

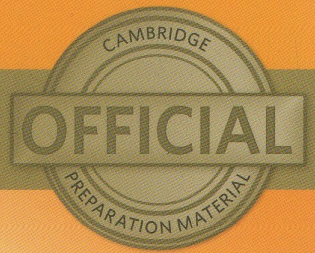


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Cambridge English



FUN for Starters



TEACHER'S BOOK

Anne Robinson
Karen Saxby

4th edition



For the revised Cambridge English:
Young Learners (YLE)



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Cambridge University Press
www.cambridge.org/elt

Cambridge English Language Assessment
www.cambridgeenglish.org

Information on this title: www.cambridge.org/9781316617496

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First published 2006
Second edition 2010
Third edition 2015
Fourth edition 2016

Printed in by

A catalogue record for this publication is available from the British Library

ISBN 978-1-316-61746-5 Student's Book with online activities with audio and Home Fun Booklet

ISBN 978-1-316-63191-1 Student's Book with online activities with audio

ISBN 978-1-316-61749-6 Teacher's Book with downloadable audio

ISBN 978-1-316-61751-9 Class Audio CDs

ISBN 978-1-316-61752-6 Presentation Plus DVD-ROM

Download the audio at www.cambridge.org/funforstarters

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The authors and publishers would like to thank the ELT professionals who commented on the material at different stages of its development.

The authors are grateful to: Niki Donnelly of Cambridge University Press.

Anne Robinson would like to give special thanks to Adam Evans and her parents Margaret and Jim and to many, many teachers and students who have inspired her along the way. Special thanks to Cristina and Victoria for their help, patience and enthusiasm. And in memory of her brother Dave.

Karen Saxby would like to give special thanks to everyone she has worked with at Cambridge Assessment since the birth of YLE! She would particularly like to mention Frances, Felicity and Ann Kelly. She would also like to acknowledge the enthusiasm of all the teachers she has met through her work in this field. And lastly, Karen would like to say a big thank you to her sons, Tom and William, for bringing constant FUN and creative thinking to her life and work.

Freelance editorial services by Christine Barton

Design and typeset by Wild Apple Design.

Cover design by Chris Saunders (Astound).

Sound recordings by dsound Recording Studios, London

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The authors and publishers are grateful to the following illustrators:

T = Top, B = Below, L = Left, R = Right, C = Centre, B/G = Background

Stephen Dew pp. 109, 115; Andrew Elkerton (Sylvie Poggio Artists Agency) p. 108; Nigel Kitching p. 107; Ray & Corinne Burrows @Beehive pp. 122, 124(b), 125(m), 129(m,b), 130(m), 131, 133 (legs of dog), 140 (bottom four images) Pip Sampson pp. 126, 131, 139; Melanie Sharp (Sylvie Poggio Artists Agency) pp. 123, 134, 135; Sue Woollatt (Graham-Cameron Illustration) pp. 113, 114, 122, 124, 125, 129, 130, 132, 133, 140.

Introduction

Welcome to *Fun for Starters Fourth edition*

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

Who is *Fun for Starters Fourth edition* for?

Fun for Starters is suitable for:

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

Fun for Starters 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 one 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: Starters* revised 2018 syllabus
- thorough preparation for all parts of the *Cambridge English: Starters* 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 Starters* has been fully updated to reflect the *Cambridge English: Young Learners* specifications from 2018. The changes include revised task types for:

Listening Parts 1 and 4; Reading and Writing Parts 1 and 4 and the revisions to the Speaking parts as well as 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. 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: Starters* 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
- 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

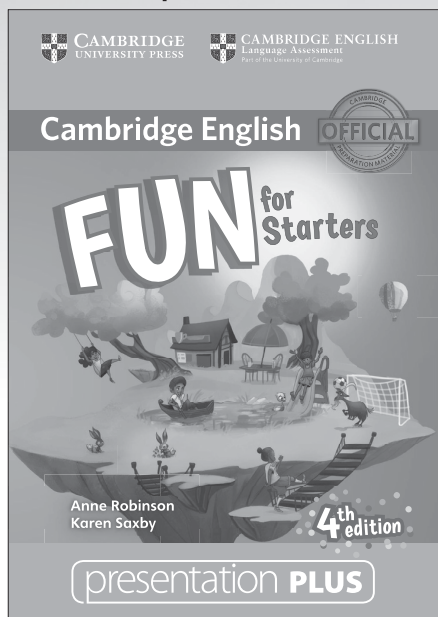
In the fourth edition of the Teacher's Book, you can find:

- clear signalling of *Cambridge English: Starters* 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 **Starters practice** or **Starters test**. In the unit notes, an icon like this **Listening 2** indicates the part of *Cambridge English: Starters* 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 website, which provides additional resources, visuals and lesson ideas for teachers, and interactive games and activities to accompany *Fun for Starters*.

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, 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



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

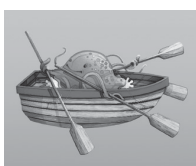


For further practice of the revised list of vocabulary for *Cambridge English: Starters*, download our new app and encourage your learners to practise their vocabulary while having fun!

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 Starters 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.

45 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.

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 pages (pages 96–100)

Learners will use these in specific unit tasks.

Unit wordlist (pages 101–111)

This is a list of the key words which appear in each unit (organised by topic or word class). There is space for learners to make notes or to write translations for each word.

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 Starters Fourth edition*. It includes:

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

Checklist for Cambridge English: Starters preparation (page 9)

- a quick guide to what learners have to do in each part of the Starters test and units where each part is covered in the Student's Book. 'Test' indicates those activities that reflect the format of the Starters Listening, Reading and Writing or Speaking test. 'Practice' indicates activities that prepare for a particular part of the Starters Test, 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 45 units. See below for a detailed guide to these.

Photocopiable activities (pages 106–121)

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

Starters photocopiable practice test (pages 122–140)

- a complete Starters Practice Test (Listening, Reading and Writing, Speaking) to photocopy and use with learners. Audioscripts and a key are also provided.

How is each unit organised?

Topics, non-Starters words

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

Equipment needed

This lists any equipment, for example: audio resources and/or material needed for the unit, 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

There is a listening icon  at the beginning of each listening task. In the Starters **test practice** tasks, 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 are 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.

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.

XXXXXXXX

Choose a word. Draw one line on the board for each letter in the word, for example: _ _ _ _ _ . (*dress*) 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.*

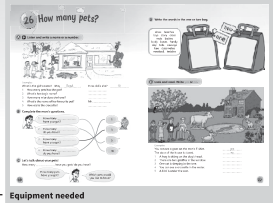
Learner 1: *In my bedroom, there's a bed and a table.*

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.

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How many pets?

Topics animals, the home, names, numbers



A Listen and write a name or a number.

- Point to the picture and say: *Look at this house. Point to the girl and say: May lives here. May has got a lot of pets. How many animals can you see? (nine) If necessary, explain that 'a pet' is an animal that lives with a person or family at home.*
- Say: *In pairs, write the animals you can see in the picture. (Learners write: monkeys, tigers, a crocodile, a giraffe, an elephant, a hippo.) Ask: How many crocodiles/tigers/monkeys has May got? (one crocodile / two tigers / three monkeys)*
- Ask: *Where are the tigers? (in the house) Where are the monkeys? (two are in the tree and one is next to the house) Which animal is next to the girl? (the crocodile)*
- Which three animals are next to the house? (the elephant, giraffe and hippo) *Who's talking? (a man and May / the girl) Who's holding a camera? (a woman) Who's writing? (a man)*
- Point to the man who's talking to May and explain that this man is from the television studios. Point to the questions under the picture and say: *He's asking May some questions about her pets.*
- Play the first two questions on the audio. Learners look at the example answers: *Read and 10. Say: 'Read' is May's family name and May is 10 years old. Look at questions 1-5. Which answers are names and which are numbers? (2 and 4 are names. 1, 3, 5 are numbers)*
- Say: *Listen to the man and to May. Write names or numbers.*
- Tell learners to listen carefully to the spellings when they write their answers. Play the conversation twice.

Check answers:
1 16/eighteen 2 Sue 3 5/five 4 Mr Big 5 14/fourteen

- Write on the board: *How many... live in your house? What's the... of your house? What's the... of your street?*
- Learners suggest words to fill the gaps (people/animals, colour/number, name).
- Learners work in A and B pairs. Learner A is the man from the TV. Learner B is May. They ask and answer the questions on the board.

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Audioscript

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

Reporter: Hello! What's your name?
May: May Read. You spell Read, R-E-A-D.
Reporter: Thank you. And how old are you, May?
May: I'm ten.
Reporter: You're ten?
May: Yes, that's right.

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

- Reporter: And are these your pets, May?
May: Yes, they are.
Reporter: How many pets have you got?
May: I've got 18 pets.
Reporter: 18?
May: Yes!
2 May: I've got some birds, a cat and a dog too!
Reporter: Wow! What's your dog's name?
May: Her name is Sue.
Reporter: Sue. That's a nice name. Do you spell that S-U-E?
May: Yes.
3 May: I've got some pet mice too.
Reporter: How many mice do you have?
May: I've got five mice now.
Reporter: Five?
May: Yes. They've got very long tails!
4 Reporter: And which is your favourite pet?
May: My favourite pet is my crocodile. His name's Mr Big!
Reporter: You spell that B-I-G. Say hello, Mr Big!
Crocodile: Croak!
5 Reporter: And how old is your crocodile?
May: Er... He's 14.
Reporter: Sorry?
May: He's 14 now.
Reporter: What does he eat?
May: He loves sausages!

B Complete the man's questions.

- Ask: *How many pets has May got? (18) Write on the board: 18. (Leave space above this number to write nine more numbers)*
- Point to the picture in A and ask: *How many monkeys does May have? (three) Write 3 at the top of the board above 18.*
- Ask learners to tell you the questions you asked about May's pets and May's monkeys? (How many pets has May got? How many monkeys does May have?) Write both questions on the board, omitting the words *pets and monkeys*. Explain that *have you got?* and *do you have?* mean the same here.
- Point to the questions on the board and ask: *Can you ask this question about May's crocodile? (How many crocodiles does May have? / has May got?) (one) Write 1 on the board under 3.*
- Explain to learners that they need to use the plural form in this question (even if the answer is 'One').
- Learners ask and answer *How many* questions about the giraffe, elephant, hippo and tigers. Write the answers (1, 1, 1, 2) on the board above 18.
- Ask different learners to come to the board and write the different animals after the numbers.
3 monkeys, 1 crocodile, 1 giraffe, 1 elephant, 1 hippo, 2 tigers, 18 pets
Play the audio for questions 2 and 3 again. Ask: *How many cats/dogs/mice does May have?* Learners say the answer, then different learners add the numbers and animals to the list on the board.
(One cat, one dog, five mice.)

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.

Spell it!

Choose a group of words (from a particular topic, like *body* or *animals*, or the words could be unrelated). Tell learners to listen and write the letters as you say them to spell the word. For example, *P-E-* If learners think they know the word, they 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.

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's this?* The other learners try to guess what it is. The learner who guesses correctly then draws on the board. The game can be played in groups with learners drawing lines on paper.

Group or order the words

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

- 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.
- from smallest to biggest.**
Learners write the words starting with the smallest thing / animal / food, etc.
- 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 Starters Fourth edition*. The other learner(s) have to ask questions to discover which picture. For example: *Can you see some people? Is it in a house/park, etc?* Once the other learner(s) have found the picture, they choose a picture and are asked questions.

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 has/have to draw the picture.

Where am I?

A learner 'hides' somewhere in the picture. Learners have to find out where they are by asking questions. For example: page 21 (Unit 8) *Are you on the armchair?* (No) *Are you on the table?* (Yes!)

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 62, Unit 29, Picture 1). One learner starts and says a sentence about the picture. For example: *The people are in a toy shop*. The learner next to that learner says another sentence about the picture. For example: *A man is cleaning the floor*.
 - 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.

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 68, A, Unit 32. *Sausages, burgers, plates, balloons, table, etc*. The winners are the team with the most number of correctly spelt words.

Fun with small pictures or word cards

Which one is missing?

Divide the class into groups of 4–5 learners. Each group puts 10–12 picture cards (such as the ones on pages 108, 109, 113 or 114 of the Teacher's Book) face up on a table in the middle of the group. Everyone except one learner closes their eyes. This learner takes one of the cards off the table. The other learners in the group open their eyes and look at the cards on the table. The first person to say which picture card is missing then takes the next card from the table.

Make pairs

Divide the class into groups of 4–5 learners. You need two sets of picture or word cards for each group. The cards are dealt out to all the learners in the group. Each learner looks at their cards. If they have a 'pair' (two cards with the same picture or word), they put the cards face up in front of them.

Learners take it in turn to ask a learner in the group for a certain card, for example: *Marga, have you got 'children'?* If the other learner has that card, they must give it to the asking learner, who can then put the pair of two cards on the table. The winner is the learner with most pairs of cards.

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 15, Unit 5: *What are these children's names? How old is the girl? What does she like doing? What's her favourite animal/game/colour? etc*.

What are they saying?

Pairs decide what different animals or people could be saying to each other in the picture. For example: page 54, Unit 25: *What's the fish saying to the tiger? What's the monkey saying to the hippo? What's the bird saying to the giraffe?*

Checklist for Cambridge English: Starters preparation

| Paper | Part | Task | Unit |
|--|--|---|---|
| Listening 20 minutes | 1 | Draw lines between names outside and people inside a scene picture. | <i>Practice:</i> 11, 14, 15, 18 <i>Test:</i> 5, 17, 33 |
| | 2 | Write numbers and names. | <i>Practice:</i> 1, 3, 5, 11, 19, 20, 25, 29, 30, 44 <i>Test:</i> 2, 23, 26, 40 |
| | 3 | Multiple choice. Tick the correct picture. | <i>Practice:</i> 5, 6, 8, 17, 36, 37, 40, 44 <i>Test:</i> 13, 21, 27, 37, 41 |
| | 4 | Follow instructions and colour objects. | <i>Practice:</i> 2, 4, 5, 9, 19, 24, 27, 30, 31, 34, 35, 39, 42, 43 <i>Test:</i> 20, 25, 32, 36, 42 |
| Reading and Writing 20 minutes | 1 | Put a tick or a cross to indicate whether the sentence is correct or not for the picture. | <i>Practice:</i> 4, 5, 10, 11, 17, 23, 32, 45 <i>Test:</i> 20, 37, 39 |
| | 2 | Write <i>yes</i> or <i>no</i> beside each sentence about a scene picture. | <i>Practice:</i> 4, 5, 9, 12, 13, 20, 21, 24, 30, 35, 36, 39, 41, 43 <i>Test:</i> 5, 14, 23, 26, 29 |
| | 3 | Write the words beside the pictures. | <i>Practice:</i> 2, 3, 4, 5, 8, 12, 14, 15, 16, 17, 19, 21, 23, 25, 27, 32, 33, 39, 40, 41, 42, 45 <i>Test:</i> 1, 7, 31, 36 |
| | 4 | Picture gap fill. Write one word in each gap. | <i>Practice:</i> 5, 7, 8, 15, 16, 19, 20, 23, 25, 32, 33, 36, 37, 38, 42, 45 <i>Test:</i> 6, 18, 22, 28, 31 |
| | 5 | Write one-word answers to questions about three scene pictures. | <i>Practice:</i> 2, 5, 6, 8, 14, 15, 18, 21, 22, 24, 28, 30, 33, 34, 35, 37, 39 <i>Test:</i> 12, 29, 41 |
| Speaking 3–5 minutes | 1 Scene picture and object cards | Point to the correct part of the picture. Place the card in the correct place. | <i>Practice:</i> 4, 11, 14, 16, 17, 18, 19, 21, 25, 27, 28, 32, 35, 42, 43 <i>Test:</i> 15, 17, 30, 31, 33, 39, 41, 42 |
| | 2 Scene picture | Answer questions about the picture. | <i>Practice:</i> 4, 9, 10, 14, 16, 18, 19, 24, 26, 27, 28, 34, 35, 36, 43 <i>Test:</i> 15, 17, 30, 31, 33, 39, 41 |
| | 3 and 4 Object cards and personal questions | Answer questions about the cards and answer personal questions. | <i>Practice:</i> 4, 6, 12, 14, 18, 21, 32, 35, 36, 43 <i>Test:</i> 15, 17, 30 |

Map of the Student's Book

| Unit | Topic | Grammar | Exam Practice |
|-------------------------------|---|--|---|
| 1 Say hello! | letters, animals, colours | questions, <i>this/these</i> | Listening Part 2 Test: Reading and Writing Part 3 |
| 2 Numbers, numbers, numbers | numbers, colours | questions, <i>there is/are</i> , present simple, prepositions, possessives | Listening Part 4, Reading and Writing Parts 3 and 5, Speaking Part 3 Test: Listening Part 2 |
| 3 What's your name? | names, family and friends | <i>to be</i> , questions | Listening Part 2, Reading and Writing Part 3, Speaking Part 3 |
| 4 Red, blue and yellow | body and face, colours, the world around us | questions, <i>there is/are</i> , prepositions, present continuous, <i>to be, this/that</i> | Reading and Writing Parts 1, 2 and 3, Speaking Parts 1 and 3 Listening Part 4 |
| 5 Answering questions | school | imperatives, <i>there is/are</i> , <i>have got</i> , present continuous, prepositions | Listening and Reading and Writing (all parts) Test: Listening Part 1, Reading and Writing Part 2 |
| 6 Animals and aliens | body and face, animals, food and drink | <i>this/that</i> , pronouns, possessives | Listening Part 3, Reading and Writing Part 5, Speaking Part 3 Test: Reading and Writing Part 4 |
| 7 Look, listen, smile, draw | body and face, numbers, sports and leisure | plurals, possessives, <i>have got</i> , present simple, <i>can ...</i> | Reading and Writing Part 4 Test: Reading and Writing Part 3 |
| 8 In my clothes cupboard | clothes, family and friends, the home | plurals, <i>this/these</i> , questions, present simple and continuous, <i>there is/are</i> | Listening Part 3, Reading and Writing Parts 3, 4 and 5 |
| 9 Funny monsters | body and face, colours | <i>have got</i> , present continuous, questions | Listening Part 4, Reading and Writing Part 2, Speaking Part 2 |
| 10 Our families | family, names, animals | questions, pronouns, present simple, <i>have got, this/these</i> | Reading and Writing Part 1, Speaking Parts 2 and 3 |
| 11 Whose is it? | names, sports and leisure | possessives, questions and short answers, prepositions, <i>have got</i> | Listening Part 2, Speaking Parts 1 and 3 Test: Reading and Writing Part 1 |
| 12 Who's got the red balloon? | family and friends, the home, colours | <i>have got</i> , plurals, questions with present simple and continuous | Reading and Writing Parts 2 and 3, Speaking Part 3 Test: Reading and Writing Part 5 |

| Unit | Topic | Grammar | Exam Practice |
|----------------------------------|---|--|--|
| 13 Who can do this? | sports and leisure, names | <i>can/can't</i> , present continuous, <i>have got</i> , conjunctions | Reading and Writing Part 2, Speaking Part 3 Test: Listening Part 3 |
| 14 Big, small, happy or sad? | the world around us | adjectives, prepositions, articles, questions, present continuous, <i>this/these</i> , <i>have got</i> | Reading and Writing Parts 3 and 5, Speaking Parts 1, 2 and 3 Test: Reading and Writing Part 2 |
| 15 One, two, three animals | animals | questions, adjectives, prepositions, <i>can</i> | Listening Part 1, Reading and Writing Parts 3, 4 and 5 Test: Speaking Parts 1, 2 and 3 |
| 16 What's your favourite fruit? | food and drink, colours, family and friends | present simple and continuous, plurals, questions | Reading and Writing Parts 3 and 4, Speaking parts 1 and 2 |
| 17 What's on the menu? | food and drink, colours, the home | questions, <i>can</i> , present simple, <i>would like ...</i> , prepositions | Listening Part 3, Reading and Writing Parts 1 and 3, Speaking Parts 1, 2 and 3 Test: Listening Part 1 |
| 18 A colourful house | the home | <i>there is/are</i> , questions, prepositions, present simple | Reading and Writing Part 5, Speaking Parts 1, 2 and 3 Test: Reading and Writing Part 4 |
| 19 What's in your bedroom? | colours, the home | adjectives, prepositions, questions, <i>there is/are</i> | Listening Parts 2 and 4, Reading and Writing Parts 3 and 4, Speaking Parts 1, 2 and 3 |
| 20 Ben and Kim live here! | the home, places, family and friends | <i>there is/are</i> , ... possessives, questions, prepositions, <i>no</i> , <i>or</i> | Listening Part 2, Reading and Writing Parts 2 and 4, Speaking Part 3 Test: Listening Part 4, Reading and Writing Part 1 |
| 21 Play with us! | transport, toys, names | present continuous, <i>would like ...</i> , prepositions, possessives, questions | Reading and Writing Parts 2, 3 and 5, Speaking Parts 1, 2 and 3 Test: Listening Part 3 |
| 22 In our bags and in our school | school | present simple and continuous, articles, plurals, prepositions | Reading and Writing Part 5 Test: Reading and Writing Part 4 |
| 23 At our school | school, numbers, names | possessives, questions, present simple, prepositions | Listening Part 1, Reading and Writing Parts 1 and 4, Speaking Part 3 Test: Listening Part 2 |

| Unit | Topic | Grammar | Exam Practice |
|--------------------------------|---------------------------------------|--|--|
| 24 What's the class doing? | school, names | present continuous, questions | Listening Part 4, Reading and Writing Parts 2 and 5, Speaking Part 2 |
| 25 Animal challenge | animals, body and face | can/can't, prepositions, possessives | Listening Part 2, Reading and Writing Parts 3 and 4, Speaking Part 1 Test: Listening Part 4 |
| 26 How many pets? | animals, the home, names, numbers | plurals, present simple and continuous, questions, <i>there is/are, this/these, have (got)</i> | Speaking Parts 2 and 3 Test: Listening Part 2, Reading and Writing Part 2 |
| 27 Food I really like! | food and drink | questions, <i>can/can't, like + ing</i> | Listening Part 4, Reading and Writing Part 3, Speaking Parts 1 and 2 Test: Listening Part 3 |
| 28 My favourite food day | food and drink | present simple questions, <i>would like + noun</i> | Reading and Writing Part 5, Speaking Parts 1, 2 and 3 Test: Reading and Writing Part 4 |
| 29 We're in the toy shop today | places, toys, colours, numbers | questions, prepositions, present continuous, <i>would like ...</i> , imperatives | Listening Parts 1 and 2, Speaking Part 3 Test: Reading and Writing Parts 2 and 5 |
| 30 Monsters in the park | the home, colours, names | questions, prepositions, present continuous, imperatives | Listening Parts 2 and 4, Reading and Writing Parts 2 and 5 Test: Speaking Parts 1, 2 and 3 |
| 31 Coming and going | transport, colours | prepositions, present simple and continuous, <i>have + object + infinitive</i> | Listening Part 4, Speaking Part 3 Test: Reading and Writing Parts 3 and 4, Speaking Parts 1 and 2 |
| 32 Happy Birthday! | food and drink, clothes, colours | questions, prepositions, present simple and continuous, pronouns, possessives | Listening Part 1, Reading and Writing Parts 1, 3 and 4, Speaking Parts 1 and 3 Test: Listening Part 4 |
| 33 On the beach | the world around us, numbers, colours | present simple and continuous, <i>like + -ing</i> , questions | Reading and Writing Parts 3, 4 and 5 Test: Listening Part 1, Speaking Parts 1 and 2 |
| 34 Let's go to the park | animals, colours, sports and leisure | questions, present continuous, prepositions, articles | Listening Part 4, Reading and Writing Part 5, Speaking Parts 2 and 3 |

| Unit | Topic | Grammar | Exam Practice |
|--------------------------------|--|--|--|
| 35 What, who and where? | the home, possessions, colours | prepositions, present continuous, <i>this/these, there is/are</i> | Listening Part 4, Reading and Writing Parts 2 and 5, Speaking Parts 1, 2 and 3 |
| 36 Great games, great hobbies! | sports and leisure, colours | present simple and continuous pronouns, questions, <i>like + -ing</i> , prepositions | Listening Part 3, Reading and Writing Parts 2 and 4, Speaking Parts 2 and 3 Test: Listening Part 4, Reading and Writing Part 3 |
| 37 Let's play | sports and leisure, places | questions, present simple and continuous, <i>Let's + infinitive, would like, like + -ing</i> | Listening Part 3, Reading and Writing Parts 4 and 5, Speaking Part 3 Test: Listening Part 3, Reading and Writing Part 1 |
| 38 My favourites | general revision | questions, conjunctions, pronouns, possessives, present simple | Reading and Writing Part 4, Speaking Part 4 |
| 39 One foot, two feet | numbers, people, the world around us | plurals, <i>there is/are</i> , present continuous, prepositions, questions | Listening Part 4, Reading and Writing Parts 2, 3 and 5, Speaking Parts 2 and 3 Test: Reading and Writing Part 1, Speaking Parts 1 and 2 |
| 40 Night and day | time, numbers | prepositions, present simple and continuous | Listening Part 3, Speaking Part 3 Test: Listening Part 2 |
| 41 Trains, boats and planes | transport, sports and leisure, the world around us | questions, present simple and present continuous | Reading and Writing Parts 2 and 3, Speaking Part 3 Test: Listening Part 3, Reading and Writing Part 5, Speaking Parts 1 and 2 |
| 42 About a phone | places, the home | present simple and continuous, prepositions, plurals, <i>there is/are, this/these</i> | Listening Parts 1 and 4, Reading and Writing Parts 3 and 4, Speaking Part 1 Test: Listening Part 4, Speaking Part 1 |
| 43 What are they saying? | clothes, family and friends | possessive, adjectives, questions, present continuous, <i>have (got)</i> | Listening Part 4, Reading and Writing Part 2, Speaking Parts 1, 2 and 3 |
| 44 About us | general revision | pronouns, possessives, <i>have (got), love / like / enjoy + -ing</i> | Listening Parts 2 and 3, Speaking Part 4 |
| 45 Happy ending! | general revision | adjectives, verbs, nouns, present simple, <i>like + -ing</i> | Reading and Writing Parts 1, 3 and 4, Speaking Part 4 |