

# 4 Out and about

## Lesson 1 Vocabulary

Pupil's Book pages 44–45



44 Unit 4 Identify and use new words: buildings, places  
WB: page 38

Lesson 1

### Vocabulary

1 4.1–4.2 Listen and say. Then listen and number.

building <input type="checkbox"/>	flat <input type="checkbox"/>	garden <input checked="" type="checkbox"/>	house <input type="checkbox"/>
park <input type="checkbox"/>	restaurant <input type="checkbox"/>	shop <input type="checkbox"/>	street <input type="checkbox"/>

2 Look at the picture. Find the places in Activity 1.

3 4.3 Say the places where you eat, sleep or play. I play in the park.

4 4.3 Sing and act out. **Be a star!**

### My favourite street

<p>Welcome to my favourite street, Where we live and play. Houses, shops and buildings Where we go every day.</p> <p>A park with lots of water, Where we can splash our feet. A restaurant in a forest On my favourite street!</p>	<p>Flats up in tall buildings, Where we eat and sleep. Gardens with pretty flowers On my favourite street!</p> <p>All the toys in the world And lots of friends to meet. In my favourite toy shop On my favourite street!</p>
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Unit 4 Sing a song  
WB: page 38 45

**Learning objectives:** Identify and use new words: buildings, places; Sing a song using the target vocabulary

**Vocabulary:** building, flat, garden, house, park, restaurant, shop, street

**Resources:** Flashcards; Vocabulary worksheet 1

### Warm-up: The big picture

- Refer the children to the picture on page 44. Ask *Where is this? Can you see Owen and Eva, Kirsty and Henry? What more can you see? What's your favourite place in the picture? Ask if this is like the place where they live. If not, what's different?*

### 1 4.1 Listen and say.

- Play the audio. Have the children listen and point to the pictures.
- Play the audio again. The children point and repeat.
- Then say the opening sound of each word and have the children say the complete word, e.g. *b-b-b ... building.*

### 4.2 Then listen and number.

- Play the audio, pausing after the first word to point out the example answer.
- Play the rest of the audio for the children to number the words as they hear them.
- For feedback, say each number and have the class call out the word. Ask different children to repeat each word to check pronunciation.

### Audioscript

**1 garden, 2 flat, 3 house, 4 park, 5 shop, 6 building, 7 street, 8 restaurant**

**Answers:** building – 6, flat – 2, garden – 1, house – 3, park – 4, restaurant – 8, shop – 5, street – 7

## 2 Look at the picture. Find the places in Activity 1.

### Activity 1.

- Hold up your Pupil's Book and point to the building in Activity 1. Then find a building in the big picture. Point and say *Look – a building!* Clarify that *building* is a general word for any structure with a roof and walls.)
- Now point to and say more words from Activity 1. Have the children find and point to them in the big picture. Review colours by asking *What colour is it?*
- Have the children continue this activity in pairs.

## 3 Say the places where you eat, sleep or play.

- Point to the shop in Activity 1 and ask *Do people go to the shop to eat?* Elicit *No, they don't.* Ask *Where do they go to eat? (to the restaurant)*
- Then ask about places you go to sleep and to play.

**Suggested answers:** Eat: restaurant  
Sleep: flat, house Play: garden, park

## 4 4.3 Sing and act out

**Be a star!** 

- Ask the children to turn their Pupil's Books face down. Explain that they will hear a song and that they should raise their hands every time they hear one of the places from Activity 1. Play the song and join in the actions with the children.
- Play the song again and have the children follow in their books. Have them join in with actions for key words: *play* – wave your arms and dance; *splash our feet* – mime stamping in water; tall buildings – mime looking up at a tall building; *eat and sleep* – mime doing the actions; *friends to meet* – wave hello.
- Repeat as many times as the children are willing!


### Cooler: Ready, set, draw!


- Play *Ready, set, draw!* (see the Games bank, pages 14–17) with the vocabulary from this lesson.


Workbook page 38


## 4 Out and about


**Lesson 1 Vocabulary**


1  4.1 Listen and number.


  
a


  
b


  
c

  
d

  
e

  
f

  
g

  
h

2 Look at the pictures in Activity 1. Write the words.

building	flat	garden	house	park	restaurant	shop	street
1 <u>shop</u>	2 _____	3 _____	4 _____	5 _____	6 _____	7 _____	8 _____

3 Read the clues. Then write.

1 You can live here.	<u>house</u>
2 You can eat here.	_____
3 You can buy things here.	_____
4 You can see cars here.	_____
5 You can play here.	_____

4 Answer the questions about you. **Circle.**

1 Where do you live? house / flat	2 Where do you go at the weekend? restaurant / shop / park
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38 Unit 4

## 1 4.1 Listen and number.

### Audioscript

1 **Speaker:** You can buy things here.

**Boy:** It's a shop!

2 **Speaker:** You can play here.

**Boy:** It's a park!

3 **Speaker:** You can eat here.

**Boy:** It's a restaurant!

4 **Speaker:** It's a tall building. It's not a house, but you can live here too.

**Boy:** It's a flat!

5 **Speaker:** You can see flowers and trees here.

**Boy:** It's a garden!

6 **Speaker:** You can see cars here.

**Boy:** It's a street!

7 **Speaker:** You can see lots of these on the street.

**Boy:** It's a building!

8 **Speaker:** It's not a flat, but you can live here too...

**Boy:** It's a house!

**Answers:** a 6 b 5 c 4 d 3 e 1 f 2 g 8 h 7

## 2 Look at the pictures in Activity 1. Write the words.

**Answers:** 1 street 2 garden 3 flat 4 restaurant  
5 shop 6 park 7 house 8 building

## 3 Read the clues. Then write.

**Answers:** 1 house 2 restaurant 3 shop  
4 street 5 park

## 4 Answer the questions about you. Circle.

**Answers:** Childrens' own answers.

**Lesson 2 Grammar time**

1 4.4 Listen and read. What activities does Eva do?

2 4.4 Listen again. Circle *T* (True) or *F* (False).

1 Eva lives in a flat. T / <input checked="" type="radio"/> F	4 She plays tennis. T / F
2 She goes to Kirsty's school. T / F	5 She plays football. T / F
3 She does gymnastics. T / F	6 She's got a grandma. T / F

3 Work in pairs. Act out the story. **Be a star!**

Do we all live in a house or a flat?

46 Unit 4 Present simple (he / she) affirmative and negative WB: page 39

- Play the audio again and have the children do appropriate positive or negative actions when they hear / read affirmative or negative sentences.

**Answer:** karate, gymnastics, basketball, tennis

2 4.4 Listen again. Circle *T* (True) or *F* (False).

- Play the audio again for the children to listen and read. Read out the first sentence and point out the circle round *F* for *False*. Ask the class to find the part of the story that shows this (part 2).
- Have the children read the sentences and circle *T* or *F* for each sentence.
- For feedback, ask different children to read out a sentence and have the class call out *True* or *False*. Ask for whole-class agreement and elicit the relevant part of the text each time.

**Answers:** 1 F 2 T 3 T 4 T 5 F 6 T

3 Work in pairs. Act out the story.

**Be a star!**

- Play the audio again for the class to repeat each line chorally.
- Divide the class into pairs. The children can either decide their own roles in their pairs or you can allocate roles by giving every child a number – 1 or 2: all number 1s are Kirsty and all number 2s are the grandma.
- Allow the children time to practise acting out the story. Give a time limit for this and warn them when their time is nearly finished. This way the children stay more focused on the task.
- While they practise, circulate, monitor and offer help with pronunciation and intonation, as well as accuracy, praising children as appropriate.
- Encourage volunteer pairs to act out the story for the class making sure the rest of the class respond positively. At this stage, some children may be confident enough that they can play their role without referring to their books.

**Learning objectives:** Understand the use of the present simple (*he / she*) affirmative and negative; Read and act out a story using the target grammar

**Grammar:** Present simple (*he / she*) affirmative and negative

**Review vocabulary:** buildings, places

4.3 Warm-up: Sing the song!

- Play the song *My favourite street* again and have the children join in and do the actions as in Lesson 1.

1 4.4 Listen and read. What activities does Eva do?

- Refer the children to the pictures and ask *Who can you see? (Kirsty and her grandma) What are they talking about? (Kirsty's friend Eva)* If they don't remember Kirsty's grandma, refer them back to Pupil's Book page 6.
- Play the audio and have the children follow the story. At the end, ask *What activities does Eva do?* and have them find the answers.
- Ask some questions to check comprehension: *Is this Eva's flat? (No) Is this Eva's house? (Yes) Do Kirsty and Eva go to school together? (Yes) Does Eva like sport? (Yes) How do you know? (She does a lot of sports) When does Eva visit her grandma? (on Saturday)*

**Cooler: How many words?**

- Play *How many words?* (see the Games bank, pages 14–17) with some sentences from the story. Suggested sentences: *She lives on our street.* (5) *She doesn't live in a flat.* (6) *She does karate and gymnastics.* (5) *Has she got a grandma?* (5) *She visits her grandma on Saturday.* (6)



## Do we all live in a house or a flat?

- This question helps the children identify some of the connections between their own community and the outside world.
- Explain that many people around the world don't live in a house or flat. There are many possibilities for housing, and some people don't even have a home of their own.
- Elicit ideas about other types of housing, such as tents, boats, caravans, group campsites, etc. Do not apply positive or negative connotations to any type of housing; instead, stress that while these are different to houses and flats, they are still homes.

**Possible answers:** No, we don't, but most people have a home of some kind. We should think about people who don't have homes, and try to help them when we can.

### Workbook page 39

#### Lesson 2 Grammar time

1 Read the story on Pupil's Book page 46 again. Circle the correct words.

- 1 Eva lives / doesn't live in a house.
- 2 She lives / doesn't live in a flat.
- 3 Eva goes / doesn't go to my school.
- 4 Eva does / doesn't do karate.
- 5 Eva plays / doesn't play tennis.
- 6 She plays / doesn't play football.



2 Look and read about Dan. Then tick (✓) or cross (×).

- 1 Dan doesn't live in a house.
- 2 Dan doesn't visit his grandpa on Saturday.
- 3 Dan plays in the park.
- 4 Dan doesn't go to school on Tuesday.
- 5 Dan does drama at school.
- 6 Dan does gymnastics at school.
- 7 Dan likes to play football.
- 8 Dan doesn't play basketball.



Unit 4 39

1 Read the story on Pupil's Book page 46 again. Circle the correct words.

Answers: 1 lives 2 doesn't live 3 goes  
4 does 5 plays 6 doesn't play

2 Look and read about Dan. Then tick (✓) or cross (×).

Answers: 1 ✓ 2 × 3 ✓ 4 × 5 ✓ 6 ×  
7 ✓ 8 ×

**Lesson 3 Grammar focus**

1 4.5 Look and read.

**Graphic Grammar**

Present simple (he / she)

She **lives** in a house . She **doesn't** live in a flat .

He **plays** tennis . He **doesn't** play football .

**Look!**  
I go He / She goes I do He / She does doesn't → does not

2 Look and **circle**.

- 1 He **likes** / doesn't like cakes.
- 2 He **lives** / doesn't live in a flat.
- 3 He **visits** / doesn't visit his grandma on Thursday.
- 4 He **helps** / doesn't help in the garden.
- 5 He **goes** / doesn't go to the park on Sunday.
- 6 He **plays** / doesn't play basketball.

3 Work in pairs.  
Play a guessing game. **Be a star!**

- Go to page 151 and cut out the cards.
- Take turns to choose a person and your friend makes sentences to guess who!

She lives in a house.  
She plays basketball on Tuesday.  
It's Sue!

No.  
Yes.

Go to Grammar booster: page 137. Unit 4 Say what activities a friend does WB: page 40 47

- Refer the children to the *Look!* feature and point out *goes* and *does* have got an extra e.
- Highlight the contraction of *doesn't* by counting out the sentence *He does not play football* on your fingers and pushing the *does* and *not* fingers together to show the contraction *doesn't*.

- If using the video, tell the children they will see a video about a girl and her friend. Play the video and let the children watch and enjoy.
- Play the video again and have the children repeat each sentence, miming the verb action or making a negative gesture to accompany the affirmative and negative sentences.
- Highlight the grammar points as described above.

**Teaching star!**

**Mixed ability**

The third person *s* is one of the most difficult things for learners to remember to use. You can use the same *Ssssnake* idea from Unit 3 for quick and easy correction.

- Draw a large coloured snake on a piece of paper in the shape of an *S* and place it next to the board or somewhere else prominent. Point out the sound *is sssss*.
- The snake should be a different colour from the possessive *'s* snake if you used it previously, so the children can see it has a different function. To make the difference clear write on the board: *This is Eva's house. She lives here with her family.* Point to the *'s* snake and ask the children to find it on the board (*Eva's*). Point to the third person *s* snake and ask the children to find it (*lives*).
- If the children forget the *s* on the third person verbs, point to the snake. They can quickly and easily correct themselves.

**Learning objectives:** Say what activities a friend does

**Grammar:** *She lives in a house. She doesn't live in a flat. He plays tennis. He doesn't play football.*

**Review vocabulary:** buildings, places

**Resources:** Graphic Grammar video; Grammar worksheet 1

**Materials:** scissors

4.4 **Warm-up: What's the last word?**

- Play *What's the last word?* (see the Games bank, pages 14–17) with the audio from Lesson 2, Activity 1. Pause the audio after some of the key words, e.g. *street, flat, gymnastics, tennis, grandma, Saturday.*

1 4.5 **Look and read.**

- Play the audio. Have the children join in by nodding for the affirmative sentences and shaking their head for the negative ones (or other appropriate gestures in the children's culture).
- Play the audio again for the children to repeat chorally. Point out the blue blocks for the verbs and the red blocks for the negatives. Point out the difference between the verb in the affirmative sentence (with the *s* at the end) and the negative sentence (no *s*).

2 **Look and circle.**

- Refer the children to the pictures and ask who and what activities they can see.
- Refer the children to the example sentence. Point to the cake that Henry is eating in the top picture and ask *Is this a cake?* (Yes) Point out the circled example, *likes*.
- Do number 2 as a class, eliciting that that the building has got flats. Then have the children complete the rest of the activity individually.
- Invite different children to read out the sentences. Ask for whole-class agreement each time.

**Answers:** 1 likes 2 lives 3 doesn't visit 4 helps 5 goes 6 doesn't play

### 3 Work in pairs. Play a guessing game.

Be a star!

- Organise the children in pairs and have them open their books to page 151. Make sure the children all have scissors with which to cut out the cards.
- Give the children time to cut out the cards. While they do this, confirm understanding of what they see and read on the cards. Tell the children that they will use one set of cards for this game.
- To demonstrate the game, read the example to the children: *She lives in a house.* and the response *No.* The children look for the cards that show a house with a cross below it. Continue with the second example: *She plays basketball on Tuesday,* then point to the correct card. Have the children call out *Yes.* or *No.* (Yes.) Say *It's Sue!* Confirm the children's understanding of how the pictures are used as clues to the question *Guess who?*
- Have the children take turns to choose a card and guess.
- Allow time for the children to complete the game.

### Grammar booster

Ask the children to turn to page 137 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.

**Answers:** 1 plays 2 doesn't live 3 doesn't go  
4 doesn't play 5 goes 6 helps

### Cooler: Draw and label

- Draw on the board a quick picture of a person with a flat / house or an activity next to him / her. Elicit an affirmative and negative sentence about the picture, e.g. *She lives in a flat. She doesn't live in a house.* or *She plays tennis. She doesn't do karate.* Write the sentences next to the picture.
- Have the children do the same in their notebooks. When they have finished, ask them to show their pictures and read out their sentences to the friends near them.

### Workbook page 40

#### Lesson 3 Grammar focus

##### 1 4.2 Listen and circle.

- |                                  |                     |
|----------------------------------|---------------------|
| 1 Diego lives in a house.        | True / <b>False</b> |
| 2 He doesn't like fruit.         | True / <b>False</b> |
| 3 He helps in the garden.        | True / <b>False</b> |
| 4 He plays football on Saturday. | True / <b>False</b> |

##### 2 Now order the words to make sentences.

1



in a house / live / doesn't / He  
He doesn't live in a house.

2



cake / He / likes

3



doesn't / in the house / help / He

4



Sunday / plays / He / football on

40

Unit 4 Go to Vocabulary and grammar reference on page 121

### Grammar reference:

Remind the children that they can refer to the grammar reference on page 121 to help them when completing these activities.

#### 1 4.2 Listen and circle.

##### Audioscript

*This is Diego. He lives in a flat. He doesn't live in a house.*

*He likes cake but he doesn't like fruit.*

*He helps his grandma in the garden but he doesn't help in the house.*

*He doesn't play football on Saturday. He plays football on Sunday.*

**Answers:** 1 False 2 True 3 True 4 False

#### 2 Now order the words to make sentences.

**Answers:** 1 He doesn't live in a house.  
2 He likes cake. 3 He doesn't help in the house.  
4 He plays football on Sunday.

**Lesson 4 Reading**

## Where's the museum?

**A** Sula and Dad are at the seaside. There are many places to visit. 'Let's go to the toy museum,' says Sula.

**B** Dad points to a big building. 'There's the museum,' he says. 'This isn't a museum,' says the man. 'It's a school.'

**C** Sula looks at the map. 'The museum is next to the park,' reads Sula. 'There's the park ... and there's the museum,' says Dad. Sula doesn't go. She sees food in the window. 'That isn't a museum. It's a restaurant!'

**D** 'Look,' says Sula. 'Is that the museum?' 'No. That's a small house,' says Dad. 'Let's ask,' says Sula. They go into the garden, and an old woman opens the door. 'Welcome to the Miniature Toy Museum,' she says. 'Miniature?' asks Sula. 'That means very small!' says Dad.

**Vocabulary**

door man map museum woman

**1** What are the places on the map? Guess.  
I think this is a school. I think this is a shop.

**2** 4.6 Read and trace where Sula and Dad go.

**3** Read again. Match to each part of the story.

1 This isn't a museum. It's a restaurant.  C  
2 This isn't a small house. It's a museum.   
3 This isn't a museum. It's a school.   
4 They are on the street. They want to visit a museum.

**4** Read and circle the correct words. **Be a star!**

1 This isn't a museum. school / small house  
2 This is next to the museum. sea / park  
3 Sula and Dad walk on this. street / park  
4 Sula sees small toys in this. museum / school  
5 There is food here. park / restaurant

48 Unit 4 Read a map WB: page 41

Unit 4 Interpret text WB: page 41 49

**Learning objectives:** Read a map; Interpret text

**Vocabulary:** door, man, map, museum, woman

**Additional vocabulary:** miniature, points, seaside, visit, window

**Resources:** Flashcards; Vocabulary worksheet 2

### Warm-up: Put the letters back

- Play *Put the letters back* (see the Games bank, pages 14-17). Write on the board the following incomplete sentences: Sh\_ l\_ v\_ s\_ \_ n\_ h\_ \_ s\_. H\_ d\_ \_ sn't pl\_ y f\_ \_ tb\_ ll. H\_ l\_ k\_ s c\_ k\_ s. Sh\_ d\_ \_ sn't l\_ v\_ \_ n\_ fl\_ t. (Answers: She lives in a house. He doesn't play football. He likes cakes. She doesn't live in a flat.)

### Vocabulary

- Refer the children to the vocabulary panel on the top of page 49 and read out the words for the children to point and repeat.
- Ask *Have you got a door on your house? Is there a man / woman in the pictures? Have you ever used / seen a map before? Have you ever been to a museum?*

### 1 What are the places on the map? Guess.

- Write the story title on the board, *Where's the museum?*, and ask what places the children think they can see in the pictures on page 48. Do not correct any incorrect responses yet.

**Answers:** Children's own answers, but correct responses are a school, a park, a restaurant, a museum

### 2 4.6 Read and trace where Sula and Dad go.

- Give the children time to read the text carefully.
- Have the children trace the route Sula and Dad take with their finger as they read.

### 3 Read again. Match to each part of the story.

- Refer the children to the example sentence and have the children find it in the story. Confirm with the children that the sentence can be found in part C.
- Have the children continue the activity individually.
- When the children are finished, work through the activity as a class and ask for whole-class agreement.

**Answers:** 1 C 2 D 3 B 4 A

**Reading skills**

To improve reading skills, point out it is not always necessary to read the whole story for each question. Encourage children to use their familiarity with the story to go straight to the relevant part. This is much easier and quicker.

- Read out each sentence of Activity 3.
- Have the children point to the section of the story they think has the information they need (without answering). Elicit how they knew which section they were looking for.
- The children then complete Activity 3.

**4 Read and circle the correct words.**

Be a star!

- Read out the example sentence. Ask the children to help you find where in the story this sentence happens. Point out that Sula and her dad are talking about a building that is actually the school.
- You may want to have the children complete the activity in pairs, with one child reading the sentence and the other scanning the text to help find the correct answer.
- Elicit answers from the whole class, asking the children where they found the answer for each item.

**Answers:** 1 school 2 park 3 street 4 museum 5 restaurant

**Cooler: Disappearing sentences**

- Pay *Disappearing sentences* (see the Games bank, pages 14-17) with the sentences from part 1 of the story.

**Lesson 4 Reading**

1 Read the story on Pupil's Book pages 48-49 again. Read and write the name of the person.

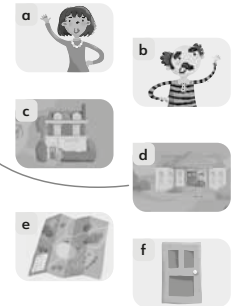


- 1 Sula      2 \_\_\_\_\_  
 3 \_\_\_\_\_      4 \_\_\_\_\_  
 5 \_\_\_\_\_      6 \_\_\_\_\_

- 1 Let's go to the toy museum.      2 I can see the park.  
 3 I'm pointing to a big building.      4 I'm in the museum with Sula and her dad.  
 5 I can see food in the restaurant.      6 I'm looking at the map.

2 Read and match.

- 1 museum  
 2 door  
 3 woman  
 4 building  
 5 man  
 6 map



Unit 4 41

**1 Read the story on Pupil's Book pages 48-49 again. Read and write the name of the person.**

**Answers:** 1 Sula 2 Dad 3 Dad 4 woman 5 Sula 6 Sula

**2 Read and match.**

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



## Lesson 5 Sounds and letters

1 4.7 Listen and say. Complete.



2 4.8 Circle *bl*, *fl* and *pl*. Then listen and say the chant.

**F**lo plays in the garden,  
Outside her flat.  
There are plants and blue flowers,  
And a fat black cat.  
A plane flies high  
In the big blue sky.

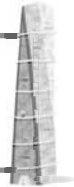


3 4.9 Write *bl*, *fl* or *pl*. Then listen, check and repeat. **Be a star!**

- 1 It's a big blue ower.
- 2 A ack ane ies in the sky.
- 3 A ue bird ies around the at.
- 4 She ays near the ants in the at.

### Learning to learn

When words are in alphabetical order, they are easier to find.  
To put words in alphabetical order, look at the first letter of each word:  
building garden house park shop street  
Can you write these words in alphabetical order?  
museum flat restaurant door woman map



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Unit 4 Sounds and letters: identify *bl*, *fl*, *pl* sounds Learning to learn: alphabetical order  
WB: page 42

**Learning objectives:** Sounds and letters: identify *bl*, *fl*, *pl* sounds; Learning to learn: alphabetical order

**Sounds and letters words:** blue, flat, plant

**Resources:** Sounds and letters worksheet

**Materials:** paper, pens or pencils, a dictionary

### Warm-up: Team spelling

- Play *Team spelling* (see the Games bank, pages 14–17) to practise key words from the text in the last lesson, e.g. *miniature*, *museum*, *restaurant*, *seaside*, *welcome*, *window*, *woman*.

1 4.7 Listen and say. Complete.

- Refer the children to the pictures and elicit the meaning of the words.
- Play the audio for the children to repeat the words chorally. Do this twice.
- Hold up your Pupil's Book. Point to the *bl* in the word *blue*. Ask *What's this sound? What's the word?*
- Continue by pointing to the space in each of the words and having the children repeat the sound and the word before they complete the words in their books.
- Then ask different children to read out the completed words, asking for whole-class agreement each time. Write the words on the board so everyone can check. Have them repeat the words one more time.

### Audioscript

/bl/ /bl/ /bl/ blue

/fl/ /fl/ /fl/ flat

/pl/ /pl/ /pl/ plant

**Answers:** blue, flat, plant

2 4.8 Circle *bl*, *fl* and *pl*. Then listen and say the chant.

- Point out the circled *fl* in the first line. Ask the children how many more *fl* examples they can find (there are three more – *flat*, *flowers*, *flies*).
- Have the children find and circle all the examples of *bl* and *pl*. Ask how many of each they found. If the class doesn't agree, they need to check again! Elicit the words.
- Play the chant and have the children follow in the books.
- Play the chant again and have the children join in with the *bl*, *fl* and *pl* words.
- Divide the class into two groups. Play the chant one more time and have the groups join in with the chant doing alternate lines. Then change their lines.
- Finally have the children join in with the full chant.

**Answers:** **F**lo **pl**ays in the garden, Outside her **fl**at. There are **pl**ants and **bl**ue **fl**owers, And a fat **bl**ack cat. A **pl**ane **fl**ies high, In the big **bl**ue sky.

3 4.9 Write *bl*, *fl* or *pl*. Then listen, check and repeat. **Be a star!**

- Read the first sentence and try *bl* and *pl* and then *fl* at the beginning of the second gapped word – *blower?* *flower?* *flower?* Ask the children to say which sounds right.
- Have them continue the activity individually. Remind them that, if they're not sure, they can try the three sounds and hear which one sounds right.
- Play the audio for the children to listen and check their answers.
- For feedback, ask different children to read out the sentences. Ask for whole-class agreement each time.

### Audioscript

1 It's a big blue flower.

2 A black plane flies in the sky.

3 A blue bird flies around the flat.

4 She plays near the plants in the flat.

**Answers:** 1 It's a big blue flower. 2 A black plane flies in the sky. 3 A blue bird flies around the flat. 4 She plays near the plants in the flat.



## Learning to learn

- Show the children a dictionary and ask if they know what it is.
- Read out the information in the *Learning to learn* box and elicit the initial letter of each of the first row of words.
- Read out the question and refer the children to the second row of words. Ask them to decide which word goes first in alphabetical order and have them raise their hands when they know (*door*).
- Then ask the children to write the words in the box in alphabetical order. When they finish, they can compare their list with a friend.
- For feedback, have all the children call out the words in order. Write them on the board.
- Point out that this alphabetical order is very useful for finding words in dictionaries and for recording groups of new words in a vocabulary notebook.

**Answers:** door, flat, map, museum restaurant, woman

## Consolidation

This little pairwork game helps the children to become very familiar with alphabetical order.

- First, choose three words from the page and call them out, e.g. *plant, black, word*. Ask the children to think about the correct alphabetical order for them. Then have the class call back the words in alphabetical order. Repeat with one more example, e.g. *learn, garden, cat*.
- Divide the class into pairs and have them do the same: one child chooses three words and tells their friend. The other child says them back in alphabetical order.

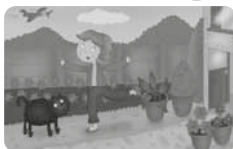
## Cooler: Physical spelling

- Play *Physical spelling* (see the Games bank, pages 14-17) with some of the key words from Activity 3.

## Workbook page 42

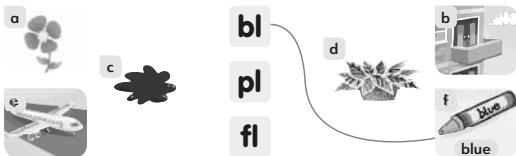
### Lesson 5 Sounds and letters

- 1 4.3 Listen again and circle the *bl*, *fl* and *pl* sounds.



Fl**o** plays in the garden,  
Outside her fl**a**t.  
There are pl**an**t and bl**ue** fl**ow**ers,  
And a fat bl**ac**k cat.  
A pl**an**e fl**ie**s high  
In the big bl**ue** sky.

- 2 Say aloud. Match the sounds and the pictures.



- 3 Complete the words in the sentences with *bl*, *fl* or *pl*.

- 1 The plant in my flat has yellow flowers.
- 2 I can see two black planes in the sky from my flat.
- 3 He plays basketball in a black and blue shirt.

- 4 Write the words in alphabetical order.

- 1 plant orange Monday question nice  
Monday \_\_\_\_\_
- 2 video teacher swim umbrella robot  
\_\_\_\_\_

- 1 4.3 Listen again and circle the *bl*, *fl* and *pl* sounds.

**Answers:** Fl**o** pl**ay**s in the garden,  
Outside her fl**a**t.  
There are pl**an**t and bl**ue** fl**ow**ers,  
And a fat bl**ac**k cat.  
A pl**an**e fl**ie**s high  
In the big bl**ue** sky.

- 2 Say aloud. Match the sounds and the pictures.

**Answers:** *bl* – blue (f), black (c); *fl* – flat (b), flower (a); *pl* – plant (d), plane (e)

- 3 Complete the words in the sentences with *bl*, *fl* or *pl*.

**Answers:** 1 The **pl**ant in my **fl**at has yellow **fl**owers.  
2 I can see two **bl**ack **pl**anes in the sky from my **fl**at.  
3 He **pl**ays basketball in a **bl**ack and **bl**ue shirt.

- 4 Write the words in alphabetical order.

**Answers:** 1 Monday, nice, orange, plant, question  
2 robot, swim, teacher, umbrella, video

**Lesson 6 Language in use**

**1** 4.10 Listen and say.

This is my new friend.

Where does he live?

He lives in Mexico.

What school does he go to?

He goes to the Edron Academy.

What time does he start school?

He starts at 7 o'clock.

What sports does he do?

He plays baseball.

**Vocabulary**

 baseball

**2** Work in pairs. Ask and answer.

Student A	Student B
India 8 o'clock Western Academy tennis	Egypt 9 o'clock International Academy football

This is my new friend.  
 Where does he live?  
 He lives in India.

**3** Now it's your turn. Think of a friend. Ask and answer about him / her. **Be a star!**

Go to Grammar booster: page 137. Unit 4 Present simple (he / she): Wh- questions WB: page 43 **51**

- Play the audio again and have the children repeat each question and answer.
- Ask the children to look and find what words appear in all the questions (*does he*). Point out that we use *does he / she* and the verb to make questions with verbs like *live, play, go, start*.
- Have the children turn their Pupil's Books face down. Play the audio one more time, stopping after each question for the children to say the answer. Then continue playing the audio for them to check.

- If using the video, play it and let the children watch and enjoy it.
- Play the video again and stop after each question to elicit the answer from the class. Play the video to confirm and have the children repeat it.
- Highlight the language points as described above.
- Now play the video one more time and have the children repeat the questions and answers. Encourage them to imitate the intonation and body language as closely as possible.

## 2 Work in pairs. Ask and answer.

- Invite two children to read out the example dialogue. Point out that the question and answer are the same as in Activity 1, but the blue words are changed for information from the box.
- Write a similar set of information on the board, e.g. *Australia, Greenwood School, 8 o'clock, gymnastics*. Elicit and drill the question for each piece of information. For the answers, point out that the children should use the appropriate section of the dialogue in Activity 1 as a model, changing only the words in blue.
- Divide the class into pairs to make new dialogues with the information in the boxes: one child asks about the Student A items and the other about the Student B items. Then they can change roles.
- While they do this, circulate, monitor and pay attention to the children's use of the question forms and *s* on the verbs in the answers.

## 3 Now it's your turn. Think of a friend. Ask and answer about him / her. **Be a star!**

- Invent a friend for yourself. Make up some crazy facts about them, e.g. *lives in the park, goes to zoo school, starts school at 3 o'clock in the morning, plays monkey tennis*. Have the children ask questions about your friend and answer them.
- Give the children some time to invent a friend and their information. Point out that they can talk about a real friend or invent an imaginary friend. While they do this, circulate and offer help as needed.
- Divide the class into pairs and have them ask and answer questions about their friend.
- Invite volunteer pairs to present their friends to the class.

**Learning objectives:** Present simple (*he / she*); *Wh-* questions

**Vocabulary:** baseball

**Review vocabulary:** sports

**Resources:** Language in use video; Grammar worksheet 2

### 4.8 Warm-up: Say the chant again

- Using mime if necessary to prompt them, ask the children to recall the chant from Lesson 5. Then play the audio to see how well they remembered it. Write the chant on the board.
- Have the class say the chant: first put them in two groups and have each group say alternate lines. Then have them all say the whole chant.

### Vocabulary

- Refer the children to the vocabulary item at the top of the page. Say the words and do a mime of playing baseball. Have the children repeat the word and do the action with you.

### 1 4.10 Listen and say.

- Play the audio and have the children follow in their books.

**Extension**

In Activity 3, the children learn new information from a friend. This can be extended by changing partners and sharing that information with someone else.

- Have the children carry out Activity 3. Remind them to listen carefully – they will need to remember the answers!
- Divide the class into new pairs so that every child has a new partner.
- Have them repeat the same series of questions and answers, but this time they tell their friend about the person they just learnt about, i.e. their first partner's friend!
- Sharing information adds another level of 'authenticity' to the activity, and also more challenge for the memory!

Ask the children to turn to page 137 of their Pupil's Book to complete Activity 2. You may also wish to have the children complete this activity at home.

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


**Cooler: Put the letters back**

- Play *Put the letters back* (see the Games bank, pages 14–17). Write on the board the following incomplete sentences: *Wh\_ r\_ d\_ \_ s h\_ l\_ v\_ ? Wh\_ t sch\_ \_ l d\_ \_ s h\_ g\_ t\_ ? H\_ pl\_ ys b\_ s\_ b\_ ll.* (Answers: *Where does he live? What school does he go to? He plays baseball.*)

Workbook page 43

**Lesson 6 Language in use**

1 4.4 Listen and write a name or a number. There is one example.



1 What's his friend's name? Luna

2 How old is she? \_\_\_\_\_

3 Where does she live? on \_\_\_\_\_ Street

4 Where does she go to school? Green \_\_\_\_\_ School

5 What time does she start school? \_\_\_\_\_ o'clock

2 Read and complete.

does goes karate lives school sport starts time

1 Where does he live? He \_\_\_\_\_ in Australia.

2 What \_\_\_\_\_ does he go to? He \_\_\_\_\_ to Green Park School.

3 What \_\_\_\_\_ does he start? He \_\_\_\_\_ at nine o'clock.

4 What \_\_\_\_\_ does he do? He does \_\_\_\_\_.

3 Read and match.

1 What \_\_\_\_\_ does gymnastics.

2 She \_\_\_\_\_ does she go to?

3 What time \_\_\_\_\_ sports does she do?

4 What school \_\_\_\_\_ does she start?

Unit 4 Pre A1 Starters: Listening Part 2. Go to Vocabulary and grammar reference on page 121 **43**

**Grammar reference:**

Remind the children that they can refer to the grammar reference on page 121 to help them when completing these activities.

1 4.4 Listen and write a name or a number. There is one example.

- This activity helps the children prepare for Part 2 of the Listening paper of the Cambridge English: Pre A1 Starters test. The children listen and write the name or number for each item.
- Go through the example first. Then have the children continue individually.
- Check the answers with the class.

**Audioscript**

**Speaker:** Look at the picture. Listen and write a name or a number. There is one example.

1 **Boy:** This is my new friend.

**Girl:** What's her name?

**Boy:** Her name is Luna. L-U-N-A.

**Speaker:** Can you see the answer? Now you listen and write a name or a number.

2 **Girl:** How old is she?

**Boy:** She's nine years old.

3 **Girl:** Where does she live?

**Boy:** She lives in England. She lives on West Street.

**Girl:** West Street?

**Boy:** Yes. W-E-S-T. It's next to a park.

4 **Girl:** Where does she go to school?

**Boy:** She goes to Green Park School. That's P-A-R-K.

**Girl:** Green Park?

**Boy:** Yes.

5 **Girl:** What time does she start school?

**Boy:** She starts at eight o'clock.

**Answers:** 1 Luna 2 nine 3 West 4 Park 5 eight

**2 Read and complete.**


**Answers:** 1 does; lives 2 school; goes 3 time; starts 4 sport; karate


**3 Read and match.**

**Answers:** 1 What sports does she do? 2 She does gymnastics. 3 What time does she start? 4 What school does she go to?


- Then play the audio for the children to listen and check their ideas.


**Lesson 7 Listening and speaking**

**Vocabulary**  
  
 trampoline

1  4.11 Look at the photo. What can you see? Listen and answer the questions.

1 Is she at school? \_\_\_\_\_ 2 Is it Saturday? \_\_\_\_\_



2  4.11 Listen again and write Y (Yes) or N (No).



1 The girl is at school.   N  


2 She's at a gymnastics class. \_\_\_\_\_

3 The park is outside. \_\_\_\_\_

4 She goes with her mum and her brother. \_\_\_\_\_


5 She goes to the class on Saturday. \_\_\_\_\_


3  4.12  Listen and repeat. Then choose, ask and answer. **Be a star!**

 Where do you live?


Park Street

India Street


 I live on Park Street.


Garden Street 

Queen Street


 How do you spell that?

Green Street

Forest Street 

 P-A-R-K.

Green Street

Forest Street 

52 Unit 4 Listening: listen for gist Speaking: ask how to spell a word  
WB: pages 44-45

### Audioscript

- Girl:** This is a photo of my friend.
- Boy:** Oh! Where is she from?
- Girl:** She's from Canada.
- Boy:** Is this her school?
- Girl:** No, it isn't. She's at a trampoline class.
- Boy:** A trampoline class? That sounds fun. Where does she go?
- Girl:** She goes to a trampoline park.
- Boy:** A park?
- Girl:** Yes! It's in a big building, but it's called a park.
- Boy:** I see! Who does she go with?
- Girl:** She goes with her mum and her brother. They go on Saturday.
- Boy:** Is the trampoline park here?
- Girl:** Yes, it is. It's on Wolf Street.
- Boy:** How do you spell that?
- Girl:** W-O-L-F.
- Boy:** Thanks.

**Answers:** 1 No, she isn't. 2 Yes, it is.

**Learning objectives:** Listening: listen for gist; Speaking: ask how to spell a word

**Vocabulary:** trampoline

**Review vocabulary:** buildings, places, activities, days of the week

**Resources:** Vocabulary worksheet 2

**Materials:** paper, pens or pencils

### Warm-up: Team sentences

- Play *Team sentences* (see the Games bank, pages 14-17) with questions and answers from the last lesson, e.g. *This is my new friend. What time does he start school? He starts school at 7 o'clock. What sports does he do? He plays baseball.*

### Vocabulary

- Refer the children to the vocabulary item at the top of the page. Say the word and have the children repeat and do the action with you.

### 1 4.11 Look at the photo. What can you see? Listen and answer the questions.

- Refer the children to the photo and elicit what activity they can see.
- Read out the two questions and encourage the children to guess the answers now.

### 2 4.11 Listen again and write Y (Yes) or N (No).

- Refer the children to the example. Ask them if they can remember why the answer is *No*. (She isn't at school. She's at a trampoline class.)
- Play the audio and have the children complete the activity individually.
- Invite different children to read out the sentences and the rest of the class to say *Yes* or *No*. Ask for whole-class agreement each time.

**Answers:** 1 N 2 N 3 N 4 Y 5 Y

### 3 4.12 Listen and repeat. Then choose, ask and answer. **Be a star!**

- Ask the children what they can see in Activity 3 (street signs).
- Play the audio and have the children repeat. Drill the question *How do you spell that?* chorally and then individually.
- Do an example dialogue with the whole class. Invite two confident children to ask you the questions and then have the whole class spell out the street name with you at the end.
- Divide the class into pairs to continue making new dialogues with the different street names. Invite volunteers to perform their dialogue for the class.

### Cooler: Pairs spelling test

- Drill the question *How do you spell ...?* and ask the class *How do you spell ...?* using simple words on this page, e.g. *photo, park, live*.
- Then divide the class into pairs to take turns to ask their friend to spell any word from page 52. The friend has to answer without looking at their book!

### Workbook page 44

**Lesson 7 Functional language**

**1 Where do they live? Read and draw lines.**

Tom  
Jane  
Dan

- 1 Tom lives on Green Street. He lives in a house next to the flat. He hasn't got a garden.
- 2 Dan lives on Green Street. He lives in a house, next to the restaurant. He's got a nice garden.
- 3 Jane lives on Park Street. She lives in a flat next to the tall building.

**2 Complete the sentences.** in next to on

- 1 Tom lives \_\_\_\_\_ Green Street.
- 2 Tom lives \_\_\_\_\_ a house.
- 3 Tom lives \_\_\_\_\_ a flat.

44 Unit 4

### 1 Where do they live? Read and draw lines.

**Answers:** Tom - c, Dan - a, Jane - e

### 2 Complete the sentences.

**Answers:** 1 on 2 in 3 next to

### Workbook page 45

**How am I doing?**

**1 Look and complete the words. Write them in alphabetical order in the puzzle.**

t s d u g l e g u f

- 1 bui\_l\_ding
- 2 ho\_s\_
- 3 \_ar\_en
- 4 re\_ta\_rant
- 5 \_la\_

**2 Look at the pictures and read the questions. Write one-word answers. There is one example.**

How does Harry feel? happy

- 1 Where does Harry go at eight o'clock? to \_\_\_\_\_
- 2 Where is Harry? in the \_\_\_\_\_  
What sport does Harry play? \_\_\_\_\_
- 3 Where is Harry? at a \_\_\_\_\_  
What food does Harry like? \_\_\_\_\_

Unit 4 Pre A1 Starters: Reading and Writing Part 5 45

### 1 Look and complete the words. Write them in alphabetical order in the puzzle.

**Answers:** 1 building 2 house 3 garden  
4 restaurant 5 flat Alphabetical order: building, flat, garden, house, restaurant

### 2 Look at the pictures and read the questions. Write one-word answers. There is one example.

- This activity helps the children prepare for Part 5 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test. The children look at the pictures and answer the questions using one word each time.
- If done in class, ask the children what they can see in the pictures.
- Go through the example first. Then read out number 1, elicit the answer and write it on the board. Have the children continue individually. Remind them they must only write one word in the space.
- Check the answers with the class and write them on the board.
- (To help prepare for this part of the test, the children need practice in answering questions starting with different question words: *Where, How many,* etc)

**Answers:** 1 school 2 park, baseball  
3 restaurant, burgers

## Lesson 8 Writing

### 1 Read and follow.

Use **and** to connect two **similar** ideas:  
She plays badminton **and** tennis.

Use **but** to connect two **different** ideas:  
She plays badminton, **but** she doesn't play tennis.

### 2 Complete with the correct form of the verbs.

play eat live go go not play read

This is my friend Lisa. She <sup>1</sup> lives in a small flat. She <sup>2</sup> \_\_\_\_\_ to Greenfield School. She <sup>3</sup> \_\_\_\_\_ basketball, but she <sup>4</sup> \_\_\_\_\_ tennis. Her favourite restaurant is The Hungry Bear. She <sup>5</sup> \_\_\_\_\_ there on Friday and she <sup>6</sup> \_\_\_\_\_ a big burger.



### 3 Look at the pictures and write. Use **and** and **but**. **Be a star!**

This is my friend Andy. He lives in a <sup>1</sup> house. He <sup>2</sup> \_\_\_\_\_ to Green Park School. He does karate, <sup>3</sup> \_\_\_\_\_ he doesn't <sup>4</sup> \_\_\_\_\_. His favourite <sup>5</sup> \_\_\_\_\_ is The Hungry Bear. He <sup>6</sup> \_\_\_\_\_ there on Monday <sup>7</sup> \_\_\_\_\_ he eats a big ice cream.



Unit 4 Write a profile of a friend  
WB: pages 46-47 53

- Circle **and** and **but** in the sentences, using different colours if possible.
- Then refer the children to the information in the box. For each example, ask *Does she play badminton?* (yes, yes) *Does she play tennis?* (yes, no). Ask *For yes - yes, do we use 'and' or 'but'?* (**and**) *For yes - no, do we use 'and' or 'but'?* (**but**)

## 2 Complete with the correct form of the verbs.

- Refer the children to the picture and elicit what they can see.
- Work through the first part of the text (up to *tennis*) as a class, writing it on the board. Point out that we know it must be a negative verb for tennis, because we have **but** which indicates *yes - no*.
- Have the children think about the remaining gaps individually, but tell them not to write yet.
- Elicit the finished sentences from the children and write answers on the board.
- Have the children complete the text in their books.

**Answers:** 1 lives 2 goes 3 plays 4 doesn't play  
5 goes 6 eats

## 3 Look at the pictures and write. Use **and** and **but**. **Be a star!**

- Refer the children to the pictures and ask what they can see. Ask what they can say about Andy.
- Elicit sentences for the text and write them on the board following the format of the text in Activity 2.
- Have the children copy the finished text into their books.

**Learning objectives:** Use **and** and **but** to connect ideas; Write a profile of a friend

**Resources:** Unit 4 test

### Warm-up: Stand up or sit down

- See the Games bank (pages 14-17) for how to play. For this version of the game, ask the children to each think of a friend. (Possible sentences to use: *My friend lives in [children's town]. My friend lives in a house / flat. My friend goes to this school. My friend does karate. My friend doesn't like sport. My friend plays football. My friend doesn't play baseball.* etc.)

## 1 Read and follow.

- Write the following on the board in two rows:  
*cake* ✓ *ice cream* ✓ (*like*)  
*phone* ✓ *tablet* ✗ (*have got*)
- Ask the children how they can put the first set of information into one sentence, and write it on the board: *I like cake and I like ice cream.*
- Elicit or write a sentence for the second set of information: *I've got a phone but I haven't got a tablet.*
- Then shorten the first sentence by crossing out **and** **I like** to leave the shorter sentence *I like cake and ice cream.* Point out that the second sentence can't be shortened as the verbs in each side are different.

### Suggested answers:

This is my friend Andy. He lives in a **1** house. He **2** goes to Green Park School. He does karate, **3** but he doesn't **4** do gymnastics. His favourite **5** restaurant is The Hungry Bear. He **6** goes there on Monday **7** and he eats a big ice cream.

### Cooler: Noughts and crosses


- Play *Noughts and crosses* (see the Games bank, pages 14-17) with the following prompts for each square:
  - 1 - *football* ✓ *tennis* ✗
  - 2 - *cake* ✓ *burgers* ✓
  - 3 - *watch* ✓ *phone* ✗
  - 4 - *house* ✓ *garden* ✗
  - 5 - *English* ✓ *Spanish* ✗
  - 6 - *karate* ✓ *gymnastics* ✗
  - 7 - *mangoes* ✓ *bananas* ✗
  - 8 - *bookshop* ✓ *restaurant* ✓ *in my street*
  - 9 - *blue pen* ✓ *black pen* ✗

**Lesson 8 Writing**

**1 Complete the sentences with *and* or *but*.**

- 1 She likes fruit \_\_\_\_\_ *and* \_\_\_\_\_ ice cream.
- 2 He goes to the park, \_\_\_\_\_ he doesn't climb trees.
- 3 He reads \_\_\_\_\_ writes in English class.
- 4 She visits her grandpa \_\_\_\_\_ grandma at the weekend.
- 5 They've got a garden, \_\_\_\_\_ they haven't got a trampoline.
- 6 He plays basketball \_\_\_\_\_ tennis.

**2 Read about Lisa. Then write sentences about a friend.**

 <p style="text-align: center; margin: 0;">Lisa</p>	<p style="margin: 0;"><b>My friend</b></p> <hr style="width: 100%;"/>
--	---

- 1 Lisa lives in a small flat. \_\_\_\_\_
- 2 She goes to Greenfield School. \_\_\_\_\_
- 3 She plays basketball, but she doesn't play tennis. \_\_\_\_\_
- 4 On Saturday she stays at home and she reads a book. \_\_\_\_\_
- 5 Her favourite restaurant is The Hungry Bear. \_\_\_\_\_
- 6 She eats a burger, but she doesn't eat cake. \_\_\_\_\_

**3 Use your notes to write about your friend. Use *and* and *but*.**

This is my friend \_\_\_\_\_.

---

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**4 Write it again. Use your best handwriting. Draw a picture.**

**5 Check your work. Tick (✓).**

- |  |                                       |
|--|---------------------------------------|
| • <i>and</i> and <i>but</i> <input type="checkbox"/> | • full stops <input type="checkbox"/> |
| • capital letters <input type="checkbox"/>           | • spelling <input type="checkbox"/>   |

**1 Complete the sentences with *and* or *but*.**

- Go through the example with the class. Then the children complete the activity before checking the answers with the class.

**Answers: 1 and 2 but 3 and 4 and 5 but 6 and**

**2 Read about Lisa. Then write sentences about a friend.**

- Tell the class something about a friend of yours. Write short notes about the friend on the board under the heading *My friend*, e.g. *(lives) big flat / (school) no / (plays) tennis*, etc.
- Then have the children write short notes about their friend in the same way.

**3 Use your notes to write about your friend. Use *and* and *but*.**

- Write some example sentences on the board based on the notes above, e.g. *My friend lives in a big flat. She doesn't go to school but she goes to university. She plays tennis but ...*
- Have the children write a text about their friend. Remind them that they can see a model text on Pupil's Book page 53.

**4 Write it again. Use your best handwriting. Draw a picture.**

- Have the children write out the text again as neatly as possible. When they have drawn their picture, encourage them to share their work with the children around them. Point out that texts are nicer to read when they are neat and have pictures.

**5 Check your work. Tick (✓).**

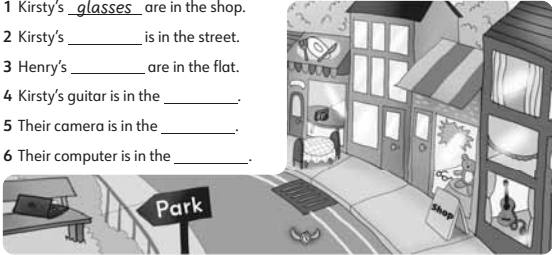
- Ask the children to use the check list to make sure their work is correct and complete.
- Encourage them to look at any features they didn't tick. Give them time to think about how they could include these. They could discuss this in pairs, if helpful.




**Review 2**

**1 Where are their things? Look and complete.**





- Kirsty's glasses are in the shop.
- Kirsty's \_\_\_\_\_ is in the street.
- Henry's \_\_\_\_\_ are in the flat.
- Kirsty's guitar is in the \_\_\_\_\_.
- Their camera is in the \_\_\_\_\_.
- Their computer is in the \_\_\_\_\_.



**2**  **Work in pairs. Ask and answer about the picture in Activity 1.**

Whose camera is this? It's Kirsty's and Henry's camera.

**3 What does James do on Saturday morning? Read and complete.**

9:00	10:00	11:00	12:00
			

- What time does James help his mum in the garden? He \_\_\_\_\_ his mum in the garden at 10 o'clock.
- James \_\_\_\_\_ have a guitar lesson at 9 o'clock. He \_\_\_\_\_ cartoons.
- James \_\_\_\_\_ baseball at 11 o'clock. He \_\_\_\_\_ football.
- What time \_\_\_\_\_ James \_\_\_\_\_ lunch? He \_\_\_\_\_ lunch at 12 o'clock.

54 Review 2 Units 3 and 4

**2**  **Work in pairs. Ask and answer about the picture in Activity 1.**

- Invite two children to read out the example question and answer.
- Point to some more objects in the picture and ask *Whose \_\_\_\_\_ is this / are these?* Have the children repeat the question and then say the answer.
- Divide the class into pairs to continue asking and answering questions.

**3 What does James do on Saturday morning? Read and complete.**

- Ask the children what they can see in the pictures. Elicit what activity each picture represents (*watch cartoons, help in the garden, play football, have lunch*).
- Elicit the complete answer for number 1 and have the children read out the complete question and answer.
- Elicit the negative answer at the beginning of number 2. Then have the children continue the activity individually.
- Invite different children to read out the sentences. Ask for whole-class agreement each time. Write the answers on the board for everyone to check.

**Answers:** 1 does; help; helps 2 doesn't; watches 3 doesn't play; plays 4 does; have; has

**Learning objectives:** Review vocabulary, grammar from Units 3 and 4; CE:YL Pre A1 Starters: Listening Part 1; Reading and Writing Part 1

**Review vocabulary:** personal possessions, buildings, places

**Grammar:** Possessive adjectives, *Whose...?*, 's for possession, Present simple [*he / she*] affirmative, negative and question

**Resources:** Flashcards

**Warm-up: The shark game**

- Play *The shark game* (see the Games bank, pages 14-17) with some of the key vocabulary from Units 3 and 4.



**1 Where are their things? Look and complete.**

- Refer the children to the picture and ask what they can see. Ask them to find the glasses and say where they are. Read out the example sentence.
- Have the children continue the activity individually.
- Invite different children to come to the board to write an answer. Ask for whole-class agreement each time. Have the children repeat all the words.

**Answers:** 1 glasses 2 watch 3 headphones 4 flat 5 restaurant 6 park

**Cambridge Exams practice Pre A1 Starters**

1 4.13 Look at the picture. Listen and draw lines. There is one example.

Tom Emma Mike

Jane Bob Sara

2 Look and read. Put a tick (✓) or cross (✗) in the box.

1 This is a house.

2 This is a computer.

3 This is a garden.

4 This is a radio.

Cambridge Exams practice Pre A1 Starters: Listening Part 1; Reading and Writing Part 1 55

- Child:** Tom likes ice cream. It's his favourite food!  
**Adult:** Me, too!
- 3 Adult:** And what's that boy's name? The boy at the shop.  
**Child:** That's Bob. Bob goes to my school.  
**Adult:** Oh, yes! He has got a cool camera in his hand.
- Child:** Yes. It's very nice.  
**4 Adult:** That's a brilliant guitar. Whose guitar is that?  
**Child:** Oh, that's Emma's guitar.  
**Adult:** Is Emma the girl with green glasses?  
**Child:** Yes, that's right.
- 5 Adult:** Who is the boy with the blue watch?  
**Child:** The boy with black hair!  
**Adult:** Yes.  
**Child:** That's my friend, Mike. His watch is amazing. It's got music!

**Answers:** (Lines linking) girl on swing – Sara; boy eating ice cream – Tom; boy with camera – Bob; girl with green glasses – Emma; boy with blue watch – Mike

1 4.13 Look at the picture. Listen and draw lines. There is one example.

- This activity helps prepare the children for Part 1 of the Listening paper of the Cambridge English: Pre A1 Starters test.
- Have the children look at the picture and say what places, colours and objects they can see.
- Play the first part of the audio (to the end of the example). Ask the children how they know which person it is (*Jane, garden*).
- Now play the rest of the audio, making sure that the children have time to find each person and draw the line. Play the audio again for the children to check.

**Audioscript**

- Child:** Here's a photo of my street.  
**Adult:** Oh! Where do you live?  
**Child:** I live in the yellow house. Can you see my mum, Jane? She's in the garden.  
**Adult:** Oh, yes. I can see Jane in the garden.
- 1 Adult:** There's a girl in the park. She's on the swing.  
**Child:** Oh, yes. She's my friend, Sara. She goes to the park on Saturday.  
**Adult:** OK.
- 2 Child:** And there's Tom, Sara's big brother. He's in the restaurant.  
**Adult:** Oh, yes! I can see Tom.

2 Look and read. Put a tick (✓) or cross (✗) in the box.

- This activity helps prepare the children for Part 1 of the Reading and Writing paper of the Cambridge English: Pre A1 Starters test.
- Refer the children to the pictures and ask them to read the sentences next to them.
- Children put a tick in the box if the image matches what is said in the sentence or a cross if does not.
- The children complete the activity individually.

**Answers:** 1 ✓ 2 ✗ 3 ✗ 4 ✓

**Cooler: Disappearing words**

- Play *Disappearing words* (see the Games bank, pages 14–17) with key vocabulary from this Review.

**My progress: (Workbook page 116)**

- Praise the children for completing these units.
- Clarify the meaning of each *I can ...* statement and elicit examples.
- If the children are unsure on any point, work as a class until everyone can complete the *I can ...* challenges. The children then put their stickers in place.