



Party time!

Vocabulary 1

Using the worksheet

- This worksheet provides practice of the costume party words: *clown, cook, costume, dentist, doctor, farmer, film star, invite, nurse, party, pirate, pop star, present, treasure*.
- Learners work on their own to cut out and match the pictures and the words. Then they complete the words and check their answers in pairs.

Key: treasure dentist present nurse pop star
party cook farmer invite costume clown
film star pirate doctor

Optional follow-up activity (reinforcement):

Learners work in pairs to play *Snap!* using both of their sets – words and pictures.

Grammar 1

Using the worksheet

- This worksheet provides practice of answering questions about habitual actions and actions happening now, using the present simple and the present continuous.
- For Activity 1, learners work on their own to read the questions and think of their answers. They put a tick for *Yes* and a cross for *No*.
- For Activity 2, learners work on their own to write short answers.

Optional follow-up activity (extension):

Learners mingle, asking and answering their questions. At the end, they report back, e.g. *Paula often goes shopping with her dad. Andrew never goes shopping with his dad.*

Vocabulary 2

Using the worksheet

- This worksheet provides practice of the core vocabulary for physical descriptions: *curly, straight, blonde, fair, fat, thin, tall, short, long, ugly, beard, moustache*.
- Learners look at the scarecrows and then complete the sentences describing them with the correct name.

Key: 2 Bill 3 Bill 4 Ben 5 Ben 6 Bill
7 Ben 8 Bill 9 Bill 10 Ben

Optional follow-up activity (reinforcement):

Say sentences, e.g. *Ben's got long curly hair*. Learners jump to their **right** if the sentence is **true** and to the **left** if it is **false**.

Grammar 2

Using the worksheet

- This worksheet provides practice of asking and answering questions using *Why ... ?* and *Because ...*.
- Learners work on their own to read the questions and answers and then draw lines to match them.

Key: 2 g 3 i 4 c 5 h 6 j 7 b 8 d
9 a 10 e

Optional follow-up activity (extension):

Learners think of and write different answers for each question. They read them out to the class.

Skills 1: Listening

Using the worksheet

- Activity 1 requires learners to listen for specific information and to match names to people in a picture.
- Learners talk about what they can see in the picture. Revise the key vocabulary. Ask which are girls' and which are boys' names.
- Play the audio. Learners listen and draw lines to match six of the names with the people in the picture.

Track 4 and 5

Man: Hello, Kate. What are you doing?
Kate: I'm looking at a photo from my friend's party.
Man: Look, that's me there.
Man: Oh, I like your costume. You look funny with that long black beard.
Kate: Thanks!
Man: Are your friends from your class in the photo?
Kate: Yes, they are. Can you see the tall boy with curly hair? He's wearing a clown costume. That's Thomas.
Man: Ah, I know Thomas! And who is he dancing with? The short girl.
Kate: The one with curly hair? That's Emma.
Man: Is that Emma? Wow! She looks very different with curly hair.
Kate: Yes, she does. Can you see Lucy?
Man: Let me see. I think she's the film star.
Kate: Yes, that's right. Lucy's the film star with long blonde hair. She's very pretty.
Man: Yes, she is. And who's the pop star? He looks funny.
Kate: That's James. His hair is very funny. His costume is funny too. I like it.
Man: Who's the doctor? She's eating an ice cream.
Kate: The doctor? Oh, the girl wearing the long white coat. That's Sara. She's new in our class.
Man: Right. I don't know Sara. Oh, look! Paul has got the birthday cake!
Kate: Paul? Who's Paul?
Man: He's Abi's dad. He loves making cakes.
Kate: Ah!

- For Activity 2, learners read the sentences and then listen to the dialogue again. They circle *Yes* or *No*.

Key: 1 tall clown – Thomas dancing girl with curly hair – Emma film star – Lucy pop star – James doctor – Sara dad with cake – Paul

2 2 Yes 3 Yes 4 No 5 Yes

Optional follow-up activity (extension):

Imagine you are one of the people in the picture. Learners ask questions to find out who you are, e.g. *Have you got long hair?* Use short answers to reply.

Skills 2: Speaking

Using the worksheet

- For this worksheet, learners work in pairs to describe and draw pictures of a clown and a pirate.
- Learners work in A/B pairs. Cut the worksheet in half and give the top half to As and the bottom half to Bs.
- Learner As colour and complete the clown picture as they wish. Learner Bs do the same with the pirate.
- You may like to write some prompts on the board:
He's/She's ... (tall/short/thin/fat/ugly/beautiful).
He's/She's got (curly/straight/long/short/fair/blond) hair / a moustache / a beard.
- For Activity 1, Learner As describe their clowns. Learner Bs listen and draw a clown in the frame on the right.
- For Activity 2, Learner Bs describe their pirates. Learner As listen and draw a pirate in the frame on the right.
- Learners compare their drawings.

Optional follow-up activity (reinforcement):

Learners write sentences to describe their pictures.

mission Stage 1:

Learners will complete a play planner.

- Learners sit in groups of four. Give out a small piece of paper to each learner. Learners draw on the paper a picture of the character for the job they have chosen. In pairs, each learner describes what their character does and their partner guesses the job, e.g. *He makes people laugh. He's a clown!* In their group, they stick their four small pictures in the character frames.

mission Stage 2:

- In their groups, learners plan a description of their character and say this to the others in their group, e.g. *Hi. I'm a clown. I'm short and fat.*

mission Stage 3:

- In their groups, learners invent a scene, involving something happening and someone helping. They write in the play planner the scene and where it takes place. They write the name of their play.

Culture

Using the worksheet

- For Activity 1, learners say what the children are doing in the pictures. Pre-teach these words: *birthday, birthday cake, candle, blow out, present, party game, balloon, party hat, decorations/decorate.*
- Ask learners to say if they do any of the things in the pictures on their birthdays. Tell them that these pictures are typical of birthday parties in the UK.
- For Activity 2, tell learners they are going to read an article about birthdays. They read it quickly (skim reading) to themselves and choose a title.
- Focus learners' attention on the countries in the article and ask what they know about them (in L1 if necessary).
- For Activity 3, learners read the sentences and then read the article again and circle the country.
- Ask learners to guess the meaning of the following words: *flag, around, give, send, early.*

Key: 2 Birthdays around the world

3 2 Denmark 3 India 4 Britain

Optional follow-up activity (extension):

Learners write a short text about how they celebrate their birthdays. Provide a writing frame:


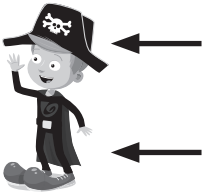












We celebrate birthdays ...

On my birthday I ...

At birthday parties we ...

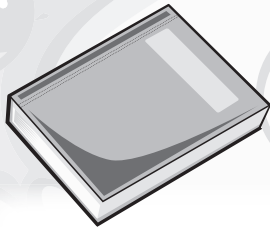
3 Vocabulary 1

Cut out and match the words and pictures. Then complete the words.

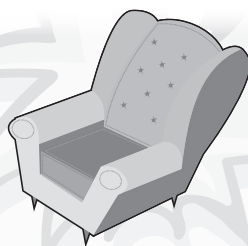
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3 Grammar 1

1 Read and tick (✓) or cross (X) for you.



- 1 Do you watch TV every day? ☐ _____
- 2 Are you listening to music now? ☐ _____
- 3 Do you go shopping with your dad? ☐ _____
- 4 Are you sitting in your living room now? ☐ _____
- 5 Do you ever walk to school? ☐ _____
- 6 Are you doing your homework now? ☐ _____
- 7 Do you have a shower in the morning? ☐ _____
- 8 Are you getting dressed now? ☐ _____
- 9 Do you wear jeans to school? ☐ _____
- 10 Are you wearing a T-shirt now? ☐ _____



2 Choose and write your answers in Activity 1.

Yes, I do. Yes, I am.
No, I don't. No, I'm not.

3 Vocabulary 2

Look, read and write the names.



1 Bill 's ugly.

2 _____'s tall.

3 _____'s got long hair.

4 _____'s got
a moustache.

5 _____'s got curly
fair hair.

6 _____'s thin.

7 _____'s fat.

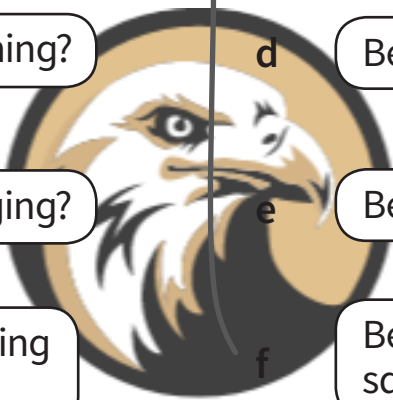
8 _____'s got straight
blond hair.

9 _____'s got a beard.

10 _____'s short.

3 Grammar 2

Read and draw lines.

- 
- | | | | |
|----|--------------------------------------|---|-------------------------------------|
| 1 | Why aren't you happy? | a | Because it's time for bed. |
| 2 | Why are you wearing a funny costume? | b | Because it's time for school. |
| 3 | Why are you wearing a helmet? | c | Because I'm watching a funny film. |
| 4 | Why are you laughing? | d | Because it's my birthday. |
| 5 | Why are you studying? | e | Because it's Saturday today. |
| 6 | Why are you washing your hands? | f | Because I'm reading a sad story. |
| 7 | Why are you getting dressed? | g | Because I'm at a party. |
| 8 | Why are you opening a present? | h | Because I've got a lot of homework. |
| 9 | Why are you getting undressed? | i | Because I'm roller skating. |
| 10 | Why are you happy? | j | Because it's time for lunch. |

3 Skills 1: Listening

1  Look and listen. What are their names? Draw lines.

Abi

Emma

Kate

Lucy

Sara



Adam

James

Paul

Sam

Thomas

2  Listen again. Circle Yes or No.

- 1 Kate doesn't like the party. Yes / No
- 2 Thomas has got curly clown's hair. Yes / No
- 3 Lucy's hair is blonde. Yes / No
- 4 Sara isn't in Kate's class at school. Yes / No
- 5 Abi's father likes making cakes. Yes / No

3 Skills 2: Speaking

A

- 1 Colour the clothes. Then tell your partner about your picture.



- 2 Listen and draw your partner's picture.

My picture is a ... He's/She's ...

B

- 1 Colour the clothes. Then listen and draw your partner's picture.



- 2 Tell your partner about your picture.

My picture is a ... He's/She's ...

mission Stages 1, 2 and 3

- 1** Choose a job and draw your character.
- 2** Describe your character. Hi. I'm a clown. I'm short and fat.
- 3** Write a scene where someone is helping.

PLAY PLANNER

Name of the play: _____

Characters:

--	--	--	--

Where are the characters? _____

Scene: _____

3 Culture

Birthday celebrations

1 What can you see in the pictures?



2 Read the article and choose a title.

It's my birthday

Birthdays around
the world

How old are you?

In Denmark you know when it's someone's birthday. We put a flag out of a window of the house. When the birthday boy or girl is sleeping, the parents put their presents around the bed. Then we wake up in the morning and we see our presents.

In Britain we decorate the house with balloons for birthdays and we give presents and send cards. We have parties for our friends and play party games. We

have birthday cakes and we sing 'Happy Birthday'. The birthday girl or boy blows out the candles.

In India we celebrate birthdays at home with the family and at school with our friends. On my birthday I always get up very early and I put on new clothes. All children in India wear new clothes on our birthdays. I take some chocolates to school and I give them to the children in my class.

3 Read the article again and circle.

- 1 Where do children take chocolates to school? Denmark / Britain / India
- 2 Where do they put the presents in the bedrooms? Denmark / Britain / India
- 3 Where do children wear new clothes? Denmark / Britain / India
- 4 Where do they decorate the house with balloons? Denmark / Britain / India