
3 The panda couldn't see the food. 4 Max couldn't swim when he was young. 5 Could the farmer find his sheep? 6 Could you climb mountains when you were two?

Unit 12

1
1 D 2 E 3 A 4 C 5 B

2
1 slowly 2 well 3 badly 4 quickly 5 loudly

Photocopiable lyrics for songs and chants

Unit 1, page 7, Task 3

Chant

It's got a long moustache.
It's got a curly beard and a long moustache.
It's got a thin neck, a curly beard and a long moustache.
It's got green shoulders, a thin neck, a curly beard and a long moustache.
It's got big teeth, green shoulders, a thin neck, a curly beard and a long moustache.

Unit 2, page 10, Task 2

Song

My grandparents are happy,
How about you? How about you?
People who are happy,
Stand up and say 'Woohoo'!

Chorus

Woohoo, woohoo,
Hoe be do be do!
Woohoo, woohoo,
Hoe be do be do!

My uncle's wearing shoes,
How about you? How about you?
People wearing shoes,
Stand up and say 'Woohoo'!

Chorus

My aunt's got long hair,
How about you? How about you?
People with long hair,
Stand up and say 'Woohoo'!

Chorus

My cousin likes football,
How about you? How about you?
People who like football,
Stand up and say 'Woohoo'!

Chorus

My parents love their family,
How about you? How about you?
People who love their family,
Stand up and say 'Woohoo'!

Chorus

Unit 3, page 19, Task 5

Poem

Pirates, pirates!
Where do they live?
On a boat, of course!

Pirates, pirates!
Where do they go?
To an island, of course!

Pirates, pirates!
What do they like?
Finding treasure, of course!

Pirates, pirates!
Who do they talk to?
To their parrots, of course!

Pirates, pirates!
What do they wear?
Boots and hats, of course!

Unit 5, page 26, Task 1

Chant

A doctor.
A doctor and a film star.
A doctor and a film star and a cook.
A pirate.
A pirate and a teacher.
A pirate and a teacher and a nurse.
A driver.
A driver and a farmer.
A driver and a farmer and a clown.

Unit 6, page 30, Task 2

Song

Track 13

Chorus

Doctor: I'm the singing doctor,
What's the matter, hey?
I'm the singing doctor,
Can I help you today?

Kim: Doctor, singing doctor,
Please, please, please help me.
My ear hurts, I've got an earache!

Doctor: Oh no, let me see!

Chorus

Matt: Doctor, singing doctor,
Please, please, please help me.
My back is hurting me, I've got a backache.

Doctor: Oh no, let me see!

Chorus

Sam: Doctor, singing doctor,
Please, please, please help me.
My teeth are hurting me, I've got a toothache.

Doctor: Oh no, let me see!

Chorus

Eva: Doctor, singing doctor,
Please, please, please help me.
My head is hurting me, I've got a headache.

Doctor: Oh no, let me see!

Doctor: I'm the singing doctor,
What's the matter, hey?
I'm the singing doctor,
Can I help you today?
Can I help you today? Hey!

Unit 8, page 43, Task 5

Poem

I'm riding.
I'm riding my clean bike.
Ride with me!

I'm skating.
With my really cool skates.
Skate with me!

I'm driving.
I'm driving my huge truck.
Drive with me!

I'm flying.
I'm flying my fantastic plane!
Fly with me!

Unit 9, page 46, Task 1

Chant

Every Monday at six o'clock,
I get out of bed, I put on my
purple socks.
Every Tuesday at six o'clock,
I get out of bed, I put on my big
green socks.
Every Wednesday at six o'clock,
I get out of bed, I put on my
yellow socks.
Every Thursday at six o'clock,
I get out of bed, I put on my long
red socks.
Every Friday at six o'clock,
I get out of bed, I put on my
orange socks.
Every Saturday at six o'clock,
I get out of bed, I put on my short
grey socks.
But every Sunday at six o'clock,
I stay in bed, I don't put on my socks.

Unit 10, page 51, Task 4

Song

Chorus

Boy 1: What was the weather like?
I'd really like to know.
I'd really like to know,
Was there wind, rain or snow?

Girl 1: The weather was sunny,
The sun was in the sky.
But there wasn't any wind,
And my kite couldn't fly!

Chorus

Boy 2: The weather was cold,
There was ice on the lake.
When I walked to the park,
And I put on my skates.

Chorus

Girl 2: The weather was rainy,
And it was sunny, too,
When I took a photo
Of a rainbow and you!

Chorus

Unit 11, page 57, Task 3

Poem

Snails are small and they crawl.
Look! They're crawling up the wall!
Snails are slow! How fast do they grow?
I've no idea, but do you know?
I think snails live very well
When they're hiding in their shell!

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