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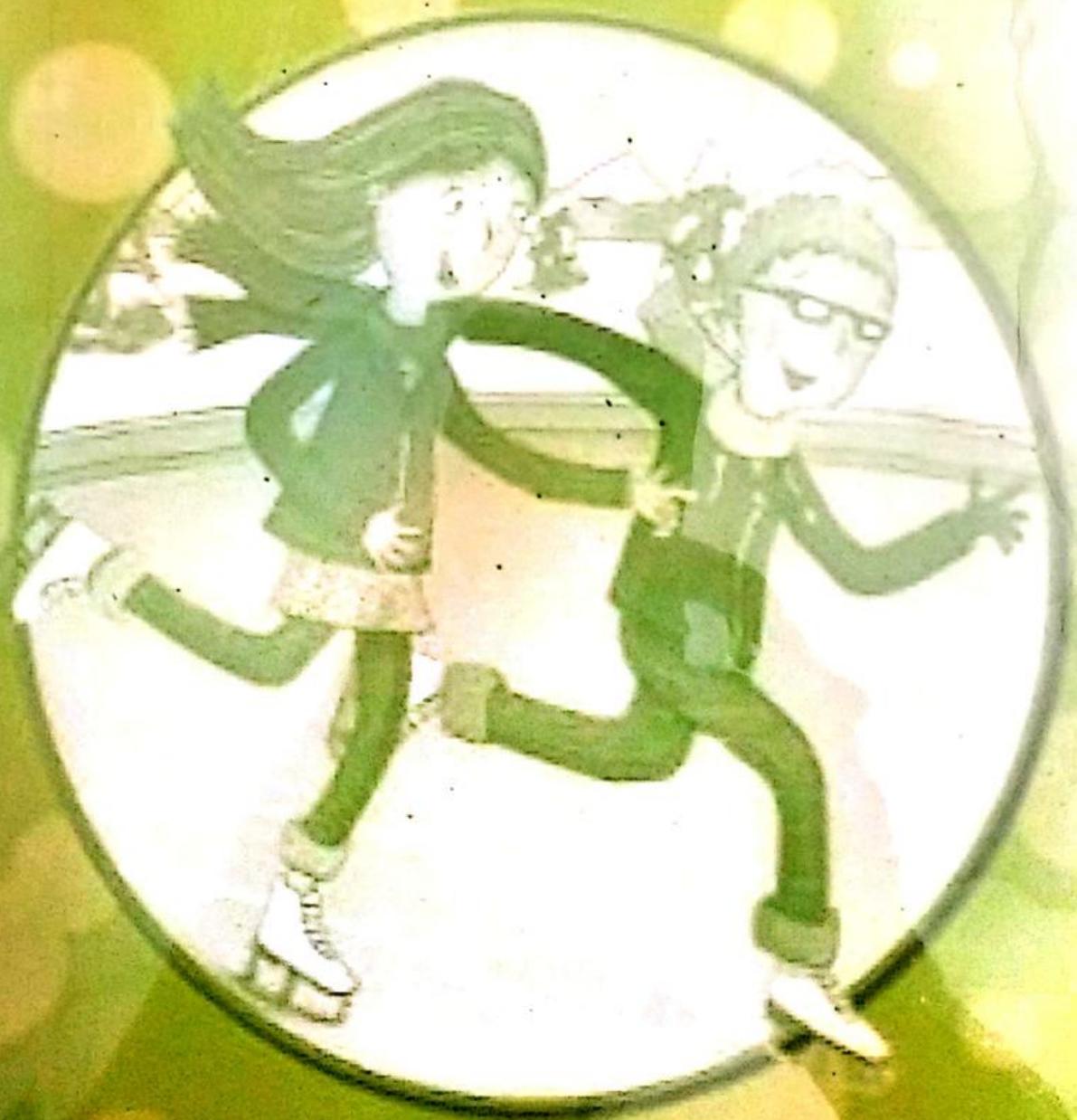
Updated for 2018

Get ready for... **Movers**

2nd Edition

Tamzin Thompson

Teacher's Book





Where do you live?

Lesson 1 SB page 2

Words

Topics

Introductions; Addresses; Numbers

Functions

Introducing yourself; Giving your address; Recognizing numbers in words and figures

Grammar

Present simple statements

Vocabulary

See the wordlist on page 112 of the Student's Book

Movers practice

Speaking Part 4

Equipment

① 1-2

Warmer

- Introduce yourself to the class. Say *Hello! My name's (your name)*. Encourage children around the class to introduce themselves in the same way.

Lead-in

- Write a name and address on the board (e.g. *Tom Brown, 42 Star Street, Denton*).
- Ask children around the class to point to (or say) the name, house number, street and town.

1 Listen and read. ① 1

- Ask children to look at the picture. Say *This is Jack and this is a picture of his house*. Point to the envelope. Say *This is Jack's address*.
- Play the recording for the children to listen and follow in their books.
- Invite children to read out the speech bubble, then tell the children to make similar sentences introducing themselves. The children can act out their introductions for the class.

2 Listen and point to the numbers. Then write the words. ① 2

- Ask children to look at the numbers in words and figures.
- Play the recording for the children to listen and point to the numbers in their books.

- Read out the words in the box and ask the children to point to the correct numbers. Tell the children to write the words under the correct numbers in their books.
- Point to the numbers in the book and ask children around the class to say the numbers.

ANSWERS

forty, one hundred, ten, sixty, thirty, eighty, twenty, ninety, fifty, seventy

Optional activity

- Play a game in rolling pairs around the class. The children take turns to say a number and count from one to a hundred. If a child says the correct number, he or she stays in the game. If a child says the wrong number or can't remember the next number, he or she is out of the game. The last child left in the game is the winner.

3 Write the numbers.

- Point to the pictures of the doors, then read out the numbers beneath each door. Tell the class to write the correct numbers in the boxes.
- Move around the class as the children complete the activity. Help if necessary.
- Point to the doors and ask children around the class to say the numbers.

ANSWERS

21, 49, 15, 62, 94, 56

Optional activity

- Play a game of *Bingo!* Tell the children to write ten numbers from one to a hundred in their notebooks. Call out numbers in random order (keep a note of the numbers which you have called out). If a child has the number you call out, they can cross out that number in their notebooks. The first child to cross out all their numbers wins the game.

Where do you live? Lesson 2 SB page 3

Reading & speaking

Topics

Cardinal and ordinal numbers; People; Things in the house

Functions

Giving your address; Using cardinal numbers; Asking and answering about location

Grammar

Present simple statements; Present continuous statements; Questions and answers with *Where's ...?*

Vocabulary

See the wordlist on page 112 of the Student's Book

Movers practice

Reading and Writing Part 4; Listening Part 1; Speaking Part 4

Equipment

① 3-4

Warmer

- Start counting from one to a hundred. After a few numbers (four or five), point to a child and tell him/her to continue.
- When the child has said a few numbers, point to another child.
- Repeat, pointing to children around the class in random order and letting each child say a few numbers in the sequence.
- If a child gets stuck, ask other children in the class to help him/her.

Lead-in

- Ask children around the class *What's your name? How old are you? Where do you live?*
- Ask the children to work in pairs to make a dialogue introducing themselves and giving their addresses.
- Invite pairs of children to act out their dialogues for the class.

1 Listen, read and find. ① 3

- Ask children to look at the pictures. Say *This is Daisy and this is a picture of her house*. Point to the envelope. Say *This is Daisy's address*.
- Ask the children to say what or who they can see in the picture, and what the people are doing.
- Play the recording for the children to listen and point to the correct part of the picture in their books.
- Point to the people in the picture and ask children around the class *Who's this? What's he/she doing?*

ANSWERS

Daisy's brother is on the fifth floor.

2 Listen and point to the numbers. Draw lines. ① 4

- Show the class the numbers. Explain to them that these are ordinal numbers. They show us what order things are in.
- Play the recording for the children to listen and point to the correct numbers in their books, then play the recording again for the children to listen and draw lines to match the numbers to the words.
- Point to the words and numbers and ask the children to say them.

ANSWERS

4th – fourth, 2nd – second, 3rd – third, 5th – fifth, 1st – first

3 Complete the sentences.

- Point to the picture and ask the children to say what they can see in the picture and what the people and animals are doing.
- Use the picture to teach the words *basement* and *ground floor*.
- Focus attention on the gapped sentences. Tell the class that they need to complete each sentence with the correct word.
- Move around the class as the children look at the picture and complete the sentences with the correct words. Help if necessary.
- Check answers by asking children around the class to read out their completed sentences.

ANSWERS

1 third 2 basement 3 first 4 fourth 5 second
6 ground 7 fifth

Optional activity

- Write the numbers 1–10 on the board. Ask the class to say the numbers.
- Change the numbers on the board to ordinal numbers (1st, 2nd, 3rd, 4th, 5th, etc). Point to the numbers and say them. Ask the children to repeat after you, first chorally, then individually.
- Erase the numbers from the board and draw a simple outline of a ten-storey building.
- Invite children to come to the board. Say *There's a (ball / box / pen / book / bag / table / chair / kite / flower / CD) on / in the (basement / ground floor / 1st / 2nd / 3rd / 4th / 5th floor)*.
- Ask the children to draw the items on the correct floor.
- You can play this as a game in two teams if you like, inviting children from each team in turn to draw an item in the building and awarding one point for each correctly placed item.

4 Find more things in the picture. Ask and answer.

- Point to the speech bubbles and read out the example exchange.
- Tell the children to work in pairs and ask and answer about the other people and things in the picture.
- Allow the children time to practise asking and answering in pairs, then invite pairs of children to act out questions and answers for the class.

1 At the park

Lesson 1 SB page 4

Words

Topics

Actions; Colours; Clothes

Functions

Identifying actions; Identifying clothes; Recognizing colours

Grammar

Present simple

Vocabulary

See the wordlist on pages 112–113 of the Student's Book

Warmer

- Play a game to warm the class up and revise numbers.
- Write sets of four numbers from one to a hundred on the board in jumbled order, e.g. 27, 24, 26, 25.
- Invite a child to come to the board and write, then say, the numbers in sequence.
- You can play this as a game in two teams if you like, giving sets of numbers to children from each team in turn and awarding one point for each correct sequence.

Lead-in

- Point to the picture of Daisy and read out the speech bubble.
- Tell the children that they are going to think about the park in this lesson. Ask children around the class to say what you can see or do at the park and what they wear when they go to the park.

MOVERS TIP: In Part 3 of the Movers Reading and Writing Test, learners should check that they have copied the words correctly. Teach learners to check their spelling against the words in the box whenever they complete a copying activity.

1 Complete the verbs.

- Ask the children to look at the pictures.
- Read out the words in the box and ask the children to point to the correct pictures.
- Point to the pictures and ask the children to say the correct words.
- Allow the children time to complete the activity in their books. Tell them to copy the words exactly and check that they have spelt each word correctly.

- Check answers by pointing to the pictures and asking the children to say, then spell, the verbs.

ANSWERS

1 laugh 2 cry 3 dance 4 hop 5 fish
6 roller skate 7 skip 8 climb 9 hide 10 walk

Optional activity

- Slowly write the letters for one of the verbs in activity 1 on the board, pausing after each letter. The children try to guess the word before you have written the whole word. When a child guesses the word correctly, they should spell the rest of the word for you to complete it on the board. You can play this as a game in two teams if you like.

2 Look and write the colours.

- Point to the pictures and ask the children to say the colours and the clothing words for each item.
- Focus attention on the gapped phrases next to the picture. Tell the class that they need to write the correct colours to complete the phrases.
- Move around the class as the children complete the activity. Help if necessary.
- Invite children around the class to read out their completed phrases, then ask questions to children around the class, for example *What colour is the (sweater)?*

ANSWERS

1 green 2 purple 3 blue 4 yellow 5 grey
6 black 7 orange 8 brown 9 red 10 pink

Optional activity

- Play a memory game. Tell the children to look at the picture in activity 2 for one minute and think about what colour each item of clothing is.
- The children close their books. Ask *What colour's the (T-shirt)? Are (the glasses) green?* and invite a child to answer from memory.
- Repeat with other children around the class.
- Alternatively, you could play this as a game in two teams, awarding one point for each correct answer.

Unit 1 Lesson 2 SB page 5

Reading & speaking

Topics

Actions; Colours; Everyday items

Functions

Identifying actions; Identifying colours; Identifying everyday items; Finding the correct people in a picture; Asking and answering about actions

Grammar

Present continuous

Vocabulary

See the wordlist on pages 112–113 of the Student's Book

Movers practice

Reading and Writing Part 6, Listening Parts 1 & 4, Speaking Parts 1 & 4

Equipment

④ 5

Warmer

- Play a game of *Hangman* to warm the class up and revise the verbs from the previous lesson.
- Divide the class into two teams. Draw a line for each letter in your chosen word on the board.
- Invite children from each team in turn to guess one of the missing letters. If the team correctly guesses a missing letter, write the letter on the correct line(s) on the board. If the team guesses a letter which is not in the word, draw the first part of a simple picture (a flower with five petals, a stem and two leaves / a house with three windows, a door and a chimney).
- If a team guesses the word before you have completed the picture, award them one point. If not, continue the game with another word.

Lead-in

- Tell the children to look back at the pictures in activity 1, page 4.
- Say sentences about the people in the pictures, e.g. *He's walking. She's dancing.* Invite children around the class to say the correct number.

1 Read, look and write the numbers.

- Ask children to look at the picture and say what they can see and what the people are doing. Point to items in the picture and ask *What's this? What colour is it?*
- Focus attention on the gapped sentences below the picture. Show the class the example and tell them that they need to read the rest of the sentences, look at the picture and write the correct numbers.
- Allow the children time to complete the activity in their books. Move around the class as the children work and help if necessary.

- Check answers by asking children to read out the sentences and numbers.

ANSWERS

a 8 b 3 and 10 c 5 d 4 and 6 e 1 and 9 f 7
g 9 h 2 and 8

MOVING ON

Learners will need to recognize actions and details in scene pictures in the Movers test. Practise spotting details and describing scene pictures with your class by bringing pictures from magazines to class, or by exploiting the artwork in the Student's Book.

Optional activity

- Make more sentences about the people in the picture, e.g. *He's carrying a car. She's wearing glasses. They're roller skating.* Ask children around the class to say the correct numbers.
- You can play this as a game in two teams if you like.

2 Play the game. Say and guess.

- Point to the speech bubbles and read out the example dialogue.
- Tell the children that they need to work in pairs and make similar dialogues about the picture in activity 1 to play the game.
- Move around the class as the children play the game and monitor their performance.
- Invite pairs of children to ask and answer in front of the class.
- If you like, you can divide the class into two teams and play the game together.

3 Listen and circle. ④ 5 Ask and answer.

- Read out the questions. Point to the answer options and tell the class that they need to listen and circle the correct answers.
- Play the recording for the children to listen and circle the correct answers in their books.
- Check answers by asking the questions and inviting children around the class to answer.

ANSWERS

1 blue trousers and red T-shirt 2 brown 3 yes

- Tell the children to practise asking and answering the questions. Tell them that they can use the answers in their books or answer about themselves.
- Invite pairs of children to act out their questions and answers for the class.

Transcript ④ 5

Adult: Can I ask you some questions, please?

Child: OK!

Adult: What are you wearing today?

Child: I'm wearing blue trousers.

Adult: And a sweater?

Child: No, I'm wearing a red T-shirt.

Adult: What colour are your shoes?

Child: My shoes? They're brown. What's the next question?

Adult: Do you wear glasses?

Child: Yes, I do. But I'm not wearing them now. They're at home!

Adult: That was the last question. Thank you!

Unit 1 Lesson 3 SB page 6

Story

Topics

Activities; Abilities

Functions

Understanding and acting out a story; Completing sentences about what people are good at

Grammar

Present simple; *good at* + -ing form

Vocabulary

See the wordlist on pages 112–113 of the Student's Book

Movers practice

Reading and Writing Parts 3, 4 & 5

Equipment

⑥ 6

Warmer

- Mime an activity from Lessons 1 & 2. Ask *What am I doing?*
- The children should guess the activity by making sentences, e.g. *You're dancing / roller skating / climbing.*
- The first child to guess the action correctly can take a turn to mime an activity for the rest of the class.
- You can play this as a game in two teams if you like, with children from each team in turn miming an activity for the other team.

Lead-in

- Say *I'm good at (roller skating).* Nod your head and smile confidently.
- Say *I'm not good at (climbing).* Shake your head and make a sad face.
- Write the phrases *I'm good at ...* and *I'm not good at ...* on the board.
- Ask children around the class to use the phrases to make sentences about themselves.

1 Listen and read. Then act. ⑥ 6

- Ask children to look at the pictures in the story. Ask *What's this? Who's this? Where is Jack / Daisy?* about each picture.
- Play the recording for the children to listen and follow the story in their books.
- Play the recording again, pausing after each line for the children to listen and repeat, first chorally, then individually.
- Divide the class into pairs and allow the children time to practise acting out the story.
- Invite pairs of children to act out the story for the class.

Optional activity

- Divide the class into two teams. Tell Team A to practise and try to remember Jack's lines and tell Team B to practise and try to remember Daisy's lines.
- Allow the class time to try to memorize the lines of the story.
- Invite a child from each team to come to the front of their class without their books. The children should act out the story as far as they can remember. The rest of the class can follow in their books. When one child forgets a line, another child from their team can come and take their place to continue the story.

MOVERS TIP: In Part 5 of the Movers Reading and Writing Test, learners will be asked to complete gapped sentences. Tell the children to think about what kinds of words are missing in each sentence (verbs, nouns,

2 Look and write.

- Point to the pictures and ask the children to say what the people are doing and whether they think the people are good at the activities or not.
- Show the class the incomplete sentences. Read out the first incomplete sentence and ask the class to complete it orally.
- Tell the class to look at the pictures and complete the sentences in their books. Move around the classroom as the children work and help if necessary.
- Invite children around the class to read out the completed sentences.

ANSWERS

1 drawing 2 tennis 3 are good at roller skating

4 isn't good at basketball

Optional activity

- Tell the children to write three sentences about things they are good at and three sentences about things they are not good at. Invite them to read their sentences to the class.

Unit 1 Lesson 4 SB page 7

Language practice

Topics

Adjectives; Comparatives

Functions

Matching adjectives with their opposites; Using comparative forms of adjectives; Completing a speaking activity

Grammar

Comparative adjectives

Vocabulary

See the wordlist on pages 112–113 of the Student's Book

Movers practice

The *Language practice* section will help to prepare learners for all parts of the Movers Test

Equipment

Speaking activity photocopiable 121

Warmer

- Play a game to warm the class up and revise the vocabulary learnt so far.
- Write the following headings on the board: *Clothes, Colours, Actions*.
- Divide the class into two teams. Invite a child from Team A to come to the board. Say a word from Unit 1 and ask the child to point to the correct heading on the board. Ask the child to say, spell, then write the word down.
- Repeat with children from each team in turn and award one point for each correct answer.

Lead-in

- Ask the class to say the adjectives they can remember. Write their suggestions on the board.
- Tell the class to look at the adjectives on the board and see if they can find any pairs of opposites, e.g. *big – small, old – young, hot – cold*.

1 Write the opposites.

- Ask the children to look at the pictures and say what adjective each picture represents.
- Read out the words in the box. Tell the children that they need to copy the words from the box and write them under the correct pictures. Remind the class to check their spelling carefully when they have copied the words.
- Allow the children time to complete the activity in their books, then invite children around the class to say, then spell, the words for each picture.

ANSWERS

1 big 2 short 3 young 4 long

Optional activity

- Divide the class into two teams.
- Write an adjective on the board (e.g. *big / small / tall / short / long / old / young / new / good / bad / clean / dirty / beautiful / ugly / happy / sad*).
- Invite a child from Team A to come to the board and write the opposite adjective.
- Repeat with children from each team in turn, using a different adjective each time.
- Award one point for each correct opposite.

MOVERS TIP In Part 1 of the Movers Speaking Test, learners will need to recognize and describe differences between two pictures. Some of these differences may be related to size and appearance, etc, so it will be useful for learners to be confident about using comparative forms of adjectives.

2 Look and write.

- Point to the pictures and ask questions, e.g. *Who is taller / shorter / older / younger? Which book is bigger / smaller? Ask children around the class to answer.*
- Read out the words in the box and tell the class that these are comparative forms.
- Remind the children how we form comparative forms. Write the following examples on the board: *old – older, big – bigger, nice – nicer, happy – happier*. Focus on the spelling of the comparative endings.
- Show the class the incomplete sentences. Read out the first example and show the class how we use *than* when we compare two people or things.
- Ask the class to complete the second sentence orally, then write the completed sentence on the board.
- Tell the class to look at the pictures and complete the rest of the sentences in their books, using the comparative adjectives in the box.
- Invite children to read out the completed sentences.

ANSWERS

- 1 is shorter than; is taller than
- 2 is younger than; is older than the man
- 3 is bigger than; The red book is smaller than the green book.

3 Do the speaking activity. TB page 121

- Point to the picture of Daisy and Jack and read out the example exchange.
- Give out one worksheet to each pair of children, cut up into separate cards. The cards are mixed up face down on the table. Each player takes a card and they look at it. Whoever gets the oldest child wins a point, and whoever gets the tallest child wins a point, so one player may get two points, or they may get one point each. Where the children on the cards are the same age, there is only one point awarded, i.e. for the tallest child.
- The children return the cards to the table, shuffle them thoroughly, and repeat. You can set a time limit. When the time is up, the winner is the one with the most points.
- Invite some pairs of children to act out the speaking activity in front of the class.

Unit 1 Lesson 5 SB page 8

Language practice

Topics

Adjectives; Superlatives

Functions

Completing gapped texts about pictures; Using superlative forms of adjectives; Completing a reading and writing activity

Grammar

Superlative adjectives

Vocabulary

See the wordlist on pages 112–113 of the Student's Book

Movers practice

The *Language practice* section will help to prepare learners for all parts of the Movers Test

Equipment

⑦ 7; Reading & writing activity photocopiable 121

Warmer

- Play a team game to warm the class up and revise the vocabulary learnt so far.
- Divide the class into two teams. Say a word from Unit 1 (a colour, an action or an item of clothing) to a child from Team A. Ask the child to make a sentence with the word.
- Repeat with children from each team in turn and award one point for each correct sentence.

Lead-in

- Revise superlative forms with the class. Write the following examples on the board: *old – older – oldest, big – bigger – biggest, nice – nicer – nicest, happy – happier – happiest*. Focus on the spelling of the superlative endings.
- Write known adjectives on the board and invite children around the class to come to the board and write the comparative and superlative forms.
- Ask the rest of the class to say whether the comparative and superlative forms are spelt correctly.

1 Write the colours. Listen and check. ⑦ 7

- Ask children to look at the pictures and say what colour each item is and which items are the *longest / shortest / tallest / shortest / smallest / biggest*.
- Focus attention on the gapped texts under each picture. Tell the children that they need to read the texts, look at the pictures and complete the texts with the correct colours.
- Allow the children time to complete the activity in their books.
- Play the recording for the children to listen and check their answers, then invite children around the class to read out their completed texts.

ANSWERS

See transcript below.

Transcript ⑦ 7

- 1 The orange scarf is longer than the grey scarf, but the purple scarf is the longest.
- 2 The yellow tree is taller than the red tree, but the green tree is the tallest.
- 3 The blue flower is smaller than the white flower, but the pink flower is the smallest.

Optional activity

- Divide the class into two teams.
- Write an incorrect sentence on the board, e.g. *Dogs are biggest than mice. / John is the taller boy in the class.*
- Invite a child from Team A to come to the board and correct the sentence.
- Repeat with children from each team in turn, using a different sentence each time.
- Award one point for each corrected sentence. The team with the most points wins.

2 Look at the cards and write. TB page 121

- Hand out copies of the photocopiable activity (one complete copy for each child).
- Ask questions about the pictures and elicit answers from children around the class.
- Allow the children to complete the sentences in their books.
- Invite children around the class to read out their completed sentences.

ANSWERS

1 Ben 2 Bill 3 May 4 Kim 5 Nick 6 Pat

MOVERS TIP: In Part 6 of the Movers Reading and Writing Test, remind learners that they need to read the questions carefully to find the correct answer. For example, if the question is *What is the girl in the black skirt doing?*, learners must use the information about her clothes to identify the correct girl in the picture.

3 Find and circle. Write yes or no.

- Point to the picture and ask the children to say what or who they can see and what the people are doing.
- Show the class the questions at the side of the picture. Tell them that they need to read the questions, look at the picture and try to find the people. They should circle the people that they can find. Then, if they can find the person being described, they should write *yes*. If not, they should write *no*.
- Move around the classroom as the children complete the activity and help if necessary.
- Ask the questions to children around the class. Invite them to answer *yes* or *no* and to point to the correct people in the pictures if the answer is *yes*.

ANSWERS

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

Movers practice test (8 pages 9, 10 & 11)

Listening, Part 1

Lead-in

- Revise actions by playing a game of *Simon Says*, using the actions from Unit 1.
- Give instructions to the class, for example *Simon says walk / dance / climb a tree / skate*.
- Tell the class that they should only do the action if you say *Simon says* before it.
- If a child does the action when you did not say *Simon says*, they are out of the game. The last child left wins the game.

MOVERS TIP: In Movers Listening Part 1, teach learners that they can listen and number the people in the picture the first time they listen, then draw lines when they are sure about their answers (on the second listening).

Listen and draw lines. There is one example. ⑧ 8

- Ask the children to look at the picture. Ask *What can you see? Where is he/she? What's he/she doing?* Elicit answers from children around the class.
- Focus attention on the example. Play the first part of the recording while the children look at the example in their books. Tell the children that they should draw lines to match the names to the people, as in the example.
- Play the track twice for the children to complete the test.

ANSWERS

See transcript below.

Transcript ⑧ 8

Man: Excuse me. What are you all doing?

Girl: We're playing! Can you see my friend Paul?

Man: Is he playing football?

Girl: No, he's playing tennis. He's got brown hair.

Man: Oh yes, I can see him.

Presenter: Can you see the line? This is an example. Now you listen and draw lines.

1 Girl: Those girls are my friends too.

Man: Which girls?

Girl: The ones who are sitting under the tree.

Man: Who's the girl with a red scarf?

Girl: Oh, that's Mary.

2 Girl: And that's my brother – Jim. Look, he's skipping.

Man: Is he wearing a sweater?

Girl: No, he's wearing a pair of black trousers, and a blue T-shirt.

3 Man: Which one is Fred?

Girl: He's the boy who's climbing.

Man: Is he wearing glasses?

Girl: Yes, that's right.

Man: Oh yes, I can see him.

4 Girl: My sister Jane is here too!

Man: Is she? What's she wearing?

Girl: She's wearing a yellow dress.

Man: Oh yes. She's very tall!

Girl: Yes, she's taller than me.

5 Man: Who's the girl with black hair?

Girl: Where?

Man: She's roller skating with a boy. She's very good at roller skating!

Girl: Oh yes, that's Sally. She's my friend too.

Optional activity

- Play a memory game. Tell the children to look at the picture in the listening test for one minute and think about what they can see and what the people are doing in the picture.
- The children close their books. Say true or false sentences about the picture. For example *Two boys are skipping. / Two girls are playing tennis*. Invite children to answer *Yes* or *No* from memory.
- Repeat with other children around the class. Alternatively, you could play this as a game in two teams, awarding one point for each correct answer.

Reading & Writing, Part 6

Lead-in

- Point to the picture in the listening test on page 9 and say true or false sentences, e.g. *Two boys are sitting under the tree / One boy is climbing*.
- Ask children around the class to say *Yes* if a sentence is correct and *No* if a sentence is incorrect. Ask the children to correct the false sentences.

MOVERS TIP: Teach learners to look carefully at the picture in Part 6 of the Movers Reading and Writing Test. Remind them that they have to look carefully at what all of the people, animals and things are doing.

Look and read and write.

- Tell the children to look at the example sentence and question. Point to the picture and read out the sentence and question. Ask the children to complete the sentence with the correct word and to answer the question.
- Show the class the example answers. Explain that sometimes the questions have several possible answers and that children need to choose just one.
- Tell the children to look at the picture, then complete the sentences (questions 1 and 2), answer the questions (questions 3 and 4), and then write two new sentences about the picture.
- Allow the children time to complete the test in their books.
- Check answers by reading out questions 1–4 and asking children to say the missing word or the answer.
- Ask children around the class to share their sentences for questions 5 and 6.

ANSWERS

1 black 2 boat 3 fishing / holding a net 4 three
5 Children's own answers 6 Children's own answers

Optional activity

- Ask the children to write five questions about the picture in the Reading and Writing Test, e.g. *How many dogs are there? What colour is the car? Who is fishing?*
- Divide the class into two teams. Children from each team in turn ask one of their questions for the other team to answer. The children can look at the picture and answer, or try to answer from memory.
- Award one point for each correct answer. The team with the most points wins.

Listening, Part 5

Lead-in

- Revise the words for clothes by looking at the picture on page 4 of the Student's Book, activity 2.
- Ask questions to children around the class, for example *What colour is the coat? Are the shoes blue?*

MOVERS TIP In Movers Listening Part 5, ensure learners understand that they are not being tested on their ability to draw or colour accurately. As long as they have used the correct colours on the correct objects and have drawn a very basic object in the correct place, they will not lose marks.

Listen and colour and write. There is one example. 9

- Ask children to look at the picture and say what objects or items of clothing they can see.
- Tell the children to take out their coloured pencils. Say *Show me (green)*. The children hold up the correct colours.
- Focus attention on the example. Play the first part of the recording while the children look at the example in their books.
- Tell the children that they should listen, find the correct items in the picture, then colour them, as in the example. Tell them that they will also need to write a word in the picture.
- Play the recording twice for the children to complete the test.
- Check the answers as a class. Ask *What colour is the (girl's scarf)?*

ANSWERS

See transcript below.

Transcript 9

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

Boy I like this picture!

Woman Can you see the boy?

Boy The one who's eating an apple?

Woman That's right. Colour the apple green, please.

Boy OK.

Presenter Can you see the green apple? This is an example. Now you listen and colour and write.

1 **Woman** Now, can you see the girl?

Boy Yes, I can. She's wearing a scarf.

Woman Can you colour her scarf pink?

Boy All right.

2 **Woman** Do you want to write something now?

Boy Yes please.

Woman Can you see the boy's T-shirt?

Boy Yes.

Woman Write the word 'HELLO' on it.

Boy I'm writing it now.

Woman That's very good.

3 **Boy** What can I colour now?

Woman You can colour the girl's bag.

Boy Can I colour it purple?

Woman That's a good idea.

4 **Boy** Shall I colour the boy's shoes?

Woman OK! Can you colour them brown?

Boy Yes. I'm colouring them now.

Woman Well done.

5 **Woman** One last thing. What do you want to colour now?

Boy I'd like to colour the flower.

Woman Which one?

Boy The one that's next to the girl.

Woman All right – what colour?

Boy My favourite colour is red.

Woman That's a good colour for the flower.

Optional activity

- Play a memory game. Tell the children to look at the picture in the listening test for one minute and think about what colour each item is.
- The children close their books. Ask *What colour is the (apple)? Is (the flower) blue?* Invite a child to answer from memory.
- Repeat with other children around the class. Alternatively, you could play this as a game in two teams, awarding one point for each correct answer.

2 A busy week

Lesson 1 SB page 12

Words

Topics

Daily activities

Functions

Identifying daily activities; Matching verb-noun phrases

Grammar

Present simple

Vocabulary

See the wordlist on page 113 of the Student's Book

Movers practice

Reading and Writing, Parts 3, 4 & 5

Warmer

- Play a memory game to warm the class up and revise the words from Unit 1.
- Ask children to tell you what actions they can remember from the previous unit. Write the words they say on the board.
- Tell the class to look at the words for one minute (or less), then close their eyes. Erase two or three of the words from the board.
- Tell the class to open their eyes and say which words are missing. You can repeat the game a few times, erasing different words each time.
- Repeat with the words for clothes and colours from Unit 1.

Lead-in

- Point to the picture of Jack and read out the speech bubble.
- Tell the children that they are going to think about daily activities in this lesson.
- Ask children around the class to say what things they do every day, every week, or every weekend.

MOVERS TIP: In the Movers Reading and Writing Test, learners will often be tested on verb-noun combinations. Make sure that your learners are confident about, and familiar with, verb-noun combinations for everyday activities.

1 Write the words.

- Ask the children to look at the pictures.
- Read out the words in the box and ask the children to point to the correct pictures.
- Show the class the incomplete phrases below the pictures and explain that they need to complete the phrases with the correct nouns from the box.

- Allow the children time to complete the activity in their books. Tell them to copy the words exactly and check that they have spelt each word correctly.
- Check answers by pointing to the pictures and asking the children to say the completed phrases.

ANSWERS

1 shopping 2 homework 3 drive 4 walk 5 swim
6 ride 7 film, DVD 8 music, CD 9 website

Optional activity

- Say an open-ended sentence, e.g. *Let's go for a ...* and mime an activity from activity 1 e.g. *swim*.
- Ask a child to complete the sentence by saying the correct word.
- Repeat with other sentences and actions, and other children around the class.
- Alternatively, you can play this as a game in two teams.

2 Write the verbs.

- Point to the pictures and ask the children to say what they think the people are doing in each picture.
- Read out the words in the box and ask the children to point to the correct pictures.
- Focus attention on the gapped phrases next to the pictures. Tell the class that they need to write the correct words from the box to complete the phrases.
- Move around the class as the children complete the activity. Help if necessary.
- Invite children around the class to read out the completed phrases.

ANSWERS

1 text 2 call 3 email 4 cook 5 sail 6 wash

Optional activity

- Play a memory game. Say *On (Saturdays), I text my friend*.
- Invite a child to add another activity to the list, e.g. *On Saturdays, I text my friend and go for a swim*.
- Continue with other children repeating the sentence and each time adding a further activity to the list.
- If a child forgets the list or can't add an activity to it, they are out of the game. The last child left in the game is the winner.
- You can repeat the game, changing the day of the week each time.

Unit 2 Lesson 2 SB page 13

Reading & speaking

Topics

Daily activities

Functions

Identifying daily activities; Completing a reading puzzle;
Writing and speaking about your likes / routines

Grammar

Present simple; like + -ing forms

Vocabulary

See the wordlist on page 113 of the Student's Book

Movers practice

Reading and Writing (all parts), Speaking Part 4

Equipment

⑩ 10

Warmer

- Play a game of *Simon Says* to warm the class up and revise the activities from the previous lesson.
- Give instructions to the class, for example *Simon says go for a drive / go for a swim / text your friend / wash the car.*
- Tell the class that they should only do the action if you say *Simon says* before it.
- If a child does the action when you did not say *Simon says*, they are out of the game. The last child left in the game is the winner.

Lead-in

- Tell the children to look at the pictures in the Student's Book, page 12, activity 1.
- Say sentences about the pictures, e.g. *She's going for a walk. She's watching a film.*
- Invite children around the class to say the correct numbers.

1 Look, read and answer the questions.

- Ask children to look at the pictures in the table and name the activities.
- Read out the names of the boys at the top of the table.
- Show the class the descriptions next to the table. Explain that they need to read the descriptions, look at the table and find the right boy, then write the correct names.
- Allow the children time to complete the activity in their books. Move around the class as the children work and help if necessary.
- Check answers by reading out the descriptions and asking children to say the correct names.

ANSWERS

1 Jim 2 Peter 3 Paul 4 Fred

Optional activity

- Make up more descriptions about the boys in the table, e.g. *He likes cooking dinner and he likes washing the car. He doesn't like calling his friends.* Ask children around the class to say the correct names.
- You can play this as a game in two teams if you like.

2 Write about you.

- Ask questions to children around the class about the activities in activity 1. For example, *Do you like (cooking / making things / emailing your friends)?* Encourage the children to give short answers (*Yes, I do. / No, I don't.*)
- Tell the children to choose two activities from the table in activity 1 which they like doing, and two activities which they don't like doing, then complete the text in activity 2.
- Move around the class as the children complete the text in their books.

MOVERS TIP

In Part 4 of the Movers Speaking Test, learners will need to be able to answer questions about themselves, their families and friends, their homes, their school, free-time activities and their likes and dislikes. Make sure you give your learners the chance to personalize any new language and become confident at talking about themselves.

3 Listen and circle. ⑩ 10 Ask and answer.

- Read out the questions. Point to the answer options and tell the class that they need to listen and circle the correct answers.
- Play the recording for the children to listen and circle the correct answers in their books.
- Check answers by asking the questions and inviting children around the class to answer.

ANSWERS

1 yes 2 dad 3 no 4 every week

- Tell the children to practise asking and answering the questions. Tell them that they can use the answers in their books or answer about themselves.
- Invite pairs of children to act out their questions and answers for the class.

Transcript ⑩ 10

Adult Can I ask you some questions, please?

Child All right!

Adult Here's the first one. Do you like shopping?

Child Yes, I do. I go shopping every week with my mum.

Adult Who cooks dinner in your house?

Child My dad. My mum doesn't like cooking.

Adult Do you like making things?

Child No, I don't. I love painting, but I don't like making things.

Adult And this is the last question. How often do you go swimming?

Child I go every week. Swimming is my favourite sport.

Adult Great. Thank you!

Unit 2 Lesson 3 SB page 14

Story

Topics

Daily activities; Likes and dislikes; Days of the week

Functions

Understanding and acting out a story; Writing the days of the week; Asking and answering about the days of the week

Grammar

Present simple; Present continuous; *like + -ing forms*

Vocabulary

See the wordlist on page 113 of the Student's Book

Movers practice

Reading and Writing (all parts), Speaking Part 4

Equipment

11

Warmer

- Mime an activity from Lessons 1 and 2. Ask *What am I doing?*
- The children should guess by making complete sentences, e.g. *You're writing an email. / You're cooking dinner / You're washing the car.*
- The first child to guess the action correctly can take a turn to mime an activity for the rest of the class.
- You can play this as a game in two teams if you like, with children from each team in turn miming an activity for the other team.

Lead-in

- Play a game in two teams.
- Write a phrase from Lesson 1 in its base form on the board, e.g. *wash the car / cook dinner / text my friends / go for a swim.*
- Draw a smiley face or a sad face next to the phrase.
- Invite a child from Team A to make a sentence using the prompt on the board, e.g. *I like / don't like cooking dinner.*
- Repeat with children from each team in turn, using different prompts each time.
- Award one point for each correct sentence. The team with the most points wins.

1 Listen and read. Then act. 11

- Ask children to look at the pictures in the story. Ask *What's this? Who's this? Where are Jack and Daisy?* about each picture.
- Play the recording for the children to listen and follow the story in their books.
- Play the recording again, pausing after each line for the children to listen and repeat, first chorally, then individually.

- Divide the class into groups of three and allow the children time to practise acting out the story.
- Invite groups of children to act out the story for the class.

Optional activity

- Play a memory game. Tell the class to look at the story for one minute and try to remember the lines.
- Tell the class to close their books.
- Divide the class into two teams.
- Ask a child from Team A to say the first line. Ask a child from Team B to say the second line, and so on.
- If a child can't remember the next line, play passes to the other team. Award one point for each correct line.

MOVERS TIP: Make sure that learners are familiar with the English words for days of the week.

2 Find and circle. Write the days of the week and answer the question.

- Show the class the word snake and tell them that the seven days of the week are hidden in the string of letters. Explain that there are also some extra letters in the word snake.
- Allow the children time to circle the words in the word snake and write the days of the week in the list. Remind the children to check that they have copied all the letters and spelt the days of the week correctly.
- Invite children around the class to say the days of the week in order, then ask some children to spell the days of the week.
- Show the class the question next to the list. Tell them to think about what day it is today and complete the answer.
- Invite children to ask and answer the question in pairs.

ANSWERS

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Optional activity

- Ask the children to write or say sentences about what they do on each day of the week. For example, *On Mondays, I email my friends. On Tuesdays, I go for a swim.*

Unit 2 Lesson 4 SB page 15

Language practice

Topics

Routines

Functions

Completing a speaking activity; Using adverbs of frequency; Describing routines

Grammar

Present simple; Adverbs of frequency

Vocabulary

See the wordlist on page 113 of the Student's Book

Movers practice

The *Language practice* section will help to prepare learners for all parts of the Movers Test

Equipment

⑩ 12; Speaking activity photocopiable 122 and 123

Warmer

- Revise the vocabulary learnt so far by playing *Odd One Out*.
- Write three words from one vocabulary set (Clothes, Actions, Colours, Daily activities) and one word from a different vocabulary set on the board (in any order).
- Ask a child to say which word is the odd one out and why.
- Repeat with other children and other sets of words.
- You can play this as a game in two teams if you like.

Lead-in

- Ask children around the class questions about what they do on each day of the week. For example, *Do you (watch DVDs) on (Fridays)?*

1 Do the speaking activity. TB page 122–123.

- Point to the picture of Daisy and Jack and read out the example exchange.
- Put the children into pairs, A and B, and give out the relevant worksheet to each child.
- The children take turns to answer questions about when their character does each activity, and to ask questions in order to complete their table.
- Act out a few example exchanges with children around the class, then allow the children to carry out the activity in pairs. Move around the classroom as the children work and help if necessary.
- Invite some pairs of children to act out the speaking activity in front of the class.

2 Write these adverbs in your own language. Circle the adverbs that are in the story on page 14.

- Ask children to look at the adverbs and the shaded circles. Explain that *never* means that we don't do an activity at all, *sometimes* means that we do an activity now and then, *often* means that we do an activity a lot, but not all the

time and *always* means that we do an activity all the time, every day, every week or every month.

- Tell the children to write the words for the adverbs in their own language, then circle the adverbs which appear in the story on page 14.
- Allow the children time to complete the activity in their books, then invite children around the class to read out their answers.

ANSWERS

'always' and 'often' appear in the story.

Optional activity

- Ask questions to children around the class. For example, *How often do you (listen to CDs)?*
- Encourage the children to answer using one of the adverbs in activity 2, e.g. *I always / sometimes / often / never listen to CDs.*

MOVERS TIP: Remind learners that in the Movers Listening Test, they may hear distractors: items or activities mentioned even though they are not the correct answer. Teach learners to listen carefully for distractors and make sure they choose the correct answers.

3 Listen. Tick (✓) three things that Jack does at the weekend. ⑩ 12

- Point to the pictures and ask the children to say what Jack is doing in each picture.
- Tell the children to listen and tick the things which Jack does at the weekend.
- Play the recording twice for the class to complete the activity, then check answers by asking children to make sentences about what Jack does or doesn't do at the weekend.

ANSWERS

Ticked pictures: do homework, play football, go for a walk

Transcript ⑩ 12

Woman What do you do on Saturdays, Jack?

Jack Well, I always play football.

Woman When do you play?

Jack In the morning.

Woman And what do you do after football? Do you go shopping?

Jack No, I never go shopping on Saturdays.

Woman What do you do, then?

Jack I sometimes go for a walk, with my dad. Then I do my homework.

Woman Always?

Jack Yes, I always do my homework on Saturdays!

4 Write four true sentences about you.

- Point to the pictures in activity 3 and ask children around the class which activities they do at the weekend, e.g. *Do you play football / go for a walk / go shopping / do your homework on Saturdays / Sundays?*
- Show the class how to use the boxes to make sentences.
- Practise making different sentences orally, then ask children to write down four sentences about themselves.
- Invite children to read out their sentences to the class.

Unit 2 Lesson 5 SB page 16

Language practice

Topics

Offers; Appearances; Likes and dislikes

Functions

Making, accepting and refusing offers; Completing a gapped text (chant); Describing appearances; Talking about likes / dislikes

Grammar

Shall I ...?; *have got*; Present simple; *like + -ing* forms

Vocabulary

See the wordlist on page 113 of the Student's Book

Movers practice

The *Language practice* section will help to prepare learners for all parts of the Movers Test

Equipment

⑩ 13

Warmer

- Play a game to warm the class up and revise the vocabulary learnt so far.
- Divide the class into two teams. Say a word from Unit 2 (a daily activity or an adverb of frequency) to a child from Team A. Ask the child to make a sentence with the word.
- Repeat with children from each team in turn and award one point for each correct sentence.

Lead-in

- Revise describing appearances with the class. Describe a child in the class without saying the child's name. The children try to guess who you are describing.
- If you like, you can play this as a game in two teams, describing a child to each team in turn.

1 Read the questions and the answers. Draw lines.

- Write the following exchange on the board:
Shall I wash the car?
Yes, please. No, thanks.
- Tell the class that we use *Shall ...* to make offers and that we use *Yes, please* or *No, thanks* to accept or refuse an offer.
- Ask the class to look at the story on page 14 and find examples of making, accepting or refusing offers.
- Focus attention on the questions and answers in activity 1. Tell the children to draw lines to match the questions to the answers.
- Allow the children time to complete the activity in their books, then invite pairs of children to read out the questions and answers for the class.

ANSWERS

1 d 2 a 3 c 4 b

Optional activity

- Divide the class into two teams.
- Write a prompt on the board, e.g. *wash the car, cook dinner, tidy your room, draw a picture, wash your bike, clean the floor, wash the clothes, make a cake*. Draw a tick or a cross next to the prompt.
- Ask a pair of children from Team A to act out a question and answer, for example:
A *Shall I wash the car?*
B *Yes, please.*
- Repeat with pairs of children from each team in turn, using a different prompt each time.
- Award one point for each correct exchange. The team with the most points wins.

MOVERS TIP In Part 3 of the Movers Reading and Writing Test, remind learners to read the whole text to get a general idea of what it is about before trying to complete the first gap.

2 Complete the rhyme. Listen and say. ⑩ 13

- Show the class the words in the box.
- Read out the gapped rhyme, then read out each line again and ask the children to say which word they think completes each gap.
- Tell the children to complete the rhyme with the missing words in their books.
- Play the recording for the children to listen and check their answers. Then play the recording again for the children to listen and say the rhyme.
- Invite children around the class to read out the rhyme.

ANSWERS

1 brown 2 blue 3 you 4 like 5 about
6 skating 7 too

Movers practice test (B pages 17, 18 & 19)

Reading & Writing, Part 2

Lead-in

- Practise short answers with the class. Ask questions using a variety of forms and invite children around the class to give short answers. For example, you can ask: *Is it sunny today? Can you swim? Do you like cooking? Have you got brown hair? Shall I draw a picture? Are you reading? Would you like to go shopping tomorrow?*

MOVERS TIP: In Part 2 of the Movers Reading and Writing Test, remind learners to read all the options before choosing the most appropriate answer.

Read the text and choose the best answer. Paul is talking to his friend, Fred.

- Tell the children to look at the pictures and say what they can see.
- Explain to the class that Paul is talking to his friend Fred and that they need to choose the things Fred says from three options.
- Show the class the example. Tell the class to look at the three options and say why B is the correct answer.
- Tell the children to read the remaining questions and choose the best answers.
- Allow the children time to complete the test in their books.
- Check answers by reading out the questions and asking children around the class to read out the correct responses.

ANSWERS:

1 B 2 A 3 C 4 A 5 C 6 B

Optional activity

- Ask the children to write five questions for their partner. Tell them that their partner needs to be able to give a short answer to each question.
- The children can then swap questions and write short answers to their partners' questions.

Listening, Part 4

Lead-in

- Revise different question and answer forms with the class.

MOVERS TIP: Remind learners to listen carefully, because they may hear all three pictures mentioned, but only one will be the correct answer.

Listen and tick (✓) the box. There is one example. 14

- Ask the children to look at the pictures. Ask them to say what they can see, where the people / items are and what the people are doing.

- Focus attention on the example. Play the first part of the recording while the children look at the example in their books.
- Tell the children that they should listen, choose the correct picture, then put a tick in the box next to the correct picture, as in the example.
- Play the recording twice for the children to complete the test.
- Check the answers as a class. Ask the questions and invite the children to answer with the correct letters.

ANSWERS:

1 C 2 A 3 B 4 C

Transcript 14

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

Man Do you live in a house or a flat, Lily?

Lily In a flat.

Man Right. Is it on the ground floor?

Lily No, it's on the second floor.

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

1 **Man** And who do you live with?

Lily I live with my mum and my dad.

Man Have you got any sisters?

Lily No, I haven't. But I've got a brother. He's younger than me.

2 **Man** Do you often go to the park, Lily?

Lily Yes, I do! I like going there at the weekend.

Man What do you do in the park?

Lily Sometimes I climb trees, and sometimes I skip.

Man Do you play tennis?

Lily No, I never play tennis.

3 **Man** Who do you go to the park with?

Lily I go with my friend Jane.

Man Has Jane got black hair?

Lily No, she hasn't. She's got brown hair.

Man And what colour are her eyes?

Lily They're blue.

4 **Man** What do you do in the evenings?

Lily First, I do my homework.

Man And then?

Lily Well, I often text my friends.

Man Do you sometimes email them?

Lily No, I don't like writing emails.

Optional activity

- Ask the children questions about the pictures in the Listening Test. For example, *Does Lily live in a house? Has she got a brother? Does Lily play tennis in the park? What colour eyes has Jane got? Does Lily like texting her friends?* Invite children around the class to look at their books and answer.
- You could play this as a game in two teams, awarding one point for each correct answer.

Reading & Writing, Part 4

Lead-in

- Point to the picture and the title. Ask children around the class to say what they do / like doing at the weekend. Ask questions to children around the class, e.g. *Do you (play football) at the weekend? Do you like (writing emails) at the weekend?*

MOVERS TIP! In Part 4 of the Movers Reading and Writing Test, remind learners to think about what kind of word (noun, verb, adverb, adjective, preposition, etc) fits each gap.

Read the text and the example. Choose the right words and write them on the lines.

- Ask the children to look at the picture. Explain that they are going to read a text about weekends. Remind the children to read the whole text before they start trying to fill in the gaps.
- Ask the children to read the example sentence and all of the possible answers. Ask them to think about why *at* is the best answer.
- Ask the children to read the rest of the text and choose the best answers. Explain to the children that they must copy the words onto the lines, and that they must spell the words correctly. Tell the children to copy the words exactly and not add anything extra. Remind them to read all of the possible answers, even if they think they have found the right one before they have looked at them all.
- Ask the children to compare their answers with a partner and make any necessary changes.
- Check the answers as a class.

ANSWERS

1 do 2 playing 3 to 4 or 5 aren't

Optional activity

- Ask the children to write five sentences about what they do / like doing at the weekend.
- The children can write their sentences in their notebooks, then read them out to the class.

3 In the town

Lesson 1 SB page 20

Words

Topics

Places in a town

Functions

Identifying places in a town; Using prepositions of place

Grammar

Present simple; Prepositions of place

Vocabulary

See the wordlist on pages 113–114 of the Student's Book

Movers practice

Reading and Writing Parts 3, 4 & 5

Warmer

- Play a game of *Hangman* to warm the class up and revise the phrases for daily activities.
- Divide the class into two teams. Draw a line for each letter in your chosen phrase on the board.
- Invite children from each team in turn to guess one of the missing letters. If the team correctly guesses a missing letter, write the letter on the correct line(s) on the board. If the team guesses a letter which is not in the phrase, draw the first part of a simple picture (a flower with five petals, a stem and two leaves / a house with three windows, a door and a chimney).
- If a team guesses the phrase before you have completed the picture, award them one point. If not, continue the game with another phrase.

Lead-in

- Tell the children that they are going to think about places in a town in this lesson.
- Ask children around the class to say what words they can remember for places in a town. Write their suggestions on the board.
- Ask children around the class to say what you can find or do in each place on the board.

MOVERS TIP In Part 1 of the Movers Reading and Writing Test, learners will need to copy words. Remind them to copy the whole word, to copy the word exactly and not to add anything extra.

1 Look and complete the crossword. Find the word.

- Ask children to look at the pictures and say what places they can see.
- Read out the words in the box and ask the children to point to the correct pictures.

- Allow the children time to look at the pictures and complete the crossword in their books. Remind them to check that they have copied the words from the box correctly and that they have written one letter in each square in the crossword grid.
- While they are working, copy the crossword grid onto the board. Invite children to come to the board and fill in the words in the crossword.
- Show the class the word running down the crossword (13). Ask them to say the word, then write it in their books to complete the answer to the question below the crossword.

ANSWERS

1 hospital 2 supermarket 3 playground 4 town
5 funfair 6 bus station 7 circus 8 square
9 train station 10 market 11 car park
12 shopping centre 13 sports centre

Optional activity

- Say sentences to children around the class, e.g. *You can get a bus here. / You can see a clown here. / You can buy fruit and vegetables here.* Ask the children to say the correct places (there may be more than one answer, but any answer that makes sense is acceptable).
- Repeat with other sentences and actions, and other children around the class.
- Alternatively, you can play this as a game in two teams.

2 Write the prepositions.

- Point to the pictures and ask the children to say who or what they can see and where the people are in each picture.
- Read out the words in the box and ask the children to point to the correct pictures.
- Focus attention on the gapped sentences under the pictures. Tell the class that they need to write the correct words from the box to complete the sentences.
- Move around the class as the children complete the activity. Help if necessary.
- Invite children around the class to read out the completed sentences.

ANSWERS

1 below 2 above 3 near 4 opposite

Optional activity

- Revise prepositions of place by placing two small objects (e.g. two pens, two pencils, two rubbers) in two different positions – in / on / next to / behind / in front of / under a larger object, such as a bag, box or pencil case.
- Invite children to find the correct small object. Say *Find the pen (next to) the (box).* The child should pick up the correct small object.
- You can play this as a game in two teams if you like.

Unit 3 Lesson 2 SB page 21

Reading & speaking

Topics

Places in a town

Functions

Identifying places in a town; Asking about the location of objects / places in a town; Asking and answering about your town

Grammar

Present simple; Prepositions of place

Vocabulary

See the wordlist on pages 113–114 of the Student's Book

Movers practice

Reading and Writing (all parts), Listening Part 5, Speaking (all parts)

Equipment

⑩ 15

Warmer

- Play a game of *Bingo* to warm the class up and revise the words from the previous lesson.
- Tell the children to write six words for places in a town in their notebooks.
- Call out the words from Lesson 1 in random order (keep a note of the words which you have called out).
- If a child has the word you call out in their notebooks, they can cross out that word. The first child to cross out all their words wins the game.

Lead-in

- Tell the children to look at the pictures in activity 1, page 20.
- Say sentences about the pictures, e.g. *You can play on the swings here. / You can play basketball here.*
- Invite children around the class to say the correct numbers.

1 Read questions and answers about a town centre. Draw lines.

- Ask the children to look at the picture and say what they can see.
- Focus attention on the questions and answers. Tell the children to look at the picture and draw lines to match the questions to the answers.
- Allow the children time to complete the activity in their books, then invite pairs of children to read out the questions and answers for the class.

ANSWERS

1 c 2 d 3 a 4 b 5 f 6 e

Optional activity

- Say true or false sentences about the picture in activity 1, e.g. *The library is above the café. The park is behind the bus station.*
- Ask children around the class to say *yes* if the sentence is correct or *no* if the sentence is incorrect. Ask the children to correct the false sentences.

2 Read and draw the things in the picture.

- Tell the children that they are going to draw some more things in the picture in activity 1.
- Read out the sentences and ask the children to point to the correct places in the picture.
- Allow the children time to draw the items in the picture, then invite children around the class to show the class their pictures and say where the new items are.

MOVERS TIP Thinking about where objects are in a picture will help to prepare learners for Part 1 of the Movers Speaking Test.

3 Look at the picture. Ask and answer.

- Read out the speech bubbles and ask the children to point to the correct place in the picture in activity 1.
- Tell the children to work in pairs and ask about other places in the picture.
- Invite pairs of children to act out exchanges in front of the class.

4 Listen and circle. ⑩ 15 Ask and answer.

- Read out the questions. Point to the options and tell the class that they need to listen and circle the correct answers.
- Play the recording for the children to listen and circle the correct answers in their books.
- Check answers by asking the questions and inviting children around the class to answer.

ANSWERS

1 yes 2 no 3 Book Fun

- Tell the children to practise asking and answering the questions. Tell them that they can use the answers in their books or answer about themselves.
- Invite pairs of children to act out their dialogues.

Transcript ⑩ 15

Adult Can I ask you some questions, please?

Child Yes, OK.

Adult Is there a library in your town?

Child Yes, there's a big one. I often go there after school.

Adult Do you often go to cafés?

Child No. There aren't any good cafés in our town. But we sometimes buy ice creams in the park!

Adult What's your favourite shop called?

Child Well, I love the toy shop. It's called Tony's Toys.

Adult Is that your favourite shop?

Child No, I like Book Fun best. It's got hundreds of books!

Adult Thank you – that was the last question.

Unit 3 Lesson 3 SB page 22

Story

Topics

Weekend activities

Functions

Understanding and acting out a story; Completing gapped sentences

Grammar

Present simple; Past simple

Vocabulary

See the wordlist on pages 113–114 of the Student's Book

Movers practice

Reading and Writing (all parts)

Equipment

16

MOVERS TIP: Make sure that learners are familiar with the structures and vocabulary commonly used in describing things, such as *You can ...* and *There are ...*. This will help them in Part 1 of the Movers Reading and Writing Test.

Warmer

- Start writing one of the words for places in a town on the board. Write the letters slowly.
- The children should call out the word as soon as they think they know what it is.
- The first child to call out the word should spell the rest of the word, then make a sentence with the word, e.g. *You can see a doctor at the hospital. / There are lots of books in a library.*
- You can play this as a game in two teams if you like, writing words for children from each team in turn and awarding points for correctly spelt words and correct sentences.

Lead-in

- Ask children around the class when their birthdays are, what they did on their last birthdays and what presents they got on their last birthdays.

1 Listen and read. Then act. 16

- Ask children to look at the pictures in the story. Ask *What's this? Who's this? Where are Jack and Daisy? Is Daisy happy?* about each picture.
- Play the recording for the children to listen and follow the story in their books.
- Play the recording again, pausing after each line for the children to listen and repeat, first chorally, then individually.
- Divide the class into pairs and allow the children time to practise acting out the story.
- Invite pairs of children to act out the story for the class.

Optional activity

- Divide the class into two teams. Tell Team A to practise and try to remember Jack's lines and tell Team B to practise and try to remember Daisy's lines.
- Allow the class time to try to memorize the lines of the story.
- Invite a child from each team to come to the front of their class without their books. The children should act out the story as far as they can remember. The rest of the class can follow in their books. When one child forgets a line, another child from their team can come and take their place to continue the story.

2 Look and write. What did Jack do on Saturday?

- Point to the pictures and ask the children to say where Jack is and what he is doing in each picture.
- Show the class the gapped sentences. Tell them that they need to look at the pictures and complete the sentences with the correct words.
- Tell the class that they can use the pictures to find out where Jack was and the words in the box to find out what Jack did in each place.
- Allow the children time to complete the activity in their books. Move around the class as the children work and help if necessary.
- Invite children around the class to read out their completed sentences.

ANSWERS

- 1 library, do his homework 2 toy shop, buy a present
3 café, have a drink 4 park, listen to the band
5 bus station, catch a bus

Optional activity

- Ask the children to write or say sentences about where they went on Saturday and what they did there. Tell them to use the sentences in activity 2 as examples.
- The children can write their sentences in their notebooks, then read their sentences out to the class.

Unit 3 Lesson 4 SB page 23

Language practice

Topics

Weekend activities

Functions

Matching people to activities; Asking and answering about past activities; Completing a speaking activity

Grammar

Past simple

Vocabulary

See the wordlist on pages 113–114 of the Student's Book

Movers practice

The *Language practice* section will help to prepare learners for all parts of the Movers Test

Equipment

Speaking activity photocopiable 124

Warmer

- Play a game to warm the class up and revise the vocabulary learnt so far.
- Write the following headings on the board: *Clothes, Colours, Daily activities, Places in a town.*
- Divide the class into two teams. Invite a child from Team A to come to the board. Say a word from Unit 1 or Unit 2, and ask the child to write it under the correct heading on the board. Ask the child to say, then spell, the word.
- Repeat with children from each team in turn and award one point for each correct answer.

Lead-in

- Ask children around the class questions about what they did last week. For example: *Did you (read a book) on (Monday)?*
- Encourage the children to give short answers (*Yes, I did. / No, I didn't.*).

1 What did they do on Saturday? Look and write the names.

- Ask children to look at the pictures in the table and name the activities.
- Read out the names of the children at the top of the table.
- Show the class the descriptions under the table. Explain that they need to read the descriptions, look at the table and find the right children, then write the correct names.
- Allow the children time to complete the activity in their books. Move around the class as the children work and help if necessary.
- Check answers by reading out the descriptions and asking children to say the correct names.

ANSWERS

1 Clare 2 Zoe 3 Anna

2 Complete the questions and answers.

- Tell the children to read the questions, then look at the table in activity 1 and find and write the answers.
- Allow the children time to complete the activity in their books, then invite children to ask and answer the questions in pairs in front of the class.

ANSWERS

1 town centre 2 went to the supermarket
3 went to the sports centre 4 Pat, Saturday morning

Optional activity

- Tell the children to write four more questions about the people in activity 1 in their notebooks.
- Tell them to use the questions in activity 2 as examples, but to ask about different times and activities.
- The children can then swap questions with a partner and write answers to each others' questions.

3 Do the speaking activity. TB page 124

- Point to the picture of Daisy and Jack and read out the example exchange.
- Hand out copies of the speaking activity (one copy for each pair of children).
- Tell the children to complete the first column with their own answers.
- They then move around the class and ask questions to two other children. They write the names of the children they interview in the second and third columns.
- Invite children to tell the class what they learned about their friends.

Unit 3 Lesson 5 SB page 24

Language practice

Topics

Feelings

Functions

Describing feelings using adjectives; Talking about what we do when we feel a certain way

Grammar

Present simple; Adverbs of frequency

Vocabulary

See the wordlist on pages 113–114 of the Student's Book

Movers practice

The *Language practice* section will help to prepare learners for all parts of the Movers Test

Warmer

- Play a game to warm the class up and revise the vocabulary learnt so far.
- Divide the class into two teams.
- Ask children from each team in turn to name three items from the following vocabulary sets: *Things you can wear, Colours, Daily activities, Places in a town.*
- Award one point for each correct set of words.

Lead-in

- Ask the children to say what words they can think of to describe how people feel. Write their suggestions on the board.
- Ask children around the class *How do you feel today?* and encourage them to answer about themselves.

1 Look at the pictures of Jack and Daisy. Write sentences.

- Read out the words in the box.
- Point to each of the pictures and tell the children that these things happened last week, so we need to use the past tense.
- Ask the children to say how they think Jack and Daisy felt in each picture.
- Show the children the two example sentences. Tell them to look at the pictures and write the rest of the sentences. Remind them to use *was* for one person and *were* for two or more people.
- Allow the children time to complete the activity in their books, then invite children to read out the sentences for the class.

ANSWERS

1 was 2 They; sad 3 She; surprised 4 They; hot
5 He was tired. 6 They were afraid. 7 They were wet.
8 He was cold.

Optional activity

- Divide the class into two teams.
- Mime one of the feelings from activity 1 for a child from Team A. The child says the correct word.
- Repeat with children from each team in turn, awarding one point for each correct word.

MOVERS TIP: In Parts 3 and 5 of the Movers Reading and Writing Test, it will be useful for learners if they understand how pronouns can refer back to names or people. Matching sentence halves is good practice for this.

2 Look, read and draw lines.

- Point to the pictures and ask the children to say how they think the people in the pictures feel.
- Focus attention on the sentence halves. Tell the children to draw lines to match the pictures and the two sets of sentence halves.
- Allow the children time to complete the activity in their books, then invite children to read out the completed sentences for the class.

ANSWERS

- 1 When Daisy hops, her dad laughs.
 - 2 When Daisy's mum is happy, she sometimes cries!
 - 3 When Daisy makes a cake, her sister is happy.
 - 4 When Daisy's brother sees a big dog, he is often afraid.
 - 5 When Daisy listens to her favourite pop star, she always sings.
- Ask different children around the class to talk about what they do when they feel hot / sad / afraid / surprised / tired / cold, etc.

Movers practice test SB pages 25, 26 & 27

Reading & Writing, Part 1

MOVERS TIP: In Part 1 of the Movers Reading and Writing Test, remind learners to copy the whole option and not add anything extra. This means including the article if there is one and not adding one if it is not needed.

Lead-in

- Write eight known words on the board, e.g. *scarf, playground, zoo, text message, shorts, café, hospital, homework*.
- Say a sentence about one of the words to a child in the class, e.g. *This is very long. You can wear it when it's cold outside. / This is a place for children to play. You can play on swings and slides here.* The child should say the correct word from the board.
- Repeat with other children and other sentences. You can play this as a game in two teams if you like.

Look and read. Choose the correct words and write them on the lines.

- Ask the children to look at the pictures. Explain that they are going to read definitions and match them to the pictures by copying the words onto the lines.
- Ask the children to read the example definition and point to the correct picture.
- Ask the children to read the rest of the sentences and write the correct words. Explain to the children that they must spell the words correctly. Tell the children to copy the words exactly and not add anything extra.
- Ask the children to compare their answers with a partner and make any necessary changes.
- Check the answers as a class.

ANSWERS

1 a mouth 2 a library 3 an armchair 4 an ear
5 a supermarket

Optional activity

- Ask the children to think of five words and write a definition for each word without using the words.
- The children can then swap definitions and write the words for their partners' definitions.

Listening, Part 3

Lead-in

- Ask children around the class to say where they went or what they did at the weekend. Encourage the children to give as much detail as possible, e.g. *Who did you go with? I went with my mum.*

MOVERS TIP: In Part 3 of the Movers Listening Test, teach learners that the person will be mentioned first, then the place. Tell learners to look at the pictures on the left while they listen for the person, then look at the pictures on the right while they listen and choose the correct place.

Peter is telling Mrs Green about his family and friends and where they went today. Where did each person go? There is one example. ⑩ 17

- Ask children to look at the pictures. Ask them to say what people they can see in the pictures on the left and what places they can see in the pictures on the right.
- Focus attention on the example. Play the first part of the recording while the children look at the example in their books.
- Tell the children that they should listen, choose the correct place for each person, then write the correct letter for each place in the box next to each person, as in the example.
- Play the recording twice for the children to complete the test.
- Check the answers as a class. Ask *Where is (Charlie's Dad)?* and invite the children to answer.

ANSWERS

his Dad C, his brother H, Jim D, his sister A, Lily F

Transcript ⑩ 17

Presenter Listen and look. There is one example. Peter is telling Mrs Green about his family and friends and where they went today. Where did each person go?

Woman Hi, Peter. What did you do today?

Boy I went to the town with my friend Charlie.

Woman Did you go shopping?

Boy Yes, we did. We went to the supermarket to buy some comics.

Presenter Can you see the letter 'E'? Now you listen and write a letter in each box.

Woman What about your friend Jim? Did he go to the supermarket too?

Boy No, he went to the sports centre. He plays tennis there.

Woman Is he good at tennis?

Boy Yes, he is!

Boy Lily went to the town too.

Woman Who's Lily?

Boy She's my friend too. She went to the shopping centre with her mum.

Woman Does she like shopping?

Boy No, she doesn't!

Woman Have you got any brothers or sisters?

Boy Yes, I've got one brother and one sister.

Woman Where did your brother go today?

Boy Er ... He went to the library. He loves reading books.

Woman And what about your sister?

Boy She went to the playground.
Woman With her friends?
Boy No, she went with my mum. My sister's younger than me. She's three!
Woman Was your dad at the playground too?
Boy No, he wasn't. He was at work.
Woman What time did he go to work?
Boy He went to the train station at six o'clock.
Woman That's early!

Optional activity

- Ask the children to read the text again and write five questions about Grace in their notebooks.
- The children can swap notebooks with a partner, look at the text again and answer their partners' questions.

Optional activity

- Ask the children questions about the people in the Listening Test, e.g. *Was Lily at the library? Where was Charlie's brother?*
- Invite children around the class to look at their books and answer with full sentences.
- Alternatively, you could play a memory game in two teams, asking questions for children from each team in turn to answer with their books closed, and awarding one point for each correct answer.

Reading & Writing, Part 5

Lead-in

- Point to the picture and the title. Ask children around the class to say what they think they will read about in the text.
- Invite children around the class to talk about themselves. Ask them to tell the class all about their house / bedroom / family / favourite things / favourite activities / weekend activities.

MOVES TIP: In Part 5 of the Movers Reading and Writing Test, remind learners that the pictures are there to support the text, but they will not find the answers in the pictures. They will need to read the text carefully to find the answers.

Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words. There are two examples.

- Ask the children to look at the pictures. Explain that they are going to read a text about a girl called Grace. Remind the children to read the whole text before they start trying to complete the sentences.
- Ask the children to read the example sentences and say how many words have been completed in each example. Tell the children that they can use up to three words, but no more.
- Ask the children to read the text and complete the sentences. Allow them time to complete the test in their books.
- Ask the children to compare their answers with a partner and make any necessary changes.
- Check the answers as a class.

ANSWERS

1 smallest 2 emails 3 to the library
 4 birthday 5 play hockey 6 near the park



At home

Lesson 1 SB page 28

Words

Topics

Things in the house; Shapes (*round, square*)

Functions

Identifying things in the house; Finding differently shaped items

Grammar

Present simple

Vocabulary

See the wordlist on pages 114–115 of the Student's Book

Movers practice

Reading and Writing (all parts), Listening, Part 1

Warmer

- Play a memory game to warm the class up and revise the words for places in a town from Unit 3.
- Ask children to tell you what words they can remember for places in a town. Write the words they say on the board.
- Tell the class to look at the words for one minute (or less), then close their eyes. Erase two or three of the words from the board.
- Tell the class to open their eyes and say which words are missing. You can repeat the game a few times, erasing different words each time.
- You can play this as a game in two teams if you like, erasing words for each team in turn.

Lead-in

- Tell the children that they are going to think about things in the house in this lesson.
- Ask children around the class to say what words they can remember for things in the house. Write their suggestions on the board.
- Ask children around the class to say which of the things on the board you can find in the living room / kitchen / bedroom.

MOVERS TIP: Because learners are unlikely to have had much experience in managing their time in exams, it is a good idea to set time limits when the learners are completing a classroom activity. This will help to improve learners' concentration and prevent them from being distracted by other things.

1 Find the things and draw lines.

- Ask children to look at the picture and say what things they can see.

- Read out the words around the picture and ask the children to point to the correct items in the picture.
- Tell the children that they have five minutes to look at the picture, read the words and draw lines to match the words to the items in the picture. Tell them to put up their hands when they have completed the activity.
- Check answers by pointing to the items in the picture and asking children around the class to say the words.

ANSWERS

1 laptop 2 comic 3 bat 4 map of the world
5 blanket 6 helmet 7 cage 8 toothbrush
9 plant 10 toothpaste 11 shower 12 towel

2 Find the shapes and complete the sentences.

- Point to the shapes in the questions. Elicit or explain the meanings of the words *round* and *square*. Ask the children to find all the round items in the picture in activity 1 and say the words. Repeat for the square items in the picture.
- Tell the children to look at the picture and complete the sentences in their books.
- Invite children to read out their completed sentences.

ANSWERS

1 clock 2 mirror

Optional activity

- Play a game of *I Spy*, using objects in the classroom. Instead of saying the beginning letter, tell the children to say *I spy with my little eye ... something round / square*.
- You can play this as a game in two teams if you like, with children from each team in turn 'spying' an item for the other team to guess.

3 Can you name more things in the picture? Write the words.

- Focus attention on the table. Tell the children to look at the picture in activity 1 and find more items, then write the words in the correct columns in the table. They should not use any of the words in activities 1 and 2.
- Tell the children to compare their finished tables with their partner and see who has got the most words. Invite children to read out their lists of items to the class and point to the correct items in the picture.

SUGGESTED ANSWERS

In Jack's bedroom: bed, pillow, picture (car), mouse, CDs, chair, table, TV, lamp, bookcase, books, door

In Jack's bathroom: shelf, cupboard, sink, bath, tap, cup, mat

Optional activity

- Ask the children to write five questions about the picture in activity 1, e.g. *What's on Jack's bed? Where is the cage? What's in front of the bath?*
- Divide the class into two teams. Children from each team in turn ask one of their questions for the other team to answer. The children can look at the picture and answer, or try to answer from memory.

Unit 4 Lesson 2 SB page 29

Reading & speaking

Topics

Things in the house

Functions

Identifying things in the house; Identifying differences between two pictures; Writing and speaking about your house

Grammar

Present simple; *There is / There are, any*

Vocabulary

See the wordlist on pages 114–115 of the Student's Book

Movers practice

Reading and Writing (all parts); Listening Part 4, Speaking (all parts)

Equipment

18

Warmer

- Play a game of *Bingo* with words for things in the house, to warm the class up and revise the words from the previous lesson (see page 33).

Lead-in

- Tell the children to look at the picture in activity 1, page 28.
- Ask questions about the picture, e.g. *Is there a blanket in the bathroom? Are there any CDs in the bedroom?* etc.
- Invite children around the class to give short answers.

1 Read and write A or B.

- Point to the grammar characters and read out the speech bubble and the examples.
- Ask the class questions with *any*, e.g. *Are there any birds in our classroom? Are there any books on the floor?* Ask the children to answer using complete sentences with *any*, e.g. *No, there aren't any birds in our classroom. No, there aren't any books on the floor.*
- Ask the children to look at the pictures and say what they can see in each scene.
- Focus attention on the sentences. Tell the children to read the sentences, look at the pictures and decide which picture each sentence is about, then write *A* or *B*.
- Allow the children time to complete the activity in their books, then read out the sentences and ask children around the class to say the correct letters.

ANSWERS

1 A 2 B 3 B 4 A 5 B 6 A 7 A 8 B 9 B 10 A

MOVERS TIP Practice in identifying differences between pictures will help to prepare learners for Parts 1 and 3 of the Movers Speaking Test.

Optional activity

- Tell the class to work in pairs and play a game of *Spot the Difference*.
- Act out a few exchanges around the class, e.g.
A *In Picture B, there's a lamp.*
B *In Picture A, there isn't a lamp. In Picture A, there's a plant with red flowers.* Then let all the children play the game in pairs.
- Invite pairs of children to act out exchanges for the class.

2 Choose a picture in Activity 1 and play a memory game.

- Read out the speech bubbles and ask the children to point to the pictures in activity 1.
- Tell the children to work in pairs and choose one of the pictures. They should look at the picture for one minute, then close their books and ask and answer questions from memory.
- When the children have run out of questions for their chosen picture, they can repeat the game with the other picture.

3 Complete the sentences about your own bedroom.

- Tell the children to think about their own bedrooms. Ask questions to children around the class, such as *Is there a CD player? / Are there any books in your bedroom?*
- Tell the children to complete the sentences about their bedrooms in their books.
- Invite children around the class to read out their sentences.

4 Listen and circle. 18 Ask and answer.

- Read out the questions. Point to the answer options and tell the class that they need to listen and circle the correct answers.
- Play the recording for the children to listen and circle the correct answers in their books.
- Check answers by asking the questions and inviting children around the class to answer.

ANSWERS

1 flat 2 three 3 yes

- Tell the children to practise asking and answering the questions. Tell them that they can use the answers in their books or answer about themselves.
- Invite pairs of children to act out their questions and answers for the class.

Transcript 18

Adult Please can I ask you some questions?

Child OK.

Adult Do you live in a house or a flat?

Child I live in a flat. It's on the fourth floor.

Adult Right! And how many bedrooms are there?

Child We've got three bedrooms. One for my mum and dad, one for me, and one for my sister.

Adult Do you listen to music in your bedroom?

Child Yes! I've got a lot of CDs. I love music!

Adult That's great. Thank you!

Unit 4 Lesson 3 SB page 30

Story

Topics

Things in the house; Parts of the house

Functions

Understanding and acting out a story; Completing gapped sentences

Grammar

Present simple; Present continuous; Past simple

Vocabulary

See the wordlist on pages 114–115 of the Student's Book

Movers practice

Reading and Writing (all parts); Speaking Parts 1 & 3

Equipment

19

Warmer

- Ask questions about the classroom to practise using *There is / There are* and *any*. For example, *Are there any books on my desk? Are there any flowers in the classroom?*
- Invite children around the class to give short answers.
- You can play this as a game in two teams if you like, asking questions to children from each team in turn and awarding one point for each correct answer.

Lead-in

- Ask children around the class to say what they did yesterday. Ask *Where did you go? / What did you do? / What did you wear? / Who did you see yesterday?*

1 Listen and read. Then act. 19

- Ask children to look at the pictures in the story. Ask *What's this? Who's this? Where is Jack? Where is Jack's mum?* about each picture.
- Play the recording for the children to listen and follow the story in their books.
- Play the recording again, pausing after each line for the children to listen and repeat, first chorally, then individually.
- Divide the class into pairs and allow the children time to practise acting out the story.
- Invite pairs of children to act out the story for the class.

Optional activity

- Divide the class into two teams. Tell Team A to practise and try to remember Jack's lines and tell Team B to practise and try to remember Mum's lines.
- Allow the class time to try to memorize the lines of the story.
- Invite a child from each team to come to the front of their class without their books. The children should act out the story as far as they can remember. The rest of the class can follow in their books. When one child forgets a line, another child from their team can come and take their place to continue the story.

MOVERS TIP Teach learners that there may be different ways of describing differences in the Movers Speaking Test. For example, they could say *The dog is in the garden* or *The dog is outside*.

2 Look and write the colours.

- Show the class the pictures showing *inside, outside, upstairs and downstairs*. Ask the children to say what there is inside / outside their houses and what there is upstairs / downstairs in their houses.
- Point to the picture of the house and garden and ask the children to say what they can see, what colour each item is and where each item is.
- Show the class the gapped sentences. Tell them that they need to look at the picture and complete the sentences with the correct colours.
- Allow the children time to complete the activity in their books, then invite children around the class to read out their completed sentences.

ANSWERS

- 1 brown, red 2 green, white 3 blue, orange
4 purple, yellow

Optional activity

- Tell the children to look at the picture in activity 2 for one minute, then close their books.
- Ask questions to children around the class. For example *Where is the (brown cupboard)?* The children try to answer from memory.
- You can play this as a game in two teams if you like, asking questions to children from each team in turn and awarding one point for each correct answer.

Unit 4 Lesson 4 SB page 31

Language practice

Topics

Past activities

Functions

Completing a rhyme; Completing sentences about past activities

Grammar

Past simple

Vocabulary

See the wordlist on pages 114–115 of the Student's Book

Movers practice

The *Language practice* section will help to prepare learners for all parts of the Movers Test

Equipment

20

Warmer

- Revise the vocabulary learnt so far by playing *Odd One Out*.
- Write three words from one vocabulary set (Things in the house, Places in a town, Clothes, Actions, Colours, Daily activities) and one word from a different vocabulary set on the board (in any order).
- Ask a child to say which word is the odd one out and why.
- Repeat with other children and other sets of words.
- You can play this as a game in two teams if you like.

Lead-in

- Ask children around the class questions about what they did last weekend. For example, *Did you (watch TV) on (Saturday)?*
- Encourage the children to give short answers (*Yes, I did. / No, I didn't.*).
- Ask the children around the class to make sentences about two things they did on Saturday and two things they did on Sunday.

1 Complete the rhyme. Listen and say. 20

- Show the children the words in the box.
- Read out the gapped rhyme, then read out each line again, point to the picture prompts, and ask the children to say which word they think completes each gap.
- Tell the children to complete the rhyme with the missing words in their books.

- Play the recording for the children to listen and check their answers. Then play the recording again for the children to listen and say the rhyme.
- Invite children around the class to read out the rhyme.

ANSWERS

skipped, danced, shouted, planted, smiled, picked up, dropped, walked, shopped, looked

Optional activity

- Mime an activity, e.g. watching TV, dancing, hopping, walking, playing tennis, reading, listening to music, shopping. Ask *What did I do yesterday?*
- Encourage the children to guess what you did by making sentences in the past simple.
- If you like, you can play this as a game in two teams, with children from each team in turn miming an activity and asking the question to the other team.

2 Look. Choose and complete the sentences.

- Point to the grammar character and read out the speech bubble. Ask the children to say the infinitive forms of the verbs in activity 1.
- Point to the words in the box in activity 2. Ask the children to read out the infinitive forms, then ask them to read out the past forms.
- Point to the pictures and ask the children to name the activities.
- Show the class the gapped sentences and the example. Tell them that they need to look at the pictures and complete the sentences with the correct words from the box.
- Allow the children time to complete the activity in their books, then invite children around the class to read out their completed sentences.

ANSWERS

1 email, called 2 listen, watched 3 open, closed
4 sail, fished

Optional activity

- Tell the children to write four sentences about things they did last weekend and four sentences about things they didn't do last weekend in their notebooks.
- The children can then swap sentences with a partner and check each others' grammar and spelling.
- Invite children around the class to read out their sentences to the class.

Language practice

Topics

Past activities

Functions

Forming the past simple; Listening for specific information; Completing a speaking activity

Grammar

Past simple

Vocabulary

See the wordlist on pages 114–115 of the Student's Book

Movers practice

The Language practice section will help to prepare learners for all parts of the Movers Test

Equipment

21; Speaking activity photocopiable 125

Warmer

- Play a game to warm the class up and revise the vocabulary learnt so far.
- Divide the class into two teams.
- Write prompts on the board. For example: *chairs / outside, CD player / upstairs.*
- Ask a child from Team A to use the prompt on the board to make a true sentence about his / her house, e.g. *There aren't any chairs outside my house. / There isn't a CD player upstairs in my house.*
- Repeat with children from each team in turn and award one point for each grammatically correct sentence.

Lead-in

- Ask children around the class to say what they did this morning before they came to the lesson.

1 Write the verbs in the past simple. What did Daisy do this morning? Listen and tick (✓) the pictures. 21

- Point to each of the pictures and ask the children to say what Daisy is doing.
- Read out the phrases next to the pictures. Ask the children to say what form the verbs are in (*infinitive*).
- Tell the class that Daisy did these activities this morning, so we need to use the past tense. Show the class the past forms of the verbs in the box.
- Allow the children time to write the past forms in their books, then invite children to read out the verbs for the class.

ANSWERS

1 woke up 2 got up 3 ate 4 had 5 bought
6 saw 7 took 8 rode 9 got 10 made

- Tell the class that they are now going to listen and tick the things which Daisy did this morning.
- Play the recording twice for the children to complete the task.
- Ask children around the class to use their answers to make a positive or negative sentence about each picture.

ANSWERS

Ticked pictures: 1, 2, 4, 6, 8, 9, 10

Transcript 21

Adult Can I ask you some questions about this morning, Daisy?
Daisy OK!
Adult What did you do first?
Daisy Well, I woke up!
Adult Of course!
Daisy Then I got up.
Adult And then?
Daisy Then I got dressed. I put on my trousers and T-shirt.
Adult Did you have breakfast?
Daisy Yes, I did. I love breakfast!
Adult What did you do after that?
Daisy I made a cake! It was a chocolate cake.
Adult My favourite! And then?
Daisy Well, I saw Jack. He was outside my house.
Adult And what did you do?
Daisy I went outside and I rode my bike with Jack. It was fun!

MOVERS TIP: In Part 2 of the Movers Speaking Test, learners will benefit from practice in telling simple picture stories. Note that examiners are not looking for evidence of storytelling skills. Saying a few words about each picture will suffice.

Optional activity

- Tell the class to look at the pictures and their answers in activity 1 and think about Daisy's morning.
- Invite children around the class to talk about Daisy's morning.

2 Do the speaking activity. 125

- Point to the picture of Daisy and Jack and read out the example dialogue.
- Hand out copies of the speaking activity (one copy for each pair of children).
- Explain that the children should choose a girl from the sheet, without revealing the number. Their partner asks *What did she do? What did she see? and What did she eat?* The children answer using the pictures.
- Act out a few example exchanges with children around the class, then allow the children to carry out the activity in pairs. Move around the classroom as the children work and help if necessary.
- Invite some pairs of children to act out the speaking activity in front of the class.

Movers practice test 58 pages 33, 34 & 35

Reading & Writing, Part 6

Lead-in

- Say true or false sentences about people and objects in your classroom, e.g. *Two boys are sitting in front of the window. / One girl is wearing a hat.*
- Ask children around the class to say *Yes* if a sentence is correct and *No* if a sentence is incorrect. Ask the children to correct the false sentences.

MOVERS TIP Teach learners to read the sentences in Part 6 of the Movers Reading and Writing Test very carefully. Tell them to look at prepositions and comparative and superlative forms and make sure they understand exactly what they need to look for in the picture.

Listen and write

- Tell the children to look at the examples. Point to the picture and read out the sentence and question. Ask the children to complete the sentence with the correct word and to answer the question.
- Show the class the example answers.
- Tell the children to look at the picture, then complete the sentences (questions 1 and 2), answer the questions (questions 3 and 4), and then write two new sentences about the picture.
- Allow the children time to complete the test in their books.
- Check answers by reading out questions 1–4 and asking children to say the missing word or the answer.
- Ask children around the class to share their sentences for questions 5 and 6.

ANSWERS

1 hair 2 table 3 7 / seven 4 walking
5 Children's own answers 6 Children's own answers

Optional activity

- Ask the children to write five questions about the picture in the Reading and Writing test, e.g. *How many cats are there? What colour is the man's coat? Who is carrying drinks?*
- Divide the class into two teams. Children from each team in turn ask one of their questions for the other team to answer. The children can look at the picture and answer, or try to answer from memory.
- Award one point for each correct answer. The team with the most points wins.

Listening, Part 2

Lead-in

- Ask a child the following questions: *What's your favourite shop? Where is it? What can you buy there?*
- Write the questions above on the board.
- Ask the children to work in pairs to ask and answer the questions and make a dialogue.
- Invite pairs of children to act out their dialogue for the class.

MOVERS TIP In Part 2 of the Movers Listening Test, all names for people and places must be spelt correctly. They are spelt out letter by letter on the recording.

Listen and write. There is one example. 22

- Ask children to look at the heading and the gapped notes. Tell them that the notes are about Jim's shopping trip yesterday.
- Ask the children to say whether they will need to write a word or a number for each question.
- Focus attention on the example. Play the first part of the recording while the children look at the example in their books.
- Tell the children that they should listen and complete the notes, as in the example.
- Play the recording twice for the children to complete the test.
- Check the answers as a class. Invite the children to read out the completed notes.

ANSWERS

1 book 2 Castle 3 5341695 4 2 5 hat

Transcript 22

Presenter Listen and look. There is one example.

Woman What are you doing, Jim?

Jim I'm doing my homework. Can I ask you some questions, please?

Woman OK.

Jim Did you go shopping yesterday?

Woman Yes, I did.

Jim How many shops did you go to?

Woman Er ... five.

Presenter Can you see the answer? Now you listen and write.

1 **Jim** Which was your favourite shop?

Woman Well, I liked the computer shop, but my favourite was the bookshop.

Jim Is the bookshop big?

Woman Yes, it is. It's got four floors.

2 **Jim** Where is that shop?

Woman It's in Castle Street.

Jim How do you spell that?

Woman C - A - S - T - L - E.

Jim Great. I'd like to go there!

3 **Jim** Have you got the phone number of the shop?

Woman Er ... yes. It's here.

Jim What is it?

Woman It's five, three, four, one, six, nine, five

Jim Thanks.

- 4 **Jim** Did you buy any books?
Woman No, but I bought some CDs.
Jim How many?
Woman I bought two. But I wanted to buy six!
- 5 **Jim** Where did you go after that?
Woman I went to a clothes shop.
Jim Did you buy some clothes?
Woman Yes, I bought a new hat. It's very nice.
Jim Great. Thank you!

Optional activity

- Tell the children to work in pairs and use the information in the Listening Test to make a dialogue about Jim, e.g.
A What did Jim do yesterday?
B He went shopping.
A How many shops did he go to?
B He went to five shops.
- The children can practise their dialogue in pairs, then act it out in front of the class.

Optional activity

- Ask the children to write a short text about what they did on one of the days last weekend.
- Tell them to leave five gapped words in their paragraph and to write the gapped words under their text.
- The children can then swap texts with their partner and complete each others' gapped texts.

Reading & Writing, Part 3

Lead-in

- Ask the children to think about zoos and tell you what you can see and do at the zoo.

MOVERS TIP Remind learners that in Part 3 of the Movers Reading and Writing Test, they need to read the text surrounding the question to be able to complete the gaps correctly.

Read the story. Choose a word from the box. Write the correct words next to numbers 1–5. There is one example.

- Tell the children to look at the example. Read out the text up to the word *walked*. Ask the class to look at the pictures and words below the text and find the word *walked*. Show the class how the word *walked* has been chosen and written on the line as an example.
- Tell the class to read the text, then choose the word which fits in each gap (1–5). When they have completed the text, they should choose the title which best fits the story and tick the box.
- Tell the children to cross out the words as they use them. Remind them to copy the words exactly and to check their spelling when they have finished writing the words.
- Allow the children time to complete the test in their books.
- Check answers by asking children around the class to say, then spell, the words.
- Ask the children to say which title they chose for the story.
- If you like, you can ask children around the class to read out sentences from the text.

ANSWERS

1 smiled 2 photo 3 café 4 burger 5 bought
 7 Jane's day at the zoo



Revision 1

Revision 1 SB pages 36-38

Aims

Revising topics, vocabulary, grammar and test skills from Introduction to Unit 4

Preparation for all parts of the Movers Tests

Equipment

Coloured pencils

Warmer

- Play a memory game to warm the class up and revise the words from Introduction to Unit 4.
- Write a vocabulary set from one of the units on the board.
- Tell the class to look at the words for one minute (or less), then close their eyes. Erase two or three of the words from the board.
- Tell the class to open their eyes and say which words are missing. You can repeat the game a few times, using different vocabulary sets each time.

Lead-in

- Write the headings *Clothes, Actions, Daily activities, Days of the week, Places in a town, Things in the house* and *Colours* on the board. Ask the class to say what words they can remember for each heading. Write their suggestions on the board.
- Erase the words on the board. Ask children around the class to say three words from one of the groups. Say *Name three places in a town / things in the house / colours / days of the week / actions / daily activities / things you can wear.*
- You can play this as a game in two teams if you like, asking children from each team in turn to name three items and awarding one point for each correct answer.

MOVERSTIP: All the vocabulary and grammar which can appear in the Movers Test is listed in the vocabulary and grammar index. See the complete wordlist at the back of this book. Make sure your learners are familiar with the words and structures (including names). This will help them to do well in the tests.

1 Look and answer the questions.

- Point to the picture and ask the children to say what things they can see and where each thing is.
- Show the children the example question and answer. Read the question and ask the children to find the shoe in the picture.
- Tell the children to read the remaining questions, look at the picture and write the answers.

- Check answers by encouraging children to ask and answer the questions in pairs.

ANSWERS

- 1 a shoe 2 a chair 3 a sock 4 a pencil 5 a mouse
6 a cat 7 a book 8 a mirror

Optional activity

- Tell the class to look at the picture in activity 1 for one minute, then close their books.
- Ask questions about the picture to children around the class. For example, *Where is the cat? What's on the mat?*
- The children answer the questions from memory.
- You can play this as a game in two teams if you like, asking questions to children from each team in turn and awarding one point for each correct answer.

2 Read and draw the things in the picture.

- Tell the children that they are going to draw some more things in the picture in activity 1.
- Read out the sentences and ask the children to point to the correct places in the picture.
- Allow the children time to draw the items in the picture, then invite children around the class to show the class their pictures and say where the new items are.

3 Read and colour the hats.

- Ask children to look at the picture and say how many hats there are (*eleven*).
- Tell the class to take out their coloured pencils. Say *Show me (orange)*. The children hold up the correct colours.
- Tell the class to read the sentences and colour the correct hats in the picture.
- Move around the class as the children carry out the activity and help if necessary.
- Invite children around the class to talk about the hats in the picture, e.g. *This boy is wearing an orange hat.*

ANSWERS

See sentences on Student's Book page 37

Optional activity

- Tell the children to write five questions about the picture in activity 3, e.g. *Who is wearing a blue hat? What colour hat is the woman on the horse wearing? Where is the man with the red hat?*
- Divide the class into two teams. Children from each team in turn ask one of their questions for the other team to answer. The children can look at the picture and answer, or try to answer from memory.
- Award one point for each correct answer. The team with the most points wins.

4 Complete the sentences.

- Show the class the incomplete sentences. Read out the first incomplete sentence and ask the class to complete it orally.
- Tell the children to look at the picture and complete the sentences in their books. Move around the classroom as the children work and help if necessary.
- Invite children around the class to read out their completed sentences.

ANSWERS

1 library 2 market 3 café

5 Look and read. Draw lines.

- Ask the class to look at the pictures and say what they can see and what the people are doing.
- Focus attention on the list of phrases. Tell the children to read the phrases and draw lines to match them to the correct pictures.
- Check answers by asking the children to say the number and the correct phrase for each picture, e.g. *Number 1 – get up.*

ANSWERS

1 get up 2 have a bath 3 send an email
4 have breakfast 5 go shopping 6 wake up
7 go to school 8 get dressed 9 have a shower
10 go for a swim

6 What did you do this morning? Put a tick (✓) or cross (X) next to each picture in Activity 5. Then write six sentences.

- Tell the children to think about what they did / didn't do this morning. They should put ticks in the boxes next to the things they did and crosses in the boxes next to the things they didn't do.
- Allow the children time to tick and cross the boxes. Ask questions to children around the class. For example, *Did you (have a bath) this morning?*
- Tell the children to write six sentences about the things they did / didn't do this morning.
- Invite children to read out their sentences for the class.
- As an extension, the children can work in pairs and ask and answer questions about what they did this morning.

ANSWERS

Pupils' own answers

7 What do you do at the weekend? Complete the sentences. Use phrases from Activity 1.

- Tell the children to think about what they do at the weekend. Tell them to use the phrases in activity 1 to complete the sentences about themselves.
- Allow the children time to complete the sentences in their books, then invite children to read out their sentences for the class.

ANSWERS

Pupils' own answers

Optional activity

- Divide the class into two teams. Write prompts on the board for children from each team in turn. For example, *have a bath – this morning; watch TV – on Fridays; play football – at the weekends.*
- The children should use the prompt to make a sentence, e.g. *I had / didn't have a bath this morning. I always / sometimes / usually / never watch TV on Fridays. I always / sometimes / usually / never play football at the weekends.*
- Award one point for each correct sentence. The team with the most points wins.

1 Movers Speaking preparation

Movers Speaking preparation

SB page 39

Topics

Topics covered in Introduction-Unit 4

Functions

Revising vocabulary, grammar and test skills from Introduction-Unit 4

Grammar

have got; Present simple; Present continuous; Prepositions of place

Vocabulary

See the wordlist on pages 112-115 of the Student's Book

Movers practice

This section prepares learners for all parts of the Movers Speaking Test

Equipment

23-24; Speaking Test photocopiable 116-117

Warmer

- Ask children around the class questions about themselves. For example, *What's your name? How do you spell that? How old are you? What's your favourite colour? What do you usually do at the weekend?*
- Tell the children to make short dialogues asking and answering questions about themselves, then invite pairs of children to act out their dialogues in front of the class.

Lead-in

- Ask the class to say what words they can remember for things in the house. Write their suggestions on the board.
- Point to the words on the board and ask questions to children around the class. For example: *Is there (a fan) in your (living room)?*

MOVERS-TIP: Use greetings such as *hello, bye, good morning / afternoon / evening* with learners so that they use them naturally. If they use them in the Movers Speaking Test, they will create a good impression.

1 Circle five differences and complete the sentences. Listen and check. 23

- Ask children to look at the pictures and say what things they can see and where the things are.
- Tell the children that there are five differences between the two pictures.

- Focus attention on the gapped sentences. Tell the children that they need to read the sentences, look at the pictures and write the correct words.
- Allow the children time to complete the activity in their books, then invite children around the class to read out the completed sentences.
- Play the recording for the children to listen and check their answers.

ANSWERS

on, under
square, round
magazine / comic, book
blue, green
laptop, cage

Transcript 23

In picture A, the pencils are on the table, but in picture B they're under it.

This clock is square, but this one is round.

In picture A, the boy's reading a comic, but in Picture B he's reading a book.

The girl's sweater is blue, but here her sweater is green.

There's a laptop in this picture, but there's a cage in this picture.

Optional activity

- Tell the children to draw items to make five more differences between the pictures.
- The children can then swap books with their partners and find the five new differences. They can write sentences in their notebooks like the sentences in activity 1.
- Invite children around the class to talk about the five new differences in their (or their partner's) pictures.

2 Look at the pictures. Circle the words that you think will be in the story.

- Tell the class that they are going to use a set of pictures to tell a story.
- Tell the class to look at the pictures and think about what the story is going to be about.
- Read out the words.
- Tell the children to look at the pictures and circle the words which they think will be in the story.
- Invite the children to read out their words and say why they think each word will be in the story.

SUGGESTED ANSWERS

talking, bat, baseball, tree, playing, park, ball, happy

3 Listen and order the pictures in Activity 2. 24
Tell the story.

- Tell the children to look at the pictures. Explain to the class that the pictures tell a story. Ask children around the class to say what is happening in each picture and how they think the people in the pictures feel.
- Show the class the example number and play the first part of the recording.
- Play the rest of the recording for the children to listen and number the remaining pictures in order. Ask the children to point to the pictures and say the correct numbers.
- Point to the pictures and ask children around the class to tell the story.

Transcript 24

Picture 1

The boy is in the park. He's got a bat and a ball. He wants to play baseball.

Picture 2

A girl is sitting under a tree. She's sad.

Picture 3

The boy is talking to the girl.

Picture 4

They're playing baseball. The girl is happy now.

SPEAKING TEST You can now do the Term 1 Speaking test with the children individually. See pages 114 and 115 for full instructions, and pages 116 and 117 for the test.

5 Let's go on holiday!

Lesson 1 SB page 40

Words

Topics

Holidays

Functions

Identifying holiday related items; Identifying activities in a scene picture

Grammar

Present continuous

Vocabulary

See the wordlist on page 115 of the Student's Book

Movers practice

Reading and Writing (all parts)

Warmer

- Play a game of *Hangman* to warm the class up and revise the words for things in the house from Unit 4.
- Divide the class into two teams. Draw a line for each letter in your chosen word on the board.
- Invite children from each team in turn to guess one of the missing letters. If the team correctly guesses a missing letter, write the letter on the correct line(s) on the board. If the team guesses a letter which is not in the word, draw the first part of a simple picture (a flower with five petals, a stem and two leaves / a house with three windows, a door and a chimney).
- If a team guesses the word before you have completed the picture, award them one point. If not, continue the game with another word.

Lead-in

- Point to the picture of Daisy and read out the speech bubble.
- Tell the children that they are going to think about holidays in this lesson.
- Ask children around the class to say where and when they go on holiday, where they went on their last holiday, what they took with them and what they did there.

1 Write the numbers.

- Ask children to look at the picture and say what they can see.
- Read out the words below the picture and ask the children to point to the correct items in the picture.
- Show the class the number boxes next to the words and explain that they need to find the items in the picture and write the correct numbers in each box.

- Allow the children time to complete the activity in their books.
- Check answers by pointing to the items in the picture and asking the children to say the word and then the number.

ANSWERS

1 wave 2 sea 3 beach 4 ticket 5 cinema
6 balcony 7 stairs 8 lift 9 seat 10 seat

MOVERS TIP: Give learners practice in reading and writing definitions of items from the Movers vocabulary list. This will help them prepare for Part 1 of the Movers Reading and Writing Test.

Optional activity

- Say sentences to children around the class, e.g. *You can swim here. / You use these to go upstairs. / You need this when you go to the cinema / on a train.* Ask the children to say the correct words from activity 1.
- Repeat with other sentences and other children around the class. Alternatively, you can play this as a game in two teams.
- Tell the children to write definitions for three words from activity 1 in their notebooks.
- The children can then swap definitions with a partner and write the correct words.

2 Look at the picture in Activity 1 and draw lines.

- Point to the people in the picture in activity 1 and ask the children to say what each person is doing.
- Focus attention on the sentence halves in activity 2. Tell the children to read the sentence halves, look at the picture in activity 1 and draw lines to match the sentence halves.
- Move around the class as the children complete the activity. Help if necessary.
- Invite children around the class to read out the completed sentences.

ANSWERS

1 e 2 c 3 b 4 a 5 d

Unit 5 Lesson 2 SB page 41

Reading & speaking

Topics

American and British English; Describing people; Ordinal numbers; holidays

Functions

Identifying American and British English words; Recognizing people from descriptions; Asking and answering about holidays / houses

Grammar

Present simple; Present continuous; Past simple; *like + -ing forms*

Vocabulary

See the wordlist on page 115 of the Student's Book

Movers practice

Reading and Writing (all parts), Listening Part 4, Speaking (all parts)

Equipment

⑩ 25

Warmer

- Play a game of *Bingo* with words from Lesson 1, to warm the class up and revise the words from the previous lesson (see page 33).

Lead-in

- Say the names of countries, e.g. *Spain, the USA, Australia, Italy, Poland, Russia, China, Portugal, Canada, Britain*. Ask children around the class to say the nationalities, e.g. *Spanish, American, Australian, Italian, Polish, Russian, Chinese, Portuguese, Canadian, British*.
- Ask the children if they know which countries are English-speaking (*Britain, the USA, Australia, New Zealand, Canada*).

MOVERS TIP In general, the language input in the Movers Tests is likely to be British English, but care is taken to avoid words and phrases which might confuse learners of American English. Some American English words and phrases are included in the vocabulary lists, and versions of the Listening Tests contain both British and American accents. Both British and American English are equally acceptable in the Movers Speaking Test.

1 Do you know any American words? Read, then write the British words.

- Tell the class that, although people in Britain and the USA speak English, there are some words which are different in American English and British English.
- Ask the children to say any American words they know, e.g. *movie, elevator, store, fall, cookie, apartment, fries, chips*, and whether they know the British equivalents, e.g. *film, lift, shop, autumn, biscuit, flat, chips, crisps*. Write their answers on the board.

- Point to the pictures in activity 1 and read out the speech bubbles. Ask the children to say the American words.
- Focus attention on the table. Tell the children to complete the table with the British words.
- Allow the children time to complete the activity, then invite children to read out the pairs of words for the class.

ANSWERS

movie – film, elevator – lift, store – shop

2 Read, look and write yes or no.

- Point to the picture and read out the speech bubble. Ask the children to say how many people are waiting at the bus stop (20) and what each person has got or is wearing.
- Tell the children to read the questions, look at the picture and decide whether each sentence is true or not, then write *yes* or *no*.
- Allow the children time to complete the activity, then invite pairs of children to ask and answer the questions.

ANSWERS

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

Optional activity

- Say more true or false sentences about the picture in activity 2, e.g. *The fourth person is wearing shorts. / The seventh person is carrying a towel.*
- Ask children around the class to say *yes* if the sentence is correct or *no* if the sentence is incorrect. Ask the children to correct the false sentences.
- Alternatively, you can ask the children to write five more questions like the ones in activity 2, then ask and answer their questions in pairs, or in teams.

3 Listen and circle. ⑩ 25 Ask and answer.

- Read out the questions. Point to the options and tell the class to listen and circle the correct answers.
- Play the recording for the children to listen and circle the correct answers in their books.
- Check answers by asking the questions and inviting children around the class to answer.

ANSWERS

1 yes 2 no 3 no

- Tell the children to practise asking and answering the questions. Tell them that they can use the answers in their books or answer about themselves.
- Invite pairs of children to act out their questions and answers for the class.

Transcript ⑩ 25

Adult Can I ask you some questions, please?

Child All right. What's the first question?

Adult Did you go on holiday last year?

Child Yes, I did! I went to a hotel with my parents and my brother.

Adult Now the second question. Do you like swimming in the sea?

Child I love swimming ... but not in the sea. It's too cold! I like swimming in a pool.

Adult And the third question. Has your house or flat got a balcony?

Child No. I live in a flat, but there aren't any balconies.

Unit 5 Lesson 3 SB page 42

Story

Topics

Holidays

Functions

Understanding and acting out a story; Colouring pictures according to instructions

Grammar

Present simple; Past simple

Vocabulary

See the wordlist on page 115 of the Student's Book

Movers practice

Reading and Writing (all parts); Listening Part 5

Equipment

④ 26–27; Coloured pencils

Warmer

- Write the heading *Holidays* on the board.
- Start writing a word on the board related to holidays, e.g. *beach, hotel, balcony, ticket, sand, suitcase, towel, swimming pool*. Write the letters slowly.
- The children should call out the word as soon as they think they know what it is.
- The first child to call out the correct word should spell the rest of the word, then make a sentence with the word, e.g. *You can relax on the beach when you are on holiday.*

Lead-in

- Ask children around the class where they last went on holiday, what they did on their last holiday and what interesting things they saw on their last holiday.

1 Listen and read. Then act. ④ 26

- Ask children to look at the pictures in the story. Ask *What's this? Who's this? Where are Jack and Daisy? What is Daisy/Jack doing?* about each picture.
- Play the track for the children to listen and follow the story.
- Play the track again, pausing after each line for the children to listen and repeat, first chorally, then individually.
- Divide the class into pairs and allow the children time to practise acting out the story.
- Invite pairs of children to act out the story for the class.

Optional activity

- Play a memory game. Tell the class to look at the story for one minute and try to remember the lines.
- Tell the class to close their books. Divide the class into two teams. Ask a child from Team A to say the first line. Ask a child from Team B to say the second line, and so on.
- If a child can't remember the next line, play passes to the other team. Award one point for each correct line.

MOVERS TIP: Revise colours regularly with your class. This will help to prepare the children for all parts of the Movers Tests.

2 Read and colour.

- Tell the class to take out their coloured pencils. Say *Show me (yellow)*. The children hold up the correct colours.
 - Hold up different coloured pens and ask children around the class *What colour is this?*
 - Point to the pictures and ask the children to say where Daisy is, who she is with and what the people are doing in each picture.
 - Show the class the sentences below the pictures. Tell them that they need to read the sentences and colour the correct pictures.
 - Allow the children time to complete the activity in their books.
- Invite children around the class to show the class their pictures and say what colour the coloured items are.

ANSWERS

Picture 1: Daisy's hat is purple, Daisy's mum's ice cream is green, the bag is orange

Picture 2: the bird is blue

3 Listen and colour more things in the pictures. ④ 27

- Tell the class that they are going to hear some more sentences about the two pictures. They need to listen and colour the items in the correct pictures.
- Play the recording twice for the children to listen and colour.
- Invite children around the class to show the class their pictures and say what colour the coloured items are.

ANSWERS

See sentences in the Student's Book.

- As an extension, tell the class to look at the pictures in activity 2 for one minute, then close their books. Ask children around the class *What colour is (Daisy's bag in the shop)?* and tell them to answer from memory. You can play this as a game in two teams if you like.

Transcript ④ 27

The T-shirt which Daisy's sister wore in the shop was purple. The bag that Daisy took to the shop was yellow. The sweater that Daisy's dad bought was brown. The hat which Daisy wore in the shop was green. The ice cream that Daisy's brother dropped was pink. The bird which ate the ice cream was black.

Unit 5 Lesson 4 SB page 43

Language practice

Topics

Places; Free-time activities

Functions

Matching pictures to sentences; Completing definitions; Completing a speaking activity

Grammar

Past simple; Present simple; Relative pronoun: *where*

Vocabulary

See the wordlist on page 115 of the Student's Book

Movers practice

The *Language practice* section will help to prepare learners for all parts of the Movers Test

Equipment

Speaking activity photocopiable 126 and 127

Warmer

- Play a game to warm the class up and revise the vocabulary learnt so far.
- Write the following headings on the board: *Holidays, Things in the house, Clothes, Colours, Daily activities, Places in a town.*
- Divide the class into two teams. Invite a child from Team A to come to the board. Say a word from Units 1–5 and ask the child to write it under the correct heading on the board. Ask the child to say, then spell, the word.
- Repeat with children from each team in turn and award one point for each correct answer.

Lead-in

- Say sentences about places in a town using *where*, e.g. *This is a place where you can watch a film / play on the swings / read lots of books / have a drink / see lots of animals.*
- Ask children around the class to say the correct places. You can play this as a game in two teams if you like.

1 Write the numbers. Complete the sentences with the past simple form of the verbs.

- Point to each of the pictures and ask the children to say what each picture shows.
- Read out the verbs in the box. Ask the children to say what form the verbs are in (*infinitive*).
- Tell the class to read the sentences, complete them with the past simple forms of the verbs in the box, then write the number of each sentence in the box next to the correct picture.

- Allow the children time to complete the activity in their books. Move around the class as the children work and help if necessary.
- Invite children to read out the completed sentences for the class and say the letters of the matching pictures.

ANSWERS

1 c had 2 e played 3 d went 4 a watched 5 f slept
6 b swam

2 Complete the sentences.

- Tell the children to read the sentences and think about what place each sentence describes, then complete the sentences with the correct words.
- Allow the children time to complete the activity in their books, then invite children to read out the completed sentences for the class.

ANSWERS

1 swimming pool 2 bedroom 3 cinema
4 supermarket 5 sports centre

Optional activity

- Tell the children to write four gapped sentences about places or rooms in the house in their notebooks.
- Tell them to use the sentences in activity 2 as examples.
- The children can then swap sentences with a partner and write answers to each others' sentences.

3 Do the speaking activity. TB pages 126–127

- Point to the picture of Daisy and Jack and read out the example exchange.
- Put the children into pairs, A and B, and give out the relevant worksheets.
- Explain that the children should first complete activity 1 with their own ideas, and then ask and answer with their partner to complete activity 2.
- Act out a few example exchanges with children around the class, then allow the children to carry out the activity in pairs. Move around the classroom as the children work and help if necessary.
- Invite some pairs of children to act out the speaking activity in front of the class.

Unit 5 Lesson 5 SS page 44

Language practice

Topics

Past activities

Functions

Re-writing sentences with the same meaning;
Completing a rhyme

Grammar

Past simple; Prepositions

Vocabulary

See the wordlist on page 115 of the Student's Book

Movers practice

The *Language practice* section will help to prepare learners for all parts of the Movers Test

Equipment

① 28

Warmer

- Play a game to warm the class up and revise the vocabulary learnt so far.
- Divide the class into two teams.
- Ask children from each team in turn to name three items in each set: *Things you can see on holiday*, *Things in the house*, *Things you can wear*, *Colours*, *Daily activities* and *Places in a town*.
- Award one point for each correct set of words.

Lead-in

- Write sentences with missing prepositions on the board, leaving gaps for the prepositions. For example: *I gave a book _____ my friend. / I bought a CD _____ my mum. / I made a card _____ my sister. / I cooked dinner _____ my family.*
- Invite children to come to the board and complete the sentences with *for* or *to*.
- You can play this as a game in two teams if you like, writing gapped sentences on the board for each team in turn and awarding one point for each correct answer.

MOVERS TIP: Understanding how sentences can be turned around whilst retaining their meaning will help learners to prepare for Part 5 of the Movers Reading and Writing Test.

1 Write sentences that mean the same.

- Point to each of the pictures and ask the children to say who or what they can see, and what the people are doing in each picture.
- Focus attention on the example. Explain to the class that we can rewrite sentences so that they mean the same thing.

- Ask the children to say how the second sentence in the example is different from the first (*there is no preposition, the direct and indirect objects have swapped positions*).
- Allow the children time to re-write the remaining sentences in their books, then invite children to read out their sentences for the class.

ANSWERS

- 1 The girl bought Daisy an ice cream.
- 2 Jack wrote Daisy an email.
- 3 Daisy made her brother a sandwich.
- 4 Jack told his brother a story.
- 5 Daisy showed Jack her picture.
- 6 Jack gave his mum a present.

Optional activity

- Write some more sentences on the board for the children to re-write. For example: *Daisy gave her brother a present. / Jack bought a sandwich for Daisy.*
If you like, you can play this as a game in two teams.
Invite children from each team in turn to come to the board and re-write a sentence.

2 Complete the rhyme. Listen and say. ① 28

- Point to the pictures and ask the children to say what they can see or what the people have got in each picture.
- Show the class the words in the box, then read out the gapped rhyme and ask the children to say which word they think completes each gap.
- Tell the children to complete the rhyme with the missing words in their books.
- Play the recording for the children to listen and check their answers. Then play the recording again for the children to listen and say the rhyme.
- Invite children around the class to read out the rhyme.

ANSWERS

an ice cream, a pear, some lunch, a chair, a story, a cake, a book, a snake

Transcript ① 28

She bought me an ice-cream,
She bought me a pear,
I cooked her some lunch,
And I pulled out a chair.
He told them a story,
He made them a cake,
They read him a book,
And they showed him a snake!

Movers practice test SB pages 45, 46 & 47

Listening, Part 1

Lead-in

- Describe a child in the class without saying their name. Talk about what the child is wearing or doing, what he/she looks like and where he/she is. For example: *Can you see the boy with brown hair and green eyes? He's wearing a red T-shirt and blue trousers. He's sitting at his desk and he's writing in his notebook. He's next to the bookcase.*
- The rest of the class guess the name of the child being described.
- You can play this as a game in two teams if you like.

MOVERS TIP: In Movers Listening Part 1, make sure that learners realize that there is one extra name which will not be mentioned. They should not try to match all seven names to people in the picture.

Listen and draw lines. There is one example. 29

- Ask the pupils to look at the picture. Ask *What can you see? Where is he/she? What's he/she doing?* Elicit answers from pupils around the class.
- Focus attention on the example. Play the first part of the recording while the pupils look at the example in their books. Tell the pupils that they should draw lines to match the names to the people, as in the example.
- Play the recording twice for the pupils to complete the test.
- Check the answers as a class.

Transcript 29

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

Woman Hello! Are you enjoying the beach?

Boy Yes, it's great! I'm here with my friends.

Woman Oh! Is that boy your friend?

Boy Which one?

Woman The one with the green bag. I think he's listening to music.

Boy Yes, that's Fred. He's listening to his favourite band.

Presenter Can you see the line? This is an example. Now you listen and draw lines.

1 **Woman** Who's the girl that's swimming in the sea?

Boy I can see two girls in the sea. Which one do you mean?

Woman The one who's near the beach.

Boy Oh, that's Vicky.

2 **Woman** Is Mary here too?

Boy Yes. She's sitting on a towel. She doesn't like swimming.

Woman Is she wearing a red hat?

Boy No. She hasn't got a hat. She's wearing a yellow dress.

Woman Oh yes, I can see her now.

3 **Woman** Who's the boy on the boat?

Boy The one who's taking a photo?

Woman No, the one who's getting undressed.

Boy Oh, that's Peter. I think he wants to go for a swim!

4 **Woman** And who's the girl next to the shower?

Boy Is she having a shower?

Woman No, she's waiting.

Boy That's my friend Jane.

Woman Oh, right.

5 **Boy** Look at Jim!

Woman What's he doing?

Boy I think he's buying me an ice cream!

Woman Oh – great!

Optional activity

- Play a memory game. Tell the children to look at the picture in the Listening Test for one minute and think about what they can see and what the people are doing in the picture.
- The children close their books. Say true or false sentences about the picture, e.g. *A girl is buying an ice cream. / There are two sandcastles on the beach.* Invite children to answer *Yes* or *No* from memory.
- You could play this as a game in two teams, awarding one point for each correct answer.

Reading & Writing, Part 2

MOVERS TIP: Give learners plenty of practice with the use of set (formulaic) expressions and short answers, to help prepare them for Part 2 of the Movers Reading and Writing Test.

Lead-in

- Practise short answers with the class. Ask questions using a variety of forms and invite children around the class to give short answers. For example, you can ask: *Is it Monday today? Can you ride a bike? Do you like watching films? Have you got blue eyes? Shall I open the window? Are you writing? Do you want a pen? Did you go to the park last weekend?*

Read the text and choose the best answer. Kim is talking to her friend, Anna.

- Tell the children to look at the picture and say who or what they can see.
- Explain to the class that Kim is talking to her friend Anna and that they need to choose the things Kim says from three options.
- Show the class the example. Tell the class to look at the three options and say why C is the correct answer.
- Tell the children to read the remaining questions and choose the best answers.
- Allow the children time to complete the test in their books.
- Check answers by reading out the questions and asking children around the class to read out the correct responses.

ANSWERS

1 A 2 C 3 B 4 B 5 A 6 C

Optional activity

- Ask the children to write five questions for their partner. Tell them that their partner needs to be able to give a short answer to each question.
- The children can then swap questions and write short answers to their partners' questions, or use their questions and answers to make a dialogue to act out for the class.

Listening, Part 4

Lead-in

- Revise different question and answer forms by asking children around the class to answer questions about the picture in the Listening Test on page 45, e.g. *What's (Vicky doing)? Where (is Jim)? What did (this boy buy)? Who (is wearing sunglasses)?*
- Invite children around the class to look at the picture and answer. Alternatively, you could play this as a game in two teams, awarding one point for each correct answer.

MOVERS TIP There is often a wide range of vocabulary in Part 4 of the Movers Listening Test. Make sure that learners are familiar with all the words in the Starters and Movers vocabulary lists to ensure they can achieve full marks.

Listen and tick (✓) the box. There is one

example 30

- Ask children to look at the pictures. Ask them to say what they can see, where the people or items are and what the people are doing.
- Focus attention on the example. Play the first part of the recording while the children look at the example in their books.
- Tell the children that they should listen, choose the correct picture, then put a tick in the box next to the correct picture, as in the example.
- Play the recording twice for the children to complete the test.
- Check the answers as a class. Ask the questions and invite the children to answer with the correct letters.

ANSWERS

1 B 2 A 3 B 4 C

Transcript 30

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

Man I like that sweater. Is it new?

Girl Yes. My mum bought it for me yesterday.

Man Great!

Girl And she bought me some socks too.

Man And your jeans? Are they new too?

Girl No, they're old.

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

1 **Man** Did you go to school today?

Girl No! I don't go to school on Saturdays!

Man Oh yes!

Girl I went for a ride this morning.

Man On your bike?

Girl No, on my horse. He's beautiful.

2 **Man** Did you go home after that?

Girl Yes, I did. It was lunchtime.

Man Is your house big?

Girl No, it isn't big, but it's very nice!

Man Have you got a garden?

Girl No, we haven't. But there's a balcony.

3 **Man** Which is your favourite room in the house?

Girl Er ... I like my bedroom.

Man What have you got in your bedroom?

Girl Well, there's a bed! And I've got a cupboard.

Man And a bookcase?

Girl No, my books are downstairs, in the living room.

4 **Man** What did you do after lunch?

Girl I went to the sports centre where my sister plays basketball.

Man Did you play basketball too?

Girl No, I don't like it.

Man Is there a pool there?

Girl Yes, there is, but I didn't swim. I played tennis.

Optional activity

- Ask the children questions about the pictures in the Listening Test. For example: *Did Sally ride her bike this morning? Has Sally's house got a balcony? Is there a bookcase in Sally's bedroom? Did Sally play basketball this afternoon?* Invite children around the class to tick the box next to their books and answer.
- You could play this as a game in two teams, awarding one point for each correct answer.

6 My favourite book

Lesson 1 SB page 48

Words

Topics

People, places and things

Functions

Identifying people, places and things; Categorizing vocabulary

Grammar

Present simple

Vocabulary

See the wordlist on page 115 of the Student's Book

Movers practice

Reading and Writing (all parts)

Warmer

- Play a memory game to warm the class up and revise the holiday words from Unit 5.
- Ask children to tell you what words they can remember for holidays. Write the words they say on the board.
- Tell the class to look at the words for one minute (or less), then close their eyes. Erase two or three of the words from the board.
- Tell the class to open their eyes and say which words are missing. You can repeat the game a few times, erasing different words each time.
- You can play this as a game in two teams if you like, erasing words for each team in turn.

Lead-in

- Tell the children that they are going to think about people, places and things in this lesson.
- Ask children around the class to say what words they can remember for people, places or things. Write their suggestions on the board.
- Ask children around the class to make sentences using the words on the board.

MOVERS TIP: Give learners plenty of opportunity to practise and revise the vocabulary from the Starters and Movers wordlists. This will help them to get good marks in all parts of the Movers Test.

1 Number the people, places and things in the picture.

- Ask children to look at the picture and say what people, places and things they can see.
- Read out the words in the box and ask the children to point to the correct people, places and things in the picture.

- Tell the children to write the correct number in each box on the picture.
- Check answers by pointing to the people, places and things in the picture and asking children around the class to say the correct numbers.
- Cover up the words above the picture and ask *What's number (1)?* to children around the class.

ANSWERS

1 camera 2 doctor 3 town 4 clown 5 island
6 city 7 machine 8 farmer 9 nurse 10 jungle
11 pirate 12 treasure 13 village 14 train driver
15 robot 16 cook

Optional activity

- Play a game of *I Spy*, using the people, places and things in the picture in activity 1. Tell the children to say *I spy with my little eye, something beginning with ...* and the first letter of the word they have chosen.
- You can play this as a game in two teams if you like, with children from each team in turn 'spying' an item for the other team to guess.
- If you have time, you can repeat the game using objects in the classroom.

2 Write the words in the correct box.

- Read out the headings in the table and show the class the examples.
- Tell the children to complete the table with the words from activity 1.
- Move around the class as the children work and help if necessary.
- Invite children to read out the lists of words from the three boxes in the table.

ANSWERS

People: doctor, clown, farmer, nurse, pirate, train driver, cook

Places: town, island, city, jungle, village

Things: camera, machine, treasure, robot

Optional activity

- Tell the children to write the headings from activity 2 in their notebooks, then add as many more words as they can think of under each heading.
- The children can then compare lists with a partner and see who has got the most words.

Unit 6 Lesson 2 SB page 49

Reading & speaking

Topics

People, places and things

Functions

Identifying people, places and things; Completing a crossword; Asking and answering about yourself

Grammar

Present simple; *Would you like ... ?*; Questions with *Which*

Vocabulary

See the wordlist on page 115 of the Student's Book

Movers practice

Reading and Writing (all parts), Listening Part 4, Speaking Part 4

Equipment

31

Warmer

- Play a game of *Bingo* to warm the class up and revise the words from the previous lesson.
- Tell the children to write two words for people, two words for places and two words for things in their notebooks.
- Call out words for people, places and things in random order (keep a note of the words which you have called out).
- If a child has the word you call out in their notebooks, they can cross out that word. The first child to cross out all their words wins the game.

Lead-in

- Tell the children to look at the picture in activity 1, page 48.
- Ask questions about the picture, e.g. *Is he a pirate? Is this a village? Is she a doctor?*
- Invite children around the class to give short answers.

1 Complete the crossword.

- Ask children to look at the pictures and say what people, places and things they can see.
- Allow the children time to read the clues, look at the pictures and complete the crossword in their books. Remind them to check that they have written the words in the crossword grid correctly, with one letter in each square.
- Call out numbers from the crossword grid, e.g. *1 Across*. Encourage children to reply with the answer they have written down.

ANSWERS

Across: 1 cook 6 nurse 7 handbag 8 camera

9 treasure

Down: 1 clown 2 village 3 farmer 4 jungle 5 island

MOVERS TIP: Make sure learners are confident answering questions about themselves, their families and friends, their homes, their school and free time activities, and their likes and dislikes, before they take Part 4 of the Movers Speaking Test.

2 Listen and circle. 31 Ask and answer.

- Read out the questions. Point to the answer options and tell the class that they need to listen and circle the correct answers.
- Play the recording for the children to listen and circle the correct answers in their books.
- Check answers by asking the questions and inviting children around the class to answer.

ANSWERS

1 town 2 yes 3 comics

- Tell the children to practise asking and answering the questions. Tell them that they can use the questions in their books or answer about themselves.
- Invite pairs of children to act out their questions and answers for the class.

Transcript 31

Adult Can I ask you some questions, please?

Child OK! How many?

Adult Three. Here's question one. Do you live in a city, a town or a village?

Child Er ... it's quite small, but it's bigger than a village. It's a town.

Adult Thanks. Question two. Would you like to be a farmer?

Child Oh - yes, I would! I love animals and I like being outside too.

Adult And question three. Which do you like best, books or comics?

Child I like books and comics. But I think I like comics best.

Adult Thank you!

Optional activity

- Tell the class to write three more questions for their partner. Tell them that they can use the questions in activity 2 as examples and change the things being asked about. For example: *Do you live in a house or a flat? Would you like to be a doctor? Which do you like best, burgers or ice creams?*
- The children can write their questions in their notebooks, then ask and answer questions in pairs.

Story

Topics

Books and stories

Functions

Understanding and acting out a story; Listening to descriptions of books and choosing from multiple-choice options; Completing a speaking activity

Grammar

Present simple; Past simple; Relative pronoun: *who*

Vocabulary

See the wordlist on page 115 of the Student's Book

Movers practice

Reading and Writing (all parts); Listening Part 4; Speaking (all parts)

Equipment

① 32–33; Speaking activity photocopiable 128

Warmer

- Play a game to revise the words for people, places and things.
- Divide the class into two teams.
- Address children from each team in turn. Say *Say a person, place or thing for Team (B)*.
- The child says a word for the other team. A child from the other team makes a sentence with that word.
- Repeat with children from each team in turn, awarding one point for each correct sentence.

Lead-in

- Ask children around the class to say what kind of books they like to read, what their favourite book is and what it is about.

1 Listen and read. Then act. ① 32

- Ask children to look at the pictures in the story. Ask *What's this? Who's this? Where are Jack and Daisy? What is Jack/Daisy doing?* about each picture.
- Play the recording for the children to listen and follow the story in their books.
- Play the recording again, pausing after each line for the children to listen and repeat, first chorally, then individually.
- Divide the class into pairs and allow the children time to practise acting out the story.
- Invite pairs of children to act out the story for the class.

Optional activity

- Divide the class into two teams. Tell Team A to practise and try to remember Jack's lines and tell Team B to practise and try to remember Daisy's lines.
- Allow the class time to try to memorize the lines of the story.
- Invite a child from each team to come to the front of their class without their books. The children should act out the story as far as they can remember. The rest of the class can follow in their books. When one child forgets a line, another child from their team can come and take their place to continue the story.

MOVERS TIP: In Part 4 of the Movers Listening Test, remind learners to listen to the whole dialogue before choosing their answer from the three options.

2 Listen and tick (✓) the box. ① 33

- Show the class the pictures of the books. Ask them to say what is on the cover of each book and what they think each book might be about.
- Tell the children that they should listen, choose the correct book, then put a tick in the box next to the correct book.
- Play the recording twice for the children to complete the activity.
- Check the answers as a class.

ANSWERS

1 a 2 c

Transcript ① 33

- 1 Daisy What's your book about, Jack?
 Jack It's about a boy who goes to the jungle.
 Daisy Ooh, are there any animals in the jungle?
 Jack Yes. There are tigers!
 Daisy And monkeys?
 Jack No, there aren't any monkeys.
- 2 Jack Is that a good book, Daisy?
 Daisy Yes, it's very exciting.
 Jack What's on the front? Is that a pirate?
 Daisy Yes, it is. And there's a big box of treasure too.
 Jack Oh, I love books about pirates!
 Daisy So do I!

3 Write about a book and draw. Do the speaking activity. TB page 128

- Point to the picture of Daisy and Jack and read out the example dialogue.
- Hand out copies of the speaking activity, one copy for each child.
- Explain that the children should think about a book they know, and complete the information about it on the worksheet. They can draw pictures in the spaces below the text, using the headings.
- The children then take turns to ask and answer in pairs about the book they chose. Their partner may be able to guess it, or the child can reveal his or her answer.
- Invite some pairs of children to act out the speaking activity in front of the class.

Unit 6 Lesson 4 58 page 51

Language practice

Topics

Books

Functions

Describing books; Using adjectives

Grammar

Present simple; Adjectives; Comparative and superlative forms of adjectives

Vocabulary

See the wordlist on page 115 of the Student's Book

Movers practice

The Language practice section will help to prepare learners for all parts of the Movers Test

Equipment

34

Warmer

- Revise the vocabulary learnt so far by playing *Odd One Out*.
- Write three words from one vocabulary set (People, Places, Holiday words, Things in the house, Clothes, Actions, Colours, Daily activities) and one word from a different vocabulary set on the board (in any order).
- Ask a child to say which word is the odd one out and why.
- Repeat with other children and other sets of words.
- You can play this as a game in two teams if you like.

Lead-in

- Write the adjectives *easy, difficult, terrible, famous, exciting, boring* on one side of the board.
- Write the words *subject, singer, film, book, story, actor* on the other side of the board.
- Invite children around the class to choose a word from each side of the board and make a sentence.

1 Circle the adjectives.

- Point to the picture and ask the children to say where the people in the picture are and what they are doing.
- Discuss the meanings of the adjectives in each speech bubble.
- Tell the children to read each speech bubble and choose which adjective matches the person who is speaking.
- Invite children around the class to read out the correct version of each speech bubble.

ANSWERS

1 boring 2 exciting 3 difficult 4 easy 5 terrible
6 famous

2 Look. Write *exciting* or *difficult*.

- Focus attention on the table. Read out the questions and show the class that the first book is very exciting and not very difficult, the second book is not very exciting and

very difficult and the third book is quite exciting and quite difficult

- Remind the class that we make the comparative form of long adjectives with *more + adjective + than*, and that we make the superlative form of long adjectives with *the most + adjective*.
- Write the adjectives from activity 1 on the board and invite children around the class to say or write the comparative and superlative forms.
- Tell the children to complete the sentences in activity 2 with the correct adjectives.
- Move around the class as the children work and help if necessary.
- Invite children around the class to read out their completed sentences.

ANSWERS

1 exciting 2 difficult 3 difficult 4 exciting

Optional activity

- Write prompts on the board, such as *English / Maths; football / basketball; Saturdays / Mondays; films / books; burgers / sandwiches; tennis / hockey; summer / winter*.
- Ask children around the class to make a sentence using the prompts on the board and a comparative adjective.
- You can play this as a game in two teams if you like, giving prompts to children from each team in turn and awarding one point for each grammatically correct sentence.

3 Look and say the words. Listen and circle the best kite and the best ball. 34

- Focus attention on the grammar box. Remind the class that some adjectives have irregular comparative and superlative forms.
- Ask the class to say the comparative and superlative form of *good* and *bad*.
- Tell the class that they are going to listen and find the best kite and the best ball.
- Play the track twice for the children to complete the task.
- Ask children around the class to say which is the best kite and which is the best ball.

ANSWERS

orange kite, green ball

Transcript 34

Presenter Listen and circle the best kite.

Girl Do you like those kites?

Boy Yes, they're great. I like the blue and white one.

Girl That one isn't very good. The orange and purple ones are better.

Boy Which one is the best? Is it the purple one?

Girl No, the orange one.

Presenter Listen and circle the best ball.

Boy Come on, I want to play in the garden.

Girl OK. Let's find a ball. Here's a yellow one.

Boy That one's bad. It doesn't bounce!

Girl All right. How about the red one?

Boy No - that's the worst one. It's worse than the yellow one.

Girl There's one more here. It's green.

Boy Right, let's play with that one. I think it's the best one!

Unit 6 Lesson 5 SB page 52

Language practice

Topics

Invitations, orders and requests; Appearance; Clothes; Actions

Functions

Identifying invitations, orders and requests; Matching sentence halves; Completing gapped sentences

Grammar

Reported speech; Present simple; Present continuous; Imperatives; *can* for requests; Quantifiers (*both / some / all / most / one of*); *have got*

Vocabulary

See the wordlist on page 115 of the Student's Book

Movers practice

The *Language practice* section will help to prepare learners for all parts of the Movers Test

Warmer

- Play a game to warm the class up and revise the vocabulary learnt so far.
- Divide the class into two teams. Say a word from Unit 6 (a person / a place / a thing / an adjective) to a child from Team A. Ask the child to make a sentence with the word.
- Repeat with children from each team in turn and award one point for each correct sentence.

Lead-in

- Play a game of *Simon Says* to practise imperative forms and revise daily activities and actions.
- Give instructions to the class, for example *Simon says go for a drive / read a comic / text your friend / wash the car*.
- Tell the class that they should only do the action if you say *Simon says* before it.
- If a child does the action when you did not say *Simon says*, they are out of the game. The last child left in the game is the winner.

1 Look and complete the sentences.

- Point to the picture and say the names of the people speaking in the picture. Ask children around the class to read out the speech bubble for each person.
- Ask the class to say whether each speech bubble is an order, a request, or an invitation.
- Show the class the gapped sentences below the picture and read out the example.
- Explain to the class that they need to look at what the people are saying in the picture and complete the sentences.
- Allow the children time to complete the sentences in their books. Move around the class as the children work and help if necessary.

- Invite children around the class to read out the completed sentences.

ANSWERS

1 draw a building 2 go to the park 3 open the window 4 make a cake 5 wake up

Optional activity

- Write the headings *Orders, Requests and Invitations* on the board.
- Ask the children to look at the speech bubbles in activity 1. Ask what words we use to give orders (*Imperative forms, e.g. Wake up!, Draw a house!*). Ask what words we use to make requests (*Can you ...?, Please can you ...?*). Then ask what words we use to make invitations (*Would you like to ...?*). Write their answers on the board.
- Write prompts on the board, e.g. *make a cake, go to the beach, watch TV, sit down, read a book, go swimming, open the door, write your name, do your homework, wash the car*. Ask children around the class to use the prompts to give an order, make a request or make an invitation.
- You can play this as a game in two teams if you like.

2 Read, look and draw lines.

- Point to the pictures and ask the children to say what people they can see and what the people look like, what they are wearing, and what they are doing.
- Focus attention on the words in bold. Explain that we use *one of* to talk about one person in a group, *both of* to talk about two people in a pair, *some of* to talk about a number of people in a group, *most of* to talk about the majority of people in a group and *all of* to talk about a whole group.
- Tell the children to read the sentence halves, look at the pictures and draw lines to match the sentence halves.
- Move around the class as the children complete the activity in their books. Help if necessary.
- Invite children around the class to read out the completed sentences.

ANSWERS

1 c 2 f 3 e 4 a 5 d 6 b

3 Look again and complete the sentences.

- Show the class the gapped sentences. Tell them to look at the pictures again and complete the sentences with *One / Both / All / Most / Some of the clowns / pirates*.
- Allow the children time to complete the sentences in their books. Move around the class as the children work and help if necessary.
- Invite children around the class to read out the completed sentences.

ANSWERS

1 One of the clowns 2 Some of the pirates
3 All of the pirates 4 Both of the clowns

Reading & Writing, Part 5

MOVERS TIP: In Part 5 of the Movers Reading and Writing Test, learners will need to identify what is being referred to in a text. Help learners to recognize referring words and to understand what they refer to.

Lead-in

- Write sentences with referring words (it, him, her, them, they, us, there) on the board, one at a time. For example, I've got lots of CDs. I love listening to them.
• Ask children around the class to find the referring word, (them), and say what it refers to (CDs).
• Repeat with other sentences, e.g. Emma is my best friend. I see her every day. / I like pizza. I eat it every Friday. / I'm good at football. It's my favourite sport. / I love dogs. They're my favourite animals. / My brother and I are going to the park. Would you like to come with us?

Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words. There are two examples.

- Ask the children to look at the pictures. Explain that they are going to read a text about a boy called Fred and what he did last weekend. Remind the pupils to read the whole text before they start trying to complete the sentences.
• Ask the children to read the example sentences and say how many words have been completed in each example. Tell the children that they can use up to three words, but no more.
• Ask the children to read the text and complete the sentences. Allow them time to complete the test in their books.
• Ask the children to compare their answers with a partner and make any necessary changes.
• Check the answers as a class.

ANSWERS

- 1 younger 2 the garden 3 chicken and chips
4 take a photo 5 John 6 the supermarket

Optional activity

- Ask the children to read the text again and write five questions about Fred's weekend in their notebooks.
• The children can swap notebooks with a partner, look at the text again and answer their partners' questions.

Listening, Part 5

Lead-in

- Revise the words for clothes and colours by asking the children questions about the clothes they and other children are wearing. Ask What colour is (Sam's jacket)? to children around the class.

MOVERS TIP: In Movers Listening Part 5, make sure learners understand that they will have to write something for one of the questions. It will not be a difficult word and there will probably be something in the picture that makes it a logical word to write.

Listen and colour and write. There is one example. 35

- Ask children to look at the picture and say what people, things, or items of clothing they can see.
• Tell the children to take out their coloured pencils. Say Show me (red). The children hold up the correct colours.
• Focus attention on the example. Play the first part of the recording while the children look at the example in their books.
• Tell the children that they should listen, find the correct items in the picture, then colour them, as in the example. Tell them that they will also need to write a word in the picture.
• Play the recording twice for the children to complete the test.
• Check the answers as a class. Ask What colour is the (bird)?

Transcript 35

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

Man Can you see the pirate?

Girl Which one? There are three pirates in the picture.

Man Oh yes. I mean the one who's wearing a big hat.

Girl I can see him. He's on the boat.

Man That's right. Can you colour his hat blue?

Girl OK. That's easy!

Presenter Can you see the blue hat? This is an example. Now you listen and colour and write.

1 Girl What can I colour now?

Man What do you want to colour?

Girl I want to colour the bird!

Man I can't see a bird. Where is it?

Girl It's flying above the pirate.

Man Oh yes. Colour it red.

Girl All right.

2 Man I want you to write something now.

Girl OK. What shall I write?

Man Can you see the towel?

Girl Is it next to the pirate who's reading?

Man That's right. Write the word 'SUN' on the towel.

Girl I'm writing it now.

Man Well done!

3 Man What do you want to colour now?

Girl I'd like to colour the pirate's book.

Man All right - what colour?

Girl Can I colour it orange?

Man Yes, that's a good colour.

- 4 **Man** Can you see the third pirate?
Girl Yes, he's looking at some treasure.
Man Yes, he is! And he's wearing trousers and a jacket.
Girl Shall I colour his jacket purple?
Man That's a good idea.
- 5 **Man** Do you want to colour one more thing?
Girl Yes please!
Man OK! Can you see the monkey?
Girl Yes, it's eating a banana.
Man That's right. Colour the monkey brown, please.
Girl I'm doing it now.
Man The picture looks great now!

Optional activity

- Play a memory game. Tell the children to look at the picture in the Listening Test for one minute and think about what colour each item is.
- The children close their books. Ask *What colour is the (pirate's hat)? / Is (the monkey) yellow?* and invite a child to answer from memory.
- Repeat with other children around the class. Alternatively, you could play this as a game in two teams, awarding one point for each correct answer.

Reading & Writing, Part 4

Lead-in

- Point to the picture and the title. Ask children around the class to say what they know about monkeys. Ask questions to children around the class, e.g. *Where do monkeys live? What do monkeys eat? What colour are monkeys? What can monkeys do?*

MOVERS TIP In Part 4 of the Movers Reading and Writing Test, remind learners that they must choose words from the options given. It is not necessary for them to think of a word to fit each gap.

Read the text and the example. Choose the right words and write them on the lines.

- Ask the children to look at the picture. Explain that they are going to read a text about monkeys. Remind the children to read the whole text before they start trying to fill in the gaps.
- Ask the children to read the example sentence and all of the possible answers. Ask them to think about why *are* is the best answer.
- Ask the children to read the rest of the text and choose the best answers. Explain to the children that they must copy the words onto the lines, and that they must spell the words correctly. Tell the children to copy the words exactly and not add anything extra. Remind them to read all of the possible answers, even if they think they have found the right one before they have looked at them all.

- Ask the children to compare their answers with a partner and make any necessary changes.
- Check the answers as a class.

ANSWERS

1 live 2 but 3 at 4 their 5 too

Optional activity

- Ask the children to write five sentences about their favourite animals in their notebooks, then swap sentences with their partners and check each others' grammar and spelling.
- The children can use their sentences to tell the class about their favourite animals.

7

This is my family

Lesson 1 SB page 56

Words

Topics

Families

Functions

Identifying family members; Completing gapped sentences

Grammar

Present simple; *have got*

Vocabulary

See the wordlist on page 116 of the Student's Book

Movers practice

Reading and Writing (all parts)

Warmer

- Play a game to warm the class up and revise the words for people, places and things from Unit 6.
- Divide the class into two teams.
- Write the headings *People, Places and Things* on the board.
- Invite children from each team in turn to come to the board and write a word under the correct heading.
- Award one point for each correctly placed and correctly spelt word.

Lead-in

- Point to the picture of Jack and read out the speech bubble.
- Tell the children that they are going to think about families in this lesson.
- Ask children around the class to say how many people there are in their family and how many brothers, sisters or cousins they have got.

1 Look and write the names.

- Ask children to look at the family tree and say how many people they can see. Tell them to find Daisy in the family tree.
- Focus attention on the gapped text. Tell the children that they need to look at the family tree and write the correct names to complete the text.
- Allow the children time to complete the activity in their books. Tell them to copy the names exactly and check that they have spelt each word correctly.
- Check answers by asking children around the class to read out sentences from the completed text.

ANSWERS

2 Alex 3 Pat 4 Tony 5 May 6 Bill 7 Ben
8 Anna 9 Jim / Jane 10 Jane / Jim

Optional activity

- Divide the class into two teams.
- Ask questions about Daisy's family tree to children from each team in turn, e.g. *Who's Daisy's sister? What's Daisy's uncle's name?*
- Award one point for each correct answer.

2 Now look and write the numbers.

- Point to the family tree in activity 1 and ask *Who is Tony's son? Who are May's grandsons? Who is Pat's daughter? Who are Bill's granddaughters? Is Sue / Anna a grown-up?*
- Focus attention on the gapped sentences in activity 2. Tell the children to read the sentences, look at the family tree in activity 1 and count the correct people to complete the sentences.
- Move around the class as the children complete the activity. Help if necessary.
- Invite children around the class to read out the completed sentences.

ANSWERS

1 one, two 2 two 3 two, three 4 six, five

Movers tip

- Learners will need to be familiar with words for family members for all parts of the Movers Tests, but especially Part 4 of the Movers Speaking Test. Encourage learners to talk about their families to prepare for this part of the test.

Optional activity

- Tell the children to draw their own family trees, using the family tree in activity 1 as an example.
- The children can then show and describe their family trees to the class and talk about their family members, making sentences like the ones in activities 1 and 2.

Unit 7 Lesson 2 SB page 57

Reading & speaking

Topics

Families; Appearances; Describing people

Functions

Identifying family words that mean the same; Describing appearances; Listening for specific information; Asking and answering about families

Grammar

Present simple; *have got*

Vocabulary

See the wordlist on page 116 of the Student's Book

Movers practice

Reading and Writing (all parts), Listening (all parts), Speaking Part 4

Equipment

⑩ 36–38; Coloured pencils

Warmer

- Play a game of *Bingo* to warm the class up and revise the words from the previous lesson (see page 33).

Lead-in

- Draw a stick figure of a man and a stick figure of a woman on the board.
- Divide the class into two teams.
- Invite children from each team in turn to come to the board.
- Say a word for a male or female family member. The children should write the word under the correct stick figure.
- Award one point for each correctly placed and correctly spelt word.

1 Colour the pairs that mean the same.

- Tell the class that we sometimes use different words for *mum*, *dad*, *grandma* and *grandpa*. Ask the children to say what different words there are for these family members in their language.
- Point to the words in the boxes. Tell the class that there are four pairs of words that mean the same.
- Tell the children to take out their coloured pencils and choose four colours. They should colour each pair of words in a different colour.
- Allow the children time to colour their words in their books, then invite children to read out the pairs of words.

ANSWERS

mother – mum, father – dad, grandfather – grandpa, grandmother – grandma

2 Read, look and write *yes* or *no*. Circle two adjectives that mean the same.

- Point to the picture of Jack's dad and ask the children to say what colour, length and style hair he has got.

- Focus attention on the questions next to the picture. Tell the children to read the questions, look at the picture and write *yes* or *no*.
- Allow the children time to complete the activity, then invite pairs of children to ask and answer the questions
- Tell the class that two of the adjectives in the questions mean the same. Ask them to find and circle the adjectives.

ANSWERS

red hair: no, long hair: no, curly hair: yes, a blonde beard: yes, fair hair: yes, short hair: yes, straight hair: no, a red moustache: no
Adjectives that mean the same: blonde, fair

3 Listen and draw and colour. ⑩ 36 Listen and draw lines. ⑩ 37

- Tell the class that they are going to hear Jack talking about some of his family members. They need to listen and colour the people's hair and draw items, e.g a beard, a moustache and glasses, for each person.
- Play the track twice for children to listen, colour and draw.
- Invite children around the class to show the class their pictures and describe the people.
- For transcripts 36 and 37, see page 81.

ANSWERS

- 1 curly brown hair and a brown moustache
- 2 straight blonde hair and glasses
- 3 grey hair and a grey beard
- 4 curly black hair and glasses

- Tell the class that they are now going to hear Jack talking about how old the person is, where they live and where they work.
- Tell the children to listen and draw lines to match the people to the notes. Play the recording twice.
- Invite children around the class to talk about each person.

ANSWERS

1 c 2 a 3 d 4 b

4 Listen and circle. Ask and answer. ⑩ 38

- Read out the questions. Point to the options and tell the class to listen and circle the correct answers.
- Play the recording for the children to listen and circle.

ANSWERS

1 3 2 yes 3 6

- Tell the children to practise asking and answering the questions about themselves, then invite pairs to act out.

Transcript ⑩ 38

Adult Can I ask you some questions, please?

Child Yes!

Adult Thank you. Right – the first one. How many grown-ups live with you?

Child Well, I live with my mother and my father. And my grandmother lives with us too, so that's three.

Adult Have you got any brothers or sisters?

Child I haven't got any brothers, but I've got two sisters.

Adult How many cousins have you got?

Child Er ... four. No – six. I've got six cousins.

Adult That's a lot!

Child Yes!

Adult Thank you.

Unit 7 Lesson 3 SB page 58

Story

Topics

Abilities (in the past)

Functions

Understanding and acting out a story; Completing sentences about information in a table

Grammar

Present simple; Present continuous; Past simple; *could* / *couldn't*

Vocabulary

See the wordlist on page 116 of the Student's Book

Movers practice

Reading and Writing (all parts)

Equipment

39

Warmer

- Write the heading *Families* on the board.
- Start writing a word for a family member on the board. Write the letters slowly.
- The children should call out the word as soon as they think they know what it is.
- The first child to call out the word should spell the rest of the word, then make a sentence about their own family using the word.
- You can play this as a game in two teams if you like, writing words for children from each team in turn and awarding one point for each grammatically correct sentence.

Lead-in

- Ask children around the class to say some of the things they can do now, e.g. *I can ride a bike / play the piano / speak English.*
- Ask *Could you (ride a bike) when you were (two / three / four / five)?*
- Elicit short answers (*Yes, I could. / No, I couldn't.*)

MOVERS TIP: Useful practice for Part 5 of the of the Movers Reading and Writing Test can be gained by asking learners to predict the outline of a story from the pictures. This will help to prepare learners for the type of information they will find in the story.

1 Listen and read. Then act. 39

- Ask children to look at the pictures in the story. Ask *What's this? Who's this? Where are Jack and Daisy? What is the woman doing?* about each picture.
- Ask the children to say what they think is happening in the story, based on the pictures.

- Play the recording for the children to listen and follow the story in their books.
- Play the recording again, pausing after each line for the children to listen and repeat, first chorally, then individually.
- Divide the class into groups of three and allow the children time to practise acting out the story.
- Invite groups of children to act out the story for the class.

Optional activity

- Play a memory game. Tell the class to look at the story for one minute and try to remember the lines.
- Tell the class to close their books.
- Divide the class into two teams.
- Ask a child from Team A to say the first line. Ask a child from Team B to say the second line, and so on.
- If a child can't remember the next line, play passes to the other team. Award one point for each correct line.

2 Look and complete the sentences with *could* or *couldn't*.

- Focus attention on the table. Explain that the ticks show the things that Daisy could do at each different age and the crosses show the things that she couldn't do at each different age.
- Show the class the gapped sentences below the table. Tell them that they need to read the sentences, look at the table and write *could* or *couldn't* to complete the sentences.
- Allow the children time to complete the activity in their books.
- Invite children around the class to read out the completed sentences.

ANSWERS

2 could 3 couldn't 4 couldn't 5 could 6 could

Optional activity

- Divide the class into two teams.
- Ask children from each team in turn a question about Daisy. For example, *Could Daisy (ride a horse) when she was (nine)?*
- The children should look at the table in activity 2 and answer *Yes she could. / No, she couldn't.*
- Award one point for each correct answer.

Unit 7 Lesson 4 SB page 59

Language practice

Topics

Abilities (in the past)

Functions

Completing a speaking activity (asking and answering about past abilities); Writing about your own past abilities; Matching pictures to sentences; Completing gapped sentences

Grammar

could / couldn't

Vocabulary

See the wordlist on page 115 of the Student's Book

Movers practice

The *Language practice* section will help to prepare learners for all parts of the Movers Test

Equipment

Speaking activity photocopyable 129

Warmer

- Play a game to warm the class up and revise the vocabulary learnt so far.
- Write the following headings on the board: *Family; People; Places; Holidays; Things in the house; Clothes; Colours; Daily activities.*
- Divide the class into two teams. Invite a child from Team A to come to the board. Say a word from Units 1 - 7 and ask the child to write it under the correct heading on the board. Ask the child to say, then spell, the word.
- Repeat with children from each team in turn and award one point for each correct answer.

Lead-in

- Tell the children to look at the table in activity 2 on page 58.
- Say sentences about Daisy (e.g. *Daisy could ride a horse when she was five. Daisy couldn't swim when she was six.*).
- Ask children around the class to say *Yes* if a sentence is true and *No* if a sentence is false.
- Ask the children to correct the false sentences.

1 Complete the table about you. Do the speaking activity. TB page 129

- Point to the speech bubbles and read out the example exchange.
- Hand out copies of the speaking activity (one copy for each child).
- Tell the children to complete the tables about themselves, ticking the things they could do at each age and crossing the things they couldn't do at each age.

- Act out a few example exchanges with children around the class, then allow the children to ask and answer questions in pairs, and complete the table for their partner. Move around the classroom as the children work and help if necessary.
- Invite some pairs of children to act out the speaking activity in front of the class.

2 Write four true sentences.

- Tell the children to think about the things they could / couldn't do when they were younger and write four true sentences about themselves.
- Allow the children time to write sentences in their books, then invite children to read out their sentences for the class.

ANSWERS

Children's own answers

Optional activity

- Tell the children to write two things they could do when they were five and two things they couldn't do when they were five.
- The children should then move around the class, asking and answering questions to find people who could / couldn't do the same things when they were five. The children should form pairs or groups with people who could / couldn't do the same activities.

3 Read, look and write the numbers. Complete the sentences with *could* or *couldn't*.

- Point to the pictures and ask the children to say what the people are doing in each picture.
- Tell the children to read the sentences and match them to the correct pictures by writing the numbers of the sentences in the boxes next to the correct pictures.
- Allow the children time to complete this part of the activity in their books, then ask the children to point to the pictures and say the correct numbers.
- Tell the children to look at the pictures and decide whether the people could or couldn't do the activities, then complete the sentences with *could* or *couldn't*.
- Allow the children time to complete this part of the activity, then ask children around the class to read out the completed sentences.

ANSWERS

2 couldn't, could 3 could, couldn't

4 could, couldn't 5 couldn't, could 6 could, couldn't

Pictures from left to right: 6, 2, 3, 4, 5, 1

Unit 7 Lesson 5 SB page 60

Language practice

Topics

Adjectives and adverbs

Functions

Matching adjectives to their opposites; Matching activities with adverbs

Grammar

Present continuous; Adjectives; Adverbs

Vocabulary

See the wordlist on page 116 of the Student's Book

Language practice

The *Language practice* section will help to prepare learners for all parts of the Movers Test

Warmer

- Play a game to warm the class up and revise the vocabulary learnt so far.
- Divide the class into two teams.
- Ask children from each team in turn to name three words from known vocabulary sets: *Family members, Places, people and things, Things you can see on holiday, Things in the house, Things you can wear, Colours, Daily activities.*
- Award one point for each correct set of words.

Lead-in

- Ask the class to think of adjectives they know. Write their suggestions on the board.
- Point to an adjective on the board and ask a child to make a sentence using the adjective.
- Repeat with other words and other children around the class.

1 Write the adjectives, then draw lines to the opposites.

- Point to each of the pictures and ask the children to say what adjective they think each picture represents.
- Show the class the adjectives in the box. Tell the children to write the adjectives under the correct pictures. Remind them to copy the words exactly.
- Allow the children time to write the words in their books, then ask children around the class to point to the pictures and say, then spell, the adjectives.
- Tell the children that there are three pairs of opposites in activity 1. Tell them to draw lines to match the adjectives to their opposites.
- Invite children around the class to say an adjective, then invite other children to say the opposite.

ANSWERS

1 quiet 2 quick 3 good 4 bad 5 loud 6 slow
Opposites: good – bad, quick – slow, quiet – loud

Optional activity

- Write some more adjectives and their opposites on the board, jumbled up. For example, *big – small, old – young, ugly – beautiful, clean – dirty, fast – slow, boring – exciting, easy – difficult, tall – short, short – long.*
- Invite children to come to the board and match pairs of adjectives.

2 Read, look and draw lines.

- Tell the class that they are going to use adverbs in this activity. Remind them that an adverb tells us how someone does something.
- Point to the picture of the grammar character and read out the speech bubble.
- Write the adjectives in activity 1 on the board. Ask children around the class to say how we form an adverb from each adjective (*good – well, bad – badly, quiet – quietly, loud – loudly, fast – quickly, slow – slowly*). Write their answers on the board.
- Point to the picture and ask the children to say what they can see, or what the people are doing, in the picture. Ask the children to say which adjective on the board they think describes each person.
- Show the class the sentence halves. Tell them to make sentences describing the people in the picture.
- Invite children around the class to read out the sentences.

ANSWERS

- 1 Daisy's parents are playing badminton well.
- 2 Daisy's grandfather is roller skating badly.
- 3 Daisy and Jack are singing loudly.
- 4 The horses are running quickly.
- 5 Daisy's grandmother is talking quietly.
- 6 Daisy's sister is walking slowly.

MOVERS TIP

In Part 3 of the Movers Reading and Writing Test, remind learners to think about what kind of word best fits each space, e.g. noun, verb, adjective or adverb. This will help them to choose the correct options. Help children to identify words or structures which will indicate what kind of word the answer will be.

Optional activity

- Write sentences with missing adjectives or adverbs on the board, for example, *I'm _____ at football. / I can play football _____.*
- Ask the children to say what kind of word is missing (adjective or adverb), then ask them to suggest a word for each gap.

Optional activity

- Play a game of *Simon Says* using adverbs. Give instructions for the class to mime, e.g. *Simon says walk quickly / swim slowly / talk quietly / dance badly / paint well.*
- Tell the class that they should only do the action if you say *Simon says* before it.
- If a child does the action when you did not say *Simon says*, they are out of the game. The last child left in the game is the winner.

Movers practice test SB pages 61, 62 & 63

Listening, Part 3

Lead-in

- Ask children around the class to talk about a previous shopping trip. Encourage the children to give as much detail as possible, e.g. *When did you go? What did you buy?*

MOVERS TIP In Part 3 of the Movers Listening Test, remind learners that they will be expected to use pictures A–H only once, and that two pictures will not be used at all.

Kim is telling Mr Day about her family and what they bought today. What did each person buy? Listen and write a letter in each box. There is one example. ④ 40

- Ask children to look at the pictures. Ask them to say what people they can see in the pictures on the left and what items they can see in the pictures on the right.
- Focus attention on the example. Play the first part of the recording while the children look at the example in their books.
- Tell the children that they should listen, choose the correct item for each person, then write the correct letter for each item in the box next to each person, as in the example.
- Play the recording twice for the children to complete the test.
- Check the answers as a class. Ask *What did (Kim's cousin) buy?* and invite the children to answer.

ANSWERS

her aunt D, her uncle F, her grandfather A, her mother B, her cousin H, her sister E

Transcript ④ 40

Presenter Listen and look. There is one example. Kim is telling Mr Day about her family and what they bought today. What did each person buy?

Man Hi, Kim. How are you?

Girl I'm fine, thanks! I went to the shopping centre today.

Man Who did you go with?

Girl With all my family! My aunt bought a blanket for her bed. It's purple.

Presenter Can you see the letter 'D'? Now you listen and write a letter in each box.

Man What shops did you go to?

Girl First we went to the book shop. I couldn't buy a book because I didn't have any money.

Man Oh dear!

Girl But my cousin bought a really exciting book. I want to read it! It's about a time machine.

Girl After that, we went to the supermarket.

Man To buy some food?

Girl Yes, and we bought some other things too. My grandpa bought a new toothbrush!

Man Oh – that isn't very interesting!

Man What about your sister?

Girl Oh, we went to the toy shop. She had some money and she wanted to buy a toy.

Man What did she buy?

Girl She looked at lots of toys, then she bought a model helicopter. It was the best toy in the shop!

Man Brilliant!

Girl My uncle was with us, too.

Man What did he buy?

Girl He bought a plant for his living room.

Man A big one?

Girl No, he bought the smallest one in the shop! But it will grow bigger. It's got red flowers.

Man How about your mother?

Girl Oh yes, she was there too. She likes shopping! She bought a lamp for me.

Man Was it for your bedroom?

Girl Yes. I put it next to my bed. I like reading when I'm in bed. My mum always tells me to go to sleep!

Optional activity

- Ask the children questions about the pictures in the Listening Test, e.g. *Did Kim's uncle buy a big plant? Does Kim's mother like shopping?*
- Invite children to look at their books and answer.
- You could play this as a game in two teams, awarding one point for each correct answer.

Reading & Writing, Part 2

Lead-in

- Practise short answers with the class. Ask questions using a variety of forms and invite children around the class to give short answers. For example, you can ask: *Is it raining today? Can you swim? Do you like playing tennis? Would you like a drink? Shall I draw a picture? Are you reading? Do you want a rubber? Did you go to the cinema last weekend? Could you swim when you were four?*

MOVERS TIP Give learners plenty of practice with multiple choice questions to encourage them to understand the differences in meaning, grammar, sense and appropriacy between the options. This will help to prepare them for Part 2 of the Movers Reading and Writing Test.

Read the text and choose the best answer. Vicky is talking to her friend, Jane.

- Tell the children to look at the picture and say who or what they can see.
- Explain to the class that Vicky is talking to her friend Jane, and that they need to choose the things Vicky says from three options.
- Show the class the example. Tell the class to look at the three options and say why C is the correct answer.
- Tell the children to read the remaining questions and choose the best answers.
- Allow the children time to complete the test in their books.
- Check answers by reading out the questions and asking children around the class to read out the correct responses.

ANSWERS

1 A 2 C 3 A 4 B 5 B 6 A

Optional activity

- Ask the children to use the questions and answers in the reading text to make a dialogue.
- The children can then act out their dialogue in pairs in front of the class.

Listening, Part 4

Lead-in

- Revise different question and answer forms by asking children around the class to answer questions about Vicky and Jane from the Reading & Writing test on page 62. For example, you can ask: *Is it Vicky's Dad's car? What colour is Jane's skirt? Does Vicky go to school in the car?*
- Invite children around the class to look at page 62 and answer. Alternatively, you could play this as a game in two teams, awarding one point for each correct answer.

TIPS In Part 4 of the Movers Listening Test, remind learners to listen to the whole dialogue before deciding on their answer. There are often distractors in the dialogues which could lead them to choose the wrong picture if they do not listen until the end.

Listen and tick (✓) the box. There is one example. 41

- Ask children to look at the pictures. Ask them to say what they can see, where the people and items are, and what the people are doing.
- Focus attention on the example. Play the first part of the recording while the children look at the example in their books.
- Tell the children that they should listen, choose the correct picture, then put a tick in the box next to the correct picture, as in the example.
- Play the recording twice for the children to complete the test.
- Check the answers as a class. Ask the questions and invite the children to answer with the correct letters.

ANSWERS

1 B 2 A 3 B 4 C

Transcript 41

Presenter Listen and look. There is one example.

Man What did you do on Saturday morning, Paul?

Paul I went shopping with my mum.

Man Did you go to the supermarket?

Paul No, we went to the market.

Man The one next to the library?

Paul No, the one in the square.

Man Oh yes, I know.

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

1 **Man** What did you buy?

Paul First, we bought a plant for the living room.

Man A plant?

Paul Yes. Then Mum wanted to buy a camera.

Man Did she find one?

Paul No, there weren't any cameras in the market. But we bought some new toothbrushes!

2 **Man** What was the best part of the morning?

Paul Well ... we saw a clown!

Man A clown? Where? In the market?

Paul No, he wasn't in the market.

Man Was he in a shop?

Paul No, he was outside, under a tree.

3 **Man** What did he do?

Paul I wanted him to dance, but he didn't.

Man Did he sing?

Paul No, he bounced a ball.

Man Was he funny?

Paul Yes, he was. He was great!

4 **Man** What did you do after that?

Paul We went home. It was lunchtime.

Man Did you go in the car?

Paul No. My mum hasn't got a car.

Man So did you catch a bus, or did you walk?

Paul We caught a bus.

Optional activity

- Ask the children questions about the pictures in the Listening Test. For example, *Did Paul go to the supermarket? Did he buy a camera? Was the clown in the market? Did the clown bounce a ball? Did Paul and his mum walk home? Invite children around the class to look at their books and answer.*
- You could play this as a game in two teams, awarding one point for each correct answer.

8 What's for lunch?

Lesson 1 SB page 64

Words

Topics

Food

Functions

Identifying food items and tableware

Grammar

Present simple; *have got*

Vocabulary

See the wordlist on page 116 of the Student's Book

Movers practice

Reading and Writing (all parts)

Warmer

- Play a memory game to warm the class up and revise the words for family members from Unit 7.
- Ask children to tell you what words they can remember for family members. Write the words they say on the board.
- Tell the class to look at the words for one minute (or less), then close their eyes. Erase two or three of the words from the board.
- Tell the class to open their eyes and say which words are missing. You can repeat the game a few times, erasing different words each time.
- You can play this as a game in two teams if you like, erasing words for each team in turn.

Lead-in

- Tell the children that they are going to think about food in this lesson.
- Ask children around the class to say what words they can remember for food and drinks. Write their suggestions on the board.
- Ask children around the class to say which of the foods and drinks on the board they like / don't like.

MOVERS TIP: To give learners practice in spelling words that they find difficult, ask individual learners to write words that they have difficulty spelling on small cards. They can keep these in an envelope and look at them from time to time. Ask learners to look at their cards, turn them over and write the words. They could also write sentences containing the words. They can then check their spelling against the words on the cards.

1 Write the words.

- Ask children to look at the picture and say what foods they can see.
- Read out the words in the box and ask the children to point to the correct foods in the picture.
- Tell the children to write the correct words next to the numbers below the picture.
- Check answers by asking *What's number (1)?* to children around the class.

ANSWERS

1 pasta 2 vegetables 3 milk 4 noodles 5 water
6 sandwiches 7 soup 8 salad 9 tea
10 chicken 11 cheese 12 coffee

Optional activity

- Slowly write the letters for one of the words from activity 1 on the board, pausing after each letter. The children try to guess the word before you have written the whole word. When a child guesses the word correctly, they should spell the rest of the word for you to complete it on the board. You can play this as a game in two teams if you like.

2 Look at the picture in Activity 1 and draw lines.

- Read out the words in bold in activity 2. Ask the children to point to the correct items in the picture in activity 1.
- Ask *What's (in this bowl / on this plate)?* about the tableware in the picture.
- Show the class the sentence halves and tell them to draw lines to make sentences about the picture in activity 1.
- Allow the children time to draw lines in their books, then invite children around the class to read out the sentences.

ANSWERS

The man has got a bottle of water.

The girl has got a plate of pasta.

The woman has got a cup of tea.

The boy has got a glass of orange juice.

There is a bowl of soup.

Optional activity

- Tell the children to write five more sentences about the food in activity 1. Tell them to write *I can see / They have got ... (a bowl of soup / a plate of chicken / a bowl of vegetables / a plate of sandwiches / a bowl of salad / a plate of cheese).*
- The children can then read their sentences out to the class.

Unit 8 Lesson 2 SB page 65

Reading & speaking

Topics

Food

Functions

Categorizing types of food; Completing definitions; Asking and answering about food

Grammar

Present simple; Past simple; *can*

Vocabulary

See the wordlist on page 116 of the Student's Book

Movers practice

Reading and Writing (all parts), Listening Part 4, Speaking Part 4

Equipment

④ 42

Warmer

- Play a game of *Bingo* to warm the class up and revise the words from the previous lesson.
- Tell the children to write six food words in their notebooks.
- Call out food words in random order (keep a note of the words which you have called out).
- If a child has the word you call out in their notebooks, they can cross out that word. The first child to cross out all their words wins the game.

Lead-in

- Tell the children to look at the picture in activity 1, page 64.
- Ask questions about the picture, e.g. *Has the boy got a glass of water? Is the salad in a bowl? Is there a plate of sandwiches on the table?*
- Invite children around the class to answer the questions.
- You can play this as a game in two teams if you like, or ask the children to look at the picture for one minute, then close their books and answer the questions from memory.

1 Add more words and draw pictures.

- Read out the headings in the table. Ask the children to say more words for each box.
- Tell the children to write more food words and draw pictures to illustrate them in the correct boxes.
- You can set a time limit for this activity if you like.
- The children can compare their lists with a partner and see who has got the most words, then read out their lists of words to the class.

SUGGESTED ANSWERS

drinks: tea, coffee, milk, lemonade, water, hot chocolate, cola,
meat: chicken, a sausage
fruit: orange, apple, lemon, (water)melon, pear, grapes, strawberries, cherries, mango, lime

vegetables: peas, potatoes, tomatoes, cucumber, beans, onions, peppers
other foods: butter, cheese, soup, sandwiches, crisps, cake, biscuits, ice cream

MOVERS TIP: Give learners practice in reading and writing definitions of items on the Movers vocabulary list. This will help to prepare them for Part 1 of the Movers Reading and Writing Test.

2 Complete the definitions. Then answer the questions.

- Tell the children to read the gapped sentences and look at the pictures to help them complete the definitions and answer the questions.
- Allow the children time to complete the activity in their books, then invite children around the class to read out their completed definitions and ask the questions for the rest of the class to answer.

ANSWERS:

1 bread, sandwich 2 vegetable, carrot 3 drink, coffee
4 juice, bottle

Optional activity

- Tell the class to choose four more foods or drinks and write definitions and questions for their partner. Tell them that they can use the definitions in activity 2 as examples.
- The children can write their definitions and questions in their notebooks, then swap with a partner and answer each others' questions.

3 Listen and circle. ④ 42 Ask and answer.

- Read out the questions. Point to the answer options and tell the class that they need to listen and circle the correct answers.
- Play the recording for the children to listen and circle the correct answers in their books.
- Check answers by asking the questions and inviting children around the class to answer.

ANSWERS

1 sausages, egg and milk 2 juice and tea 3 peas
• Tell the children to practise asking and answering the questions about themselves.
• Invite pairs of children to act out their questions and answers for the class.

Transcript ④ 42

Adult Can I ask you some questions about food?

Child OK.

Adult Thanks. What did you have for breakfast today?

Child I had a big breakfast! I had sausages and an egg.

Adult And what did you have to drink?

Child Oh, I had some milk.

Adult Which drinks do you like best?

Child Juice ... and tea.

Adult What's your favourite vegetable?

Child Er, I like carrots, but peas are my favourite.

Story

- Topics**
Food
- Functions**
Understanding and acting out a story; Completing sentences with *a, an* or *some*
- Grammar**
Present simple; *have to*; *Would you like ...?*; *have got*; *a / an / some*; countable and uncountable nouns
- Vocabulary**
See the wordlist on page 116 of the Student's Book
- Movers practice**
Reading and Writing (all parts)
- Equipment**
④ 43

Warmer

- Play a game to revise the words for foods.
- Divide the class into two teams.
- Address children from each team in turn. Say *Tell me a (fruit / vegetable / meat / drink)*.
- Award one point for each correct word.

Lead-in

- Ask children around the class to say what they usually have for breakfast, lunch and dinner.

1 Listen and read. Then act. ④ 43

- Ask children to look at the pictures in the story. Ask *What's this? Who's this? Where are Jack and Daisy? What is Jack / Daisy doing?* about each picture.
- Play the recording for the children to listen and follow the story in their books.
- Play the recording again, pausing after each line for the children to listen and repeat, first chorally, then individually.
- Divide the class into pairs and allow the children time to practise acting out the story.
- Invite pairs of children to act out the story for the class.

Optional activity

- Divide the class into two teams. Tell Team A to practise and try to remember Jack's lines and tell Team B to practise and try to remember Daisy's lines.
- Allow the class time to try to memorize the lines of the story.
- Invite a child from each team to come to the front of their class without their books. The children should act out the story as far as they can remember. The rest of the class can follow in their books. When one child forgets a line, another child from their team can come and take their place to continue the story.

MOVERS TIP Recognizing countable and uncountable nouns, and using the correct articles and quantifiers, will help learners perform well in Part 5 of the Movers Reading and Writing Test.

2 Write *a, an* or *some*. Then answer the question.

- Point to the pictures and ask the children to say what food or drink each person has got. Ask them to say whether each food or drink is countable or uncountable (remind the class that we can count countable nouns – *one apple, two apples* – but we can't count uncountable nouns).
- Show the class the gapped sentences in the speech bubbles. Tell them to complete the sentences with *a* if the word is singular, countable and begins with a vowel; *an* if the word is singular, countable and begins with a consonant; or *some* if the word is plural or uncountable.
- Allow the children time to complete the sentences in their books, then invite children around the class to read out the completed sentences.
- Tell the children to answer the question below the pictures. Ask a pair of children to read out the question and answer.

ANSWERS

1 an 2 some 3 some 4 a 5 some 6 some
Uncountable nouns: lemonade, chocolate

Unit 8 Lesson 4 SB page 67

Language practice

Topics

Food

Functions

Identifying food items; Spotting differences between two similar pictures; Completing gapped sentences questions

Grammar

Present simple; Countable and uncountable nouns; *some / any*; *How much / How many*

Vocabulary

See the wordlist on page 116 of the Student's Book

Movers practice

The *Language practice* section will help to prepare learners for all parts of the Movers Test

Warmer

- Revise the vocabulary learnt so far by playing *Odd One Out*.
- Write three words from one vocabulary set (*Food, Family, People, places and things, Holiday words, Things in the house, Clothes, Actions, Colours, Daily activities*) and one word from a different vocabulary set on the board (in any order).
- Ask a child to say which word is the odd one out and why.
- Repeat with other children and other sets of words.
- You can play this as a game in two teams if you like.

Lead-in

- Write food words on the board, one at a time, using a mixture of singular, plural, countable and uncountable nouns.
- Ask children around the class to say the word with *a, an* or *some*.
- You can play this as a game in two teams if you like, writing words for children from each team in turn and awarding one point for each correct answer.

1 Circle five differences. Complete the sentences.

- Ask the children to look at the pictures and say what foods or other items they can see.
- Tell the class that there are five differences between the two pictures.
- Explain that the gapped sentences below the pictures are only about picture 1.
- Focus attention on the gapped sentences and remind the class that we use *some* in positive sentences and *any* in negative sentences and questions.
- Explain that we use *There aren't any* with countable nouns and *There isn't any* with uncountable nouns.

- The children circle the differences in the pictures, then complete the sentences about picture 1 in their books, using the words in the box.
- Invite children around the class to read out the completed sentences.

ANSWERS

1 cakes 2 sandwiches 3 juice 4 chocolate
5 presents

2 Write about picture 2. Use the words from Activity 1.

- Tell the children that they need to write sentences about picture 2. Tell them that they can use the sentences in activity 1 as an example, and that they should use the words in the box in activity 1 to write their sentences.
- Move around the class as the children work and help if necessary.
- Invite children around the class to read out their sentences.

ANSWERS

Example answer: There are some presents and there is some chocolate. There isn't any juice and there aren't any sandwiches. There are some cakes.

Optional activity

- Ask the children to talk about the differences between the two pictures, e.g. *In picture 1, there isn't any chocolate. In picture 2, there is some chocolate.*

Optional activity

- Play a memory game.
- Tell the class to look at the pictures in activity 1 for one minute, then close their books.
- Ask questions about the two pictures to children around the class, e.g. *Is there any juice in picture 1? Are there any presents in picture 2?* The children try to answer from memory. If they answer correctly, they can stay in the game. If they answer incorrectly, they are out of the game. The last child left in the game is the winner.

3 Look and complete the questions.

- Ask the children to look at the picture and say what foods or drinks they can see. Ask them to say whether each word is countable or uncountable.
- Focus attention on the gapped questions and remind the class that we use *How many* with countable nouns and *How much* with uncountable nouns.
- Allow the children time to complete the questions in their books, then invite the children to ask and answer the questions in pairs.

ANSWERS

1 water 2 apples 3 cheese 4 bananas

Unit 8 Lesson 5 SB page 68

Language practice

Topics

Household chores; School activities

Functions

Talking about obligation; Completing a speaking activity

Grammar

Present simple; *have to* / *don't have to*

Vocabulary

See the wordlist on page 116 of the Student's Book

Movers practice

The *Language practice* section will help to prepare learners for all parts of the Movers Test

Equipment

④ 44; Speaking activity photocopiable 130

Warmer

- Play a game to warm the class up and revise the vocabulary learnt in this unit.
- Say *I've got some cheese*.
- Ask a child to add to the sentence, e.g. *I've got some cheese and an apple*.
- Continue around the class, with each child adding an item to the list.
- If a child can't remember the list, or adds an item incorrectly, e.g. *I've got some cheese, an apple and a bread*, they are out of the game. The last child to remain in the game is the winner.
- When the sentence becomes too long for the children to remember, you can start the game again with a new sentence.

Lead-in

- Ask the children to say what things they do at home to help their parents and to keep the house clean and tidy.

1 What does Jack have to do at home? Listen and tick (✓) or cross (X). ④ 44

- Show the class the list and explain that Jack has to do some of these things at home, but he doesn't have to do all of them. Explain that we use *have to* to talk about things which it is necessary for us to do (because someone tells us to), and that we use *don't have to* to talk about things which it isn't necessary for us to do.
- Explain to the class that they need to look at the list and listen to Jack talking. They tick the things Jack has to do and cross the things he doesn't have to do.
- Focus attention on the examples. Play the first part of the recording while the children look at the examples in their books.

- Play the recording twice for the children to complete the activity.
- Check the answers as a class. Invite the children to make sentences about what Jack has to and doesn't have to do.
- For the transcript, see page 81.

ANSWERS

Jack has to: clean his bedroom, cook the dinner, eat fruit and vegetables, do homework

Jack doesn't have to: take the dog for a walk, do the shopping, clean the windows, wash the car

2 Do the speaking activity. TB page 130

- Point to the picture of Daisy and Jack and read out the example dialogue.
- Hand out copies of the speaking activity (one copy for each child).
- Tell the children to complete the first column in the table about themselves, ticking the things they have to do and crossing the things they don't have to do.
- Act out a few example exchanges with children around the class, then allow the children to carry out the activity.
- The children move around the class and choose two more children to interview. They write their names in the second and third columns, and complete the information.
- As an extension, ask children around the class to say what they have to or don't have to do, and what their partner has to or doesn't have to do.

3 What do they have to do? Write.

- Point to the pictures and ask the children to say who they can see in each picture, where the people are and what they are doing.
- Show the class the incomplete sentences below the pictures. Tell them that they need to look at the pictures and use the words in the boxes to complete the sentences about what the people have to do. Remind them to use the correct form of *have to* in each sentence.
- Allow the children time to complete the sentences in their books. Move around the class as the children work and help if necessary.
- Invite children around the class to read out the completed sentences.

ANSWERS

- 1 The children have to say the alphabet.
- 2 The boy has to carry a big bag.
- 3 The children have to sit on the floor.
- 4 The girl has to feed the fish.
- 5 The children have to water the plants.
- 6 The children have to go outside.

Reading & Writing, Part 1

MOVERS TIP: In Part 1 of the Movers Reading and Writing Test, remind learners to check their spelling against the options given to make sure that they have copied all the words correctly.

Lead-in

- Write six known words on the board, e.g. *tea, monkey, doctor, clown, sandwich, zoo.*
- Say a sentence about one of the words to a child in the class, e.g. *This is a drink. It's hot and you drink it from a cup. / This is an animal. It's got a long tail and it can climb trees. / This person wears a white coat. He/She works in a hospital. / This person wears funny clothes. He's got a red nose and he's very funny. / You can make this with bread. You can put different things in it and you can eat it on a picnic. This is a place with lots of animals. You can go here on a school trip.* The child should say the correct word from the board.
- Repeat with other children and other sentences. You can play this as a game in two teams if you like.

Look and read. Choose the correct words and write them on the lines.

- Ask the children to look at the pictures. Explain that they are going to read definitions and match them to the pictures by copying the words onto the lines.
- Ask the children to read the example definition and point to the correct picture.
- Ask the children to read the rest of the sentences and write the correct words. Explain to the children that they must spell the words correctly. They should copy the words exactly and not add anything extra.
- Ask the children to compare their answers with a partner and make any necessary changes.
- Check the answers as a class.

ANSWERS

- 1 a garden 2 a horse 3 cheese 4 a kitchen
5 ice cream

Optional activity

- Ask the children to think of five words and write a definition for each word without using the word itself.
- The children can then swap definitions and write the words for their partners' definitions.

Listening, Part 2

Lead-in

- Ask a child the following questions: *When's your birthday? Did you have a party on your last birthday? How many people were at the party? What did you eat? What did you do?*

Listen and write. There is one example. 45

- Ask children to look at the heading and the gapped notes. Tell them that the notes are about a girl's birthday party.
- Ask the children to look at the prompts and say whether they will need to write a word or a number for each question.
- Focus attention on the example. Play the first part of the recording while the children look at the example in their books.
- Tell the children that they should listen and complete the notes, as in the example.
- Play the recording twice for the children to complete the test.
- Check the answers as a class. Ask questions for each prompt, e.g. *What's the house number? What's the street name? What did they eat? How many children were at the party? How many grown ups were at the party?* Invite children around the class to answer.

MOVERS TIP: In Part 2 of the Movers Listening Test, ensure learners realize that they have to write responses which make sense, according to the prompts on the question paper. Tell learners to look at the prompts carefully and think about what they mean, before listening to the recording.

ANSWERS

- 1 76 2 Sunny 3 cake 4 13 5 Grandpa

Transcript 45

Presenter Listen and look. There is one example.
Girl Can you help me with my homework, please?
Man What do you have to do?
Girl I have to write about my birthday party.
Man OK, let's look at it. OK. When was the party?
Girl It was on Monday.
Presenter Can you see the answer? Now you listen and write.
1 Man Where was the party? Was it at your house?
Girl Yes, that's right.
Man What's your address?
Girl Well, the house number is 76.
2 Man And what is the street called?
Girl It's Sunny Street.
Man How do you spell that?
Girl S - U - double N - Y.
Man Right. You have to write that here.
Girl All right, I'm writing it now.
3 Man What did you eat?
Girl We had lots of food! There were lots of sandwiches.
Man And did you have ice cream?
Girl No, we didn't. But we had some cake.
Man Oh, a birthday cake! And what did you drink?
Girl Er... lemonade.

- 4 **Man** Can you see the third pirate?
Girl Yes, he's looking at some treasure.
Man Yes, he is! And he's wearing trousers and a jacket.
Girl Shall I colour his jacket purple?
Man That's a good idea.
- 5 **Man** Do you want to colour one more thing?
Girl Yes please!
Man OK! Can you see the monkey?
Girl Yes, it's eating a banana.
Man That's right. Colour the monkey brown, please.
Girl I'm doing it now.
Man The picture looks great now!

Optional activity

- Play a memory game. Tell the children to look at the picture in the Listening Test for one minute and think about what colour each item is.
- The children close their books. Ask *What colour is the (pirate's hat)? / Is (the monkey) yellow?* and invite a child to answer from memory.
- Repeat with other children around the class. Alternatively, you could play this as a game in two teams, awarding one point for each correct answer.

Reading & Writing, Part 4

Lead-in

- Point to the picture and the title. Ask children around the class to say what they know about monkeys. Ask questions to children around the class, e.g. *Where do monkeys live? What do monkeys eat? What colour are monkeys? What can monkeys do?*

MOVERS TIP: In Part 4 of the Movers Reading and Writing Test, remind learners that they must choose words from the options given. It is not necessary for them to think of a word to fit each gap.

Read the text and the example. Choose the right words and write them on the lines.

- Ask the children to look at the picture. Explain that they are going to read a text about monkeys. Remind the children to read the whole text before they start trying to fill in the gaps.
- Ask the children to read the example sentence and all of the possible answers. Ask them to think about why *are* is the best answer.
- Ask the children to read the rest of the text and choose the best answers. Explain to the children that they must copy the words onto the lines, and that they must spell the words correctly. Tell the children to copy the words exactly and not add anything extra. Remind them to read all of the possible answers, even if they think they have found the right one before they have looked at them all.

- Ask the children to compare their answers with a partner and make any necessary changes.
- Check the answers as a class.

ANSWERS

1 live 2 but 3 at 4 their 5 too

Optional activity

- Ask the children to write five sentences about their favourite animals in their notebooks, then swap sentences with their partners and check each others' grammar and spelling.
- The children can use their sentences to tell the class about their favourite animals.

7

This is my family

Lesson 1 SB page 56

Words

Topics

Families

Functions

Identifying family members; Completing gapped sentences

Grammar

Present simple; *have got*

Vocabulary

See the wordlist on page 116 of the Student's Book

Movers practice

Reading and Writing (all parts)

Warmer

- Play a game to warm the class up and revise the words for people, places and things from Unit 6.
- Divide the class into two teams.
- Write the headings *People, Places and Things* on the board.
- Invite children from each team in turn to come to the board and write a word under the correct heading.
- Award one point for each correctly placed and correctly spelt word.

Lead-in

- Point to the picture of Jack and read out the speech bubble.
- Tell the children that they are going to think about families in this lesson.
- Ask children around the class to say how many people there are in their family and how many brothers, sisters or cousins they have got.

1 Look and write the names.

- Ask children to look at the family tree and say how many people they can see. Tell them to find Daisy in the family tree.
- Focus attention on the gapped text. Tell the children that they need to look at the family tree and write the correct names to complete the text.
- Allow the children time to complete the activity in their books. Tell them to copy the names exactly and check that they have spelt each word correctly.
- Check answers by asking children around the class to read out sentences from the completed text.

ANSWERS

2 Alex 3 Pat 4 Tony 5 May 6 Bill 7 Ben
8 Anna 9 Jim / Jane 10 Jane / Jim

Optional activity

- Divide the class into two teams.
- Ask questions about Daisy's family tree to children from each team in turn, e.g. *Who's Daisy's sister? What's Daisy's uncle's name?*
- Award one point for each correct answer.

2 Now look and write the numbers.

- Point to the family tree in activity 1 and ask *Who is Tony's son? Who are May's grandsons? Who is Pat's daughter? Who are Bill's granddaughters? Is Sue / Anna a grown-up?*
- Focus attention on the gapped sentences in activity 2. Tell the children to read the sentences, look at the family tree in activity 1 and count the correct people to complete the sentences.
- Move around the class as the children complete the activity. Help if necessary.
- Invite children around the class to read out the completed sentences.

ANSWERS

1 one, two 2 two 3 two, three 4 six, five

Movers tip

- Learners will need to be familiar with words for family members for all parts of the Movers Tests, but especially Part 4 of the Movers Speaking Test. Encourage learners to talk about their families to prepare for this part of the test.

Optional activity

- Tell the children to draw their own family trees, using the family tree in activity 1 as an example.
- The children can then show and describe their family trees to the class and talk about their family members, making sentences like the ones in activities 1 and 2.

Unit 7 Lesson 2 SB page 57

Reading & speaking

Topics

Families; Appearances; Describing people

Functions

Identifying family words that mean the same; Describing appearances; Listening for specific information; Asking and answering about families

Grammar

Present simple; *have got*

Vocabulary

See the wordlist on page 116 of the Student's Book

Movers practice

Reading and Writing (all parts), Listening (all parts), Speaking Part 4

Equipment

① 36–38; Coloured pencils

Warmer

- Play a game of *Bingo* to warm the class up and revise the words from the previous lesson (see page 33).

Lead-in

- Draw a stick figure of a man and a stick figure of a woman on the board.
- Divide the class into two teams.
- Invite children from each team in turn to come to the board.
- Say a word for a male or female family member. The children should write the word under the correct stick figure.
- Award one point for each correctly placed and correctly spelt word.

1 Colour the pairs that mean the same.

- Tell the class that we sometimes use different words for *mum*, *dad*, *grandma* and *grandpa*. Ask the children to say what different words there are for these family members in their language.
- Point to the words in the boxes. Tell the class that there are four pairs of words that mean the same.
- Tell the children to take out their coloured pencils and choose four colours. They should colour each pair of words in a different colour.
- Allow the children time to colour their words in their books, then invite children to read out the pairs of words.

ANSWERS

mother – mum, father – dad, grandfather – grandpa, grandmother – grandma

2 Read, look and write *yes* or *no*. Circle two adjectives that mean the same.

- Point to the picture of Jack's dad and ask the children to say what colour, length and style hair he has got.

- Focus attention on the questions next to the picture. Tell the children to read the questions, look at the picture and write *yes* or *no*.
- Allow the children time to complete the activity, then invite pairs of children to ask and answer the questions
- Tell the class that two of the adjectives in the questions mean the same. Ask them to find and circle the adjectives.

ANSWERS

red hair: no, long hair: no, curly hair: yes, a blonde beard: yes, fair hair: yes, short hair: yes, straight hair: no, a red moustache: no
Adjectives that mean the same: blonde, fair

3 Listen and draw and colour. ① 36 Listen and draw lines. ① 37

- Tell the class that they are going to hear Jack talking about some of his family members. They need to listen and colour the people's hair and draw items, e.g a beard, a moustache and glasses, for each person.
- Play the track twice for children to listen, colour and draw.
- Invite children around the class to show the class their pictures and describe the people.
- For transcripts 36 and 37, see page 81.

ANSWERS

- 1 curly brown hair and a brown moustache
- 2 straight blonde hair and glasses
- 3 grey hair and a grey beard
- 4 curly black hair and glasses

- Tell the class that they are now going to hear Jack talking about how old the person is, where they live and where they work.
- Tell the children to listen and draw lines to match the people to the notes. Play the recording twice.
- Invite children around the class to talk about each person.

ANSWERS

1 c 2 a 3 d 4 b

4 Listen and circle. Ask and answer. ① 38

- Read out the questions. Point to the options and tell the class to listen and circle the correct answers.
- Play the recording for the children to listen and circle.

ANSWERS

1 3 2 yes 3 6

- Tell the children to practise asking and answering the questions about themselves, then invite pairs to act out.

Transcript ① 38

Adult Can I ask you some questions, please?

Child Yes!

Adult Thank you. Right – the first one. How many grown-ups live with you?

Child Well, I live with my mother and my father. And my grandmother lives with us too, so that's three.

Adult Have you got any brothers or sisters?

Child I haven't got any brothers, but I've got two sisters.

Adult How many cousins have you got?

Child Er ... four. No – six. I've got six cousins.

Adult That's a lot!

Child Yes!

Adult Thank you.

Unit 7 Lesson 3 58 page 58

Story

Topics

Abilities (in the past)

Functions

Understanding and acting out a story; Completing sentences about information in a table

Grammar

Present simple; Present continuous; Past simple; *could* / *couldn't*

Vocabulary

See the wordlist on page 116 of the Student's Book

Movers practice

Reading and Writing (all parts)

Equipment

⑩ 39

Warmer

- Write the heading *Families* on the board.
- Start writing a word for a family member on the board. Write the letters slowly.
- The children should call out the word as soon as they think they know what it is.
- The first child to call out the word should spell the rest of the word, then make a sentence about their own family using the word.
- You can play this as a game in two teams if you like, writing words for children from each team in turn and awarding one point for each grammatically correct sentence.

Lead-in

- Ask children around the class to say some of the things they can do now, e.g. *I can ride a bike / play the piano / speak English.*
- Ask *Could you (ride a bike) when you were (two / three / four / five)?*
- Elicit short answers (*Yes, I could. / No, I couldn't.*).

MOVERSTIP: Useful practice for Part 5 of the of the Movers Reading and Writing Test can be gained by asking learners to predict the outline of a story from the pictures. This will help to prepare learners for the type of information they will find in the story.

1 Listen and read. Then act. ⑩ 39

- Ask children to look at the pictures in the story. Ask *What's this? Who's this? Where are Jack and Daisy? What is the woman doing?* about each picture.
- Ask the children to say what they think is happening in the story, based on the pictures.

- Play the recording for the children to listen and follow the story in their books.
- Play the recording again, pausing after each line for the children to listen and repeat, first chorally, then individually.
- Divide the class into groups of three and allow the children time to practise acting out the story.
- Invite groups of children to act out the story for the class.

Optional activity

- Play a memory game. Tell the class to look at the story for one minute and try to remember the lines.
- Tell the class to close their books.
- Divide the class into two teams.
- Ask a child from Team A to say the first line. Ask a child from Team B to say the second line, and so on.
- If a child can't remember the next line, play passes to the other team. Award one point for each correct line.

2 Look and complete the sentences with *could* or *couldn't*.

- Focus attention on the table. Explain that the ticks show the things that Daisy could do at each different age and the crosses show the things that she couldn't do at each different age.
- Show the class the gapped sentences below the table. Tell them that they need to read the sentences, look at the table and write *could* or *couldn't* to complete the sentences.
- Allow the children time to complete the activity in their books.
- Invite children around the class to read out the completed sentences.

ANSWERS

2 could 3 couldn't 4 couldn't 5 could 6 could

Optional activity

- Divide the class into two teams.
- Ask children from each team in turn a question about Daisy. For example, *Could Daisy (ride a horse) when she was (nine)?*
- The children should look at the table in activity 2 and answer *Yes she could. / No, she couldn't.*
- Award one point for each correct answer.

Unit 7 Lesson 4 SB page 59

Language practice

Topics

Abilities (in the past)

Functions

Completing a speaking activity (asking and answering about past abilities); Writing about your own past abilities; Matching pictures to sentences; Completing gapped sentences

Grammar

could / couldn't

Vocabulary

See the wordlist on page 115 of the Student's Book

Movers practice

The *Language practice* section will help to prepare learners for all parts of the Movers Test

Equipment

Speaking activity photocopiable 129

Warmer

- Play a game to warm the class up and revise the vocabulary learnt so far.
- Write the following headings on the board: *Family; People; Places; Holidays; Things in the house; Clothes; Colours; Daily activities.*
- Divide the class into two teams. Invite a child from Team A to come to the board. Say a word from Units 1 - 7 and ask the child to write it under the correct heading on the board. Ask the child to say, then spell, the word.
- Repeat with children from each team in turn and award one point for each correct answer.

Lead-in

- Tell the children to look at the table in activity 2 on page 58.
- Say sentences about Daisy (e.g. *Daisy could ride a horse when she was five. Daisy couldn't swim when she was six.*).
- Ask children around the class to say *Yes* if a sentence is true and *No* if a sentence is false.
- Ask the children to correct the false sentences.

1 Complete the table about you. Do the speaking activity. TB page 129

- Point to the speech bubbles and read out the example exchange.
- Hand out copies of the speaking activity (one copy for each child).
- Tell the children to complete the tables about themselves, ticking the things they could do at each age and crossing the things they couldn't do at each age.

- Act out a few example exchanges with children around the class, then allow the children to ask and answer questions in pairs, and complete the table for their partner. Move around the classroom as the children work and help if necessary.
- Invite some pairs of children to act out the speaking activity in front of the class.

2 Write four true sentences.

- Tell the children to think about the things they could / couldn't do when they were younger and write four true sentences about themselves.
- Allow the children time to write sentences in their books, then invite children to read out their sentences for the class.

ANSWERS

Children's own answers

Optional activity

- Tell the children to write two things they could do when they were five and two things they couldn't do when they were five.
- The children should then move around the class, asking and answering questions to find people who could / couldn't do the same things when they were five. The children should form pairs or groups with people who could / couldn't do the same activities.

3 Read, look and write the numbers. Complete the sentences with *could* or *couldn't*.

- Point to the pictures and ask the children to say what the people are doing in each picture.
- Tell the children to read the sentences and match them to the correct pictures by writing the numbers of the sentences in the boxes next to the correct pictures.
- Allow the children time to complete this part of the activity in their books, then ask the children to point to the pictures and say the correct numbers.
- Tell the children to look at the pictures and decide whether the people could or couldn't do the activities, then complete the sentences with *could* or *couldn't*.
- Allow the children time to complete this part of the activity, then ask children around the class to read out the completed sentences.

ANSWERS

2 couldn't, could 3 could, couldn't
4 could, couldn't 5 couldn't, could 6 could, couldn't
Pictures from left to right: 6, 2, 3, 4, 5, 1

Unit 7 Lesson 5 SB page 60

Language practice

Topics

Adjectives and adverbs

Functions

Matching adjectives to their opposites; Matching activities with adverbs

Grammar

Present continuous; Adjectives; Adverbs

Vocabulary

See the wordlist on page 116 of the Student's Book

Movers practice

The *Language practice* section will help to prepare learners for all parts of the Movers Test

Warmer

- Play a game to warm the class up and revise the vocabulary learnt so far.
- Divide the class into two teams.
- Ask children from each team in turn to name three words from known vocabulary sets: *Family members, Places, people and things, Things you can see on holiday, Things in the house, Things you can wear, Colours, Daily activities.*
- Award one point for each correct set of words.

Lead-in

- Ask the class to think of adjectives they know. Write their suggestions on the board.
- Point to an adjective on the board and ask a child to make a sentence using the adjective.
- Repeat with other words and other children around the class.

1 Write the adjectives, then draw lines to the opposites.

- Point to each of the pictures and ask the children to say what adjective they think each picture represents.
- Show the class the adjectives in the box. Tell the children to write the adjectives under the correct pictures. Remind them to copy the words exactly.
- Allow the children time to write the words in their books, then ask children around the class to point to the pictures and say, then spell, the adjectives.
- Tell the children that there are three pairs of opposites in activity 1. Tell them to draw lines to match the adjectives to their opposites.
- Invite children around the class to say an adjective, then invite other children to say the opposite.

ANSWERS

1 quiet 2 quick 3 good 4 bad 5 loud 6 slow
Opposites: good – bad, quick – slow, quiet – loud

Optional activity

- Write some more adjectives and their opposites on the board, jumbled up. For example, *big – small, old – young, ugly – beautiful, clean – dirty, fast – slow, boring – exciting, easy – difficult, tall – short, short – long.*
- Invite children to come to the board and match pairs of adjectives.

2 Read, look and draw lines.

- Tell the class that they are going to use adverbs in this activity. Remind them that an adverb tells us how someone does something.
- Point to the picture of the grammar character and read out the speech bubble.
- Write the adjectives in activity 1 on the board. Ask children around the class to say how we form an adverb from each adjective (*good – well, bad – badly, quiet – quietly, fast – quickly, slow – slowly*). Write their answers on the board.
- Point to the picture and ask the children to say what they can see, or what the people are doing, in the picture. Ask the children to say which adjective on the board they think describes each person.
- Show the class the sentence halves. Tell them to make sentences describing the people in the picture.
- Invite children around the class to read out the sentences.

ANSWERS

- 1 Daisy's parents are playing badminton well.
- 2 Daisy's grandfather is roller skating badly.
- 3 Daisy and Jack are singing loudly.
- 4 The horses are running quickly.
- 5 Daisy's grandmother is talking quietly.
- 6 Daisy's sister is walking slowly.

MOVERS TIP

In Part 3 of the Movers Reading and Writing Test, remind learners to think about what kind of word best fits each space, e.g. noun, verb, adjective or adverb. This will help them to choose the correct options. Help children to identify words or structures which will indicate what kind of word the answer will be.

Optional activity

- Write sentences with missing adjectives or adverbs on the board, for example, *I'm _____ at football. / I can play football _____.*
- Ask the children to say what kind of word is missing (adjective or adverb), then ask them to suggest a word for each gap.

Optional activity

- Play a game of *Simon Says* using adverbs. Give instructions for the class to mime, e.g. *Simon says walk quickly / swim slowly / talk quietly / dance badly / paint well.*
- Tell the class that they should only do the action if you say *Simon says* before it.
- If a child does the action when you did not say *Simon says*, they are out of the game. The last child left in the game is the winner.

Movers practice test SB pages 61, 62 & 63

Listening, Part 3

Lead-in

- Ask children around the class to talk about a previous shopping trip. Encourage the children to give as much detail as possible, e.g. *When did you go? What did you buy?*

MOVERS TIP In Part 3 of the Movers Listening Test, remind learners that they will be expected to use pictures A–H only once, and that two pictures will not be used at all.

Kim is telling Mr Day about her family and what they bought today. What did each person buy? Listen and write a letter in each box. There is one example. 40

- Ask children to look at the pictures. Ask them to say what people they can see in the pictures on the left and what items they can see in the pictures on the right.
- Focus attention on the example. Play the first part of the recording while the children look at the example in their books.
- Tell the children that they should listen, choose the correct item for each person, then write the correct letter for each item in the box next to each person, as in the example.
- Play the recording twice for the children to complete the test.
- Check the answers as a class. Ask *What did (Kim's cousin) buy?* and invite the children to answer.

ANSWERS

her aunt D, her uncle F, her grandfather A, her mother B, her cousin H, her sister E

Transcript 40

Presenter Listen and look. There is one example. Kim is telling Mr Day about her family and what they bought today. What did each person buy?

Man Hi, Kim. How are you?

Girl I'm fine, thanks! I went to the shopping centre today.

Man Who did you go with?

Girl With all my family! My aunt bought a blanket for her bed. It's purple.

Presenter Can you see the letter 'D'? Now you listen and write a letter in each box.

Man What shops did you go to?

Girl First we went to the book shop. I couldn't buy a book because I didn't have any money.

Man Oh dear!

Girl But my cousin bought a really exciting book. I want to read it! It's about a time machine.

Girl After that, we went to the supermarket.

Man To buy some food?

Girl Yes, and we bought some other things too. My grandpa bought a new toothbrush!

Man Oh – that isn't very interesting!

Man What about your sister?

Girl Oh, we went to the toy shop. She had some money and she wanted to buy a toy.

Man What did she buy?

Girl She looked at lots of toys, then she bought a model helicopter. It was the best toy in the shop!

Man Brilliant!

Girl My uncle was with us, too.

Man What did he buy?

Girl He bought a plant for his living room.

Man A big one?

Girl No, he bought the smallest one in the shop! But it will grow bigger. It's got red flowers.

Man How about your mother?

Girl Oh yes, she was there too. She likes shopping! She bought a lamp for me.

Man Was it for your bedroom?

Girl Yes. I put it next to my bed. I like reading when I'm in bed. My mum always tells me to go to sleep!

Optional activity

- Ask the children questions about the pictures in the Listening Test, e.g. *Did Kim's uncle buy a big plant? Does Kim's mother like shopping?*
- Invite children to look at their books and answer.
- You could play this as a game in two teams, awarding one point for each correct answer.

Reading & Writing, Part 2

Lead-in

- Practise short answers with the class. Ask questions using a variety of forms and invite children around the class to give short answers. For example, you can ask: *Is it raining today? Can you swim? Do you like playing tennis? Would you like a drink? Shall I draw a picture? Are you reading? Do you want a rubber? Did you go to the cinema last weekend? Could you swim when you were four?*

MOVERS TIP Give learners plenty of practice with multiple choice questions to encourage them to understand the differences in meaning, grammar, sense and appropriacy between the options. This will help to prepare them for Part 2 of the Movers Reading and Writing Test.

Read the text and choose the best answer. Vicky is talking to her friend, Jane.

- Tell the children to look at the picture and say who or what they can see.
- Explain to the class that Vicky is talking to her friend Jane, and that they need to choose the things Vicky says from three options.
- Show the class the example. Tell the class to look at the three options and say why C is the correct answer.
- Tell the children to read the remaining questions and choose the best answers.
- Allow the children time to complete the test in their books.
- Check answers by reading out the questions and asking children around the class to read out the correct responses.

ANSWERS

1 A 2 C 3 A 4 B 5 B 6 A

Optional activity

- Ask the children to use the questions and answers in the reading text to make a dialogue.
- The children can then act out their dialogue in pairs in front of the class.

Listening, Part 4

Lead-in

- Revise different question and answer forms by asking children around the class to answer questions about Vicky and Jane from the Reading & Writing test on page 62. For example, you can ask: *Is it Vicky's Dad's car? What colour is Jane's skirt? Does Vicky go to school in the car?*
- Invite children around the class to look at page 62 and answer. Alternatively, you could play this as a game in two teams, awarding one point for each correct answer.

ADVICE In Part 4 of the Movers Listening Test, remind learners to listen to the whole dialogue before deciding on their answer. There are often distractors in the dialogues which could lead them to choose the wrong picture if they do not listen until the end.

Listen and tick (✓) the box. There is one example. 41

- Ask children to look at the pictures. Ask them to say what they can see, where the people and items are, and what the people are doing.
- Focus attention on the example. Play the first part of the recording while the children look at the example in their books.
- Tell the children that they should listen, choose the correct picture, then put a tick in the box next to the correct picture, as in the example.
- Play the recording twice for the children to complete the test.
- Check the answers as a class. Ask the questions and invite the children to answer with the correct letters.

ANSWERS

1 B 2 A 3 B 4 C

Transcript 41

Presenter Listen and look. There is one example.

Man What did you do on Saturday morning, Paul?

Paul I went shopping with my mum.

Man Did you go to the supermarket?

Paul No, we went to the market.

Man The one next to the library?

Paul No, the one in the square.

Man Oh yes, I know.

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

1 **Man** What did you buy?

Paul First, we bought a plant for the living room.

Man A plant?

Paul Yes. Then Mum wanted to buy a camera.

Man Did she find one?

Paul No, there weren't any cameras in the market. But we bought some new toothbrushes!

2 **Man** What was the best part of the morning?

Paul Well ... we saw a clown!

Man A clown? Where? In the market?

Paul No, he wasn't in the market.

Man Was he in a shop?

Paul No, he was outside, under a tree.

3 **Man** What did he do?

Paul I wanted him to dance, but he didn't.

Man Did he sing?

Paul No, he bounced a ball.

Man Was he funny?

Paul Yes, he was. He was great!

4 **Man** What did you do after that?

Paul We went home. It was lunchtime.

Man Did you go in the car?

Paul No. My mum hasn't got a car.

Man So did you catch a bus, or did you walk?

Paul We caught a bus.

Optional activity

- Ask the children questions about the pictures in the Listening Test. For example, *Did Paul go to the supermarket? Did he buy a camera? Was the clown in the market? Did the clown bounce a ball? Did Paul and his mum walk home?* Invite children around the class to look at their books and answer.
- You could play this as a game in two teams, awarding one point for each correct answer.

3

What's for lunch?

Lesson 1 SB page 64

Words

Topics

Food

Functions

Identifying food items and tableware

Grammar

Present simple; *have got*

Vocabulary

See the wordlist on page 116 of the Student's Book

Movers practice

Reading and Writing (all parts)

Warmer

- Play a memory game to warm the class up and revise the words for family members from Unit 7.
- Ask children to tell you what words they can remember for family members. Write the words they say on the board.
- Tell the class to look at the words for one minute (or less), then close their eyes. Erase two or three of the words from the board.
- Tell the class to open their eyes and say which words are missing. You can repeat the game a few times, erasing different words each time.
- You can play this as a game in two teams if you like, erasing words for each team in turn.

Lead-in

- Tell the children that they are going to think about food in this lesson.
- Ask children around the class to say what words they can remember for food and drinks. Write their suggestions on the board.
- Ask children around the class to say which of the foods and drinks on the board they like / don't like.

MOVERS TIP To give learners practice in spelling words that they find difficult, ask individual learners to write words that they have difficulty spelling on small cards. They can keep these in an envelope and look at them from time to time. Ask learners to look at their cards, turn them over and write the words. They could also write sentences containing the words. They can then check their spelling against the words on the cards.

1 Write the words.

- Ask children to look at the picture and say what foods they can see.
- Read out the words in the box and ask the children to point to the correct foods in the picture.
- Tell the children to write the correct words next to the numbers below the picture.
- Check answers by asking *What's number (1)?* to children around the class.

ANSWERS

1 pasta 2 vegetables 3 milk 4 noodles 5 water
6 sandwiches 7 soup 8 salad 9 tea
10 chicken 11 cheese 12 coffee

Optional activity

- Slowly write the letters for one of the words from activity 1 on the board, pausing after each letter. The children try to guess the word before you have written the whole word. When a child guesses the word correctly, they should spell the rest of the word for you to complete it on the board. You can play this as a game in two teams if you like.

2 Look at the picture in Activity 1 and draw lines.

- Read out the words in bold in activity 2. Ask the children to point to the correct items in the picture in activity 1.
- Ask *What's (in this bowl / on this plate)?* about the tableware in the picture.
- Show the class the sentence halves and tell them to draw lines to make sentences about the picture in activity 1.
- Allow the children time to draw lines in their books, then invite children around the class to read out the sentences.

ANSWERS

The man has got a bottle of water.
The girl has got a plate of pasta.
The woman has got a cup of tea.
The boy has got a glass of orange juice.
There is a bowl of soup.

Optional activity

- Tell the children to write five more sentences about the food in activity 1. Tell them to write *I can see / They have got ... (a bowl of soup / a plate of chicken / a bowl of vegetables / a plate of sandwiches / a bowl of salad / a plate of cheese).*
- The children can then read their sentences out to the class.

Reading & speaking

Topics
Food
Functions
Categorizing types of food; Completing definitions; Asking and answering about food
Grammar
Present simple; Past simple; <i>can</i>
Vocabulary
See the wordlist on page 116 of the Student's Book
Movers practice
Reading and Writing (all parts), Listening Part 4, Speaking Part 4
Equipment
42

Warmer

- Play a game of *Bingo* to warm the class up and revise the words from the previous lesson.
- Tell the children to write six food words in their notebooks.
- Call out food words in random order (keep a note of the words which you have called out).
- If a child has the word you call out in their notebooks, they can cross out that word. The first child to cross out all their words wins the game.

Lead-in

- Tell the children to look at the picture in activity 1, page 64.
- Ask questions about the picture, e.g. *Has the boy got a glass of water? Is the salad in a bowl? Is there a plate of sandwiches on the table?*
- Invite children around the class to answer the questions.
- You can play this as a game in two teams if you like, or ask the children to look at the picture for one minute, then close their books and answer the questions from memory.

1 Add more words and draw pictures.

- Read out the headings in the table. Ask the children to say more words for each box.
- Tell the children to write more food words and draw pictures to illustrate them in the correct boxes.
- You can set a time limit for this activity if you like.
- The children can compare their lists with a partner and see who has got the most words, then read out their lists of words to the class.

SUGGESTED ANSWERS

drinks: tea, coffee, milk, lemonade, water, hot chocolate, cola,
 meat: chicken, a sausage
 fruit: orange, apple, lemon, (water)melon, pear, grapes, strawberries, cherries, mango, lime

vegetables: peas, potatoes, tomatoes, cucumber, beans, onions, peppers
 other foods: butter, cheese, soup, sandwiches, crisps, cake, biscuits, ice cream

MOVERS TIP: Give learners practice in reading and writing definitions of items on the Movers vocabulary list. This will help to prepare them for Part 1 of the Movers Reading and Writing Test.

2 Complete the definitions. Then answer the questions.

- Tell the children to read the gapped sentences and look at the pictures to help them complete the definitions and answer the questions.
- Allow the children time to complete the activity in their books, then invite children around the class to read out their completed definitions and ask the questions for the rest of the class to answer.

ANSWERS

1 bread, sandwich 2 vegetable, carrot 3 drink, coffee
 4 juice, bottle

Optional activity

- Tell the class to choose four more foods or drinks and write definitions and questions for their partner. Tell them that they can use the definitions in activity 2 as examples.
- The children can write their definitions and questions in their notebooks, then swap with a partner and answer each others' questions.

3 Listen and circle. 42 Ask and answer.

- Read out the questions. Point to the answer options and tell the class that they need to listen and circle the correct answers.
- Play the recording for the children to listen and circle the correct answers in their books.
- Check answers by asking the questions and inviting children around the class to answer.

ANSWERS

1 sausages, egg and milk 2 juice and tea 3 peas
 • Tell the children to practise asking and answering the questions about themselves.
 • Invite pairs of children to act out their questions and answers for the class.

Transcript 42

Adult Can I ask you some questions about food?
Child OK.
Adult Thanks. What did you have for breakfast today?
Child I had a big breakfast! I had sausages and an egg.
Adult And what did you have to drink?
Child Oh, I had some milk.
Adult Which drinks do you like best?
Child Juice ... and tea.
Adult What's your favourite vegetable?
Child Er, I like carrots, but peas are my favourite.

Unit 8 Lesson 3 SB page 66

Story

Topics

Food

Functions

Understanding and acting out a story; Completing sentences with *a, an* or *some*

Grammar

Present simple; *have to*; *Would you like ...?*; *have got*; *a / an / some*; countable and uncountable nouns

Vocabulary

See the wordlist on page 116 of the Student's Book

Movers practice

Reading and Writing (all parts)

Equipment

④ 43

Warmer

- Play a game to revise the words for foods.
- Divide the class into two teams.
- Address children from each team in turn. Say *Tell me a (fruit / vegetable / meat / drink)*.
- Award one point for each correct word.

Lead-in

- Ask children around the class to say what they usually have for breakfast, lunch and dinner.

1 Listen and read. Then act. ④ 43

- Ask children to look at the pictures in the story. Ask *What's this? Who's this? Where are Jack and Daisy? What is Jack / Daisy doing?* about each picture.
- Play the recording for the children to listen and follow the story in their books.
- Play the recording again, pausing after each line for the children to listen and repeat, first chorally, then individually.
- Divide the class into pairs and allow the children time to practise acting out the story.
- Invite pairs of children to act out the story for the class.

Optional activity

- Divide the class into two teams. Tell Team A to practise and try to remember Jack's lines and tell Team B to practise and try to remember Daisy's lines.
- Allow the class time to try to memorize the lines of the story.
- Invite a child from each team to come to the front of their class without their books. The children should act out the story as far as they can remember. The rest of the class can follow in their books. When one child forgets a line, another child from their team can come and take their place to continue the story.

MOVERS TIP Recognizing countable and uncountable nouns, and using the correct articles and quantifiers, will help learners perform well in Part 5 of the Movers Reading and Writing Test.

2 Write *a, an* or *some*. Then answer the question.

- Point to the pictures and ask the children to say what food or drink each person has got. Ask them to say whether each food or drink is countable or uncountable (remind the class that we can count countable nouns – *one apple, two apples* – but we can't count uncountable nouns).
- Show the class the gapped sentences in the speech bubbles. Tell them to complete the sentences with *a* if the word is singular, countable and begins with a vowel; *an* if the word is singular, countable and begins with a consonant; or *some* if the word is plural or uncountable.
- Allow the children time to complete the sentences in their books, then invite children around the class to read out the completed sentences.
- Tell the children to answer the question below the pictures. Ask a pair of children to read out the question and answer.

ANSWERS

1 an 2 some 3 some 4 a 5 some 6 some
Uncountable nouns: lemonade, chocolate

Language practice

Topics

Food

Functions

Identifying food items; Spotting differences between two similar pictures; Completing gapped sentences questions

Grammar

Present simple; Countable and uncountable nouns; some / any; How much / How many

Vocabulary

See the wordlist on page 116 of the Student's Book

Movers practice

The Language practice section will help to prepare learners for all parts of the Movers Test

Warmer

- Revise the vocabulary learnt so far by playing *Odd One Out*.
- Write three words from one vocabulary set (*Food, Family, People, places and things, Holiday words, Things in the house, Clothes, Actions, Colours, Daily activities*) and one word from a different vocabulary set on the board (in any order).
- Ask a child to say which word is the odd one out and why.
- Repeat with other children and other sets of words.
- You can play this as a game in two teams if you like.

Lead-in

- Write food words on the board, one at a time, using a mixture of singular, plural, countable and uncountable nouns.
- Ask children around the class to say the word with *a, an* or *some*.
- You can play this as a game in two teams if you like, writing words for children from each team in turn and awarding one point for each correct answer.

1 Circle five differences. Complete the sentences.

- Ask the children to look at the pictures and say what foods or other items they can see.
- Tell the class that there are five differences between the two pictures.
- Explain that the gapped sentences below the pictures are only about picture 1.
- Focus attention on the gapped sentences and remind the class that we use *some* in positive sentences and *any* in negative sentences and questions.
- Explain that we use *There aren't any* with countable nouns and *There isn't any* with uncountable nouns.

- The children circle the differences in the pictures, then complete the sentences about picture 1 in their books, using the words in the box.
- Invite children around the class to read out the completed sentences.

ANSWERS

1 cakes 2 sandwiches 3 juice 4 chocolate
5 presents

2 Write about picture 2. Use the words from Activity 1.

- Tell the children that they need to write sentences about picture 2. Tell them that they can use the sentences in activity 1 as an example, and that they should use the words in the box in activity 1 to write their sentences.
- Move around the class as the children work and help if necessary.
- Invite children around the class to read out their sentences.

ANSWERS

Example answer: There are some presents and there is some chocolate. There isn't any juice and there aren't any sandwiches. There are some cakes.

Optional activity

- Ask the children to talk about the differences between the two pictures, e.g. *In picture 1, there isn't any chocolate. In picture 2, there is some chocolate.*

Optional activity

- Play a memory game.
- Tell the class to look at the pictures in activity 1 for one minute, then close their books.
- Ask questions about the two pictures to children around the class, e.g. *Is there any juice in picture 1? Are there any presents in picture 2?* The children try to answer from memory. If they answer correctly, they can stay in the game. If they answer incorrectly, they are out of the game. The last child left in the game is the winner.

3 Look and complete the questions.

- Ask the children to look at the picture and say what foods or drinks they can see. Ask them to say whether each word is countable or uncountable.
- Focus attention on the gapped questions and remind the class that we use *How many* with countable nouns and *How much* with uncountable nouns.
- Allow the children time to complete the questions in their books, then invite the children to ask and answer the questions in pairs.

ANSWERS

1 water 2 apples 3 cheese 4 bananas

Unit 8 Lesson 5 SB page 68

Language practice

Topics

Household chores; School activities

Functions

Talking about obligation; Completing a speaking activity

Grammar

Present simple; *have to* / *don't have to*

Vocabulary

See the wordlist on page 116 of the Student's Book

Movers practice

The *Language practice* section will help to prepare learners for all parts of the Movers Test

Equipment

④ 44; Speaking activity photocopiable 130

Warmer

- Play a game to warm the class up and revise the vocabulary learnt in this unit.
- Say *I've got some cheese*.
- Ask a child to add to the sentence, e.g. *I've got some cheese and an apple*.
- Continue around the class, with each child adding an item to the list.
- If a child can't remember the list, or adds an item incorrectly, e.g. *I've got some cheese, an apple and a bread*, they are out of the game. The last child to remain in the game is the winner.
- When the sentence becomes too long for the children to remember, you can start the game again with a new sentence.

Lead-in

- Ask the children to say what things they do at home to help their parents and to keep the house clean and tidy.

1 What does Jack have to do at home? Listen and tick (✓) or cross (X). ④ 44

- Show the class the list and explain that Jack has to do some of these things at home, but he doesn't have to do all of them. Explain that we use *have to* to talk about things which it is necessary for us to do (because someone tells us to), and that we use *don't have to* to talk about things which it isn't necessary for us to do.
- Explain to the class that they need to look at the list and listen to Jack talking. They tick the things Jack has to do and cross the things he doesn't have to do.
- Focus attention on the examples. Play the first part of the recording while the children look at the examples in their books.

- Play the recording twice for the children to complete the activity.
- Check the answers as a class. Invite the children to make sentences about what Jack has to and doesn't have to do.
- For the transcript, see page 81.

ANSWERS

Jack has to: clean his bedroom, cook the dinner, eat fruit and vegetables, do homework
Jack doesn't have to: take the dog for a walk, do the shopping, clean the windows, wash the car

2 Do the speaking activity. TB page 130.

- Point to the picture of Daisy and Jack and read out the example dialogue.
- Hand out copies of the speaking activity (one copy for each child).
- Tell the children to complete the first column in the table about themselves, ticking the things they have to do and crossing the things they don't have to do.
- Act out a few example exchanges with children around the class, then allow the children to carry out the activity.
- The children move around the class and choose two more children to interview. They write their names in the second and third columns, and complete the information.
- As an extension, ask children around the class to say what they have to or don't have to do, and what their partner has to or doesn't have to do.

3 What do they have to do? Write.

- Point to the pictures and ask the children to say who they can see in each picture, where the people are and what they are doing.
- Show the class the incomplete sentences below the pictures. Tell them that they need to look at the pictures and use the words in the boxes to complete the sentences about what the people have to do. Remind them to use the correct form of *have to* in each sentence.
- Allow the children time to complete the sentences in their books. Move around the class as the children work and help if necessary.
- Invite children around the class to read out the completed sentences.

ANSWERS

- 1 The children have to say the alphabet.
- 2 The boy has to carry a big bag.
- 3 The children have to sit on the floor.
- 4 The girl has to feed the fish.
- 5 The children have to water the plants.
- 6 The children have to go outside.

Movers practice test 58 pages 69, 70 & 71

Reading & Writing, Part 1

MOVERS TIP: In Part 1 of the Movers Reading and Writing Test, remind learners to check their spelling against the options given to make sure that they have copied all the words correctly.

Lead-in

- Write six known words on the board, e.g. *tea, monkey, doctor, clown, sandwich, zoo.*
- Say a sentence about one of the words to a child in the class, e.g. *This is a drink. It's hot and you drink it from a cup. / This is an animal. It's got a long tail and it can climb trees. / This person wears a white coat. He/She works in a hospital. / This person wears funny clothes. He's got a red nose and he's very funny. / You can make this with bread. You can put different things in it and you can eat it on a picnic. / This is a place with lots of animals. You can go here on a school trip.* The child should say the correct word from the board.
- Repeat with other children and other sentences. You can play this as a game in two teams if you like.

Look and read. Choose the correct words and write them on the lines.

- Ask the children to look at the pictures. Explain that they are going to read definitions and match them to the pictures by copying the words onto the lines.
- Ask the children to read the example definition and point to the correct picture.
- Ask the children to read the rest of the sentences and write the correct words. Explain to the children that they must spell the words correctly. They should copy the words exactly and not add anything extra.
- Ask the children to compare their answers with a partner and make any necessary changes.
- Check the answers as a class.

ANSWERS

1 a garden 2 a horse 3 cheese 4 a kitchen
5 ice cream

Optional activity

- Ask the children to think of five words and write a definition for each word without using the word itself.
- The children can then swap definitions and write the words for their partners' definitions.

Listening, Part 2

Lead-in

- Ask a child the following questions: *When's your birthday? Did you have a party on your last birthday? How many people were at the party? What did you eat? What did you do?*

Listen and write. There is one example. 45

- Ask children to look at the heading and the gapped notes. Tell them that the notes are about a girl's birthday party.
- Ask the children to look at the prompts and say whether they will need to write a word or a number for each question.
- Focus attention on the example. Play the first part of the recording while the children look at the example in their books.
- Tell the children that they should listen and complete the notes, as in the example.
- Play the recording twice for the children to complete the test.
- Check the answers as a class. Ask questions for each prompt, e.g. *What's the house number? What's the street name? What did they eat? How many children were at the party? How many grown ups were at the party?* Invite children around the class to answer.

MOVERS TIP: In Part 2 of the Movers Listening Test, ensure learners realize that they have to write responses which make sense, according to the prompts on the question paper. Tell learners to look at the prompts carefully and think about what they mean, before listening to the recording.

ANSWERS

1 76 2 Sunny 3 cake 4 13 5 Grandpa

Transcript 45

- Presenter** Listen and look. There is one example.
Girl Can you help me with my homework, please?
Man What do you have to do?
Girl I have to write about my birthday party.
Man OK, let's look at it. OK. When was the party?
Girl It was on Monday.
Presenter Can you see the answer? Now you listen and write.
- 1 **Man** Where was the party? Was it at your house?
Girl Yes, that's right.
Man What's your address?
Girl Well, the house number is 76.
- 2 **Man** And what is the street called?
Girl It's Sunny Street.
Man How do you spell that?
Girl S - U - double N - Y.
Man Right. You have to write that here.
Girl All right, I'm writing it now.
- 3 **Man** What did you eat?
Girl We had lots of food! There were lots of sandwiches.
Man And did you have ice cream?
Girl No, we didn't. But we had some cake.
Man Oh, a birthday cake! And what did you drink?
Girl Er ... lemonade.

- 4 Man How many children were at the party?
 Girl Well, there were twelve friends.
 Man That's a lot! Twelve children, then?
 Girl No! I was there too!
 Man Oh yes! Thirteen, then.
- 5 Man Which grown-ups were there?
 Girl Well, my mum was there, and my dad.
 Man Only two grown-ups?
 Girl No, my grandpa was there too.
 Man All right. Now you can start your homework!
 Girl Thank you!

Optional activity

- Tell the children to work in pairs and use the information in the Listening Test to make a dialogue about the party, for example:
 A *When was the party?*
 B *It was on Monday.*
 A *Where was it?*
 B *It was at 76, Sunny Street.*
- The children can practise their dialogue in pairs, then act it out in front of the class.

Reading & Writing, Part 3

Lead-in

- Ask the children to tell you how often they go to the library, what kind of books they like and what their favourite book is.

ANSWERS In Part 3 of the Movers Reading and Writing Test, teach learners to guess which word could go into each gap before looking at the options to confirm their guesses.

Read the story. Choose a word from the box. Write the correct words next to numbers 1–5. There is one example.

- Tell the children to look at the example. Read out the text up to the word *library*. Ask the class to look at the pictures and words below the text and find the word *library*. Show the class how the word *library* has been chosen and written on the line as an example.
- Tell the class to read the text, then choose the word from below which fits in each gap (1–6). When they have completed the text, they should choose the title which best fits the story and tick the box.
- Tell the children to cross out the words below as they use them. Remind them to copy the words exactly and to check their spelling when they have finished writing the words.
- Allow the children time to complete the test in their books.
- Check answers by asking children around the class to say, then spell, the words.

- Ask the children to say which title they chose for the story.
- If you like, you can ask children around the class to read out sentences from the text.

ANSWERS

- 1 phoned 2 ran 3 glass 4 balcony 5 downstairs
 6 Lucy's busy day

Optional activity

- Ask the children to write a short text about their favourite book, saying what it is about and what happens in the story.
- Tell them to leave six gapped words in their text and to write the gapped words under their text.
- The children can then swap their work with their partner and complete each others' gapped texts.

Revision 2

Revision 2 38 pages 72-74

Aims

Revising topics, vocabulary, grammar and test skills from Introduction to Unit 8

Preparation for all parts of the Movers tests

Equipment

- ④ 46: Coloured pencils

Warmer

- Play a game of *Hangman* to warm the class up and revise the words from Introduction-Unit 8.
- Divide the class into two teams.
- Choose a word from Introduction-Unit 8. Draw a line for each letter in your chosen word on the board.
- Invite children from each team in turn to guess one of the missing letters. If the team correctly guesses a missing letter, write the letter on the correct line(s) on the board. If the team guesses a letter which is not in the word, draw the first part of a simple picture (a flower with five petals, a stem and two leaves / a house with three windows, a door and a chimney).
- If a team guesses the word before you have completed the picture, award them one point. If not, continue the game with another word.

Lead-in

- Write the headings *Clothes, Family, Food, People, Days of the week, Places in a town, Things in the house* and *Adjectives* on the board. Ask the class to say what words they can remember for each heading. Write their suggestions on the board.
- Erase the words on the board. Ask children around the class to say three words from one of the groups. Say *Name three places in a town / things in the house / family words / days of the week / food words / adjectives / things you can wear*.
- You can play this as a game in two teams if you like, asking children from each team in turn to name three items and awarding one point for each correct answer.

MOVERS TIP: In the Movers Tests, marks are often lost because letters or words are not clearly written. Remind children to write clearly and to check that what they have written can be easily read. It might be better for learners to print, rather than use joined-up writing.

1 Read and draw.

- Point to the picture and ask the children to say what things / people they can see and what the people are wearing / doing.
- Read the first two sentences. Ask the children to say what they need to draw and where.

- Tell the children to read the sentences and complete the pictures.
- Check answers by asking children to show their pictures to the class and say what items they drew.

Optional activity

- Tell the class to write four more instructions for their partners to draw or colour items in the pictures in activity 1. Tell them to write one extra instruction for each picture.
- The children can then swap instructions with their partners and add or colour the extra items in their pictures in activity 1.
- Invite children to show their pictures to the class and say what items they drew or coloured.

2 Listen and complete the question. ④ 46 Then write and draw your answer.

- Focus attention on the gapped questions. Tell the children that they are going to listen to find out the missing letters in the question.
- Play the recording for the children to listen and complete the question with the missing letters.
- Check answers by asking children to read out the completed question.
- Ask children around the class *What's the (first / second / third) letter?* Ask about the letters in random order.
- Tell the children to write their own answers in their books.

ANSWERS

What food do you like best?

Transcript ④ 46

The seventh letter is o.
The sixteenth letter is k.
The twentieth letter is s.
The third letter is a.
The eighth letter is d.
The eleventh letter is y.
The second letter is h.
The eighteenth letter is b.
The fifth letter is f.
The fourteenth letter is l.

Optional activity

- Tell the children to write a coded message like the one in activity 2 on a piece of paper. They should keep a note of the missing letters in their notebooks.
- The children can then swap messages with their partners and ask and answer to complete each others' messages, e.g.
A *What's the eleventh letter?*
B *a. What's the fourth letter?*

3 Look, find the people and circle the correct words.

- Show the class the family tree. Point to people in the family tree and ask *Who is his / her mum / dad / uncle / aunt / son / daughter / wife / husband / grandma / grandpa / brother / sister?*
- Tell the children to read the sentences and find who each person is talking about, then look at the pictures and circle the correct words.
- Move around the classroom as the children work and help if necessary.
- Invite children around the class to read out the speech bubbles with the correct words and point to the person that each speech bubble describes.
- As an extension, ask children around the class to describe members of their family.

ANSWERS

1 long 2 grey 3 beard 4 curly 5 short
6 straight 7 blonde

4 Write about three people in your family. Use the box to help you.

- Show the class the words in the box. Remind them that we use commas when we write a list of adjectives.
- Write sentences on the board without commas. For example, *I've got short straight brown hair. / My sister has got long curly black hair.* Invite children to come to the board and write commas in the correct places.
- Tell the children to use the words in the box to write about three people in their family.
- Invite children to read out their sentences for the class.
- As an extension, ask children around the class questions about people in their family, for example: *Has your mum got long hair? Has your grandma got grey hair? Has your dad got curly hair?*

5 Read about Jack's family. Draw lines.

- Point to the pictures and ask the children to say where the people are and what the people are doing or wearing in the pictures. Ask the children to say which members of Jack's family they think the pictures show.
- Focus attention on the texts. Tell the children that they need to read the texts and draw lines to match the texts to the pictures.
- Allow the children time to complete the activity in their books. Check answers by asking *Who is Jack's aunt / grandmother / cousin / mum?*

ANSWERS

1 c 2 b 3 d 4 a

Optional activity

- Tell the children to write a short text about someone in their family. Tell them to use the texts in activity 5 as examples.
- The children can then read out their texts to the class.
- Alternatively, you can ask the children to illustrate their texts with pictures and display them around the classroom.

6 Write the missing words in the crossword. Then answer the question.

- Show the class the crossword grid and clues. Explain that the answers for the crossword are in the texts in activity 5. The children need to read the clues, find the answers in the texts, then write the answers in the crossword grid.
- Allow the children time to complete the crossword in their books. Remind them to check that they have copied the words from the texts correctly and that they have written one letter in each square in the crossword grid.
- While the children are working, copy the crossword grid onto the board. Invite children to come to the board and fill in the words in the crossword.
- Show the class the word running down the crossword (in shaded squares). Ask them to say the word (*sandwich*), then write it in their books to complete the answer to the question below the crossword.

ANSWERS

1 swimming 2 Sally 3 lunch 4 dentist 5 week
6 white 7 coat 8 hair
sandwich

Optional activity

- Ask the children to write five questions about the people in activity 5 in their notebooks.
- Divide the class into two teams.
- Children from each team in turn ask one of their questions to the other team. You can tell the children to answer by looking at their books, or to answer from memory.
- Award one point for each correct answer. The team with the most points wins.

1

Movers Speaking preparation

Movers Speaking preparation

CB page 75

Topics

Topics covered in Introduction–Unit 8

Functions

Revising vocabulary, grammar and test skills from Introduction–Unit 8

Grammar

have got; Present simple; present continuous;
Prepositions of place: There is / There are

Vocabulary

See the wordlist on pages 112–118 of the Student's Book

Movers practice

This section prepares learners for all parts of the Movers Speaking Test

Equipment

④ 47–48; Speaking Test photocopiable 117–118

Warmer

- Ask children around the class questions about themselves. For example, *What's your name? How do you spell that? How old are you? What's your favourite colour? What do you usually do at the weekend?*
- Tell the children to make short dialogues asking and answering questions about themselves, then invite pairs of children to act out their dialogues in front of the class.

Lead-in

- Ask the class to say what words they can remember for things in the house. Write their suggestions on the board.
- Point to the words on the board and ask questions to children around the class. For example: *Is there (a fan) in your (living room)?*

MOVERS TIP: Remind learners to speak in English throughout the Speaking Test. Encourage them to speak English as much as possible in class. Use greetings naturally at the beginning and end of the class. Teach learners how to ask to go to the toilet, to ask for a pen, etc.

1 Circle five differences and complete the sentences. Listen and check. ④ 47

- Ask children to look at the pictures and say what things they can see and where the things are.
- Tell the children that there are five differences between the two pictures.

- Focus attention on the gapped sentences. Tell the children that they need to read the sentences, look at the pictures and write the correct words.
- Allow the children time to complete the activity in their books, then invite children around the class to read out the completed sentences.

ANSWERS

playground, swimming pool
three, four
skipping, running
handbag, flowers
green, red

Transcript ④ 47

In picture A, there's a park, but in picture B, there's a swimming pool.
Here, there are three cars, but here, there are four.
In this picture, the boy is skipping, but in this one he's running.
Here, the woman has got a handbag, but here, she's got some flowers.
This door is green, but this one is red.

Optional activity

- Tell the children to draw items to make five more differences between the pictures.
- The children can then swap books with their partners and find the five new differences. They can write sentences in their notebooks like the sentences in activity 1.
- Invite children around the class to talk about the five new differences in their (or their partner's) pictures.

2 Circle the odd one out and complete the sentences. Listen and check. ④ 48

- Focus attention on the pictures. Point to each picture and ask the children to say what they can see / what is happening.
- Tell the children to work in pairs to find the odd one out in each set of pictures.
- Ask children around the class to say which picture in each set is the odd one out and why.

Transcript ④ 48

- 1 These are all clothes, but this isn't.
- 2 In these pictures they're all climbing, in this one, they're skating.
- 3 These are all food, but this isn't.
- 4 These are all in the cupboard, but this is on it.

SPEAKING TEST: You can now do the Term 2 Speaking test with the children individually. See pages 114 and 115 for full instructions, and pages 117 and 118 for the test.

Extra transcripts for Units 5–8

Unit 7, page 65 (Student's Book page 57)

Transcript ⑩ 36

- 1 **Adult** Where's your father, Jack?
Jack He's the one with curly hair.
Adult Is it brown?
Jack That's right. He's got curly brown hair.
Adult Has he got a moustache?
Jack A moustache? Yes, he has. That's brown too.
Adult Right, I can see him.
- 2 **Adult** Has your uncle got brown hair too?
Jack No. He's got blonde hair. It's straight.
Adult He's got straight blonde hair. Has he got a beard?
Jack No, he hasn't. But he's wearing glasses.
Adult Oh yes. There he is.
- 3 **Jack** That's my grandfather – look!
Adult Is he the one with a beard?
Jack Yes, a grey beard – and he's got grey hair.
Adult Grey hair and a grey beard. Yes, I can see him now.
- 4 **Adult** Who's that man?
Jack The one with curly hair?
Adult Yes. He's got curly black hair. And he's wearing glasses.
Jack Oh, that's my cousin.

Unit 7, page 65 (Student's Book page 57)

Transcript ⑪ 37

- 1 **Adult** How old is your dad?
Jack He's 39.
Adult Where does he work?
Jack He works in a hospital. He's a doctor.
- 2 **Adult** Does your uncle live in a house or a flat?
Jack He lives in a house, like me.
Adult How old is he?
Jack He's 44.
- 3 **Adult** How old is your grandpa?
Jack He's 62.
Adult Does he work?
Jack Yes, he works in the library.
- 4 **Adult** How old is your cousin, Jack?
Jack He's 21.
Adult Where does he live?
Jack He lives in a flat. And he works in a café.
Adult Does he like it?
Jack Yes, he loves it.

Unit 8, page 75 (Student's Book page 68)

Transcript ⑫ 44

- Woman** What do you have to do at home, Jack? Do you have to clean your bedroom?
Jack Yes, I do! I don't like doing it, but I have to do it every week.
Woman Do you have to take the dog for a walk?
Jack We haven't got a dog! So no – I don't have to do that.
Woman Do you have to do the shopping?
Jack I like shopping, but I don't have to do it. My parents do it.
Woman Do you have to cook the dinner?
Jack Yes, I do – I cook the dinner every Wednesday.
Woman What about cleaning the windows? Do you have to do that?
Jack No! My mum does that.
Woman Do you have to wash the car?
Jack No, I don't.
Woman And do you have to eat fruit and vegetables?
Jack Yes! We eat lots. I love them.
Woman And one last thing: do you have to do your homework?
Jack I think all children have to do their homework! Yes, I have to do that.

9

Do you like animals?

Lesson 1 SB page 76

Words

Topics

Animals

Functions

Identifying animals; Completing gapped words with double letters; Finding and copying animal words in a wordsearch

Grammar

Present simple, can

Vocabulary

See the wordlist on pages 116–117 of the Student's Book

Movers practice

Reading and Writing (all parts)

Warmer

- Play a game to warm the class up and revise the food words from Unit 8.
- Divide the class into two teams.
- Write the headings *Meat, Fruit, Vegetables, Drinks* and *Other food* on the board.
- Invite children from each team in turn to come to the board and write a word under the correct heading.
- Award one point for each correctly placed and correctly spelt word.

Lead-in

- Tell the children that they are going to think about animals in this lesson.
- Ask children around the class to say what words for animals they can remember. Write their answers on the board.
- Ask children around the class to make sentences about the animals on the board, saying what the animals look like and what they can do.

MOVERSTIP: Remind learners to think about double consonants when they are spelling words.

1 Complete the words with double letters. Circle the animals that can be pets.

- Ask children to look at the pictures and name the animals.
- Focus attention on the gapped words. Tell the children that they need to complete each word with a double letter, e.g. *tt, ff, oo*.
- Allow the children time to complete the activity in their books.

- Check answers by asking children around the class to say, then spell, the completed words.
- Tell the children that some of the animals can be pets and some of them are wild animals that live in a zoo. Tell the children to look at the pictures and circle the animals that can be pets.
- Ask children around the class about each animal. Say *Can (a kangaroo) be a pet?* The children answer about each animal, using *Yes it can. / No, it can't.*

ANSWERS

1 oo 2 tt 3 rr 4 pp 5 bb 6 ff 7 pp
Pets: kitten, parrot, puppy, rabbit

Optional activity

- Divide the class into two teams.
- Spell animal words to children from each team in turn. Spell some words correctly, e.g. *H-I-P-P-O*, and some words incorrectly, e.g. *R-A-B-I-T*.
- The children say *Yes* if the words is spelt correctly and *No* if the word is spelt incorrectly.
- Ask the children to spell the incorrect words correctly.
- Award one point for each correct answer.

2 Find, circle and write nine more animal words.

- Tell the children to look at the pictures around the wordsearch and say what animals they can see.
- Tell the children that the word for each animal is hidden in the wordsearch.
- Allow the children time to find and circle the words in the wordsearch, then write them on the lines next to the correct animals.
- Ask children around the class to show you the circled words in their books and spell out the words for each animal.

ANSWERS

Circled words:

(Across) shark, penguin, whale, dolphin, crocodile, bear
(Down) tiger, fly, snail, panda, lion, bat

Optional activity

- Play a memory game. Say *I want to see lions at the zoo.* Invite a child to add an animal to the sentence, for example *I want to see lions and hippos at the zoo.*
- Invite more children around the class to add animals to the list in turn.
- If a child can't remember the whole list or add an animal, they are out of the game. The last child still in the game is the winner.

Unit 9 Lesson 2 SB page 77

Reading & speaking

Topics

Animals; Describing animals

Functions

Describing animals; Comparing animals

Grammar

Present simple; *have got*; Comparative and superlative forms of adjectives

Vocabulary

See the wordlist on pages 116–117 of the Student's Book

Movers practice

Reading and Writing Parts 5 and 6, Listening Parts 1, 3 and 4, Speaking Parts 1, 3 and 4

Equipment

⑩ 49–50

Warmer

- Play a game of *Bingo* to warm the class up and revise the words from the previous lesson (see page 33).

Lead-in

- Draw a simple picture of a cat on the board. Point to the different parts of the cat (*ears, tail, eyes, nose, body, legs, feet, tail*). Ask *What's this?* The children say the correct words.

1 Read and circle *right* or *wrong*. Listen and check. ⑩ 49

- Tell the class that they are going to learn some facts about different animals.
- Show the class the sentences and tell them that some of the facts are right and some are wrong.
- Tell the class to read the facts and guess which are right and which are wrong.
- Discuss their answers as a class, then play the track.
- Invite children around the class to read the sentences as they are if the sentences are correct, and to correct the others by using negative forms.

ANSWERS

1 wrong 2 right 3 wrong 4 right 5 wrong
6 wrong 7 right 8 right 9 wrong 10 right

Transcript ⑩ 49

Jack Tell me the answers, Daisy. Number one. Pandas eat meat. Is that right or wrong?

Daisy It's wrong. Pandas eat plants!

Jack OK. Number two. All sharks have got teeth.

Daisy That one is right.

Jack OK. Number three. Most crocodiles live in the sea. I think that's wrong!

Daisy Yes, it's wrong. But some crocodiles live in the sea!

Jack Oh, really? What about number four? A lion is a kind of cat. Is that right?

Daisy Yes, it's right. A lion is a big cat.

Jack Number five. A fly has got eight legs. That's wrong!

Daisy Yes, it is. A fly has got six legs. But a spider has got eight legs.

Jack OK. Now number six. Crocodiles can run more quickly than hippos. I don't know – is that right or wrong?

Daisy It's wrong. The fastest hippo can run more quickly than the fastest crocodile.

Jack OK. Number seven. Bats can't stand up. Is that wrong?

Daisy No, it's right. They can't stand up.

Jack Now number eight. The biggest whale is bigger than a bus.

Daisy That's right too! Some whales are very big!

Jack Number nine. Hippos eat plants and fish. Is that right?

Daisy No, it's wrong. They eat plants, but they don't eat fish.

Jack Now the last sentence. The giraffe is the tallest animal in the world. I think that's right.

Daisy Yes, it is.

MOVES TIP Identifying differences between two animals, people or objects will help learners in Parts 1 and 5 of the Movers Listening Test and Parts 1 and 3 of the Movers Speaking Test.

2 Look and complete the sentences. Write one word on each line.

- Point to the pictures and ask the children to name the animals. Ask children around the class to find the differences between the pairs of animals and tell the class.
- Tell the children that they need to look at the differences and complete the sentences with one word in each gap (they have to write two words in some sentences).
- Allow the children time to complete the activity, then invite children to read out the completed sentences.

ANSWERS

1 smaller / shorter 2 head 3 kitten, longer
4 second, penguin 5 first, ears

3 Listen and circle. ⑩ 50 Ask and answer.

- Read out the questions. Point to the options and tell the class to listen and circle the correct answers.
- Play the recording for the children to listen and circle.
- Check answers by asking the questions and inviting children around the class to answer.

ANSWERS

1 two mice 2 no 3 elephant(s)

- Tell the children to practise asking and answering the questions about themselves.
- Invite pairs of children to act out their questions and answers for the class.

Transcript ⑩ 50

Adult Can I ask you some questions about animals?

Child OK!

Adult Thanks. Have you got any pets?

Child Yes! I've got two mice. They live in a cage in my bedroom.

Adult Are you afraid of spiders?

Child Spiders? No! But I'm afraid of snakes!

Adult What's your favourite animal?

Child Well, I like lots of animals, but I like big animals best. Elephants are my favourite.

Unit 9 Lesson 3 SB page 78

Story

Topics

Animals

Functions

Understanding and acting out a story; Completing sentences with *must* / *mustn't*

Grammar

Present simple; Past simple; *can* / *can't*; *must* / *mustn't*

Vocabulary

See the wordlist on pages 116–117 of the Student's Book

Movers practice

Reading and Writing (all parts)

Equipment

① 51

Warmer

- Write the headings *Pets* and *Wild Animals* on the board.
- Divide the class into two teams.
- Say animal words to children from each team in turn. The children come to the board and write the words under the correct headings.
- Award one point for each correctly placed and correctly spelt word.

Lead-in

- Ask children around the class to say whether or not they have got pets, what pets they have got and how they look after their pets.

MOVERS TIP: You can use the stories in Lesson 3 of each unit to give learners practice in telling stories from a set of pictures. This will help them to prepare for Part 2 of the Movers Speaking Test. Ask learners to look at the pictures in each story and say where the characters are, what they have got, what they are doing and how they feel.

1 Listen and read. Then act. ① 51

- Ask children to look at the pictures in the story. Ask *What's this? Who's this? Where are Jack and Daisy? What has Daisy got? How does Daisy feel?* about the pictures.
- Ask the children to say what they think is happening in the story, based on the pictures.
- Play the recording for the children to listen and follow the story in their books.
- Play the recording again, pausing after each line for the children to listen and repeat, first chorally, then individually.
- Divide the class into pairs and allow the children time to practise acting out the story.
- Invite pairs of children to act out the story for the class.

Optional activity

- Play a memory game. Tell the class to look at the story for one minute and try to remember the lines.
- Tell the class to close their books.
- Divide the class into two teams.
- Ask a child from Team A to say the first line. Ask a child from Team B to say the second line, and so on.
- If a child can't remember the next line, play passes to the other team. Award one point for each correct line.

2 Draw lines and write *must* or *mustn't*.

- Focus attention on the pictures. Ask the children to say what pets they can see in each picture and what the people are doing.
- Focus attention on the sentences. Tell the class that the sentences are about things you *must* or *mustn't* do with different animals.
- Remind the class that we use *must* for things which it is important to do and *mustn't* for things which it is important not to do.
- Tell the class to draw lines to match the pictures to the sentences, then complete the sentences with *must* or *mustn't*.
- Allow the children time to complete the activity in their books.
- Invite children around the class to point to the correct picture for each sentence and read out the completed sentences.

ANSWERS

- 1 You *mustn't* open the cage.
- 2 You *must* put your fish in the water!
- 3 You *mustn't* feed the lions!
- 4 You *must* give your rabbits a drink!
- 5 You *mustn't* put your parrot in the bath!

Optional activity

- Write the headings *You must ...* and *You mustn't ...* on the board.
- Tell the children to think about school rules. Ask them to say sentences about what you *must* do at school (*listen to your teacher, bring your books, bring your homework, sit at your desk*) and what you *mustn't* do at school (*use your mobile phone, eat in class, run, play football in the classroom*).
- Give the children prompts if necessary. Write their answers under the correct headings on the board.

Unit 9 Lesson 4 SB page 79

Language practice

Topics

Pets; Past actions

Functions

Following sequences of events; Ordering sentences

Grammar

Past simple; Prepositions of movement

Vocabulary

See the wordlist on pages 116–117 of the Student's Book

Movers practice

The *Language practice* section will help to prepare learners for all parts of the Movers Test

Equipment

① 52; Coloured pencils

Warmer

- Play a game to warm the class up and revise the vocabulary learnt so far.
- Write the following headings on the board: *Animals, Food, Family, Holidays, People, places and things, Things in the house, Clothes, Colours, Daily activities.*
- Divide the class into two teams. Invite a child from Team A to come to the board. Say a word from Units 1–9 and ask the child to write it under the correct heading on the board. Ask the child to say, then spell, the word.
- Repeat with children from each team in turn and award one point for each correct answer.

Lead-in

- Review prepositions of movement with the class. Use the box in activity 1, page 79, to revise the meanings of the different prepositions of movement.
- Play a game of *Simon Says* using prepositions of movement.
- Give instructions to the class, e.g. *Simon says sit down / stand up / walk round your desk / put your book into your bag / take your book out of your bag / put your bag onto your desk / take your bag off your desk.*
- Tell the class that they should only do the action if you say *Simon says* before it.
- If a child does the action when you did not say *Simon says*, they are out of the game. The last child left in the game is the winner.

1 Read the words in the box. Listen and number the pictures. ① 52

- Point to the picture and ask the children to say what they can see.
- Explain to the class that the black lines in the picture show the mouse's route. They need to listen and follow the route in their books, then number the sentences about the mouse's route in the correct order.

- Play the recording for the children to listen and follow the route with their fingers, then play the recording again for the children to listen and number the sentences.
- Ask children around the class to read out the sentences in the correct order.

ANSWERS

a 3 b 1 c 2 d 4

Transcript ① 52

- 1 My mouse jumped out of my shoe.
Then it ran round the chair.
- 2 Then it ran up my leg.
Then it jumped onto my book.
- 3 Then it jumped off my book.
Then it ran down my leg.
- 4 Then it jumped onto my foot.
Then it jumped into my shoe.

2 Read and draw the parrot's route.

- Point to the picture and ask the children to say what they can see.
- Explain to the class that the blue line in the picture shows the beginning of the parrot's route. They need to read the text and draw the rest of the route in their books.
- Allow the children time to read the text and draw the parrot's route in their books, then ask children around the class to read out sentences from the text and show the class the completed route.

Optional activity

- Tell the children to write another route for the parrot in activity 2 in their notebooks. They should imagine that the parrot has flown around the room in the picture in a different way.
- The children can then swap texts with a partner and draw their partner's route in the picture in activity 2.
- Tell the children to use a different coloured pencil to draw the second route.

Unit 9 Lesson 5 SB page 80

Language practice

Topics

Animals; At the zoo

Functions

Comparing animals; Asking for and giving reasons; Completing a speaking activity

Grammar

Present simple; Present continuous; Comparative forms of adverbs; *Why* and *Because*

Vocabulary

See the wordlist on pages 116–117 of the Student's Book

Movers practice

The *Language practice* section will help to prepare learners for all parts of the Movers Test

Equipment

53; Speaking activity photocopiable 131

Warmer

- Play a game to warm the class up and revise the vocabulary learnt so far.
- Divide the class into two teams.
- Ask children from each team in turn to name three wild animals / pets / fruits / vegetables / drinks / family members / places / people / things you can see on holiday / things in the house / things you can wear / colours / daily activities.
- Award one point for each correct set of words.

Lead-in

- Ask the class to think of adverbs they know. Write their answers on the board.
- Point to an adverb on the board and ask a child to make a sentence using the adverb, e.g. *Monkeys can climb well. / Horses can run quickly. / I can shout loudly. / We must sit quietly in class.*
- Repeat with other adverbs and other children around the class.

1 Guess the answers and circle. Listen and check. 53

- Point to each of the pictures and ask the children to name the animals.
- Tell the class to read the sentences and guess the answers. Tell them to circle their answers in their books.
- Play the recording for the children to listen and check their answers.
- Invite pairs of children around the class to ask and answer the questions.

ANSWERS

1 a shark 2 a whale 3 a horse

Transcript 53

Jack Look at these pictures, Daisy. Which of these animals can swim more quickly, the dolphin or the shark?

Daisy Oh, I don't know. The shark?

Jack That's right. And now look at the pictures of a parrot and a whale. They can both sing. But which of these animals can sing more loudly?

Daisy Er ... the parrot?

Jack No! The whale. It's the loudest animal in the world!

Daisy Oh!

Jack And which of these animals can run more quickly, the giraffe or the horse?

Daisy I think it's the giraffe, because a giraffe's bigger than a horse.

Jack Wrong! It's the horse!

Optional activity

- Ask the children to write five sentences about animals in their notebooks. Tell them to use adverbs in their sentences; e.g. *Monkeys can climb well. / Horses can run quickly.*
- Invite children around the class to read out their sentences.

2 Look, read and draw lines.

- Point to the picture and ask the children to say what they can see and what the people are doing in the picture.
- Focus attention on the questions and answers below the picture. Show the class the words *Why ... ?* and *Because ...*
- Tell the class that we use *Why* to ask for reasons and *Because* to give reasons.
- Tell the children to look at the picture and draw lines to match the questions to the answers.
- Allow the children time to complete the activity in their books, then invite pairs of children around the class to ask and answer the questions.

ANSWERS

1 d 2 e 3 b 4 c 5 a

3 Do the speaking activity. TB page 131

- Point to the picture of Daisy and Jack and read out the example exchange.
- Hand out copies of the speaking activity (one copy for each pair of children).
- The children complete the sentences with the correct adjectives from the box, then cut out all the cards, so the pictures and text are separate.
- Ask the children to shuffle the cards and place them face down on the table, with the pictures in one section and the text cards in another.
- They take turns to pick up a card from each section, and try to find a matching pair. Remind them to ask the question for each picture they pick up, and to read out the answer. If the picture matches the reason, they keep the pair and score a point.
- The child with the most matching sets in each pair is the winner.

Movers practice test CB pages 81, 82 & 83

Listening, Part 1

Lead-in

- Describe children around the class for the rest of the class to guess. Describe the child's appearance, including eye colour and hair colour and style. Say what the child is wearing, where he/she is sitting and what he/she is doing.
- Repeat with other children.
- You can play this as a game in two teams if you like, describing a child for each team in turn to guess.

MOVERS TIP: Before learners take Part 1 of the Movers Listening Test, make sure that they know which names on the Starters and Movers vocabulary lists are male and which are female. Explain to the learners that the names *Kim, Alex, Pat* and *Sam* can be used for a boy or a girl.

Listen and draw lines. There is one example. 54

- Ask the pupils to look at the picture. Ask *What can you see? Where is he/she? What's he/she doing?* Elicit answers from children around the class.
- Focus attention on the example. Play the first part of the recording while the children look at the example in their books. Tell the children that they should draw lines to match the names to the people, as in the example.
- Play the recording twice for the children to complete the test.
- Check the answers as a class.

Transcript 54

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

Man What are you doing?

Girl We're having a party!

Man Great! Is it your birthday?

Girl No, it's Mary's birthday.

Man Which one is she?

Girl She's the one with the blue sweater.

Man Right, I can see her.

Presenter Can you see the line? This is an example. Now you listen and draw lines.

1 **Man** Who's that boy?

Girl Which one?

Man The one who's dancing.

Girl There are two boys dancing!

Man Oh yes! I mean the one with blond hair.

Girl Oh, he's called Charlie.

2 **Man** Is Jim here too?

Girl Yes, he is. Look, he's there.

Man I can't see him. Is he dancing too?

Girl No, he's sitting on the stairs. He likes talking more than dancing!

Man What's that on his T-shirt?

Girl It's a dolphin!

3 **Man** Who's the girl by the door?

Girl The one with a blue coat?

Man No, the one who's carrying a present.

Girl That's my friend Jane.

Man That's a big present!

Girl Yes, it is!

4 **Man** Where's your brother Fred?

Girl He's next to the table.

Man What's he doing?

Girl He's putting a hat on.

Man Oh, I see. He's dressing up!

Girl That's right. He's a pirate!

5 **Man** Look, that girl's drinking a cup of tea.

Girl Which girl?

Man The one with the glasses.

Girl Oh, that's Lily.

Man I'd like a cup of tea, too!

Girl OK! Let's make some tea!

Optional activity

- Play a memory game. Tell the children to look at the picture in the Listening Test for one minute and think about what they can see and what the people are doing.
- The children close their books. Say true or false sentences about the picture. For example *Lily is wearing glasses. / Fred is in front of the table.* Invite children to answer *Yes* or *No* from memory.
- You could play this as a team game and award points.

Reading & Writing, Part 4

Lead-in

- Point to the picture and the title. Ask children around the class to talk about their homes. Ask questions to children around the class, e.g. *Do you live in a house or a flat? Has your house got a garden / flat got a balcony? How many floors has your house got? What rooms are on the (ground) floor?*

MOVERS TIP: In Part 4 of the Movers Reading and Writing Test, remind learners that pronouns (*it, them, they, him, her, there*, etc) can refer back to names, items or places.

Read the text. Choose the right words and write them on the lines.

- Ask the children to look at the picture. Explain that they are going to read a text about homes. Remind the children to read the whole text before they try to fill in the gaps.
- Ask the children to read the example sentence and all of the possible answers. Ask them why *of* is the best answer.
- Ask the children to read the rest of the text and choose the best answers. Explain to the children that they must copy the words onto the lines, and that they must spell the words correctly. Tell the children to copy the words exactly and not add anything extra. Remind them to read all of the possible answers, even if they think they have found the right one before they have looked at them all.
- Ask the children to compare their answers with a partner and make any necessary changes.

ANSWERS

1 but 2 is 3 where 4 can 5 your

Optional activity

- Ask the children to write five sentences about their home.
- The children can write their sentences in their notebooks, then read them out to the class.

Listening, Part 5

Lead-in

- Revise the words for pets by writing a mixture of words for pets (*rabbit, parrot, mouse, kitten, puppy*) and wild animals (*hippo, lion, elephant, crocodile, shark, panda*) on the board.
- Ask children around the class to come to the board and circle a word for a pet, then find a picture of that pet in Unit 9.

MOVERS TIP In Movers Listening Part 5, teach learners to listen carefully for prepositional phrases which describe exactly where something is in the picture, e.g. *the picture on the wall*.

Listen and colour and write. There is one example. ⑤ 55

- Ask children to look at the picture and say what animals or other items they can see.
- Tell the children to take out their coloured pencils. Say *Show me (orange)*. The children hold up the correct colours.
- Focus attention on the example. Play the first part of the recording while the children look at the example in their books.
- Tell the children that they should listen, find the correct items in the picture, then colour them, as in the example. Tell them that they will also need to write a word in the picture.
- Play the recording twice for the children to complete the test.
- Check the answers as a class. Ask *What colour is the (boy's hair)?*

Transcript ⑤ 55

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

Woman Look at this picture.

Boy It's a pet shop.

Woman That's right. Can you see the fish?

Boy Yes, I can. There are lots of them!

Woman Colour the longest fish orange, please.

Boy OK!

Presenter Can you see the orange fish? This is an example. Now you listen and colour and write.

1 Woman Now, can you see the boy?

Boy The one who's wearing glasses?

Woman No, the one with curly hair.

Boy Can I colour his hair?

Woman All right. Colour it brown, please.

2 Boy Shall I colour an animal?

Woman Yes, colour one of the rabbits.

Boy Which one?

Woman The one which isn't in a cage.

Boy Can I colour it black?

Woman Yes!

3 Woman Please can you write a word for me?

Boy OK.

Woman Can you see the picture on the wall?

Boy Yes, it's a picture of some kittens.

Woman That's right. Now, write the word 'cats' on the wall above the picture.

Boy All right.

4 Boy What can I colour now?

Woman Look at the man.

Boy He's carrying a bag.

Woman That's right. Can you see the star on the bag?

Boy Yes. Can I colour it yellow?

5 Woman Do you want to colour one last thing?

Boy Yes, please. I'd like to colour the parrot.

Woman There are three parrots in the picture!

Boy Oh yes! Shall I colour the one that's got a long tail?

Woman Yes. Colour that parrot red.

Optional activity

- Play a memory game. Tell the children to look at the picture in the Listening Test for one minute and think about what colour each item is.
- The children close their books. Ask *What colour is the (star on the bag)? / Is (the longest fish) blue?* and invite a child to answer from memory.
- Alternatively, you could play this as a game in two teams, awarding one point for each correct answer.

10

The weather

Lesson 1 SB page 84

Words

Topics

Weather

Functions

Identifying types of weather; Completing gapped sentences

Grammar

Present simple; Present continuous

Vocabulary

See the wordlist on page 117 of the Student's Book

Movers practice

Reading and Writing Parts 1, 3 and 4

Warmer

- Play a memory game to warm the class up and revise the words for animals from Unit 9.
- Ask children to tell you what words they can remember for animals. Write the words they say on the board.
- Ask the class to say which animals can be pets and which animals they can see in a zoo.
- Tell the class to look at the words for one minute (or less), then close their eyes. Erase two or three of the words from the board.
- Tell the class to open their eyes and say which words are missing. You can repeat the game a few times, erasing different words each time.
- You can play this as a game in two teams if you like, erasing words for each team in turn.

Lead-in

- Tell the children that they are going to think about the weather in this lesson.
- Ask children around the class to say what words they can remember to describe the weather. Write their suggestions on the board.
- Ask children around the class to use the words on the board to make positive or negative sentences about the weather today, e.g. *It's windy today. It isn't raining today.*

MOVERS TIP: Make sure that learners are able to recognize types of words (nouns, verbs, adjectives, adverbs, etc). This will help them when choosing options in Parts 3 and 4 of the Movers Reading Test.

1 Write the words.

- Ask the children to look at the pictures and say what they can see.
- Read out the words in the box and ask the children to point to the correct pictures.
- Ask the children to say what type of word the words in the box are (*nouns*) and which of the words in the box can be verbs as well as nouns (*snow, rain*).
- Tell the children to write the correct words next to the numbers beside the pictures.
- Check answers by asking *What's number (1)?* to children around the class.

ANSWERS

1 cloud 2 rain 3 rainbow 4 sun 5 moon
6 star 7 snow 8 ice 9 wind

Optional activity

- Slowly write the letters for one of the words from activity 1 on the board, pausing after each letter. The children try to guess the word before you have written the whole word. When a child guesses the word correctly, they should spell the rest of the word for you to complete it on the board. You can play this as a game in two teams if you like.

2 What's the weather like? Complete the sentences.

- Ask the children to look at the pictures and say what they can see.
- Read out the words in the box and ask the children to point to the correct pictures.
- Ask the children to say what type of word the words in the box are. (*Cold, hot, windy, cloudy and sunny are adjectives; raining and snowing are verbs.*)
- Tell the children to write the correct words to complete the speech bubbles.
- Allow the children time to complete the activity in their books, then check answers by asking children around the class to read out the completed speech bubbles.

ANSWERS

1 sunny 2 raining 3 cold 4 snowing 5 cloudy
6 windy

Optional activity

- Write the words *spring, summer, autumn and winter* on the board. Ask the children to write sentences about the weather in each season in their notebooks, e.g. *In spring it's sometimes sunny and it sometimes rains.*
- The children can read out their sentences to the class.

Unit 10 Lesson 2 SB page 85

Reading & speaking

Topics

Weather

Functions

Matching types of weather to days of the week;
Completing a table about the weather last weekend;
Listening and choosing answers from multiple-choice options;
Asking and answering about the weather

Grammar

Present simple; Past simple

Vocabulary

See the wordlist on page 117 of the Student's Book

Movers practice

Reading and Writing (all parts), Listening Parts 3 and 4,
Speaking Part 4

Equipment

56-57

Warmer

- Play a game of *Hangman* to warm the class up and revise the words for weather from the previous lesson.

Lead-in

- Tell the children to look at the pictures in activity 2, page 84 for one minute, then close their books.
- Say the sentences from the speech bubbles and ask children to say the correct picture number from memory.

1 Look, listen and draw lines. 56

- Ask children to look at the pictures. Ask them to say what type of weather each picture shows.
- Tell the children that they should listen, choose the correct days and the correct pictures, then draw lines to match the days to the pictures.
- Play the track twice for the children to complete the activity.
- Check the answers as a class. Ask *What was the weather like on (Monday)?* and invite the children to answer.

ANSWERS

1 Thursday 2 Monday 3 Friday 4 Tuesday
5 Wednesday

Transcript 56

Daisy Where did you go last week?
Jack We went to my cousins' house.
Daisy What was the weather like?
Jack Well, on Monday it was sunny.
Daisy Was it hot?
Jack Yes, it was.
Daisy And on Tuesday?
Jack It wasn't sunny. It was cloudy.
Daisy What was the weather like on Wednesday?
Jack It rained! And it was windy too.

Daisy Did it rain on Thursday too?
Jack No, it didn't. It snowed!
Daisy Oh! And what about Friday?
Jack Friday was nice. It was cold, but it was sunny.
Daisy And Saturday?
Jack Today is Saturday!
Daisy Oh yes!

2 Read and draw the symbols.

- Draw symbols for the following words on the board: *hot* (a thermometer with a long shaded line up the middle), *cold* (a thermometer with a short shaded line), *sunny* (a sun), *windy* (an arrow as in activity 1, item 5), *cloudy* (a cloud), *rain* (a cloud with rain drops coming from it) and *snow* (a cloud with snowflakes coming from it).
- Point to each of the pictures in turn and ask the children to say the correct words.
- Tell the children to read the speech bubbles in activity 2 and draw the symbols from the board in the correct squares in the table.
- Allow the children time to complete the activity in their books, then copy the table onto the board and ask children around the class to come to the board and draw the correct symbols.
- Ask *What was the weather like on (Saturday morning)?* The children look at the table on the board and answer.

ANSWERS

Saturday morning – sunny, Saturday afternoon – cloudy,
Saturday evening – sunny, Sunday morning – rain,
Sunday afternoon – snow, Sunday evening – cold

MOVERS TIP: Expressing opinions with phrases such as *I'd like to ...*, *I like ...*, *I want to ...*, *I don't like ...* and *I love ...* will help learners in Part 4 of the Movers Speaking Test.

3 Listen and circle. 57 Ask and answer.

- Read out the questions. Point to the options and tell the class to listen and circle the correct answers.
- Play the recording for the children to listen and circle.
- Check answers by asking the questions and inviting children around the class to answer.

ANSWERS

1 cloudy (no rain) 2 yes 3 coat and hat (no scarf)

- Tell the children to practise asking and answering the questions about themselves.

Transcript 57

Adult Can I ask you some questions about the weather?
Child OK!
Adult The first question is: What's the weather like today?
Child Er ... it's cloudy, but it isn't raining.
Adult And the next question: Does it often snow in your country?
Child Yes, it does! But that's OK. I love the snow!
Adult And here's the third question: What do you wear when it's cold?
Child I wear a coat and a hat.
Adult Do you wear a scarf?
Child No, I haven't got one.
Adult OK, thank you. That was the last question.

Unit 10 Lesson 3 SB page 06

Story

Topics

Weather; Free time activities

Functions

Understanding and acting out a story; Completing sentences with *in*, *on* or *at*

Grammar

Present simple; Past simple; *like* + *-ing* forms; Prepositions of time

Vocabulary

See the wordlist on page 117 of the Student's Book

Movers practice

Reading and Writing (all parts)

Equipment

⑤ 58

Warmer

- Play a game of *Pictionary* to warm the class up and revise the words for weather.
- Divide the class into two teams.
- Draw a picture illustrating one of the weather words on the board (or invite children from each team in turn to come to the board and draw pictures for the rest of the class).
- Tell the class to try to guess the word before the picture is finished.
- The first team to guess the correct word wins a point.

Lead-in

- Ask children around the class to say what they did yesterday morning / afternoon / evening, and what the weather was like in the morning / afternoon / evening.

1 Listen and read. Then act. ⑤ 58

- Ask children to look at the pictures in the story. Ask *What's this? Who's this? Where are Jack and Daisy? What is Jack / Daisy doing?* about each picture.
- Play the recording for the children to listen and follow the story in their books.
- Play the recording again, pausing after each line for the children to listen and repeat, first chorally, then individually.
- Divide the class into pairs and allow the children time to practise acting out the story.
- Invite pairs of children to act out the story for the class.

Optional activity

- Divide the class into two teams. Tell Team A to practise and try to remember Jack's lines and tell Team B to practise and try to remember Daisy's lines.
- Allow the class time to try to memorize the lines of the story.
- Invite a child from each team to come to the front of the class without their books. The children should act out the story as far as they can remember. The rest of the class can follow in their books. When one child forgets a line, another child from their team can come and take their place to continue the story.

MOVERSTIP: Recognizing when to use different prepositions will help learners in Part 6 of the Movers Reading and Writing Test.

2 Write *in*, *on* or *at*.

- Point to the pictures and ask the children to say what Daisy and Jack are doing in each picture.
- Focus attention on the gapped sentences. Tell the children that they need to complete the sentences with *in*, *on* or *at*.
- Remind the class that we use *in* with *the morning / afternoon / evening* and the words for seasons, *on* with the days of the week and *(my) birthday*, and *at* with times of day, *night*, *lunchtime*, *bedtime* and *the weekend*. Tell the class that if we use a day of the week before another time expression (e.g. *Friday morning*, *Wednesday lunchtime*), we use *on*.
- Allow the children time to complete the sentences in their books, then invite children around the class to read out the completed sentences.

ANSWERS

1 on, at 2 in, at 3 at, on 4 on, in

Optional activity

- Divide the class into two teams.
- Write sentences with missing prepositions of time on the board, for children from each team in turn. For example: *I go to school ___ half past eight. / I play football ___ Fridays. / I listen to music ___ the evenings.*
- The children come to the board and write the correct prepositions.
- Award one point for each correct preposition.

Unit 10 Lesson 4 SB page 87

Language practice

Topics

Past activities

Functions

Matching questions to answers; Completing gapped sentences; Completing a speaking activity

Grammar

Past simple; Phrasal verbs: Questions with *When*; Prepositions of time

Vocabulary

See the wordlist on pages 117 of the Student's Book

Movers practice

The *Language practice* section will help to prepare learners for all parts of the Movers Test

Equipment

Speaking activity photocopiable 132

Warmer

- Revise the vocabulary learnt so far by playing *Odd One Out*.
- Write three words from one vocabulary set (Weather, Animals, Food, Family, People, places and Things, Holiday words, Things in the house, Clothes, Actions, Colours, Daily activities) and one word from a different vocabulary set on the board (in any order).
- Ask a child to say which word is the odd one out and why.
- Repeat with other children and other sets of words.
- You can play this as a game in two teams if you like.

Lead-in

- Write a selection of time expressions without prepositions on the board, e.g. *Monday, eight o'clock, my birthday, the weekend, afternoon, night, lunchtime*.
- Point to one of the time expressions and ask a child to make a sentence using the time expression.
- Repeat with other words and other children. Alternatively, you can play this as a game in two teams, awarding one point for each grammatically correct sentence.

1 Read and complete the answers.

- Ask the children to look at the pictures and say what they can see and what Daisy / Jack is doing in each picture.
- Tell the class that they need to complete the answers with one word in each answer.
- Allow the children time to complete the activity in their books, then invite pairs of children to read out the questions and answers for the class.

ANSWERS

1 shoes 2 camera 3 coat 4 kite 5 ball

2 Look and write the days.

- Ask the children to look at the pictures and say what they can see and what Daisy / Jack is doing in each picture.
- Focus attention on the questions and gapped answers. Tell the class that they need to read the questions and look at the pictures, then write the correct days to complete the answers. Tell them that they will need to write each of the days twice.
- Allow the children time to complete the activity in their books, then invite pairs of children to read out the questions and answers for the class.

ANSWERS

1 Thursday 2 Friday 3 Tuesday 4 Friday
5 Saturday 6 Thursday 7 Tuesday 8 Saturday

Optional activity

- Play a memory game.
- Tell the class to look at the pictures in activity 2 for one minute, then close their books.
- Ask questions about the pictures to children around the class, e.g. *Did (Daisy play hockey) on (Thursday)?* The children try to answer from memory.
- If the children answer correctly, they can stay in the game. If they answer incorrectly, they are out of the game.
- The last child left in the game is the winner.

3 Cut out the cards. Then play the game. TB page 132.

- Point to the picture of Daisy and Jack and read out the example dialogue.
- Hand out copies of the speaking activity (one copy for each child).
- Put the children in pairs, A and B, and tell them to cut out the cards. Child A then chooses activities and times, and places the cards in the different squares to complete the grid.
- Child B asks questions, and puts his/her cards in the same places on the grid. The children can then compare and check answers. Then they swap roles.
- Move around the classroom as the children work and help if necessary.
- Invite some pairs of children to act out the speaking activity in front of the class.
- As an extension, ask children around the class to say what they did on each day and what their partner did on each day.

Unit 10 Lesson 5 SB page 83

Language practice

Topics

Verb-noun combinations

Functions

Matching nouns to verbs; Completing gapped sentences

Grammar

Present simple; Present continuous; Past continuous;
could / couldn't; Phrases with *have / has*

Vocabulary

See the wordlist on page 117 of the Student's Book

Movers practice

The *Language practice* section will help to prepare learners for all parts of the Movers Test

Warmer

- Play a game to warm the class up and revise the words for weather and clothes.
- Say to children around the class *It's (sunny) today. What are you wearing?*
- The children say a sentence about suitable clothing for that kind of weather, e.g. *I'm wearing shorts and a T-shirt.*
- You can play this as a game in two teams if you like, asking children from each team in turn to make sentences and awarding one point for each appropriate and grammatically correct sentence.

Lead-in

- Ask children around the class to say two things you can drive, ride, play, read, eat, watch, drink, write, wash, have, catch, cook, paint or make.

1 Write two verbs for each noun.

- Point to the pictures and ask the children to say what each of the people are doing.
- Focus attention on the gapped phrases below the pictures. Explain to the class that they need to complete the phrases with the words in the box. They can use the pictures to help them.
- Allow the children time to complete the activity in their books, then invite children around the class to read out the completed phrases.

ANSWERS

1 drive, catch 2 ask, answer 3 make, cook
4 put on, take off

2 Circle the correct noun.

- Point to the picture of the grammar character and read out the speech bubble.
- Focus attention on the sentences. Show the class that all of the sentences use the verb *have / has*.

- Tell the children to look at the pictures and circle the correct nouns in the sentences.
- Invite children to read out the sentences with the correct nouns for the class.

ANSWERS

1 party 2 dream 3 shower

3 Write the nouns from Activity 2.

- Focus attention on the gapped sentences. Show the class that all of the sentences use the verb *have / has*.
- Tell the children that they need to use the nouns in bold in activity 2 to complete the gapped sentences.
- Allow the children time to complete the sentences in their books. Move around the class as the children work and help if necessary.
- Invite children around the class to read out the completed sentences.

ANSWERS

1 drink 2 holiday 3 shower 4 picnic 5 dream
6 party

Optional activity

- Tell the children to think of other nouns which we can use with *have / has*, e.g. *bath, breakfast, lunch, dinner, lesson, meal, sandwich*. Write their answers on the board.
- Tell the children to write five sentences about themselves using the nouns on the board with *have*.
- The children can write their sentences in their notebooks, then read their sentences out to the class.

Movers practice test SB pages 89, 90 & 91

Reading & Writing, Part 6

Lead-in

- Say true or false sentences about people or things in the classroom, e.g. *Two boys are sitting in front of the window. / The girl with the red sweater is writing in her notebook.*
- Ask children around the class to say *Yes* if a sentence is correct and *No* if a sentence is incorrect. Ask the children to correct the false sentences.

MOVERS TIP: Remind learners to read the sentences in Part 6 of the Movers Reading and Writing Test carefully.

Look and read and write.

- Tell the children to look at the examples. Point to the picture and read out the example sentence and question. Ask the children to complete the sentence with the missing correct word and to answer the question.
- Show the class the example answers. Remind children that sometimes the questions have several possible answers and that they need to choose just one.
- Tell the children to look at the picture, then complete the sentences (questions 1 and 2), answer the questions (questions 3 and 4), and then write two new sentences about the picture.
- Allow the children time to complete the test in their books.
- Check answers by reading out questions 1–4 and asking children to say the missing word or the answer.
- Ask children around the class to share their sentences for questions 5 and 6.

ANSWERS

1 rainbow 2 duck 3 on the grass / next to the lake / pond / next to the picnic 4 6 / six 5 Children's own answers 6 Children's own answers

Optional activity

- Ask the children to write five questions about the picture in the Reading and Writing Test, e.g. *How many apples are there? What colour is the bigger duck? Who is carrying a bottle of water?*
- Divide the class into two teams. Children from each team in turn ask one of their questions for the other team to answer. The children can look at the picture and answer, or try to answer from memory.
- Award one point for each correct answer. The team with the most points wins.

Listening, Part 3

Lead-in

- Ask children around the class to say where they went or what they did at the weekend. Encourage the children to give as much detail as possible, e.g. *What was the weather like? It was sunny.*

MOVERS TIP: In Part 3 of the Movers Listening Test, encourage learners not to leave any questions unanswered. When they have used all the people that they are sure about, they should try to make an intelligent guess as to which people the remaining pictures represent.

Mr Walker is telling Sue about his family and friends and what they did on Saturday afternoon. What did each person do? Listen and write a letter in each box. There is one example. 59

- Ask children to look at the pictures. Ask them to say what people they can see in the pictures on the left and what activities they can see in the pictures on the right.
- Focus attention on the example. Play the first part of the recording while the children look at the example in their books.
- Tell the children that they should listen, choose the correct activity for each person, then write the correct letter for each activity in the box next to each person, as in the example.
- Play the recording twice for the children to complete the test.
- Check the answers as a class. Ask *What did (Vicky) do?* and invite the children to answer.

ANSWERS

Mr Walker F, Mrs Walker A, Paul B, Vicky C, Fred D, Mary G

Transcript 59

Presenter Listen and look. There is one example. Mr Walker is telling Sue about his family and friends and what they did on Saturday afternoon. What did each person do?

Girl Hello, Mr Walker. What did you do on Saturday?

Man Well, in the morning I went to work. And in the afternoon I washed the car. It was very dirty! It's clean now.

Presenter Can you see the letter 'F'? Now you listen and write a letter in each box.

Girl What did your grandson do?

Man Well, Paul went to the swimming pool with his friends. It was cloudy, but it wasn't cold. He loves water. He often goes to the pool on Saturdays.

Girl Did you see Mary yesterday?

Man My sister? No, I didn't. She went to the town because she wanted to buy some clothes.

Girl Did she drive?

Man No, she didn't. She caught a bus. She doesn't like driving. And she likes talking to people on the bus!

Girl What did Vicky do? Did she go for a swim too?

Man No, she didn't. It was her friend's birthday. He invited her to his party.

Girl Was it a good party?

Man Yes, they had lots of fun! They listened to music and they played games. And they ate lots of sweets and ice cream with chocolate sauce!

Girl What about your friend Fred? What did he do?

Man He went to his favourite place! It's a place where you can watch films ...

Girl Oh, the cinema!

Man That's right. He watched a film about pirates who go to an island and find some treasure. I saw that film last week. It had my favourite film star in it. It was really good.

Girl What about Mrs Walker? Where did she go?

Man She didn't go out. She stayed at home.

Girl What did she do?

Man She made a cake. We ate it after dinner. It was delicious! She's very good at cooking. She made some biscuits too.

Optional activity

- Ask the children questions about the pictures in the Listening Test. For example: *Did Vicky go to the library on Monday? Did she play football at the sports centre? Did it rain on Monday? Did she swim in a pool on Wednesday?*
- Invite children around the class to look at their books and answer.
- You could play this as a game in two teams, awarding one point for each correct answer.

- Ask the children to compare their answers with a partner and make any necessary changes.
- Check the answers as a class.

ANSWERS

1 the sea 2 some orange juice 3 pancakes 4 jacket
5 wet 6 a T-shirt

Optional activity

- Ask the children to read the text again and write five questions about Jim's bike ride in their notebooks.
- The children can swap notebooks with a partner, look at the text again and answer their partners' questions.

Reading & Writing, Part 5

Lead-in

- Invite children around the class to talk about themselves. Ask them to tell the class where they went / what they did / what they wore / what the weather was like last Saturday or Sunday.
- Point to the picture and the title. Ask children around the class to say what they think they will read about in the text.

MOVERS TIP: In Part 5 of the Movers Reading and Writing Test, remind learners that they are not expected to produce vocabulary or grammatical structures which are not in the text, but they must make sure that the words they use to complete each sentence are grammatically correct.

Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words. There are two examples.

- Ask the children to look at the pictures. Explain that they are going to read a text about a boy called Jim and a bike ride he went on last weekend.
- Remind the children to read the whole text before they start trying to complete the sentences.
- Ask the children to read the example sentences and say how many words have been completed in each example. Tell the children that they can use up to three words, but no more.
- Ask the children to read the text and complete the sentences. Allow them time to complete the test in their books.

11 What's the matter?

Lesson 1 SB page 92

Words

Topics

Parts of the body; illnesses

Functions

Identifying parts of the body and illnesses; Copying words; Matching people to sentences

Grammar

Present simple; *have got*

Vocabulary

See the wordlist on pages 117–118 of the Student's Book

Movers practice

Reading and Writing (all parts)

Warmer

- Play a game to warm the class up and revise the weather words from Unit 10.
- Divide the class into two teams.
- Draw weather symbols on the board for children from each team in turn. The children come to the board, say the word and write it under the symbol.
- Award one point for each correctly spelt word.

Lead-in

- Tell the children that they are going to think about parts of the body and illnesses in this lesson.
- Ask children around the class if they can remember words for parts of the body. Write their answers on the board.
- Point to the words on the board and tell the children to point to the correct parts of their bodies.

MOVERS TIP Recognizing and being able to talk about parts of the body will help learners in all parts of the Movers Test. They may need to listen for, complete sentences about, or speak about, parts of the body during the test.

1 Write the words. Then add more body words.

- Point to the picture of Daisy and read out the speech bubble. Tell the children that we say *I feel ill* when there is something wrong with us.
- Focus attention on the words in the box and the picture of Jack. Read out the words in the box and ask the children to point to the correct parts of the picture.
- Explain to the children that they need to write the words from the box on the lines around the picture.
- Allow the children time to complete the activity in their books, then tell the children to write more words for parts

of the body and draw lines to match them to the correct parts of Jack's body.

- Invite the children to show their pictures to the class and say the words for each part of Jack's body.

ANSWERS

1 head 2 arm 3 stomach 4 leg 5 foot 6 teeth
7 neck 8 shoulder 9 back 10 hand

Optional activity

- Play a game of *Simon Says* to practise the parts of the body.
- Give instructions to the class, e.g. *Simon says touch your nose / head / ear / stomach / leg / arm*
- Tell the class that they should only do the action if you say *Simon says* before it.
- If a child does the action when you did not say *Simon says*, they are out of the game. The last child left in the game is the winner.

2 What are they saying? Circle.

- Tell the children to look at the pictures and say what they think is wrong with each person.
- Show the children the speech bubbles. Tell them that they need to read the speech bubbles, look at the pictures, and circle the correct word.
- Allow the children time to complete the activity in their books, then invite the children to point to the pictures and read out the matching speech bubbles.

ANSWERS

1 an earache 2 a toothache 3 a temperature
4 a headache 5 a cough 6 a stomach-ache 7 a cold
8 fine

Optional activity

- Say the correct sentences from the speech bubbles in activity 2. Tell the children to mime each illness.
- Divide the class into two teams. Tell children from each team in turn to mime one of the illnesses in activity 2 for the other team. Children from the other team say *You've got (an earache)*.
- Award one point for each correct sentence.

Unit 11 Lesson 2 SB page 93

Reading & speaking

Topics

Parts of the body; Illnesses

Functions

Acting out a dialogue; Writing irregular plurals; Matching people to problems; Listening and choosing answers from multiple-choice options; Asking and answering about parts of the body

Grammar

Present simple; *have got*; Comparative and superlative forms of adjectives

Vocabulary

See the wordlist on pages 117–118 of the Student's Book

Movers practice

Reading and Writing (all parts), Listening Part 4, Speaking Part 4

Equipment

① 60

Warmer

- Play a game of *Bingo* to warm the class up and revise the words from the previous lesson.
- Tell the children to write six words for parts of the body in their notebooks.
- Call out the words for parts of the body in random order (keep a note of the words which you have called out).
- If a child has the word you call out in their notebooks, they can cross out that word. The first child to cross out all their words wins the game.

Lead-in

- Call out parts of the body. The children touch the correct parts of their bodies.
- Call out the words faster and faster.

1 Choose words from Activity 2 on page 92 and complete the dialogue. Then act.

- Focus attention on the speech bubbles. Tell the class that they can complete the last two speech bubbles with any illnesses from Lesson 1.
- Allow the children time to complete the speech bubbles and practise the dialogue in pairs.
- Invite pairs of children to act out their dialogues in front of the class.

MOVERS TIP Identifying irregular plurals will help learners in most parts of the *Movers Reading and Writing Test*.

2 Write the irregular plurals.

- Point to the pictures and ask the children to name the parts of the body (*foot, feet, tooth, teeth*).

- Focus attention on the gapped phrases and read out the example.
- Tell the children that they need to complete the phrases with the correct irregular plurals. Remind the class that we don't just add -s to form irregular plurals; they have different forms.
- Allow the children time to complete the activity in their books, then invite children to read out the completed phrases.

ANSWERS

one foot – two feet, one child – two children,
one man – three men, one woman – two women,
one tooth – lots of teeth, one fish – lots of fish,
one sheep – two sheep

3 Look, read and write the letters.

- Tell the children to look at the pictures and say what they think is wrong with each person.
- Show the children the sentences below the pictures. Tell them that they need to read the sentences, look at the pictures, and write the letters to match the people to what is wrong with them.
- Allow the children time to complete the activity in their books, then invite the children to point to the pictures, say the correct letters and read out the matching sentences.

ANSWERS

1 c 2 b 3 d 4 a

4 Listen and circle. ① 60 Ask and answer.

- Read out the questions. Point to the answer options and tell the class that they need to listen and circle the correct answers.
- Play the recording for the children to listen and circle the correct answers in their books.
- Check answers by asking the questions and inviting children around the class to answer.

ANSWERS

1 brown 2 yes 3 11

- Tell the children to practise asking and answering the questions about themselves.
- Invite pairs of children to act out their questions and answers for the class.

Transcript ① 60

Adult Can I ask you some questions, please?

Child Yes, OK.

Adult What colour are your eyes?

Child They're brown. Look.

Adult Do you wear glasses?

Child Yes, I do! But I'm not wearing them today.

Adult How many grown-up teeth have you got?

Child Er... nine. No – I've got eleven.

Adult I've got thirty-two grown-up teeth! Thank you, that was the last question.

Unit 11 Lesson 3 SB page 94

Story

Topics

Parts of the body; Health problems

Functions

Understanding and acting out a story; Matching suggestions and responses to pictures

Grammar

Present simple; *How about ... / What about ... + -ing forms*

Vocabulary

See the wordlist on pages 117–118 of the Student's Book

Movers practice

Reading and Writing (all parts)

Equipment

① 61

Warmer

- Write the headings *Parts of the body* and *Illnesses* on the board.
- Divide the class into two teams.
- Say words for parts of the body or illnesses to children from each team in turn. The children come to the board and write the words under the correct headings.
- Award one point for each correctly placed and correctly spelt word.

Lead-in

- Ask children around the class to say what they do when they've got a headache / an earache / a stomach-ache, or when their leg / back hurts.

MOVERS TIP: Help learners to prepare for Part 2 of the Movers Speaking Test by asking them to look at the pictures in the stories in each Lesson 3 and say a few words about each picture.

1 Listen and read. Then act. ① 61

- Ask children to look at the pictures in the story. Ask *What's this? Who's this? Where are Jack and Daisy? What is wrong with Daisy / Jack?*
- Ask the children to say what they think is happening in the story, based on the pictures.
- Play the recording for the children to listen and follow the story in their books.
- Play the recording again, pausing after each line for the children to listen and repeat, first chorally, then individually.
- Divide the class into groups of three and allow the children time to practise acting out the story.
- Invite groups of children to act out the story for the class.

Optional activity

- Play a memory game. Tell the class to look at the story for one minute and try to remember the lines.
- Tell the class to close their books.
- Divide the class into two teams.
- Ask a child from Team A to say the first line. Ask a child from Team B to say the second line, and so on.
- If a child can't remember the next line, play passes to the other team. Award one point for each correct line.

2 Look at the pictures. Read the questions and answers. Then draw lines.

- Focus attention on the pictures. Ask the children to say what they can see in each picture and what the people are doing.
- Now look at the questions and answers. Tell the class that the questions are suggestions and the answers are responses to the suggestions.
- Show the class the words *How / What about ...* in each question. Explain that we use *How / What about ...?* To make suggestions.
- Show the class the example. Tell the children to draw lines to match the rest of the pictures to the questions and the questions to the answers.
- Allow the children time to complete the activity in their books, then invite children to ask and answer the questions in pairs.

ANSWERS

- 2 How about buying some cakes? All right. Those ones are my favourites.
- 3 What about this dress? Sorry, I don't like that colour.
- 4 How about a drink? No, thanks. I'm not thirsty.
- 5 How about taking a photo? Good idea. Smile!

Optional activity

- Write the phrases *playing football, going to the park, watching a DVD, buying some fruit, riding our bikes, playing computer games* on one side of the board.
- Write the phrases *That's a good idea., OK, Sure, No, thanks, Sorry, I can't, No, I don't like ...* on the other side of the board.
- Tell the children to work in pairs and make and respond to suggestions using the ideas on the board or their own ideas. Tell them to use *How / What about ...?* to make their suggestions.
- Allow the children time to practise in pairs, then invite some pairs to ask and answer questions in front of the class.

Unit 11 Lesson 4 SB page 95

Language practice

Topics

Problems and solutions; Activities and equipment

Functions

Writing sentences; Answering questions; Completing a speaking activity

Grammar

Present simple; *need to / need*

Vocabulary

See the wordlist on pages 117–118 of the Student's Book

Movers practice

The *Language practice* section will help to prepare learners for all parts of the Movers Test

Equipment

Speaking activity photocopiable 133

Warmer

- Play a game to warm the class up and revise the vocabulary learnt so far.
- Write the following headings on the board: *Parts of the body, Weather, Animals, Food, Family, Holidays, People, Places, Things in the house, Clothes, Colours, Daily activities.*
- Divide the class into two teams. Invite a child from Team A to come to the board. Say a word from Introduction–Unit 11 and ask the child to write it under the correct heading on the board. Ask the child to say, then spell, the word.
- Repeat with children from each team in turn and award one point for each correct answer.

Lead-in

- Write the headings *Illnesses* and *Feelings* on the board.
- Say a sentence with an illness word or a feelings word, e.g. *I've got a headache / an ear ache / a stomach ache / a toothache / a cold / a temperature. I'm tired / wet / cold / hot / sad.*
- Tell the children to say *Illness* or *Feeling*. Write the words under the correct headings on the board.
- Point to the words on the board and ask children around the class to make sentences using the words.

1 What do they need to do? Write.

- Point to the pictures and ask the children to say what they think is wrong with each of the people.
- Read out the example sentence. Explain to the class that we use *need to* to say that it's a good idea for someone to do something.
- Focus attention on the words in the boxes. Tell the children that they should use a word from each box to write sentences about what the people in the pictures need to do.

- Allow the children time to write the sentences in their books, then ask children around the class to read out their sentences.

ANSWERS

- 1 He needs to drink some water.
- 2 They need to go to bed.
- 3 He needs to see the doctor.
- 4 She needs to put on a different sweater.
- 5 He needs to eat his lunch.

2 Look at the pictures and answer the questions.

- Point to the pictures and ask the children to name the items.
- Explain to the class that they need to read the questions, look at the pictures and write sentences, as in the example.
- Allow the children time to complete the activity in their books, then ask children around the class to ask and answer the questions in pairs.

ANSWERS

- 1 You need a pencil but you don't need ice skates.
- 2 You need eggs, but you don't need sausages.
- 3 You need a towel, but you don't need a television.
- 4 You need a toothbrush, but you don't need socks.

Optional activity

- Tell the children to write three questions for their partner. Tell them to use the questions in activity 2 as a model, but to ask about different activities, e.g. *play football, listen to music, make a pizza, go to the supermarket, go to the beach.*
- The children can then swap sentences with a partner and write sentences about what you need for each activity.
- Invite pairs of students to ask and answer their questions in front of the class.

3 Cut out the cards and the shopping lists. Then play the game. SB page 133

- Point to the picture of Daisy and Jack and read out the example dialogue.
- Hand out copies of the speaking activity (one copy for each group of four children), cut up into lists and food item cards.
- Children play in groups of four. Each child has one of the shopping lists.
- The cards are shuffled up and spread out face down. The children take turns to pick up one of the cards and ask *Who needs ...?* They give it to the person who has that item on his/her list. The first child to get all the things they need is the winner.
- Act out a few example exchanges with children around the class, then allow the children to complete the activity. Move around the classroom as the children work and help if necessary.

Language practice

Topics

Describing people; Things and animals

Functions

Matching adjectives to their opposites; Comparing people, things and animals; Completing gapped sentences

Grammar

Present simple; Adjectives; Comparative forms of adjectives

Vocabulary

See the wordlist on pages 117–118 of the Student's Book

Movers practice

The *Language practice* section will help to prepare learners for all parts of the Movers Test

Equipment

62; Coloured pencils

Warmer

- Play a game to warm the class up and revise the vocabulary learnt so far.
- Divide the class into two teams.
- Ask children from each team in turn to name three words from the following vocabulary groups: *Parts of the body, Illnesses, Types of weather, Wild animals, Pets, Fruits, Vegetables, Drinks, Family members, Places, People, Things you can see on holiday, Things in the house, Things you can wear, Colours, Daily activities.*
- Award one point for each correct set of words.

Lead-in

- Ask the class to think of adjectives they know. Write their answers on the board.
- Point to an adjective on the board and ask a child to make a sentence using the adjective.
- Repeat with other adjectives and other children around the class.

1 Colour the pairs of opposites. Circle the two adjectives that don't have an opposite.

- Point to the words on lozenges. Tell the class that there are six pairs of opposites and two words which don't have an opposite.
- Tell the children to take out their coloured pencils and choose six colours. They should colour each pair of opposites in a different colour.
- Allow the children time to colour the words in their books, then invite children to read out the pairs of opposites for the class and say which two adjectives don't have an opposite.

- Ask the children if they can think of opposites for *naughty (good)* and *clever (silly / stupid)*.

ANSWERS

dry – wet, quiet – loud, fat – thin, strong – weak, short – tall, ugly – pretty
Adjectives without opposites: *naughty, clever*

2 Complete. Listen, check and say the chant. 62

- Point to the picture and ask the children to say what they can see or what the people are doing in the picture.
- Focus attention on the gapped chant. Tell the children that they need to read the chant, look at the pictures and complete the chant by writing the correct words in the gaps.
- Allow the children time to complete the chant in their books, then play the recording for the children to listen and check their answers.
- Play the recording again for the children to listen and say the chant.

Transcript 62

Child 1 Which cat is fatter, the black one or the white one?

Child 2 The white cat is fatter. Can't you see?

Child 1 Which man is stronger, the tall one or the short one?

Child 2 The short man is stronger. He's stronger than me!

Child 2 Which dog is cleverer, the brown one or the grey one?

Child 1 The brown dog is cleverer. Can't you see?

Child 2 Which car is louder, the big one or the small one?

Child 1 The small car is louder. It's too loud for me!

Child 1 Which tree is taller, the green one or the red one?

Child 2 The red tree is taller. Can't you see?

Child 1 Which monkey's naughtier, the fat one or the thin one?

Child 2 The fat monkey's naughtier. He's naughtier than me!

3 Complete the sentences.

- Focus attention on the gapped sentences. Tell the children that the sentences are about the chant in activity 2. Tell them that they need to look at the picture or the chant in activity 2 and complete the sentences with the missing words.
- Allow the children time to complete the sentences in their books, then ask children around the class to read out the completed sentences.

ANSWERS

2 man, stronger 3 dog, cleverer 4 car, louder

Optional activity

- Ask the children to write five true or false sentences about the people, animals or things in activity 2 in their notebooks, e.g. *The green tree is taller than the red one. The tall man is weaker than the short man.*
- Tell the children to use comparative forms of adjectives in their sentences.
- The children can then swap sentences with a partner, read each others' sentences and write *Yes* or *No*.

Movers practice test SB pages 97, 98 & 99

Listening, Part 2

Lead-in

- Ask a child the following questions: *What's your favourite sport? What do you need to play it? Where / When do you play it?*
- Write the questions above on the board.
- Ask the children to work in pairs to ask and answer the questions and make a dialogue.
- Invite pairs of children to act out their dialogue.

MOVERS TIP: In Part 2 of the Movers Listening Test, remind learners to listen carefully to the spelling of words on the recording and write the words correctly.

Listen and write. There is one example. 63

- Ask children to look at the heading and the gapped notes. Tell them that the notes are about people at a sports centre.
- Ask the children to say whether they will need to write words or numbers for each question.
- Focus attention on the example. Play the first part of the recording while the children look at the example.
- Tell the children that they should listen and complete the notes, as in the example.
- Play the track twice for the children to complete the test.
- Check the answers as a class. Invite the children to read out the completed notes.

ANSWERS

1 12, 8 2 salad 3 coffee 4 tennis 5 Ball

Transcript 63

Man Excuse me. I work here. Please can I ask you some questions?

Woman All right.

Man Did you come here last week?

Woman Yes, I did. I came here on Tuesday.

Presenter Can you see the answer? Now you listen and write.

- 1 Man Who did you come here with? Friends or family?
Woman I came with my family.
Man How many children have you got?
Woman Two.
Man How old are they?
Woman They're twelve and eight.
- 2 Man Did you have lunch in the café?
Woman Yes, we did.
Man Did you like the food?
Woman Oh yes, it was great.
Man Did you have a sandwich?
Woman No, I had a salad. I wasn't very hungry because I had a cold.
- 3 Man Did you have a drink?
Woman No. Oh, wait – yes, I did.
Man What did you have?
Woman A cup of coffee.
- 4 Man What's your favourite sport?
Woman That's a difficult question! I like hockey ...
Man Oh yes?
Woman But I like tennis better.

Man So is that your favourite?

Woman Yes.

5 Man Only one more question: What's your name?

Woman I'm Mrs Ball.

Man Is that B-A-L-L?

Woman That's right. Now I need to go home.

Man That's OK, that was the last question! Thank you.

Optional activity

- Tell the children to work in pairs and use the information in the Listening Test to make a dialogue about Mrs Ball, for example:
A *How old are her children?*
B *They're twelve and eight.*
A *What did she eat at the sports centre?*
B *She ate a salad.*
- The children can practise their dialogue in pairs, then act it out in front of the class.

Reading & Writing, Part 3

Lead-in

- Ask the children to think about a dream they had recently and tell you what happened in their dream.

MOVERS TIP: Remind learners that in Part 3 of the Movers Reading and Writing Test, they should make sure that they choose the correct forms of words (singular or plural nouns, adjectives or verbs) to complete each gap.

Read the story. Choose a word from the box. Write the correct words next to numbers 1–5. There is one example.

- Tell the children to look at the example. Read out the text up to the word *friends*. Ask the class to look at the pictures and words below the text and find the word *friends*. Show the class how the word *friends* has been chosen from below and written on the line as an example.
- Tell the class to read the text, then choose the word from below which fits in each gap (1–5). When they have completed the text, they should choose the title which best fits the story and tick the box.
- Tell the children to cross out the words as they use them. Remind them to copy the words exactly and to check their spelling when they have finished writing the words.
- Allow the children time to complete the test in their books.
- Check answers by asking children around the class to say, then spell, the words.
- Ask the children to say which title they chose for the story.

ANSWERS

1 classroom 2 stood 3 panda 4 mother 5 drank
6 A dream about a different school

Optional activity

- Ask children to write about a dream they had recently.
- Tell them to leave six gapped words in their text and to write the gapped words under their text.
- The children can swap texts with their partner and complete each others' texts.

Listening, Part 4

Lead-in

- Revise different question and answer forms by asking children around the class to answer questions about themselves. Ask *What (did you do last weekend)? Where (did you go on holiday last year)? Did (your cousins visit you last month)? When (were you last ill)? Did (you have a headache yesterday)?*

MOVERS-TIP: In Part 4 of the Movers Listening Test, remind learners to listen to the whole dialogue before deciding on their answer. Tell them that they will hear the recording twice, so they have a chance to check their answers.

Listen and tick (✓) the box. There is one example. ① 64

- Ask children to look at the pictures. Ask them to say what items they can see, what's wrong with the people and what the people look like.
- Focus attention on the example. Play the first part of the recording while the children look at the example in their books.
- Tell the children that they should listen, choose the correct picture, then put a tick in the box next to the correct picture, as in the example.
- Play the recording twice for the children to complete the test.
- Check the answers as a class. Ask the questions and invite the children to answer with the correct letters.

ANSWERS

1 B 2 A 3 C 4 B

Transcript ① 64

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

Boy I went to the hospital on Saturday!

Woman Why? What was the matter? Did you have a temperature?

Boy No, but I had a bad stomach-ache.

Woman Oh dear!

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

1 **Woman** Was the doctor a man or a woman?

Boy A man.

Woman What did he look like?

Boy Well, he had a beard but he didn't have a moustache.

Woman And did he have glasses?

Boy Yes, he did.

Woman Oh, I know him. That's Doctor Smith.

2 **Woman** Did you have to sleep at the hospital?

Boy Yes, I did. One night.

Woman What did you have for dinner?

Boy Some people had pasta, but I had salad.

Woman With bread?

Boy No, with chips!

Woman Oh! Very nice.

3 **Boy** My friend came to the hospital in the evening.

Woman Oh?

Boy He brought me a present!

Woman What was it?

Boy A comic, and a new toy.

Woman What was the toy?

Boy It's a robot. I've got it here – look!

4 **Boy** I was fine on Sunday.

Woman Did you go home in the morning?

Boy Yes, I did.

Woman Who took you home? Your parents?

Boy My grandfather took me in his car.

Woman Where were your parents?

Boy They couldn't do it because they were at work.

Optional activity

- Ask the children questions about the pictures in the Listening Test. For example, *Did the boy have a temperature? Did his doctor have a moustache? Did the boy eat bread with his salad? Did the boy's parents take him home?* Invite children around the class to look at their books and answer.
- You could play this as a game in two teams, awarding one point for each correct answer.

12 In the countryside

Lesson 1 SB page 100

Words

Topics

Nature

Functions

Identifying natural features; Matching sentence halves

Grammar

Present simple; Prepositions of place

Vocabulary

See the wordlist on page 118 of the Student's Book

Movers practice

Reading and Writing (all parts)

Warmer

- Play a memory game to warm the class up and revise the words for parts of the body from Unit 11.
- Draw a large stick figure on the board.
- Ask children to come to the board and write words for parts of the body, then draw lines to the correct part of the stick figure.

Lead-in

- Point to the picture of Jack and read out the speech bubble.
- Tell the children that they are going to think about the countryside in this lesson.
- Ask children around the class to say what words they can remember for things we might see in the countryside. Write their suggestions on the board.
- Ask the children to say whether or not they live in or near the countryside, or how often they go to the countryside. Ask them which of the things on the board they can see near their homes.

MOVERS TIP: Learning words for natural features will help learners to describe or understand descriptions of scene pictures. This will help them to perform well in several parts of the Movers Test.

1 Write the numbers.

- Ask the children to look at the picture and say what they can see.
- Read out the words and ask the children to point to the correct parts of the picture.

- Tell the children to write the correct numbers next to the words above the picture.
- Check answers by asking *What's number (1)?* to children around the class.

ANSWERS

grass 6, river 9, field 4, waterfall 2, mountain 1, farm 11, lake 3, forest 12, leaf 10, rock 8, road 5, sky 7

Optional activity

- Slowly write the letters for one of the words from activity 1 on the board, pausing after each letter. The children try to guess the word before you have written the whole word. When a child guesses the word correctly, they should spell the rest of the word for you to complete it on the board. You can play this as a game in two teams if you like.

2 Look, read and draw lines.

- Focus attention on the sentences halves. Tell the children that the sentences are about the picture in activity 1.
- Show the class the example and ask the children to point to the correct part of the picture.
- Tell the children to look at the picture, read the sentences and draw lines to match the sentence halves.
- Allow the children time to complete the activity in their books, then check answers by asking children around the class to read out the completed sentences.

ANSWERS

1 f 2 c 3 a 4 b 5 g 6 e 7 d

Optional activity

- Divide the class into two teams.
- Ask questions about the picture in activity 1 to children from each team in turn, e.g. *Where is the leaf? Where is the house? Where is the boy?*
- The children look at the picture and answer.
- Award one point for each correct answer.

Unit 12 Lesson 2 SB page 101

Reading & speaking

Topics

Transport; Natural features; Town and countryside

Functions

Identifying means of transport; Drawing and colouring items in a picture according to instructions; Listening and choosing answers from multiple choice options; Asking and answering about town and countryside

Grammar

Present simple; Imperatives

Vocabulary

See the wordlist on page 118 of the Student's Book

Movers practice

Reading and Writing (all parts), Listening Parts 4 and 5, Speaking Part 4

Equipment

65; Coloured pencils

Warmer

- Play a game of *Hangman* to warm the class up and revise the words for natural features from the previous lesson.
- Divide the class into two teams. Draw a line for each letter in your chosen word on the board.
- Invite children from each team in turn to guess one of the missing letters. If the team correctly guesses a missing letter, write the letter on the correct line(s) on the board. If the team guesses a letter which is not in the word, draw the first part of a simple picture (a flower with five petals, a stem and two leaves / a house with three windows, a door and a chimney).
- If a team guesses the word before you have completed the picture, award them one point. If not, continue the game with another word.

Lead-in

- Tell the children to look at the picture in activity 1, page 100 for one minute, then close their books.
- Ask questions to children around the class, e.g. *Is there (a waterfall) in the picture?*
- Ask about the things in the picture and some things which are not in the picture, e.g. *a cat, a ball, a beach, a supermarket, a school.*
- The children answer from memory.

1 Which things can you see in the picture on page 100? Tick (✓) and cross (X).

- Ask children to read the words, then look at the picture in Lesson 1, activity 1. Tell them to tick the things which are in the picture and cross the things which are not in the picture.
- Allow the children time to complete the activity in their books, then invite children around the class to make

sentences about the picture using the transport words, e.g. *There isn't a helicopter in the picture. / There's a bike in the picture.*

ANSWERS

Ticked items: boat, bike, plane, train, lorry, tractor
Crossed items: helicopter, bus, car, motorbike

2 Read and complete the picture. Follow the instructions.

- Point to the picture and ask the children to say what they can see.
- Focus attention on the sentences below the picture. Explain that the children need to read the sentences and draw and colour items in the picture according to the instructions.
- Allow the children time to complete the activity.
- Invite the children to show their pictures to the class and talk about the items, saying where they are and what

Optional activity

- Tell the children to write four more instructions for their partner. Then can tell their partner to draw or colour items in the picture.
- The children can then swap sentences with their partners and draw or colour items in the picture according to their partners' instructions.

MOVERSTIP: Make sure that learners feel confident about answering questions about themselves. This will help them in Part 4 of the Movers Speaking Test.

3 Listen and circle. 65 Ask and answer.

- Read out the questions. Point to the answer options and tell the class that they need to listen and circle the correct answers.
- Play the recording for the children to listen and circle.
- Check answers by asking the questions and inviting children around the class to answer.

ANSWERS

1 country 2 no 3 ride bike and walk 4 walk, bike

- Tell the children to practise asking and answering the questions about themselves.
- Invite pairs of children to act out their questions and answers for the class.

Transcript 65

Adult Please can I ask you some questions?

Child Yes, that's fine.

Adult Which do you like best, the town or the countryside?

Child Er ... I like the town but the countryside is better.

Adult Are there any mountains near your home?

Child No, but I saw lots of mountains when I was on holiday.

Adult What do you do when you go to the countryside?

Child Sometimes I go for a walk with my family, and when the weather's nice I like going for a bike ride.

Adult How do you travel to school? Do you go by car?

Child No, I don't. I sometimes walk, and I sometimes go by bike.

Adult Thank you!

Story

Topics

The countryside

Functions

Understanding and acting out a story; Matching sentences to pictures; Translating

Grammar

Present simple; Present continuous; Indefinite pronouns

Vocabulary

See the wordlist on page 118 of the Student's Book

Movers practice

Reading and Writing (all parts); Speaking Part 1

Equipment

⑩ 66

Warmer

- Play a game of *Pictionary* to warm the class up and revise the words for natural features.
- Divide the class into two teams.
- Draw a picture illustrating one of the words from Lesson 1 on the board, or invite children from each team in turn to come to the board and draw pictures for the rest of the class.
- Tell the class to try to guess the word before the picture is finished.
- The first team to guess the word correctly wins a point.

Lead-in

- Ask children around the class to say what animals they like and what animals they think are scary.

1 Listen and read. Then act. ⑩ 66

- Ask children to look at the pictures in the story. Ask *What's this? Who's this? Where are Jack and Daisy? What is Jack / Daisy doing? How does Jack / Daisy feel?* about each picture.
- Play the recording for the children to listen and follow the story in their books.
- Play the recording again, pausing after each line for the children to listen and repeat, first chorally, then individually.
- Divide the class into pairs and allow the children time to practise acting out the story.
- Invite pairs of children to act out the story for the class.

Optional activity

- Divide the class into two teams. Tell Team A to practise and try to remember Jack's lines and tell Team B to practise and try to remember Daisy's lines.
- Allow the class time to try to memorize the lines of the story.
- Invite a child from each team to come to the front of the class without their books. The children should act out the story as far as they can remember. The rest of the class can follow in their books. When one child forgets a line, another child from their team can come and take their place to continue the story.

MOVERS TIP: Understanding indefinite pronouns will help learners in Part 6 of the Movers Reading and Writing Test.

2 Read and write A or B.

- Point to the pictures and ask the children to say what they can see in each picture.
- Focus attention on the sentences and show the children the words in bold. Remind the class that we use *something, everything* and *nothing* to talk about things and that we use *someone, everyone* and *no one* to talk about people.
- Tell the children that they need to read the sentences and decide which picture each sentence is about, then write the correct letter.
- Allow the children time to complete the activity in their books, then invite children around the class to read out the sentence and say which picture each one is about.

ANSWERS

1 A 2 B 3 B 4 A 5 A 6 B

Optional activity

- Divide the class into two teams.
- Say true or false sentences with indefinite pronouns about people and things in the classroom to children from each team in turn. For example: *Everything on my desk is yellow. / There's something blue on the wall. / Everyone in the classroom is sitting down. No one is wearing a red T-shirt today. / There's nothing on my desk.*
- The children answer Yes or No.
- Award one point for each correct answer.

3 Write these words in your language.

- Read out the words and ask the children to say whether we use each word to talk about people or things.
- Tell the children to write the words in their own language. They can use their dictionaries if necessary.
- Ask children around the class to say each word in their own language, then in English.

Unit 12 Lesson 4 SB page 103

Language practice

Topics

A trip to the countryside

Functions

Listening and ordering pictures; Choosing the correct answers from multiple choice options; Telling a story from pictures

Grammar

Past simple

Vocabulary

See the wordlist on page 118 of the Student's Book

Movers practice

The *Language practice* section will help to prepare learners for all parts of the Movers Test

Equipment

① 67

Warmer

- Revise the vocabulary learnt so far by playing *Odd One Out*.
- Write three words from one vocabulary set (*Natural features, Parts of the body, Illnesses, Weather, Animals, Food, Family, People, Places, Holiday words, Things in the house, Clothes, Actions, Colours, Daily activities*) and one word from a different vocabulary set on the board (in any order).
- Ask a child to say which word is the odd one out and why.
- Repeat with other children and other sets of words.
- You can play this as a game in two teams if you like.

Lead-in

- Ask the children to say whether they have ever been on a trip to the countryside. If so, ask them to say what they did, and what happened on their trip.

1 Listen and write the numbers. ① 67

- Tell the children to look at the pictures. Explain to the class that the pictures tell a story about Jack's trip to the countryside. Ask children around the class to say what is happening in each picture and how they think Jack and his dad feel.
- Play the recording for the children to listen and number the pictures in order.
- Ask the children to point to the pictures and say the correct numbers.

ANSWERS

from left to right: 5, 2, 6, 1, 4, 3

Transcript ① 67

- 1 **Daisy** Did you have a good day yesterday, Jack?
Jack Yes, thanks. We got up and had breakfast, then we cleaned the kitchen.
Daisy Oh.
Jack But when the kitchen was clean, we went for a walk.
Daisy Where?
Jack In the forest.
- 2 **Daisy** Great! Did you go to a café for lunch?
Jack No, we took some sandwiches. When we were hungry, we stopped in the forest and had a picnic.
- 3 **Daisy** What was the weather like?
Jack Well, after lunch it started to rain!
Daisy Did you put on your coats?
Jack No, we didn't have our coats! We stood under a tree.
- 4 **Daisy** What next?
Jack There was a bird in the tree. It started to sing.
Daisy Did you see the bird?
Jack Yes, and I took a photo. It was beautiful.
Daisy Did you get home safely?
Jack No! The rain stopped, and we walked up a mountain.
Daisy Wow!
- 6 **Jack** After that we were tired!
Daisy What did you do then?
Jack We caught a bus and went home.

2 Look at the pictures. Read the questions and circle a or b.

- Read out the first question. Ask the children to look at the pictures and answer.
- Show the children the example answer, then tell them to read the rest of the questions, look at the pictures, and circle the correct answers.
- Allow the children time to complete the activity in their books, then invite pairs of children to read out the questions and answers for the class.

ANSWERS

1 b 2 a 3 b 4 a 5 a 6 b

3 Cover the text above and look at the pictures. Tell the story.

- Tell the class that they are going to use the pictures in activity 1 to tell the story of Jack's trip to the countryside.
- Tell the children to cover the text in activity 2.
- Point to the pictures in activity 1 in order and ask children around the class to tell the story. The children only need to say a few words about each picture.
- If you like, you can invite some children to tell the whole story to the class.

Unit 12 Lesson 5 SB page 104

Language practice

Topics

Words and meanings

Functions

Matching synonyms; Asking and answering about words and their meanings; Completing a speaking activity

Grammar

Present simple

Vocabulary

See the wordlist on page 118 of the Student's Book

Movers practice

The *Language practice* section will help to prepare learners for all parts of the Movers Test

Equipment

Speaking activity photocopiable 134

Warmer

- Play a game of *Bingo* to warm the class up and revise the words from this unit.
- Tell the children to write six words for natural features in their notebooks.
- Call out the words for natural features in random order (keep a note of the words which you have called out).
- If a child has the word you call out in their notebooks, they can cross out that word. The first child to cross out all their words wins the game.
- Repeat the game with words for means of transport.

Lead-in

- Write the following words on the board: *mum, good, father, tiny, large, grandma, home, grandfather*.
- Ask the children to say what other words they know which mean the same as the words on the board, e.g. *mother, nice, dad, small, big, grandmother, house, grandpa*. Write the answers on the board next to the words that mean the same.
- You can leave the words on the board and use them in the optional activity below.

1 Replace the red words with words that mean the same.

- Point to the pictures and ask the children to say what they can see and what the people are doing in each picture.
- Read out the speech bubbles. Focus attention on the words in red.
- Show the class the words in the box and tell them that each of these words means the same as one of the words in red. Explain to the class that they need to replace the words in red with a word from the box. Tell the class that there are four words in the box which they don't need to use.

- Allow the children time to complete the activity in their books, then invite pairs of children to read out the altered speech bubbles for each picture.

ANSWERS

- 1 afraid 2 blonde 3 next to 4 Goodbye!
5 one more

2 Ask and answer.

- Read out the speech bubbles and ask the class to finish the sentence for the second speech bubble.
- Tell the children to use their answers in activity 1 to ask and answer questions about what the words mean.
- Invite pairs of children to ask and answer questions in front of the class.

Optional activity

- Tell the children to use the words on the board from the Lead-in activity to ask and answer questions, as in activity 2.
- Allow the children time to practise asking and answering questions in pairs, then invite pairs of children to ask and answer questions in front of the class.

3 Do the speaking activity. TB page 134

- Point to the picture of Daisy and Jack and read out the example dialogue.
- Hand out copies of the speaking activity (one copy for each child).
- Explain that the children should write an English word or phrase which they find difficult to remember in each square (preferably nouns, verbs or adjectives). They cut out the cards, and write the translation of each word on the back.
- Working in pairs, each child mixes up their cards with their partner's cards. They spread them out on the table, with the English words face down. Child A picks up a card and asks about the L1 word. Child B must say the English word. Child A says whether they're right or wrong, and then they swap over. They keep a tally of points.
- Act out a few example exchanges with children around the class, then allow the children to play the game in pairs.
- Move around the classroom as the children play the game and help if necessary.
- Invite some pairs of children to act out the speaking activity in front of the class.

Optional activity

- Ask the children if there are any words in their language which are the same in English.

Movers practice test (58 pages 105, 106 & 107)

Reading & Writing, Part 1

MOVERS TIP: By this point in the book, learners will have had extensive practice in copying words. However, remind them that they should always check their spelling against the words provided in Part 1 of the Movers Reading and Writing Test.

Lead-in

- Ask children around the class to describe an item of clothing, an animal or a food to the rest of the class. They should begin with *This is an animal / a food / something you wear. It ...*
- The rest of the class try to guess what is being described.
- You can play this as a game in two teams if you like, with children from each team in turn describing something for the other team.

Look and read. Choose the correct words and write them on the lines.

- Ask the children to look at the pictures. Explain that they are going to read definitions and match them to the pictures by copying the words onto the lines.
- Ask the children to read the example definition and point to the correct picture.
- Ask the children to read the rest of the sentences and write the correct words. Explain to the children that they must spell the words correctly. Tell the children to copy the words exactly and not add anything extra.
- Ask the children to compare their answers with a partner and make any necessary changes.
- Check the answers as a class.

ANSWERS

1 a bat 2 a watermelon 3 a tomato 4 a field
5 a comic

Optional activity

- Ask the children to think of five words and write a definition for each word without using the word itself.
- The children can then swap definitions and write the words for their partners' definitions.

Listening, Part 1

Lead-in

- Revise the present continuous by asking children around the class questions about other children in the class. For example: *Is John sitting next to the window? Is Kate wearing a red T-shirt? Is Emma writing in her notebook?*
- The children should give short answers (*Yes, he/she is. / No, he/she isn't.*).

MOVERS TIP: In Movers Listening Part 1, teach learners to listen for all the information that they are given about a particular person. They should not jump to conclusions after hearing one piece of information, as usually more information will be required in order to identify the correct person.

Listen and draw lines. There is one example. ① 68

- Ask the children to look at the picture. Ask *What can you see? Where is he/she? What's he/she doing?* Elicit answers from children around the class.
- Focus attention on the example. Play the first part of the recording while the children look at the example in their books. Tell the children that they should draw lines to match the names to the people, as in the example.
- Play the recording twice for the children to complete the test.
- Check the answers as a class.

Transcript ① 68

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

Woman Hello, what are you doing?

Boy We're working! We're with our teacher.

Woman Are these all your friends?

Boy Yes!

Woman Who's the girl who's talking to the teacher?

Boy That's Sally.

Presenter Can you see the line? This is an example. Now you listen and draw lines.

1 **Boy** That's my friend Jim.

Woman Where? Is he talking too?

Boy No, he's sitting on the grass.

Woman What's he looking at?

Boy The flowers. He's drawing them.

2 **Woman** Who's the girl with long fair hair?

Boy Is it straight or curly?

Woman Straight.

Boy Oh, that's Jane.

3 **Woman** What's that boy doing?

Boy Which one? The one who's looking at a map?

Woman No, the one with a camera.

Boy He's videoing the rabbits!

Woman Oh, right! What's his name?

Boy He's called Peter.

4 **Woman** Is Mary here?

Boy Yes, look – she's writing something in a book.

Woman I can see two girls who are writing.

Boy Oh yes, I mean the one with blue trousers.

Woman Right, I can see her.

- 5 **Woman** Why isn't that boy working?
Boy Which one?
Woman The one by the wall.
Boy I don't know.
Woman There's a spider on his shoulder!
Boy Oh, that's Fred. He loves spiders.

Optional activity

- Play a memory game. Tell the children to look at the picture in the Listening Test for one minute and think about what they can see and what the people are doing in the picture.
- The children close their books. Say true or false sentences about the picture. For example: *The girl with blue trousers is reading.* / *Two girls are writing.* Invite children to answer *Yes* or *No* from memory.
- Repeat with other children around the class. Alternatively, you could play this as a game in two teams, awarding one point for each correct answer.

Reading & Writing, Part 2

Lead-in

- Practise short answers with the class. Ask questions using a variety of forms and invite children around the class to give short answers. For example, you can ask: *Is it Friday today? Can you cook? Do you have to wash the dishes at home? Have you got a dog? How many cousins have you got? What was the weather like yesterday? Did you go to the park last weekend?*

MOVERS TIP: In Part 2 of the Movers Reading and Writing Test, remind learners to check that their answers are appropriate as well as grammatically correct.

Read the text and choose the best answer. Paul is talking to his friend, Julia.

- Tell the children to look at the picture and say who or what they can see.
- Explain to the class that Paul is talking to his friend Julia and that they need to choose the things Paul says from three options.
- Show the class the example. Tell the class to look at the three options and say why *B* is the correct answer.
- Tell the children to read the remaining questions and choose the best answers.
- Allow the children time to complete the test in their books.
- Check answers by reading out the questions and asking children around the class to read out the correct responses.

ANSWERS

1 A 2 C 3 C 4 B 5 C 6 A

Optional activity

- Tell the children to use their answers in the Reading and Writing Test to practise a dialogue between Paul and Julia.
- Invite pairs of children to act out their dialogue in front of the class.



Revision 3

Revision 3 SB pages 108-110

Aims

Revising topics, vocabulary, grammar and test skills from Introduction to Unit 12

Preparation for all parts of the Movers Tests

Equipment

① 69-70; Coloured pencils

Warmer

- Play a game of *Bingo* to warm the class up and revise the words from Introduction-Unit 12.
- Tell the children to write one family word, one animal word, one weather word, one parts of the body word, one clothes word, one food word, one places in a town word and one drinks word in their notebooks. Call out the words from Introduction-Unit 12 in random order (keep a note of the words which you have called out).
- If a child has a word you call out in their notebooks, they can cross out that word. The first child to cross out all their words wins the game.

Lead-in

- Write the headings *Food, Family, Parts of the body, Animals, Weather, Places in a town, Clothes* and *People* on the board. Ask the class to say what words they can remember for each heading. Write their suggestions on the board.
- Point to a word on the board and a child to make a sentence with that word.
- Repeat with other words and other children.
- You can play this as a game in two teams if you like.

MOVERS TIP: After completing this book, learners will be familiar with all the types of task in the Movers Test. In order to give them confidence in completing the test papers in the time allowed, it is a good idea to give them at least one complete practice test before the day they take a Movers Test. The Practice Tests on the MultiRom are designed for this.

1 Write the animal words.

- Point to the picture and ask the children to say what animals they can see and what the animals are doing.
- Read out the words in the box and ask the children to point to the correct animals in the picture (or say if the animal is not in the picture).

- Focus attention on the gapped text below the picture. Tell the children that they need to read the text, look at the picture and complete the text with the correct animal words.
- Remind the children to read the whole text before they try to complete the first gap.
- Allow the children time to complete the text in their books, then invite children around the class to read out completed sentences from the text.

ANSWERS

1 bear 2 fly 3 giraffe 4 hippo 5 lion 6 parrot
7 kangaroo 8 bat

Optional activity

- Tell the class to write five sentences giving instructions for their partners to draw or colour items in the picture in activity 1, e.g. *The hippo is wearing black sunglasses. The lion is wearing a blue hat. The kangaroo is carrying a red handbag. The giraffe is wearing a green scarf. There's a red apple in front of the bear.*
- The children can then swap instructions with their partners and add or colour the extra items in their picture in activity 1.
- Invite children to show their pictures to the class and say what items they drew or coloured.

2 Think and write.

- Focus attention on the questions. Tell the children that they need to think of three words for each question and write them on the lines.
- Allow the children time to write the words in their books, then tell them to compare their lists with a partner.
- Ask children around the class to read out three words for each question.

Optional activity

- Tell the children to add as many other words as they can to each list. They can write the extra words in their notebooks.
- Ask children around the class to say how many words they have got in each list.
- Compare answers as a class and find out who has got the most words for each category.

3 Listen and number. Then listen again and write the names. 69

- Point to the pictures and ask the children to say who or what they can see, what the people are doing and how they think the people feel in each picture.
- Focus attention on the example. Play the first part of the recording for the children to listen and look at the example in their books.
- Play the rest of the recording for the children to listen and number the pictures in the correct order.
- Check answers as a class.

ANSWERS

1 f 2 b 3 c 4 d 5 a 6 e

- Show the class the lines under the pictures and the names in the box above the pictures. Focus attention on the example name under picture f.
- Play the first part of the recording for the children to listen and look at the example in their books.
- Play the rest of the recording for the children to listen and write the names under the correct pictures.
- Check answers by asking *Who is (Jim)?* The children answer with the correct letter / number.

ANSWERS

1 (f) Mary 2 (b) Jim 3 (c) Fred 4 (d) Vicky
5 (a) Peter 6 (e) Jane

Transcript 69

- 1 **Adult** Are you cold?
Girl Yes! It's snowing!
Adult And it's windy too! Where's your coat?
Girl It's at home!
Adult What's your name?
Girl Mary.
- 2 **Adult** Are you OK, Jim?
Boy No, I'm not very well.
Adult What's the matter?
Boy I've got a headache. And I think I've got a temperature.
Adult Oh dear. You must go home.
- 3 **Adult** Are you going to the swimming pool, Fred?
Boy Yes, I am. Look, my friends are on the bus.
Adult Why aren't you on the bus too?
Boy Because I haven't got a ticket.
Adult Oh dear!
- 4 **Girl** I love my kittens!
Adult They're beautiful, Vicky.
Girl Yes, they are!
Adult Do you think they're hungry?
Girl Oh, yes. Can I have some food for them?
Adult Yes, it's in the cupboard.
- 5 **Adult** Are you all right, Peter?
Boy Yes, but I'm hot!
Adult Have you got something to drink?
Boy Yes, I have. I've got some juice. But I haven't got a glass!
Adult Oh!

6 **Adult** Do you want to see the dolphins?

Girl Yes, please!

Adult All right. What's your name?

Girl It's Jane.

Adult Can you write your name here, please?

Girl Can I have a pen, please?

4 Read the questions and answers. Draw lines.

- Focus attention on the questions and answers. Tell the children to look at the pictures in activity 3 and draw lines to match the questions to the answers.
- Allow the children time to complete the activity in their books. Play the recording for activity 3 again if necessary.
- Invite pairs of children to read out the questions and answers for the class.

ANSWERS

1 c 2 b 3 e 4 a 5 f 6 d

5 Write the words and cross out the letters.

- Ask the children to look at the pictures. Explain that they are going to read definitions and match them to the pictures by copying the words onto the lines.
- Tell the children that each set of letters next to the definitions has got some extra letters which they don't need to use in their answers.
- Explain that the children need to write their answers, cross out the letters which they use, then circle the extra letters.
- They can check the sets of letters against the words at the top of the page to help them.
- Ask the children to read the example definition and point to the correct picture.
- Show the class how the letters which have been used have been crossed out, and the extra letters have been circled.
- Ask the children to read the rest of the definitions and write the correct words.
- Ask the children to compare their answers with a partner and make any necessary changes.
- Check the answers as a class.

ANSWERS

1 forest 2 toothache 3 stomach 4 panda
5 dolphin 6 kangaroo 7 rainbow 8 bowl

Optional activity

- Ask the children to think of six words and write a definition for each word without using the words.
- Tell them that they can use the definitions in activity 5 as examples.
- The children can then swap definitions and write the words for their partners' definitions.

6 Circle the letters that aren't crossed out and write the question. Then ask and answer.

- Tell the class to look at their answers in activity 5 and write down all the extra letters which they circled.
- Tell the children that each set of extra letters makes one word, and that when they put the words together, they will make a question.
- Allow the children time to write the extra letters and form the question in their books. Tell them to put their hands up when they have finished.
- Invite children to ask and answer the question in pairs. You can do this in rolling pairs around the class if you like.

ANSWER

What was the weather like on your birthday?

Optional activity

- Ask the children to write three questions for their partner, then write the questions again with the letters for each word jumbled up (but with the words still in the correct order).
- The children can then swap jumbled questions and try to unscramble the words to write the questions.
- When the children have written their partners' questions, they can ask and answer their questions in pairs.



Movers Speaking preparation

Movers Speaking preparation

SB page 111

Topics

Topics covered in Introduction–Unit 12

Functions

Revision from Introduction–Unit 12

Grammar

Present simple; Present continuous; Past simple; Prepositions of place

Vocabulary

See the wordlist on pages 112–118 of the Student's Book

Movers practice

This section prepares learners for all parts of the Movers Speaking Test

Equipment

70; Speaking Test photocopiable 119–120

Warmer

- Ask children around the class questions about themselves. For example: *What's your name? Where do you live? What do you do on Mondays? What do you do when you go on holiday?*
- Tell the children to make short dialogues asking and answering questions about themselves, then invite pairs of children to act out their dialogues in front of the class.

Lead-in

- Ask children around the class to say what they did last weekend. Ask them what the weather was like, where they went, what they wore, who they were with and what they did.

MOVERS TIP Teach learners how to ask for repetition or clarification in English. This will make them more confident if they don't understand something during the Movers Speaking Test. Teach them phrases such as *I don't understand. I don't know. Sorry? Pardon? Can you say that again, please?*

1 Look at the pictures. Circle the words that you think will be in the story.

- Tell the class that they are going to use a set of pictures to tell a story.
- Tell the class to look at the pictures and think about what the story is going to be about.
- Read out the words below the pictures. Tell the children to look at the pictures and circle the words which they think will be in the story.
- Invite the children to read out their words and say why they think each word will be in the story.

SUGGESTED ANSWERS

sad, running, shop, sitting, closed, buying, living room, watching, cinema, raining, DVD

2 Listen and order the pictures in Activity 1. 70 Tell the story.

- Tell the children to look at the pictures. Explain to the class that the pictures tell a story. Ask children around the class to say what is happening in each picture and how they think the people in the pictures feel.
- Show the class the example number and play the first part of the recording.
- Play the rest of the recording for the children to listen and number the remaining pictures in order. Ask the children to point to the pictures and say the correct numbers.
- Point to the pictures and ask children to tell the story.

ANSWERS

2, 1, 4, 3

Transcript 70

Adult Picture 1.

Child Two children are at the cinema. The cinema's closed. They're sad.

Adult Picture 2.

Child It's raining. The children are running.

Adult Picture 3.

Child Now they're in a shop. The girl is buying a DVD.

Adult Picture 4.

Child The children are sitting in a living room. They're watching the DVD.

Optional activity

- Tell the children to think of a new ending for the story. They can draw two new pictures (replacing pictures 3 and 4 in activity 1) and tell the story with their new ending to the class.

3 Circle the odd one out. Complete the sentences and write the letters.

- Focus attention on the pictures. Point to each picture and ask the children to say what they can see.
- Tell the children to work in pairs to find the odd one out in each set of pictures.
- Ask children around the class to say which picture in each set is the odd one out and why.

ANSWERS

1 These are water, but this is a market.

2 These are drinks, but this isn't.

3 These are birds, but this isn't.

4 In these pictures it's sunny/hot, but in this one it's snowing/cold.

SPEAKING TEST You can now do the Term 3 Speaking test with the children individually. See pages 114 and 115 for full instructions, and pages 119 and 120 for the test.



Teaching notes for Speaking tests

See page 5 for an overview of the *Movers* Speaking Test.

- If possible, find time to examine each child individually. If this isn't possible, you could see two children at a time, letting them take turns to speak.

Class activities to prepare for the speaking test

Part 1 Activity 1

- Draw two simple pictures on the board. They can be quite similar (a long red coat and a short blue coat) or very different (a green apple and an orange, square book).
- Ask children to think of one difference between the two pictures. Encourage them to use complete sentences. They might be able to find more than one difference:
That coat is long (or red), but that coat is short/blue.
OR *Long and short.*
The apple is round (or green), but the book is square (or orange). OR *Green and orange.*
- Progress to practising verbs, weather, numbers of items, etc. Draw two pictures, e.g. a sunny day and a rainy day. Help children rephrase their answers in full sentences if necessary. If a child says, *Sunny and raining*, you can say *In this picture it's sunny, but ...* and let them finish the sentence.

Part 1 Activity 2

- Describe a picture without saying exactly where things are or what colour they are, e.g. *In my picture I can see the sky, the sun and some grass. There's a tree, a cat and a house. There's a girl and a bike.* Children draw and colour their interpretation of the picture, then compare it with their partner's or the original. They should talk about the differences.

Part 2 Activity 1

- Show the children pictures of scenes from magazines or the internet. Ask children to tell you something about the picture. They can describe objects (*There's a woman with a big red hat*), what people are doing (*The boy is jumping*), the weather (*It's sunny*), etc. Remind them to use the present continuous to describe what is happening in the picture.

Part 2 Activity 2

- Make a simple four-picture story which could be told using vocabulary from the *Movers* vocabulary list. Copy the story but cut up the pictures so children can order the story as you tell it. Children then draw their own picture story, and cut out the pictures. In pairs, they swap pictures and try to tell the story to each other.

Part 3 Activity 1

- Practise comparing two objects or pictures and describing the differences (see Speaking part 1 Activity 1 above).

Part 3 Activity 2

- Ask children to draw pictures of new words. Keep these pictures in a box in the classroom. In pairs, children use the pictures to make sets of four, where one is different in some way. The other child says what the difference is.

Part 4 Activity 1

- At the beginning of the term, write some 'personal questions' on card and put them in a box. Each question should begin with a question word. Only include question words that the children have covered in their lessons.
Starters question words: *how, how many, how old, what, where, which, who, whose*
Movers question words: *how much, how often, when, why*
- At the beginning or end of each lesson, take a question from the box and read it out. Choose several children at random to answer the question, repeating the question each time. Encourage children to listen carefully to the question word at the beginning of each question.

Part 4 Activity 2

- Give children the chance to talk in small groups for a few minutes at the end of the lesson. Choose a different thing to talk about each day, e.g. their friends, what they do at school, their bedroom, what they like to eat, what they do at the weekends. These areas can be tied in with what they've been learning in the lesson that day. Give feedback on their mistakes afterwards but allow them to say what they want to, regardless of errors, for this short time.
- You could then ask children around the class: *Tell me about your family / school / favourite food / bedroom*, etc.

Term 1. Speaking test

- Start by greeting the candidate and checking his/her name.

Part 1

- Show the child the two pictures. Say: *Look, Here there are four books, but here there are two books.* Ask him/her to describe four more differences between the pictures. Encourage full sentences, but accept shorter answers too.

EXAMPLE ANSWERS

Here the scarf is on the chair, but here it's under the table.
Here the boy's reading, but here he's writing.
Here she's wearing a skirt, but here she's wearing trousers.
/ This is a skirt, but these are trousers.
This plant is big, but this one is small. / This is a big plant, but this is a small plant.

Part 2

- Show the child the sequence of four pictures. Say: *This story is called 'The mouse'. Paul is in the living room. He is looking at a cage. His mouse isn't there! The door of the cage is open.*
- Ask the child to continue the story.

EXAMPLE ANSWERS

(2) The mouse is behind the CD player. Paul can't see it. He's talking to his mum. He's saying, 'I can't find my mouse!'
(3) Paul and his mum are looking for the mouse. Paul is looking under the bookcase. His mum is looking in the bag. The mouse is in the cage.
(4) Paul and his mum can see the mouse. Paul is happy.

Part 3

- Show the child the four sets of pictures. Indicate the first set, point to the appropriate pictures, and say: *Look. This is a playground, but these are shops.*
- Ask the child to find and explain the odd one out in each of the remaining sets of pictures, pointing as they do so.

EXAMPLE ANSWERS

(2nd set) This man is happy, but these people are sad.

(3rd set) The picture is square, but these are round.

(4th set) These are socks, but these are shoes.

Part 4

Ask the child the following questions:

- *How old are you?*
- *What are you wearing today?*
- *Do you live in a house or a flat?*
- *How many people live in your house / flat?*
- *What do you like doing at the weekend?*

Award one point for each question answered correctly.

Term 2 Speaking test

- Start by greeting the candidate and checking his/her name.

Part 1

- Show the child the two pictures. Say: *Look, here the man's got a sandwich, but here he's got a cake.* Ask him/her to describe four more differences between the pictures. Encourage full sentences, but accept shorter answers too.

EXAMPLE ANSWERS

Here there are five flowers, but here there are three flowers.

This is a plate but this is a bowl.

Here the window is open, but here it's closed. / This is open, but this is closed.

Here the boy is listening to music, but here he's drinking.

Part 2

- Show the child the sequence of four pictures. Say: *This story is called 'The sandwich.' A man is sitting on a seat. He's reading a book, and he's got a sandwich. A girl is skipping, and a dog is sitting next to the seat.*
- Ask the child to continue the story.

EXAMPLE ANSWERS

(2) The man is sleeping. The dog has got the sandwich.

(3) The man is awake. He is cross. He's saying, 'Where's my sandwich?'

(4) The man and the girl are looking at the dog. The dog is eating the sandwich. The man is saying, 'Sorry!'

Part 3

- Show the child the four sets of pictures. Indicate the first set, point to the appropriate pictures, and say: *Look. These are children, but these are grown-ups.*
- Ask the child to find and explain the odd one out in each of the remaining sets of pictures, pointing as they do so.

EXAMPLE ANSWERS

(2nd set) He's in the kitchen, but they're in the bathroom.

(3rd set) These are vegetables, but this isn't. (OR ... but this is meat/these are sausages.)

(4th set) They're sitting (down), but he's standing (up).

Teaching notes for Speaking tests

Part 4

Ask the child the following questions:

- *Where do you go after school?*
- *Which do you like best, reading a book or listening to music?*
- *How often do you watch television?*
- *What's your favourite food?*
- *Tell me about your last holiday.*

Award one point for each question answered correctly.

Term 3 Speaking test

- Start by greeting the candidate and checking his/her name.

Part 1

- Show the child the two pictures. Say: *Look. Here there are leaves on the tree, but here there aren't any leaves.*
- Ask him/her to describe four more differences between the pictures.
- Encourage full sentences, but accept shorter answers too.

EXAMPLE ANSWERS

Here it's cloudy, but here it's sunny.

Here the house is at the top of the mountain, but here it's at the bottom.

These people are fishing, but these people are having a picnic.

This is a helicopter, but this is a plane.

Part 2

- Show the child the sequence of four pictures. Say: *This story is called 'The sailing trip.' A boy and his mum are sailing. It's raining and it's cold. They are wearing coat and hats.*
- Ask the child to continue the story.

EXAMPLE ANSWERS

(2) Now it's sunny. The boy is taking off his hat. There are three dolphins in the water / in the sea / near the boat.

(3) The boy and his mum can see the dolphins. The boy is taking a photo.

(4) The boy is showing the photo to his friends.

Part 3

- Show the child the four sets of pictures. Indicate the first set, point to the appropriate pictures, and say: *Look. These are birds, but this is a dolphin.*
- Ask the child to find and explain the odd one out in each of the remaining sets of pictures, pointing as they do so.

EXAMPLE ANSWERS

(2nd set) They're sleeping, but she's climbing.

(3rd set) This/the book is behind the TV, but these are in front of it.

(4th set) These are boats, but this is a lorry

Part 4

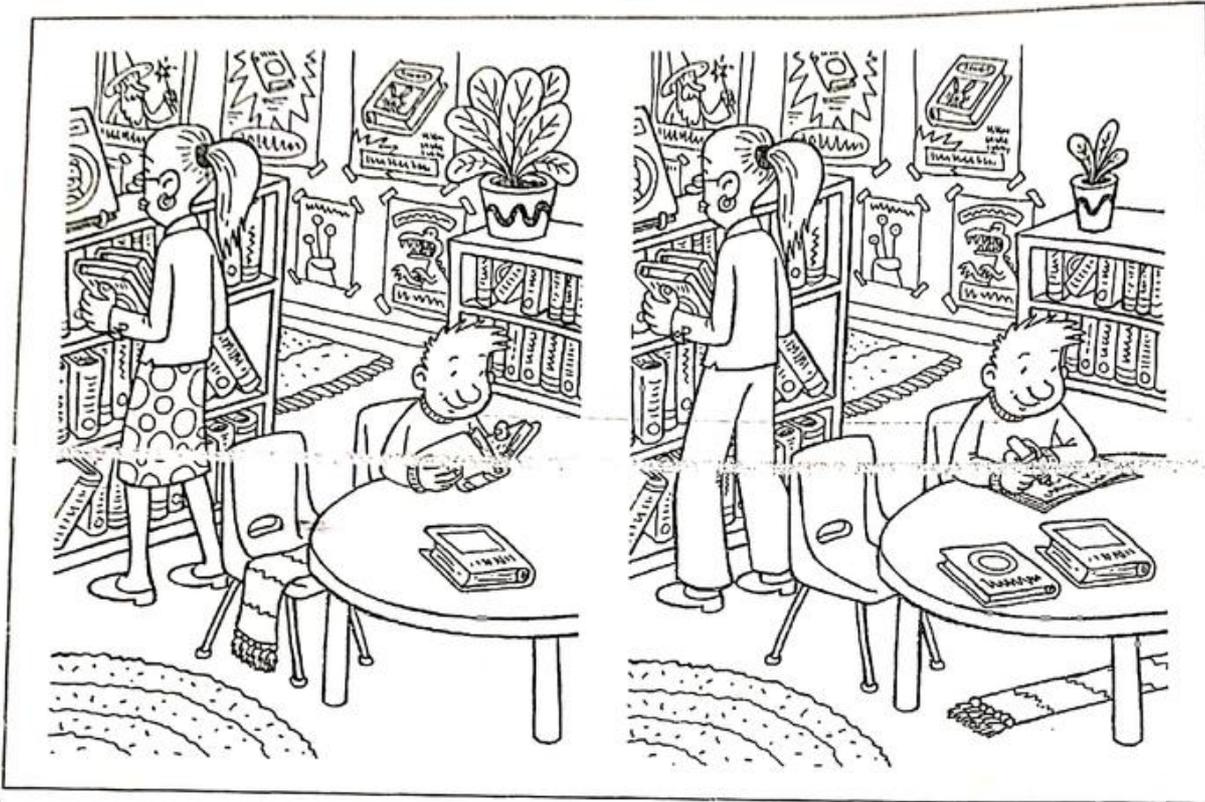
Ask the child the following questions:

- *How are you today?*
- *What's the weather like today?*
- *Have you got any pets?*
- *What's your favourite animal? Why? (here you can prompt the child by saying Because ...)*
- *What did you do before school today?*

Award one point for each question answered correctly.

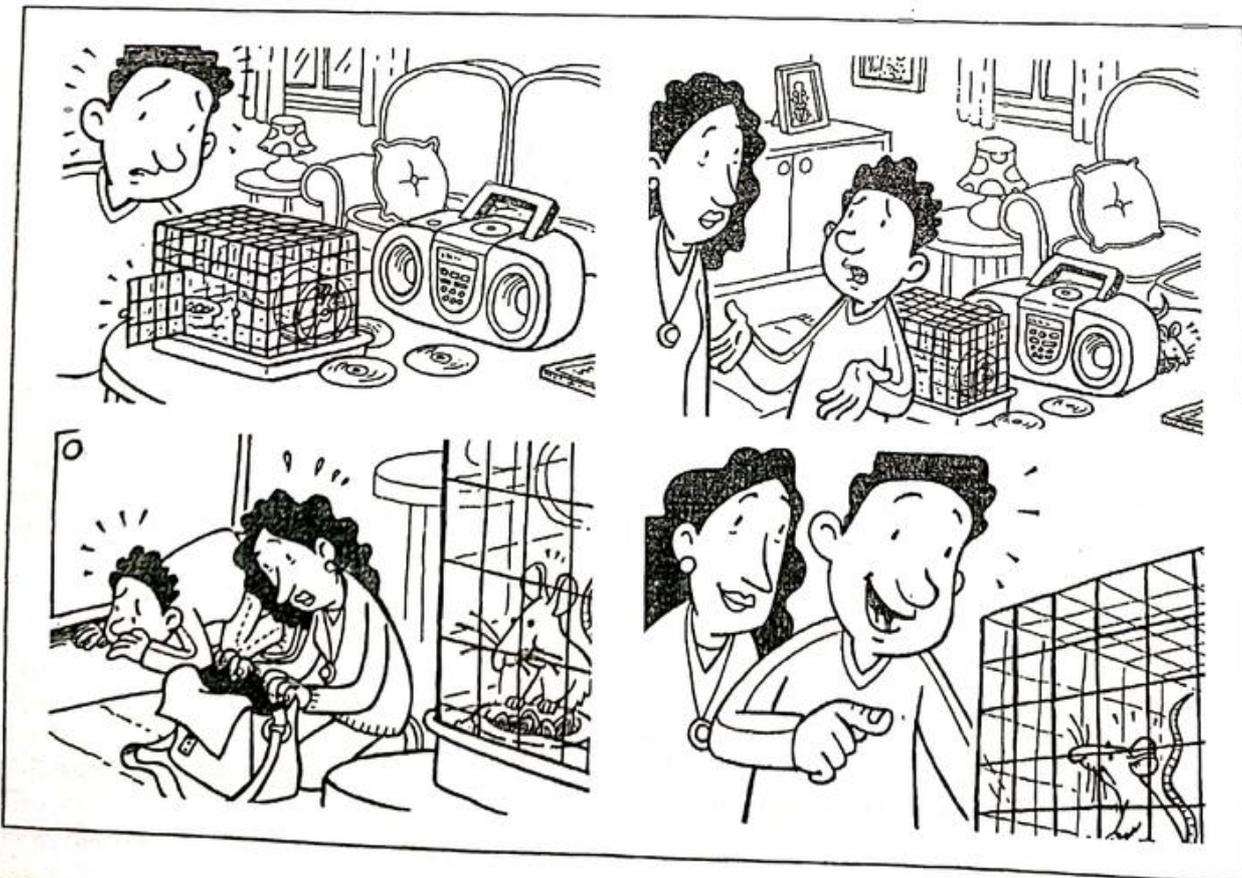
Term 1

Speaking Part 1



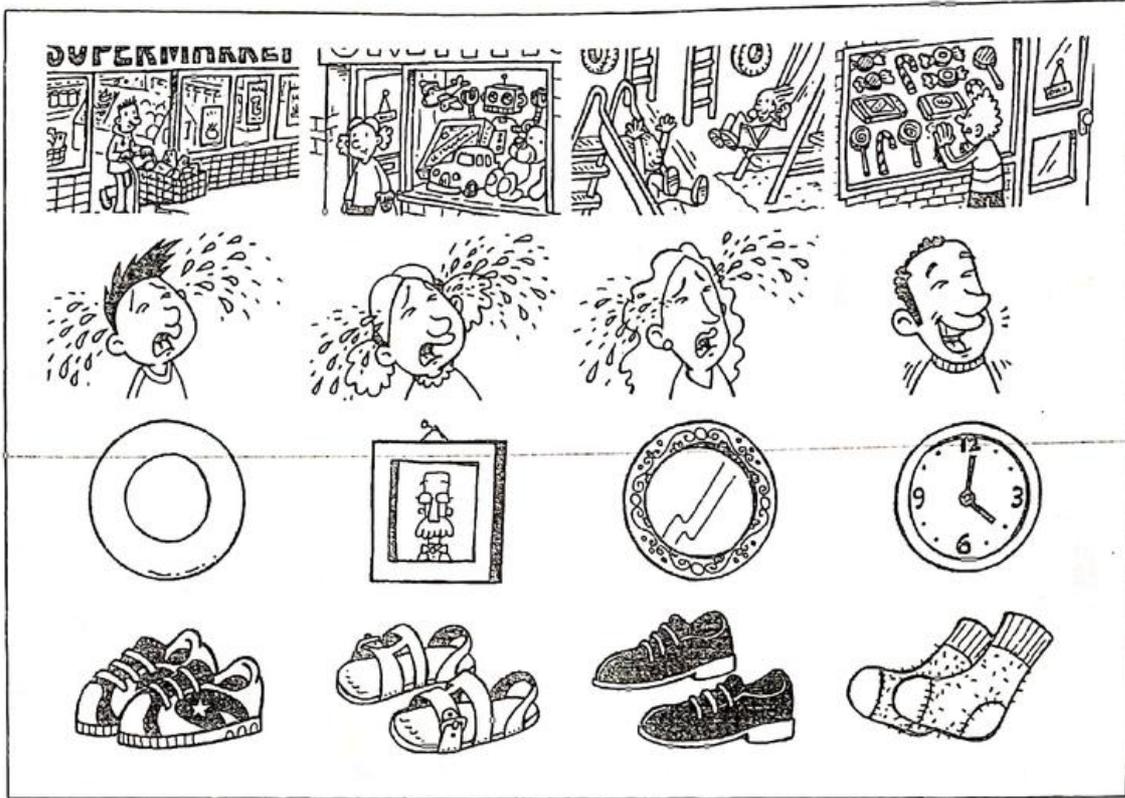
Term 1

Speaking Part 2



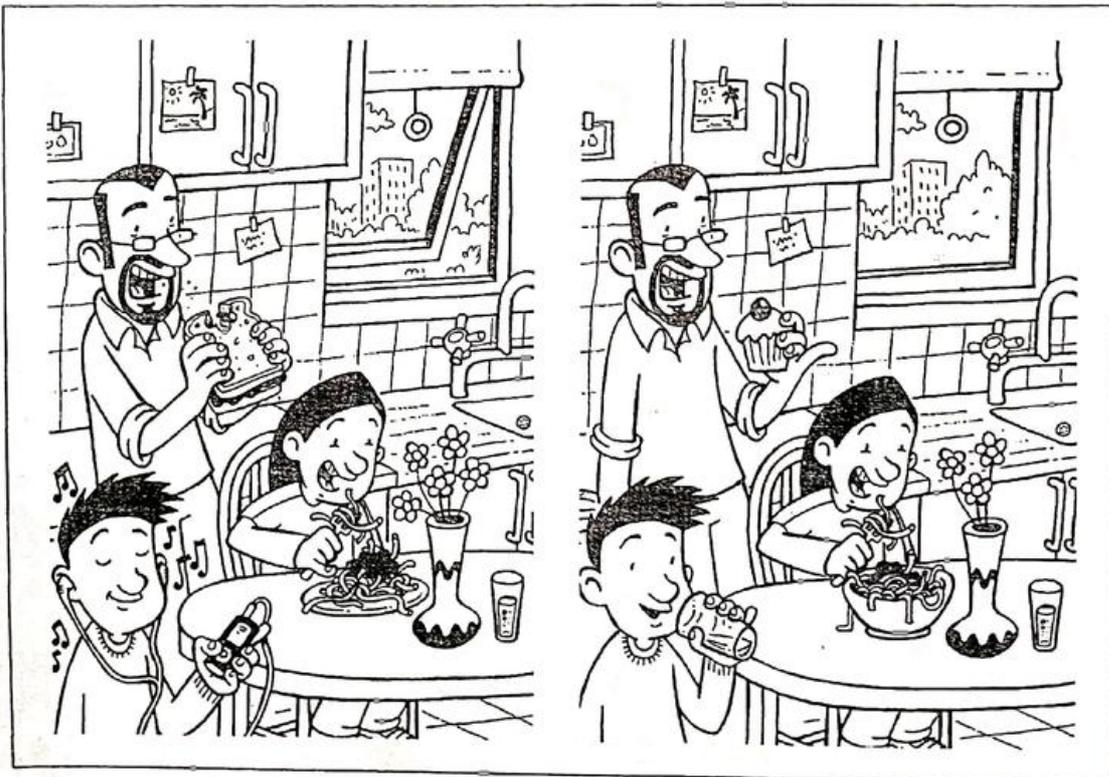
Term 1

Speaking Part 3



Term 2

Speaking Part 1



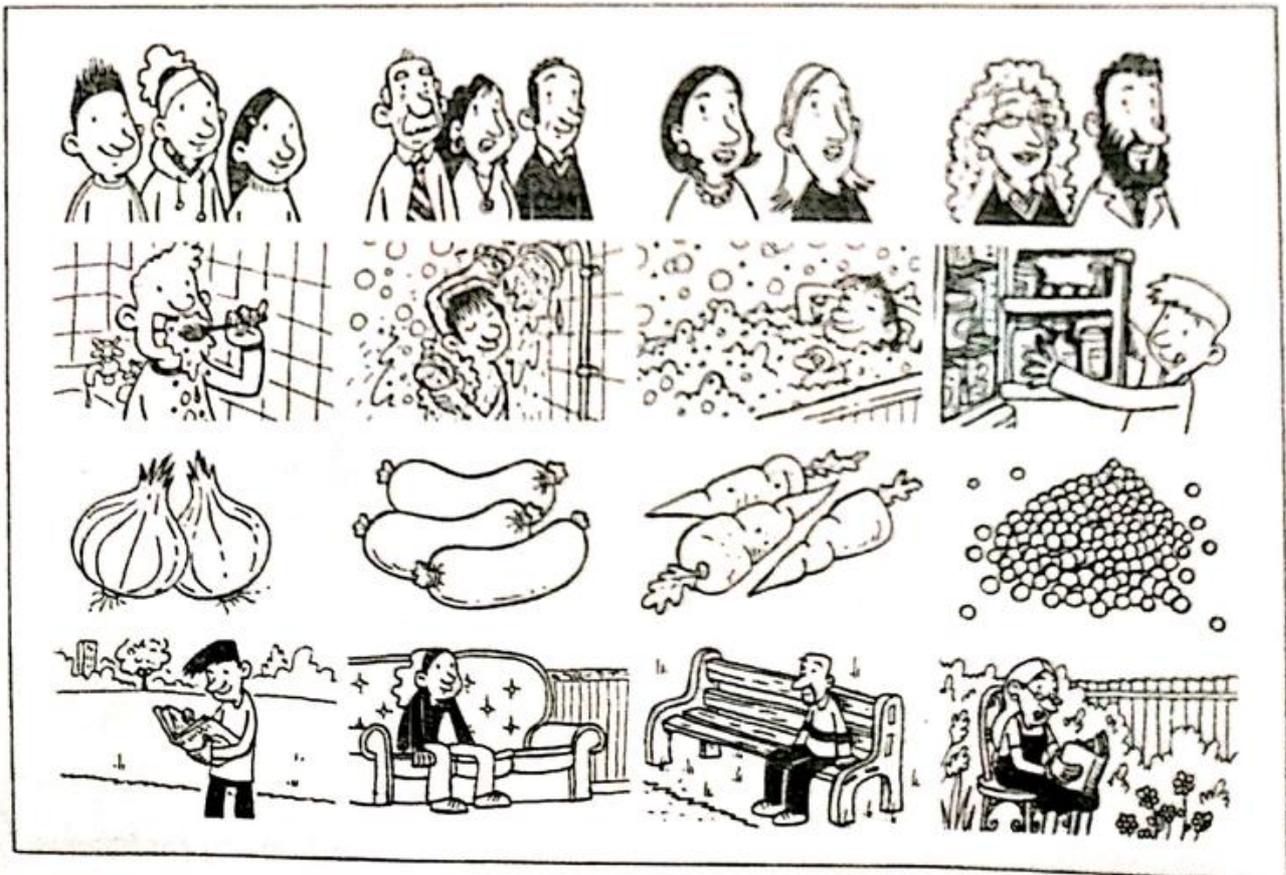
Term 2
The sandwich

Speaking Part 2



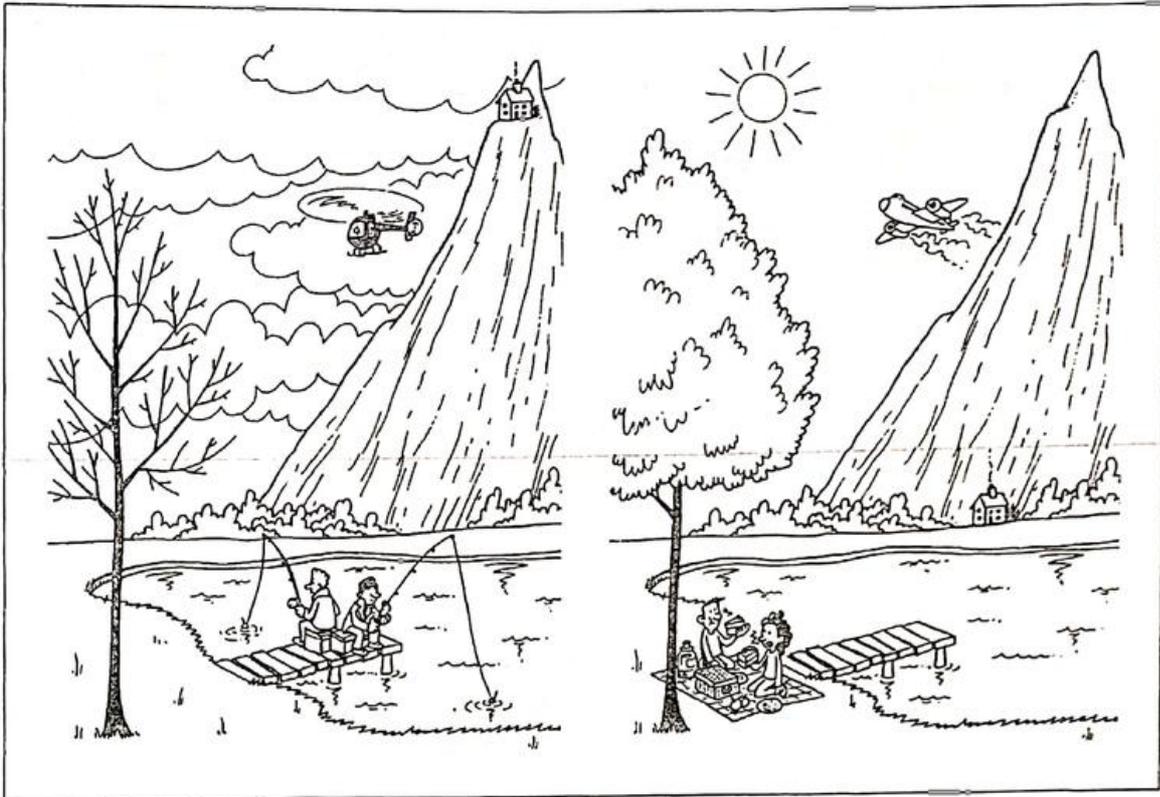
Term 2

Speaking Part 3



Term 3

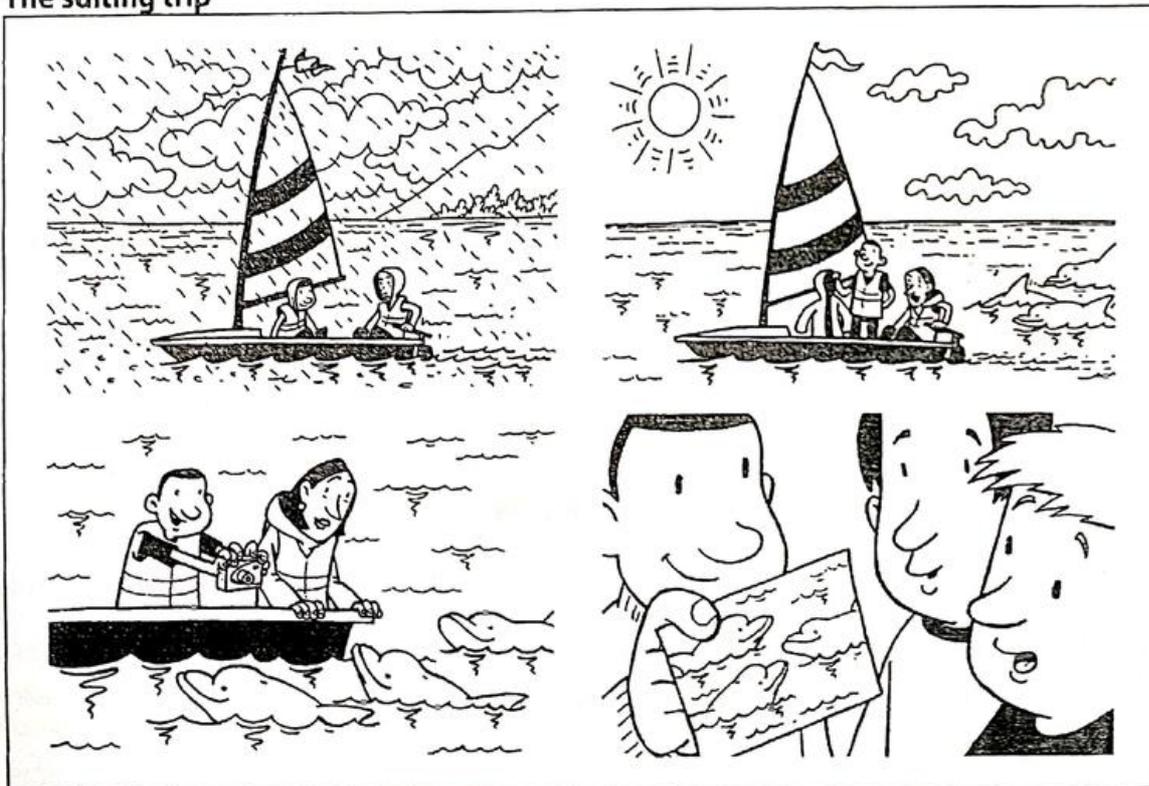
Speaking Part 1



Term 3

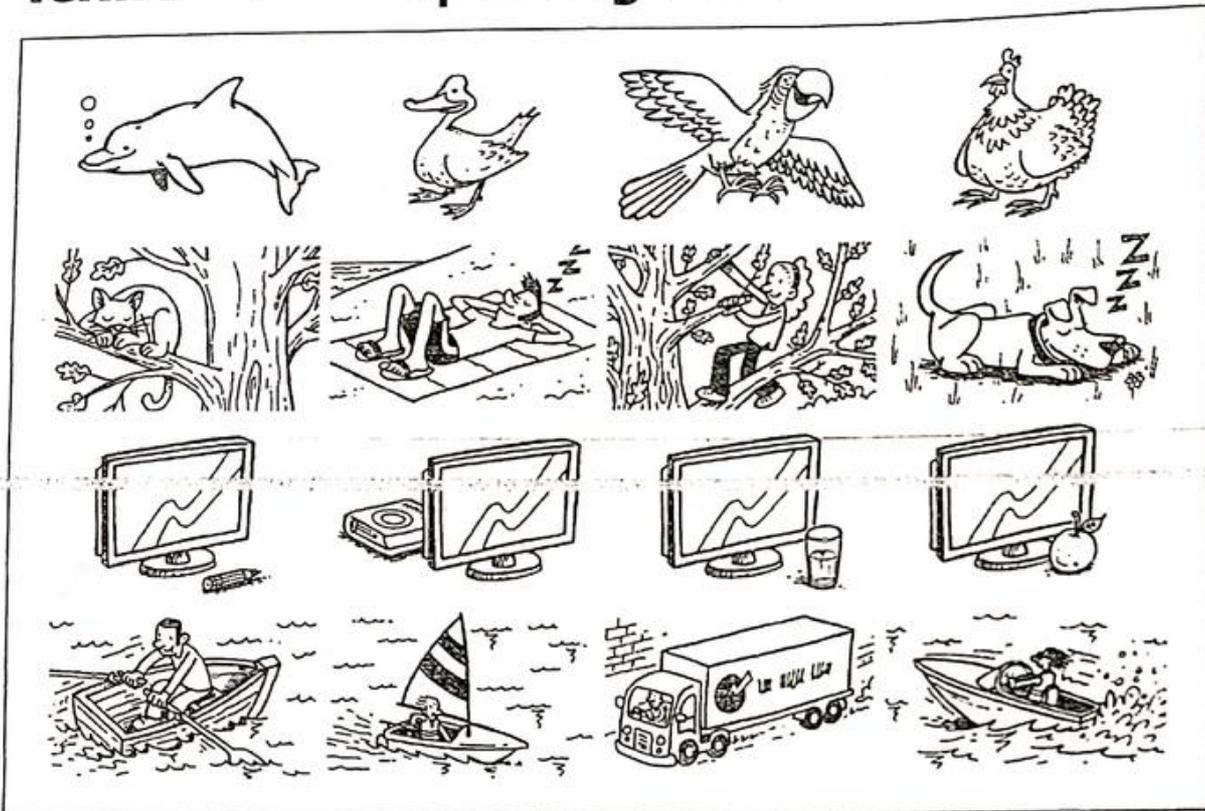
The sailing trip

Speaking Part 2



Term 3

Speaking Part 3



Unit 1 Speaking

Kim



How old? 15

How tall? 1 metre
49 centimetres

Ben



How old? 14

How tall? 1 metre
67 centimetres

May



How old? 13

How tall? 1 metre
57 centimetres

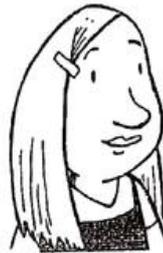
Bill



How old? 13

How tall? 1 metre
43 centimetres

Pat



How old? 12

How tall? 1 metre
63 centimetres

Nick



How old? 12

How tall? 1 metre
48 centimetres

Sue



How old? 11

How tall? 1 metre
44 centimetres

Matt



How old? 11

How tall? 1 metre
55 centimetres

Zoe



How old? 10

How tall? 1 metre
50 centimetres



Unit 2 Speaking

Child A



Sue does these things every week – but when?



play / tennis



go / for a swim



have / a piano lesson



play / football



ride / her bike



cook / dinner

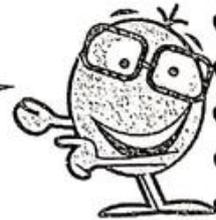


do / her homework

ASK QUESTIONS ABOUT SUE AND COMPLETE THE TABLE. USE *WHEN* DOES SUE ...?

Answer your partner's questions about Bill.

Remember to use the correct form of the verb!



	Sue	Bill	
On Mondays			He plays basketball.
On Tuesdays			He has a guitar lesson.
On Wednesdays			He plays hockey.
On Thursdays	<i>She plays tennis.</i>		He goes to the park.
On Fridays			He goes shopping.
On Saturdays			He rides his horse.
On Sundays			He does his homework.

Unit 2 Speaking

Child B



Bill does these things every week – but when?



play / hockey do / his homework have / a guitar lesson go / shopping play / basketball ride / his horse go / to the park

Ask questions about Bill and complete the table. Use *When does Bill ...?*

Answer your partner's questions about Sue.

Remember to use the correct form of the verb!

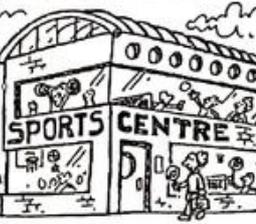


	Bill	Sue	
On Mondays			She cooks dinner.
On Tuesdays			She goes for a swim.
On Wednesdays	<i>He plays hockey.</i>		She rides her bike.
On Thursdays			She plays tennis.
On Fridays			She has a piano lesson.
On Saturdays			She does her homework.
On Sundays			She plays football.

Unit 3 Speaking

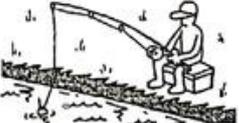
a Write your name. Then tick (✓) for yes and cross (x) for no.

b and c Write two more names. Ask and answer. Tick (✓) and cross (x).

Did you ...	a	b	c
 <p>go to school yesterday?</p>			
 <p>go shopping at the weekend?</p>			
 <p>go to a sports centre last week?</p>			
 <p>go for a walk on Sunday?</p>			
 <p>go to a park on Saturday?</p>			
 <p>go to a library last week?</p>			

Unit 4 Speaking

Cut out the cards. Play the guessing game.

1	 	 	2	 	 
3	 	 	4	 	 
5	 	 	6	 	 
7	 	 	8	 	 



Child A

1 Imagine these are your holiday photos. Complete the sentences.



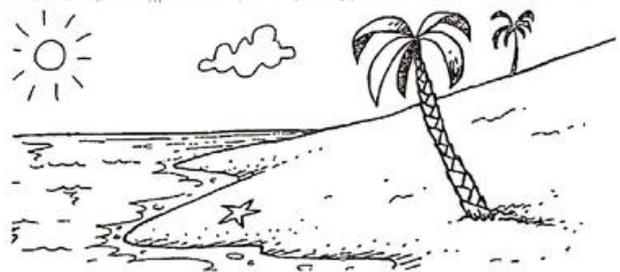
This is the café where I ate



This is the shop where I bought



This is the sports centre where I played

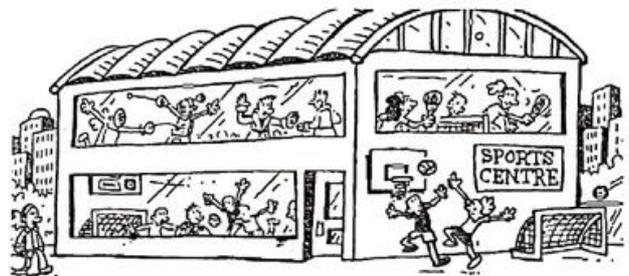


This is the beach where I saw

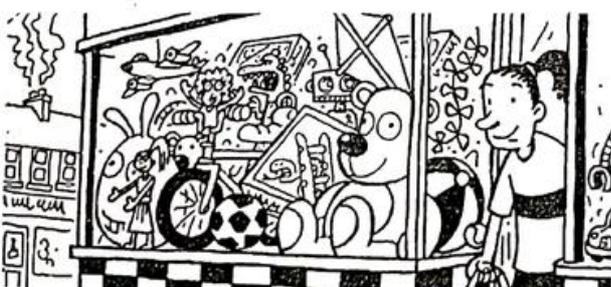
2 Imagine these are your friend's holiday photos. Ask and answer and write.



This is the café where _____ ate _____



This is the sports centre where *he / she* played _____



This is the shop where *he / she* bought _____



This is the beach where *he / she* saw _____

Unit 5 Speaking

Child B

1 Imagine these are your holiday photos. Complete the sentences.



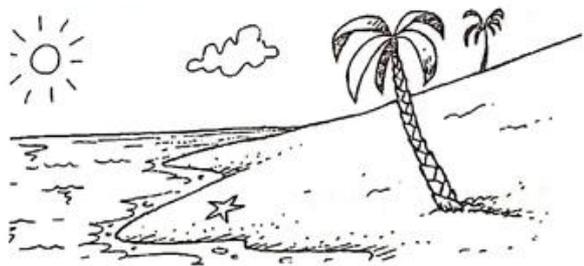
This is the café where I ate _____.



This is the sports centre where I played _____.



This is the shop where I bought _____.

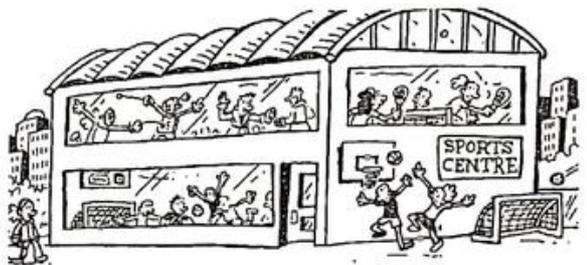


This is the beach where I saw _____.

2 Imagine these are your friend's holiday photos. Ask and answer and write.



This is the café where _____ ate _____.



This is the sports centre where *he / she* played _____.



This is the shop where *he / she* bought _____.

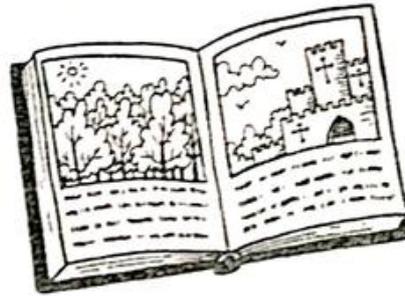


This is the beach where *he / she* saw _____.

Unit 6 Speaking

1 Write about a book and draw.

2 Ask and answer.



My book

My book is called _____.

It is about _____.

There is a picture of _____.

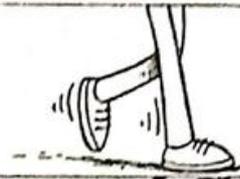
_____ on the front.

A person in my book	A thing or animal in my book
A place in my book	

Unit 7 Speaking

couldn't could

1 Colour the boxes to show when you could do these things.

	age 1	age 2	age 3	age 4	age 5	age 6	age 7
 walk							
 talk							
 read							
 ride a bike							

2 Ask and answer. Colour the boxes for your partner.

	age 1	age 2	age 3	age 4	age 5	age 6	age 7
 walk							
 talk							
 read							
 ride a bike							

Unit 8 Speaking

a Write your name. Then tick (✓) for yes and cross (✗) for no.

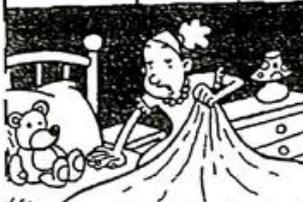
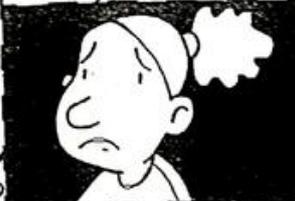
b and c Write two more names. Ask and answer. Tick (✓) and cross (✗).

Did you ...	a	b	c
 <p>clean your bedroom?</p>			
 <p>wash the car?</p>			
 <p>do the shopping?</p>			
 <p>cook the dinner?</p>			
 <p>take the dog for a walk?</p>			
 <p>eat fruit and vegetables?</p>			
 <p>do your homework?</p>			

Unit 9 Speaking

Write the adjectives and cut out the cards. Play the game.

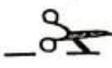
thirsty sad cold tired hot happy hungry

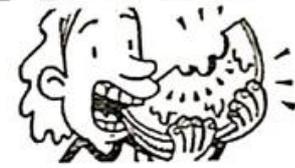
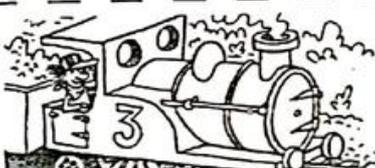
	Why is she opening the window?	Because she's _____.
	Why is she putting on her coat?	Because she's _____.
	Why is she buying a burger?	Because she's _____.
	Why is she drinking some water?	Because she's _____.
	Why is she going to bed?	Because she's _____.
	Why is she smiling?	Because she's _____.
	Why is she crying?	Because she's _____.

Cut out the cards. Then play the game.

My exciting weekend!

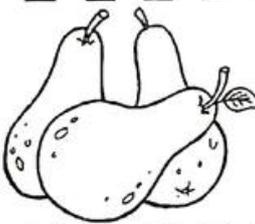
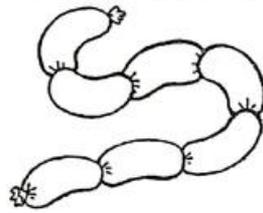
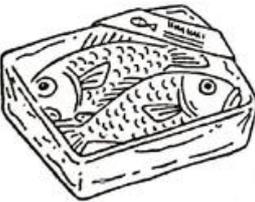
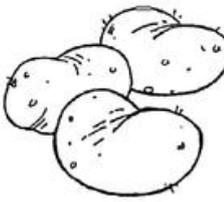
Friday	Saturday	Sunday
MORNING	MORNING	MORNING
AFTERNOON	AFTERNOON	AFTERNOON
EVENING	EVENING	EVENING



		
find some treasure	eat a watermelon	go sailing
		
drive a train	go to the jungle	go to the hospital
		
go in a helicopter	play in a band	ride a motorbike

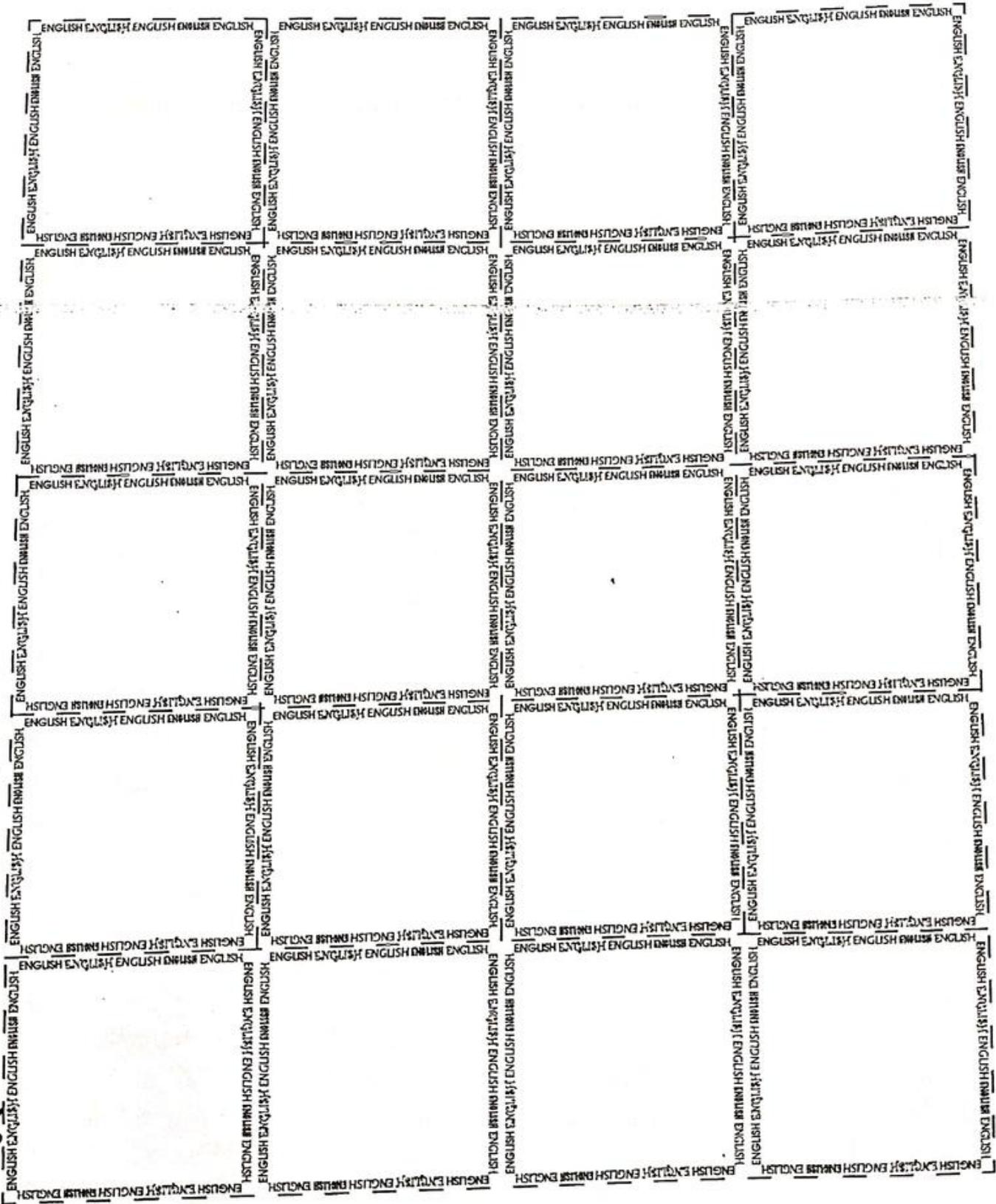
Unit 11 Speaking

Cut out the cards and the shopping lists. Then play the game.

Shopping list	Shopping list	Shopping list	Shopping list
eggs	tomatoes	milk	butter
pears	rice	pasta	sausages
fish	onions	potatoes	grapes
coffee	orange juice	chocolate	sweets
			
			
			
			

Unit 12 Speaking

Cut out the cards. Then play the game.





Wordlist

The following abbreviations have been used where it is necessary to show the part of speech:
n = noun v = verb adj = adjective pron = pronoun prep = preposition

Names

Boys: Charlie Fred Jack
Jim Paul Peter

Girls: Daisy Jane Lily Mary
Sally Vicky, Clare, Julia, Zoe

Where do you live?

address
basement
dress up
eighty
fifty
first
forty
fourth
ground floor
ninety
one hundred
second
seventy
sixty
third
thirty

① At the park

a pair of ...
all right (adv)
asleep
be good at ...
careful
carry
climb
coat
cry
dance
down
fall
fish (v)
help
hide
hop
laugh
roller skate
scarf
skip
sweater
swimsuit
tail
than
who (pron)

② A busy week

always
at (prep. of time)
call
CD
cook
drive (n)
DVD
e-book
email (n, v)
every
film (US movie)
Friday
go shopping
homework
How often ...?
How/What about ...?
idea
internet
Monday
music
never
often
on (prep. of time)
practice
ride (n)
sail
Saturday
Shall I ...?
sometimes
Sunday
swim (n)
text (n, v)
thing
Thursday
Tuesday
walk (n)
wash
website
Wednesday
week
weekend
When ...?

③ In the town

above (prep)
afraid
after
app
band (e.g. rock band)

be called
below (prep)
bus station
busy
buy
café
car park
catch (e.g. a bus)
circus
cold
funfair
hospital
hot
huge
last
library
market
near (prep)
opposite (prep)
pop star
practise
present
roof
shopping centre
sports centre
square
station
supermarket
surprised
then
tired
town
town centre
wet
when (conj)
Why ...?
yesterday

④ At home

any
around
bat
blanket
cage
comic (book)
dance
downstairs
drop
get dressed
get up

ground
helmet
inside
laptop
look for
lose
map
outside
plant (n, v)
round (adj)
shop (v)
shout
shower
square (adj)
think
toothbrush
toothpaste
towel
upstairs
wake (up)
world

⑤ Let's go on holiday!

awake
balcony
bus stop
cinema
get off
get on
get undressed
holiday
lift (US elevator)
message
milkshake
out
seat
send
stair(s)
(swimming) pool
ticket
wait
wave
which (pron)

⑥ My favourite book

all
bad
because
best
better

boring
both
building
city
clown
cook (n)
difficult
doctor
driver
easy
exciting
famous
farm
farmer
goal
How ...?

island
jungle
kind (n)
machine
mistake
more
most
nurse
pirate
place (n)
score (v)
terrible
treasure
video
village
work (n, v)
worse
worst
would
Would you like ...?

⑦ My family

age
aunt
badly
beard
blond(e)
build
circle
could (past of 'can')
curly
daughter
fair
granddaughter
grandparent
grandson
grow (v)
grown-up

loud
loudly
model
moustache
parent
quick
quickly
quiet
quietly
slow
slowly
son
straight
uncle
well (adv)

⑧ What's for lunch?

before
bottle
bowl
break e.g. lunch break
cheese
coffee
cup
feed (v)
glass
have (got) to
how much
hungry
little
noodles
pancake
party
pasta
plate
player
salad
sandwich
soup
tea
thirsty
vegetable
water (v)

⑨ Do you like animals?

bat
bear
change (v)
difference
dolphin
fly
frightened
into
kangaroo
kitten
lion

must
noise
off
onto*
out of
panda
parrot
penguin
pet
puppy
rabbit
shark
snail
up
whale
wrong

⑩ Fine weather

bring
cloud
cloudy
dream
film star
fix
holiday
ice
in (prep. of time)
moon
picnic
put on
rain (n, v)
rainbow
snow (n, v)
star
sunny
take (off)
weather
wind
windy

⑪ What's the matter?

all right (adj)
along
back
brave
clever
cold (n)
cough
dangerous
different
dry
earache
fat
fine
headache
ice skates

ill
kick (n)
matter
naughty
neck
need
pretty
shoulder
sick
stomach
stomach-ache
strong
teach (v)
temperature
thin
tooth/teeth
toothache

weak
well
What's the matter?

⑫ In the countryside

another
bottom
by
carefully
centre
country (side)
everyone
everything
field
forest
grass
lake
leaf/leaves
mean (v)
mountain
move
net
no one*
nothing
river
road
rock
safe
sky
someone
something
sweet (adj)
top
tractor
travel
trip
waterfall