

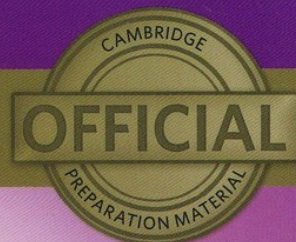


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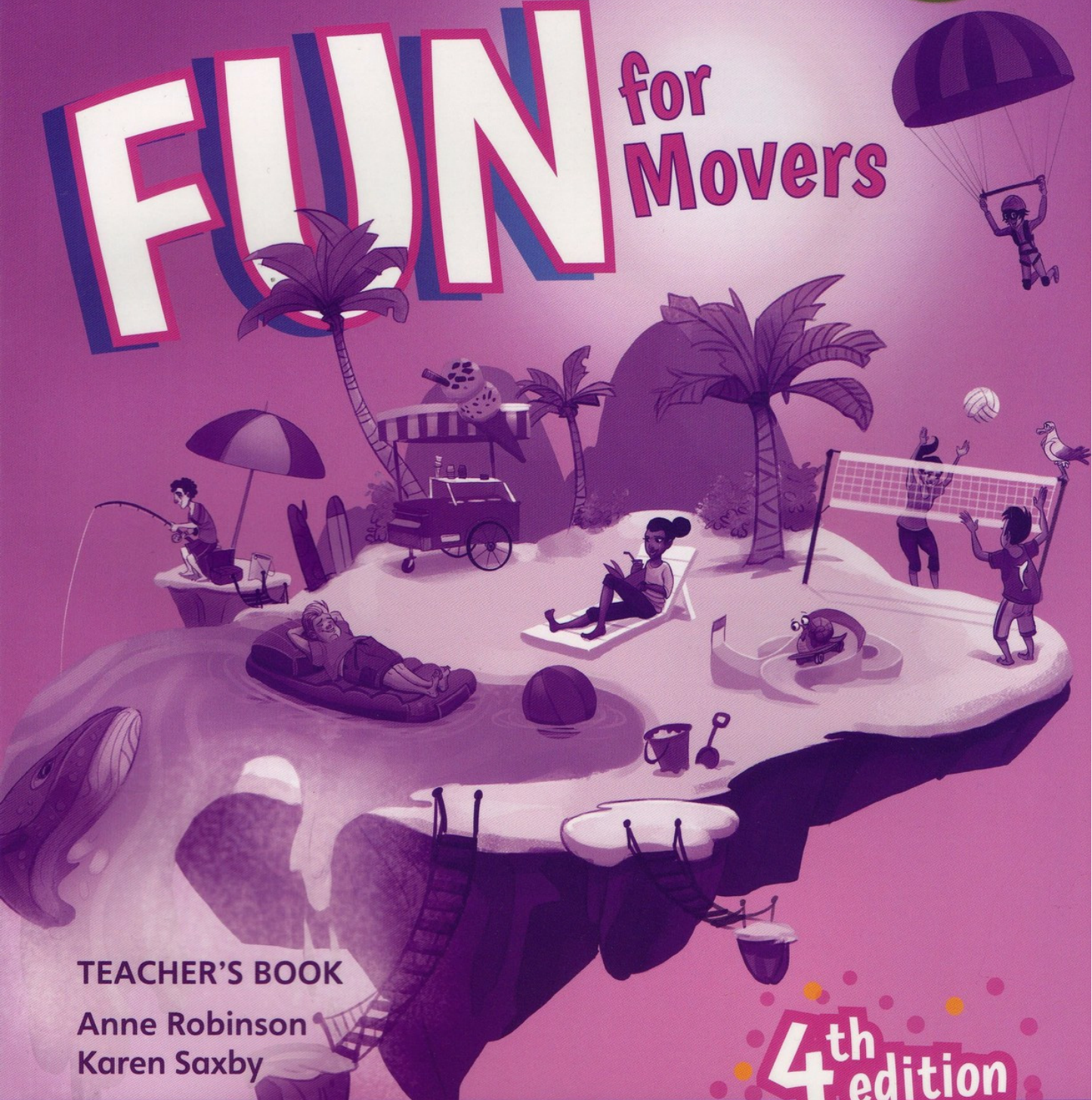


CAMBRIDGE ENGLISH  
Language Assessment  
Part of the University of Cambridge

# Cambridge English



# FUN for Movers



TEACHER'S BOOK

Anne Robinson  
Karen Saxby

4<sup>th</sup> edition



For the revised Cambridge English:  
Young Learners (YLE)



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# Introduction

## Welcome to *Fun for Movers Fourth edition*

*Fun for Movers Fourth edition* is the second in a series of three books written for learners aged between 7 and 13 years old. *Fun for Starters Fourth edition* is the first book in the series and *Fun for Flyers Fourth edition* is the third.

## Who is *Fun for Movers Third edition* for?

*Fun for Movers* is suitable for:

- learners who need comprehensive preparation for the *Cambridge English: Movers* (YLE Movers), in addition to their general English course
- mixed classes where some of the learners are preparing to take the *Cambridge English: Movers* test, and who need motivating and fun English lessons
- small and large groups of learners
- monolingual and multilingual classes

*Fun for Movers* supports the development of good learning habits and language practice in meaningful, fun, creative and interactive ways. It is ideal for learners who have been studying English for between two and three years, and who need to consolidate their language and skills.

## The key features include:

- complete coverage of the vocabulary and grammar on the *Cambridge English: Movers* revised 2018 syllabus
- thorough preparation for all parts of the *Cambridge English: Movers* test
- a focus on all four skills, with an emphasis on those areas most likely to cause problems for young learners at this level
- recycling of language and topics
- fun activities that practise English in a meaningful way
- opportunities for learners to personalise the language and make the tasks relevant to them

## What's new in the fourth edition?

The new edition of *Fun for Movers* has been fully updated to reflect the *Cambridge English: Young Learners* specifications from 2018. The changes include revised task types for:

Listening Parts 3 and 5; Reading and Writing Parts 1,2,3 and 5 and the new Part 6 writing task as well as revisions to Speaking Parts 1 and 2 and the new words on the word lists which reflect the changes in technology and devices and enable more language to be tested.

## Cambridge English: Young Learners

For more information on *Cambridge English: Young Learners*, please visit [www.cambridgeenglish.org/exams/young-learners-english](http://www.cambridgeenglish.org/exams/young-learners-english). From here, you can download the handbook for teachers, which includes information about each level of the Young Learners exams. You can also find information for candidates and their parents, including links to videos of the Speaking test at each level. There are also sample test papers, and a computer-based test for you to try, as well as games, and links to the Teaching Support website.

## Course components

### Student's Book with downloadable class audio and online activities

The Student's Book has been updated to include:

- words and phrases from the 2018 revised *Cambridge English: Movers* vocabulary list
- even more opportunities for test practice. In most units, there will be at least one authentic test-style task. The instructions for these tasks are shown in (blue lozenge), while instructions for tasks which provide more general test practice are shown in black.
- new illustrations, designed to stimulate learner engagement
- a variety of fun activities, such as games, puzzles, drawing and colouring, to ensure your learners are involved in, and enjoy, their English lessons
- recordings for the listening tasks, which are available via the access code at the front of the book, so that learners can practise at home. To download the audio, visit the *Fun for* website at [www.cambridge.org/funforstarters](http://www.cambridge.org/funforstarters)
- online activities, available via the access code at the front of the book, which provide further practice of the grammar and vocabulary featured in the Student's Book
- projects that encourage learners to explore topics in more depth and produce work more independently

### Teacher's Book with downloadable class audio

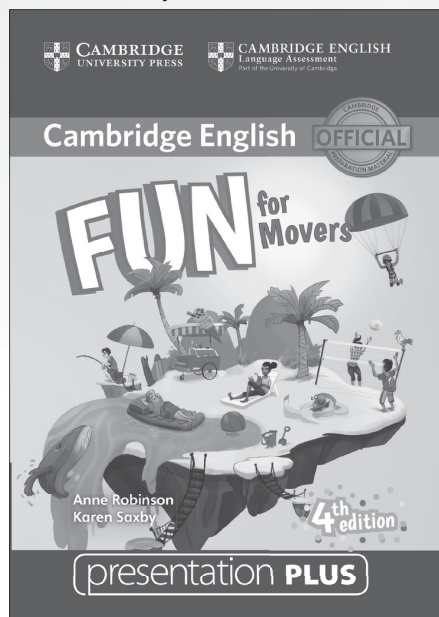
In the third edition of the Teacher's Book, you can find:

- clear signalling of *Cambridge English: Movers* test practice tasks and authentic test-style tasks that appear in each unit. These are listed in the information boxes at the start of each unit, under **Movers practice** or **Movers test**. In the unit notes, an icon like this **Listening 2** indicates the part of *Cambridge English: Movers* that an authentic test-style task replicates.
- useful tips to guide and support learners in their preparation for each part of the test.
- materials and equipment needed to teach each unit. This means less preparation is needed, as you can see at a glance the audio resources or numbers of photocopies you need for each lesson.
- suggested wording of classroom language at the learners' level of English
- support for teaching pronunciation activities in a fun and motivating way for learners of this age
- ideas for maximising the involvement of learners in their learning process
- ideas for extending activities into simple, fun projects that give learners the chance to explore topics more independently and consolidate their English in creative ways
- links to the [www.cambridge.org/funfor](http://www.cambridge.org/funfor) website, which provides additional resources, visuals and lesson ideas for teachers, and interactive games and activities to accompany *Fun for Movers*.

### Class audio CD / Downloadable audio / Online audio

The class audio CD contains all the recordings for the listening activities in the Student's Book. The audio is available to download at [www.cambridge.org/funforstarters](http://www.cambridge.org/funforstarters), or you can listen to the audio at home by following the instructions and using the access code at the front of the Student's Book.

## Presentation plus



New for the fourth edition, Presentation plus is a DVD-ROM that contains a digital version of the Student's Book and all the audio to complete the listening tasks. The integrated tools enable you to make notes, highlight activities and turn the Student's Book into an interactive experience for your learners. The Presentation plus includes:

- all the Student's Book pages
- all the audio for the Student's Book
- pdfs of the Teacher's Book, including a complete practice test with the Listening audio
- unit tests – one per unit, testing the key language covered in each unit

## An app for mobile phones and tablets



For further practice of the revised list of vocabulary for the *Cambridge English: Movers* tests, download our new app and encourage your learners to practise their vocabulary while having fun!

### Cambridge Learner Management system

The Cambridge Learner Management system provides students with extra practice in grammar and vocabulary. All of the students' online work can be tracked and reviewed by the teacher. It has also been fully updated to reflect task types and new words in the word list.

For access to Fun for Movers CLMS content, contact your local Cambridge representative.




## How is the Student's Book organised?

### Contents

This lists the Student's Book unit numbers and titles.

### 50 units

Each unit is topic-based and designed to provide between 75 and 90 minutes of class time. Language is presented and practised throughout the unit and the final activity usually provides freer, fun practice of the unit's key content language. In most units, at least one task will provide *Cambridge English: Movers* test practice. The title instructions for these tasks are shown in blue lettering. The title instructions for all other tasks are shown in black lettering.

Ideas for project work on topic are included in many units and signalled by a  icon, as are fun activities to practise specific phonemes or other key aspects of pronunciation.

### Pairwork activities

Learners will use these in specific unit tasks.

### Unit wordlist

This is a list of the key words which appear in each unit (organised by topic or word class).

Listings are not repeated if they have already featured in a previous unit.

### List of irregular verbs

This includes all the irregular verbs in the *Cambridge English: Movers* test. Space is provided for learners to write translations.

## How is the Teacher's Book organised?

### Contents

This shows where to find each section of the Teacher's Book.

### Introduction

This will help you use *Fun for Movers Fourth edition*. It includes:

- a **quick guide** to how units in the Teacher's books are organised (page 6)
- suggestions for **games and activities** (page 6)
- suggestions for how to use **pictures in the Student's Book** (page 7)
- suggestions for **using dictation** (page 8)

### Checklist for Cambridge English: Movers Test preparation

 (page 9)

- a quick guide to what learners have to do in each part of the Movers test and units where each part is covered in the Student's Book. 'Test' indicates those activities that reflect the format of the Movers Listening, Reading and Writing or Speaking test. 'Practice' indicates activities that prepare for a particular part of Movers, but do not reflect the identical format of the test.

### Map of the Student's Book

 (pages 10–13)

- an overview of the content and organisation of all the units in the Student's Book.

### Topics and grammar indexes

 (pages 14–15)

### Unit guides / Teacher's notes

The teacher's notes for each of the 50 units. See below for a detailed guide to these.

### Photocopiable activities

 (pages 116–127)

- these relate to specific units as indicated in the teacher's notes.

### Photocopiable practice test

 (pages 129–152)

- a complete Movers practice test (Listening, Reading and Writing, Speaking) to photocopy and use with learners. Audioscripts, a sample Examiner's script for the Speaking and a key are also provided.



## How is each unit organised?

### Topics, and non-Movers words

This is a list of all the topics, covered in the unit. Any words that appear in the unit but not in the Movers wordlist are also listed here.

### Equipment needed

This lists any equipment, for example: audio resources and/or material needed for the unit, including including the number of photocopies needed for any activities. Pages to be photocopied are found at the back of the Teacher's Book.

### Instructions

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

### Audioscripts

The audioscripts for each Listening are at the end of the activity where they are used.

### Project work

There are a number of suggestions for projects. The instructions for these generally appear at the ends of units.

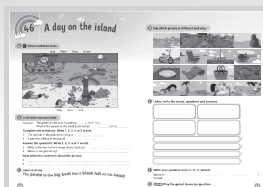
## Listening tasks

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

When the audio is heard the second time in the *Cambridge English: YLE Tests*, the pauses are slightly shorter, allowing time to add any missing answers and/or to check answers.

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

## 46 A day on the island



**Pronunciation practice** Sentence stress (*The pirate in the big boat has a black hat on his head.*) See C.  
**Equipment needed**  
O Movers Audio 46A.

**A Listen and draw lines.** Listening 1

**Movers tip**  
In Listening Part 1, candidates have to name the people so, before they listen, they should look at the people in the picture and think about what they are doing and wearing, where they are, etc. If two people are doing the same or wearing the same clothes, they should look for other differences because this might be tested.

- o Learners look at the picture. Ask: *Would you like to go to this beach? What can you do at this beach?* Learners answer. For example: go sailing / fishing / play games / read comics / find shells / sleep.
- o Say: *Find five things that start with the letter 's'.* (Suggestions: sand, sea, shell, sun, shoes, shark, shorts).
- o Say: *There's a line from the name Jack to one of the boys on the beach. What colour is that boy's T-shirt? (red and white)* Ask: *What's he doing? (looking for something)* *Where is he looking? (on the sand near/under the plant)*
- o Play the audio stopping after the example. Ask: *What's Jack looking for? (his glasses)*
- o Learners listen to the rest of the conversation and draw lines from the names to the people in the picture. Play the audio twice.

**Check answers:**  
Lines should be drawn between:  
1 Sally and girl hiding behind rock.  
2 Peter and boy lying on ground with his eyes closed.  
3 Sam and boy calling the parrot.  
4 Vicky and girl holding her foot.  
5 Alex and boy pirate on boat.

- o Say: *You didn't need one of the names. Which one? (Grace)*

**Audioscript**  
*Look at the picture. Listen and look. There is one example.*  
Boy: The children are enjoying the island.  
Woman: Yes, they are, but what's the matter with that boy?  
Boy: Oh! You mean Jack. He's looking for his glasses. He dropped them near that plant.  
Woman: Oh yes! I can see them now.  
*Can you see the line? This is an example. Now you listen and draw lines.*

One  
Boy: Look at Sally!  
Woman: Where?  
Boy: There. She's the girl who's hiding behind that big rock.  
Woman: Oh yes! I can see her. She's playing with her friend.  
Two  
Boy: There's Peter.  
Woman: Which one's he?  
Boy: There. I think he's sleeping in the sun.  
Woman: I think he's awake, but his eyes are closed because it's sunny.  
Three  
Woman: Who's that boy? The boy who's calling the parrot?  
Boy: Oh, that's Sam.  
Woman: Why's he doing that?  
Boy: Because the parrot's not in its cage. Look! The door's open.  
Woman: Oh dear!  
Four  
Boy: Vicky doesn't look very happy.  
Woman: Which one's she?  
Boy: She's the girl who's holding her foot.  
Woman: Did she hurt her foot on that shell?  
Boy: Yes, I think she did.  
Five  
Boy: And there's Alex. He's very funny.  
Woman: The boy on the boat?  
Boy: Yes.  
Woman: I like his pirate hat!  
Boy: Me too!

- Reading 6**
- o Learners look at the picture in A again. Read out the first example: *The pirate on the ship is wearing a black hat.* Read out the second example: *What is the person in the small boat doing? fishing* Ask: *Where's the small boat? Learners point to the boat. Ask: Is there a man in this boat? Is he fishing? (yes)*
  - o Say: *Read 1-4 and write 1-5 words. Then, write two sentences on the lines in 5 and 6 about people or things in the picture in A.* Learners write words and sentences.

**Check answers:**  
(Suggestions) 1 some glasses / a headache 2 the coconut tree  
3 a bird's cage 4 behind the rock

Ask: *What colour are the glasses? (blue and black). Explain that they can write words like blue, big, etc. to complete the sentences.*  
Ask: *Is the cage big or little? (little) Is the rock little or big? (big)* Explain that they can add adjectives to their answers to the questions.

- o Ask different learners to read out one of the sentences they wrote in 5 or 6. Encourage learners by saying: *Well done! Brilliant!*

**Suggestions**  
**Simple sentences:** One person is looking for his glasses. There are no big waves in the sea. You can see the sun in the sky.  
**Compound sentences:** The boy is sad because he hurt his foot on the shell. One person is asleep because he's tired. The ship has only got one sail and there's only one person on the ship.

- o **Listen and say.**  
o Say: *Look at the sentence in C. Some words in this sentence are more important than the other words. Read out the sentence making sure that you stress the bold words: The pirate in the big boat has a black hat on his head.*

- o Ask one learner to only read out the bold words: pirate, big boat, black hat.

## Fun and games

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

### Bingo

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

### Seven lives ('Hangman')

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



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

### The long sentence

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

For example:

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

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

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

### Guess what I'm drawing

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

### Spell it!

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

### Change places

Learners sit in a circle. Say sentences starting with the words: *Change places if...* For example: *Change places if you got up at 8 o'clock today.* All the learners who got up at 8 o'clock have to stand up and move to sit in a different place.

### Group or order the words

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

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

- **in colour groups.**  
Learners write words in groups according to their colour.
- **in sound groups**  
Learners write words in groups according to pronunciation similarities (stress patterns, vowel sounds etc).

#### **Backs to the board**

- Make teams of 4–8 learners, depending on the size of the class.
- Put one chair for each team at the front of the class. A learner from each team comes and sits on a chair, with their back to the board.
- Write up a word on the board (for example: *page*). One team gives clues to the learners on the chairs so that they can guess the word.
- The first learner from the chairs at the front to stand up gives an answer. If they are right, they get a point for their team. If they are wrong, they sit down and another team gives a clue. Again the first person to stand up gives an answer. Teams get a point for every correct answer.
- When the word has been guessed, different learners from each team come to the front of the class and sit down and the activity is repeated.

## **Fun with pictures**

You can use the pictures in the Student's Book in many different ways to revise and practise language. Here are some suggestions.

#### **Which picture?**

In pairs or small groups, one learner chooses a picture from any page in *Fun for Movers Third edition*. The other learner(s) have to ask questions to discover which picture. For example: *Are there any people? Is it inside? Is it the only picture on the page?* Once the other learner(s) have found the picture, they choose a picture and are asked questions.

#### **Differences**

Tell learners to look at two different pictures in the Student's Book, for example: page 15 (Unit 5) and page 99 (Unit 47). In pairs, they find similarities and differences between the two pictures. (For example: *In both pictures, we can see a bike. In the first picture, there are two bikes, but in the second picture, there is only one bike.*)

#### **Yes or no?**

In small groups, learners write sentences about a picture in the Student's Book. Some sentences should be true for the picture and some should be false. They either pass their sentences on to another group or they say the sentences to the other group. The other group has to say or write *yes* for the true sentences and *no* for the false ones.

#### **Listen and draw**

Learners work in pairs or small groups. One learner looks at one of the pictures in the Student's Book. This person describes the picture to the other learner(s), who listen and try to draw the picture.

#### **Where's the treasure?**

Tell learners to imagine that there is some treasure hidden somewhere in the picture. Learners have to find it by asking questions. For example: page 56 (Unit 26) *Is it behind one of the pictures?* (no) *Is it inside the clock?* (yes!)

#### **Which one is different and why?**

Three of the pictures are similar in some way and one of the pictures is different (for example: it's sunny / raining / sunny / sunny).

Pairs or groups work together. Learners in one pair or small group could choose, for example, the pictures in Unit 1A (page 6), Unit 5F (page 15), Unit 15C (page 35) and Unit 16D (page 37). The other pair or group then looks at the four pictures and says why one picture is different from the others. (The classroom picture on page 35 is different because in this picture there's no ball / the children aren't doing sports / the children are inside, not outside.)

#### **Say something more!**

- Divide the class into groups of 6–8 and ask them to sit in circles. All learners look at the same picture in the Student's Book (for example: page 86, Unit 41). One learner starts and says a sentence about the picture. For example: *The people are at a party.* The learner next to that learner says another sentence about the picture. For example: *Three people are dancing.*
- Continue round the circle. If a learner repeats a sentence that someone else has said, they are eliminated (or lose a point).

**Variation:** Each learner has to repeat the previous sentences and then add a new one.

#### **What are they saying?**

Pairs decide what different animals or people could be saying to each other in the picture. For example: page 23, Unit 9: *What's the mother horse saying to the baby horse?* or page 29, Unit 12: *What's the boy saying to the people at the door? What's the man saying to the people at the door?*

#### **Tell me more about these people.**

Learners work in pairs to imagine and talk or write about the people in the picture. For example: page 10, Unit 3: *What's this boy's name? How old is he? What does he like doing? What's his favourite animal / game / colour?* etc.

#### **How many words?**

Teams look at a picture and write as many different words as they can for things they can see. For example: page 24, A, Unit 10. *Roofs, windows, street, balconies*, etc. The winners are the team with the most correctly spelt words.

## Fun with dictations

Dictations don't have to be boring! They are great for practising spelling, word order and prediction. Here are some different ways you can use dictation in class.

### Word dictations

- Spell a word, letter by letter. Learners listen and write the letters. When a learner thinks they know the word you are spelling, they shout *Stop!* and say the word and the remaining letters. If the learner is correct, give them a point for every remaining letter they guessed.
- Dictate the letters of a word, but not in the right order. Learners have to write the letters, then un-jumble them and write the word, correctly spelt, as quickly as possible.
- Dictate all the consonants from a word (indicating the gaps for vowels). Learners have to complete the word with *a-e-i-o-u*.

### Sentence dictations

- Dictate the key words from a sentence which has appeared in the unit or text. Learners have to write the full sentence so that it is similar (or identical) to the original sentence.
- Dictate a sentence a word at a time. (For example: a definition sentence like those which appear in Movers Reading and Writing Part 1.) Learners write the words and shout *Stop!* when they think they can complete the sentence (or say what is being defined).
- Dictate only the start of sentences. Learners complete the sentences with their own words. For example: Teacher: *This morning I put on ...* Learner (writes): *my clothes*.
- Learners listen to a sentence. They only write the longest word (with the most letters) in the sentence.
- Learners listen to a sentence. They say how many words were in the sentence. For example: *I don't know him very well but he's quite nice.* (12)



# Checklist for Cambridge English: Movers preparation

Paper	Part	Task	Unit
<b>Listening</b>  Approx. 25 minutes	<b>1</b>	Draw lines between names outside a picture to figures inside.	<i>Practice:</i> 1, 9, 17, 26, 31, 41, 47 <i>Test:</i> 5, 15, 29, 46
	<b>2</b>	Write words or numbers.	<i>Practice:</i> 12, 30 <i>Test:</i> 2, 14, 39, 40
	<b>3</b>	Multiple matching. Write a letter in each box.	<i>Practice:</i> 28, 30, 33, 38 <i>Test:</i> 16, 22, 42
	<b>4</b>	Multiple choice. Tick the correct picture.	<i>Practice:</i> 4, 19, 47 <i>Test:</i> 10, 21, 36, 50
	<b>5</b>	Colour objects and write.	<i>Practice:</i> 1, 3, 6, 14, 18, 20, 22, 23 <i>Test:</i> 12, 31, 47
<b>Reading and Writing</b>  30 minutes	<b>1</b>	Match words to definitions by copying the word.	<i>Practice:</i> 2, 5, 6, 8, 11, 15, 17, 20, 23, 26, 27, 41, 44, 50 <i>Test:</i> 7, 18, 21, 35, 45
	<b>2</b>	Multiple choice. Read the dialogue and circle the best response.	<i>Practice:</i> 16, 22, 24, 41, 42, 43, 47, 49 <i>Test:</i> 10, 13, 19, 33, 48
	<b>3</b>	Picture gap fill. Choose words and write one word in each gap. Choose the best name for the story.	<i>Practice:</i> 9, 10, 14, 17, 21, 25, 28, 32, 34, 35, 36, 43 <i>Test:</i> 15, 20, 25, 38, 41, 48
	<b>4</b>	Multiple choice. Choose words to complete the factual text.	<i>Practice:</i> 2, 3, 36, 42, 43, 44, 47 <i>Test:</i> 8, 11, 16, 32, 39
	<b>5</b>	Complete sentences about the story by writing 1–3 words in each gap.	<i>Practice:</i> 2, 3, 4, 13, 17, 28, 35, 36, 43, 44 <i>Test:</i> 9, 37, 40, 45
	<b>6</b>	Complete sentences and answer questions about a picture. Write two sentences.	<i>Practice:</i> 1, 5, 12, 15, 19, 41, 49 <i>Test:</i> 18, 22, 26, 31, 34, 46
<b>Speaking</b>  5–7 minutes	<b>1</b> Two similar pictures	Describe four differences between pictures.	<i>Practice:</i> 12, 19, 23, 24, 26, 27, 32, 45, 46, 49 <i>Test:</i> 13, 34, 38, 42, 43, 44
	<b>2</b> Picture story	Describe the pictures.	<i>Practice:</i> 31, 32, 38 <i>Test:</i> 7, 12, 35, 44
	<b>3</b> Picture sets	Identify the odd one out and give reasons.	<i>Practice:</i> 2, 11, 13, 20, 29, 50 <i>Test:</i> 3, 25, 27, 37, 46
	<b>4</b> Open-ended questions	Answer personal questions.	<i>Practice:</i> 1, 5, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 24, 28, 29, 30, 31, 33, 36, 37, 38, 39, 40, 41, 43, 44, 45, 47, 48, 49 <i>Test:</i> 21

# Map of the Student's Book

Unit	Topic	Grammar	Exam Practice
1 Watch us! We're moving!	sports and leisure, names	present simple and continuous, <i>be good at, like/love + ing</i>	Listening Parts 1 and 5, Reading and Writing Part 6, Speaking Part 4
2 Animals, animals ...	animals, body and face	conjunctions, <i>can</i> , possessives, <i>have got</i>	Reading and Writing Parts 1 and 4, Speaking Part 3 Test: Listening Part 2
3 Fun at the farm	animals, the world around us	conjunctions, present simple, questions	Listening Part 5, Reading and Writing Part 5 Test: Speaking Part 3
4 Your hair looks great!	body and face, colours, names	relative clauses, <i>be called, have got</i>	Listening Part 4, Reading and Writing Part 5
5 The woman in the red dress	clothes, colours, body and face	<i>in</i> (to describe 'wearing'), <i>with</i> (to describe features), <i>Who's ... -ing?</i> , prepositions of place	Reading and Writing Parts 1 and 6, Speaking Part 4 Test: Listening Part 1
6 My neck, my shoulders	body and face, colours	questions, comparative adjectives, prepositions of place, verb + infinitive, imperatives	Listening Part 5, Reading and Writing Part 1
7 What's the weather like?	weather, school	questions, conjunctions, prepositions of place	Speaking Part 4 Test: Reading and Writing Part 1, Speaking Part 2
8 The hottest and coldest places	weather, animals	comparative and superlative adjectives, past simple	Reading and Writing Part 1, Speaking Part 4 Test: Reading and Writing Part 4
9 Me and my family	family, names	possessive ' <i>s</i> ', superlative adjectives, <i>a lot of</i>	Listening Part 1, Reading and Writing Part 3, Speaking Part 4 Test: Reading and Writing Part 5
10 People in our street	the home, body and face	comparative and superlative adjectives	Reading and Writing Part 3, Speaking Part 4 Test: Listening Part 4, Reading and Writing Part 2
11 Things we eat and drink	food and drink, colours	conjunctions, simple present	Reading and Writing Part 1, Speaking Parts 3 and 4 Test: Reading and Writing Part 4
12 Party things	food and drink, the home	prepositions, determiners, imperatives, obligation and need, <i>shall, there is / there are</i>	Listening Part 2, Reading and Writing Part 6, Speaking Part 1 Test: Listening Part 5, Speaking Part 2
13 Different homes	home, work	prepositions and adverbs of place and direction, present simple and continuous, past simple, <i>there is / there are</i>	Reading and Writing Part 5, Speaking Part 3 Test: Reading and Writing Part 2, Speaking Part 1

Unit	Topic	Grammar	Exam Practice
14 Our homes	the home, the world around us	prepositions of place, conjunctions	Listening Part 5, Reading and Writing Part 3, Speaking Part 4 Test: Listening Part 2
15 At our school	school, sports and leisure	determiners, past simple, questions, relative clauses, <i>there is / there are</i>	Reading and Writing Parts 1 and 6, Speaking Part 4 Test: Listening Part 1, Reading and Writing Part 3
16 Let's do some sport!	sports and leisure, time	prepositions of place, simple past, questions	Reading and Writing Part 2, Speaking Part 4 Test: Listening Part 3, Reading and Writing Part 4
17 Our hobbies	sports and leisure, family and friends	<i>go + -ing, like + -ing</i> , relative clauses, pronouns	Listening Part 1, Reading and Writing Parts 1, 3 and 5, Speaking Part 4
18 At the hospital	health, work	relative clauses	Listening Part 5, Speaking Part 4 Test: Reading and Writing Parts 1 and 6
19 What is the matter?	health, body and face?	questions, past simple, <i>have got</i>	Listening Part 4, Reading and Writing Part 6, Speaking Part 1 Test: Reading and Writing Part 2
20 Where?	places, the world around us	past simple, conjunctions	Listening Part 5, Reading and Writing Part 1, Speaking Part 3 Test: Reading and Writing Part 3
21 Here and there in town	places, family and friends	infinitive of purpose, past simple	Reading and Writing Part 3 Test: Listening Part 4, Reading and Writing Part 1, Speaking Part 4
22 A trip to the city	places, time, transport	<i>I think/know ...</i> , adverbs, comparative adverbs, comparative adjectives	Listening Part 5, Reading and Writing Part 2 Test: Listening Part 3, Reading and Writing Part 6
23 The world around us	the world around us	adverbs of frequency, determiners, plurals, present simple	Listening Part 5, Reading and Writing Part 1, Speaking Part 1
24 Travelling, texting, phoning	the world around us, transport	present simple and continuous, past simple, conjunctions	Reading and Writing Part 2, Speaking Parts 1 and 4
25 Which one is different?	the home, animals	present and past simple, verb + infinitive, adjective order	Test: Reading and Writing Part 3, Speaking Part 3
26 Guess who lives here?	the home, sports and leisure	prepositions of place, superlative adjectives	Listening Part 1, Reading and Writing Part 1, Speaking Part 1 Test: Reading and Writing Part 6
27 Seeing differences	body and face, the world around us, clothes	plurals, conjunctions, impersonal <i>you</i> , relative clauses	Reading and Writing Part 1, Speaking Part 1 Test: Speaking Part 3



Unit	Topic	Grammar	Exam Practice
28 Our busy holidays	time, sports and leisure, family and friends	adverbs of frequency, prepositions and determiners in time expressions, verb + <i>ing</i>	Listening Part 3, Reading and Writing Parts 3 and 5, Speaking Part 4
29 About us	family and friends, names, sports and leisure	adverbs of manner, past simple, present simple, conjunctions	Speaking Parts 3 and 4 Test: Listening Part 1
30 About me	topic review	questions, present simple, past simple, <i>can</i>	Listening Parts 2 and 3, Speaking Part 4
31 Why is Sally crying?	family and friends, animals	relative clauses, conjunctions, present simple and continuous, past simple	Listening Part 1, Speaking Parts 2 and 4 Test: Listening Part 5, Reading and Writing Part 6
32 Mary goes shopping	food and drink, numbers	quantifiers, countable, singular and plural nouns, present continuous, present simple, conjunctions, <i>there is / there are</i>	Reading and Writing Parts 2 and 4, Speaking Parts 1 and 2 Test: Reading and Writing Part 6
33 Last weekend, last week	places, time	past simple, questions	Listening Part 3, Speaking Part 4 Test: Reading and Writing Part 2
34 What did you do then?	time, friends and family, sports and leisure	past simple, prepositions of time and place	Reading and Writing Part 4 Test: Reading and Writing Part 6, Speaking Part 1
35 What a morning!	school, sports and leisure	past simple, conjunctions, prepositions of time and place	Reading and Writing Parts 3 and 5 Test: Reading and Writing Part 1, Speaking Part 2
36 Could you do it?	sports and leisure, time	past simple, <i>have (got) to, could / couldn't</i> , conjunctions	Reading and Writing Parts 3 and 4, Speaking Part 4 Test: Listening Part 4
37 Mr Must changes his job	work	past simple, <i>have (got) to, like doing something, when</i> clauses	Speaking Part 4 Test: Reading and Writing Part 5, Speaking Part 3
38 Playing and working	work, the home	past simple, adverbs of time, conjunctions	Listening Part 3, Speaking Parts 2 and 4 Test: Reading and Writing Part 3, Speaking Part 1
39 We've got lots of things to do	work, the home, time	prepositions of time, adverbs of frequency, questions	Speaking Part 4 Test: Listening Part 2, Reading and Writing Part 4
40 People who help us	work, animals, body and face	past simple questions and short answers, conjunctions, relative clauses	Speaking Part 4 Test: Listening Part 2, Reading and Writing Part 5

Unit	Topic	Grammar	Exam Practice
41 I had a great birthday!	family and friends, food, names	past simple, <i>would like</i>	Listening Part 1, Reading and Writing Parts 1, 2 and 6, Speaking Part 4 Test: Reading and Writing Part 3
42 An exciting week for Alex!	time, school, food and drink	suggestions: <i>Shall I? How about?, must</i> , comparative adjectives	Reading and Writing Parts 2 and 4 Test: Listening part 3, Speaking Part 1
43 My holidays	sports and leisure, transport, weather	past simple, adverbs of frequency, prepositions, questions, verb + infinitive	Reading and Writing Parts 2, 3 and 5, Speaking Part 4 Test: Speaking Part 1
44 Along the beach	the world around us, sports and leisure	past simple, prepositions of time and place, <i>before</i> and <i>after</i> + noun	Reading and Writing Parts 1 and 5, Speaking Part 4 Test: Speaking Parts 1 and 2
45 Treasure!	the world around us, food and drink	<i>when</i> clauses, past simple, present continuous	Speaking Parts 1 and 4 Test: Reading and Writing Parts 1 and 5
46 A day on the island	the world around us, sports and leisure	prepositions of place, verbs + <i>-ing</i> , present and past question forms and short form answers	Speaking Part 1 Test: Listening Part 1, Reading and Writing Part 6, Speaking Part 3
47 The different things we do	the home, sports and leisure	past simple, verb + <i>ing</i>	Listening Parts 1 and 4, Reading and Writing Parts 2 and 4, Speaking Part 4 Test: Listening Part 5
48 We want to do this one day	transport, the world around us	<i>Would you like?, Yes, I would / No, I wouldn't</i> and other <i>Yes/No</i> short form answers, verb + infinitive	Speaking Part 4 Test: Reading and Writing Parts 2 and 3
49 Ask me another question	topic review	prepositions of place, questions, <i>What's it like?</i>	Reading and Writing Part 2, Speaking Parts 1 and 4
50 Well done!	topic review	grammar review	Reading and Writing Part 1, Speaking Part 3 Test: Listening Part 4

# Fun for Movers topic index

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