

## Lesson 1 SB page 2

### Words

#### Topics

Introductions; Numbers

#### Functions

Making introductions; Recognizing numbers; Counting

#### Grammar

Present simple statements; Questions and answers with 'be': *I'm ...; What's your name?; How old are you?*

#### Vocabulary

See the wordlist on pages 108–109 of the Student's Book

#### Starters practice

Speaking Parts 1 & 5

#### Equipment

 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

- Ask the class to say any numbers they remember in English. Write their answers on the board in number and word form.
- Point to the numbers and ask the children to say them, first chorally, then individually.

### 1 Listen and read. 1

- Ask children to look at the pictures. Say *This is Lucy and this is Sam*.
- Play the recording for the children to listen and follow in their books.
- Invite pairs of children to read out the dialogue, then tell the children to make similar dialogues about themselves. The children can act out their dialogues for the class.

### 2 Write. Then ask and answer.

- Ask children to look at the picture. Read out the questions in the speech bubble, then point to the gapped sentences. Tell the children to complete the sentences about themselves in their books.
- Ask the questions in the speech bubble to children around the class. Encourage them to read out their completed sentences to answer the questions.
- Tell the class to practise asking and answering the questions in pairs, then invite pairs of children to act out their dialogues for the class.

### 3 Listen, point and say. 2

- Point to the picture of the balloons. Tell the class to listen and point to the correct balloon, then say the number.
- Play the recording, pausing for the children to find the correct balloons and repeat the numbers.
- Point to the balloons in random order and ask children around the class to say the numbers.

#### Optional activity

- Play a game in rolling pairs around the class. The children take turns to say a number, in order to count from one to twenty. 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.

### 4 Find and say the numbers with your friend.

- Point to the picture of the grammar characters and read out the example exchange. Tell the class to find the numbers and say them in the correct order.
- 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 children to count to twenty in pairs or individually.

#### Optional activity

- Play a game of *Bingo!* Tell the children to write five numbers from one to twenty in their notebooks. Call out the 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.

# Hello! Lesson 2 SB page 3

## Words

### Topics

Numbers; Everyday objects

### Functions

Identifying known lexical items; Counting

### Grammar

*How many are there?*

### Vocabulary

See the wordlist on pages 108–109 of the Student's Book

### Starters practice

Reading and Writing Parts 1 & 5, Listening Part 1

## Warmer

- Write sets of four numbers from one to twenty on the board in jumbled order (e.g. 7,4,6,5).
- Invite a child to come to the board and write 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

- Draw a number (1–20) of simple objects (balls, flowers, apples, etc) on the board. Ask children around the class to count the objects and say the correct number.
- You can play this as a game in two teams if you like.

## 1 Draw lines from the pictures to the words.

- Read out the words underneath the pictures.
- Ask children to look at the pictures and say the correct words.
- Point to the example line and tell the class to draw lines to match the rest of the pictures to the correct words.
- Allow the children time to complete the activity in their books.
- Check answers by asking pairs of children to point to the pictures and say the correct words.

### ANSWERS

1 ice cream 2 boat 3 hat 4 tree 5 flower  
6 dog 7 cat 8 elephant 9 kite 10 apple

### Optional activity

- Play a game of *Pictionary* with the class.
- Divide the class into two teams.
- Draw pictures of the items in Activity 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 correct word wins a point.

## 2 How many are there? Look and write.

- Point to the pictures and ask the children to name the items. Ask *What is it? What are they?*
- Point to the first picture and read out the example. Tell the class that they should count the items in each picture, then write the correct number, as in the example.
- Allow the children time to complete the activity in their books. Move around the classroom as the children work and help if necessary.
- Invite children to point to the pictures and read out their answers.

### ANSWERS

a one b three c seven d ten e nine f fourteen  
g two h eleven i six j thirteen

### Optional activity

- Tell the children to work in pairs and ask and answer questions about the pictures in Activity 3:  
A *How many (ice creams) are there in this picture?*  
B *There's one (ice cream).*

# Hello! Lesson 3 SB page 4

## Letters

### Topics

Letters

### Functions

Recognizing letters; Saying the alphabet; Spelling

### Grammar

Imperatives

### Vocabulary

See the wordlist on pages 108–109 of the Student's Book

### Equipment

3–4

### Warmer

- Play a game to warm the class up and revise numbers.
- Write sets of four numbers from one to twenty on the board with one number missing (e.g. 14, 15, \_\_, 17).
- Invite a child to come to the board and write the missing number.
- You can play this as a game in two teams if you like, asking children from each team in turn to complete a number sequence and awarding one point for each correct number.

### Lead-in

- Draw simple pictures of the lexical items from the previous lesson on the board (*elephant, apple, hat, ice cream, boat, flower, tree, cat, kite, dog*). Ask children to say the words.
- Ask children around the class to say if they know which letter each word begins with.

### 1 Look at the letters. Listen and say. 4

- Ask children to look at the pictures. Point to the pictures and read out the words.
- Point to the picture of Sam and read out the speech bubble. Tell the class to listen and repeat the letters.
- Play the recording, pausing after each line for the children to listen and repeat the letters, first chorally, then individually.

#### Optional activity

- Divide the class into two teams.
- Say a word from Activity 1 (e.g. *lorry*) to a child from Team A. Tell the child to point to the correct picture in his/her book and say the letter (e.g. L).
- Repeat with children from each team in turn, awarding one point for each correct letter.

### 2 Now say *The Alphabet Rhyme*. 4

- Play the recording for the children to listen.
- Play the recording again for the children to try to join in with the rhyme.
- Invite children to say the alphabet chorally, then individually.

### Transcript 4

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S; T, U, V, W, X, Y, Z  
Now you know your A, B, C, you can say it along with me.

#### Optional activity

- Write words from Activity 1 on the board, one at a time. Write each letter of the word slowly. Tell the class to say the letters as you write them, and to say the word as soon as they know what it is.
- You can play this as a game in two teams if you like.

# Hello! Lesson 4 SB page 5

## Words

### Topics

Colours, Everyday objects

### Functions

Identifying colours

### Grammar

Present simple sentences with 'be' (*The hat is ...; It's*)

### Vocabulary

See the wordlist on pages 108–109 of the Student's Book

### Starters practice

Reading and Writing Part 4, Listening Part 1

### Equipment

Coloured pencils

### Warmer

- Play a memory game to warm the class up and revise numbers and letters.
- Write numbers one to twenty on the board, jumbled up. Tell the class to look at the numbers for a minute (or less), then tell the class to close their eyes.
- Erase two or three of the numbers from the board. Tell the class to open their eyes and say which numbers are missing.
- Repeat the game as many times as you like, then repeat it a few more times using the letters of the alphabet.
- You can play this as a game in two teams if you like, asking each team in turn to say the missing numbers of letters and awarding one point for each correct answer.

### Lead-in

- Tell the children to take out their coloured pencils.
- Say *Show me (red)*, and ask the children to hold up the correct colours.

### 1 Look at the colours and draw lines.

- Ask children to look at the paint palette and say what colours they can see.
- Read out the colour words and ask the children to point to the correct colours in the picture.
- Allow the children time to look at the picture and draw lines in their books to match the colours to the words.
- Invite children to point to the colours in the picture and say the correct words.

### ANSWERS

- 1 blue 2 purple 3 orange 4 white 5 green  
6 brown 7 black 8 yellow 9 pink 10 red 11 grey

### Optional activity

- Point to or hold up objects from around the classroom and ask *What colour is it?* Invite children around the class to answer, e.g. *It's blue.*
- Encourage children to ask and answer about other objects in pairs.

### 2 Look and write the colours.

- Point to each of the pictures and ask *What's this? What colour is it?* Invite children around the class to answer.
- Tell the children to look at the pictures and read the sentences, then complete the sentences with the correct colour words.
- Move around the classroom as the children work and help if necessary.
- Ask individual children questions about the pictures, for example *What colour is (the hat)?* The children answer by reading out their completed sentences.

### ANSWERS

- 1 grey and white
- 2 yellow and brown
- 3 blue and purple
- 4 red and green
- 5 orange and grey
- 6 purple and yellow

### 3 Put six things on your desk. What colour are they? Point and say.

- Read out the rubric, then point to the picture of the grammar characters and read out the speech bubbles.
- Demonstrate the activity by putting six items on your desk, then pointing to each item and saying what colour it is, as in the example.
- Tell the children to do the activity in pairs, telling their partner about their six things. Move around the class as they work and help if necessary.
- Ask individual children to show their six things to the class and say what colour each thing is.

### ANSWERS

#### Children's own answers

### Optional activity

- Play a memory game. Ask a child to show the class their six things. Tell the class to look at the things and try to remember what colour each item is.
- Put the six things in a bag, then say true or false questions to children around the class, e.g. *The pen is blue. The book is red.* The children answer *Yes* or *No*.
- You can play this as a game in two teams if you like, awarding one point for each correct answer.

## Lesson 1 SB page 6

### Words

#### Topics

Animals; Colours

#### Functions

Identifying animals; Finding animals in a picture; Asking and answering about colour; Spelling

#### Grammar

Present simple questions with 'be' (*Where's the ...? What colour's the ...?*); *This is ...*

#### Vocabulary

See the wordlist on page 109 of the Student's Book

#### Starters practice

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

#### Equipment

Speaking activity photocopiable 109; Coloured pencils

### Warmer

- Play a game to warm the class up and revise colours.
- Ask children to tell you what colours they can remember from the previous unit. Write the colours they say on the board.
- Hold up coloured pencils and ask the children to say the colours.
- Divide the class into two teams. Hold up a coloured pencil to Team A and ask *What colour is it?* Repeat with each team in turn and award one point for each correct answer. The team with the most points wins.
- In a more confident class, children from each team can hold up pens and ask the other team questions.

### Lead-in

- Write the following animal words on the board: *horse, chicken, cat, duck, sheep, cow, goat, mouse, frog, fish, dog, bird* and the following colour words: *red, blue, green, brown, black, white, yellow, orange, pink*. Write the words in jumbled order (colours mixed with animals) on one side of the board.
- Draw a table on the other side of the board, with two headings: *animals* and *colours*.
- Invite children to say an animal word and a colour word. Say *Say an animal. / Say a colour.*
- Write the words in the correct columns of the table. Repeat until all the words are in the table.
- Alternatively, invite children to come to the board and write a word in each column of the table.

### 1 Write the words.

- Ask children to look at the picture.
- Read out the words in the box and ask the children to point to the correct animals in the picture.
- Point to the animals in the picture 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 animals in the picture and asking the children to say, then spell, the words.

#### ANSWERS

1 cat 2 bird 3 sheep 4 cow 5 horse 6 goat  
7 duck 8 chicken 9 fish 10 mouse 11 frog  
12 dog

**STARTERS TIP:** In Part 3 of the Starters Reading and Writing Test, learners should count the number of letters they need to write for their answers. They should check that they have written the correct number of letters for their answer (one letter on each line).

### Optional activity

- Slowly write the letters for one of the animal words 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 Ask, point and say.

- Point to the picture of the grammar characters and read out the example exchange.
- Ask children around the class about some of the other animals in the picture in Activity 1, as in the example. Encourage the children to point to the correct animal and answer.
- Children ask and answer about the animals in pairs. Invite some pairs to ask and answer questions in front of the class.

### 3 Do the speaking activity. TB page 109

- You will need one copy of the worksheet per child, with either Child A or Child B instructions. Cut the top or the bottom off the worksheet accordingly.
- The children work in pairs, A and B. Give out the worksheets so each child has the correct instructions.
- Point to the picture of Lucy and Sam and read out the example exchange. Both children in each pair can colour the horse brown.
- Children colour in their sections of the worksheet, then ask questions to find out what colour the other items should be.

# Unit 1 Lesson 2

SB page 7

## Reading & Writing

### Topics

Animals; Colours

### Functions

Identifying animals; Identifying colours; Identifying true or false statements about pictures; Describing pictures; Counting items in a picture

### Grammar

Present simple sentences with 'be' (*The duck is yellow.*); *This (bird) is ...*; *There is / There are*

### Vocabulary

See the wordlist on page 109 of the Student's Book

### Starters practice

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

### Equipment

Coloured pencils

### Warmer

- Play a game of *Hangman* to warm the class up and revise animals and colours.
- **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 6.
- **Say** true or false sentences about the animals in the **picture**, e.g. *The cow is pink. The duck is yellow.* Invite children around the class to answer **Yes** if the sentence is correct and **No** if the sentence is incorrect.
- You can play this as a game in two teams if you like.

### 1 Look at the picture on page 6 and read. Write yes or no.

- Ask **children** to look at the picture in Activity 1, page 6.
- **Read out** the sentences in Activity 1, page 7 and show the class **the** example. Tell the children to read the sentences and **decide** whether each sentence is true or false.
- **Allow** the children time to complete the activity.

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

### ANSWERS

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

### Optional activity

- Make more false sentences about the animals in Activity 1, page 6, for example, *The cow is purple.* Ask children around the class to correct the sentences, for example, *No! The cow is black and white.*

### 2 Colour and say.

- Point to the pictures and ask *What are they?*
- Tell the children to take out their coloured pencils. Say *Show me (blue).* The children hold up the correct colours.
- Tell the children that they can colour the animals any colour they like. Allow the children time to colour the animals.
- Read out the example speech bubble. Invite children around the class to point to their pictures and make sentences, as in the example.
- As an extension, the children can ask and answer questions about their pictures in pairs (A: *What colour is this (fish)?* B: *This (fish) is (red).*)

**STARTERS TIP:** Colours are tested in all three levels of the Young Learners Tests, so it is important for learners to understand both the written and spoken forms of all the colours that appear in the Starters wordlist.

### 3 How many are there? Look and write.

- Point to the pictures and ask the children to name the animals. Ask *What is it? What are they?*
- Point to the first picture and read out the example. Tell the class that they should count the animals in each picture, then write the correct number and one of the words from the box, as in the example.
- Allow the children time to complete the activity in their books. Move around the classroom as the children work and help if necessary.
- Invite children to point to the pictures and read out their answers.

### ANSWERS

1 one sheep  
2 two sheep  
3 one mouse  
4 six mice  
5 one duck  
6 four ducks  
7 one fish  
8 five fish

### Optional activity

- Tell the children to work in pairs and ask and answer questions about the pictures in Activity 3  
A *How many sheep are there in this picture?*  
B *There's one sheep.*

# Unit 1 Lesson 3 SB page 8

## Story & writing

### Topics

Animals; Locations

### Functions

Understanding and acting out a story; Completing sentences with one word; Understanding location

### Grammar

Present simple sentences and questions with 'be' (*Where's Lucy?*, *She's on a horse*. Prepositions of place)

### Vocabulary

See the wordlist on page 109 of the Student's Book

### Starters practice

Reading and Writing Part 5, Listening Parts 1 & 4

### Equipment

5-6

### Warmer

- Play a game of *Bingo* to warm the class up and revise animals and colours.
- Tell the children to write five animal words in their notebooks. Call out the animal 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.
- Repeat the game using the colour words.

### Lead-in

- Revise prepositions of place by holding a book and a pen in different positions (with the pen in / on / under / next to / behind / in front of the book). Ask *Where's the pen?* Encourage children around the class to answer.
- You can play this as a game in two teams if you like.

### 1 Listen and read. Then act. 5

- Ask children to look at the pictures in the story. Ask *What's this? Who's this? Where is Lucy / Sam?* 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 Ann's lines and tell Team B to practise and try to remember Nick'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. Listen and check. 6

- Point to the pictures and ask *Who's this? What's this? Where is he/she/it?*
- Point to the first picture and read out the example. Show the children how one word has been written as an example.
- Tell the class to look at the rest of the pictures, read the questions and complete the answers with one word.
- Allow the children time to complete the activity in their books. Move around the classroom as the children work and help if necessary.
- Invite children to read out the questions and answers in pairs.
- Listen to the CD to check their answers.

### ANSWERS

1 dog 2 boat 3 cat 4 goat 5 tree

### Transcript 6

- 1 **Nick** Hi Ann. I can't find Sam. Where is he now?  
**Ann** Look! He's next to the dog!
- 2 **Ann** Look at that frog, Nick!  
**Nick** Where is it?  
**Ann** Look ... it's there. On the boat.  
**Nick** The frog's on the boat? Really?  
**Ann** Yes!
- 3 **Nick** There's a mouse there, Ann!  
**Ann** Where? I can't see it!  
**Nick** Look it's there, next to the cat.  
**Ann** The mouse is next to the cat? Oh dear!
- 4 **Ann** Look at that bird, Nick!  
**Nick** Where is it?  
**Ann** Look ... it's there. On the goat.  
**Nick** The bird's on the goat?  
**Ann** Yes!
- 5 **Nick** And where's Lucy?  
**Ann** I can see her!  
**Nick** So where is she, then?  
**Ann** She's in the tree.  
**Nick** No she isn't!  
**Ann** Yes she is! Look ... there. She's waving!  
**Nick** Oh yes. There she is!

**STARTERS TIP:** In Part 5 of the Starters Reading and Writing Test, learners will be asked to complete a sentence with one word. Tell the children to make sure that they only write one word answers.

# Unit 1 Lesson 4 SB page 9

## Language practice

### Topics

Animals; Colours

### Functions

Identifying animals; Understanding sentences; Colouring a picture according to instructions

### Grammar

Present simple sentences with 'be' (*The dogs are yellow.*); plural nouns

### Vocabulary

See the wordlist on page 109 of the Student's Book

### Starters practice

Reading and Writing Part 4, Listening Part 4

### Equipment

Coloured pencils

### Warmer

- Play a memory game to warm the class up and revise animals and colours.
- Write the animal words on the board, jumbled up. Tell the class to look at the words for a minute (or less), then tell the class to close their eyes.
- Erase two of the words from the board. Tell the class to open their eyes and say which two animals are missing.
- Repeat the game as many times as you like, then repeat it a few more times using the colour words.
- You can play this as a game in two teams if you like, asking each team in turn to say the missing words and awarding one point for each correct pair of words.

### Lead-in

- Revise animals and colours by writing the animal words on the board using different coloured pencils.
- Point to one of the words and ask a child *What colour is it?* or *What animal is it?*
- Repeat with other words and other children.
- You can play this as a game in two teams if you like.

### 1 What animals can you see? Circle the words.

- Ask children to look at the picture and say what animals they can see.
- Allow the children time to look at the picture and circle the correct words in their books.
- Invite children to read out the circled words.

### ANSWERS

chicken, cat, goat, frog, mouse, cow

### Optional activity

- Divide the class into two teams.
- Write five animal or colour words on the board.
- Invite a child from Team A to come to the board. Say three of the animal / colour words on the board. The child looks at you while you say the words, then turns to the board and circles the correct words on the board.
- Repeat with children from each team in turn, using a different set of words each time.
- Award one point for each correctly circled set of words (or one point for each correctly circled word). The team with the most points wins.

### 2 Read and colour.

- Write the words *dog, duck, sheep, horse, fish, mouse* on the board. Ask the children to say the plurals of each noun. Write the plurals on the board.
- Remind the class that regular plurals take -s, but irregular plurals are different. Ask the children to say which of the plurals on the board are regular (*dogs, ducks, horses*) and which are irregular (*sheep, fish, mice*).
- Point to the animals in the picture and ask *What are these?*
- Tell the children to take out their coloured pencils.
- Read out the sentences and ask the children to hold up the correct colours.
- Allow the children time to read the sentences and colour the picture in their books. Move around the classroom as the children work and help if necessary.
- Ask individual children questions about their pictures, for example *What colour are the dogs?* The children point to the correct animals in their picture and answer.

### ANSWERS

The dogs – brown

The fish – orange

The mice – grey

The horses – pink and blue

The ducks – yellow and red

The sheep – purple and green

**STARTERS TIP:** In Part 4 of the Starters Reading and Writing Test, learners will need to recognize the difference between singular and plural nouns. Practise telling the difference between singular and plural nouns with your class.

### Optional activity

- Write the singular or plural forms of known nouns on the board, one at a time. Ask the children to say whether each noun is singular or plural (and whether each plural is regular or irregular). You can play this as a game in two teams if you like.

## Starters practice test SB pages 10–11

### Reading & Writing, Part 1

#### Lead-in

- Point to the animals in the picture in activity 1, page 6 and say true or false sentences, e.g. *This is a (cow / goat / mouse)*. Ask children around the class to say *Yes* if the sentence is correct and *No* if the sentence is incorrect. Ask the children to correct the false sentences.

#### Starters tip

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

#### Look and read. Put a tick (✓) or a cross (✗) in the box. There are two examples.

- Tell the children to look at the example. Point to the pictures and read out the sentences. Ask the children to say whether each sentence is correct (Yes) or not (No).
- Show the class the example tick (✓) and cross (✗). Remind the class that we use a tick to show that something is correct and a cross to show that something is incorrect.
- Tell the children to look at the pictures, read the sentences and decide whether each sentence is true or false, then put a tick or a cross in the box.
- Allow the children time to complete the test in their books.
- Check answers by reading out the sentences and asking children around the class to say *Yes* or *No*.
- Ask children to correct the false sentences.

#### ANSWERS

1 ✓ 2 ✓ 3 ✗ 4 ✗ 5 ✗

### Listening, Part 4

#### Lead-in

- Revise prepositions of place by placing two small objects (e.g. two pens, two pencils, two rubbers) in two different positions, e.g. *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)*.

#### Starters tip

- In Starters Listening Part 4, teach learners to look at the picture and to notice which thing appears several times (in this case, the bird). They should think about where each of these things are in the picture and the prepositions that will help them to find the correct items.

#### Listen and colour. There is one example. 7

- Ask children to look at the picture. Ask *What's this? Who's this? Where is this bird?* about the items in the picture.
- 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 track while the children look at the example in their books.

- Tell the children that they should listen, find the correct birds, then colour them, as in the example.
- Play the track twice for the children to complete the test.
- Check answers. Ask *What colour is the bird (in the hat)?*

#### ANSWERS

The bird in the hat - pink

The bird on the sheep - yellow

The bird in the tree - brown

The bird next to the cat - green

The bird on the kite - red

#### Transcript 7

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

**Woman** Hello. Do you like this picture, Ben?

**Boy** Yes – there are a lot of birds in the picture.

**Woman** Yes, can you colour them for me?

**Boy** OK. Look! There's a bird next to the girl. Can I colour that bird?

**Woman** Yes, OK. Colour that bird orange.

**Boy** Orange? OK then.

**Presenter** Can you see the orange bird? This is an example. Now you listen and colour.

1 **Woman** Now look. There's a bird in a hat. Can you see it?

**Boy** A bird in a hat? Yes, I can.

**Woman** Well, colour that bird.

**Boy** OK. Shall I colour it pink?

**Woman** Pink's a good colour ... yes.

2 **Boy** And look ... there's a bird on that sheep there.

**Woman** On the sheep? Oh yes, that's right. Can you colour that bird yellow?

**Boy** Yellow? OK ... shall I do that now?

**Woman** Yes, please.

3 **Woman** Now, there's a bird in the tree too. Can you see it?

**Boy** A bird in the tree? Oh yes ... there it is.

**Woman** That's right. Well can you colour that one brown?

**Boy** OK ... I'm colouring it brown now.

**Woman** That's very good!

4 **Boy** Can you see the bird next to the cat?

**Woman** A bird next to a cat! Oh dear

**Boy** Yes ... can you see it?

**Woman** Yes, I can.

**Boy** Can I colour it green please?

**Woman** Green? OK then.

**Boy** I like that. It's a nice colour.

5 **Boy** Look at that boy. He's got a kite and there's a bird on it.

**Woman** A bird on a kite?

**Boy** Yes, look ... there!

**Woman** Oh yes ... well, colour it red for me.

**Boy** Red? OK ... I'm doing it now.

**Woman** That's a really nice picture now!

**Boy** Thank you!

# 2 At home

## Lesson 1

SB page 12

### Words

#### Topics

Furniture; Household items

#### Functions

Identifying items of furniture; Spelling

#### Grammar

Present simple questions: *Which is the ...?; Is this the ...?; This is the ...*

#### Vocabulary

See the wordlist on page 109 of the Student's Book

#### Starters practice

Reading and Writing Part 3, Speaking Parts 1 & 3

#### Equipment

Coloured pencils; sheets of paper (one per child)

### Warmer

- Play a memory game to warm the class up and revise the words from Unit 1.
- Ask children to tell you what colours they can remember from the previous unit. Write the colours they say on the board.
- Tell the class to look at the words for one minute, 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 animal words from Unit 1.

### Lead-in

- Ask the class to say what words they can remember to describe a house. Ask them to think about rooms and furniture. Write their suggestions for rooms on one side of the board and their suggestions for furniture on the other side of the board.
- Ask questions to children around the class. Say *What's in the (bedroom)? Where's the (bath)?* Encourage children to answer, using the words on the board.

### 1 Ask, point and say.

- Ask children to look at the picture.
- Read out the speech bubbles, then read out the words in the wordpool and ask the children to point to the correct items in the picture.
- Point to the items in the picture and ask the children to say the correct words.

- Act out a few example exchanges with children around the class, then allow the children to work in pairs. Move around the class as children ask and answer and monitor their performance.
- Check answers by inviting pairs of children to ask and answer and point to the items in the picture.

### ANSWERS

1 window 2 wall 3 mirror 4 picture 5 bookcase  
6 door 7 television 8 lamp 9 sofa 10 table  
11 mat 12 armchair

### 2 Look at the picture. Complete the words and write the numbers.

- Point to the example. Show the class how the missing letters have been filled in to complete the word *television*. Ask the class to find the television in Activity 1, and say the number (7). Tell the class to write the number in the box.
- Allow the class time to complete the activity in their books. Tell them to make sure they spell the words correctly. Move around the class as the children work and help if necessary.
- Check answers by asking children around the class to spell out the words and say the correct numbers. Write their answers on the board for the rest of the class to check.

### ANSWERS

television 7, picture 4, mat 11, window 1, sofa 9, lamp 8, armchair 12, door 6, table 10, bookcase 5, wall 2, mirror 3

**STARTERS TIP:** In the Starters Test, learners must spell words correctly. Learners often lose marks because they do not check their spelling. Practise spelling with your class by playing a variety of spelling games.

### Optional activity

- Divide the class into two teams. Write one of the words from the lesson on the board with one spelling mistake (e.g. *bokcase / tellevision / mirror*). Ask children from each team in turn to come to the board and correct the word, by writing it correctly under the incorrectly spelt word.
- Award one point for each correctly spelt word. The team with the most points wins.

### 3 Draw and colour a picture of your living room. Talk about it.

- Hand out sheets of paper to the children. Explain that they should draw and colour a picture of their living room at home.
- Allow the children time to complete their pictures.
- Ask children questions about their pictures, for example: *What's this? Is this the television? Where's the sofa? Which is the armchair? What colour is the lamp?* to encourage the children to talk about their pictures.
- Invite children to talk about their picture for the class.

## Unit 2 Lesson 2

SB page 13

### Listening & speaking

#### Topics

Household items; Furniture; Colours

#### Functions

Identifying colour and location; Identifying household items and furniture

#### Grammar

Present simple sentences and questions with 'be';  
Prepositions of place

#### Vocabulary

See the wordlist on page 109 of the Student's Book

#### Starters practice

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

#### Equipment

8; Speaking activity photocopiable 110; Coloured pencils

#### Warmer

- Play a game of *Hangman* to warm the class up and revise the words from the previous lesson (see page 7).

#### Lead-in

- Revise prepositions of place by holding a pen and two books in different positions (with the pen in front of / under / behind a book or between two books). Ask *Where's the pen?* Encourage children around the class to answer

#### 1 Where's Sam's cat? Look and write.

- Ask children to look at the pictures and point to Sam's cat in each one.
- Read out the words in the wordpool. Tell the children to look at the pictures and complete the sentences with the words in the word pool.
- Allow the children time to complete the activity.
- Check answers by asking *Where's Sam's cat?* about each picture. The children answer by reading out their completed sentences.

#### ANSWERS

1 in front of 2 under 3 behind 4 between

#### 2 Listen and draw these things in the picture. 8

- Point to the main picture and ask *What room is this?* Point to the small pictures and ask *What's this?*
- Tell the children to listen and draw the items in the correct places in Sam's room.
- Play the track, pausing for the children to draw the correct items in the correct places.
- Play the track again for the children to listen and check their answers.
- Ask questions to children around the class to check

#### ANSWERS

box – in front of the door  
computer – on the desk, under the window  
radio – behind the door, on the floor  
clock – between the window and the door  
cupboard – on the wall next to the picture  
cat – under the bed

#### Transcript 8

**Nick** Look Ann! This is Sam's room. Where's the box?

**Ann** It's in front of the door.

**Nick** In front of the door?

**Ann** Yes.

**Nick** And there's a computer on Sam's desk.

**Ann** Where?

**Nick** On Sam's desk... under the window.

**Ann** Oh, OK.

**Ann** But where's Sam's radio?

**Nick** Oh, it's behind the door.

**Ann** Pardon?

**Nick** It's behind the door.

**Ann** Really? On the floor?

**Nick** Yes, that's right. On the floor, behind the door.

**Ann** Oh, OK then.

**Nick** There's a clock between the window and the door.

**Ann** Between what, sorry?

**Nick** Between the window ... and the door?

**Ann** Oh yes, there is!

**Nick** And ... on the wall next to the picture, there's a cupboard.

**Ann** Really? And is there a lamp under it?

**Nick** Er... yes, there is!

**Ann** OK.

**Nick** And look! There's Sam's cat, Chippy!

**Ann** Where is it, Nick?

**Nick** Under the bed.

**Ann** Where?

**Nick** Look ... under the bed.

**Ann** Oh yes! I can see it.

**Ann** It's a very nice bedroom!

**Nick** Yes it is!

**STARTERS TIP:** In Part 4 of the Starters Listening Test, learners are asked to colour things in a picture. However, they are not being tested on their ability to colour well. If they have used the correct colour on the correct items, they will get a mark. Remind your class not to worry too much about colouring, but to concentrate on using the correct colour on the correct item.

#### 3 Do the speaking activity. TB page 110

- You will need one copy of the worksheet per pair of children, cut in half.
- Put the children into pairs, A and B, and give each child the relevant part of the worksheet. Tell the children to choose colours and colour in the objects in their bedroom picture.
- Point to the picture of Lucy and Sam and read out the example dialogue.
- Children take turns to ask about the small objects below their pictures. They should find out where each one is and what colour it is.

## Unit 2 Lesson 3 SB page 14

### Story & listening

#### Topics

Rooms; Furniture; Household items

#### Functions

Understanding and acting out a story; Completing gapped words; Matching words and pictures

#### Grammar

Present simple sentences and questions with 'be' (*Where's ...?, Is it ...?, It's ...*); Prepositions of place

#### Vocabulary

See the wordlist on page 109 of the Student's Book

#### Starters practice

Reading and Writing Part 3, Listening Parts 1 & 4

#### Equipment

9-10

#### Warmer

- Play a game of *Pictionary* to warm the class up and revise furniture and household items.
- Divide the class into two teams.
- Draw a picture of an item of furniture or a household item 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

- Revise prepositions of place by asking questions about the picture in Activity 2, page 13. Ask *Where's the (clock)? Is the (computer) under the desk?* Encourage children around the class to look at the picture and answer.
- You can play this as a game in two teams if you like.

#### 1 Listen and read. Then act. 9

- Ask children to look at the pictures in the story. Ask *What's this? Who's this? Where is Sam?* 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 Mum's lines and tell Team B to practise and try to remember Sam'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 complete the words. Listen and draw lines. 10

- Point to the pictures and ask *What's this? / What are they?*
- Tell the class to look at the pictures and complete the words with the missing letters.
- Check answers by asking children to spell the words for the class.
- Play the recording for the children to listen and draw lines to match the objects to the correct places.
- Check answers by asking *Where's the ...? / Where are the ...?* and inviting children around the class to answer, using *In the ...*

#### ANSWERS

- 1 flowers c garden  
2 picture d kitchen  
3 desk a dining room  
4 radio b living room

#### Transcript 10

- 1 **Lucy** This is my house.  
**Nick** Are there trees in the garden?  
**Lucy** Yes, there are some trees, and there are some flowers too.  
**Nick** That's nice. I like flowers.  
**Lucy** Yes, we've got a nice garden.
- 2 **Lucy** And look, there's a nice picture in the kitchen.  
**Nick** Where's the picture?  
**Lucy** In the kitchen.  
**Nick** Oh...OK.
- 3 **Nick** Is there a desk in the living room?  
**Lucy** In the living room. Er... no, there isn't.  
**Nick** So where's the desk?  
**Lucy** It's in the dining room.  
**Nick** There's a desk in the dining room, then?  
**Lucy** Yes, that's right.
- 4 **Nick** Is there a radio in your house?  
**Lucy** Yes, there's one in the living room.  
**Nick** There's a radio in the living room?  
**Lucy** Yes, there is.

**STARTERS TIP:** In Part 1 of the Starters Listening Test, tell learners to draw clear lines linking the object to its location. It doesn't matter if the line cuts through objects in the picture. The important thing is for the line to be clear.

## Unit 2 Lesson 4

SB page 15

### Language practice

#### Topics

Animals; Furniture and household items

#### Functions

Identifying animals; Identifying furniture and household items; Completing a crossword

#### Vocabulary

See the wordlist on page 109 of the Student's Book

#### Starters practice

Reading and Writing Part 3

#### Warmer

- Play a game of *Bingo* to warm the class up and revise the words for furniture and household items.
- Tell the children to write five furniture / household item words in their notebooks. Call out the furniture / household item 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

- Revise animals and furniture / household item by playing a sorting game.
- Draw a table on the board with two headings: Furniture / Animal.
- Say an animal or furniture word from Units 1 and 2 to a child and tell the child to say the correct word (*furniture* or *animal*) or point to the correct column in the table. Write the words in the correct column (or ask children to write the words in a more confident class).
- You can play this as a game in two teams if you like.

**STARTERS TIP:** In Part 3 of the Starters Reading and Writing Test, learners should count the number of letters they need to write for their answers. Tell the class to count the number of squares for each word in the crossword to help them find the answers and write the words in the grid correctly.

#### 1 Complete the crossword.

- Ask children to look at the pictures and say what animals / household items / items of furniture / characters they can see. Ask *What's / Who's this?* about each picture.
- Allow the children time to look at the pictures and complete the crossword in their books.
- Copy the crossword grid onto the board. Invite children to come to the board and fill in the words in the crossword.

#### ANSWERS

##### Across

- 3 chair
- 5 window
- 8 lamp
- 10 desk
- 12 mouse

##### Down

- 1 duck
- 2 radio
- 4 picture
- 6 door
- 7 wall
- 9 mat
- 11 Sam

#### Optional activity

- Divide the class into pairs.
- Tell the children to make a crossword for their partner. They should draw a grid and picture clues.
- You can set a limit for the number of clues if you like.
- Tell the children to count the number of squares for each word carefully before they give their crossword to their partner.
- The children then complete each other's crosswords.

#### Optional activity

- Play a memory game with the furniture / household item words.
- Say *In my living room, there's a sofa.*
- Encourage a child to add another item to the list, e.g. *In my living room, there's a sofa and a television.*
- Continue around the class, with each child adding an item to the list.
- If a child forgets an item in the list, he or she is out of the game. The last child to remain in the game is the winner.
- When the list becomes too long for children to remember, start a new list about a different room.

#### Optional activity

- Divide the class into pairs. Tell the children to write five rooms and five items of furniture / household items in their notebooks, in two columns.
- Tell the children to ask and answer in pairs to find out which rooms each item is in in their partner's house:  
*A Is there a sofa in your living room?*  
*B Yes, there is. Are there trees in your garden?*
- The children draw lines to match the items to the rooms and circle any items which their partner does not have in their house.

## Starters practice test SB pages 16 & 17

### Reading & Writing, Part 2

#### Lead-in

- Point to items around the classroom and say true or false sentences, e.g. *There's a radio on the bookcase. There are three books on my desk. There's a computer in front of the window.* Ask children around the class to say *Yes* if the sentence is correct and *No* if the sentence is incorrect.

**STARTERS TIP:** In Part 2 of the Starters Reading and Writing Test, teach learners to read the sentences carefully and check that all parts of the sentence are true. If all parts of the sentence are true, they should answer *yes*. If any part of the sentence is incorrect, they should answer *no*.

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

- Tell the children to look at the example sentences. Point to the picture and read out the sentences. Ask the children to say whether each sentence is correct (*Yes*) or not (*No*).
- Show the class the example answers.
- Tell the children to look at the pictures, read the sentences and decide whether each sentence is correct or incorrect, then write *yes* or *no*.
- Allow the children time to complete the test in their books.
- Check answers by reading out the sentences and asking children around the class to say *Yes* or *No*.
- Ask children around the class to correct the false sentences.

#### ANSWERS

1 no 2 yes 3 yes 4 no 5 yes

### Listening, Part 4

#### Lead-in

- Revise prepositions of place by drawing six simple pictures on the board, showing a ball in / on / under / in front of / behind a box and a ball between two boxes.
- Ask questions to children around the class, for example: *Where is / Can you find the ball (under) the box?* The child points to the correct picture on the board.
- Repeat with other children around the class. Alternatively, you can play this as a game in two teams.

**STARTERS TIP:** In Starters Listening Part 4, remind learners that there are seven objects that are all the same in the picture. For example, in this test, there are seven balls. One ball is already coloured in as an example, and they will need to colour five of the other balls. One of the balls is not mentioned in the recording and they will not need to colour it.

#### Listen and colour. There is one example. 11

- Ask children to look at the picture. Ask *What's this? Where is this ball?* about the items in the picture.

- Tell the children to take out their coloured pencils.
- Focus attention on the example. Play the first part of the track while the children look at the example in their books.
- Tell the children that they should listen, find the correct balls, then colour them, as in the example.
- Play the track twice for the children to complete the test.
- Check answers. Ask *What colour is the ball (in the tree)?*

#### ANSWERS

The ball next to the ducks – brown

The ball behind the girl – yellow

The ball in front of the door – green

The ball on the wall between the horses – orange

The ball on the sofa – pink

#### Transcript 11

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

**Man** That's a nice picture!

**Girl** Yes, look... there's a boy in the house. He's waving at the girl. And there are lots of balls in the picture!

**Man** Yes... there's a ball in the tree.

**Girl** A ball? Where?

**Man** Look... under the cat.

**Girl** Can I colour it red?

**Man** Yes, red's a good colour for a ball!

**Presenter** Can you see the red ball? This is an example. Now you listen and colour.

1 **Man** Now then... Can you see the ducks?

**Girl** Yes... there are three ducks.

**Man** That's right and there's a ball next to them.

**Girl** A ball next to them? ...Oh yes.

**Man** Can you colour it brown, please?

**Girl** Brown. OK... there!

2 **Man** And look! There's a ball behind the girl.

**Girl** Behind the girl? Oh yes. I can see it. Shall I colour it yellow?

**Man** Yes, colour that ball yellow.

**Girl** OK then.

3 **Girl** Oh look! There's a ball in front of the door.

**Man** Where is it?

**Girl** In front of the door. Can I colour that one green?

**Man** Yes, OK. Green's a nice colour.

4 **Man** Now... can you see the horses?

**Girl** Er... Yes. There's a ball on the wall between them.

**Man** That's right. Well, colour that ball orange.

**Girl** Orange?

**Man** Yes please.

5 **Man** And there's a ball in the living room. Can you see it?

**Girl** No, where's that ball?

**Man** Look, it's there... on the sofa

**Girl** Oh yes.

**Man** Colour it pink, please.

**Girl** Pink? OK.

**Man** Well done! That's a really nice picture now!

# 3

# Family and friends

## Lesson 1 SB page 18

### Words

#### Topics

Family members

#### Functions

Identifying family members; Asking and answering about family members

#### Grammar

Who's that?; That's ...

#### Vocabulary

See the wordlist on pages 109–110 of the Student's Book

#### Starters practice

Listening Part 1, Speaking Parts 1 & 3

### Warmer

- Play *Odd One Out* to warm the class up and revise the words from Units 1 and 2.
- Write three *Furniture* words and one *Animal* word in a line on the board, in any order. For example, *cupboard, sofa, sheep, bookcase*.
- Ask a child to say which word is the odd one out and why.
- Repeat with other children and other sets of words (using *Animal, Furniture, Colour* and *Number* words).
- You can play this as a game in two teams if you like.

### Lead-in

- Ask the class to say what words they can remember for family members. Write their suggestions on the board.
- Draw a simple family tree (with spaces for *grandmother, grandfather, mother, father, brother* and *sister*) on the board. Ask children to come to the board and help you complete the family tree by writing the family words in the correct places.

### 1 Look at the pictures and draw lines.

- Ask children to look at the pictures. Explain that these are pictures of Sam and Lucy's families.
- Read out the words at the side of each picture. Ask the children to point to the correct people.
- Allow the children time to complete the activity in their books. Move around the class as children work and help if necessary.
- Check answers by inviting children to point to the people in the pictures and say who each one is, for example *This is (Lucy's mother)*.

### ANSWERS

Sam's family: (left to right) Sam, Sam's mother, Sam's father, the baby, Sam's sister, Sam's cat

Lucy's family: (left to right) Lucy's father, Lucy, Lucy's mother, Lucy's brother, Lucy's dog, Lucy's grandmother, Lucy's grandfather

### 2 Ask and answer about Sam's family and Lucy's family.

- Point to the picture of the grammar characters and read out the speech bubbles. Explain that the characters are talking about the photos in Activity 1.
- Act out a few examples with children around the class. Point to people in the pictures and ask *Who's that?*
- Ask the children to work together in pairs. Move around the class as the children ask and answer, and monitor their performance.
- Invite pairs of children to act out a few exchanges for the class.

**STARTERS TIP:** There are almost always questions about family members in the Starters Tests. It is therefore important that learners are confident about using words for family members.

### Optional activity

- Tell the children to draw a picture of their own family.
- The children can then work in pairs, asking and answering questions about their pictures, as in Activity 2. For example:  
A *Who's that?*  
B *That's my father.*

## Unit 3 Lesson 2 SB page 19

### Story & listening

#### Topics

Friends; Family members; Pets

#### Functions

Understanding and acting out a story; Asking and answering about family members; Listening for specific information

#### Grammar

Questions and sentences with 'have got' (*How many ... have you got?, I've / She's / He's got ...*); Possessive pronouns: *his, my, possessive 's*

#### Vocabulary

See the wordlist on pages 109–110 of the Student's Book

#### Starters practice

Listening Part 2, Speaking Part 5

#### Equipment

12–13

#### Warmer

- Play a game of *Bingo!* to warm the class up and revise the words for family members.
- Tell the children to write five words for family members in their notebooks. Call out the family 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

- Revise possessive pronouns by asking questions to children around the class. Ask *What's my / your / his / her name?* Encourage children around the class to answer using full sentences (*Your / My / His / Her name is ...*).
- You can play this as a game in two teams if you like.

#### 1 Listen and read. Then act. 12

- Ask children to look at the pictures in the story. Ask *What's this? Who's this?* about each picture.
- Play the track for the children to listen and follow the story in their books.
- 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.

#### 2 Ask and answer about Lucy.

- Read out the grammar characters' speech bubbles.
- Act out the dialogue with a couple of children, then allow

- Invite pairs of children to act out the dialogue for the class.
- Write the word *dogs* on the board. Tell the class to make a new dialogue about Lucy and practise it in pairs.
- Invite pairs of children to act out the new dialogue
  - A How many dogs has Lucy got?
  - B She's got one.
  - A What's his name?
  - B His name's Bouncer.

**STARTERS TIP:** In the Starters Tests, learners will often be asked to talk about their families and answer questions about how many brothers / sisters they've got, what their family members' names are and how old the members of their families are. Practise asking and answering about this kind of information with your class.

#### 3 Listen and write a name or a number. 13

- Show the class the gapped sentences and explain that they need to complete each gap with a number or a name.
- Before you play the track, tell the children that they will usually hear the numbers mentioned twice and that the names will always be spelled out for them.
- Tell the children that they will hear the recording twice. They should try to write all the answers when they listen for the first time, then check their answers when they listen for the second time.
- Play the track twice for the children to complete the activity.
- Ask children to say the completed sentences.

#### ANSWERS

1 two 2 Jill 3 12 4 Kim 5 Chippy

#### Transcript 13

**Boy** Has Sam got a brother?

**Girl** No, he hasn't.

**Boy** No brothers? Oh!

**Girl** But he's got two sisters.

**Boy** How many?

**Girl** Two.

**Girl** Yes ... there's Jill.

**Boy** How do you spell Jill?

**Girl** J-I-double L

**Boy** And how old is she?

**Girl** She's twelve.

**Boy** Twelve?

**Girl** Yes.

**Girl** And then there's Kim

**Boy** How do you spell Kim?

**Girl** Oh, that's K-I-M.

**Boy** Thanks.

**Boy** And how old is she?

**Girl** Oh, she's a baby!

**Boy** A baby?

**Girl** Yes.

**Boy** Oh!

**Girl** But Sam's got a cat.

**Boy** Oh. What's the cat's name?

**Girl** It's Chippy.

**Boy** That's a funny name! How do you spell it?

**Girl** C-H-I- double P- Y.

**Boy** I like cats!

**Girl** Yes, I do too!

## Unit 3 Lesson 3 SB page 20

### Reading and speaking

#### Topics

Adjectives; Describing people

#### Functions

Talking about friends

#### Grammar

Present simple sentences with 'be' (*She's ten years old. He's funny.*); *This is / That's ...*; possessive 's

#### Vocabulary

See the wordlist on 109–110 of the Student's Book

#### Starters practice

Speaking Part 5

#### Equipment

Coloured pencils; sheets of paper (one per child)

#### Warmer

- Invite pairs of children to act out the story from the previous lesson in front of the class.

#### Lead-in

- Introduce a few children to the class. Say *This is (child's name). He's / She's (child's age).*
- Encourage children around the class to introduce their partners to the class in the same way.

#### 1 Look and read.

- Point to the picture of Nick and Ann, then point to the picture of the grammar characters and read out the speech bubbles.
- Remind the children that we use *This* to talk about people or things which are close to us and *That* to talk about people or things which are far away.
- Act out the dialogue with a couple of children, then allow the children to practise the dialogue in pairs.
- Invite pairs of children to act out the dialogue for the class.

#### Optional activity

- Divide the class into pairs.
- Tell the class to think about two other children in the class and make a dialogue about them, like the one in Activity 1. Tell the children to think about whose friend the child is and how old he/she is. Tell them to use *This* if the child is close to them and *That* if the child is far away.
- Allow the children time to practise their dialogues in pairs, then invite pairs of children to act out their dialogues for the class.

#### 2 Look at the pictures and circle the words.

- Look at the pictures and tell the children to choose the correct word from the box below each one, as in the example.
- Allow the children time to complete the activity in their books. Move around the class as children work and help if necessary.
- Check answers by inviting children to point to the pictures and say the correct words. You may wish to model the correct pronunciation.

#### ANSWERS

- 1 big 2 sad 3 old 4 small 5 happy 6 young  
7 funny

**STARTERS TIP:** In the Starters Listening Test, learners will hear or read adjectives to describe people in pictures. It will also be useful for them to be able to use adjectives to give extra information about their family and friends in the Speaking Test. Practise using adjectives with your class to help them to become familiar and confident with a variety of adjectives.

#### 3 Draw pictures of two of your friends. Talk about your pictures.

- Point to the picture and read out the speech bubble. Ask the children to say who is close to us in the picture (*Tony*) and who is far away (*Jill*).
- Hand out a sheet of paper to each child and tell the children to draw a picture of two of their friends.
- Tell the children to think about how old their friends are, how close they are to them in the picture and which adjective best describes each friend.
- Invite children to tell the class about their picture.

#### ANSWERS

#### Children's own answers

#### Optional activity

- Tell the children to talk about their pictures with a partner, then swap pictures and tell the class about their partner's picture, e.g. *This is Emma. She's John's friend. She's ten and she's funny.*

## Unit 3 Lesson 4 SB page 21

### Language practice

#### Topics

Numbers; Animals; Furniture and household items

#### Functions

Recognizing vocabulary learnt so far; Counting;  
Completing a speaking activity

#### Grammar

Present simple sentences with 'be' (*What's ...?*); Plural nouns; Possessive pronoun: *her*

#### Vocabulary

See the wordlist on 109–110 of the Student's Book

#### Starters practice

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

#### Equipment

Speaking activity photocopiable 111

#### Warmer

- Draw a table with two columns on the board. Draw a stick figure man at the top of the first column and a stick figure woman at the top of the second column.
- Invite child to come to the board. Say a family member word and ask the child to point to the correct column (write the words in the correct column, if the child is confident enough). Write the words in the correct column on the board.
- Repeat with other family words and other children. Alternatively, you can play this as a game in two teams.

#### Lead-in

- Revise numbers by playing a game of *Bingo!* with the class.
- Tell the children to write six or eight numbers in their notebooks. Call out the numbers 1–20 in random order (keep a note of the numbers which you have called out).
- If a child has the number you call out in their notebooks, they can cross out that number. The first child to cross out all their numbers wins the game.

**STARTERS TIP:** In several parts of the Starters Tests, learners will need to look carefully at scene pictures and think about what they can see. The following activity is designed to help learners practise observing detail in busy scene pictures.

### 1 How many of each thing can you find? Write your answers.

- Ask children to look at the picture and say what animals / household items / items of furniture / people they can see. Ask *What's / Who's this?* about various items in the picture.
- Read out the words below the picture. Remind the class that these are plural nouns. Ask the class to say the singular form of each noun.
- Read out the numbers at the top of the picture. Tell the children to look very carefully at the picture and count the different items, then write the correct numbers.
- Allow the children time to look at the picture and complete the activity in their books.
- Check answers by asking *How many (clocks) are there?* to children around the class.

#### ANSWERS

two clocks, eight fish, four boys, six houses, thirteen windows, ten doors, seven trees, three horses, five goats, twelve mice, eleven girls, nine babies

#### Optional activity

- Play a memory game.
- Tell the class to look at the picture for one minute, then close their books.
- Ask *How many (horses) are there?* to children around the class. 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.

### 2 Do the speaking activity. TB page 111

- You will need one copy of the worksheet per pair, cut in half.
- Put the children into pairs and give one half to each child.
- Point to the picture of Lucy and Sam and read out the example exchange.
- The children ask questions to complete the missing information on their worksheet, and answer their partner's questions.
- Remind them to spell out each name.
- 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 exchanges in front of the class.

# Starters practice test

SB pages 22–23

## Reading & Writing, Part 5

### Starters tip

- Teach learners to distinguish between question words. For example *What's / Who's on the sofa?* or *Where's the sofa?* Learners often misread these in Part 5 of the Starters Reading and Writing Test.

### Lead-in

- Ask questions about people or objects in the classroom. For example: *Who's next to (John)? Where is (my bag)? What's (in front of) (the window)?* Ask children around the class to answer.

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

- Tell the children to look at the example questions. Point to the picture and read out the questions. Ask the children to give one word answers.
- Show the class the example answers.
- Tell the children to look at the pictures, read the questions and complete the answers with one word.
- 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 answer.

### ANSWERS

1 sister 2 picture 3 behind 4 bedroom 5 father

### Optional activity

- Ask more questions about the pictures. For example: (Living room) *Where is the girl? What's on the table? Where is the book? Who's next to the girl? What colour is the armchair?* (Bedroom) *How many goldfish are there? What's on the wall? Where is the doll? Who's next to the bed?*
- Ask children around the class to look at the picture and answer.

## Listening, Part 1

### Lead-in

- Revise prepositions of place and prepare the class for the listening test by drawing a box and a ball on the board. Invite a child to come to the board. Say *Put the ball (in) the box.* Tell the child to draw a line from the ball to the correct place.
- Repeat with other children, practising the prepositions *in, on, under, in front of, behind, between* (two boxes). Alternatively, you can play this as a game in two teams.

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

## Listen and draw lines. There is one example. 14

- Ask children to look at the picture. Ask *What's this?* about the items in and around the picture.
- 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 outside the big picture, then draw lines to the correct places in the big picture, as in the example.
- Play the recording twice for the children to complete the test.
- Check the answers as a class. Ask *Where is (the frog)?*

### ANSWERS

The frog is in the bath

The clock is between the mirror and the window

The phone is next to the tree

The duck is under the cupboard

The radio is in front of the chair

## Transcript 15

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

**Woman** Can you see Sue? She's in the bathroom! Can you put the cow on the mat?

**Boy** Put the cow where?

**Woman** There, on the mat please.

**Boy** Oh, OK.

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

1 **Boy** Sue's got a nice green frog!

**Woman** Yes. Can you put it in the bath?

**Boy** Where shall I put the frog?

**Woman** In the bath, please.

**Boy** OK.

2 **Woman** Good! Now can you put the clock between the mirror and the window?

**Boy** Between the mirror and the window?

**Woman** Yes, that's right.

**Boy** OK then. I'm putting the clock there!

3 **Woman** Good. Now put the phone next to the tree.

**Boy** Sorry? Put the phone where?

**Woman** Next to the tree, please.

**Boy** OK. I can do that.

4 **Boy** That's a nice yellow duck!

**Woman** Yes, it is. Do you want to put it under the cupboard?

**Boy** Under the cupboard?

**Woman** Yes. Put the duck there.

5 **Woman** Great. Now, Sue's got a radio. Can you put it in front of the chair?

**Boy** Where? In front of the chair?

**Woman** Yes, put it there.

**Boy** OK, I'm putting the radio there!

## Lesson 1

SB page 24

## Words

## Topics

Food

## Functions

Identifying food items; Asking and answering about food items

## Grammar

*What's this? What are these? It's ...; They're ...; a / an*

## Vocabulary

See the wordlist on page 110 of the Student's Book

## Starters practice

Reading and Writing Parts 1, 3 &amp; 4, Speaking Parts 1 &amp; 3

## Warmer

- Play a memory game to warm the class up and revise the family words from Unit 3.
- Write the family words on the board. Tell the class to look at the words for one minute (or less), then close their eyes.
- Erase two or three words from the board. Tell the children to open their eyes and say which words are missing.
- Repeat the game, erasing different words each time. You can play this as a game in two teams if you like.

## Lead-in

- Ask the class to say what words they can remember for food. Write their suggestions on the board.
- Remind the class that we use *a* before a singular noun beginning with a consonant and *an* before a singular noun beginning with a vowel.
- Point to the words on the board and ask children around the class to say *a* or *an*.

**STARTERS TIP:** Remind the class that, in Part 3 of the Starters Reading and Writing Test, they should count the number of letters they need to write for their answers. They should check that they have written the correct number of letters for their answer (one letter on each line).

## 1 Complete the words.

- Ask children to look at the picture. Read out the speech bubble.
- Read out the words in the box and ask the children to point to the correct items in the picture.
- Point to the items in the picture 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

- Check answers by pointing to the items in the picture and asking the children to say, then spell, the words.

## ANSWERS

- 1 a banana 2 an orange 3 a pineapple  
4 a watermelon 5 a mango 6 lemons 7 pears  
8 grapes 9 limes 10 an apple

## 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 Ask, point and say.

- Point to the picture of the grammar characters and read out the example exchange.
- Ask children around the class about some of the other items in the picture in Activity 1, as in the example. Encourage the children to point to the correct fruit and answer.
- Remind the class to think about whether the nouns are singular or plural, and whether the singular nouns begin with a vowel or a consonant.
- Children ask and answer about the fruit in pairs. Invite some pairs to ask and answer questions in front of the class.

## Unit 4 Lesson 2 SB page 25

### Words & writing

#### Topics

Food

#### Functions

Completing a crossword; Suggesting, accepting and refusing food

#### Grammar

Would you like ...?; a / an / some

#### Vocabulary

See the wordlist on page 110 of the Student's Book

#### Starters practice

Reading and Writing Part 3

#### Equipment

Coloured pencils

#### Warmer

- Play *Hangman* with the food words 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.

**STARTERS TIP:** In the Starters Test, learners will need to be able to recognize singular and plural nouns and use the appropriate articles. Help learners to practise using *a* and *an* with singular nouns and *some* with plural nouns.

#### Lead-in

- Draw a table with three columns on the board. Write *a*, *an* and *some* at the top of the columns.
- Write a singular or plural noun from the previous lesson on the board. Invite a child to come to the board and copy the word into the correct column.
- Repeat with other words and other children. You can play this as a game in two teams if you like, awarding one point for each correctly copied word.

#### 1 Look at this food. Complete the crossword.

- Ask children to look at the pictures and say what foods they can see. Ask *What's this? / What are these?* about each picture.
- Allow the children time to look at the pictures and

- Copy the crossword grid onto the board. Invite children to come to the board and fill in the words in the crossword.
- Ask children around the class to say the words in the box with *a / an / some*.

#### ANSWERS

##### Across

- 2 rice
- 3 potato
- 5 coconut
- 7 tomato

##### Down

- 1 bread
- 3 peas
- 4 onion
- 5 carrot
- 6 beans

#### Optional activity

- Divide the class into pairs.
- Tell the children to make a food crossword for their partner. They should draw a grid and picture clues.
- You can set a limit for the number of clues if you like.
- Tell the children to count the number of squares for each word carefully before they give their crossword to their partner.
- The children then complete each other's crosswords.

#### 2 Look and write.

- Ask children to look at the pictures and say what foods they can see. Ask *What's this? / What are these?* about each picture.
- Read out the example question and answer. Tell the class that when we want to accept an offer, we say *Yes, please* and when we want to refuse an offer, we say *No, thanks*. Write these phrases on the board. Practise making and accepting or refusing offers by asking children around the class *Would you like (an apple / an onion / some peas)?* Encourage the children to accept or refuse according to their likes / dislikes.
- Allow the children time to complete the activity in their books. Move around the class as children work and help if necessary.
- Check answers by inviting children to ask and answer the questions in pairs.

#### ANSWERS

- 1 Would you like, Yes, please
- 2 you like, No, thank you.
- 3 Would, like, potato, Yes, please.
- 4 Would you like, onion, No, thank, you

#### Optional activity

- Tell the children to think of a food they like and a food they don't like, then tell their partner. They should then act out a dialogue making, accepting and refusing offers of food:  
A *Would you like some (rice)?*  
B *Yes, please.*  
A *Would you like some (carrots)?*  
B *No, thanks.*
- Invite pairs of children to act out their dialogues for the

## Unit 4 Lesson 3 SB page 26

### Story & listening

#### Topics

Food; Meals

#### Functions

Understanding and acting out a story; Asking and answering about food and meals; Listening for specific information

#### Grammar

Questions and sentences with the present simple (*What do you eat for breakfast? I like ...*)

#### Vocabulary

See the wordlist on page 110 of the Student's Book

#### Starters practice

Listening Part 3; Speaking Part 5

#### Equipment

15-16

#### Warmer

- Play a game of *Bingo!* to warm the class up and revise the words for foods.
- Tell the children to write six or eight words for food in their notebooks. Call out the 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

- Ask the class about their favourite things. Say *What's your favourite day / animal / colour / food?* Encourage children around the class to answer, using full sentences, e.g. *My favourite (colour) is (blue).*

#### 1 Listen and read. Then act. 15

- Remind the class of the words for meals (*breakfast, lunch, dinner*). Ask the class *What meal do we eat in the morning / afternoon / evening?*
- Ask the children to look at the pictures in the story. Ask *What's this? Who's this? What meal is this?* 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 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.

#### 2 Write answers to the questions. Ask and answer.

- Read out the questions and tell the children to think about themselves and what their favourite meal is.
- Allow the class time to write their answers in their books.
- Invite pairs of children to ask and answer the questions in

**STARTERS TIP:** In Part 5 of the Starters Speaking Test, learners will be asked to talk about themselves and will often be asked about their routine, likes and dislikes. Encourage your class to talk about themselves as much as possible and to personalize any new language they learn.

#### Optional activity

- Ask the class to work in pairs and use their answers from Activity 2 to make a story like the one in Activity 1. Tell them that the child playing Lucy can say Sam's mum's line from the story.
- Remind the children to replace the names and foods in the story with their own names and food preferences.

#### 3 Lucy's mum is at a shop. Listen and circle the things she buys. 16

- Point to the pictures and ask the class to name the foods. Ask *What's this? / What are these?* about each picture.
- Tell the class that they will hear Lucy's mum talking to a shop assistant. Explain that the children might hear all of the food items mentioned in the recording, but they should only circle the items which Lucy's mum buys.
- Tell the children that they will hear the recording twice. They should try to circle all the correct pictures when they listen for the first time, then check their answers when they listen for the second time.
- Play the recording twice for the children to complete the activity.
- Check answers by asking *Does Lucy's mum buy (chicken)?* and inviting children around the class to answer *Yes* or *No*.

#### ANSWERS

**Circled items:** sausages, burgers, rice, watermelon, pineapple, onions, bread

#### Transcript 16

**Shop assistant** Good morning Mrs Hall. How are you?

**Mrs Hall** Oh ... great thanks!

**Shop assistant** And what would you like today?

**Mrs Hall** I'd like some sausages please, and some burgers.

**Shop assistant** And would you like a nice chicken, or some fish?

**Mrs Hall** Er... no thank you. Not today. But can I have some rice, please?

**Shop assistant** Yes... here you are.

**Mrs Hall** Thank you ... now... some fruit. Have you got a watermelon?

**Shop assistant** Yes, here it is.

**Mrs Hall** Thanks. And I'd like a pineapple, please.

**Shop assistant** OK. And would you like some pears?

**Mrs Hall** No thanks. The children don't like them.

**Shop assistant** Oh, I see.

**Mrs Hall** Have you got onions? I can't see them.

**Shop assistant** Yes, they're here.

**Mrs Hall** Can I have some, please.

**Shop assistant** Yes, of course.

**Mrs Hall** Oh thanks ... and one more thing. Can I have some bread please?

**Shop assistant** Yes, brown or white?

**Mrs Hall** Brown, please.

**Shop assistant** Here you are.

## Unit 4 Lesson 4 SB page 27

### Language practice

#### Topics

Food

#### Functions

Identifying food items; Identifying location; Spotting differences between two similar pictures; Completing a speaking activity

#### Grammar

Present simple; Present continuous; Prepositions of place; *There is / There are ...*

#### Vocabulary

See the wordlist on page 110 of the Student's Book

#### Starters practice

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

#### Equipment

Speaking activity photocopiable 112

### Warmer

- Invite pairs of children to act out the story from the previous lesson in front of the class.

### Lead-in

- Revise the vocabulary learnt so far by playing Odd One Out.
- Write three food words and one furniture word in a line on the board (in any order). For example *pineapple, cupboard, watermelon, potato*.
- Ask a child to say which word is the odd one out and why.
- Repeat with other children and other sets of words (using food, animal, furniture, colour and number words).
- You can play this as a game in two teams if you like.

**STARTERS TIP:** In several parts of the Starters Tests, learners will need to look carefully at scene pictures and answer questions about what people are doing and where people / things are. The following activity helps learners to think about the location of different items / people and what people are doing in a scene.

### 1 Find ten differences. Talk to your friend about the pictures.

- Ask children to look at the pictures and say what foods / household items / items of furniture / people they can see. Ask the children to say what the people are doing in each picture.
- Tell the class that there are ten differences between the two pictures. The children work in pairs to find and talk about the ten differences. Tell them to look very carefully to find them all.
- Move around the class as the children carry out the

to put their hands up when they have found all ten differences.

- Invite children around the class to talk about the differences between the two pictures.

### ANSWERS

In Picture 1, there's a lemon on the floor next to mum's chair. In Picture 2, there's a mango on the floor next to mum's chair.

In Picture 1, Sam is eating a burger and beans. In Picture 2, he's eating a burger and peas.

In Picture 1, Jill is eating chicken and carrots. In Picture 2, she's eating chicken and potatoes.

In Picture 1, there are some apples on the table. In Picture 2, there are some oranges on the table.

In Picture 1, there's a tree outside the window. In Picture 2, there isn't a tree.

In Picture 1, Dad is eating sausages and carrots. In Picture 2, he's just eating sausages.

In Picture 1, there is some bread on the table. In Picture 2, there is some rice on the table.

In Picture 1, there's a mirror on the wall. In Picture 2, there's a clock on the wall.

In Picture 1, the baby is eating watermelon. In Picture 2, the baby is eating a pear.

In Picture 1, the cat is next to Jill. In Picture 2, the cat is next to Dad.

### 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, e.g. *What's next to Sam's chair? What's Jill eating in picture 1?* to children around the class. 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.

### 2 Do the speaking activity. TB page 112

- The children play in groups of four. You will need two copies of the worksheet per group, cut up so that there are two cards for each item of food. Make sure there is only one copy of the ball card.
- Give out six cards to each child and put the other cards in the middle of the table. The aim is to find all the pairs, and not keep the ball card.
- The children sit in a circle, holding their cards so that their friends can't see them.
- They go round the circle asking in turn, *Would you like a (banana)?* They can only ask about an item which they already have.
- If the child they ask does not have a banana card, play passes to the next child. If the child they ask has the other banana card, they can accept the card, and make a pair, which they place down in front of them.
- After each turn, each speaker puts down one of their cards, and picks up another one. If they have the ball card, they can try to get rid of it this way.
- This goes on until all the cards are paired up and on the table. The loser is the child holding the ball card at the

## Starters practice test SB pages 28 & 29

### Reading & Writing, Part 3

**STARTERS TIP:** Teach learners to check their spelling when they have finished an activity or practice test. This will help them in the Starters Reading and Writing Test, as they will lose marks if they spell words incorrectly.

#### Lead-in

- Say food words from the unit to children around the class. Ask the children to spell the words.
- Write the letters on the board as the children say them.
- Invite the rest of the class to say whether the word is spelt correctly or not.

#### Look at the pictures. Look at the letters. Write the words.

- Tell the children to look at the example. Point to the picture and the jumbled word. Show the class how the letters have been written in the correct order in the example.
- Tell the class to look at the pictures and the jumbled letters, then write the letters in the correct order. Remind them 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 spell the words.

#### ANSWERS

- 1 onion 2 breakfast 3 sausages 4 pineapple  
5 coconut

### Listening, Part 3

#### Lead-in

- Revise different question and answer forms by asking children around the class to answer questions about the pictures in activity 1, page 27. Ask *What's (Jill eating)? Where (is the cat)? Which (picture has got a mango in it)? Are there (apples on the table)? Is there (a lemon on the floor)? Has (the baby got a pear)?*
- Invite children around the class to look at the pictures and answer. Alternatively, you could play this as a game in two teams, awarding one point for each correct answer.

**STARTERS TIP:** In Starters Listening Part 3, learners may hear all of the options for each question mentioned in the recording, so they need to listen very carefully to decide which picture shows the correct answer. Teach learners to listen and check their answers carefully.

#### Listen and tick (✓) the box. There is one example. 17

- Ask 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 B 3 B 4 A

#### Transcript 17

**Presenter** Look at the pictures. Now listen and look. There is one example.

**Presenter** Which is Mrs Green?

**Girl** Can you see Mrs Green? Is she in the kitchen?

**Boy** No, she's in the living room.

**Girl** Oh! What's she doing? Is she eating an orange?

**Boy** No, she's eating a banana.

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

1 **Presenter** What's Pat's favourite food?

**Man** Do you like chicken, Pat?

**Girl** Yes, I do.

**Man** And do you like sausages?

**Girl** They're OK but burgers are my favourite!

**Man** Oh

2 **Presenter** What does Dan eat for breakfast?

**Woman** What do you eat for breakfast Dan?

**Boy** Well I like eggs, but not for breakfast!

**Woman** Oh, so what do you eat then?

**Boy** I have bread.

**Woman** And do you have fruit?

**Boy** Yes I do.

3 **Presenter** Where's Sue's phone?

**Girl** Where's my phone, Mum? Is it in the living room?

**Woman** No it's in your bedroom Sue, on your desk.

**Girl** Well, it's in my bedroom, Mum, but it's under my desk, not on it!

**Woman** Oh Sue!

4 **Presenter** Which is Tony's house?

**Woman** Tell me about your house, Tony.

**Boy** Well, it's very nice. There are two trees in the garden.

**Woman** Two trees? That's nice.

**Boy** And it's quite big. There are four windows.

**Woman** Four windows? Great! Do you like your house?

**Boy** Yes, I love it!

#### Optional activity

- Ask the children questions about the pictures in the Listening Test. For example: *Is Mrs Green in the living room? Is she eating in orange? Does Dan eat eggs for breakfast? What does he have for breakfast? Is Sue's phone in the living room? Where is her phone? How many trees are there in Tony's garden?* Invite children around the class to look at their books and answer.

## 5

## I like clothes

## Lesson 1

SB page 30

## Words

## Topics

Clothes; Accessories; Colours

## Functions

Identifying items of clothing and accessories; Asking and answering about clothes and accessories

## Grammar

*What's this? What are these? It's / They're ...*

## Vocabulary

See the wordlist on page 110 of the Student's Book

## Starters practice

Reading and Writing Parts 1, 3 &amp; 4, Speaking Parts 1 &amp; 3

## Warmer

- Play *Pictionary* to warm the class up and revise the food words from Unit 4.
- Divide the class into two teams.
- Draw a picture of a food item 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 the class to say what words they can remember for clothes and accessories. Write their suggestions on the board.
- Point to the words on the board and ask children around the class to say whether each word is a singular noun or a plural noun.

## 1 Look at the pictures and the letters. Complete the clothes words in the boxes.

- Ask children to look at the pictures and say the words for each item of clothing / accessory.
- Point to the puzzle grid and ask the children to say how many boxes there are in each line.
- Allow the children time to complete the activity in their books, using the jumbled letters to make the correct words. Tell them to make sure they have written one letter in each box and to check that they have spelt each word correctly.
- Check answers by pointing to the items in the pictures and asking the children to say, then spell, the clothes and accessories words.

**STARTERS TIP:** Tell the class that, in Part 3 of the Starters Reading and Writing Test, they should cross out the jumbled letters as they write them to make sure that they have used all the letters (and that they have used each letter only once).

## ANSWERS

1 shirt 2 watch 3 dress 4 glasses 5 handbag  
6 skirt 7 socks 8 jacket 9 shoes 10 hat  
11 trousers 12 T-shirt

## Optional activity

- Write the clothing words on the board, one at a time, with two or three letters missing from each word.
- Ask children around the class to call out, or come to the board and write, the missing letters.
- You can play this as a game in two teams if you like.

## 2 Ask, point and say.

- Point to the picture of the grammar characters and read out the speech bubbles.
- Remind the class that we use *It's a / an ...* with singular nouns and *They're (no article) ...* with plural nouns. Tell the class that, when we put an adjective in front of a singular noun, we use *a / an* depending on whether the adjective begins with a vowel or a consonant. (e.g. *an orange T-shirt / a purple handbag*).
- Ask children around the class about some of the items in Activity 1, as in the example. Encourage the children to point to the correct picture and answer.
- Children ask and answer about the pictures in pairs. Invite some pairs to ask and answer questions in front of the class.

## Unit 5 Lesson 2 SB page 31

### Speaking & listening

#### Topics

Clothes; Furniture; Household items

#### Functions

Asking and answering about clothes and location;  
Listening for location

#### Grammar

Prepositions of place; *Where is / are ...?*

#### Vocabulary

See the wordlist on page 110 of the Student's Book

#### Starters practice

Listening Part 1, Speaking Parts 1, 2, & 3

#### Equipment

18

#### Warmer

- Write the clothes words in jumbled order on the board, one at a time.
- Ask children around the class to say the correct word, then call out the letters in the correct order, or write them on the board.

**STARTERS TIP:** In the Starters Test, learners will need to be able to understand and use prepositions of place. Help learners to become confident about using and recognising prepositions of place with regular practice.

#### Lead-in

- Place two pens and a book in various positions (on / in front of / next to / in / behind your desk / bag or between two bags). Ask *Where is my book?* and *Where are my pens?* Invite children around the class to answer.
- Ask and answer about the clothes in Ann's bedroom.
- Ask children to look at the picture and say what clothes / accessories they can see. Ask *What's this? / What are these?* about the items in the picture.
- Read out the example dialogue. Ask the children to point to the items mentioned.
- Act out a few example exchanges with children around the class, then tell the children to practise asking and answering in pairs, using the words in the box.
- Invite some pairs to act out their dialogues for the class.

#### ANSWERS

- Where's her handbag?  
It's between the door and the desk. Where are her jeans?  
They're in front of the door. Where's her T-shirt?  
It's on the bed. Where's her hat?

#### Optional activity

- Play a memory game. Tell the class to look at the picture in Activity 1 for one minute, then close their books.
- Ask questions about the picture (e.g. *Where is Ann's hat? What's on the mat?*) to children around the class. 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.

#### 2 Put Nick's clothes in his bedroom. Listen and draw lines. 18

- Ask children to look at the small pictures and the main picture and say what they can see.
- 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 outside the big picture, then draw lines to the correct places in the big picture, as in the example.
- Play the track twice for the children to complete the activity.
- Check the answers as a class. Ask *Where (is Nick's bag)?*

#### ANSWERS

His hat is on the mat.  
His jeans are under the chair.  
His bag is between the mat and the bed.  
His shirt is on the bookcase.  
His socks are in front of the window,  
His jacket is on the floor, next to the chair.

#### Transcript 18

**Mum** Oh dear! Look at your bedroom Nick! Look at your clothes!

**Nick** I know!

**Mum** Your hat's on the mat.

**Nick** On the mat?

**Mum** Yes! And there are your jeans!

**Nick** My jeans?

**Mum** Yes. They're under the chair!

**Nick** Under the chair?

**Mum** Pick them up, Nick!

**Nick** Oh, OK Mum. I can't find my bag, Mum.

**Mum** Your bag? It's there ... between the mat and your bed!

**Nick** Between the mat ... and my bed? Oh yes ... thanks Mum!

**Mum** And your shirt's on the bookcase!

**Nick** My shirt's where?

**Mum** On the bookcase, Nick ... look!

**Nick** Oh yes!

**Mum** Now your socks. They're in front of the window, Nick!

**Nick** Are my socks really in front of the window?

**Mum** Yes they are ... look!

**Nick** Oh yes, you're right Mum!

**Mum** I know I am Nick! And your jacket's on the floor next to the chair.

**Nick** On the floor?

**Mum** Yes, next to the chair. Can you pick it up please Nick ... Now!

## Unit 5 Lesson 3

58 page 32

### Story & listening

#### Topics

Clothes; Accessories; Colours

#### Functions

Understanding and acting out a story; Asking and answering about clothes; Colouring a picture according to instructions

#### Grammar

Present simple with 'like'; Present continuous

#### Vocabulary

See the wordlist on page 110 of the Student's Book

#### Starters practice

Listening Part 4, Speaking Parts 3 & 5

#### Equipment

19–20, Coloured pencils

#### Warmer

- Play a game of *Hangman* to warm the class up and revise the words for clothes and accessories (see page 7).

#### Lead-in

- Ask the class about their favourite clothes. Say *What are your favourite clothes? Do you like jeans / T-shirts / shirts?* Encourage children around the class to answer about themselves.

#### 1. Listen and read. Then act. 19

- Ask the children to look at the pictures in the story. Ask *What's this? Who's this? What is she wearing?* 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 (there doesn't need to be a child to play Lucy – Ann can say the last line on her own).
- Invite groups of children to act out the story for the class.

#### 2 Say what Lucy and Ann are wearing.

- Ask the class to read the story again, then say what Lucy and Ann are wearing. Encourage the children to answer using full sentences.

#### ANSWERS

Lucy is wearing blue jeans and a green T-shirt. She's holding a purple bag and is wearing a watch. Ann is wearing blue jeans and a green T-shirt. She's holding a purple bag.

#### 3 What is Sam wearing? Listen and colour. 20

- Ask children to look at the picture. Ask *What's this?* about the items of clothing / accessories in the picture.
- Tell the children to take out their coloured pencils.
- Focus attention on the example. Play the first part of the track while the children look at the example in their books.
- Tell the children that they should listen, find the correct items, then colour them, as in the example.
- Play the track twice for the children to complete the test.
- Check the answers as a class. Ask *What colour, (is Sam's shirt)?*

#### ANSWERS

trousers – blue, shirt – green, shoes – brown, socks – yellow, bag – orange, grapes – purple, watch – red

**STARTERS TIP:** Tell your class that, in Part 4 of the Starters Listening Test, they can add a small dot of colour to each item at first, then listen again and check before colouring the items completely.

#### Transcript 20

**Girl** Oh look, there's Sam.

**Man** Where?

**Girl** Look ... there, he's wearing blue trousers.

**Man** Blue trousers ... Oh yes, I see him.

**Girl** Is he wearing a jacket?

**Man** No, it's a shirt ... it's green.

**Girl** So he's wearing a green shirt?

**Man** That's right.

**Girl** And what colour are his shoes?

**Man** Oh ... he's got brown shoes.

**Girl** Brown?

**Man** Yes.

**Girl** He's got some yellow socks on too.

**Man** Yellow socks? I like that colour!

**Girl** Yes, Me too.

**Man** Do you really?

**Girl** Yes! And what's he holding?

**Man** He's holding an orange bag.

**Girl** His bag's orange?

**Man** Yes, it is.

**Girl** And he's holding some grapes too.

**Man** Oh, what colour are they?

**Girl** They're purple.

**Man** Purple grapes ... very nice!

**Girl** And is Sam wearing his watch today?

**Man** Yes he is.

**Girl** What colour is it?

**Man** It's red.

**Girl** Red's a good colour for a watch.

**Man** Yes it is!

**Girl** I'd like a nice new watch!

**Man** Would you?

**Girl** Yes!

#### 4 Write about what you're wearing.

- Ask the question to children around the class. Invite the children to say what clothes / accessories they are wearing and what colour each item is.
- Allow the children time to write about what they are wearing in their books, then invite children around the class to read out their answers.

# Unit 5 Lesson 4 SB page 33

## Language practice

### Topics

Colours; Things in the house; Animals; Clothes; Family; Food

### Functions

Finding words in a wordsearch; Categorizing vocabulary; Completing a speaking activity

### Grammar

Present continuous

### Vocabulary

See the wordlist on page 110 of the Student's Book

### Starters practice

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

### Equipment

Speaking activity photocopyable 1.13

### Warmer

- Invite **pairs** of children to act out the story from the previous lesson in front of the class.

### Lead-in

- Review **the** vocabulary learnt so far by playing *Odd One Out*.
- Write **three** words from one vocabulary set 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 (using clothes, food, animal, furniture, colour and number words).
- You can play this as a game in two teams if you like.

### Look at the pictures. Find and circle the eleven words and write them in the word groups.

- Ask children to look at the pictures and name the items. Tell the class that the word for each picture is in the wordsearch. Show the class the example in the wordsearch and ask them to point to the correct picture.
- Move **around** the class as the children find and circle the remaining words. Help if necessary.
- Tell the children to put their hands up when they have found **all** eleven words.
- Read **out** the headings in the table and tell the children to write the words from the wordsearch under the correct headings. Tell them to copy the words carefully and check that **they** have spelt them correctly.
- Copy **the** table onto the board. Ask *Which words are colours?* and invite children around the class to answer. Write **their** answers under the correct headings on the board.

### ANSWERS

Colours: pink, grey  
Things in the house: hall, bookcase  
Animals: goat, mouse  
Clothes: jacket, dress  
Family: mother, brother  
Food: fruit, meat

### Optional activity

- Ask the class to think of as many words as they can for each of the headings on the board (from Activity 1) and write them under headings in their notebooks.
- The children can then compare their lists with their partners and see who has got the most words.

**STARTERS TIP:** Describing what is happening in a scene, and what people are doing / wearing, helps to prepare learners for Part 3 of the Starters Speaking Test. You can provide extra practice by asking your class to bring photos or magazine pictures to the lesson and describe them to the class.

### 2 Do the speaking activity. TB page 113

- You will need one copy of the worksheet for each child.
- Point to the picture of Lucy and Sam and read out the example exchange.
- Children work in pairs. They agree on colours for all the clothes, and colour them in. Each item should be coloured differently, e.g. the two boys' shirts won't be in the same colour.
- After this, each child will have a complete set of clothes which is the same colour as their partner. Children then choose and dress one figure each – one dresses the girl and one dresses the boy.
- They then give instructions to their partner so that the other figure can be dressed in the same way, e.g. *She's wearing a pink skirt and a red hat.*
- At the end, they compare their figures to check that they are correctly clothed.
- Invite some pairs of children to act out exchanges in front of the class.

## Starters practice test

SB pages 34 & 35

### Reading & Writing, Part 4

#### Lead-in

- Say words for clothes / accessories from the unit to children around the class. Ask the children to spell the words.
- Write the letters on the board as the children say them.
- Invite the rest of the class to say whether the word is spelt correctly or not.

#### Starters tip

- In Part 4 of the Starters Reading and Writing Test, teach learners to look carefully at the text and decide whether the missing word is a singular or plural noun. The picture prompts will then help them to choose the correct word.

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

- Tell the children to look at the example. Point to the picture of the boy and read out the text up to the word *white*. Ask the class to look at the picture and find the white item (*his hat*). Show the class how the word *hat* has been chosen from the box and written on the line as an example.
- Tell the class to read the text and look at the picture, then choose the word from the box which fits in each gap (1–5). Tell the children to cross out the words in the box as they use them. Remind them 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. If you like, you can ask children around the class to read out sentences from the text.

#### ANSWERS

1 jeans 2 bag 3 home 4 windows 5 door

### Listening, Part 2

#### Lead-in

- Ask a child the following questions: *What's your name? How old are you? What's the number of your house? How many animals have you got?*
- Write the child's answers on the board. Then ask another child questions about the first child. Ask: *What's his / her name? How old is he / she? What's the number of his / her house? How many animals has he / she got?* The second child should use the information on the board to answer the questions.
- Repeat with other children around the class.

**STARTERS TIP:** Teach learners to write numbers as figures instead of words in Part 2 of the Starters Listening Test. It will be quicker and will make it harder to make mistakes in the test.

**Read the question. Listen and write a name or a number There are two examples.** 21

- Ask children to read the questions. Ask them whether they will need to write a name or a number for each question.
- Focus attention on the examples. Play the first part of the track while the children look at the examples in their books.
- Tell the children to listen and answer the questions.
- Play the track twice for the children to complete the test.
- Check the answers. Ask the questions and invite the children to answer with the correct name or number.

#### ANSWERS

1 17 2 Grace 3 8 4 Mango 5 15

#### Transcript 21

**Presenter** Look at the picture. Listen and write a name or a number. There are two examples.

**Man** Hello, what's your name?

**Pat** It's Pat.

**Man** And how do you spell Pat?

**Pat** P-A-T.

**Man** Right. That's a very nice name!

**Pat** Thanks.

**Man** So ... how old are you, Pat?

**Pat** I'm twelve.

**Man** Twelve?

**Pat** Yes, that's right!

**Presenter** Can you see the answers? Now you listen and write a name or a number.

1 **Man** And where do you live?

**Pat** I live in Hill Street.

**Man** OK, and what's the number of your house?

**Pat** It's seventeen.

**Man** So that's seventeen, Hill Street?

**Pat** Yes.

2 **Man** That's a nice photo. Is that you in front of your house?

**Pat** Yes, I'm wearing a red dress – and that's my friend with me.

**Man** OK, what's her name?

**Pat** Grace.

**Man** Is that G-R-A-C-E?

**Pat** Yes.

3 **Man** There are some dogs in the picture. Are they your dogs?

**Pat** Well, the white dog's mine. But I've got eight animals you know!

**Man** Eight?

**Pat** Yes – my dog, a cat, ... five fish ... and a horse!

**Man** You've got a horse too! Wow!

4 **Pat** Yes, but my dog's my favourite animal!

**Man** Is he? And what's his name?

**Pat** Mango. You spell it M-A-N-G-O!

**Man** That's a funny name for a dog!

**Pat** Yes!

5 **Man** And how old is your dog, Pat?

**Pat** He's fifteen now.

**Man** Fifteen? So he's an old dog then?

**Pat** Yes, he's a very old dog ... but I love him.

**Man** Oh that's nice!

# Revision 1

## Revision 1

SB pages 36–38

### Aims

Revising topics, vocabulary, grammar and test skills from Hello! unit to Unit 5

Preparation for all parts of the Starters Tests

### Equipment

22

### Warmer

- Play a game of *Hangman* to warm the class up and revise the words from Units 0–5.

### Lead-in

- Write the headings *Clothes, Food, Animals, Things in the house* and *Colours* on the board. Ask the class to say vocabulary 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.

### 1 Look at the picture for one minute. Listen to your teacher and write the answers.

- Ask children to look at the picture for one minute, then close their books.
- Ask questions about the picture. For example: *Where is the bird / cow / pig / cat / horse / goat / frog / fish / duck?*
- Tell the children to write their answers in their notebooks.

### ANSWERS

- The bird is on the wall.
- The cow is between the tree and the house.
- The pig is under the window / in front of the house.
- The cat is on the house.
- The horse is behind the house.
- The goat is next to the horse.
- The frog is in front of the pig / in the pond.
- The fish is next to the frog / in the pond.
- The duck is behind the fish / in the pond.

### 2 Look at the pictures. Do the crossword.

- Allow the children time to look at the pictures and complete the crossword in their books.

### ANSWERS

1 bathroom 3 hall 4 garden

2 bedroom 2 kitchen 5 living room

### 3 Find ten differences. Talk to your friend about the pictures.

- Ask children to look at the pictures and say what they can see.
- Tell the class that there are ten differences between the two pictures. The children work in pairs to find and talk

### ANSWERS

Picture 1: eight apples; Picture 2: eight pears

Picture 1: a sun; Picture 2: no sun

Picture 1: green door; Picture 2: orange door

Picture 1: seven flowers; Picture 2: six flowers

Picture 1: a grandma and grandad; Picture 2: grandma

Picture 1: two birds; Picture 2: three birds

Picture 1: yellow T-shirt; Picture 2: purple T-shirt

Picture 1: no glasses; Picture 2: glasses

Picture 1: boy has a bag; Picture 2: boy hasn't got a bag

Picture 1: chair and table; Picture 2: two chairs, no table

### 4 What's in Sue's bag? Listen and draw lines. 22

- Play the first part of the track and point out the example.
- Tell the pupils that they should listen, find the correct items outside the big picture, then draw lines to the bag.
- Play the track twice for the pupils to complete the activity.

### ANSWERS

In Sue's bag: skirt, shirt, socks, banana, orange, glasses.

### Transcript 22

**Sue** I'm going to Lucy's house now, Mum!

**Mum** Oh, but have you got all your things, Sue? What's in your bag?

**Sue** Oh ... well ... a skirt ... and a shirt

**Mum** Good ... and some shoes?

**Sue** No Mum. I'm wearing my shoes!

**Mum** OK, some clean socks then?

**Sue** Yes, Mum, my blue socks are in the bag.

**Mum** And these purple trousers?

**Sue** No thanks, Mum!

**Mum** Well some fruit then? Put a banana in your bag.

**Sue** A banana? Oh, OK.

**Mum** And some grapes, Sue.

**Sue** No Mum. I don't like grapes!

**Mum** Well, an orange then.

**Sue** OK, Mum. I like oranges.

**Mum** Oh ... and your glasses, Sue!

**Sue** Yes, they're in the bag!

**Mum** Good. And your watch?

**Sue** No, I don't want that!

**Mum** This dress is very nice!

**Sue** Oh Mum, no. That dress is very big! I'm going now! Bye!

**Mum** Oh, OK then. Bye Sue ... And Sue!

**Sue** What now Mum?

**Mum** Have a great time!

**Sue** Oh ... thanks Mum!

### 5 Look at the picture. Write the words.

- The children work in pairs. They write the time when they start the activity, then find and complete the words below the picture. When they have completed all the words, they write the time when they finished, then put their hands up.

### ANSWERS

1 flowers 2 wall 3 door 4 dad 5 lamp 6 mirror

7 bookcase 8 table 9 fruit 10 dog 11 skirt

12 sofa 13 chair 14 shoes 15 T-shirt 16 trousers

# Starters Speaking preparation

## Starters Speaking preparation

SB page 39

### Topics

Topics covered in *Hello!* unit to Unit 5

### Aims

Revising vocabulary, grammar and test skills from *Hello!* unit to Unit 5

### Starters practice

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

### 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?*
- 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 food. Write their suggestions on the board.
- Point to the words on the board and ask children around the class to say whether each word is a singular noun or a plural noun.

**STARTERS TIP:** Teach learners how to ask for repetition or clarification in English. This will make them more confident if they don't understand something during the Starters Speaking Test. 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 picture in Activity 2. Write sentences about where to put these things.

- Ask children to look at the picture in Activity 2. Ask children around the class to say what they can see in the picture.
- Read out the words around the picture.
- Tell the children to work in pairs. Point to the boxes in Activity 1 and explain that one child in each pair should write sentences in the first box (Child A) and the other child in each pair should write sentences in the second box (Child B).

- Tell the children to use the prepositions of place and the words in the box to write sentences about where their partner should put the different foods (in the picture in Activity 2).
- Allow the children time to write sentences in their books, then invite children around the class to read out their sentences.

### ANSWERS

Children's own answers.

### 2 Tell your friend where to put the things. Listen and draw lines.

- Tell the class that they are now going to work in pairs and tell their partner where to put the different foods. They should use the sentences they wrote in Activity 1. Their partner should listen and draw lines from the smaller pictures to the main picture in his / her book. Then the children should swap roles.
- Move around the class as the children carry out the speaking activity in pairs. Monitor their performance and help if necessary.
- Invite children around the class to talk about where each item is in their completed picture.

### ANSWERS

Children's own answers

### 3 Tell your friends about: your house; your favourite food; your family.

- Ask children to think about their house, their favourite food and their family and decide what they want to tell the class.
- Ask the children to work in groups and practise talking about the three topics together, then invite children to tell the class about one of the topics.

### ANSWERS

Children's own answers

### Optional activity

- Tell the class to work in pairs and tell their partner about their house.
- The children should then report back to the class, telling the class about their partner's house.
- Repeat the activity with children talking about their partner's family.

**SPEAKING TEST:** You can now do the Term 1 Speaking test with the children individually. See pages 101 and 102 for full instructions, and pages 103 and 104 for the test.

# 6 Look at us!

## Lesson 1 SB page 40

### Words

#### Topics

Parts of the body

#### Functions

Identifying parts of the body; Counting; Completing a speaking activity

#### Grammar

There is; There are; has got

#### Vocabulary

See the wordlist on pages 110–111 of the Student's Book

#### Starters practice

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

#### Equipment

Speaking activity photocopiable 114

### Warmer

- Play a game of *Hangman* to warm the class up and revise the words **for** clothes and accessories.
- 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

- Ask the class to say what words they can remember for parts **of** the body. Write their suggestions on the board.
- Draw a simple outline of a person on the board, with facial features.
- Invite children to come to the board and draw lines from the words for parts of the body to the correct part of the picture.
- You can play this as a game in two teams if you like, saying words **to** children from each team in turn and awarding one point for each correct matching line.

### 1 Complete the words.

- Ask children to look at the picture of the alien.
- Read out the words in the box and ask the children to point to the correct parts of the body in the picture.

- Point to the different parts of the alien's body and ask the children to say the correct words.
- Allow the children time to complete the activity in their books. Tell the children to look carefully and decide whether each gapped word is a singular noun or a plural noun. Tell them to copy the words exactly and check that they have spelt each word correctly.
- Check answers by pointing to the parts of the alien's body and asking the children to say, then spell, the words.

**STARTERS TIP:** Tell the class that, in Part 4 of the Starters Reading and Writing Test, they should cross out the words in the box as they write them to make sure that they have used all the words (and that they have used each word only once).

### ANSWERS

1 head 2 eye 3 ear 4 mouth 5 arm 6 body  
7 tail 8 foot 9 hair 10 hand 11 face 12 nose  
13 leg 14 feet

### Optional activity

- Start writing the words for parts of the body on the board, one at a time. Write each letter slowly.
- Ask children around the class to call out the word when they can guess what it is. Ask the children to call out the remaining letters to spell the word.
- You can play this as a game in two teams if you like.

### 2 Do the speaking activity. TB page 114

- Point to the picture of Lucy and Sam and read out the example exchange.
- Hand out copies of the speaking activity (one copy for each child).
- Explain to the class that they need to draw and colour a picture of an alien in the first box. They can use the pictures around the edge for ideas.
- Then they tell their partner how to draw and colour the same picture. Their partner listens and draws the alien in the second box.
- Allow the children to carry out the activity in pairs. Move around the classroom as the children work and help if necessary.
- Let the children compare their pictures.
- Invite some pairs of children to show and describe their pictures to the class.

## Unit 6 Lesson 2 SB page 41

### Story & writing

#### Topics

Appearances

#### Functions

Understanding and acting out a story; Describing appearances; Answering questions about a story

#### Grammar

Present simple with *'like'*; *Let's ...*; *has got* (questions and affirmative statements)

#### Vocabulary

See the wordlist on pages 110–111 of the Student's Book

#### Starters practice

Reading and Writing Part 5, Speaking Part 5

#### Equipment

23

#### Warmer

- Play a game of *Bingo* to warm the class up and revise the words for parts of the body.
- Tell the children to write eight words for parts of the body in their notebooks. Tell them to only use singular nouns.
- 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

- Ask the class about their appearances.
- Draw a face with long hair and a face with short hair on the board.
- Ask children around the class *Have you got long hair* (point to the first picture on the board) or *short hair* (point to the second picture on the board)?
- Ask *Have you got brown / black / red / blond(e) hair?*
- Remind the children that we use the word *blond(e)* to talk about yellow hair.
- Encourage the children to answer *Yes, I have* or *No, I haven't*.

#### 1 Listen and read. Then act. 23

- Ask the children to look at the pictures in the story. Ask *What's this? Who's this? Has she got long / short / brown / blonde hair?* 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 four and allow the children time to practise acting out the story.
- Invite groups of children to act out the story for the class.

**STARTERS TIP:** Tell your class that, in Part 5 of the Starters Reading and Writing Test, they will encounter different tenses in the questions. Remind the class to read the questions carefully and think about what tense is being used in each question.

#### 2 Look at the story and read the questions. Write one-word answers.

- Ask children to read the questions. Ask them to say whether each question is in the present simple or present continuous tense.
- Tell the children to look at the story and write one word to answer each question.
- Allow the children time to complete the activity in their books.
- Check answers by asking children to ask and answer the questions in pairs.

#### ANSWERS

1 four 2 game 3 purple 4 black 5 trousers  
6 monsters

#### 3 Choose a person in your family. Write about his/her hair and his/her eyes.

- Ask children around the class questions about members of their family, for example *Has your mum got long hair? Has your brother got blue eyes? Has your dad got red hair?* Encourage the children to answer *Yes, he / she has* or *No, he / she hasn't*.
- Explain the activity to the class. Tell the children to think about their chosen family member and complete the sentences in their books.
- Allow the children time to write their descriptions individually.
- Invite children around the class to read out their descriptions to the class.

#### Optional activity

- Ask the children to think of a person in the class and make sentences about his/her hair, his/her eyes and what he/she is wearing. Invite children to describe their person to the class. The rest of the class try to guess who is being described.
- You can play this as a game in two teams if you like, with children from each team in turn describing a person for the other team to guess.

## Unit 6 Lesson 3 SB page 42

### Listening & speaking

#### Topics

Toys

#### Functions

Listening for descriptions; Describing appearances orally and in writing.

#### Grammar

has got

#### Vocabulary

See the wordlist on pages 110–111 of the Student's Book

#### Starters practice

Listening Part 1, Speaking Part 5

#### Equipment

24

#### Warmer

- Invite groups of children to act out the story from the previous lesson in front of the class.

#### Lead-in

- Ask the children to describe their pictures of aliens from Lesson 1 to the class.

**STARTERS TIP:** In the Starters Listening and Speaking Tests, it helps learners if they can understand physical descriptions. The following activity helps them practise listening for descriptions.

### 1 Sam and Lucy are talking about the toys. Listen and draw lines. 24

- Ask the children to look at the picture. Read out the speech bubble, then read out the words around the main picture. Ask the children to point to the correct items.
- Play the track twice for the children to complete the activity.

#### ANSWERS

1 monkey 2 kite 3 spider 4 alien 5 elephant  
6 frog 7 robot 8 doll 9 tiger 10 monster  
11 duck 12 snake

#### Transcript 24

Sam These toys are very nice! Which is the frog, Lucy?

Lucy Oh – that's the green animal.

Sam How many eyes has it got?

Lucy Er ... two.

Sam Has it got a long tail?

Lucy No... frogs don't have long tails!

Sam Oh... I can see the frog.

Lucy Look at that monster there!

Sam Which is the monster?

Lucy Look ... it's very ugly – it's pink and it's got three eyes!

Sam And two legs?

Lucy No... four legs!

Sam Can you see the tiger?

Lucy Which is the tiger?

Sam Well, it's orange and brown and it's got four legs and a tail.

Lucy And is it smiling?

Sam Yes, it is. But which is your favourite toy?

Lucy Oh ... I don't know.

Sam Well, I like that animal there.

Lucy Which animal?

Sam That brown and yellow animal there with the long tail.

Lucy Has it got long arms too?

Sam Yes, it has.

Lucy Oh that's a monkey. Yes I like monkeys. That doll's very beautiful, isn't she?

Sam The doll? Where?

Lucy Well, she's wearing an orange dress and she's got long brown hair.

Sam Is she sleeping?

Lucy Yes, she is.

Sam I don't like dolls!

Lucy Oh! The robot doesn't look very happy.

Sam Isn't he smiling?

Lucy No he isn't, he's sad ... and he's grey!

Sam I don't like that colour.

Lucy No ... but he's got nice purple eyes.

Sam Mmm, they're OK. Oh... I don't like spiders!

Lucy Don't worry! That's a very happy spider – it's smiling at us and look, it's pink!

Sam Has it got eight legs?

Lucy Yes it has.

Sam That alien's nice!

Lucy Oh, but it's green and orange and it's got one eye. It looks ugly.

Sam I think it looks very funny.

Lucy But it's got four ears!

Sam Yes ... I know!

Lucy I like that elephant.

Sam Which is the elephant?

Lucy It's the grey animal with the very long nose.

Sam Oh ... yes, so do I!

Lucy And I like that green and orange snake!

Sam You mean the animal with the very, very long body?

Lucy Yes. And do you like the yellow and orange duck?

Sam It's OK, but ducks are for babies!

Lucy No they aren't!

Sam Yes they are!

### 2 Which toy don't they talk about? Write about that toy.

- Tell the class that there is one toy which Sam and Lucy didn't talk about. Tell the children to look at the picture and find the extra toy, then complete the description.
- Invite children to read out the completed description.

#### ANSWERS

It's a kite. It's yellow and it's got purple eyes.

### 3 Ask and answer.

- Point to the picture of the grammar characters and read out the speech bubbles.
- Ask children around the class about their favourite toys. Encourage the children to describe their favourite toys.
- Children ask and answer about their favourite toys in pairs.

# Unit 6 Lesson 4 SB page 43

## Language practice

### Topics

Toys; Parts of the body

### Functions

Spelling; Listening for descriptions; Using *a* and *an*

### Grammar

*a / an; has got*

### Vocabulary

See the wordlist on pages 110–111 of the Student's Book

### Starters practice

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

### Equipment

Ⓢ 25

#### Warmer

- Play a game of *Simon Says* to revise the part of the body.
- Give instructions to the class, for example *Simon says touch your head / move your legs / touch your feet / put your hands up*.
- 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

- Revise the vocabulary learnt so far by playing *Odd One Out*.
- Write three words from one vocabulary set 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 (using parts of the body, toys, clothes, food, animal, furniture, colour and number words).
- You can play this as a game in two teams if you like.

#### 1 Look and write the words.

- Ask children to look at the pictures and name the items. Tell the class to write the correct word for each picture. Remind the children that they should count the number of lines and write one letter on each line.
- Check answers by asking children around the class to say, then spell the words. Ask the children to say which words are parts of the body and which are toys.

#### ANSWERS

1 spider 2 ear 3 eye 4 elephant 5 leg  
6 snake 7 alien 8 arm 9 robot 10 face

**STARTERS TIP:** Recognizing which words take *a* and which take *an* will help learners find the correct words to complete Part 5 of the Starters Reading and Writing Test.

#### 2 Write the words.

- Say the letters of the alphabet. Ask the children to call out *vowel* or *consonant* for each letter. Read out the examples.
- Tell the children to complete the box with the rest of the words from Activity 1, writing the words beginning with vowels in the first column and the words beginning with consonants in the second column.
- Copy the box onto the board. Invite children around the class to say words for each column.

#### ANSWERS

an: elephant, arm, ear, eye, alien

a: snake, leg, spider, robot, face

#### 3 Write the words.

- Point to the box and read out the examples.
- Tell the children to complete the box with the rest of the words from Activity 1, writing the parts of the body in the first column and the toys in the second column.
- Copy the box onto the board. Invite children around the class to come to the board and write a word on each line.

#### ANSWERS

body: a leg, an arm, an ear, an eye, a face

toys: a snake, an elephant, a spider, an alien, a robot

#### 4 Find the children's toys. Listen and write *L* for Lucy, *S* for Sam, *A* for Ann and *N* for Nick. Ⓢ 25

- Ask the children to look at the pictures and say what toys they can see.
- Tell the children that there are eight pictures, but they only need to write letters next to four pictures (one for Lucy, one for Sam, one for Ann and one for Nick).
- Play the track twice for the children to complete the activity.
- Check the answers as a class. Ask the class to point to the pictures and say *It's (Nick's spider)*.

#### ANSWERS

1 sleeping doll (L) 2 monster with long tail (S)

3 elephant without a tail (A) 4 happy spider (N)

#### Transcript Ⓢ 25

- 1 **Man** Where are your toys, Lucy?  
**Lucy** I don't know, but I've got a beautiful doll.  
**Man** Is she wearing a purple dress?  
**Lucy** Yes and she's sleeping now.  
**Man** Oh, I can see her.
- 2 **Man** Now, Sam. Which is your favourite toy?  
**Sam** Oh, that's my monster. It's got four feet!  
**Man** Really?  
**Sam** Yes and a very long tail!
- 3 **Man** Ann ... Which is your toy, Ann?  
**Ann** Well, can you see the blue elephant?  
**Man** Yes, it's a very funny elephant. It's got three eyes!  
**Ann** I know!  
**Man** And it hasn't got a tail!  
**Ann** I know! He is ugly ... but that's my elephant!  
**Man** OK.
- 4 **Man** So, what's your favourite toy then, Nick?  
**Nick** Oh ... I like my spider – it's got eight legs!  
**Man** I can see that!  
**Nick** And it's very happy!  
**Man** Yes, it is!

## Starters practice test SB pages 44 & 45

### Reading & Writing, Part 2

#### Lead-in

- Point to items around the classroom and say true or false sentences, e.g. *There's computer on the desk. There are some bags under the desk. There's a poster next to the door.* Ask children around the class to say *Yes* if the sentence is correct and *No* if the sentence is incorrect.

**STARTERS TIP:** In Part 2 of the Starters Reading and Writing Test, remind learners to read the sentences carefully and check that all parts of the sentence are true. For example, the sentence *The boy is standing in front of the elephant* is only true if the boy is standing (not doing any other activity), and is in front of (not in any other position) the elephant (not any other object).

#### Look and read. Write yes or no. There are two examples.

- Tell the children to look at the example sentences. Point to the picture and read out the sentences. Ask the children to say whether each sentence is correct (*Yes*) or not (*No*).
- Show the class the example answers.
- Tell the children to look at the picture, read the sentences and decide whether each sentence is correct or incorrect, then write *yes* or *no*.
- Allow the children time to complete the test in their books.
- Check answers by reading out the sentences and asking children around the class to say *Yes* or *No*.
- Ask children around the class to correct the false sentences.

#### ANSWERS

1 no 2 no 3 yes 4 no 5 yes

#### Optional activity

- Say more true or false sentences about the picture. For example, *The birds are happy. The girl is wearing a green skirt. The monkey is sad.*
- Ask children around the class to look at the picture and answer *Yes* or *No*.

### Listening, Part 3

#### Lead-in

- Revise different question and answer forms by asking children around the class to answer questions about the picture on page 44. Ask *What's (the girl wearing)? Where (is the boy)? What's (in the tree)?*
- Invite children to look at the picture and answer.

**STARTERS TIP:** In Starters Listening Part 3, teach learners not to tick a box until they have heard all of the dialogue for each item.

#### Listen and tick (✓) the box. There is one example. 26

- Ask children to look at the pictures. Ask them to say what

people are doing. 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 track 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 A 2 B 3 C 4 C

#### Transcript 26

**Presenter** Look at the pictures. Now listen and look. There is one example. Which is Bill's favourite toy?

**Girl** Do you like your robot Bill?

**Boy** Yes, he's OK but I really like my monster a lot!

**Girl** Oh ... and do you like your toy horse?

**Boy** It's OK.

**Presenter** Can you see the tick? This is an example. Now you listen and tick the box.

- 1 **Presenter** Which is Anna's father?

**Girl** Where's Daddy?

**Woman** Oh I don't know ... is he in the kitchen eating his breakfast?

**Girl** No, he isn't.

**Woman** Well, is he watching television in the living room?

**Girl** No, look ... he's in the living room, but he's sleeping!

**Woman** Oh yes!

- 2 **Presenter** What's May's sister wearing?

**Man** What's your sister wearing today, May?

**Girl** Oh ... she's wearing a blue skirt.

**Man** And a jacket?

**Girl** No, a T-shirt.

**Man** Oh I can see her now. She's holding a handbag!

**Girl** No, she isn't!

- 3 **Presenter** What does Ben want to eat?

**Boy** Can I have sausages for dinner please, Mum?

**Woman** No ... have some chicken, Ben - it's very good for you.

**Boy** But I don't like chicken, Mum!

**Woman** Oh, OK then, sausages ... but with some nice carrots?

**Boy** No, with potatoes please!

- 4 **Presenter** What's Alex doing?

**Woman** Dan, where's Alex? Is he in the living room?

**Boy** No, he's playing a game in his bedroom.

**Woman** Oh! Is he playing with his new robot?

**Boy** No, he's playing with his toy snake!

#### Optional activity

- Ask the children questions about the pictures in the Listening Test. For example: *Is Bill's favourite toy a robot? Is Ana's dad watching TV? Is May's sister wearing a jacket? What does Tony want for dinner? Is Alex in his bedroom?* 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.

## Lesson 1

SB page 46

## Words

## Topics

Classroom objects

## Functions

Identifying classroom objects; Describing location

## Grammar

Prepositions of place

## Vocabulary

See the wordlist on page 111 of the Student's Book

## Starters practice

Reading and Writing Parts 3 &amp; 5

## Warmer

- Play a memory game to warm the class up and revise the words for parts of the body.
- Write the words for parts of the body on the board. Tell the class to look at the words for one minute (or less), then close their eyes.
- Erase two or three words from the board. Tell the children to open their eyes and say which words are missing.
- Repeat the game, erasing different words each time. You can play this as a game in two teams if you like.

## Lead-in

- Ask the class to say what words they can remember for classroom objects. Write their suggestions on the board.
- Point to items around the classroom. Ask *What's this?* or *What are these?* Encourage children around the class to answer *It's (a computer).* or *They're (pencils).*

## 1 Look and write the numbers next to the words.

- Ask children to look at the picture of the classroom. Ask children around the class to say who / what they can see in the picture.
- Read out the words and ask the children to point to the correct items in the picture.
- Allow the children time to complete the activity in their books.
- Check answers by reading out the words and asking children around the class to say the correct numbers. Ask the children to say whether each word is a singular or plural noun.

## ANSWERS

1 board 2 teacher 3 book 4 bag 5 ruler  
6 keyboard 7 computer 8 mouse 9 pen 10 pencil  
11 paper 12 rubber

## Optional activity

- Write the words for classroom objects on the board, one at a time, with two or three gapped letters in each word.
- Ask children around the class to call out, or come to the board and write, the missing letters, then say the word.
- You can play this as a game in two teams if you like.

## 2 Complete the sentences.

- Read out the words in the box. Tell the class to look at the picture in Activity 1, then complete the sentences in Activity 2 with the words in the box.
- Allow the children time to complete the activity in their books, then ask children around the class to read out the completed sentences.

## ANSWERS

1 on 2 under 3 in front of 4 next to

## Optional activity

- Say sentences about items in the picture in Activity 1 (or items in your classroom) without naming the item. For example *It's next to the door. They're under my desk.*
- Ask children around the class to look and name the item(s).
- You can play this as a game in two teams if you like, saying sentences for children from each team in turn and awarding one point for each correct answer.

## Unit 7 Lesson 2

SB page 47

### Speaking & reading

#### Topic

Classroom objects

#### Functions

Asking and answering about a scene picture; Describing a scene picture, Colouring and drawing according to written instructions

#### Grammar

Present continuous; *There is / There are*; Imperatives

#### Vocabulary

See the wordlist on page 111 of the Student's Book

#### Starters practice

Speaking Parts 1, 2 & 3; Listening Parts 1 & 4

#### Equipment

Coloured pencils

#### Warmer

- Play a guessing game to revise the words for classroom objects. Think of an object in the classroom and invite children around the class to ask questions to try to guess the object.
- Tell the class that they can ask about the colour and location of the object.
- Explain that you can only answer *yes* or *no*, so the children must ask *Is it (red / next to your desk)?* and not *What colour is it? / Where is it?*

#### Lead-in

- Ask each child to choose an object from their desk or bag and hold it up. Ask questions to children around the class. For example, *What's (Anna) holding?*
- 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.

**TEACHER TIP:** In some parts of the Starters Listening and Speaking Tests, learners will need to find the correct people and items in a scene picture. The following activities help learners to practise doing this.

#### 1 Ask and answer questions about the picture on page 46. Write.

- Ask the children to look at the picture in Activity 1, page 46. Read out the words in the box and ask children to point to the correct items in the picture.
- Point to the picture of the grammar characters and read out the speech bubbles.
- Act out a few exchanges with children around the class, then allow the children time to ask and answer questions in pairs.
- Invite some pairs of children to ask and answer in front of the class.

- Read out the question below the picture of the grammar characters. Tell the children to look at the picture and write the correct name in their books.

#### ANSWERS

- Who's holding a ruler? Bill
- Who's holding a pen? Grace
- Who's holding a picture? The teacher
- Who's holding a bag? Sam
- Who's holding a book? Ben
- Who's holding a banana? Anna
- Who's picking up a pencil? Alex

#### 2 Look and read.

- Point to the picture of the grammar characters and ask the class to read the text in the speech bubbles.
- Point out the difference between *a lot of / lots of* and *some*. Demonstrate the different meanings using simple classroom objects, in the same way as the grammar characters.
- Invite children to read out the speech bubbles for the class. In a more confident class, they can substitute the items for other objects in the classroom.

#### 3 Read, draw and colour.

- Tell the class to take out their coloured pencils.
- Point to the picture of the bag, board and desk.
- Tell the class to read the instructions, and draw and colour the correct items in the picture.
- Move around the class as the children read and complete the picture. Help if necessary.
- Ask children questions about their completed pictures. For example *What's in the bag? (Lots of pens and pencils.) What colour are the pencils? (Blue and pink.) What's on the board? (Lots of letters and some numbers.) What's on the desk? (Lots of rulers and rubbers.) What colour are the rulers? (Green, orange and yellow.)*

#### Optional activity

- Do a picture dictation with the class. Describe a classroom scene slowly for the children to draw and colour. For example *This is a classroom. There's a board on the wall. There's a big desk in front of the board. There's a bag under the desk. The bag is blue. There are three pens on the desk. The pens are red. There's a ruler next to the pens. The ruler is green. There are lots of letters on the board. There's a clock on the wall next to the board. The clock is orange.*
- Invite children around the class to describe their finished pictures to the class.

# Unit 7 Lesson 3 SB page 48

## Story & reading

### Topics

Activities

### Functions

Understanding and acting out a story; Talking about activities happening now; Reading sentences about a picture and answering *yes* or *no*

### Grammar

Present continuous

### Vocabulary

See the wordlist on page 111 of the Student's Book

### Starters practice

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

### Equipment



### Warmer

- Play a memory game to revise the words for classroom objects.
- Tell the class to look at the picture in Activity 1, page 46 for one minute, then close their books.
- Ask questions about the picture (e.g. *Where is Pat? What's in the box? Who is holding a ruler? Who's sitting on the mat?*) to children around the class. 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.

### Lead-in

- Mime various activities. Ask *What am I doing?* Invite children around the class to guess the activity (*You're eating / sleeping / walking*).
- Divide the class into two teams. Invite children from each team in turn to mime an activity for the other team and ask *What am I doing?* The children from the other team guess the activity.
- Repeat with children from each team in turn and award one point for each correct guess.

### 1 Listen and read. Then act. 27

- Ask the children to look at the pictures in the story. Ask *What's this? Who's this? What is he/she 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.

### Optional activity

- Divide the class into two teams. Tell Team A to **practise** and try to remember Mum's lines and tell Team B to **practise** and try to remember Jill'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 Read and write *yes* or *no*.

- Point to the picture. Ask the children to say what **people** they can see in the picture (*one woman / teacher, one man, four girls and four boys*).
- Tell the children to look at the example sentence. Point **to** the picture and read out the sentence. Ask the children **to** say whether the sentence is correct (*Yes*) or not (*No*).
- Show the class the example answer.
- Tell the children to look at the picture, read the sentences and decide whether each sentence is correct or incorrect, then write *yes* or *no*.
- Allow the children time to complete the activity in their books.
- Check answers by reading out the sentences and asking children around the class to say *Yes* or *No*.
- Ask children around the class to correct the false sentences.

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

### ANSWERS

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

### Optional activity

- Say more true or false sentences about the picture. For example, *The teacher is writing on the board. One girl is writing. Two boys are pointing at the man. A boy is picking up a rubber.*
- Ask children around the class to look at the picture and answer *Yes* or *No*. Ask the children to correct the false sentences.
- You can play this as a game in two teams if you like.

## Unit 7 Lesson 4

### Language practice

#### Topics

Activities; Topics covered so far

#### Functions

Asking and answering about activities

#### Grammar

Present continuous

#### Vocabulary

See the word list on page 111 of the Student's Book

#### Starters practice

Reading & Writing Part 3; Speaking Parts 1, 3 & 4

#### Equipment

Speaking activity photocopiable 115; Scissors; Coloured pencils

#### Warmer

Divide groups of children to act out the story from the previous lesson in front of the class.

#### Lead-in

Review the vocabulary learnt so far by playing *Odd One Out* (see page 7).

#### Look at the pictures. Write the words in the crossword.

Ask children to look at the pictures and name the items. Write the words on the board. Ask the children to say how many letters there are in each word on the board.

Give the words from the board. Tell the class to look at the pictures and complete the crossword with the correct words. Remind them to think about the number of letters in each word. Point out the example.

The children can work in pairs if they like. Move around the class as the children complete the crossword and help if necessary.

• TIP: Tell the class to find the set of words with only one clue (7-letter word: teacher), then find the space for a seven letter word in the crossword grid. This will help start them off.

• Check answers by asking children around the class to say, then spell, the words in the crossword.

#### ANSWERS

##### Across:

1 computer 3 pencil 7 rice 8 box 10 rubber

11 chair 12 page 13 red

##### Down:

1 cupboard 2 ruler 4 eye 5 teacher 6 door

9 ear 12 pen

### Optional activity

- Write the headings *three letters, four letters, five letters, six letters, seven letters* and *eight letters* on the board.
- Ask the class to think of words for each heading.
- Alternatively, divide the class into two teams. Point to and read out one of the headings for each team in turn. Children from that team have to say a word with the correct number of letters. Award one point for each correct answer. You can ask the children to spell the word for an additional point.

**STARTERS TIP:** Remind learners to speak in English as much as possible, in order for them to become more confident for the Starters Speaking Test. For example, when they are carrying out the speaking activities, encourage them to use phrases such as *That's right! Well done! Your turn!*

### 2 Do the speaking activity. TB page 115

- Put children into pairs, A and B. You will need one copy of the worksheet per pair of children.
- Hand out the relevant section of the worksheet to each child.
- Tell the children to cut out the cards. They can colour in the cards with the prompt *What colour?* at the top, or all the cards, depending on the time available.
- Show the first card (the girl picking up the book) and point out the question prompt on it. Point to the picture of Lucy and Sam in the Student's Book and read out the example exchange.
- Each player places their own cards face down on the table.
- Children take it in turns to reveal a card and ask their partner a question. If their partner can answer correctly, he or she can keep the card. If they can't answer, the card goes to the bottom of the pile so someone can have another go.
- The winner is the person with the most cards at the end.
- 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 activity in front of the class.

# Starters practice test SB pages 50 & 51

## Reading & Writing, Part 1

### Lead-in

- Point to the pictures in Activity 1, page 49 and say true or false sentences about each object, for example, *This is a (cupboard / teacher / bath / door)*. Ask children around the class to say *Yes* if the sentence is correct and *No* if the sentence is incorrect. Ask the children to correct the false sentences.

**STARTERS TIP:** There might be a few things on the Starters wordlist (food items like limes, for example) which learners are unfamiliar with. It is important to make sure that learners recognize these things in pictures.

### Optional activity

- Write a tick (✓) and a cross (✗) on the board. Remind the class that we use a tick to show that something is correct and a cross to show that something is incorrect.
- Tell the class to draw a tick and a cross in the air.
- Point to items in the classroom and say *This is a (computer)*. Make true or false sentences about various items and ask children to draw a tick in the air if the sentence is correct, or cross if the sentence is incorrect.

### Look and read. Put a tick (✓) or a cross (✗) in the box. There are two examples.

- Tell the children to look at the examples. Point to the pictures and read out the sentences. Ask the children to say whether each sentence is correct (*Yes*) or not (*No*).
- Tell the children to look at the pictures, read the sentences and decide whether each sentence is true or false, then put a tick or a cross in the box next to each sentence.
- Allow the children time to complete the test in their books.
- Check answers by reading out the sentences and asking children around the class to say *Yes* or *No*.
- Ask children around the class to correct the false sentences.

### ANSWERS

1 ✓ 2 ✗ 3 ✓ 4 ✗ 5 ✓

## Listening, Part 1

### Lead-in

- Revise prepositions of place and prepare for the listening test by asking about the location of items in the classroom. Point to items around the room and ask *Is (the clock between the board and the door)? Where is (the computer)?*

**STARTERS TIP:** Learners should check their answers when they hear a recording twice. The first time they hear Part 1 of the Starters Listening Test, they can write **1** next to the first object outside the picture and another **1** in the correct place in the picture (then a **2** next to the second item, and so on). They can draw lines the second time they listen, when they can check their answers are correct.

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

- Ask children to look at the picture. Ask *What's this?* about the items in and around the picture.
- 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 outside the big picture, then draw lines to the correct places in the big picture, as in the example.
- Play the track twice for the children to complete the test.
- Check the answers as a class. Ask *Where is (the mango)?*

### ANSWERS

The sock is between the children

The mango is on the elephant's body

The goat is under the horse

The monkey is on the horse, next to the girl

The shoe is on the (waving) girl's foot

### Transcript 28

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

**Boy** Hello. That's a nice picture!

**Woman** Hello ... yes it is. Can you see that man there? He's wearing a hat.

**Boy** Oh yes.

**Woman** Well, put the fish on the man's hat.

**Boy** The fish? On the man's hat? Really?

**Woman** Yes please.

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

**1 Woman** Now put the sock between the children.

**Boy** Where shall I put the sock?

**Woman** Well, can you see that girl there? She's pointing at the elephant.

**Boy** Oh yes ... you mean put the sock next to her? OK ... I'm doing that now.

**2 Woman** Great! Now can you put the mango on the elephant's body?

**Boy** On the elephant's body?

**Woman** Yes please.

**Boy** OK, I'm putting the mango there.

**3 Woman** Now let's see ... put the goat under the horse.

**Boy** Put the goat where?

**Woman** Under the horse, please.

**Boy** Right.

**4 Boy** And where shall I put the monkey?

**Woman** Can you see that girl. She's on the horse.

**Boy** Is she standing on one leg?

**Woman** Yes she is. Put the monkey behind her.

**5 Boy** And shall I put the shoe on that girl's foot?

**Woman** Which girl?

**Boy** Look! She's sitting there and she's waving.

**Woman** Oh yes. OK, put the shoe on her foot then.

**Boy** OK, I'm putting the shoe there.

## Lesson 1 (30-35)

## Words

## Topics

## Functions

Identifying sports; Asking and answering about abilities; Spelling

## Grammar

Can (questions and short answers)

## Vocabulary

See the wordlist on page 111 of the Student's Book

## Starters practice

Reading & Writing Part 5, Speaking Part 5

## Equipment

Coloured pencils

## Warmer

- Play a **memory game** to warm the class up and revise the **words** for classroom objects.
- Write **the words** for classroom objects on the board. Tell **the class** to look at the words for one minute (or less), then **close their eyes**.
- Erase two or three words from the board. Tell the children to **open their eyes** and say which words are missing.
- Repeat **the game**, erasing different words each time. You can play **this** as a game in two teams if you like.

## Lead-in

- Ask the class to say what words they can remember for sports. Write their suggestions on the board.
- Ask a child to mime a sport for the rest of the class to guess. The **first** child to guess correctly can mime another sport.

## Find six sports and colour them. Use different colours.

- Ask the children to take out their coloured pens / pencils or crayons. Say *Show me (green)*. The children hold up the correct colours.
- Point to the puzzle and tell the children to colour the letters for each sport. They should make each sports word a different colour. Do the first item (*tennis*) as an example together, then ask the children to find six more words.
- Allow the children time to complete the activity in their books.
- Check answers by asking children around the class to say, then spell, the sports words.

## ANSWERS

tennis, badminton, hockey, table tennis, baseball, football, basketball

## 2 Write the sports from Activity 1 under the pictures.

- Read out the words from Activity 1 and ask the children to point to the correct pictures in Activity 2.
- Point to the pictures in Activity 2 and ask the class to say the correct words.
- Allow the children time to write the correct words under the pictures in their books, then ask children around the class to read out the words.

## ANSWERS

1 basketball 2 tennis 3 hockey 4 football  
5 baseball 6 badminton 7 table tennis

## 3 Ask and answer.

- Point to the picture of the grammar characters and read out the speech bubbles.
- Ask questions about different sports to children around the class. Encourage the children to give short answers, as in the example.
- Children ask and answer in pairs. Invite some pairs to ask and answer questions in front of the class.

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

## Optional activity

- Ask the children to say words which they have difficulty spelling.
- Write the words on the board, one at a time, with jumbled letters.
- Invite children around the class to call out, or come to the board and write, the letters in the correct order.

## Unit 8 Lesson 2 SB page 53

### Listening & speaking

#### Topics

Sports; Clothes; Food; Appearances

#### Functions

Matching people to activities; Listening for descriptions; Completing a speaking activity

#### Grammar

Present continuous; Present simple; *can*

#### Vocabulary

See the wordlist on page 111 of the Student's Book

#### Starters practice

Speaking Parts 3, 4 & 5; Listening Parts 1, 2 & 4

#### Equipment

 29; Speaking activity photocopyable 116

#### Warmer

- Play a game of *Hangman* to warm the class up and revise the words for sports.

**STARTERS TIP:** In several parts of the Starters Tests, learners will need to understand descriptions of people. Practise describing people and understanding descriptions with your class.

#### Lead-in

- Ask a child to choose a person in the room and describe him or her to the class without saying their name. The child can make sentences about hair, eyes, clothes and accessories.
- The rest of the class try to guess who is being described.
- The first child to guess the correct person can take a turn to describe another person in the class.

#### 1 Listen and draw lines. 29

- Ask the children to look at the pictures in Activity 1. Ask them to describe what the people in the pictures are wearing / doing.
- Explain that the children need to listen to match the people to their names by drawing a line, then they need to draw another line to match each person to the sport they can play.
- Focus attention on the example. Play the first part of the track while the children look at the example in their books.
- Play the track twice for the children to complete the activity.

#### ANSWERS

- |                     |                 |
|---------------------|-----------------|
| 8 Ben, badminton    | 6 Tom, hockey   |
| 3 May, table tennis | 7 Dan, baseball |
| 1 Grace, basketball | 5 Pat, tennis   |
| 4 Alex, football    |                 |

#### Transcript 29

**Man** Hello. Are these children your school friends, Lucy?

**Man** Yes.

**Lucy** Well, his name's Ben.

**Man** Ben?

**Lucy** Yes, and he can play badminton!

**Man** Badminton?

**Lucy** Yes.

**Man** And who's that girl there?

**Lucy** The girl with the long dress?

**Man** No, the girl with the short dress.

**Lucy** Oh that's May.

**Man** May – she's very young! Can she play a sport?

**Lucy** Well, she can play table tennis.

**Man** Table tennis? Wow! That's good.

**Lucy** It's OK.

**Man** And that girl there. What's her name?

**Lucy** Which girl?

**Man** The girl with the orange skirt.

**Lucy** Is she wearing a hat?

**Man** No, but she's got long hair.

**Lucy** Oh yes, that's Grace.

**Man** Grace? That's a nice name. And what sport can she play?

**Lucy** Oh, she can play basketball.

**Man** Basketball? Really?

**Lucy** Oh yes! She's very good.

**Man** And who's that boy?

**Lucy** Which boy?

**Man** The very tall boy, there.

**Lucy** Is he wearing grey trousers?

**Man** No, blue trousers.

**Lucy** Oh ... that's Alex.

**Man** Alex? And can he play basketball too?

**Lucy** No ... he plays football.

**Man** Football? Right.

**Lucy** Look that's my friend, Tom!

**Man** Where?

**Lucy** Look ... there with the hat on.

**Man** Oh, is he holding a bag?

**Lucy** Yes he is And you know ... Tom can play hockey.

**Man** Can he? That's a great game!

**Lucy** Yes. And can you see the boy there, with the red jacket?

**Man** Oh yes ... you mean the boy with the banana?

**Lucy** No, the boy holding an apple, not a banana!

**Man** Oh ... yes, I can see him now. So what's his name?

**Lucy** Well, that's Dan. He's funny! Dan can play baseball!

**Man** Baseball? I don't know that game.

**Lucy** Don't worry I can show you.

**Man** Oh ... OK then.

**Lucy** And that's Pat. She can play tennis. She's really good.

**Man** Tennis. Right! But which is Pat?

**Lucy** Oh, sorry. She's standing there. She's got short hair and she's wearing her new hat.

**Man** Yes, I can see her. So your friends can play lots of sports.

**Lucy** Yes they can!

#### 2 Do the speaking activity. TB page 116

- You will need one copy of the worksheet per child. Child A has Story 1 complete and Story 2 cut up. Child B has Story 2 complete and Story 1 cut up.
- Tell children to look carefully at the events in each card, and use them to tell the story.
- Children take turns to tell their stories, then listen and put the other story cards in order.

## Unit 8 Lesson 3 SB page 54

### Story & writing

#### Topics

Sports; Actions

#### Functions

Understanding and acting out a story; Writing about actions happening now

#### Grammar

Present continuous; Can

#### Vocabulary

See the wordlist on page 111 of the Student's Book

#### Starters practice

Reading and Writing Parts 3 & 4

#### Equipment

30

#### Warmer

- Write the sports words on the board one at a time, with two or three gapped letters in each word.
- Invite children around the class to call out, or come to the board and write, the missing letter.
- You can play this as a game in two teams if you like, writing gapped words on the board for each team in turn.

**STARTERS TIP:** Learners will encounter a variety of verbs in the Starters Test. Play miming games with your class to practise recognizing and understanding different verbs.

#### Lead-in

- Write the words *bounce*, *throw*, *catch*, *kick*, *run*, *walk*, *ride*, *hit* on the board. Mime each of the actions and tell the children to call out the correct words.
- Play a game of *Simon Says* using the actions words on the board.
- Give instructions to the class, for example *Simon says walk / bounce a ball / ride a bike / catch a ball*.
- 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 Listen and read. Then act. 30

- Ask the children to look at the pictures in the story. Ask *What's this? Who's this? What is he/she 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 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

- Ask the children to work in their groups of three and make a new dialogue about a different sport, using the story as a model.
- Invite groups of children to act out their personalized dialogues for the class.

### 2 Look and complete the sentences.

- Point to the picture. Ask the children to say what actions they can see in the picture.
- Tell the children to look at the example sentence. Point to the picture and read out the sentence.
- Read out the words in the box and tell the children to look at the picture and complete the rest of the sentences with the correct words.
- Allow the children time to complete the activity in their books.
- Check answers by asking children around the class to read out the completed sentences.

#### ANSWERS

- 1 kicking 2 hitting 3 riding 4 walking  
5 running, bouncing

#### Optional activity

- Tell the class to look at the picture in Activity 2 for one minute, then close their books.
- Ask children around the class questions about the picture. For example *Is Lucy hitting a ball? Is the girl with the bag running? Is one girl riding a bike?* The children answer *Yes* or *No* 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 8 Lesson 4

SB page 55

## Language practice

### Topics

Topics covered so far

### Functions

Identifying differences between two similar pictures;  
Spelling

### Grammar

Present continuous; *has got*; *There is / There are ...*;  
Prepositions of place

### Vocabulary

See the wordlist on page 111 of the Student's Book

### Starters practice

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

### Warmer

- Invite groups of children to act out the story from the previous lesson in front of the class.

### Lead-in

- Revise the vocabulary learnt so far by playing *Odd One Out*.
- Write three words from one vocabulary set 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, using Sports, Actions, Classroom objects, Parts of the body, Toys, Clothes, Food, Animal, Furniture, Colour and Number words.
- You can play this as a game in two teams if you like.

### 1 Find ten differences. Talk to your friend about the pictures.

- Ask children to look at the pictures and say what things / animals / people they can see. Ask the children to say what the people / animals are doing / wearing in each picture. Look at the bat which is circled as an example.
- Tell the class that there are ten more differences between the two pictures. The children work in pairs to find and talk about the ten differences.
- Move around the class as the children carry out the activity and monitor their performance. Tell the children to put their hands up when they have found all ten differences.
- Invite children around the class to talk about the differences between the two pictures.

### ANSWERS

- Picture 1: Sam is playing baseball; Picture 2: he is playing hockey  
 Picture 1: there is a sun; Picture 2: there isn't  
 Picture 1: the mouse has got a short tail; Picture 2; the mouse has got a long tail  
 Picture 1: the frog is on the ball; Picture 2: the frog is next to the ball.  
 Picture 1: the ball is yellow; Picture 2: the ball is purple  
 Picture 1: there isn't a book next to Lucy; Picture 2, there is a book  
 Picture 1: there is one chicken on the wall; Picture 2: there are two chickens on the wall  
 Picture 1: there isn't a spider in the tree; Picture 2: there is a spider  
 Picture 1: Sam is wearing a black hat; Picture 2: he is wearing a brown hat  
 Picture 1: there are four pears on the tree; Picture 2: there are three pears on the tree  
 Picture 1: Sam has a watch on his right arm; Picture 2: he has a watch on his left arm

### 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, e.g. *What's on the tree in picture 1? / Where is the mouse in picture 2? / What colour is the ball in picture 1?* to children around the class. 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.

### 2 Write the things from the picture in Activity 1.

- Point to the pictures and ask the children to name the items. Ask the children to find the same items in the picture in Activity 1.
- Show the children the jumbled letters. Tell them to write the letters in the correct order to spell the words.
- Allow the children time to complete the activity in their books. Move around the classroom as the children work and help if necessary.
- Invite children around the class to say, then spell, the words.

### ANSWERS

- 1 tail 2 pear 3 watch 4 spider 5 chicken  
6 hockey

## Starters practice test SB pages 56 & 57

### Reading & Writing, Part 5

#### Lead-in

- Write gapped sentences about people and objects in the classroom on the board. For example *John is wearing a red \_\_\_\_\_, Kate has got a green \_\_\_\_\_, There's a computer on the \_\_\_\_\_, There are \_\_\_\_\_ pictures on the wall.*
- Ask children around the class to say, or come to the board and write, the missing words.

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

**TEACHERS TIP:** Remind the learners that the questions below the first picture are about the first picture and the questions below the second picture are about the second picture. Tell them to look carefully and make sure they are answering about the correct picture.

- Tell the children to look at the example questions. Point to the picture and read out the questions. Ask the children to give one-word answers.
- Show the class the example answers.
- Tell the children to look at the pictures, read the questions and complete the answers with one word.
- 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 answer.

#### ANSWERS

1 behind 2 dress 3 snake 4 sleeping 5 dog

### Listening, Part 3

#### Lead-in

- Revise different question and answer forms by asking children around the class to answer questions about the pictures in Activity 1 on page 55. For example, ask *What's Sam wearing? Where is the spider? What's under the ball?*
- 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.

#### Listen and tick (✓) the box. There is one example. 31

- Ask 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 track 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.

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

- Play the track 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 B 3 B 4 A

### Transcript 31

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

**Presenter** What's Kim taking to school?

**Woman** Have you got some pencils for school, Kim ... and a rubber?

**Girl** Yes Mummy!

**Woman** And some fruit Kim? You've got that?

**Girl** Yes, Mum.

**Woman** Good. And your jacket?

**Girl** No, Mummy – I don't want it. I'm OK, thanks.

**Woman** OK.

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

1 **Presenter** Where's Ben's dad?

**Woman** Where's your dad today, Ben? Is he eating his supper in the dining room?

**Boy** No, he isn't. Is he in the bathroom, Mum?

**Woman** Well, I can't see him there.

**Boy** Oh look! He's in the hall. He's talking on the phone.

**Woman** Oh, OK.

2 **Presenter** What's Tony's favourite sport?

**Girl** Do you like tennis, Tony?

**Boy** No, I'm not very good at it.

**Girl** Oh, well, do you like badminton, then?

**Boy** It's OK, but ... can we play basketball? I really like that. It's my favourite!

**Girl** Oh ... OK then.

3 **Presenter** Which is Grace's new toy?

**Boy** Is that a new toy, Grace?

**Girl** Yes ... do you like it? It's my pink monster called Leggy.

**Boy** But it's only got one leg and one foot!

**Girl** I know! And it's got a nice face, hasn't it?

**Boy** Well, I don't know. It's got six eyes – that's a lot!

**Girl** I know!

4 **Presenter** What does Alex want for dinner?

**Woman** Would you like chicken for dinner, Alex?

**Boy** Er ... can I have a burger please, Mum?

**Woman** OK ... do you want potatoes and carrots with it?

**Boy** Er ... no thank you. Chips and peas, please Mum.

**Woman** Oh ... OK!

#### Optional activity

- Ask the children questions about the pictures in the Listening Test. For example: *Is Kim taking her jacket to school? Is Ben in the bathroom? Has Grace's monster got six eyes? What does Alex want for dinner? Does Tony like table tennis?* 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.

Story & writing

Topics

Hobbies

Functions

Understanding and acting out a story; Agreeing or disagreeing with statements

Grammar

-ing forms; like + verb + -ing

Vocabulary

See the wordlist on pages 111–112 of the Student's Book

Starters practice

Speaking Part 5

Equipment

32

Warmer

- Write one of the hobbies phrases. Ask the children to guess what you are doing.
- The first child to guess the hobby correctly can mime a hobby for the rest of the class to guess.

**STARTERS TIP:** Learners should feel confident about expressing their opinions, agreeing and disagreeing with statements. This will help them in Part 5 of the Starters Speaking Test.

Lead-in

- Write the phrases *Me too! So do I! Oh, I don't.* on the board. Ask the children to say whether each phrase(s) show(s) agreement or disagreement.
- Say sentences about things you like, e.g. *I love fishing. I like ice cream.*
- Invite children around the class to choose and say a phrase from the board to show whether they agree / disagree with your statement.

1 Listen and read. Then act. 32

- Ask the children to look at the pictures in the story. Ask *What's this? Who's this? What is Lucy doing in the photo?* 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

- Ask the children to work in their pairs and make a new dialogue about their favourite hobbies, using the story as a model.
- Invite pairs of children to act out their personalized dialogues for the class.

2 Read and write your answers.

- Point to the pictures and ask the class to say what the people are doing.
- Read out the sentences in the speech bubbles. Tell the class that they should write *Me too! So do I!* or *Oh, I don't*, to show whether they agree or disagree with each sentence.
- Allow the children time to complete the activity by writing the phrases in the speech bubbles.
- Check answers by asking children to read out the sentences in the speech bubbles in pairs.

ANSWERS

Children's own answers

Optional activity

- Tell the class to work in pairs. They should write five sentences about hobbies or things they like.
- The children should then read their sentences to their partners, one sentence at a time. Their partner should respond to each sentence with *Me too! So do I!* or *Oh, I don't*, depending on whether they agree or disagree with the sentence.
- Invite pairs of children to act out exchanges in front of the class.

Optional activity

- Tell the children to think of three activities which they like doing.
- The children should work in pairs and take turns to mime an activity for their partner to guess.
- The children then write down all three of their partner's activities, and tell the class what their partner likes doing.

## Unit 9 Lesson 3

SB page 60

### Listening & speaking

#### Topics

Sports; Clothes; Food; Appearances

#### Functions

Matching people to activities; Listening for descriptions; Completing a speaking activity

#### Grammar

Present continuous; Present simple; *can*

#### Vocabulary

See the wordlist on pages 111–112 of the Student's Book

#### Starters practice

Speaking Parts 3, 4 & 5; Listening Parts 1, 2 & 4

#### Equipment

33; Speaking activity photocopiable 117

#### Warmer

- Invite groups of children to act out the story from the previous lesson in front of the class.

#### Lead-in

- Write the hobby phrases on the board in their base form (*fly kites / read stories / listen to music / make cakes*).
- Invite children around the class to make sentences about themselves, e.g. *I like / love / don't like flying kites*.

**STARTERS TIP:** In the Starters Listening Test, learners will often hear the wrong answer mentioned before they hear the right one. Teach learners to listen carefully and to wait until they have heard the full dialogue before completing their answers.

#### 1 Listen and draw lines. 33

- Ask the children to look at the pictures in Activity 1. Ask them to say who the people in the main picture are and what activities they can see in the small pictures.
- Explain that the children need to listen to match the people to the activities by drawing lines. Play the first part of the track while the children look at the example in their books.
- Tell the children that they will need to draw two lines from each person, to match each person to two activities.
- Play the track twice for the children to complete the activity.
- Check the answers. Ask *What does (Nick) like doing?*
- As an extension, ask children to say which of the things in Activity 1 they like / love / don't like doing.

#### ANSWERS

Sam: riding his bike, his toy tiger

Nick: riding horses, fishing

Jill: playing the guitar, learning English

Kim: eating cakes, playing with dolls

Lucy: eating ice creams, reading stories

Tom: swimming in the sea, eating fish and chips

#### Transcript 33

Teacher Hello Sam!

Sam Hello!

Teacher Can you tell me what you really like doing?

Sam Oh ... well, I really like riding my bike!

Teacher Have you got a good bike?

Sam Yes I have!

Sam But you know my friend, Nick? Well, he enjoys riding horses. And he's got a really big horse!

Teacher Really? Wow! That's great!

Sam Yes! But he also likes fishing with his dad.

Teacher Oh ... OK. And what about your sisters, Sam? What do they like doing?

Sam Oh, well, there's Jill, she loves playing the guitar! And she enjoys school too! She likes learning English.

Teacher Well that's very good. And you've got a baby sister too, haven't you?

Sam Yes ... you mean Kim. Well, she likes eating cakes. Yes, she loves cakes! Babies don't really have hobbies, but she likes playing with her dolls. She's got lots and lots of them. I really don't know what she likes about them!

Teacher So you don't like dolls then?

Sam No! I like my toy tiger – he's great!

Teacher That's very nice. Thank you, Sam.

Sam So, can I go and play now?

Teacher Yes, of course you can ... bye Sam!

Sam Bye!

Teacher Now Lucy, tell me about the things you like.

Lucy Oh I don't know really ...

Teacher Well, do you like eating cakes?

Lucy Er, no, but I like eating ice creams.

Teacher Do you?

Lucy Yes, and, er, I really like reading. I read lots of stories.

Teacher In class, you mean?

Lucy Yes, and at home with my mum.

Teacher That's really nice, Lucy. And you've got a brother haven't you?

Lucy Yes, his name's Tom.

Teacher That's right! Now what does he like doing?

Lucy Oh, well, he really likes swimming in the sea. You know he's very good.

Teacher OK, and what does he like eating? Does he like ice cream too?

Lucy No he doesn't, but he really likes eating fish and chips.

Teacher I like eating that for dinner too.

Lucy Yes, so do I.

Teacher Well thank you, Lucy. You can go to class now.

Lucy Oh, OK ... bye bye!

#### 2 Do the speaking activity. TB page 117

- You will need one copy of the worksheet for each child. Hand out copies of the speaking activity.
- Point to the picture and read out the example exchange.
- Working individually, children complete the column headed 'Me' with the hobbies and activities they like. They can use the pictures to give them ideas.
- Children then talk to three other friends, and write their names at the top of the other columns. They tell their partner what they enjoy. The other child replies *So do I*, *Me too*, or *Oh, I don't*. Children record the responses.
- Invite some pairs of children to act out the speaking activity in front of the class.

## Unit 9 Lesson 4

SB page 61

### Language practice

#### Topics

Topics covered so far

#### Functions

Identifying objects; Spelling; Counting

#### Grammar

Present simple with *like*

#### Vocabulary

See the wordlist on pages 111–112 of the Student's Book

#### Starters practice

Reading & Writing Parts 3, 4 & 5

#### Equipment

34

#### Warmer

- **Play** a game of *Bingo* to warm the class up and revise the **phrases** for hobbies.
- **Tell** the class to write six sentences about hobbies they **like** in their notebooks. Tell them to write full sentences, e.g. *I like playing the guitar.*
- **Say** sentences using *I like* + the hobbies phrases. Make a **note** of the hobbies phrases as you say them.
- **If** a child hears a sentence which is in their notebook, **they** can cross it out. The first child to cross out all their **sentences** wins the game.

#### Lead-in

- Revise the vocabulary learnt so far by playing *Odd One Out*.
- **Write** three words from one vocabulary set 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 (using **Hobbies**, **Sports**, **Actions**, **Classroom objects**, **Parts of the body**, **Toys**, **Clothes**, **Food**, **Animal**, **Furniture**, **Colour** and **Number words**).
- **You** can play this as a game in two teams if you like.

#### 1 Find the things that Bill and Sue like in the picture. Write.

- **Ask** children to look at the picture and say what things **they** can see. Ask the children to say what letter (*B* or *S*) **each** thing starts with.
- **Read** out the sentences in the boxes. Tell the class to look **carefully** at the picture and write the things beginning **with B** under the heading *Bill* in their notebooks and the **things** beginning with *S* under the heading *Sue* in their **notebooks**.
- **Move** around the class as the children carry out the **activity**. Help if necessary.

- Tell the children to put their hands up when they have completed the activity.
- Write the headings *Bill* and *Sue* on the board. Invite children around the class to say words for each person, or come to the board and write words under the correct headings.

#### ANSWERS

**Bill:** ball, banana, burger, bird, book, baby (6)

**Sue:** sausage, sheep, shoe, skirt, spider, snake (6)

#### 2 Spell the things that Sue likes and the things that Bill likes. Listen and check. 34

- Remind the class that, when we write lists of things, we put a comma after each item in the list apart from the last two. After the second to last item, we write *and*, and after the last item we put a full stop.
- Write sets of three to five words on the board, e.g. *apples pears lemons limes.*
- Invite children to come to the board and write the items in a list, e.g. *Apples, pears, lemons and limes.*
- Point to the items in Activity 1. Ask children around the class to say the plural forms of the words.
- Focus attention on Activity 2. Tell the class to complete the lists with the items from Activity 2. Tell them to use the plural forms of the words.
- Allow the children time to complete the activity in their books.
- Play the track for the children to listen and check their spelling.
- Invite children around the class to read out the completed lists and spell the words.

#### ANSWERS

**Sue likes** sausages, sheep, shoes, skirts, spiders and snakes.

**Bill likes** balls, bananas, burgers, birds, books and babies.

#### Transcript 34

**Presenter** Can you write the words for me please? Listen.

Here are the things Sue likes. Now you listen and write:

**Boy** Sausages. You spell that ... S-A-U-S-A-G-E-S

**Girl** Sheep. You spell that ... S-H-double E-P

**Boy** Shoes. You spell that ... S-H-O-E-S

**Girl** Skirts. You spell that ... S-K-I-R-T-S

**Boy** Spiders. You spell that ... S-P-I-D-E-R-S

**Girl** Snakes. You spell that ... S-N-A-K-E-S

**Presenter** Here are the things that Bill likes.

**Boy** Balls. You spell that - B-A- double L-S

**Girl** Bananas. You spell that ... B-A-N-A-N-A-N-A-S

**Boy** Burgers. You spell that ... B-U-R-G-E-R-S

**Girl** Birds. You spell that ... B-I-R-D-S

**Boy** Books. You spell that ... B-double O-K-S

**Girl** Babies. You spell that ... B-A-B-I-E-S

#### Optional activity

- Divide the class into pairs, and give each pair of children a letter.
- Tell the children to write as many words as they can think of beginning with their letter in their notebooks, without showing their partner.
- The children can then compare lists with their partner and see who has got the most words.
- Repeat by giving each pair of children a new letter

# Starters practice test SB pages 62 & 63

## Reading & Writing, Part 4

### Lead-in

- Ask the children to think about gardens and tell you what *you can see or do in a garden.*

**STARTERS TIP:** The text in Part 4 of the Starters Reading and Writing Test is written mainly in the first person singular. Learners may find this strange because the text is usually about an animal, a place or an object. It is important for learners to understand that this is a kind of puzzle.

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

- Tell the children to look at the example. Point to the picture of the garden and read out the text up to the word *house*. Ask the class to look at the pictures and words in the box and find the word *house*. Show the class how the word *house* has been chosen from the box and written on the line as an example.
- Tell the class to read the text and look at the picture, then chose the word from the box which fits in each gap (1–5). Remind them to look for verb-noun combinations.
- Tell the children to cross out the words in the box as they use them. Remind them 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.

### ANSWERS

1 flowers 2 ball 3 jumping 4 stories 5 meal

## Listening, Part 2

### Lead-in

- Ask a child the following questions: *What's your name? How do you spell that? How old are you? How many brothers / sisters have you got? What's your mother's name? How do you spell that?*
- Write the child's answers on the board. Then ask another child questions about the first child. Ask: *What's his / her name? How do you spell that? How old is he / she? How many brothers / sisters has he got? What's his mother's name? How do you spell that?* The second child should use the information on the board to answer the questions.
- Repeat with other children around the class.

**STARTERS TIP:** In Part 2 of the Starters Listening Test, all names must be spelt correctly. They are spelt out letter by letter on the recording. All first names will come from the names on the Starters wordlist (see list on page 117).

**Read the question. Listen and write a name or a number There are two examples. 35**

- Ask children to read the questions. Ask them to say whether they will need to write a name or a number for each question.
- Play the first part of the track while the children look at the *examples in their books.*
- Play the track 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 name or number.* Ask the children to spell the names.

### ANSWERS

1 May 2 Anna 3 14 4 Alex 5 8

### Transcript 35

**Presenter** Look at the picture. Listen and write a name or a number. There are two examples.

**Woman** Hello! What's your name?

**Ben** My name's Ben.

**Woman** And can you spell 'Ben'?

**Ben** Yes – it's B-E-N.

**Woman** Great! And how old are you Ben?

**Ben** I'm seven.

**Woman** You're seven?

**Ben** Yes.

**Presenter** Can you see the answers? Now you listen and write a name or a number.

1 **Woman** That's a nice photo Ben! Is that you with your Mum?

**Ben** Yes, it is!

**Woman** So, what's her name?

**Ben** It's May.

**Woman** Is that M-A-Y?

**Ben** Yes, that's right.

2 **Woman** Have you got brothers and sisters, Ben?

**Ben** I've got one sister.

**Woman** And what's her name?

**Ben** Oh ... she's Anna.

**Woman** Is that A-double N-A?

**Ben** Yes, that's right, Anna.

3 **Woman** Now, you're holding a robot in the photo. Is that your favourite toy?

**Ben** Yes it is – but I've got lots of robots!

**Woman** Have you? How many?

**Ben** Well ... I've got fourteen now!

**Woman** Fourteen! That is a lot of robots!

4 **Ben** I play robots with my friend!

**Woman** Really? And what's his name?

**Ben** It's Alex.

**Woman** Can you spell Alex for me?

**Ben** Yes, it's A-L-E-X.

**Woman** Well done!

5 **Woman** And how old is your friend, Ben?

**Ben** Oh he's eight.

**Woman** Eight?

**Ben** Yes.

**Woman** And is he a good friend?

**Ben** Yes, he's a very good friend!

## Lesson 1

SB page 64

## Words

## Topics

Daily routines

## Functions

Identifying daily activities; Matching phrases to make sentences about daily routines; Talking about your daily routine

## Grammar

Present simple

## Vocabulary

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

## Starters practice

Reading &amp; Writing Parts 3 &amp; 4, Speaking Part 5

## Warmer

- Play *Hangman* to warm the class up and revise the phrases for hobbies.

## Lead-in

- Ask the class to say what words they can remember for daily routines. Write their suggestions on the board.
- Ask the children which things they do every day and when they do them.

**STARTERS TIP:** In Part 3 of the Starters Reading and Writing Test, teach learners to look at the pictures and try to think of words which match each picture and how those words are spelt, before they look at the sets of jumbled letters. This way, they will have an idea of what they are looking for when they look for the correct set of jumbled letters.

### 1 Look at the letters. Write the words under the pictures.

- Point to the pictures and ask the children to say what each picture represents.
- Point to the jumbled words above the pictures. Tell the class to unscramble the letters and write the words below the correct pictures. Remind the children to cross out the letters as they write them to make sure that they use all the letters and that they use each letter only once.
- 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 around the class to say and spell the words.

## ANSWERS

1 bed 2 radio 3 school 4 lessons 5 breakfast  
6 football 7 book 8 television 9 dinner 10 park

### 2 Draw lines and make five sentences about you.

- Read out the words in the four columns.
- Explain that the children should draw lines to match the words and phrases and make five sentences which are true for them. Tell them to use a word or phrase from each column in each of their sentences and tell them to try to use a different verb in each sentence.
- Allow the children time to link their sentences in their books, then ask children around the class to read out their sentences.

## ANSWERS

Children's own answers

## Optional activity

- Tell the children to write five more sentences about their daily routines in their books, then compare their sentences with their partner to see whether they do or don't do any of the same activities at the same times.

## Optional activity

- Tell the children to write three sentences about things they do in the morning, three sentences about things they do in the afternoon and three sentences about things they do in the evening.
- The children should work in pairs and take turns to ask and answer to find out what their partners do in the morning / afternoon / evening:  
A *Do you have breakfast in the morning?*  
B *Yes, I do. Do you ride your bike to school in the morning?*  
A *No, I don't. Do you ... etc.*
- The children can then tell the class what their partner does in the morning, afternoon and evening.

## Unit 10 Lesson 2 SB page 65

### Story & speaking

#### Topics

Daily routines

#### Functions

Understanding and acting out a story; Writing about your day; Completing a speaking activity

#### Grammar

Present simple (affirmative statements, questions and short answers)

#### Vocabulary

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

#### Starters practice

Speaking Part 5

#### Equipment

36; Speaking activity photocopiable 118

#### Warmer

- Say *In the morning / afternoon / evening, I ...*, then mime one of the phrases from Activity 2, page 64. Ask the children to guess what you are doing and make a sentence, e.g. *In the morning, you have breakfast.*
- The first child to make a correct sentence can start a sentence and mime a daily activity for the rest of the class to guess.

#### Lead-in

- Ask questions to children around the class. Say *What do you do in the (morning)?*
- Encourage children to answer about themselves. They can look at the activities on page 64 to help them.

#### 1 Listen and read. Then act. 36

- Ask the children to look at the pictures in the story. Ask *What's this? Who's this? What are the boys 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

- Ask the children to work in their pairs and make a new dialogue about what they do in the morning, in the afternoon, in the evening and at night, using the story as a model.
- Invite pairs of children to act out their personalized dialogues for the class.

#### 2 Write about your day.

- Read out the sentence beginnings. Tell the children to think about what they do at different times in the day and complete the sentences about themselves.
- Move around the class as the children work. Help if necessary.
- Invite children to read out their completed sentences.

#### ANSWERS

##### Children's own answers.

#### Starters tip

Learners should be able to give short answers using appropriate structures. This will help them in Part 5 of the Starters Speaking Test.

#### Optional activity

- Ask questions to children around the class, using a variety of structures. For example: *Can you swim? Have you got brown hair? Do you have breakfast in the morning? Do you like playing tennis? Has your mum got blue eyes? Can your dad play football?*
- Encourage the children to give short answers using the appropriate structures.
- As an extension, ask the children to write five questions for their partner, using different structures. The children can then ask and answer questions in pairs.

#### 3 Do the speaking activity. TB page 118

- Put the children into pairs, A and B. You will need one copy of the worksheet per pair. Give each child part A or part B of the worksheet.
- Point to the picture of Lucy and Sam and read out the example exchange.
- Explain that the children should look at their pictures, which show what their character, Bill or Anna, does in a day.
- The children should make sentences to describe each picture, saying what Bill or Anna does in the morning, afternoon, evening, and at night.
- Then they listen, and complete the information about the other child.
- Act out the example exchange 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 activity in front of the class.

#### SUGGESTED ANSWERS

**In the morning Anna has breakfast. Then she walks to school. In the afternoon she plays hockey. In the evening she plays board games. At night she reads a book.**  
**In the morning Bill has breakfast. Then he has lessons. In the afternoon he talks to his friends. In the evening he plays football. At night he sleeps.**

## Unit 10 Lesson 3

SB page 66

### Listening

#### Topics

Daily routines

#### Functions

Listening and numbering activities in order; Listening and ticking / crossing activities

#### Grammar

Present simple

#### Vocabulary

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

#### Starters practice

Listening Part 3

#### Equipment

CD 37-38

#### Warmer

Divide groups of children to act out the story from the *PREVIOUS lesson in front of the class.*

#### Lead-in

Ask questions to which the answer is likely to be negative, eg. *Do you have breakfast at night?* Let the children answer and correct you: *No, I don't. I have breakfast in the morning.*

### 1 Lucy is talking about what she does in the morning. Listen and write numbers in the boxes. 🎧 37

- Ask the children to look at the pictures in Activity 1. Ask them to say what Lucy is doing in each picture.
- Explain that the children need to listen and number the activities in the order they hear them.
- Play the first part of the track while the children look at the example in their books.
- Play the track twice for the children to complete the activity.

#### ANSWERS

From left to right: 4, 1, 6, 5, 3, 2

#### Transcript 🎧 37

**Man** So Lucy tell me about your day. What do you do in the morning?

**Lucy** Well, I have my breakfast.

**Man** And what do you have for breakfast?

**Lucy** Er ... an egg and some fruit.

**Man** That's very good! Then what do you do, Lucy?

**Lucy** Oh well, then I say goodbye to Mum and I go to school. I walk to school with my brother, Tom.

**Man** Do you like walking to school?

**Lucy** It's OK. Then ... I get there, and I talk to my friends in the playground.

**Man** That's nice. What do you talk about?

**Lucy** Oh ... lots of things!

**Lucy** Yes, that's right. We have three lessons in the morning.

**Man** And do you like your teacher, Lucy?

**Lucy** Yes, I do.

**Man** That's great! OK ... and then what do you do?

**Lucy** Well, then I eat my lunch and ...

**Man** Do you like having meals at school?

**Lucy** Yes they're very nice.

**Man** Then, do you have lessons again?

**Lucy** No! Then I play games with my friends in the playground.

**Man** What a nice morning, Lucy!

**Lucy** Yes!

### 2 Sam is talking about what he does in the afternoon and evening. Listen and tick (✓) or cross (✗). 🎧 38

- Ask the children to look at the pictures in Activity 2.
- Explain that they should listen, tick the things Sam does and cross the things he doesn't do.
- Play the first part of the track while the children look at the examples, then play the track twice for the children to complete the activity.

#### ANSWERS

1 write in a book in class ✓ paint a picture in class ✗

2 ride bike home ✓ walk home ✗

3 watch TV ✗ eat dinner ✓

4 play football ✓ play basketball ✗

5 play a game on the computer ✗ play a board game ✓

6 read a book ✗ have a bath ✓

#### Transcript 🎧 38

**Man** So, Sam, tell me what you do in the afternoon and in the evening!

**Sam** OK, well, I have lessons in the afternoon.

**Man** Yes ... do you do these nice paintings in the afternoon?

**Sam** No, we don't paint at school! We write in our books!

**Man** OK, and what's your favourite lesson, Sam?

**Sam** Oh, it's English!

**Man** Really?

**Sam** Yes. And then after school I go home.

**Man** Do you walk home?

**Sam** No, I don't. I ride my bike!

**Man** Oh, that's nice.

**Sam** Yes, it is. I enjoy riding my bike.

**Man** And then what do you do, Sam?

**Sam** Well, I don't watch TV, I eat my dinner! I love eating dinner!

**Man** And then?

**Sam** Well, then I go to the park and play with my friends.

**Man** So, do you play basketball there?

**Sam** No, we play football. It's great!

**Man** That's good.

**Sam** Then I go home again, and I play games.

**Man** On the computer?

**Sam** No, I play a board game with snakes on it, with my big sister!

**Man** Wow! That's very nice. And do you read a book in the evening?

**Sam** No, I don't like reading! And then, at night, I go to bed.

**Man** Do you have a bath?

**Sam** Yes, I do! I love having baths!

**Man** Great! Well ... thanks for talking to me Sam. Bye now!

# Unit 10 Lesson 4 SB page 67

## Language practice

### Topics

Topics covered so far

### Functions

Identifying activities; Spelling; Talking about stories

### Grammar

Present simple; Present continuous

### Vocabulary

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

### Starters practice

Reading & Writing Part 3, Speaking Part 5

### Warmer

- Play a game of *Simon Says* using the phrases for daily activities.
- Give instructions to the class, for example *Simon says walk to school / eat dinner / watch TV / listen to music / have a bath*.
- 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

- Revise the vocabulary learnt so far by playing *Odd One Out*.
- Write three words from one vocabulary set 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 (using Daily activities, Times of day, Hobbies, Sports, Actions, Classroom objects, Parts of the body, Toys, Clothes, Food, Animal, Furniture, Colour and Number words).
- You can play this as a game in two teams if you like.

### 1 What are these stories about? Write the first letter of each word in the pictures and find the answers.

- Ask children to look at the pictures and say what things they can see on each book cover. Ask the children to say what letter each thing starts with.
- Read out the gapped sentences. Tell the class to look carefully at the pictures and write the letter which each thing begins with. Tell them to arrange the initial letters to make a word to complete each sentence.
- Move around the class as the children complete the activity. Help if necessary.
- Tell the children to put their hands up when they have completed the activity.
- Ask children around the class to say and spell the missing words.

### ANSWERS

- 1 food 2 sport 3 toys 4 school 5 horses  
6 clothes

### 2 Read. Tell your friend about the stories you read.

- Ask the class to read the text in the speech bubbles, then ask a pair of children to read out the speech bubbles for the class.
- Tell the children to think about what kind of stories they like reading.
- The children work in pairs and practise a dialogue about the stories they read, using the dialogue in their books as a model.
- Invite pairs of children to act out their dialogues for the class.

### Optional activity

- Tell the children to make a puzzle like the ones in Activity 1. They should write a gapped sentence, with a space for each letter in the missing word, then draw pictures of items beginning with each letter in the missing word.
- Tell the children to swap puzzles with a partner and try to complete each other's puzzles.

### Optional activity

- Play a memory game. Tell the children to look at the pictures in the Activity 1 for one minute and try to remember as many as they can.
- The children close their books. Ask children to name the vocabulary items they can remember. Write their suggestions on the board, and see if the class can remember all of the items.
- Alternatively, you could play this as a game in two teams, awarding one point for each correct answer.

## Starters practice test SB pages 68 & 69

### Reading & Writing, Part 4

#### Lead-in

- Ask the children to think about babies and tell you what babies can / can't do.

**STARTERS TIP:** As correct spelling is required in the Starters Reading and Writing Test, encourage learners to write clearly. It may be better if they print rather than use joined up writing.

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

- Tell the children to look at the example. Point to the picture of the baby and read out the text up to the word *hair*. Ask the class to look at the pictures and words in the box and find the word *hair*. Show the class how the word *hair* has been chosen from the box and written on the line as an example.
- Tell the class to read the text and look at the picture, then choose the word from the box which fits in each gap (1–5).
- Tell the children to cross out the words in the box as they use them. Remind them to write clearly 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. If you like, you can ask children around the class to read out sentences from the text.

#### ANSWERS

- 1 dress 2 sad 3 letters 4 doll 5 school

### Listening, Part 4

#### Lead-in

- Revise prepositions of place by drawing a box on the board and drawing two balls in different positions (e.g. one ball on the box and one ball behind the box). Invite a child to come to the board. Say *Colour the ball (behind) the box*. The child should colour the correct ball.
- Repeat with other children and other simple pictures, practising the prepositions *on*, *under*, *between*, *next to*, *in front of* and *behind*.

**STARTERS TIP:** Remind learners that they will hear each part of the Starters Listening Tests twice, so they don't need to worry if they can't answer a question the first time.

**Listen and colour. There is one example.**  39

- Ask children to look at the picture. Ask *What's this? Who's this? Where is this frog?* about the items in the picture.
- Tell the children to take out their coloured pencils.
- Play the first part of the track while the children look at the example in their books.

- Tell the children that they should listen, find the correct frogs, then colour them, as in the example.
- Play the track twice for the children to complete the test.
- Check the answers as a class. Ask *What colour is the frog (in the tree)?*

#### ANSWERS

The frog next to the boy's father: blue

The frog under the chair: pink

The frog in front of the ducks: orange

The frog between the cows: red

The frog behind the fish: green

#### Transcript 39

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

**Boy** That's a good picture of a park!

**Woman** Yes it is, but can you see that frog in the tree there?

**Boy** I can see apples in the tree ... oh yes ... and a frog too! That's funny!

**Woman** Yes, well can you colour it yellow, please.

**Boy** A yellow frog? Yes, OK.

**Woman** Great!

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

1 **Boy** There's a boy in the picture. He's fishing with his father.

**Woman** That's right. And there's a frog next to his father, look!

**Boy** Next to his father? Oh yes. Can I colour it blue?

**Woman** OK, colour that frog blue then.

**Boy** I'm doing that now!

2 **Woman** And look at the boy's Mum. She's reading a book.

**Boy** Yes, and I can see a frog under her chair.

**Woman** Under her chair? Oh yes ... I can see it!

**Boy** Shall I colour it pink?

**Woman** Pink? Yes, that's a nice colour.

3 **Woman** Do you like the ducks? Look, there's a mother duck and two babies.

**Boy** Yes, and there's a frog in front of the ducks?

**Woman** In front of them? Yes, there is. Well colour that frog orange, please.

**Boy** OK then. I'm colouring it orange now.

**Woman** That's very good.

**Boy** Thanks!

4 **Woman** And there's a frog between the cows too!

**Boy** Where?

**Woman** Look ... between the cows ... there!

**Boy** Oh yes! Please can I colour it red? That's my favourite colour!

**Woman** OK. Red's a very nice colour!

5 **Woman** Now, can you see the frog behind the fish?

**Boy** Behind the fish ... no I can't!

**Woman** Look again.

**Boy** Oh yes – I can see it now. Shall I colour it green?

**Woman** Well ... I don't know ...

**Boy** Oh ... but it's a very good colour for a frog!

**Woman** Oh I know ... OK, colour that one green then!

**Boy** It's a really nice picture now!

# Revision 2

## Revision 2

SB pages 70–72

### Aims

Revising topics, vocabulary, grammar and test skills from the *Hello!* unit to Unit 10

Preparation for all parts of the Starters Tests

### Equipment

40; Coloured pencils

### Warmer

- Tell the children to write one parts of the body word, one animal word, one furniture word, one family word, one clothes word, one food word, one sports word and one classroom word in their notebooks.
- Play *Bingo* to revise words from *Hello!* to Unit 10 (see page 7).

### Lead-in

- Write the headings *Clothes, Food, Sports, Classroom objects, Animals, Family, Things in the house* and *Colours* on the board. Ask the class to say what words 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.

### 1 Read and colour the monster.

- Point to the different parts of the monster's body and ask the class to say the correct words.
- Ask the children to take out their coloured pencils, and colour the monster according to the instructions.
- Invite children to talk about their finished pictures.

### 2 How many things can you find in the picture? Write the words.

- Allow the children time to look at the picture and write the words in their books.

#### ANSWERS

chair, ruler, cupboard, door, desk, mouse, computer, pencil, board, rubber

### 3 Grace is at school with her mother. She's talking about the children. Listen and draw lines. 40

- Play the first part of the track while the pupils look at the example.
- Tell the pupils to listen, find the correct names and pictures, then draw lines to match the names to the pictures.
- Play the track twice for the pupils to complete the activity.

#### ANSWERS

Anna: bouncing a ball (a); Tony: playing basketball (f); Dan: playing tennis (c); May: listening to music (g); Sue: asking the teacher a question (j)

### Transcript 40

**Mum** Now, who are all these children in the playground, Grace?

**Grace** Well, can you see that girl there?

**Grace** She's bouncing a ball ... look ... there!

**Mum** I can see a girl, but she's catching a ball.

**Grace** No, not her. Look, she's wearing a hat!

**Mum** Oh yes, who's she?

**Grace** That's my friend Anna.

**Mum** Anna?

**Grace** Yes, that's right. Look Mum, there's a boy there, who's playing a game with his friend.

**Mum** With his friend? Oh yes ... he's playing baseball!

**Grace** No, he's playing basketball, Mum! His name's Tony.

**Mum** Tony?

**Grace** Yes

**Mum** And which boy is Dan?

**Grace** Oh, he's there.

**Mum** Does he like playing football?

**Grace** Yes, he can play football very well, but today he's playing tennis. Can you see him?

**Mum** Yes ... so that's Dan?

**Grace** Yes, that's right.

**Mum** There are a lot of children in the school hall, Grace.

**Grace** Yes, can you see that girl there?

**Mum** Is she playing the piano?

**Grace** No Mum, she's listening to music ... there.

**Mum** Oh yes ... I can see her ... what's her name?

**Grace** That's May.

**Mum** May? That's a nice name!

**Grace** Yes

**Mum** And is this your classroom, Grace?

**Grace** Yes Mum

**Mum** And that girl there, what's her name?

**Grace** Which girl?

**Mum** Well, she's asking the teacher a question.

**Grace** You mean the girl with the long hair?

**Mum** Yes.

**Grace** Oh, that's Sue.

**Mum** Sue?

**Grace** Yes.

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

- Focus attention on the example sentences and answers. Ask the children to say why the second sentence is false.
- Tell the children to look at the picture, read the sentences and write yes or no in their books.
- Read out the sentences for children to answer yes or no. Ask the children to correct the false sentences.

#### ANSWERS

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

### 5 Write the words.

- Ask the class to look at the pictures and say what the people are doing.
- Read out the words in the box and ask the children to point to the correct pictures.
- The children write the correct words under the pictures.

#### ANSWERS

1 riding 2 bouncing 3 catching 4 kicking

# Starters Speaking preparation

## Starters Speaking preparation

SB page 73

### Aims

Revising topics, vocabulary, grammar and test skills from the *Hello!* unit to Unit 10

### Starters practice

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

### Equipment

Object cards

### Warmer

- Ask children around the class questions about themselves, for example: *What's your name? How do you spell that? How old are you? How many brothers and sisters have you got? What's your favourite food? Who is your best friend? What does he / she look like?*
- Tell the children to make short dialogues asking and answering questions about their best friends, 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 toys. Write their suggestions on the board.
- Ask children around the class to say what toys they have got, what their favourite toy is, and what it looks like.

**STARTERS 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 Starters Speaking Test, they will create a good impression.

### 1 Look at the picture. Ask and answer these questions.

- Ask children to look at the picture and say what they can see in the picture, where each item is and what the children are doing.
- Read out the questions and tell the children to work in pairs. One child in each pair asks Student A's questions to his / her partner and the other child asks Student B's questions to his / her partner. They should take turns to ask and answer questions.
- Allow the children time to ask and answer their questions in pairs. Move around the class as they carry out the activity and monitor their performance.
- Invite pairs of children to ask and answer questions in front of the class.

### ANSWERS

- A** What are the children doing?
- B** They're playing a board game. What colour eyes has the boy got?

- A** Blue. What's in the box?
- B** A robot. Is the girl smiling?
- A** Yes, she is. How many snakes can you see?
- B** Three. Where's the monster?
- A** It's under the window.

### 2 Ask your teacher for the object cards. Take turns to tell your friend where to put things.

- Tell the class that they are now going to work in pairs and tell their partner where to put the object cards.
- Hand out copies of the object cards to each pair of children. You can use the object cards from the Term 1 or Term 2 Speaking test on pages 104 and 106 of this Teacher's Book. If you prefer, you can make copies of the smaller cards on page 112 or 122.
- Read out the speech bubbles and act out a few example exchanges with children around the class, then let the children work in pairs to place the objects in the picture.
- Move around the class as the children carry out the activity. Monitor their performance and help if necessary.
- Invite children around the class to act out exchanges for the class.

### ANSWERS

Children's own answers

### 3 Now tell your friend about the people in your family.

- Ask children to think about their family – how many people are in their family, what their family members look like and what their family members can do.
- Ask the children to work in pairs and practise talking about the people in their families together, then invite children to tell the class about the people in their family.

### ANSWERS

Children's own answers

### Optional activity

- Tell the class to work in pairs and tell their partner about what sports they can do, and their favourite sport.
- The children should then report back to the class, telling the class about their partner's abilities and favourite sport.

**SPEAKING TEST:** You can now do the Term 2 Speaking test with the children individually. See pages 101 and 102 for instructions, and pages 105 and 106 for the test.

# 11 In the street

## Lesson 1

SB page 74

### Words

#### Topics

Means of transport; Adjectives

#### Functions

Identifying means of transport; Matching words to pictures; Choosing adjectives to describe people and things

#### Grammar

Present simple

#### Vocabulary

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

#### Starters practice

Reading and Writing Parts 3 & 4

### Warmer

- Play a memory game to warm the class up and revise the phrases for daily routines.
- Say *In the morning, I have breakfast*. Invite a child to add an activity to the sentence, for example *In the morning, I have breakfast and walk to school*.
- Invite children around the class to add an activity to the list. If a child can't remember the whole list, they are out of the game. The last child still in the game is the winner.
- Repeat the game with another long sentence about *In the afternoon / evening*.

### Lead-in

- Ask the class to say what words they can remember for means of transport. Write their suggestions on the board.
- Ask the children which means of transport they use and when they use them.

### 1 Look and write the numbers next to the words.

- Point to the picture and ask the children to say what they can see.
- Point to the words below the picture. Read out the words and tell the children to look at the picture and write the correct number next to each word.
- 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 *What's number (1)?* Encourage children around the class to answer, e.g. *It's (a train)*.
- As an extension, ask the children to ask and answer questions about the picture in pairs.

### ANSWERS

- 1 a train 2 a plane 3 a lorry 4 a helicopter  
5 a boat 6 a car 7 a bus 8 a motorbike 9 a bike

### Starters tip

In the Starters Tests, learners will encounter a variety of adjectives describing people and things. Teach learners to become familiar with and confident about recognizing different adjectives.

### 2 Write the words.

- Read out the words in the box.
- Explain that the children should write the adjectives under the correct pictures. Remind them to copy the **words** exactly and check their spelling when they have finished.
- Allow the children time to complete the activity in their books, then ask children around the class to read out the adjectives for each picture.
- As an extension, ask further questions about the **main** picture (e.g. *Is this car dirty?*) and encourage the children to answer (e.g. *No, it isn't. It's clean.*).

### ANSWERS

- 1 open 2 closed 3 angry 4 new

### 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, for example *Where is the boy on the bike? Are the children on the bus happy? How many shops are there in the picture?*
- Encourage the children 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 11 Lesson 2

SB page 75

### Words & writing

#### Topics

Actions happening now

#### Functions

Writing sentences about actions happening now; Writing about what you and your friends are doing today

#### Grammar

Present continuous

#### Vocabulary

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

#### Starters practice

Reading & Writing Parts 4 & 5; Listening Parts 1 & 4; Speaking Parts 1, 2, 3 & 5

#### Warmer

- Play a memory game to warm the class up and revise the words for means of transport.
- Write the words for means of transport on the board. Tell the class to look at the words for one minute (or less), then close their eyes.
- Erase two or three words from the board. Tell the children to open their eyes and say which words are missing.
- Repeat the game, erasing different words each time. You can play this as a game in two teams if you like.

#### Lead-in

- Mime an activity for the class, e.g. *riding a motorbike, flying a kite, driving a car, cleaning a car, reading a book*. Ask *What am I doing?* Encourage the children to answer *You're (riding a motorbike)*.
- Invite children around the class to mime doing an activity. Ask *What is he / she / they doing?* Encourage the rest of the class to guess and answer using full sentences.

#### Look at the picture on page 74 again. Draw lines and make sentences.

- Ask the children to look at the picture in Activity 1 on page 74. Say *The man next to the house is cleaning a car*. And ask the children to point to the correct person in the picture. Repeat for the sentence *The children on the bus are waving at the girls*.
- Focus attention on the example. Show the class how lines have been drawn to make sentences. Tell the class to join the rest of the sentence parts with lines to make the remaining sentences.
- Allow the children time to complete the activity in their books.
- Check answers by asking children around the class to read out their sentences and point to the correct people in the picture on page 74.
- If you like, you can ask the children to write their sentences in their notebooks.

#### ANSWERS

The child in the park is riding his bike.  
The person in the green jacket is flying a helicopter.  
Four people are sitting on the bus.  
The women in the park are looking at the ducks.  
Two children on the bus are waving at a girl.  
The man next to the house is cleaning his car.

#### 2 Circle and write about what you're doing with your friends in class today.

- Focus attention on the gapped text. Explain to the class that they need to circle some words to make the text true for their class, then complete the gaps with other words about their class.
- Allow the children time to complete the text 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 texts.

#### ANSWERS

##### Children's own answers

**STARTERS TIP:** Help your learners to personalize all new vocabulary and grammar so that they can use the language they learn to talk about themselves. This will help them in Part 5 of the Starters Speaking Test.

#### Optional activity

- Tell the children to draw a picture of themselves and their family or friends doing different activities in the park, house or garden.
- The children can then write a short text about what is happening, where the people are and what each person is doing in the picture.
- The children can read their texts out to the class, or you can display their pictures and texts around the classroom.

# Unit 11 Lesson 3

SB page 76

## Story & listening

### Topics

Shopping; Actions happening now

### Functions

Understanding and acting out a story; Matching people to the activities they are doing

### Grammar

Present continuous

### Vocabulary

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

### Starters practice

Listening Parts 1 & 3

### Equipment

41-42

### Warmer

- Tell the children to write six words for means of transport in their notebooks.
- Play a game of *Bingo* to warm the class up and revise the words for means of transport.

### Lead-in

- Write the following words on the board: *book shop, clothes shop, shoe shop, sweet shop, music shop.*
- Ask the class to say what you can buy in each shop.

### 1 Listen and read. Then act. 41

- Ask the children to look at the pictures in the story. Ask *What's this? Who's this? Where are they? What are they doing?* about each picture.
- Play the track for the children to listen and follow the story in their books.
- Play the track 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

- Divide the class into three teams. Tell Team A to practise and try to remember Mum's lines, Team B to practise and try to remember Tom's lines and Team C to practise and try to remember Lucy'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.

**STARTERS TIP:** Remind learners that in the Starters Listening Tests they will often hear similar pieces of information. They have to learn to listen carefully and decide which piece of information is correct.

### 2 Listen to Lucy and tick (✓) or cross (×). 42

- Ask the children to look at the pictures in Activity 2. Ask them to say what the people are doing in each picture.
- Explain that the children need to listen and tick the activities which Lucy's friends are doing and cross the activities which Lucy's friends are not doing.
- Focus attention on the example. Play the first part of the track while the children look at the example in their books.
- Play the track twice for the children to complete the activity.
- Check the answers as a class. Ask *Are Alex and Ben working on computers? Are they with their teacher? Is Ann reading a book? Is she in the library? Are Bill and Nick eating lunch? Is Nick eating a burger? Is Lucy drawing a picture? Is the train in front of the helicopter in her picture?* Encourage the children to give short answers.
- As an extension, ask children around the class to use their answers to talk about what the people in the pictures are doing.

### ANSWERS

1 ✓ × 2 × ✓ 3 × ✓ 4 ✓ ×

### Transcript 42

- 1 Teacher** Hello Lucy. Now, what are you doing here? And where are your school friends?  
**Lucy** Oh, well, Alex and Dan are in the computer room. They're working on the computers there.  
**Teacher** Oh good ... are they with their teacher?  
**Lucy** Er ... no.
- 2 Teacher** And where's your friend Ann?  
**Lucy** She's reading a book.  
**Teacher** Oh, good. Is she reading her book in the library?  
**Lucy** No, she's in the playground.  
**Teacher** Oh!
- 3 Teacher** And what are Tony and Nick doing?  
**Lucy** Well, they're eating lunch.  
**Teacher** Oh, what are they eating?  
**Lucy** Tony's eating a burger and Nick's eating chicken.  
**Teacher** OK.
- 4 Teacher** And ... what are you doing in class, Lucy?  
**Lucy** Oh, I'm drawing this picture. Do you like it?  
**Teacher** Yes ... that's a very good helicopter – and is that a train next to it?  
**Lucy** Yes, that's right!  
**Teacher** That's great, Lucy ... but can you go and find your teacher now, please?  
**Lucy** OK then!

# Unit 11 Lesson 4

SB page 77

## Language practice

### Topics

Topics covered so far; People and plurals

### Functions

Identifying words describing people; Completing a speaking activity

### Grammar

Irregular plurals; Prepositions of place

### Vocabulary

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

### Starters practice

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

### Equipment

Coloured pencils; Speaking activity photocopiable 119

### Warmer

Divide groups of children to act out the story from the previous lesson in front of the class.

### Lead-in

- Review the vocabulary learnt so far by playing *Odd One Out*.
- Write three words from one vocabulary set 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 (using words of transport, Adjectives, Daily activities, Times of day, Hobbies, Sports, Actions, Classroom objects, Parts of the body, Toys, Clothes, Food, Animal, Furniture, Colour and number words).
- Children play this as a game in two teams if you like.

**Tip:** Remind learners that, in many parts of the Games Tests, they will need to be able to recognize words **people** (*man, woman, child, person*) and their plurals (*men, women, children, people*).

### Colour the lines from the pictures to the words.

- Read out the words in the boxes. Ask the class to say whether each word is a singular noun or a plural noun. Children to point to the correct picture for each word.
- Tell the children to take out their coloured pencils. Tell them to use **different colours to colour the lines from the people to the correct words.**
- Move around the class as the children complete the activity. Help if necessary.
- Tell the children to put their hands up when they have completed the activity.

- Ask children around the class to point to the pictures, say the matching words and say whether each word is singular or plural.

### Optional activity

- Write some more nouns with irregular plurals on the board. Write the singular forms jumbled up on one side of the board (e.g. *mouse, fish, foot, man, woman, child, person, tooth, sheep*), and the plural forms on the opposite side of the board, also jumbled up (e.g. *mice, fish, feet, men, women, children, people, teeth, sheep*).
- Divide the class into two teams.
- Invite children from each team in turn to come to the board and draw a line to match a singular noun to a plural noun. Award one point for each correctly placed line.

### 2 Do the speaking activity. TB page 119

- Put the children into pairs, A and B. You will need one copy of the worksheet per pair. Hand out the relevant section of the worksheet to each pupil.
- Working individually at first, children colour their pictures. You can also tell them to think about where things such as the tree or the car are positioned in the picture.
- Point to the picture of Lucy and Sam and read out the *example exchange*. Explain that children should ask and answer about the position of the items in their partner's picture.
- Act out the example exchange 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.

# Starters practice test

SB pages 78 & 79

## Reading & Writing, Part 3

**STARTERS TIP:** Remind learners to write clearly, so that their answers can be read easily. This will help ensure that they don't lose marks for incorrect spelling.

### Lead-in

- Say words for means of transport from the unit to children around the class. Ask the children to spell the words.
- Write the letters on the board as the children say them.
- Invite the rest of the class to say whether the word is spelt correctly or not.

### Look at the pictures. Look at the letters. Write the words. There is one example.

- Tell the children to look at the example. Point to the picture and the jumbled word. Show the class how the letters have been written in the correct order in the example.
- Tell the class to look at the pictures and the jumbled letters, then write the letters in the correct order. Remind them to cross off the jumbled letters as they write them 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 spell the words.

### ANSWERS

1 boat 2 lorry 3 train 4 motorbike 5 helicopter

## Listening, Part 1

### Lead-in

- Revise prepositions of place and prepare the class for the listening test by asking about the location of various items in the classroom. Point to items around the room and ask *Is (my bag in front of my desk)? Where is (the clock)?* etc.
- Invite children around the class to answer.

**STARTERS TIP:** Remind learners that items will not always need to be put in the places they might expect in Part 1 of the Starters Listening Test. Sometimes they will need to draw lines to unusual places.

### Listen and draw lines. There is one example. 43

- Ask children to look at the picture. Ask *What's this?* about the items in and around the picture.
- 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 outside the big picture, then draw lines to the correct places in the big picture, as in the example.
- Play the track twice for the children to complete the test.
- Check the answers as a class. Ask *Where is (the snake)?*

### ANSWERS

The jeans are between the planes and the shelf.  
The socks are under the desk.  
The snake is on the mat, between the bus and the lorry.  
The tiger is in the monster's hand.  
The shirt is on the floor, in front of the guitar.

### Transcript 43

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

**Boy** Hello. Do you like this picture? Look, the boy's playing a football game on his computer.

**Woman** Yes, it's very nice, but could you put the the bed for me, please?

**Boy** Where shall I put the mirror?

**Woman** Next to the robot on the bed please.

**Boy** OK then.

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

1 **Woman** Now put the jeans between the planes and the shelf.

**Boy** Where?

**Woman** Can you see the planes? And look, there's a shelf on the wall. Put the jeans between them please.

**Boy** OK ... I'm putting them there, then.

2 **Boy** What shall I do now?

**Woman** Er ... can you see those socks there? Well, put them under the desk.

**Boy** Where shall I put the socks?

**Woman** Under the desk, please.

3 **Woman** Now let's see ... there's a mat on the floor.

**Boy** Yes and there's a toy bus and a toy lorry on it. Can I put the snake between them?

**Woman** Yes, OK. Put the snake on the mat, between the bus and the lorry.

**Boy** Right! I'm doing that now.

4 **Boy** Oh look! There's a monster there ... on the computer! It's a bit ugly! It's got one big eye and one small eye!

**Woman** Yes, and it's only got one arm! Can you put the tiger in the monster's hand?

**Boy** OK, I'm putting the tiger in the monster's hand then? Is that right?

**Woman** Yes that's great!

5 **Boy** I think that boy can play the guitar. Look there's one next to his bed.

**Woman** Oh yes, there is. Can you put the shirt in front of it?

**Boy** You mean put the shirt on the floor in front of the guitar?

**Woman** Yes please. Well done! That's really good!

**Boy** Thanks!

### Optional activity

- Play a memory game. Tell the children to look at the picture in the listening test for one minute and think about where each item is.
- The children close their books. Ask *Where is the (shirt)? / What's (under the desk)?* and invite a child to answer from memory.
- Repeat with other children around the class.

# 12 Seeing your grandparents

## Lesson 1 SB page 80

### Words

#### Topics

Seeing your grandparents; Topics covered so far

#### Functions

Revising vocabulary learnt so far; Reading a text, Choosing and copying the correct words to complete a text

#### Grammar

Present simple; Present continuous; Prepositions of place

#### Vocabulary

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

#### Starters practice

Reading and Writing Part 5

#### Warmer

- Play **Hangman** to warm the class up and revise the words for means of transport.
- 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

- Write the following headings on the board: *Clothes, Transport, Family, Animals, Adjectives*.
- Ask the **class** to say what words they can remember for each heading. Write their suggestions on the board under the correct headings.
- Show the words from beneath the headings.
- Say words to children around the class. Invite the children to come to the **board** and write their words under the correct headings.
- How can play this as a game in two teams if you like.

**Teacher tip** Remind learners that in Part 5 of the Starters Reading and Writing Test, the picture above the text will help them to answer the questions. Tell learners to look carefully at the picture for clues about the missing words in the text.

### 1 Sam is seeing his grandparents today. Look at the picture and write the words in the boxes.

- Point to the picture and ask the children to say **who** or what they can see, and what the people are doing.
- Read out the words in the box and ask children to say **what kind of words they are** (*adjectives, words for clothes / transport / family / animals, etc.*).
- Focus attention on the gapped text. Tell the **class** that they need to look at the picture, read the text **and choose and copy** the correct words to complete the text.
- 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 sentences from the completed text.

#### ANSWERS

in, car, mother, father, sister, jacket, trousers, dress, house, flat, next to, horses, sheep, boat, on

#### Optional activity

- Ask the class about their grandparents. Ask *Do your grandparents live in a house? What's next to their house? What's behind their house? When do you visit your grandparents? What do you do when you visit your grandparents?*
- Tell the children to write a short text about visiting their grandparents. They can use the text on page 80 as a model.
- Fast finishers can draw a picture to illustrate their text.

# Unit 12 Lesson 2

SB page 81

## Speaking & words

### Topics

Visiting grandparents; Adjectives

### Functions

Understanding and acting out a story; Matching adjectives to their opposites

### Grammar

Can for permission / requests; Present simple

### Vocabulary

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

### Starters practice

Adjective practice will prepare learners for all parts of the Starters Tests

### Equipment

44

### Warmer

- Play a game of *Bingo* to warm the class up and revise adjectives.
- Tell the children to write six adjectives in their notebooks.
- Call out adjectives 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

- Ask the children to think of three adjectives to describe their grandma, grandpa, mum, dad or best friend.
- Invite children around the class to use their adjectives to tell the class about their family / best friend.

### 1 Listen and read. Then act. 44

- Ask the children to look at the pictures in the story. Ask *What's this? Who's this? Where are they? What are they 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 groups of six 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 Draw lines from the words to their opposites.

- Ask the children to look at the pictures and read the words.
- Focus attention on the example. Explain that the children need to draw lines to match the words on the left with their opposites on the right.
- Allow the children time to complete the activity in their books, then check answers by asking children to say the words and their opposites in pairs.

### ANSWERS

1 d 2 c 3 a 4 b

### Optional activity

- Write some more adjectives (e.g. *big, tall, short, dirty, beautiful, fast, good*) on one side of the board and write their opposites (e.g. *small, short, long, clean, ugly, slow, bad*) on the other side of the board, jumbled up.
- Divide the class into two teams.
- Invite children from each team in turn to come to the board and draw a line to match an adjective to its opposite. Award one point for each correctly placed line.

## Unit 12 Lesson 3

SB page 82

### Speaking & writing

#### Topics

Family members; Actions happening now; Things in the house

#### Functions

Asking and answering about family members; Asking and answering about actions happening now; Categorizing things in the house

#### Grammar

Present simple; Present continuous

#### Vocabulary

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

#### Starters practice

Reading and Writing Parts 3 & 4; Speaking Parts 1, 2, 3 & 5

#### Warmer

- Invite groups of children to act out the story from the previous lesson in front of the class.

#### Lead-in

- Revise the words for family. Draw a simple family tree with spaces for *grandmother*, *grandfather*, *mother*, *father*, *brother* and *sister* on the board.
- Ask children to come to the board and help you complete the family tree by writing the family words in the correct places. You can play this as a game in two teams if you like.
- Teach the words *unt*, *uncle* and *cousin* by adding these family members to the family tree.

#### 1 Ask and answer about Sam's family.

- Ask the children to look at the picture. Point to the picture of the grammar characters and read out the speech bubbles.
- Explain to the class that they need to work in pairs and ask and answer about the people in the picture.
- Act out a few example exchanges with children around the class, then allow the children time to ask and answer questions in pairs.
- Move around the class as the children carry out the activity. Monitor their performance and help if necessary.
- Invite some pairs to act out exchanges in front of the class.

#### 2 Look at the picture and complete the words.

- Focus attention on the headings in the table. Ask children to suggest some things that you can find in each room.
- Show the class the gapped words in the table. Tell them that each of the items is in the picture in Activity 1. Tell the class to look at the picture and complete the words with the missing letters.

- 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 say, then spell, the completed words.

#### ANSWERS

In the kitchen: cupboards, door, window, clock, radio

In the dining room: picture, table, chairs, burgers, children

In the living room: armchair, lamp, mirror, phone, television

#### STARTERS TIP:

In the Starters Test, learners must spell words correctly. Learners often lose marks because they do not check their spelling. Practise looking at words that are often misspelled (e.g. *clock*, *cupboard*) and correcting these with learners.

#### Optional activity

- Tell the children to draw a picture of a room in their house, then write six gapped words (for six items in their picture) underneath it. Tell them to make sure that there is one line for each missing letter in each gapped word.
- The children should then swap pictures with a partner and complete each other's gapped words.
- Once they have completed their partner's words, the children should swap back again and check each other's answers and spelling.

## Unit 12 Lesson 4

SB page 83

### Language practice

#### Topics

Topics covered so far

#### Functions

Listening and choosing the correct picture from multiple choice items; Completing a speaking activity

#### Grammar

Irregular plurals; Prepositions of place

#### Vocabulary

See the wordlist on pages 117-120 of the Student's Book

#### Starters practice

Listening Part 3; Speaking (all parts)

#### Equipment

45; Speaking activity photocopiable 120; Scissors; Coloured pencils

#### Warmer

- Play a memory game. Tell the children to look at the picture of Sam's family on page 82 for one minute, then close their books.
- Ask questions about the picture to children around the class (e.g. *What's Bill doing? Where is Grandma? Is there a clock in the living room?*)
- Encourage the children to answer from memory.
- You can play this as a game in two teams if you like.

#### Lead-in

- Revise the vocabulary learnt so far by playing *Odd One Out*.
- Write three words from one vocabulary set 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 (using Adjectives, Means of transport, Daily activities, Times of day, Hobbies, Sports, Actions, Classroom objects, Parts of the body, Toys, Clothes, Food, Animal, Furniture, Colour and Number words).
- You can play this as a game in two teams if you like.

#### 1 Listen to Lucy. Circle the correct pictures. 45

- Ask the children to look at the pictures. Ask them to say what they can see, where the people are and what they are doing.
- Ask the children to identify the differences between the three pictures in each set.
- Tell the children that they should listen and circle the correct pictures.
- Play the track twice for the children to complete the activity.
- Check the answers as a class. Ask the children to point to the correct pictures and say where the people are and what they are doing.

**STARTERS TIP:** Remind learners to look carefully at each set of three pictures in Part 3 of the Starters Listening Test and identify the differences between the pictures.

#### ANSWERS

A, C, B, A, A

#### Transcript 45

- 1 Man** So Lucy, tell me about your grandparents.  
**Lucy** Well my grandma's old now and she's got grey hair. She smiles a lot! She's wearing a blue dress today.
- 2 Lucy** And that's grandpa there. He's very funny! Tom and I laugh with him a lot. Can you see him? He's got no hair – but he's got a hat on! Oh, and he wears glasses.
- 3 Man** And tell me about your Dad, Lucy.  
**Lucy** Well, he's tall and he's got brown hair.  
**Man** And does he wear glasses?  
**Lucy** No, he doesn't.  
**Man** Is he at home today?  
**Lucy** Yes, he's in the kitchen. He's eating his lunch.
- 4 Man** Oh, and is your Mum at home today Lucy?  
**Lucy** Yes, she is.  
**Man** Is she in the kitchen, too?  
**Lucy** No, she isn't. She's in Tom's bedroom. She's picking up clothes. They're on the floor. She's very angry!
- 5 Man** Oh, so where's your brother today?  
**Lucy** Tom? Oh, he's in the street. He's cleaning the car.  
**Man** What's he wearing?  
**Lucy** Er ... blue jeans and an old yellow shirt. Look – he's very dirty now!

#### 2 Do the speaking activity. TB page 120

- You need one worksheet for each group of four children.
- Cut out the individual cards, or ask the children to do so, but don't cut them into smaller sections yet.
- Ask the children to colour the cards in their groups, so each item of clothing has a distinct colour. They look at these and try to remember what each character is wearing.
- Then they cut each picture into the three sections as marked, so they have 21 cards. The aim is to match up the complete characters.
- In groups, they deal out all the cards except one, which should be put face-down and not looked at until the end.
- If there are different numbers in the group, still remove just one card. It doesn't matter if the children don't start with the same number of cards each.
- Children now have five cards each in front of them. They take it in turns to choose a card from one of the other players, look at it, and say what it is, e.g. *I've got some brown trousers*. Then they put it down with their other cards. Other players can pick this card up and move it when it's their turn, or they can look at a new card.
- When one of the children thinks they know where all three parts of a character are, they pick the three parts up on their next turn and keep this set face up. If they pick three cards up and get it wrong, they have to miss a turn.
- The winner is the person with the most complete characters matched up. The loser is the person with the incomplete character, regardless of how many people they have.

## Starters practice test SB pages 84 & 85

### Reading & Writing, Part 2

#### Lead-in

- Point to items around the classroom and say true or false sentences, e.g. *There's a bag on my desk. There are some pictures on the wall. There's a clock next to the window.*
- Ask children around the class to say *Yes* if the sentence is correct and *No* if the sentence is incorrect.

**STARTERS TIP:** In Part 2 of the Starters Reading and Writing Test, remind learners to read the sentences carefully and check that all parts of the sentence are true. For example, the sentence *The boy is standing in front of the elephant* is only true if the boy is standing (not doing any other activity), and is in front of (not in any other position) the elephant (not any other object).

#### Look and read. Write *yes* or *no*. There are two examples.

- Tell the children to look at the example sentences. Point to the picture and read out the sentences. Ask the children to say whether each sentence is correct (*Yes*) or not (*No*).
- Show the class the example answers.
- Tell the children to look at the picture, read the sentences and decide whether each sentence is correct or incorrect, then write *yes* or *no*.
- Allow the children time to complete the test in their books.
- Check answers by reading out the sentences and asking children around the class to say *Yes* or *No*.
- Ask children around the class to correct the false sentences.

#### ANSWERS

1 yes 2 no 3 yes 4 yes 5 no

### Listening, Part 3

#### Lead-in

- Revise different question and answer forms by asking children around the class to answer questions about the picture in Activity 1 on page 84. Ask *What's (the baby doing)? Where (is the cat)? What's (under the table)?*
- 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.

#### Listen and tick (✓) the box. There is one example. 46

- Ask 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 track 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.

**STARTERS TIP:** Remind learners to listen carefully and not to choose an answer just because they have heard one word.

#### ANSWERS

1 A 2 B 3 C 4 A

#### Transcript 46

**Presenter** Look at the pictures. Now listen and look. There is one example.

**Presenter** Which is Ben's grandfather?

**Girl** Is that your grandfather there, Ben – with the grey hair?

**Boy** No my grandpa hasn't got hair!

**Girl** Oh ... well has he got glasses then?

**Boy** Yes he has. Look ... there he is!

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

1 **Presenter** Which is Mr Green's Car?

**Boy** Look there's our teacher, Mr Green in his car!

**Girl** Where? Do you mean in the red car?

**Boy** No. Look he's in the green car.

**Girl** Oh yes. He's got a very clean car!

**Boy** No he hasn't. It's really dirty. Look again!

**Girl** Oh yes! I can see it now. You're right!

2 **Presenter** Which is Grace's favourite fruit?

**Man** So ... what's your favourite fruit, Grace? Do you like pineapples?

**Girl** Yes, but they're not my favourites. I really like grapes.

**Man** Oh yes, they're very nice, aren't they? And what about pears?

**Girl** Oh no! I don't like them!

**Man** Oh!

3 **Presenter** What sport does Dan like playing?

**Woman** So Dan, you play a lot of football, then.

**Boy** Yes I do, but I don't really like it.

**Woman** Oh ... so do you like playing baseball, then?

**Boy** Yes that's a really good sport.

**Woman** Great! And do you like playing basketball?

**Boy** Not really, no.

4 **Presenter** How does May go to school?

**Man** Do you go to school on the school bus, May?

**Girl** No I don't. I like walking to school with my brother.

**Man** That's nice. And you don't like going on the train with your friends?

**Girl** No, I don't do that. My house is next to the school.

**Man** Oh, I see!

#### Optional activity

- Ask the children questions about the pictures in the Listening Test. For example: *Has Ben's grandfather got glasses? Is Mr Green's car clean? Does Grace like grapes? Does Dan like playing football? Does May go to school on the train?* Invite children around the class to look at their books and answer.

# Unit 13 Lesson 2

SB page 87

## Words & writing

### Topics

Places and activities

### Functions

Talking about what you can do in different places;  
Suggesting activities

### Grammar

Can; Would you like to ...?

### Vocabulary

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

### Starters practice

Speaking (all parts)

### Warmer

- Play *Hangman* to warm the class up and revise the words for wild animals.
- 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

- Write the following words on the board: *Zoo, Park, School, Home, Shops*.
- Ask children to say what you can see or do in each place. If children have difficulty answering, ask *Where can you have lessons / see elephants / play football / buy clothes / have dinner / ride a bike / see monkeys / talk to your teacher?*, and ask children to say the correct place.

### 1 Match the pictures and words. Say.

- Ask the children to look at the pictures and say what they can see and what the people are doing in each picture.
- Point to the picture of the grammar characters and read out the speech bubbles.
- Explain to the class that they need to draw lines to match the activities to the pictures, then work in pairs and talk about what you can do in each place. Tell them that they can do some of the activities in more than one place.
- Read out the prompts in the box. Tell the class that they can use some of these words to help them talk about what they can do in each place.
- Once the children have drawn lines to match the activities to the places, act out a few example exchanges with

- children around the class, then allow the children time to talk about the places in pairs.
- Move around the class as the children carry out the speaking activity. Monitor their performance and help if necessary.
- Invite some pairs to act out exchanges in front of the class.

### ANSWERS

The following pictures and words should be joined by lines:

- giraffe – zoo
- basketball – school
- dresses – shop
- riding bike – park
- sleeping – home
- having bath – home
- writing – school / home
- flying a kite – park
- taking photos – park
- buying fruit – shops

You can see a giraffe / take photos / eat lunch at the zoo.  
 You can choose shoes / buy a book at the shops.  
 You can have a bath / write stories at home.  
 You can ride a bike / fly a kite / take photos at the park.  
 You can write stories / play basketball / eat lunch at school.

**STARTERS TIP:** Teach learners to express their own opinions, using phrases such as *I'd like to ...; I like ...; I want to ...; I don't like ...; I love ...*. This will help them in Part 5 of the Starters Speaking Test.

### 2 Read and write answers.

- Read out the questions and the example answer. Tell the children to think about themselves and what they want to do in each of the places in the questions.
- Tell the children to write sentences about themselves in their books. Move around the class as the children work and help if necessary.
- Invite children around the class to read out their sentences.

### ANSWERS

Children's own answers

### Optional activity

- Tell the children to think of five activities and write questions about them, using the questions in Activity 2 as examples.
- The children can then ask and answer questions in pairs, e.g.  
 A Would you like to play football?  
 B Yes, please. I like football. / No, thanks. I don't like football.

# Unit 13 Lesson 3 SB page 88

## Story & speaking

### Topics

Wild animals; Actions happening now

### Functions

Understanding and acting out a story, Talking about actions happening now

### Grammar

Present continuous; *here / there; These / Those*

### Vocabulary

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

### Starters practice

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

### Equipment

48

### Warmer

- Play a game of *Bingo* to warm the class up and revise the words for wild animals.
- Tell the children to write six words for wild animals in their notebooks.
- Call out words for wild animals 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

- Ask the children to describe a wild animal without naming it, *for the rest of the class to guess*.
- You can play this as a game in two teams if you like.

### 1 Listen and read. Then act. 48

- Ask the children to look at the pictures in the story. Ask *What's this? Who's this? Where are they? What are they / is it 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 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 say.

- Ask the children to look at the pictures and name the animals.
- Point to the picture of the grammar character. Read out the speech bubble and ask the children to point to the correct picture.
- Point to each picture and ask the children to say whether the animals are close to Lucy / Sam / Nick or far away. Remind the class that we use *These* for plural nouns which are close to us and *Those* for plural nouns which are far away from us. Tell the class that we use *here* to talk about things which are close to us and *there* to talk about things which are far away from us.
- Read out the verbs in the box and ask the children to point to the correct pictures.
- Invite children around the class to talk about the pictures.

### ANSWERS

Look at these lizards here. Are they sleeping?

Look at these hippos here. Are they drinking?

Look at those giraffes there. Are they eating?

Look at those crocodiles there. Are they swimming?

### Optional activity

- Ask the children to draw a picture showing two animals close to them and two animals far away. Tell **them to** draw each pair of animals doing a different activity, **then write sentences about the animals in their picture** using the sentences and questions in Activity 2 as examples.
- Invite children around the class to show the class **their** pictures and read out their sentences.

## Unit 13 Lesson 4 SB page 89

### Language practice

#### Topics

Animals; Activities; Topics covered so far

#### Functions

Revising vocabulary learnt so far; Completing puzzles;  
Making and accepting / refusing suggestions;  
Completing a speaking activity

#### Grammar

Would you like to...?

#### Vocabulary

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

#### Starters practice

Reading and Writing Parts 3 & 4; Speaking Part 5

#### Equipment

Speaking activity photocopyable 121

#### Warmer

- Invite groups of children to act out the story from the previous lesson in front of the class.

#### Lead-in

- Revise the vocabulary learnt so far by playing *Odd One Out*.
- Write three words from one vocabulary set 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 (using Animals (wild and other), Adjectives, Means of transport, Daily activities, Times of day, Hobbies, Sports, Actions, Classroom objects, Parts of the body, Toys, Clothes, Food, Furniture, Colour and Number words).
- You can play this as a game in two teams if you like.

#### Write the answers to find the animal.

- Ask the children to look at the pictures. Ask them to name the items and spell the words out for the class.
- Focus attention on the puzzle grid. Tell the children they should write the words in the grid and find the mystery animal word in the shaded squares.
- Allow the children time to complete the puzzle in their books. Call out the numbers and ask children around the class to say the correct words, then ask the children to say and spell the mystery animal word.

#### ANSWERS

1 sock 2 robot 3 coconut 4 hockey 5 keyboard  
6 badminton 7 pineapple 8 leg 9 bread  
Mystery word: crocodile

### 2 Find the animals.

- Tell the children to look at the pictures next to 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.
- Ask children around the class to show you the circled words in their books.

#### ANSWERS

Circled words:

(Down) tiger, cow, hippo

(Up) spider, horse

(Across) giraffe, elephant, monkey, fish, crocodile

#### Optional activity

- Play a memory game. Say *I want to see tigers at the zoo*. Invite a child to add an animal to the sentence, for example *I want to see tigers and giraffes at the zoo*.
- Invite children around the class to add an animal to the list. 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.

### 3 Do the speaking activity. TB page 121

- Hand out one copy of the worksheet per child.
- Point to the picture of and Sam and read out the example exchange.
- Tell the children to go round the class interviewing their friends about each of the activities shown in the pictures across the top of the table. They should use the question *Would you like to (read a book)?*
- They should write the names of the children they interviewed in the first column, and record their answers.
- Act out a few example exchanges with children around the class, then allow the children to carry out the activity. Move around the classroom as the children work and help if necessary.
- Invite children to report back on what they found out about their friends.

## Starters practice test

SB pages 90 & 91

### Reading & Writing, Part 5

**STARTERS TIP:** In Part 5 of the Starters Reading and Writing Test, learners will need to answer different kinds of questions, for example *Who is ...? What's ...? Where's ...? Which ...? How many ...? What colour is ...? What is ... doing?* Help learners to become familiar with these question forms.

#### Lead-in

- Ask the class questions about people and objects in the classroom. For example, *What colour is John's bag? Where's the clock? What's Kate wearing? How many posters are there on the wall?*
- Ask children around the class to answer the questions.

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

- Tell the children to look at the example questions. Point to the picture and read out the questions. Ask the children to give one word answers.
- Show the class the example answers.
- Tell the children to look at the pictures, read the questions and complete the answers with one word.
- 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 answer.

#### ANSWERS

1 red 2 behind 3 eight 4 frog 5 purple

#### Optional activity

- Ask more questions about the pictures. For example, Picture 1: *What is the girl wearing? What colour is the man's bag? Where is the mother giraffe?* Picture 2: *Where is the hippo? Which animals are in the tree? What colour is the snake?*

### Listening, Part 4

#### Lead-in

- Revise prepositions of place by asking the children questions about the pictures on page 90. For example: *Where's the girl in picture 1? Where's the frog in picture 2? Where's the baby giraffe in picture 2? Where's the snake in picture 2?*

**STARTERS TIP:** In Starters Listening Part 4, teach learners to look at the picture and try to find all seven of the same items (in this case, the fish) before they start listening and colouring.

#### Listen and colour. There is one example. 49

- Ask children to look at the picture. Ask *What's this? Who's this? Where is this fish?* about the items in the picture.
- Tell the children to take out their coloured pencils. Say *Show me (orange)*. The children hold up the correct colours.
- Play the first part of the track while the children look at the example in their books.

- Tell the children that they should listen, find the fish, then colour them, as in the example.
- Play the track twice for the children to complete the test.
- Check the answers as a class.

#### ANSWERS

The fish next to the hat: pink  
The fish between the ducks: red  
The fish under the shoe: yellow  
The fish in front of the girl: green  
The fish in front of the boat: orange

#### Transcript 49

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

**Man** Hello Anna. Would you like to colour this picture?

**Anna** Oh, yes please!

**Man** OK. Can you see the fish under the helicopter?

**Anna** Under the helicopter? Yes!

**Man** Well can you colour it pink?

**Anna** Pink?

**Man** Yes please.

**Presenter** Can you see the pink fish under the helicopter? This is an example. Now you listen and colour.

1 **Man** Now can you see the man? He's fishing.

**Anna** Yes – but look! He hasn't got a fish, he's got a hat!

**Man** Yes, but there's a fish next to the hat, can you see?

**Anna** Next to the hat? Oh yes, I see.

**Man** Well, can you colour that fish blue?

**Anna** Blue! OK.

2 **Man** Now, there's a fish between the ducks.

**Anna** Where?

**Man** Can you see it? Look ... between the ducks - there.

**Anna** Oh yes!

**Man** Well, colour that fish red.

**Anna** OK. I'm colouring it red now.

**Man** Great!

3 **Anna** Can I colour the fish under the shoe now?

**Man** Under the shoe? Oh yes – OK.

**Anna** Shall I colour it yellow?

**Man** Yes, yellow's a nice colour.

**Anna** Thanks!

4 **Anna** That girl's nice. And she's got a fish in her hand. Can I colour that one?

**Man** No, can you colour the fish in front of the girl?

**Anna** In front of the girl? Oh yes, OK. Can I colour it green?

**Man** Yes, green's a great colour!

5 **Man** Now there's a very nice fish under the sun. Can you see it?

**Anna** Under the sun ... er ... yes.

**Man** Well would you like to colour that fish orange?

**Anna** Yes, I like the colour orange!

**Man** Good. That's a beautiful picture now!

**Anna** I know. I like colouring!

**Man** I can see that!

#### 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 fish is and where each fish is.
- The children close their books. Ask *What colour is the fish (under the shoe)? / Where is the (red) fish?* and invite a

# 14 Happy birthday!

## Lesson 1 SB page 92

### Words

#### Topics

Birthday presents

#### Functions

Identifying items in pictures; Completing gapped words; Listening and matching people to items

#### Grammar

Present simple; Present continuous; *has got*; *There is* / *There are*

#### Vocabulary

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

#### Starters practice

Reading and Writing Part 3; Listening (all parts)

#### Equipment

50

### Warmer

- Play a memory game to warm the class up and revise the words for wild animals.
- Write the words for wild animals on the board. Tell the class to look at the words for one minute, then close their eyes.
- Erase two or three words from the board. Tell the children to open their eyes and say which words are missing.
- Repeat the game, erasing different words each time. You can also include words for other animals (*cow, horse, sheep, duck, chicken, goat, cat, dog, frog*).

### Lead-in

- Ask children around the class to say how old they are and when their birthdays are. Ask them who they get presents from on their birthdays and what presents they want to get on their next birthday.

### 1 Complete the words.

- Point to the picture of Tom and read out the speech bubble. Then point to the pictures and ask the children to name the items.
- Focus attention on the gapped words beneath each picture. Tell the class that they need to look at the pictures and write the correct letters to complete the words.
- Check answers by asking children to say, then spell, the words.

#### ANSWERS

- 1 camera 2 watch 3 guitar 4 balloons  
5 computer, mouse, keyboard 6 cake 7 chocolates  
8 lizard

**STARTERS TIP:** Learners will need to listen for names in all parts of the Starters Listening Tests. Make sure they are confident about recognizing first names and names for family members.

### 2 Listen and write the numbers of the presents next to the names. 50

- Read out the grammar character's speech bubble.
- Ask the children to read out the names. Tell the children to listen and write the numbers of the presents in Activity 1 next to the correct names in Activity 2.
- Play the track twice for the children to complete the activity.

#### ANSWERS

Lucy 2, Grandpa 3, Jill 1, Sam 8, Mummy and Daddy 5, Grandma 7, Mum 6, Dad 4

### Transcript 50

**Tom** It's my birthday. I'm eight today!

**Woman** Yes I know. Happy birthday Tom!

**Tom** I've got lots of presents.

**Woman** Yes you have! But who are they from?

**Tom** Well, look at this watch here. It's from Lucy.

**Woman** That's great!

**Tom** Yes

**Woman** And what about that guitar? Who's that from?

**Tom** Well that's from my grandpa. I can play music on it!

**Woman** That's nice!

**Tom** Yes, and this camera's great. That's from Sam's sister, Jill.

**Woman** Wow! That's a really nice present.

**Tom** Yes ... I can take some good pictures with it today.

**Woman** Yes, you can!

**Tom** And do you like my toy lizard?

**Woman** Well ... I think it's ugly really!

**Tom** Oh ... I think it's really funny.

**Woman** But who's it from?

**Tom** It's from my friend, Sam.

**Woman** Great ... and what's in that box there?

**Tom** Oh that's my big present from Mummy and Daddy.

**Woman** What is it?

**Tom** It's a new computer!

**Woman** Wow!

**Tom** Yes and it's got a keyboard and a mouse with it too!

**Woman** That's really great!

**Tom** I know! Look, I've got some chocolates here. Would you like one?

**Woman** Yes please. Can I have that one?

**Tom** Yes you can ... they're from Grandma, you know.

**Woman** Oh ... well thanks! That's a lot of presents, Tom.

**Tom** Yes, and Mum's making me a cake too! It's for my party this afternoon.

**Woman** That's very nice ... and there are lots of balloons in the dining room. Who are they from?

**Tom** Oh, they're from Dad. Well, he put them there. Do you like them?

**Woman** Yes I do. Have a great party then Tom!

**Tom** Thanks!

## Words

## Topics

Birthday parties; Food and drink

## Functions

Identifying drinks; Revising food vocabulary; Completing a cloze text with picture prompts

## Grammar

Present simple; Present continuous; Prepositions of place; *There is / There are*

## Vocabulary

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

## Starters practice

Reading and Writing (all parts); Speaking (all parts)

## Warmer

- Play *Bingo* to warm the class up and revise the words from the previous lesson.
- Tell the children to write six words from Activity 1, page 92 in their notebooks.
- Call out the 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

- Write the words *A Birthday Party!* on the board. Ask the class to think of as many words as possible connected to birthday parties. Write their suggestions on the board.
- Alternatively, build a spidergram on the board with *A Birthday Party!* in the centre and branches for *Food, Clothes, Games, Presents*.

### 1 Here are some drinks for Tom's party. Match the words with the pictures.

- Ask the children to look at the pictures. Ask them if they know what the different drinks are.
- Read out the words and ask the class to point to the correct pictures.
- Explain to the class that they need to draw lines to match the words to the pictures.
- Allow the children time to complete the activity in their books, then ask children around the class to point to the pictures and say the correct words.

## ANSWERS

1 lemonade 2 orange juice 3 milk 4 water

**STARTERS TIP:** Teach learners to recognize picture prompts and say the words for the things they see in a picture. This will help them in all parts of the Starters Tests.

### 2 Read this with your friend. Say words where there are pictures.

- Focus attention on the cloze text.
- Explain to the class that each picture in the text represents a missing word.
- Tell the children to work in pairs and read the text together, saying the words for each picture.
- Move around the class as the children work and help if necessary.
- Invite children around the class to read out sentences from the text.

## ANSWERS

kitchen, cake, dining room, balloons, food, drinks, table

### 3 Talk about the picture.

- Use the picture to have a class discussion and revise key vocabulary. For example, ask the children, *Where is Tom?* (Behind the door.) *Where is Nick?* (In front of the table.) *What colour are the balloons?* (Blue, green, yellow, red, purple and pink.) *Where is the radio?* (On the shelf.) *What food can you see beginning with C?* (chicken, chips, cake).
- You can ask questions to the class as a group, or ask them to talk in pairs.

## Optional activity

- Play a game of *Pictionary*. Divide the class into two teams.
- Draw a picture of an item from this unit 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.

## Optional activity

- Tell the children to draw or write one of the words from Activity 1 on page 92 on a piece of paper and write their names underneath.
- Tell the children to fold their pieces of paper up and pass them around the class. You can play music as they pass their pieces of paper around if you like.
- Say *Stop*, or stop the music. The children should open their pieces of paper and say *I've got (a guitar) It's from (John) I've got some (chocolates). They're from (Anna).*
- The children can fold their pieces of paper up again and repeat the game as many times as you like.

## Unit 14 Lesson 3 SB page 94

### Story & writing

#### Topics

Birthday parties; Possessions

#### Functions

Understanding and acting out a story; Talking about possessions

#### Grammar

Possessive pronouns; *Whose ...?*

#### Vocabulary

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

#### Starters practice

Reading and Writing Parts 2, 4, & 5

#### Equipment

#### Warmer

- Play a game of *Hangman* to warm the class up and revise the words from the unit so far.
- 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

- Ask questions about possessions around the class. Say *Whose is this (pen)? Whose are these (books)?*
- Invite children around the class to answer *It's / They're mine / yours / his / hers / ours / theirs.*

### 1 Listen and read. Then act. 51

- Ask the children to look at the pictures in the story. Ask *What's this? Who's this? Where are they? What are they 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 groups of five 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 and write.

- Read out the possessive pronouns in the box.
- Point to the numbered pictures on the right and ask the class to say which possessive pronoun they think each picture represents.
- Read out the questions and the example answer. Tell the children to complete the answers with one word. They should use the picture which corresponds to each numbered sentence in order to work out which possessive pronoun they need.
- Allow the children time to complete the activity in their books. Move around the class as the children work and help if necessary.
- Invite pairs of children to ask and answer the questions in pairs.

#### ANSWERS

1 mine 2 his 3 hers 4 ours 5 theirs

### Optional activity

- Divide the class into two teams.
- Tell a child from Team A to ask a question about something belonging to a child or children in his/her team. For example, the child points to or holds up the ruler belonging to a boy on his/her team and asks *Whose ruler is this?*
- Team B answers *It's his.*
- Repeat with children from each team in turn asking questions for the other team to answer. Award one point for each correct answer. The team with the most points wins.

## Unit 14 Lesson 4 SB page 95

### Language practice

#### Topics

Birthday parties; Topics covered so far

#### Functions

Revising vocabulary learnt so far; Completing a puzzle;  
Completing a speaking activity

#### Grammar

have got

#### Vocabulary

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

#### Starters practice

Reading and Writing Parts 3 & 4; Speaking (all parts)

#### Equipment

Speaking activity photocopiable 122

#### Warmer

- Invite groups of children to act out the story from the previous lesson in front of the class.

#### Lead-in

- Revise the vocabulary learnt so far by playing *Odd One Out*.
- Write three words from one vocabulary set 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 (using Birthday party items, Animals (wild and other), Adjectives, Means of transport, Daily activities, Times of day, Hobbies, Sports, Actions, Classroom objects, Parts of the body, Toys, Clothes, Food, Furniture, Colour and Number words).
- You can play this as a game in two teams if you like.

#### 1 Write the first letter of each word to find the message.

- Ask the children to look at the pictures. Ask them to name the items and say the first letter of each item.
- Show the children that there is a line for each letter in the secret message. Tell them to look at the pictures and write the first letter of each word on the line below the picture.
- Show the children the picture of the birthday invitation. Tell them that this is a clue about the subject of the message.
- Allow the children time to write the letters in their books and decode the message.
- Write the spaces for the letters in the message on the board. Ask the children to call out the letters to complete the message.

#### ANSWERS

##### Come to a birthday party.

- As an extension, you can ask children around the class to spell the whole words in the picture clues.

#### Optional activity

- Tell the children to think of a message for their partner, and make a coded message like the one in Activity 1. Tell the children to draw one clear, simple picture for each missing letter and to draw a line for each letter in the message.
- The children can then swap messages with their partners and decode each other's messages.

#### Optional activity

- Write more words from the unit on the board with the letters in jumbled order.
- Invite children around the class to call out the letters in the correct order, or write the words correctly on the board.
- You can play this as a game in two teams if you like.

#### 2 Do the speaking activity. TB page 122

- In the children's own language, say that there is a party, and the children have to imagine that they all have things to bring to it. They have to remember what everyone is bringing to the party.
- The game can be played in large groups of eight to ten children – try to have an even number where possible.
- You will need one set of object cards for each group, cut up.
- Each child takes three object cards, and places the cards face down on the table in front of them.
- Each child in turn turns over a card and says, *I've got a (watch). / I've got some (balloons)*.
- They go round until all the cards have been turned over and described, then everyone turns their cards back over.
- In pairs within the group, the children work quietly to make a list of all the children's names, and things they are bringing to the party.
- The winner is the pair with most correct objects in their list, which are spelt correctly.
- You can give more cards to each child to make it harder, or, if the cards aren't all used, there can be more than one game. Take out the simple cards and replace them with new ones.

## Starters practice test SB pages 96 & 97

### Reading & Writing, Part 3

#### Lead-in

- Say the words for birthday party items from the unit (cake, chocolates, present, balloons, sweets, burger, lemonade, etc) to children around the class. Ask the children to spell the words.
- Write the letters on the board as the children say them.
- Invite the rest of the class to say whether the word is spelt correctly or not.

#### Look at the pictures. Look at the letters. Write the words. There is one example.

- Tell the children to look at the example. Point to the picture and the jumbled word. Show the class how the letters have been written in the correct order in the example.
- Tell the class to look at the pictures and the jumbled letters, then write the letters in the correct order.
- Allow the children time to complete the test in their books.
- Check answers by asking children around the class to spell the words.

**STARTERS TIP:** Remind the learners to check their spelling when they have finished the practice test and to make sure that they have used each letter in the jumbled words only once.

#### ANSWERS

1 sweet 2 juice 3 present 4 balloon 5 chocolate

### Listening, Part 2

#### Lead-in

- Ask a child the following questions: *What's your name? How do you spell that? How old are you? How many people are there in your family? How old is your brother / sister? What's his / her name? How do you spell that?*
- Write the child's answers on the board. Then ask another child questions about the first child. Ask: *What's his / her name? How do you spell that? How old is he / she? How many people are there in his / her family? How old is his / her brother / sister? What's his brother's / sister's name? How do you spell that?* The second child should use the information on the board to answer the questions.
- Repeat with other children around the class.

**STARTERS TIP:** In Part 2 of the Starters Listening Test, learners have to answer questions about the names of people or places. These names are spelt out in the recording and must be spelt correctly in the learners' answers. Some supporting words like *Street* or *Mrs* are written on the answer paper. These words are not spelt out in the recording.

#### Read the question. Listen and write a name or a number. There are two examples. 52

- Ask children to read the questions. Ask them whether they

- Focus attention on the examples. Play the first part of the track while the children look at the examples in their books.
- Tell the children that they should listen and answer the questions, as in the examples.
- Play the track 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 name or number. Ask the children to spell the names.

#### ANSWERS

1 7 2 Beany 3 6 4 Alex 5 13

### Transcript 52

**Presenter** Look at the picture. Listen and write a name or a number. There are two examples.

**Man** Hello. Are you Anna?

**Anna** Yes, that's right.

**Man** Can you spell your name for me, Anna?

**Anna** Yes. It's A-N-N-A.

**Man** Great. Thanks. And where do you live, Anna?

**Anna** In an apartment! Er ... in 16 Park Street

**Man** So that's Park Street ... number sixteen?

**Anna** Yes, that's right.

**Presenter** Can you see the answers? Now you listen and write a name or a number.

1 **Man** And you're thirteen, Anna?

**Anna** Yes it's my birthday today!

**Man** Really? So how many presents have you got?

**Anna** Er ... six. No, sorry ... seven!

**Man** Seven? Wow! That's a lot of presents!

**Anna** I know!

2 **Man** So what's your favourite present then, Anna?

**Anna** Oh that's my toy monster – he's very ugly, but I love him!

**Man** Great ... and what's his name?

**Anna** It's Beany. That's B-E-A-N-Y!

**Man** That's a great name!

3 **Man** How many people are there in your family, Anna?

**Anna** Well, there's me and I've got two sisters and one brother. So that's four ... oh no ... there's Mum and Dad too so that's six!

**Man** Six? That's a big family!

**Anna** Yes – and it's a nice family!

**Man** Good!

4 **Man** And what's your brother's name?

**Anna** Oh ... it's Alex.

**Man** Can you spell that?

**Anna** Yes, it's A-L-E-X.

**Man** Well done!

5 **Man** And how old is your brother?

**Anna** He's seven.

**Man** Seven?

**Anna** Yes, he's very young!

**Man** OK! Thanks for talking to me, Anna. Goodbye!

**Anna** That's OK. See you!

### Optional activity

- Tell the children to work in pairs and use the information in the Listening Test to make a dialogue about Anna.
- The children can practise their dialogue in pairs, then act it out in front of the class.

# 15 At the beach

## Lesson 1

SB page 98

### Words

#### Topics

A day at the beach

#### Functions

Identifying beach items; Matching words to pictures; Completing gapped words about a scene picture

#### Grammar

Present simple; *Can*

#### Vocabulary

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

#### Starters practice

Reading and Writing (all parts)

### Warmer

- Play a memory game to warm the class up and revise the words for birthday party items (*sweets, chocolates, balloons, presents, party, burgers, lemonade, juice, food, drink*).
- Write the words for the birthday party items on the board. Tell the class to look at the words for one minute (or less), then close their eyes.
- Erase two or three words from the board. Tell the children to open their eyes and say which words are missing.
- Repeat the game, erasing different words each time. You can play this as a game in two teams if you like.

### Lead-in

- Ask children around the class to say how often they go to the beach and what they do there.
- Ask the children to say as many words as they can remember connected to the beach.
- Write their suggestions on the board, then ask children around the class to make sentences using the words on the board.

### 1 Draw lines from the words to the pictures.

- Point to the picture of Lucy and read out the speech bubble.
- Ask the children to look at the pictures. Ask them if they know what the different items are.
- Read out the words and ask the class to point to the correct pictures.
- Explain to the class that they need to draw lines to match the words to the pictures.
- Allow the children time to complete the activity in their books, then ask children around the class to point to the pictures and say the correct words.

### ANSWERS

beach, sand, sea, water, shells, camera

### 2 Can you find these things in the picture? Complete the words.

- Point to the picture and ask children around the class to say what they can see, and what the people are doing, in the picture.
- Focus attention on the gapped words around the picture. Tell the class that they need to look at the picture, find the gapped words, then complete the words with the missing letters.
- Allow the children time to complete the activity in their books. Help if necessary. Tell the children that the words in the orange bubble are things you can play / play with, the words in the pink bubble are things you can eat, the words in the blue bubble are means of transport and the words in the green bubble are clothes / accessories.
- Check answers by asking children around the class to say and spell the completed words and show you the correct part of the picture.

### ANSWERS

Orange bubble: badminton, kite, ball

Pink bubble: ice cream, bananas, lemonade

Blue bubble: bus, bike, boat

Green bubble: dress, trousers, handbag

**STARTERS TIP:** Help learners to become more observant and good at spotting small details in scene pictures by playing games like the one below.

### Optional activity

- Divide the class into two teams. Ask questions about the picture in Activity 2 to children from each team in turn, e.g. *Where are the sunglasses? How many boats are there? Where is the ball? What's next to the radio? How many ice creams are there?*
- Award one point for each correct answer. The team with the most points is the winner.

## Unit 15 Lesson 2

SB page 99

### Words & listening

#### Topics

Activities; Possessions

#### Functions

Identifying activities and possessions; Revising vocabulary learnt so far; Talking about purpose

#### Grammar

Present simple; Infinitive of purpose; *has got*; *Can*

#### Vocabulary

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

#### Starters practice

Reading and Writing (all parts); Listening Part 1; Speaking (all parts).

#### Equipment

53

#### Warmer

- Play a game of *Hangman* with the words from Activity 2, page 98. 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 a team guesses the word before you have completed the picture, award them one point. If not, continue the game with another word.
- When a team guesses the word, ask the children on that team to find the word in the picture and make a sentence about where the item is for a bonus point, e.g. *The lemonade is next to the radio.*

#### Lead-in

- Ask the class to think of activities which you can do at the beach. Invite children around the class to make sentences with *can*, for example, *You can fly a kite at the beach.*

#### 1 Draw lines from the pictures to the words.

- Ask the children to look at the pictures. Ask them to name the items and suggest activities you can do with each item.
- Read out the words and ask the class to point to the correct pictures.
- Tell the children to match the pictures to the words.

#### ANSWERS

to drink – lemonade

to fly – kite

to kick – ball

to read – book

to wear – hat

to ride – bike

to eat – fruit

to listen to – radio

#### 2 What are the children doing on the beach this morning? Listen and draw lines. 53

- Focus attention on the pictures. Ask the children to say who they can see and what items they can see.

- Explain to the class that each of the people in the pictures has got a different item to use on the beach.
- Play the track for the children to listen and look at the examples in their books.
- Play the recording twice for the children to listen and draw lines to match the people to the items.
- Check answers by asking *What's (Lucy) got?* and inviting children around the class to answer (*She's got a bike.*).
- Point to the example answers in the Student's Book. Say *Sam has got a hat to wear.* Write this sentence on the board. Write the words *a hat, a bike, a book, some fruit, some lemonade, a ball, a kite, a radio* on one side of the board and the words *to ride, to eat, to drink, to listen to, to wear, to fly, to play with, to read* on the other side of the board. Invite children to come to the board and draw lines to match sets of words, then say a sentence, e.g. *I've got a ball to play with.*

#### ANSWERS

1 Sam, hat (to wear) 2 Ann, radio (to listen to) 3 Jill, book (to read) 4 Bill, kite (to fly) 6 Nick, lemonade (to drink) 7 Lucy, bike (to ride) 8 Kim, fruit (to eat)

#### Transcript 53

**Dad** Look at the children. They're really happy, aren't they?

**Mum** Yes Lucy's got a really nice red bike to ride! She's very good at it.

**Dad** Yes and Sam's sitting on the beach.

**Mum** He looks hot!

**Dad** He's got a hat to wear.

**Mum** Oh yes, he has. What's Kim doing on the beach now?

**Dad** Oh Kim's got some fruit to eat. She's very happy.

**Mum** Is she?

**Dad** Yes she is. And look at Jill, there – she's got a book to read.

**Mum** Oh yes! That's good. She likes reading stories.

**Dad** Yes, she does.

**Mum** Now what's Ann doing? Is she happy?

**Dad** Oh yes. She's come with her radio, so she's got some nice music to listen to.

**Mum** Oh that's very good. Now is Tom OK? What's he doing?

**Dad** Yes, he's got a ball to play with, so he's having a good day.

**Mum** Oh, yes, he's kicking it now. Oh, that's great! And Nick. He looks very hot, doesn't he?

**Dad** Oh don't worry. He's OK. He's got some lemonade to drink.

**Mum** Oh OK then. And what about Bill? He doesn't know all of the children, does he? Do you think he's OK?

**Dad** Yes, he's got a kite to fly. He's running on the beach with it. He looks very happy.

**Mum** Oh good. So, all the children are having a good day then?

**Dad** Yes, they are. Don't worry!

**STARTERS TIP:** Teach learners to be comfortable describing people in pictures and saying what the people have got and are doing. This will help them in Parts 1–4 of the Starters Speaking Test.

#### 3 Talk about the children.

- Read out the grammar characters' speech bubbles.
- Ask children around the class to make sentences about the people in Activity 2, as in the examples.
- Children talk about what the people have got in pairs. Invite some pairs to act out exchanges in front of the class.

# Unit 15 Lesson 3

SB page 100

## Story & writing

### Topics

At the beach; Actions happening now

### Functions

Understanding and acting out a story; Completing sentences with missing words

### Grammar

Present continuous

### Vocabulary

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

### Starters practice

Reading and Writing Parts 4, & 5

### Equipment

54

### Warmer

- Divide the class into two teams.
- Say a word to children from each team in turn (e.g. *hat, bike, camera, ball, radio, burger, story*).
- The children use their word to make a sentence, such as *I've got a hat to wear.*
- Award one point for each correct sentence. The team with the most points wins.

### Lead-in

- Ask pairs of children around the class to mime an activity for the rest of the class to guess. The rest of the class should make sentences, such as *They're playing badminton.*
- You can play this as a game in two teams if you like, with pairs of children from each team in turn miming an activity for the other team to guess.

### 1 Listen and read. Then act. 54

- Ask the children to look at the pictures in the story. Ask *What's this? Who's this? Where are they? What are they / is he / she 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. Tell the children to use appropriate gestures for the words *here* and *there*.

### Optional activity

- Divide the class into two teams. Tell Team A to practise and try to remember Dad's lines and tell Team B to practise and try to remember Lucy'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 Write the words in the boxes and complete the words.

- Point to the pictures and ask the class to say what they can see and what the people are doing in each picture.
- Read out the verbs in the box. Ask the class to point to the correct pictures.
- Tell the children to complete the speech bubbles with the words in the box, then complete the gapped words in each speech bubble.
- 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 the completed speech bubbles and spell the completed words.

### ANSWERS

- 1 We're playing tennis. 2 We're jumping in the sea.  
3 We're eating burgers. 4 We're finding shells.

### Optional activity

- Divide the class into two teams.
- Ask a child from Team A to think of a noun and a verb beginning with the letter C (*chair, climb*) / D (*dog, drink*) / E (*elephant, eat*) / F (*frog, fly*) / G (*grapes, go*) / J (*juice, jump*) / K (*kite, kick*) / L (*lemonade, look*) / M (*mango, move*) / P (*piano, play*) / R (*radio, ride*) / S (*spider, sleep*) / T (*train, talk*) / W (*window, walk*).
- Repeat with children from each team in turn. Award one point for each correct answer (or one point for each word, giving a total of two points for each turn). The team with the most points wins.

## Unit 15 Lesson 4

SB page 101

### Language practice

#### Topics

Topics covered so far

#### Reactions

Relevant vocabulary learnt so far; Completing a puzzle; Completing a speaking activity

#### Grammar

Present simple

### Vocabulary

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

### Starters practice

Reading and Writing Parts 3 & 4; Speaking (all parts)

### Equipment

Speaking activity photocopiable 123

### Warmer

- Invite groups of children to act out the story from the previous lesson in front of the class.

### Lead-in

- Revise the vocabulary learnt so far by playing *Odd One Out*.
- Write three words from one vocabulary set 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 (using Beach items, Birthday party items, Animals (wild and other), Adjectives, Means of transport, Daily activities, Times of day, Hobbies, Sports, Actions, Classroom objects, Parts of the body, Toys, Clothes, Food, Furniture, Colour and Number words):
- You can play this as a game in two teams if you like.

### Look and circle the letters to find the words.

- Ask the children to look at the pictures. Ask them to name the items and spell the words for the class.
- Show the children that there is a row of letters for each word. The pictures for each row are placed alternately at the beginning or end of the numbered rows. Tell them to look at the pictures, think of the words and choose the correct letters in that row to spell the words, as in the example.
- Allow the children time to complete the activity in their books. Move around the class as the children work and help them if necessary.
- Check answers by asking children around the class to call out the correct letters for each word, then point to the correct picture for each word.

### ANSWERS

1 shell 2 hippo 3 board 4 mango 5 piano

6 beach 7 train 8 lorry 9 water 10 ruler

### Optional activity

- Tell the children to think of three more five-letter words, then make a puzzle for their partner like the one in Activity 1.
- Tell the children to draw three simple pictures of their five-letter words, then give two letter options for each letter in the word.
- The children can then swap messages with their partners and complete each other's puzzles.

### 2 Do the speaking activity. TB page 123

- Put the children into pairs, A and B. You will need one worksheet for each pair. Give out the relevant section of the worksheet to each child.
- Point to the picture of Lucy and Sam and read out the example exchange.
- Working individually, children first colour their picture. You can also tell them to think about where things are positioned.
- Explain that in both pictures, the sun, the tree and the bird are in the same place.
- Children ask and answer to find out where the other items are in their partner's picture, and draw them. Then they ask about colour, and complete this.
- 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.
- At the end, children can compare their pictures to check their answers.
- Invite some pairs of children to act out the speaking activity in front of the class.

## Starters practice test SB pages 102 & 103

### Reading & Writing, Part 1

#### Lead-in

- Point to the pictures in Activity 1, page 101 and say true or false sentences about each object, for example, *This is a piano / beach / mango / train*. Ask children around the class to say *Yes* if the sentence is correct and *No* if the sentence is incorrect. Ask the children to correct the false sentences.

**STARTERS TIP:** Remind learners to use a tick to show that something is correct and a cross to show that something is incorrect.

#### Optional activity

- Write a tick (✓) and a cross (✗) on the board.
- Tell the class to draw a tick and a cross in the air.
- Point to items around the classroom and say sentences, such as *This is a (clock)*.
- Make true or false sentences about various items and ask children around the class to draw a tick in the air if the sentence is correct or draw a cross in the air if the sentence is incorrect.
- You can play this as a game in two teams if you like.

#### Look and read. Put a tick (✓) or a cross (✗) in the box. There are two examples.

- Tell the children to look at the examples. Point to the pictures and read out the sentences. Ask the children to say whether each sentence is correct (*Yes*) or incorrect (*No*).
- Show the class the example tick (✓) and cross (✗).
- Tell the children to look at the pictures, read the sentences and decide whether each sentence is true or false, then put a tick or a cross in the box next to each sentence.
- Allow the children time to complete the test in their books.
- Check answers by reading out the sentences and asking children around the class to say *Yes* or *No*.
- Ask children around the class to correct the false sentences.

#### ANSWERS

1 ✓ 2 ✗ 3 ✓ 4 ✓ 5 ✗

### Listening, Part 1

#### Lead-in

- Revise prepositions of place and prepare the class for the listening test by asking about the location of various things and people in the classroom. Point to items around the room and ask, e.g. *Is (there a bag under my desk)? Where is (John sitting)? What's (on Kate's desk)?*
- Invite children around the class to answer.

**STARTERS TIP:** Remind learners that they may hear instructions which seem quite unlikely in Part 1 of the Starters Listening Test, so they shouldn't be surprised if they have to put items in unusual places.

#### Listen and draw lines. There is one example. 55

- Ask children to look at the picture. Ask *What's this?* about the items in and around the picture.
- 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 outside the big picture, then draw lines to the correct places in the big picture, as in the example.
- Play the track twice for the children to complete the test.
- Check the answers as a class. Ask *Where (are the beans)?*

#### ANSWERS

The beans are between the crocodile and the lizard.

The chocolate is behind the monkey.

The balloons are on the tiger's tail.

The potatoes are next to the pink bird.

The watch is in front of the flowers.

#### Transcript 55

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

**Woman** Look that man's in the jungle! He's taking a photograph. Can you put the orange juice next to his bag.

**Man** Where shall I put the orange juice?

**Woman** Next to the man's bag please.

**Man** OK.

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

1 **Woman** Now, put the beans between the crocodile and the lizard.

**Man** Between the crocodile and the lizard?

**Woman** Yes, put the beans there.

**Man** OK then.

2 **Man** Look! That monkey's got a coconut. He's throwing it!

**Woman** Oh dear! Well ... er ... can you put the chocolate behind that monkey?

**Man** So ... I'm putting the chocolate behind the monkey?

**Woman** Yes please.

3 **Man** Oh dear! Look! There's a tiger there! It's looking at the man.

**Woman** Yes it is! But can you see the tiger's tail?

**Man** Er ... yes I can.

**Woman** Well, can you put the balloons on the tiger's tail please?

**Man** On the tiger's tail? OK, I can do that.

4 **Woman** Can you see the pink bird in the picture?

**Man** Yes, I can.

**Woman** Good! Put the potatoes in the water, next to the pink bird.

**Man** OK, I'm putting the potatoes there.

5 **Man** And now can I put the watch in front of the flowers?

**Woman** Where do you want to put the watch?

**Man** In front of the flowers, please.

**Woman** OK, do that then! Well done!

#### Optional activity

- Play a memory game. Tell the children to look at the picture in the listening test for one minute and think about where each item is.
- The children close their books. Ask *Where (is the watch) / What's (next to the pink bird)?* and invite a child to answer from memory.

# Revision 3

## Revision 3

SB pages 104–106

### Aims

Revising topics, vocabulary, grammar and test skills from the *Hello!* unit to Unit 15

Preparation for all parts of the Starters Tests

### Equipment

56; Coloured pencils

### Warmer

- Play a memory game to warm the class up and revise the words from the course.
- Write the vocabulary set from one unit on the board.
- Tell the class to look at the words for one minute, 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. Repeat a few times, using different vocabulary sets.

### Lead-in

- Write the headings *Sports, Classroom, Family, Parts of the body, Wild Animals, Birthday party, Beach* and *Transport* on the board. Ask the class to say what words they 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.

**STARTERS TIP:** After completing this book, learners will be familiar with all the types of task in the Starters Test. To give them confidence in competing the test papers in the time allowed, it is a good idea to give them at least one complete practice test before the day they take a Starters Test.

### 1 Complete the adjectives crossword.

- Tell the children to look at the pictures and write the adjectives in the crossword, making sure they write the correct letter in each square.
- Copy the crossword grid onto the board. Invite children to come to the board and write the words in the crossword.

#### ANSWERS

**Across:** 2 closed 4 beautiful 6 young 7 new

8 happy 10 dirty

**Down:** 1 big 2 clean 3 old 5 ugly 9 angry

### 2 Make sentences. Write numbers next to five of the pictures.

- Ask children what the people in the pictures are doing.
- Look at the jumbled sentences. Tell the children to write the words in order, then match each sentence to one of the pictures and write the number next to the picture.

- Tell the children to look carefully at the pictures and think about what people they can see (boys or girls, one person or two people, etc).

#### ANSWERS

1 He's riding his bike. 2 They're choosing dresses in a shop. 3 We're cleaning the car. 4 She's jumping in the sea. 5 The children are walking to school.

### 3 Colour the picture to find the animals.

- Ask the children to take out their coloured pencils. Look at the letters in the grid, and ask what they mean.
- Look at the key on the right of the grid. Explain that they have to colour the picture according to the key, and if they colour the letters correctly, they will find six animals.
- Ask what animals they can see in their completed picture.

#### ANSWERS

a monkey, a snake, a hippo, a tiger, a lizard

### 4 Read, listen and circle. 56

- Ask children what they see in the pictures. Play the first part of the track while the pupils look at the example.
- Tell the pupils that they should listen, find the correct pictures, then draw circles around the correct pictures.
- Play the track twice for the pupils to complete the activity.

#### ANSWERS

1 A 2 B 3 B 4 A

### Transcript 56

- 1 **Sam** Which is my dad's motorbike?  
**Man** Is that your dad's motorbike there, Sam?  
**Sam** The yellow one? No, my dad's motorbike is red.  
**Man** Oh ... and is it clean?  
**Sam** Er ... no ... it's dirty and very old!
- 2 **Ann** What does Lucy want on her birthday cake?  
**Lucy** That's a beautiful cake Mum! You can make really good cakes!  
**Mum** Thanks Lucy. But what would you like on the cake?  
**Lucy** Oh ... can I have a girl with balloons, please?  
**Mum** OK then!  
**Lucy** And Mum, can she have a blue dress?  
**Mum** OK Lucy ... and Lucy?  
**Lucy** What, Mum?  
**Woman** Happy birthday!  
**Lucy** Thanks Mum!
- 3 **Nick** What is Sam's favourite drink?  
**Man** Do you like milk, Sam?  
**Sam** No, I don't.  
**Man** Lemonade then?  
**Sam** It's OK, but I really like orange juice!  
**Man** Oh, me too!
- 4 **Lucy** What is my teacher doing now?  
**Mum** Is that your teacher, Tom? That man there who's writing in the books?  
**Tom** No Mum, that isn't him. Look he's there ... he's teaching the children.  
**Mum** Is he teaching them about animals, Tom?

# Starters Speaking preparation

## Starters Speaking preparation

SB page 107

### Aims

Revising topics, vocabulary, grammar and test skills from the *Hello!* unit to Unit 15

### Starters practice

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

### Equipment

Object cards (TB page 104, 106, 108, 112 or 122).

### 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 do you do in the morning / afternoon / evening? What's your favourite sport?*
- Tell the children to make short dialogues asking and answering about their daily routines, 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 to talk about the beach. Write their suggestions on the board.
- Ask children around the class to say what you can see at the beach and what you can do at the beach.

**STARTERS TIP:** Remind learners to speak in English throughout the Speaking Test. Encourage them to speak English as much as possible in class. Teach them how to ask to go to the toilet, to ask for a pen, etc. Use greetings naturally at the beginning and end of the class.

### 1 Look at the picture. Ask and answer these questions.

- Ask children to look at the picture and say what they can see, where each item is and what the people are doing.
- Read out the questions and tell the children to work in pairs. One child in each pair asks Student A's questions to his / her partner and the other child asks Student B's questions to his / her partner. They should take turns to ask and answer questions.
- Allow the children time to ask and answer their questions in pairs.

### ANSWERS

- A:** Where's the kite?  
**B:** It's on the car. Where are the shells?  
**A:** They're behind the boy/on the beach. What's the man on the beach doing?  
**B:** He's sleeping. How many children are there on the beach?

**A:** Three. What colour is the car?

**B:** Red. What colour is the ball?

**A:** Blue.

### 2 Look at the picture again. Ask and answer about these things.

- Ask the children to look at the small pictures in Activity 2 and find the same items in the picture in Activity 1.
- Tell the children to work in pairs again. One child should ask about Student A's pictures and the other child should ask about Student B's pictures.
- Tell the children that they can ask about what colour things are, where things are, how many of each thing there is or what people are doing.
- Allow the children time to ask and answer in pairs.
- Invite pairs of children to ask and answer questions in front of the class.

### SUGGESTED ANSWERS

**A:** What colour is the dog?

**B:** Brown and white. Where is the helicopter?

**A:** Between the sun and the birds. How many trees are there?

**B:** Two. What is the boy in the car doing?

**A:** He's waving. Where are the suitcases?

**B:** They're on the car. How many houses are there?

**A:** Three. Where is the plane?

**B:** It's above the boats. What's the woman under the umbrella doing?

**A:** She's reading. How many children are in the sea?

**B:** Two. How many boats are there?

**A:** Three.

### 3 Ask your teacher for the object cards. Take turns to ask and answer.

- Tell the class that they are now going to work in pairs. Ask and answer questions about the object cards.
- Hand out copies of the object cards to each pair of children. You can use the ones from page 104, 106 or 108 of this book, or if you want more, you can use the smaller ones on page 112 or 122.
- Point to the grammar characters in Activity 3. Read out the example speech bubbles and act out a few example exchanges with children around the class, then let the children work in pairs to ask and answer different questions.
- Invite children around the class to ask and answer questions about the cards in front of the class.

**SPEAKING TEST:** You can now do the Term 3 Speaking test with the children individually. See pages 101 and 102 for instructions, and pages 107 and 108 for the Test.

# Teaching notes for Speaking tests

Here is a summary of the contents of the *Starters* Speaking test:

	Main skill focus	Input	Expected response/item type
1	Understanding and following spoken instructions	Scene picture	Point to correct part of the picture
2	Understanding and following spoken instructions	Scene picture and eight small object cards	Place object cards on the scene picture as directed
3	Understanding and answering spoken questions	Scene picture	Answer questions with short answers
4	Understanding and answering spoken questions	Three object cards	Answer questions with short answers
5	Understanding and responding to personal questions	No visual prompt	Answer questions with short answers

## Class activities to prepare for the *Starters* Speaking test

The speaking activities in the book will all help to prepare children for the *Starters* speaking test, but here are a few additional ideas that you might like to use.

### Practice for Parts 1 and 3

- Give the children plenty of practice at identifying things in pictures. Look at pictures together as a class and ask individual children to point to particular things in the pictures. You can also take opportunities to do this while children are working individually in their books. Ask a child *Where's the ...?* and let him/her point to the appropriate object in the book.
- Ask the children questions about specific things in the pictures, e.g. *What's this? How many people can you see? What's the boy doing/wearing? What's next to the car?* Encourage the children to use the present continuous to describe what people or animals are doing. Make sure each child is given regular opportunities to answer questions.

### Practice for Part 2

- Make sure children become used to hearing and responding to instructions involving prepositions. Give them frequent instructions, both as a class and individually, e.g. *Put your pencils on your desks, please* or *Anna, put your book in your bag, please.*
- Play a game with a single object, e.g. a pencil. Choose a child at random and give an instruction, e.g. *Put the pencil on your book.* Then choose another child and give a different instruction, e.g. *Now put it in the cupboard.* That child must move the object to the new position. Continue until everyone has had a turn. Keep the pace fast. You could play the game simultaneously with two different objects so that children don't have to wait as long for their turn.

### Practice for Parts 4 and 5

- Ensure that children have lots of practice of answering questions relating to their own lives. At the beginning of the term, write lots of 'personal questions' on pieces of card and put them in a box. Some questions should begin with a question word. Make sure you only include question words that the children have already covered in their lessons so far. (*Starters* question words: *how, how many, how old, what, where, which, who, whose.*)
- Other questions can be 'yes/no' questions, e.g. *Have you got a ...? Do you like ...? Can you ...?* Again, make sure you only include structures that children are already familiar with.
- 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.
- Make sure all children are given the opportunity to answer a question over the course of several lessons.

## Term 1 Speaking test

- Before you start the test, cut out the eight object cards.
- 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. Start the test by greeting the candidate and checking his/her name.

### Part 1 (scene picture)

The examiner can first familiarize the child with the picture and then ask the child to point out certain items on the scene picture, e.g. 'Where's the horse?'

- Show the child the scene picture. Ask the following questions: *Where's the plane? Where's the horse? Where's the girl? Where are the flowers?*

## Part 2 (scene picture and object cards)

The examiner can ask the child to put the object cards in various locations on the scene picture, e.g. 'Put the shell under the tree.'

- Give the child the cards and give the following instructions: *Put the frog on the chair. Put the radio under the tree. Put the kite next to the girl. Put the burger on the table.*

## Part 3 (scene picture)

The examiner can ask questions about two of the people or things in the scene picture, e.g. 'What's this?' (Answer: shoe) 'What colour is it?' (Answer: pink)

- Focus on the scene picture again. Ask the following questions: *How many people are there? What's this?* (point to the ice cream). *What's the girl wearing? What's in the tree?*
- Note that in the real test the examiner will also ask about the colours of objects in the picture.

## Part 4 (object cards)

The examiner asks questions about the object cards, e.g. 'What's this?' (Answer: a bike) and 'Have you got a bike?'

- Hold up the robot card and ask, *What's this?*
- Then ask *Have you got a robot?*
- Hold up the pineapple card and ask *What's this?*
- Then ask *Do you like pineapple?*

## Part 5 (personal questions)

The examiner asks questions about the child, e.g. 'How old are you?'

- Ask the child the following questions: *How old are you? What's your favourite colour? What are you wearing today? What colour are your shoes? Have you got any brothers or sisters?*
- If the child simply says *Yes*, prompt him/her to give you more information, e.g. by asking *How many brothers? How many sisters?*

## Term 2 Speaking test

- Before you start the test, cut out the eight object cards.
- 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. Start the test by greeting the candidate and checking his/her name.

### Part 1 (scene picture)

- Show the child the scene picture. Ask the following questions: *Where's the teacher? Where's the computer? Where's the pen? Where are the books?*

### Part 2 (scene picture and object cards)

- Give the child the cards and give the following instructions: *Put the spider on the cupboard. Put the lamp under the board. Put the ruler next to the teacher. Put the guitar on the window.*

## Part 3 (scene picture)

- Focus on the scene picture again. Ask the following questions: *How many people are there? What's this?* (point to the computer). *What's the teacher wearing? What's on the board?*
- Note that in the real test the examiner will also ask about the colours of objects in the picture.

## Part 4 (object cards)

- Hold up the watch card and ask *What's this?*
- Then ask *Have you got a watch?*
- Hold up the banana card and ask *What's this?*
- Then ask *Do you like banana?*

## Part 5 (personal questions)

- Ask the child the following questions: *What do you eat for breakfast? Do you like ice cream? What's your favourite sport? Do you like playing in the park? Can you play tennis?* (substitute another sport if tennis is their favourite sport)

## Term 3 Speaking test

- Before you start the test, cut out the eight object cards.
- 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. Start the test by greeting the candidate and checking his/her name.

### Part 1 (scene picture)

- Show the child the scene picture. Ask the following questions: *Where's the helicopter? Where's the lorry? Where's the girl? Where are the ducks?*

### Part 2 (scene picture and object cards)

- Give the child the cards and give the following instructions: *Put the monkey on the mat. Put the motorbike in front of the bicycle. Put the sweet next to the apple. Put the present on the lorry.*

### Part 3 (scene picture)

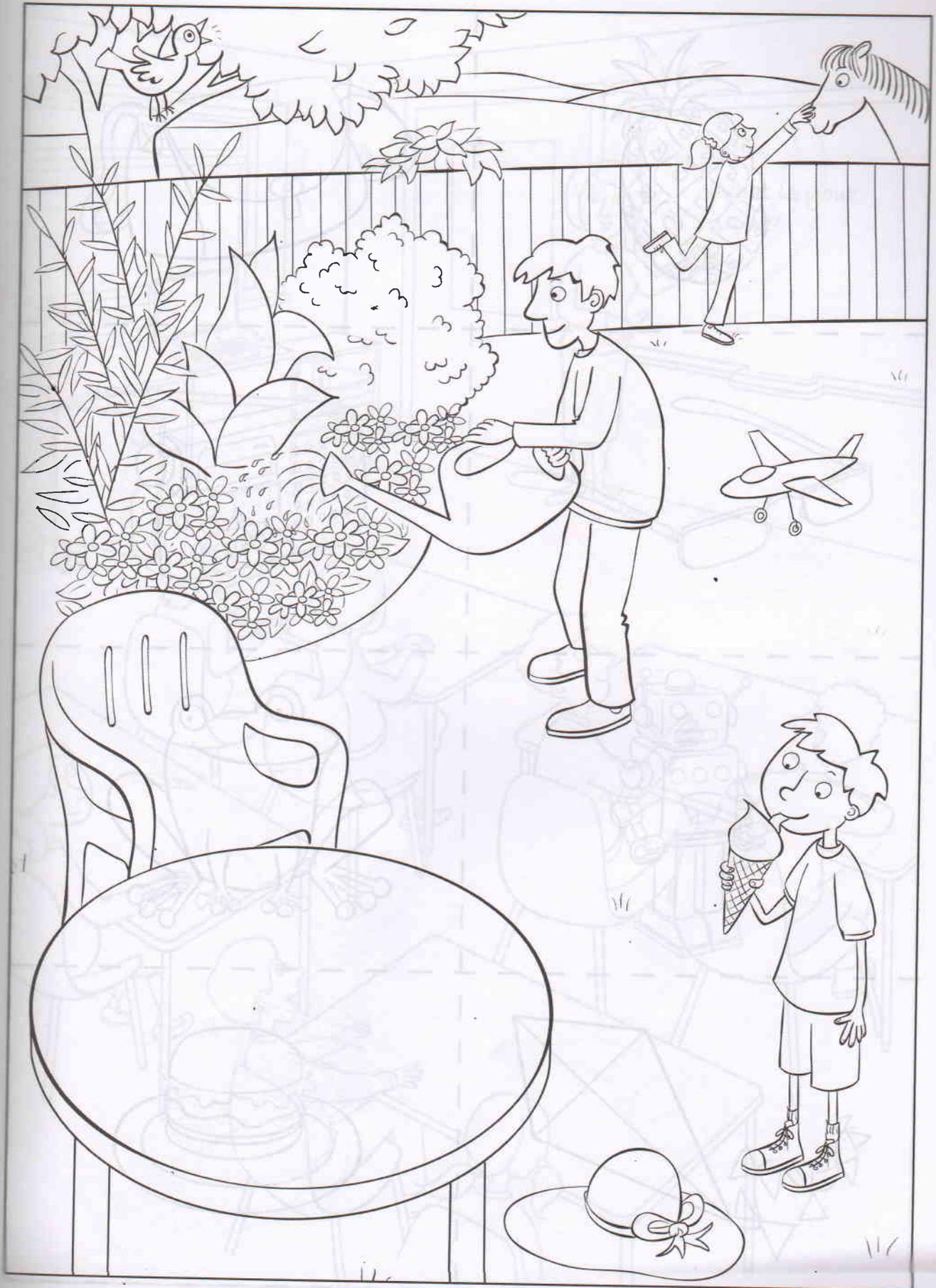
- Focus on the scene picture again. Ask the following questions: *How many people are there? What's this?* (point to the balloon). *What's the girl wearing? What's next to the water?*
- Note that in the real test the examiner will also ask about the colours of objects in the picture.

### Part 4 (object cards)

- Hold up the camera card and ask *What's this?*
- Then ask *Have you got a camera?*
- Hold up the ball card and ask *What's this?*
- Then ask *Do you like football?*

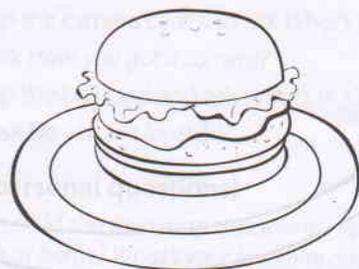
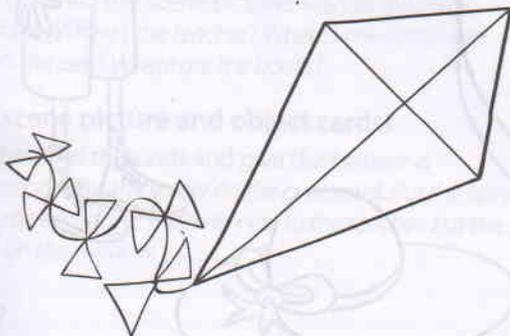
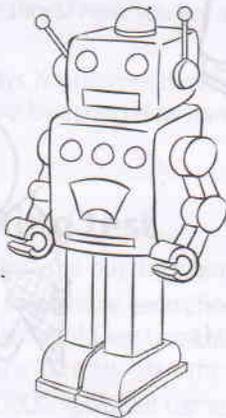
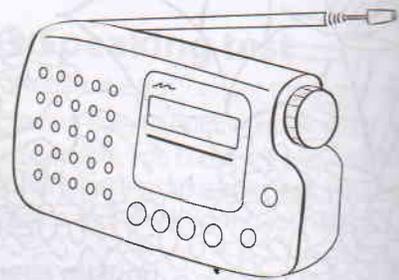
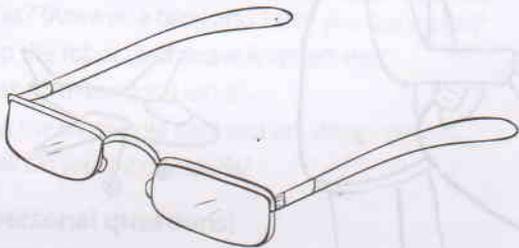
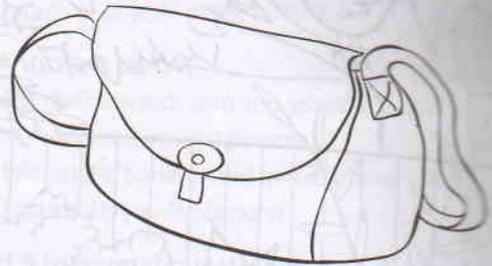
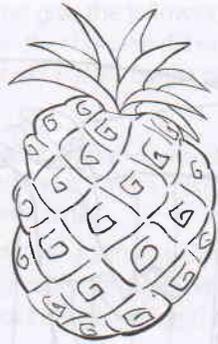
### Part 5 (personal questions)

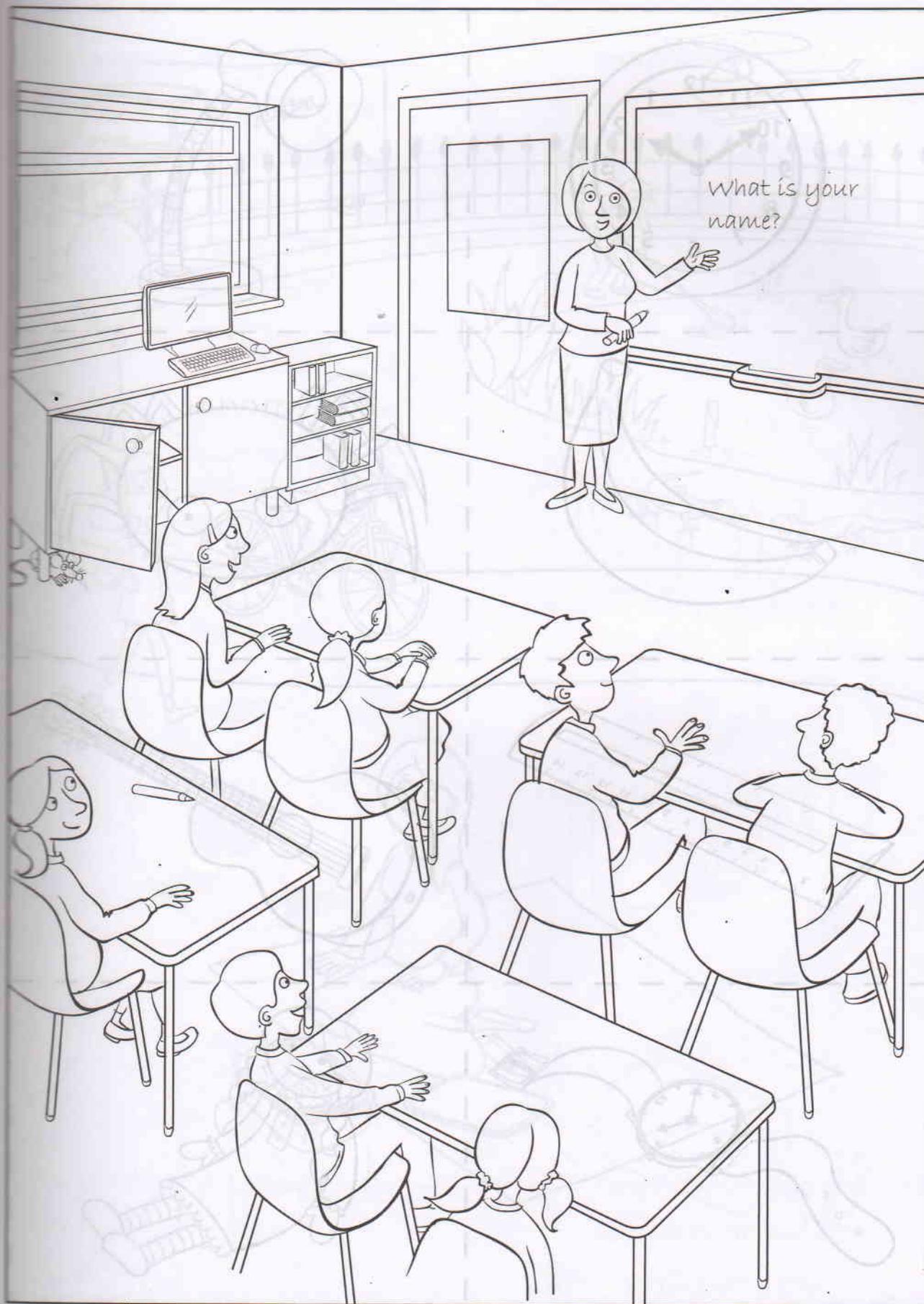
- Ask the child the following questions: *Have you got any animals at home? What's your favourite animal? Can you ride a horse? Do you like listening to music? Have you got a TV in your bedroom?*



**Term 1**

**Speaking**

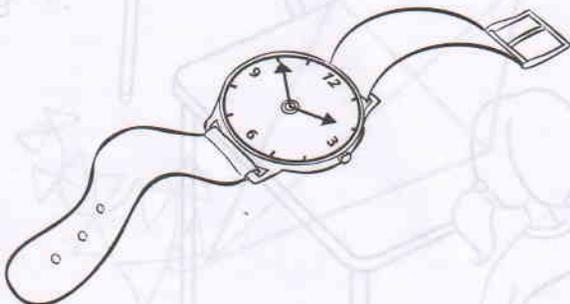
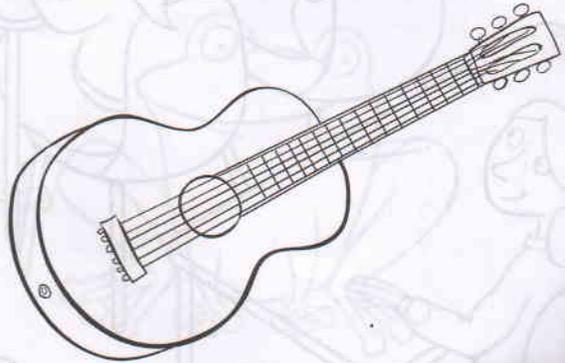
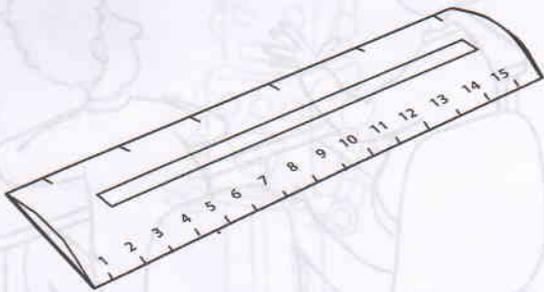
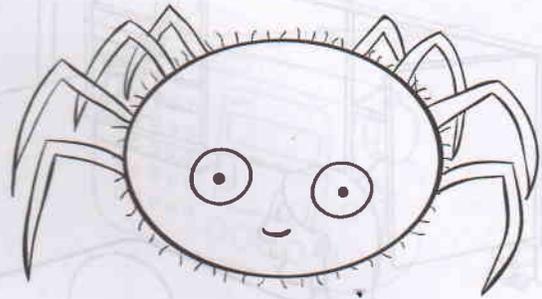
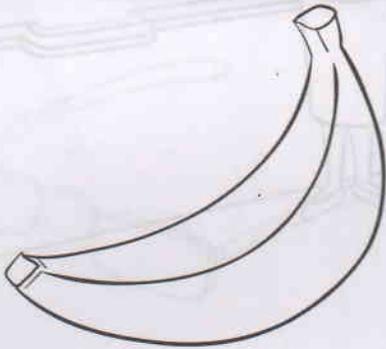
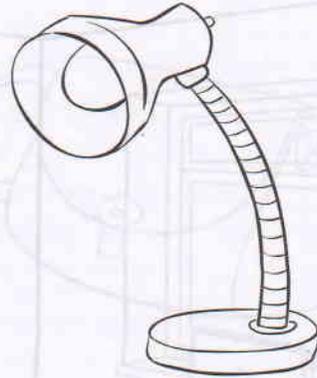
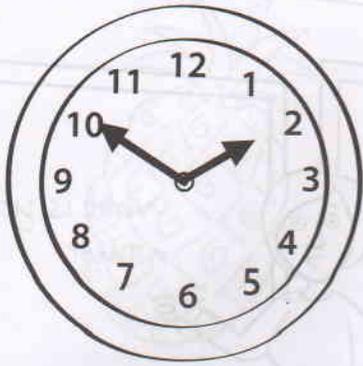




# Term 2

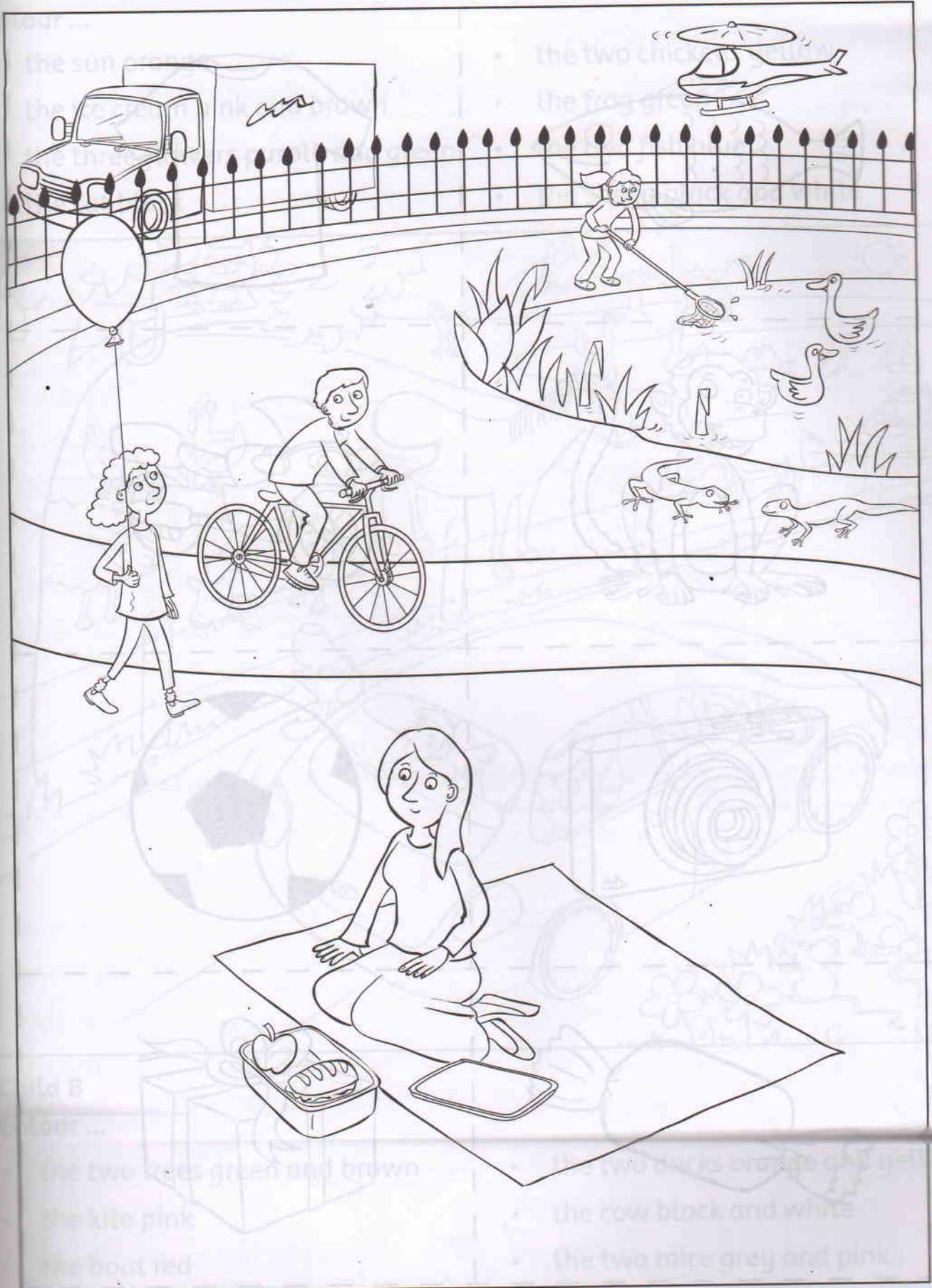
# Speaking

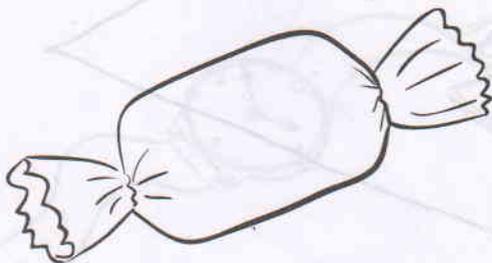
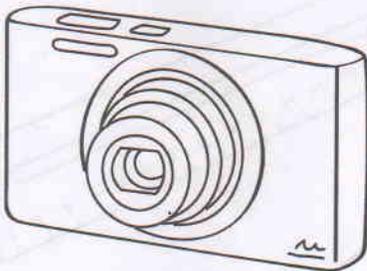
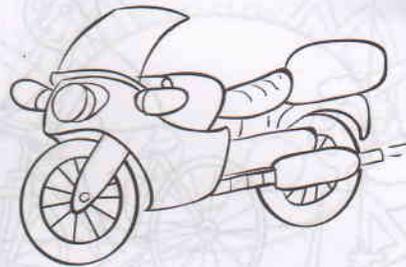
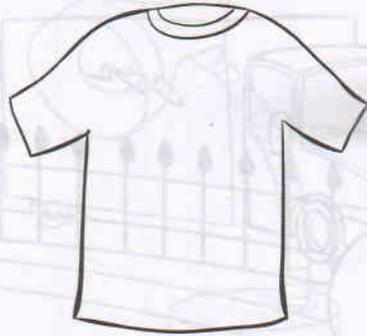
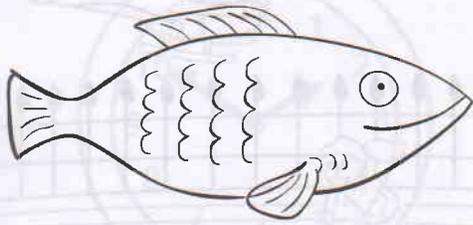
5 mmi



Term 3

Speaking

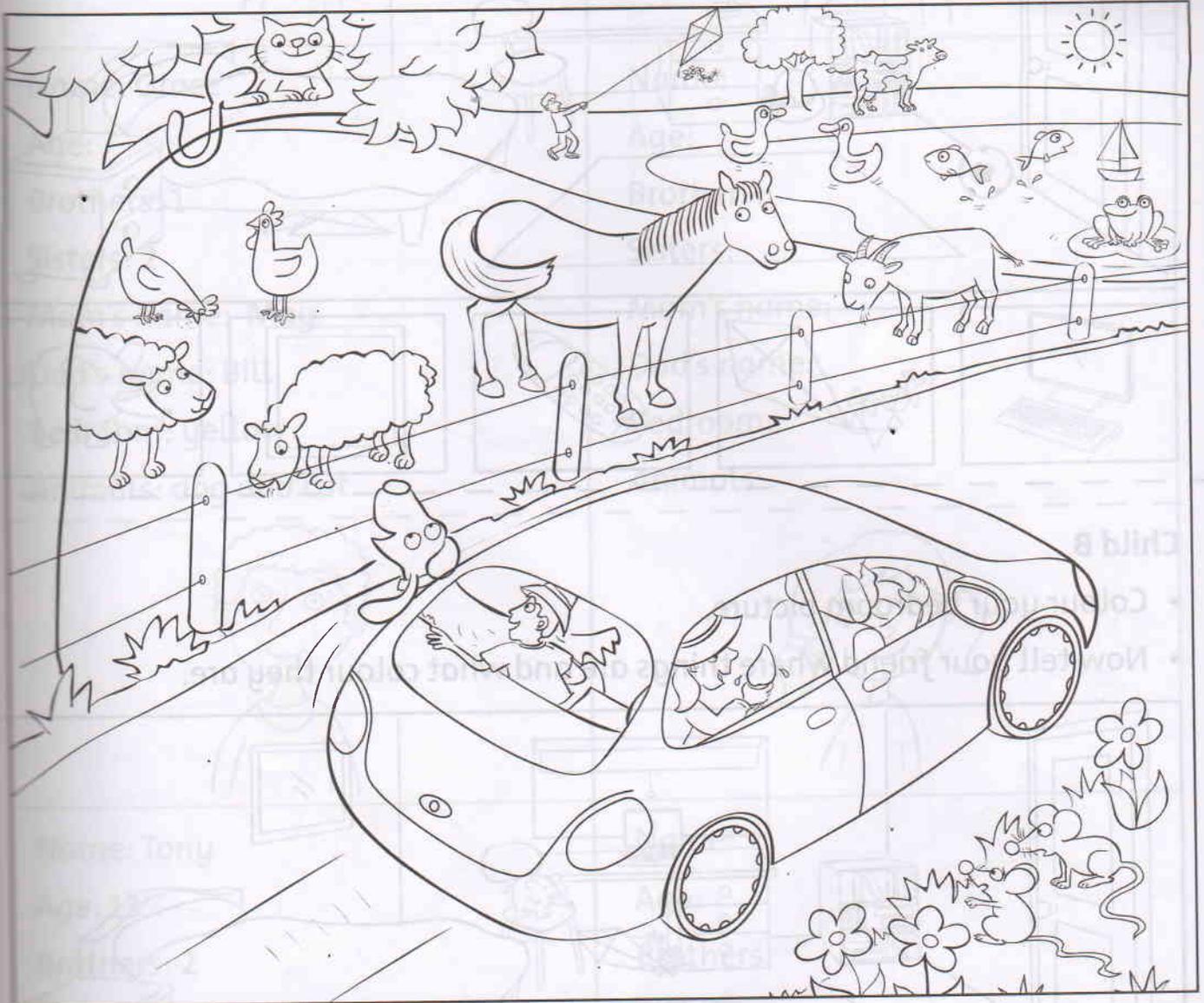




Child A

Colour ...

- the sun orange
- the ice cream pink and brown
- the three flowers purple and green
- the cat black
- the two chickens yellow
- the frog green
- the two fish blue
- the sheep black and white



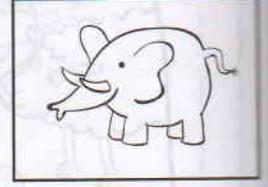
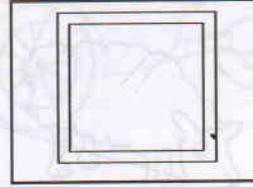
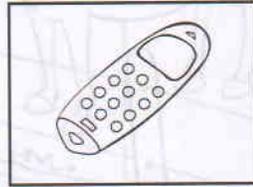
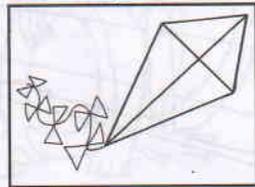
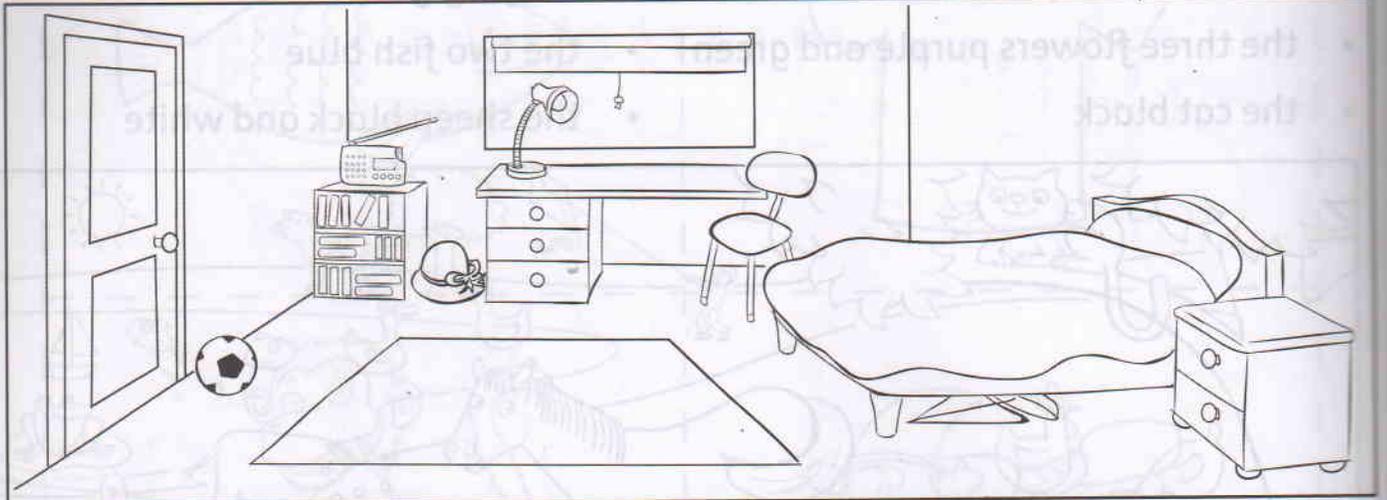
Child B

Colour ...

- the two trees green and brown
- the kite pink
- the boat red
- the dog brown
- the two ducks orange and yellow
- the cow black and white
- the two mice grey and pink
- the goat brown

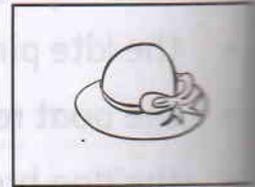
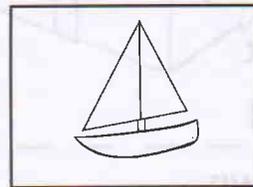
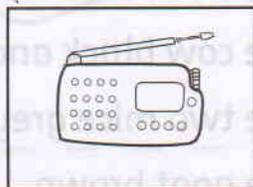
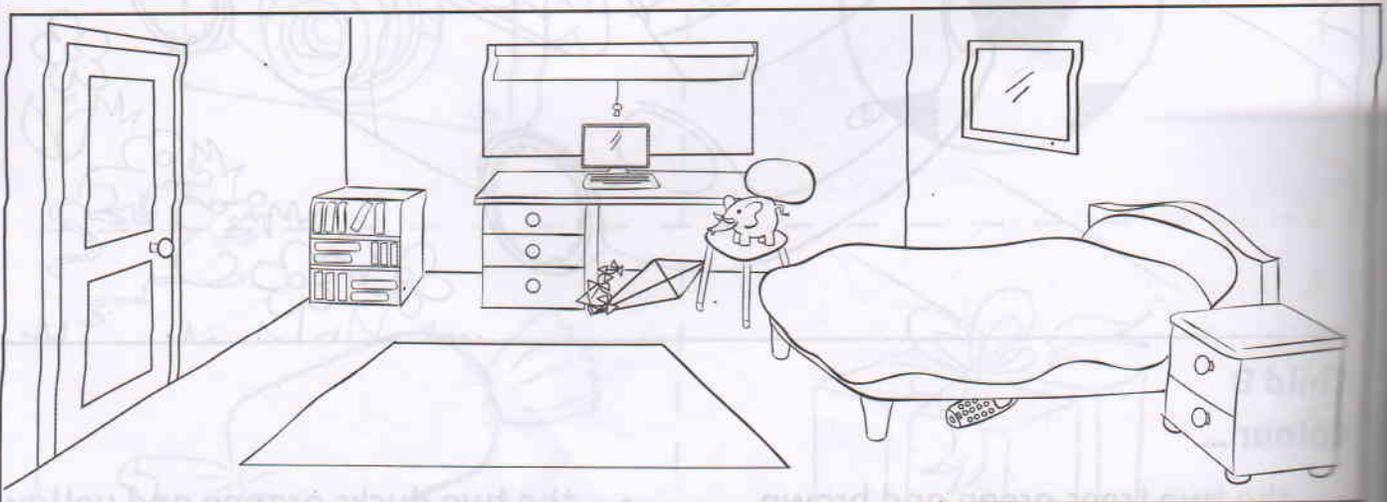
## Child A

- Colour your bedroom picture.
- Now tell your friend where things are and what colour they are.



## Child B

- Colour your bedroom picture.
- Now tell your friend where things are and what colour they are.



Ask questions and write answers.



Name: Grace

Age: 7

Brothers: 1

Sisters: 2

Mum's name: May

Dad's name: Bill

Bedroom: yellow

Animals: dog and cat



Name:

Age:

Brothers:

Sisters:

Mum's name:

Dad's name:

Bedroom:

Animals:



Name: Tony

Age: 13

Brothers: 2

Sisters: 3

Mum's name: Jill

Dad's name: Dan

Bedroom: green

Animals: horse and three fish



Name:

Age:

Brothers:

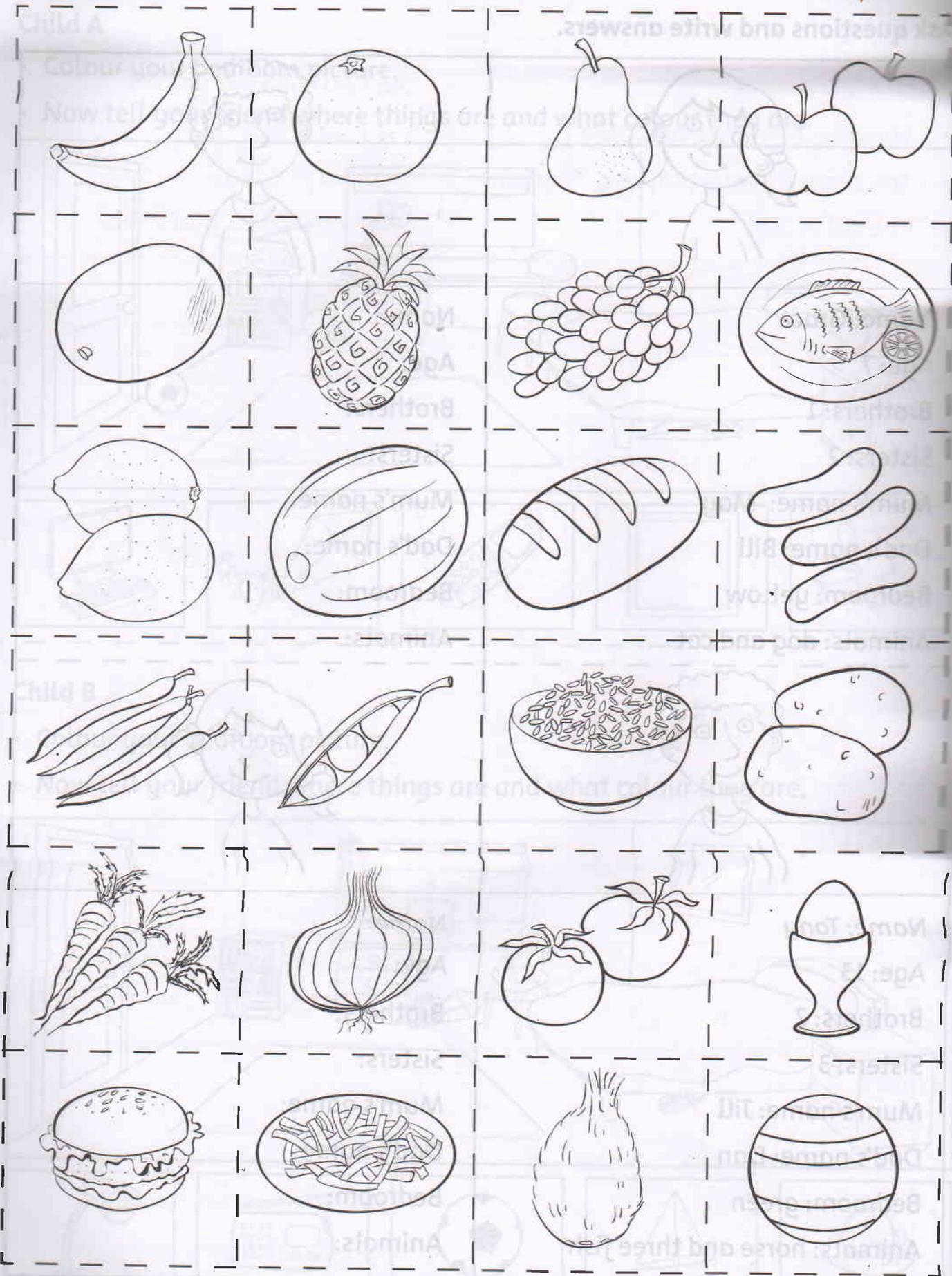
Sisters:

Mum's name:

Dad's name:

Bedroom:

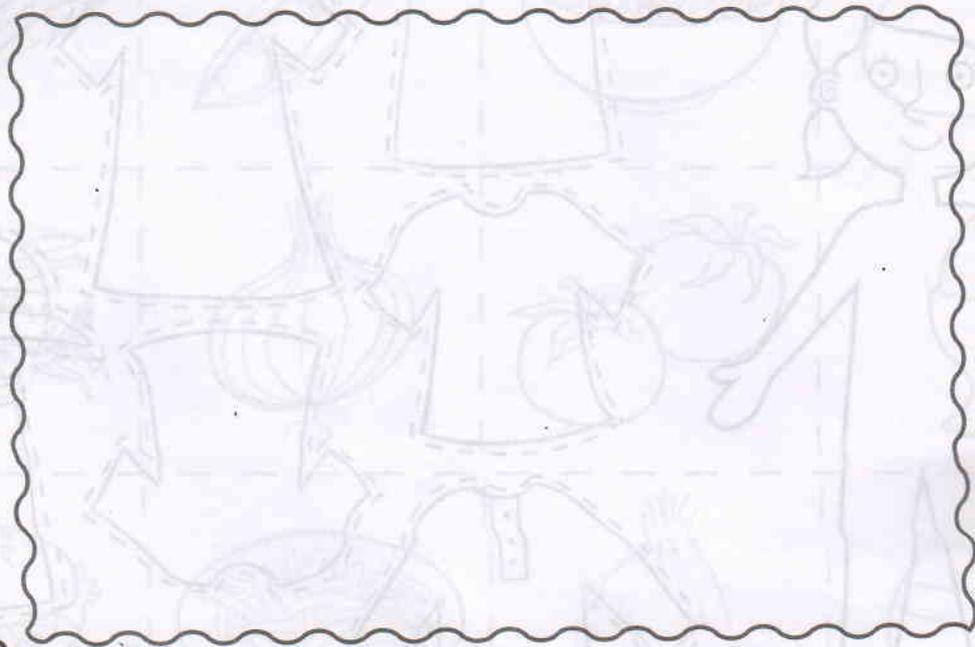
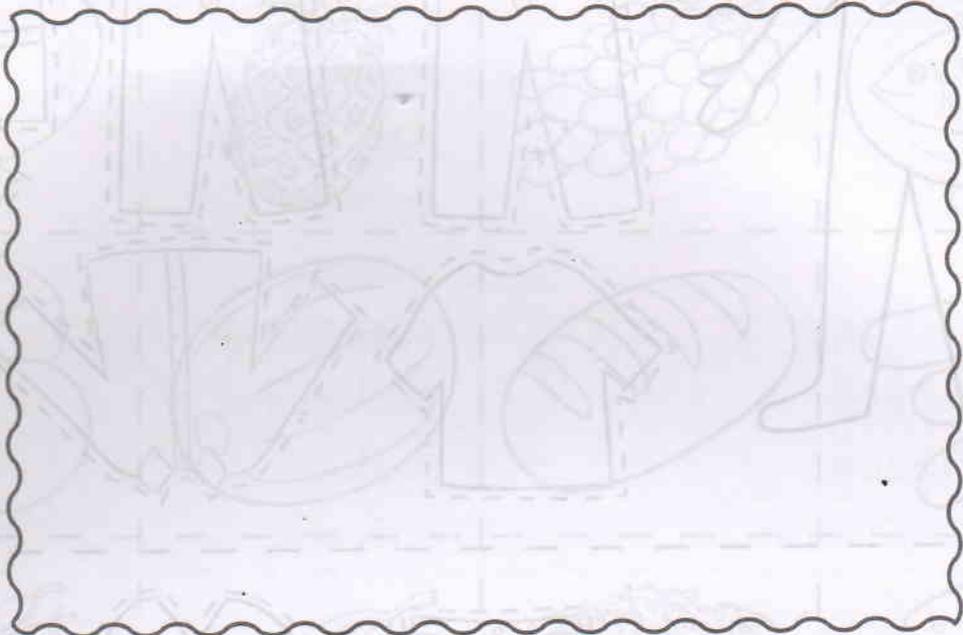
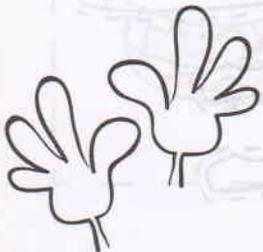
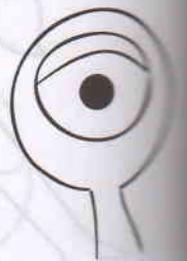
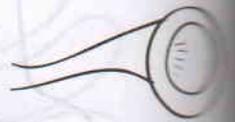
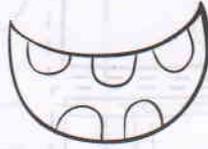
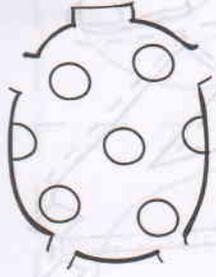
Animals:





1 Draw and colour a picture of an alien. Use the body parts.

2 Listen and draw your partner's alien.

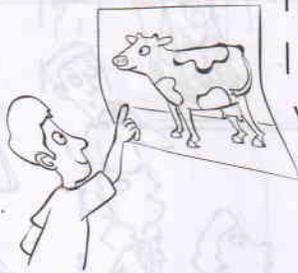


## Child A

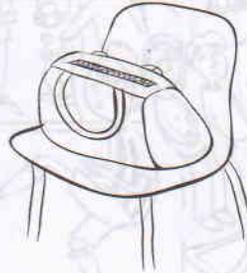
What / doing?



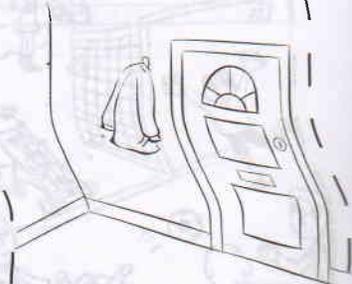
What / doing?



Where?



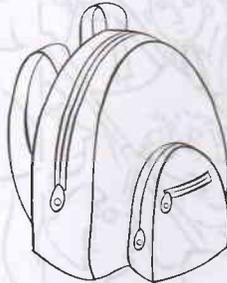
Where?



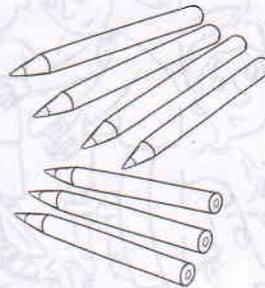
What colour?



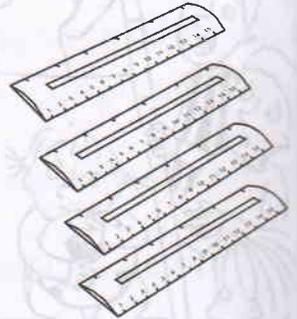
What colour?



How many?



How many?



## Child B

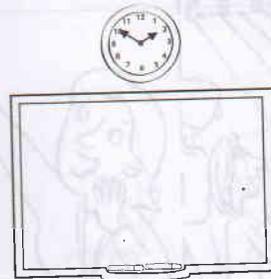
What / doing?



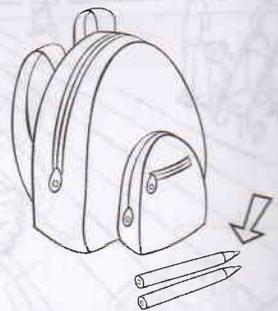
What / doing?



Where?



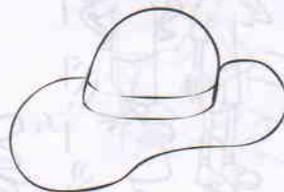
Where?



What colour?



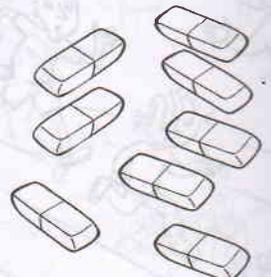
What colour?



How many?



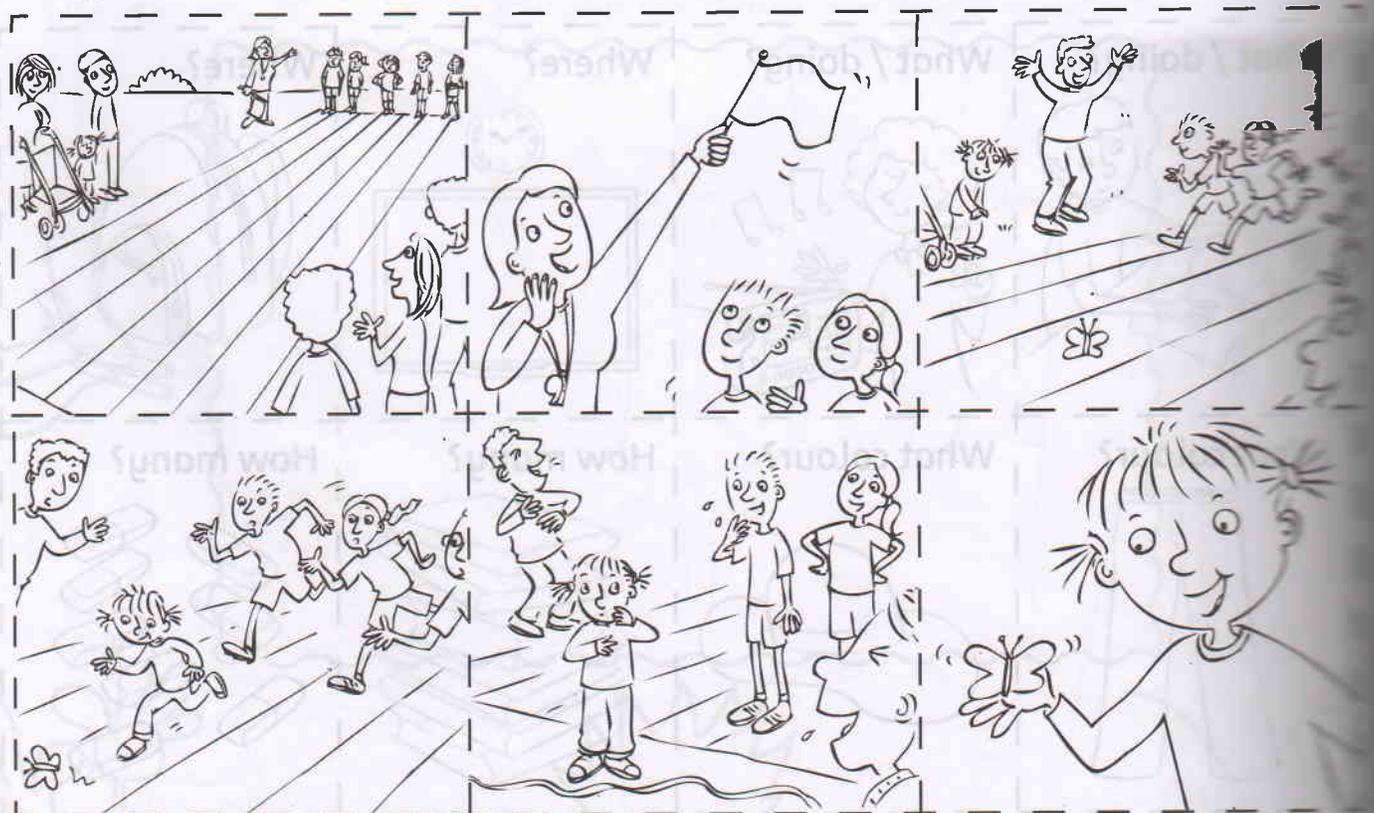
How many?



## Story 1



## Story 2



## Our hobbies

Me			
			
Night	Evening	Afternoon	Morning



## Child A

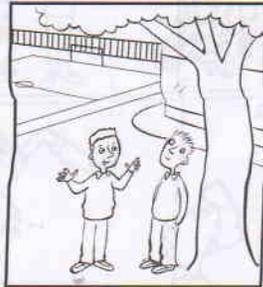
1 Tell your friend what Bill does in the morning, afternoon, evening and at night.



Morning



Morning



Afternoon



Evening



Night

2 Complete the sentences about Anna.

In the morning, *Anna has breakfast*. Then she \_\_\_\_\_.

In the afternoon she \_\_\_\_\_.

In the evening she \_\_\_\_\_.

At night she \_\_\_\_\_.

## Child B

1 Tell your friend what Anna does in the morning, afternoon, evening and at night.



Morning



Morning



Afternoon



Evening



Night

2 Complete the sentences about Bill.

In the morning, *Bill has breakfast*. Then he \_\_\_\_\_.

In the afternoon he \_\_\_\_\_.

In the evening he \_\_\_\_\_.

At night he \_\_\_\_\_.

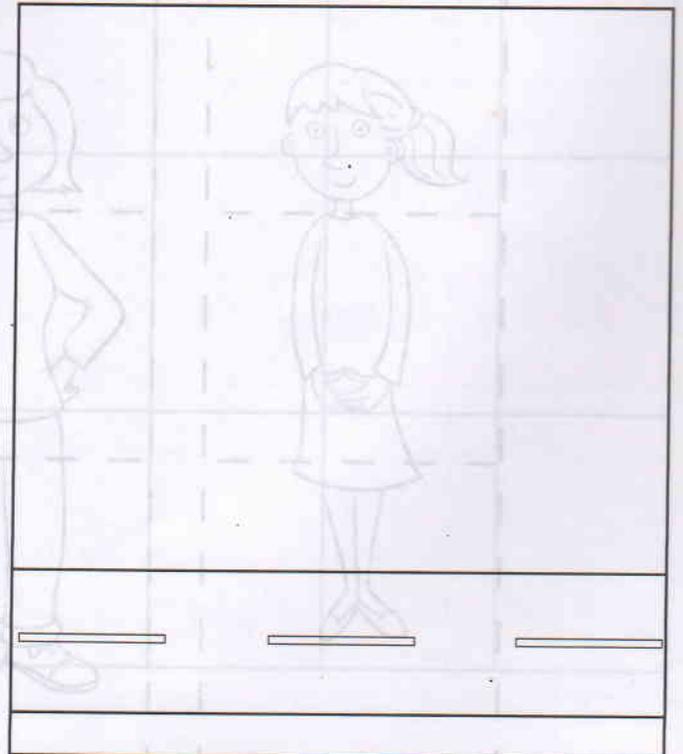
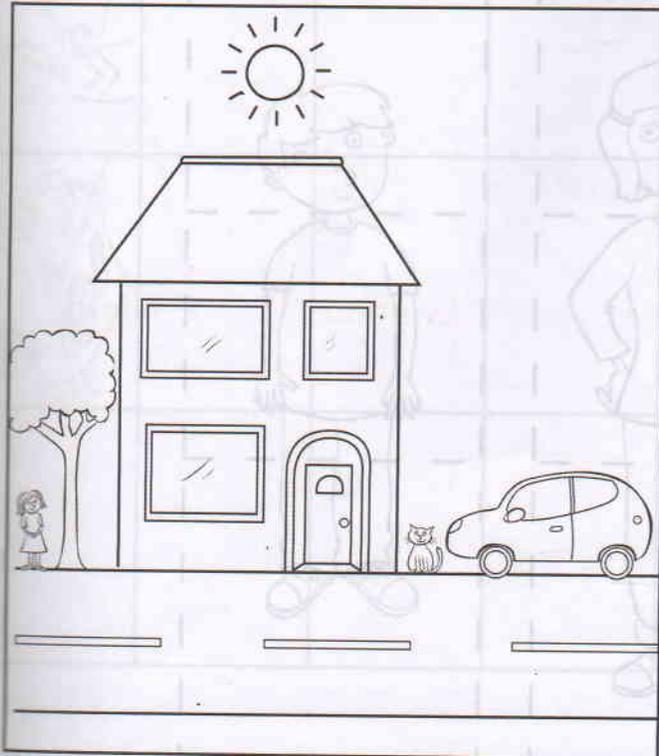
## Child A

- Colour your town picture.
- Now tell your friend where things are and what colour they are.



## Child B

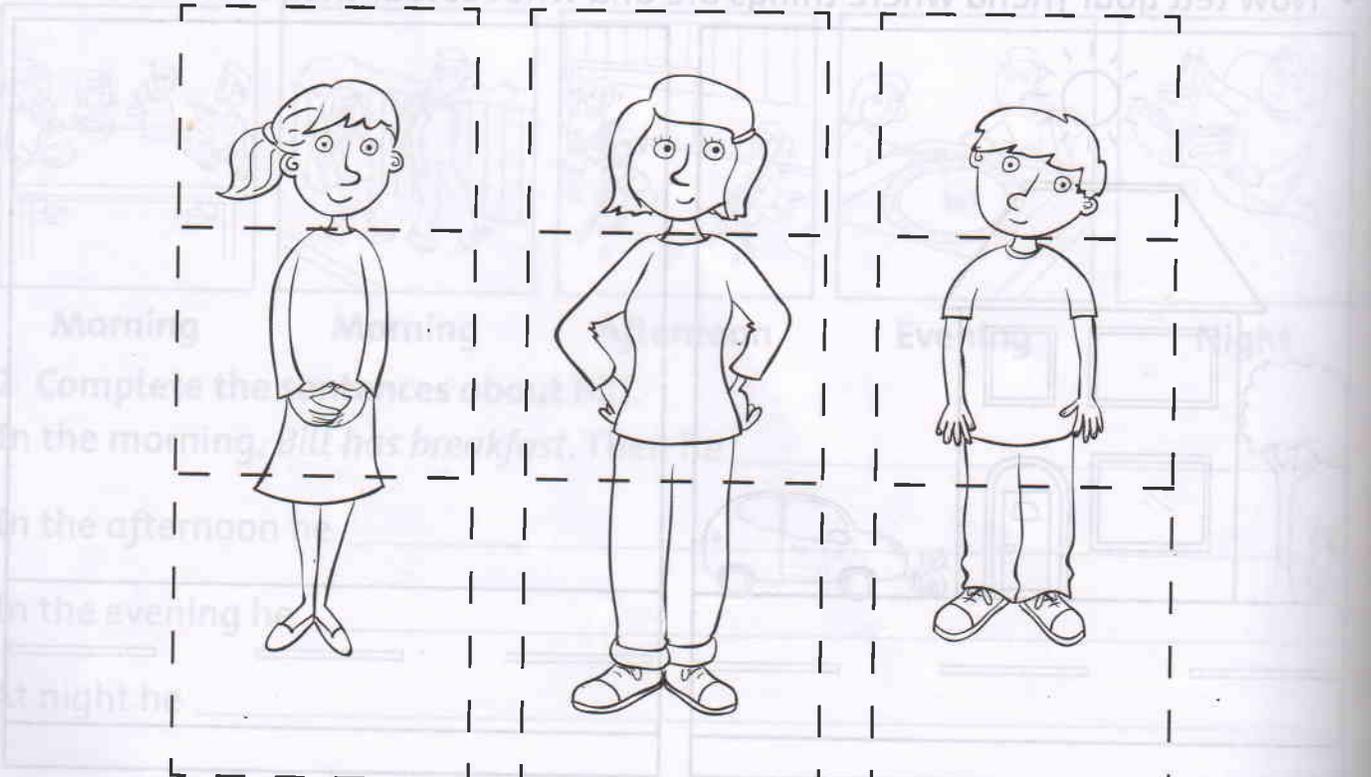
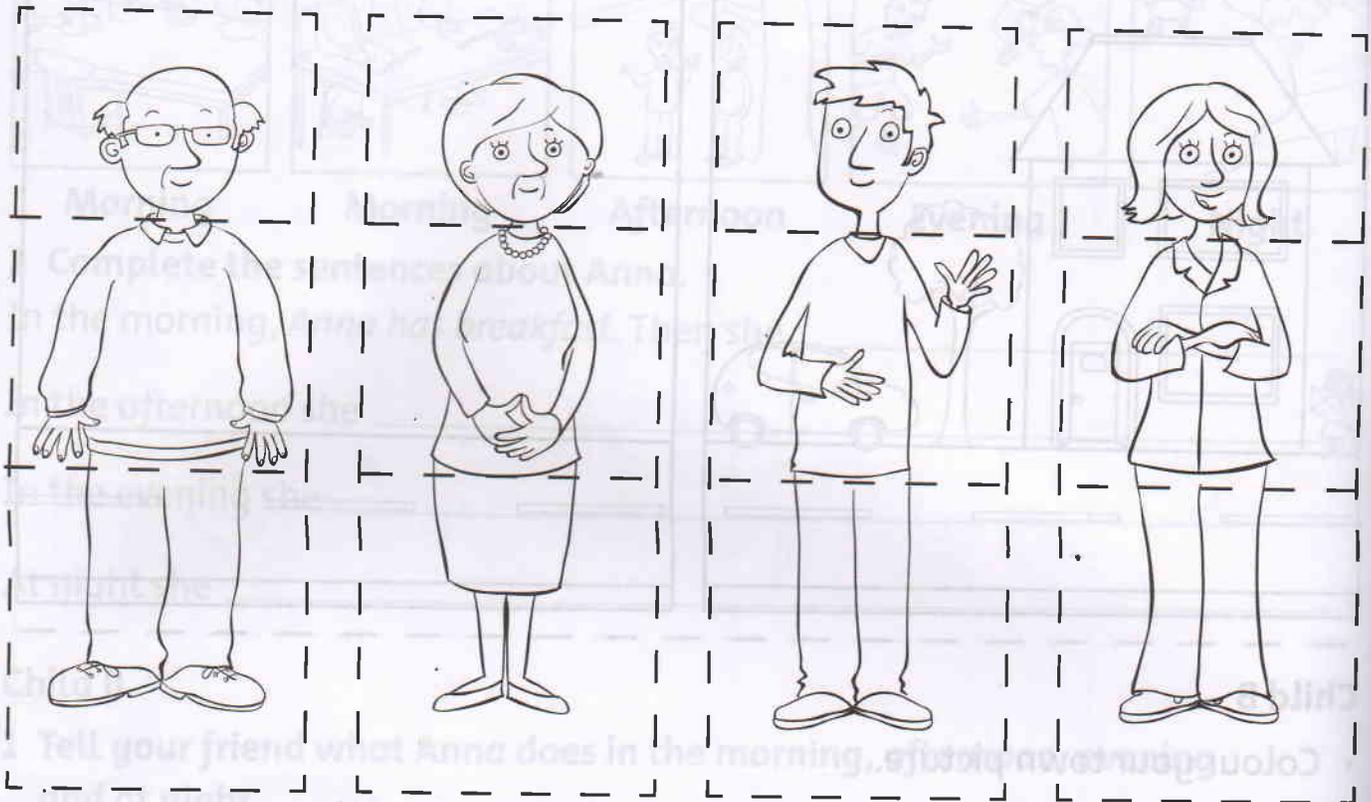
- Colour your town picture.
- Now tell your friend where things are and what colour they are.

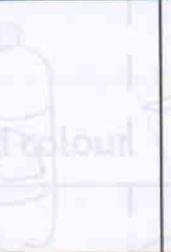
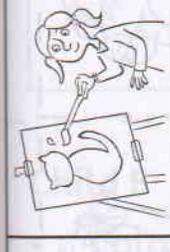
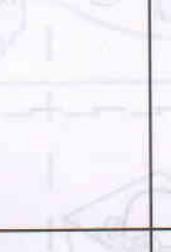
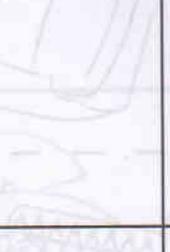
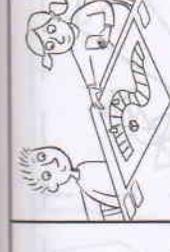


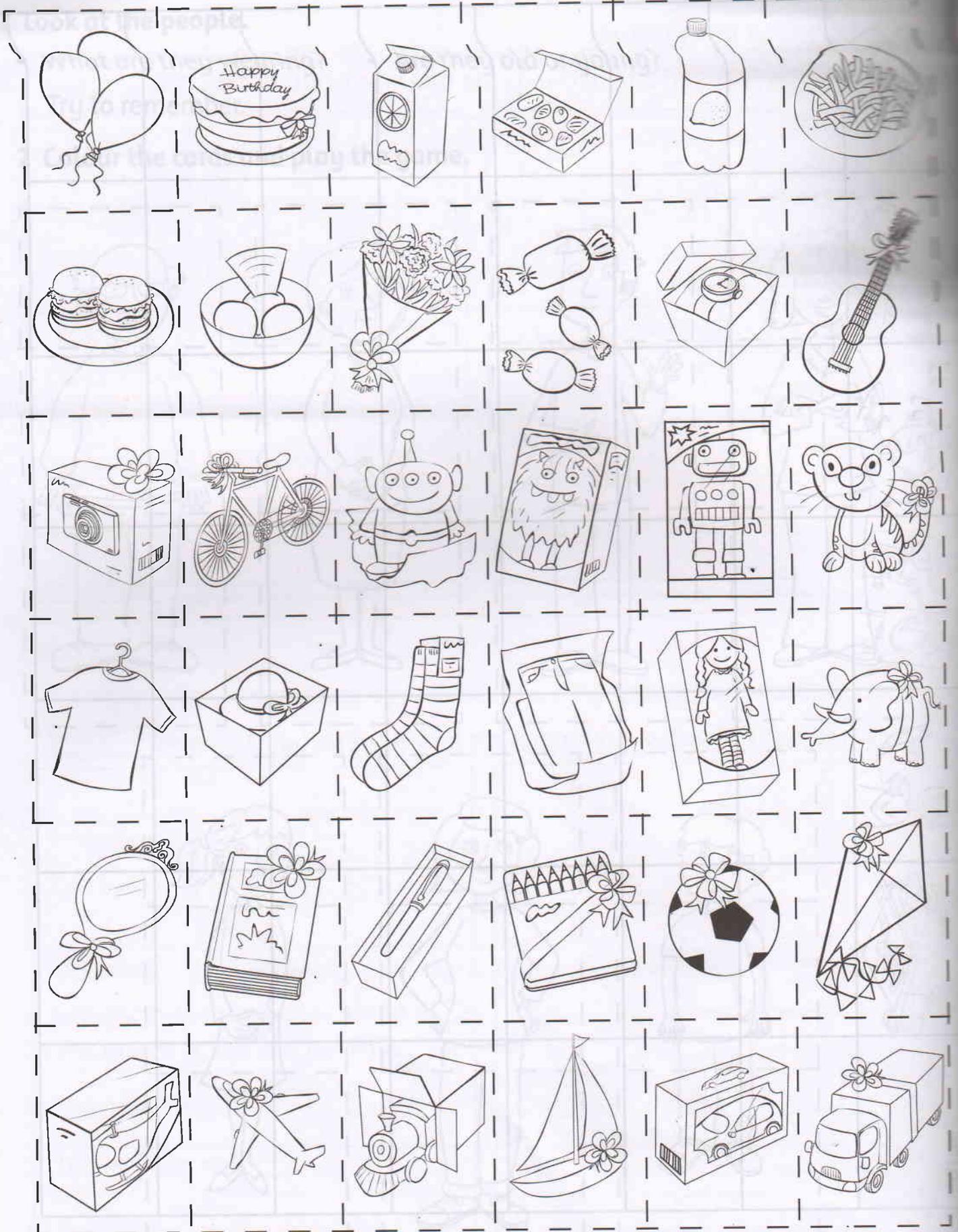
## 1 Look at the people.

- What are they wearing?
  - Are they old or young?
- Try to remember.

## 2 Colour the cards and play the game.

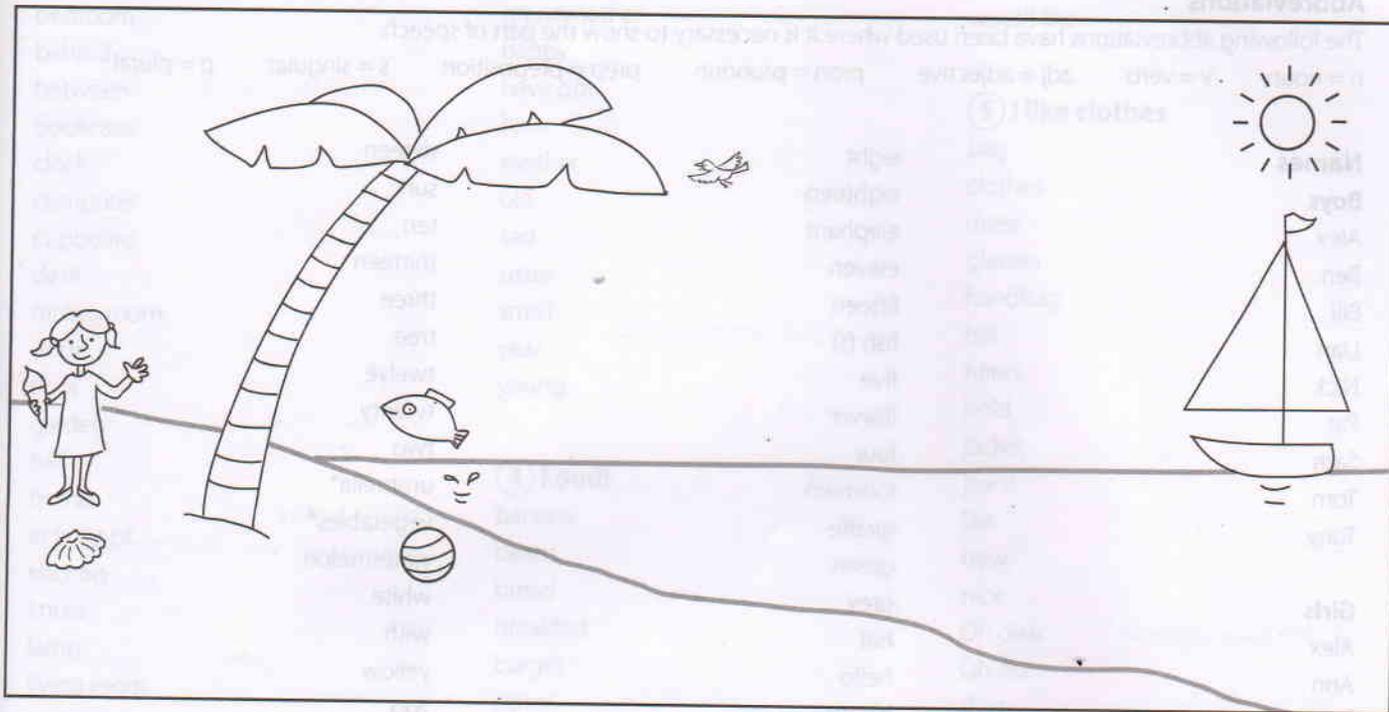


						
						
						
						
						
						
<b>Name</b>						



## Child A

- Colour.
- Listen, draw and colour.



## Child B

- Colour.
- Listen, draw and colour.

