

Unit 1 Pre A1 Starters

Learning objectives

Develop language skills and exam techniques to prepare students for the Cambridge English: Pre A1 Starters exam Listening Part 4, Speaking Part 2, Reading and Writing Parts 2 and 3

Familiarize students with the style of questions for this exam

Language

Review vocabulary: *bin, board, chair, clock, cupboard, desk, door, window*

Review grammar: *What is it? / It's ...*

Starting the lesson (optional)

- Play *Yes or no* from the *Ideas bank* in the Teacher's Guide to review the classroom objects vocabulary.

Listening and Speaking

1 Listen and colour. 001

- Play the first section of the listening. Make sure that students understand that they must colour the desk on their worksheet grey, as instructed in the audio.
- Play the audio for students to listen and colour.
- Play the audio again for students to check their answers, if necessary. Then check answers as a class.

Audio transcript

- 1 **Girl** Look, it's my classroom. Here's my desk.
Man Oh yes! That's your grey desk. Colour your desk grey.
Narrator Can you see the grey desk? This is an example. Now you listen and colour.
- 2 **Girl** Here's my chair. Can I colour it green?
Man Yes, green is a good colour for a chair.
- 3 **Man** Show me the clock.
Girl It's here! Can I colour it purple?
Man Yes.
Girl OK. It's purple!
- 4 **Man** Now colour the window red.
Girl Red is a good colour!
Man Yes, it is.
Girl OK, the window is red.
- 5 **Man** What colour is the door?
Girl The door? Oh, can I colour it red?
Man No, sorry. Colour the door yellow.
Girl OK. It's yellow!
- 6 **Man** Look, it's a bin.
Girl Yes. Can I colour it orange?
Man Yes!
Girl OK. The bin is orange now. Look at my picture!
Man It's fantastic!

ANSWERS

desk = grey
 chair = green
 clock = purple
 window = red
 door = yellow
 bin = orange

2 Look at 1. Ask and answer.

- Read the instruction and the example question and answer with the class. Make sure that they understand what they need to do.
- Students do the speaking activity in pairs. Walk around the class, helping where necessary.

Mixed ability

Support weaker students by practising the speaking activity as a class before students do the activity in pairs. Stretch stronger students by asking them to add more information to their answers, e.g. *It's a desk. It's grey. The chair is green.*

Reading and Writing

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

- Read the instruction with the students and make sure that they understand what they need to do.
- Do the example question together as a class. Point to the first picture and ask *What's this?* (board) Demonstrate how students need to put the letters in order to make the words.
- Students complete the activity on their own or in pairs.

ANSWERS

1 board 2 door 3 desk 4 chair 5 window
 6 clock

4 Look and read. Write *yes* or *no*.

- Read the instruction with the students and make sure that they understand what they need to do.
- Do the example question together as a class. Point to the first picture and ask *What's this? Is it a door? Is it black?* (no) Demonstrate how students need to write *no* on the line. Make sure that students understand that they need to write *yes* if the sentence is true and *no* if the sentence is false.
- Students complete the activity.

ANSWERS

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

Mixed ability

Weaker students can work in pairs. Fast finishers can write true or false sentences about the classroom objects in exercise 1.

Unit 2 Pre A1 Starters

Learning objectives

Develop language skills and exam techniques to prepare students for the Cambridge English: Pre A1 Starters exam Listening Part 3, Speaking Part 4, Reading and Writing Part 2

Familiarize students with the style of questions for this exam

Language

Review vocabulary: *ball, board game, boat, kite, plane, robot, skipping rope, teddy*

Review grammar: *I've got / I haven't got*

Starting the lesson (optional)

- Play *Possessions* from the *Ideas bank* in the Teacher's Guide to review the toys vocabulary.

Listening and Speaking

1 Listen and tick ✓ the box. 🎧 002

- Read the instruction with the students and make sure that they understand what they need to do.
- Do the first question together with the class as an example. Point to each of the three pictures and ask *What can you see in this picture?* (a bag) *What's in the bag?* (a ruler and three pencils) Establish what each of the pictures shows.
- Play the first section of the audio. Ask the question *Which bag is Sara's?* Establish that the answer is c. Make sure that students understand that they put a tick in the box which shows the correct picture.
- Ask students to read through the questions and look at the pictures before they listen so that they know what information they need to focus on.
- Play the audio once through for students to listen and tick the correct box.
- Play the audio again for students to check their answers. Then check answers as a class.

Audio transcript

- 1 **Narrator** Which bag is Sara's?
Man Is this your school bag, Sara?
Girl Yes, it is. I've got my robot. It's red.
Man Fantastic!
Girl And I've got my ruler and my pencils.
Man Good! Let's go to school.
- 2 **Narrator** Which bag is Ben's?
Woman Is this your bag, Ben?
Boy Yes, it is. I've got my kite! And I've got a blue and white ball.
Woman Good. Let's go and play!
- 3 **Narrator** Which toy is Dina's?
Man Is this your toy?
Girl No, that's Ben's ball. This is my toy. It's the plane.
Man Great! Let's go to the playground.

- 4 **Narrator** What's Tom's favourite toy?
Boy I've got my bag, Mum, and my robot.
Woman And your teddy?
Boy Oh, no. It isn't in my bag. It's my favourite toy.
Woman Oh, look. It's on the desk. Put it in your bag now.
Boy Thanks, Mum.
- 5 **Narrator** What's Lily's favourite toy?
Man This skipping rope is nice, Lily.
Girl Yes, it is. And look at my boat and my board game.
Man Which toy is your favourite?
Girl Hm. The board game is great, but the boat is my favourite.
Man OK, let's play with the boat.
- 6 **Narrator** What's in Oscar's bag?
Woman What's in your bag, Oscar?
Boy I've got a kite and a boat.
Woman Is this your ball?
Boy No, I haven't got a ball.

ANSWERS

1 c 2 a 3 b 4 a 5 a 6 c

Mixed ability

With weaker students look at all of the pictures together first and check that they know the words for all of the things they can see.

2 Choose some toys. Ask and answer.

- Read the instruction and the example question and answer with the class. Make sure that they understand what they need to do.
- Students do the speaking activity in pairs. Walk around the class, helping where necessary.

Mixed ability

Support weaker students by practising the speaking activity as a class before students do the activity in pairs. Stretch stronger students by asking them to add more information to their answers, e.g. *It's a kite. I fly it in the park.*

Reading and Writing

3 Look and read. Write *yes* or *no*.

- Read the instruction with the students and make sure that they understand what they need to do. Explain the task in the students' own language, if necessary.
- Focus students' attention on the picture and ask *What can you see?*
- Answer the first question with the class as an example. Demonstrate that students need to read the sentences and write *yes* for the sentences which are true and *no* for the sentences which are not true.
- Students complete the reading and writing activity.

ANSWERS

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

Mixed ability

Weaker students can work in pairs. Fast finishers can write more affirmative and negative sentences about the picture.

Unit 3 Pre A1 Starters

Learning objectives

Develop language skills and exam techniques to prepare students for the Cambridge English: Pre A1 Starters exam Listening Part 1, Speaking Part 2, Reading and Writing Part 2

Familiarize students with the style of questions for this exam

Language

Review vocabulary: *climb, dance, draw, play basketball, play football, play tennis, sing*

Review grammar: *I can / I can't*

Starting the lesson (optional)

- Play *Find somebody who ...* from the *Ideas bank* in the Teacher's Guide to review the activities vocabulary.

Listening and Speaking

1 Listen and draw lines. 🎧 003

- Read the instruction with the students and make sure that they understand what they need to do.
- Focus their attention on the picture and ask *What can you see? What has girl c got?* (a ball)
- Play the first section of the audio and look at the example answer together as a class.
- Play the audio once through for students to listen and match the names with the people in the picture. Make sure that they understand that there is one name which they do not need to match.
- Play the audio again for students to check their answers. Then check answers as a class.

Audio transcript

- 1 **Boy** Here's a picture of my friends. We're in the park.
Woman That's nice! What are your friends' names?
Boy Look, this is Dan. He can't sing!
Woman Oh no!
Narrator Can you see the line? This is an example. Now you listen and draw lines.
- 2 **Woman** Who's the girl with the big ball?
Boy Oh, that's Sam. Sam can play basketball.
- 3 **Woman** That boy can draw.
Boy Oh, yes. The picture of the dog is fantastic! That's Alex.
- 4 **Boy** And can you see Lucy, with a bag?
Woman Has she got a dog?
Boy No, that's Jill. Lucy can climb.
- 5 **Boy** Look at Ben. Ben can dance.
Woman Oh, yes. Very good!
Boy Yes!
- 6 **Boy** Can you see Grace?
Woman Can Grace play tennis?
Boy No, Grace can play football.
Woman Oh, yes. I can see her now.

ANSWERS

Dan, d Sam, c Alex, g Lucy, a Ben, h Grace, f
(Sue is a distractor)

2 Look and point. Say.

- Read the instruction and the example with the class and make sure that they understand what they need to do.
- Demonstrate the activity by giving another example. Say *I can't sing*. For students to respond *It's Dan*.
- Students do the speaking activity in pairs. Walk around the class, helping where necessary.

Mixed ability

Support weaker students by practising the speaking activity as a class before students do the activity in pairs.

Reading and Writing

3 Look and read. Write yes or no.

- Read the instruction with the students and make sure that they understand what they need to do. Ask a stronger student to explain the task in their own language.
- Focus students' attention on the picture and ask *What can you see?*
- Answer the first question with the class as an example. Point to the character in the picture labelled *1* and say *I've got a kite*. (no) Make sure that students understand that they need to write *yes* for the sentences which are true and *no* for the sentences which are not true.
- Students complete the reading and writing activity.

ANSWERS

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

Mixed ability

Weaker students can work in pairs. Fast finishers can write more affirmative and negative sentences about the picture.

Unit 4 Pre A1 Starters

Learning objectives

Develop language skills and exam techniques to prepare students for the Cambridge English: Pre A1 Starters exam Listening Part 3, Speaking Part 3, Reading and Writing Parts 1 and 2

Familiarize students with the style of questions for this exam

Language

Review vocabulary: *bee, cat, dog, duck, fish, frog, snake, spider*

Review grammar: *Is it a ... ? / Yes, it is. / No, it isn't.*

Starting the lesson (optional)

- Play *Jumbled words* from the *Ideas bank* in the Teacher's Guide to review the animals vocabulary.

Listening and Speaking

1 Listen and tick ✓ the box. 🎧 004

- Read the instruction with the students and make sure that they understand what they need to do.

- Do the first question together with the class as an example. Point to each of the three pictures and ask *What can you see in this picture?* (a dog) *What colour is it?* (grey) *Can it jump?* (yes) Establish what each of the pictures shows.
- Play the first section of the audio. Ask the question *Which dog is Eva's?* Establish that the answer is b. Make sure that students understand that they put a tick in the box which shows the correct picture.
- Ask students to read through the questions and look at the pictures before they listen, so that they know what information they need to focus on.
- Play the audio once through for students to listen and tick the correct box.
- Play the audio again for students to check their answers. Then check answers as a class.

Audio transcript

- 1 Narrator** Which dog is Eva's?
Boy Can I see your picture, Eva?
Girl Yes. There's a dog. It's my dog.
Boy Is it brown?
Girl No, it's black and white.
Boy It's got a ball. Can it jump?
Girl Yes, it can.
- 2 Narrator** Which is Harry's picture?
Boy What's this?
Girl Hmm. There's sand.
Boy Oh, yes. And there's a boat.
Girl Yes, there's a white boat on the sea.
Boy It's a beach!
- 3 Narrator** Which is Ann's picture?
Girl Look at my picture, Dad.
Man Oh! There's a duck.
Girl Yes! It can swim.
Man There are two frogs.
Girl Yes. Look, this frog can jump.
Man It's a very nice picture.
- 4 Narrator** Which is Ollie's picture?
Woman Let's look at your picture, Ollie.
Boy OK. There's a tree.
Woman Good. There's a snake in the tree.
Boy Yes. It can climb.
Woman There are some plants.
Boy Yes, and there are some flowers, too.
- 5 Narrator** Where is Nadia?
Girl Look, Dad! There are trees.
Man Yes.
Girl And there are shells on the sand and in the sea.
Man Yes.
Girl I can make a sandcastle!
- 6 Narrator** Where is Jack?
Boy Look, Mum! There's a lake.
Mum And there are two ducks on the lake!
Boy And there's a big tree.
Mum Oh, yes.
Boy I can climb a tree!

ANSWERS

1 b 2 a 3 b 4 c 5 b 6 b

Mixed ability

With weaker students look at all of the pictures together first and check that they know the words for all of the things they can see.

2 Look at the pictures in 1. Point and say.

- Read the instruction and the example with the class and make sure that they understand what they need to do.
- Demonstrate the activity by giving another example. Point at the frog and say *There's a frog. Can it jump?*
- Students do the speaking activity in pairs. Walk around the class, helping where necessary.

Mixed ability

Support weaker students by practising the speaking activity as a class before students do the activity in pairs. Encourage stronger students to give more detail in their answers, e.g. *There's a spider. Can it fly? No, it can't. It can climb.*

Reading and Writing

3 Look and read. Put a tick ✓ or cross X in the box.

- Read the instruction with the students and make sure that they understand what they need to do.
- Do the example question together as a class. Point to the first picture and ask *What's this? Is it a cat?* (Yes, it is.) Say *Yes. This is a cat.* Indicate the example tick in the box. Make sure that students understand that they put a tick in the box if the sentence is correct, and they put a cross in the box if the sentence is incorrect.
- Students complete the activity on their own or in pairs.

ANSWERS

1 ✓ 2 X 3 X 4 ✓ 5 X 6 X 7 ✓ 8 ✓

4 Look and read. Write yes or no.

- Read the instruction with the students and make sure that they understand what they need to do. Ask a stronger student to explain the task in their own words.
- Focus students' attention on the picture and ask *What can you see?*
- Answer the first question with the class as an example. Make sure that students understand that they need to write *yes* for the sentences which are true and *no* for the sentences which are not true.
- Students complete the reading and writing activity.

ANSWERS

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

Mixed ability

Support weaker students by working through the exercise together orally before they complete the exercise on their own. Fast finishers can write more true or false sentences about the picture.

Unit 5 Pre A1 Starters

Learning objectives

Develop language skills and exam techniques to prepare students for the Cambridge English: Pre A1 Starters exam Listening Part 4, Speaking Part 4, Reading and Writing Parts 1 and 4

Familiarize students with the style of questions for this exam

Language

Review vocabulary: *arms, body, eyes, face, feet, hands, legs, mouth*

Review grammar: *This is my ... / These are my ...*

Starting the lesson (optional)

- Play *Listen and draw* from the *Ideas bank* in the Teacher's Guide to review the body vocabulary.

Listening and Speaking

1 Listen and colour the monster. 🎧 005

- Read the instruction together and make sure that students understand what they need to do.
- Play the first section of the listening. Explain that the monster's head on the worksheet is coloured grey, as instructed in the audio.
- Play the audio for students to listen and colour.
- Play the audio again for students to check their answers, if necessary. Then check answers as a class.

Audio transcript

Woman Look at the monster! It's got a big face. The monster's face is grey.

Narrator Can you see the monster's grey face? This is an example. Now you listen and colour.

Woman The monster has got three eyes. Colour the eyes purple.

Can you see the monster's ears? Colour the ears yellow.

The monster has got a big mouth. Colour the mouth red.

Look at the monster's body. Colour the body black.

The monster has got six arms and six hands.

Colour the monster's arms pink.

Now colour the monster's hands green.

The monster has got five legs and five feet.

Colour the monster's legs blue ... and colour the feet orange.

Look at your picture. The monster has got lots of colours now!

ANSWERS

face = grey

eyes = purple

ears = yellow

mouth = red

body = black

arms = pink

hands = green

legs = blue

feet = orange

Mixed ability

With weaker students, pause after each section of the audio so that they have more time to think about their answer. Play the section again, if necessary.

2 Play *Guess the animal*.

- Read the instruction together and make sure that students understand what they need to do.
- Demonstrate the activity by reading the example with a student.
- If necessary, give another example. Say *I've got eight legs. I can climb. What am I?* (a spider)
- Students do the speaking activity in pairs. Work around the class, helping where necessary.

Mixed ability

Support weaker students by reviewing the names of animals before they play the game.

Reading and Writing

3 Look and read. Put a tick ✓ or a cross X in the box.

- Read the instruction with the students and make sure that they understand what they need to do.
- Do the example question together as a class. Point to the first picture and ask *What's this? Is it a mouth?* (Yes, it is.) Say *Yes. This is a mouth.* Indicate the example tick in the box. Make sure that students understand that they put a tick in the box if the sentence is correct, and they put a cross in the box if the sentence is incorrect.
- Students complete the activity on their own or in pairs.

ANSWERS

1 ✓ 2 X 3 ✓ 4 X 5 ✓ 6 ✓

4 Read this. Choose a word from the box. Write the correct words next to numbers 1–5.

- Look at the pictures in the box and say the words together.
- Read the text with the class all the way through first, to prepare for the task. Explain any words that students don't understand.
- Read the instruction with the students and make sure that they understand what they need to do. Explain the task in their own language, if necessary. Explain that they don't need to use all of the words in the box.
- Students complete the reading and writing activity by choosing the correct answers and writing them in the text.

ANSWERS

1 animals 2 plants 3 legs 4 eyes 5 water

Mixed ability

Weaker students can work in pairs to complete the activity. Fast finishers can write more true and false sentences about the pictures in exercise 1.

Unit 6 Pre A1 Starters

Learning objectives

Develop language skills and exam techniques to prepare students for the Cambridge English: Pre A1 Starters exam
Listening Part 2, Speaking Part 4, Reading and Writing Parts 3 and 5

Familiarize students with the style of questions for this exam

Language

Review vocabulary: *aunt, brother, dad, grandma, grandpa, mum, sister, uncle*

Review grammar: *Who's he / she? He's / She's my ...*

Starting the lesson (optional)

- Play *Guess who / what?* from the *Ideas bank* in the Teacher's Guide to review the family vocabulary.

Reading and Writing

1 Listen and write a name or a number. 006

- Read the instruction with the students and make sure that they understand what they need to do. Explain the task in their own language, if necessary.
- Focus students' attention on the picture and ask *What can you see in the picture?* (a classroom)
- Play the first section of the listening and do the example questions together as a class.
- Ask students to read through the questions before they listen so that they know what information they need to focus on.
- Play the audio once through for students to listen and write the correct words.
- Play the audio again for students to check their answers. Then check answers as a class.

Audio transcript

- 1 **Woman** Hello, what's your name?
Boy It's Mark.
Woman Is that M-A-R-K?
Boy Yes, Mark.
- 2 **Woman** How old are you?
Boy I'm seven.
Woman Have you got a photo of your family?
Boy Yes, I have.
Woman Come and sit here.
- 3 **Woman** What's your family name, please?
Boy It's Fish.
Woman Oh! That's nice. Mark Fish. Is that F-I-S-H?
Boy Yes, I like animals!
- 4 **Woman** Can I see your photo? Who's this?
Boy He's my dad. He's Bill.
Woman Good, Bill. B-I-L-L. Who's this?
Boy She's my mum. She's Sue.

- 5 **Woman** Is this your sister?
Boy No, this is my cousin. This is my sister. She's Grace.
Woman How old is your sister?
Boy She's nine. It's her birthday today.
Woman Oh, that's nice.
- 6 **Boy** I've got a brother, too!
Woman What's his name?
Boy It's Hugo.
Woman Is that H-U-G-O?
Boy Yes. He's 13.
- 7 **Woman** Who's this?
Boy He's my uncle. He's Alex.
Woman And who's this?
Boy She's my aunt. She's Jill.
Woman So you've got one aunt. That's a very nice photo. Thank you.

ANSWERS

1 Mark 2 7 3 Fish 4 Bill 5 9 6 Hugo 7 1

Mixed ability

With weaker students, pause after each section of the audio and answer the question together as a class.

2 Talk about a photo of your family.

- Explain to students that in this part of the exam the examiner will ask them questions about their own life. Often, they will need to answer questions about their family, so it's a good idea to practise asking and answering questions about this topic.
- Read the instruction and the model question and answer with the class. Make sure that they understand what they need to do. If students haven't got their own photos, you could provide photos for them to talk about.
- Students do the speaking activity in pairs. Walk around the class, helping where necessary.

Mixed ability

Support weaker students by practising the speaking activity as a class before students do the activity in pairs. Stretch stronger students by asking them to add more information about their family members, e.g. *This is my mum. She's tall and she's got dark hair.*

Reading and Writing

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

- Read the instruction with the students and make sure that they understand what they need to do.
- Do the example question together as a class. Point to the first picture and ask *Is she hot?* (No, she's cold.) Demonstrate how students need to put the letters in order to make the words.
- Students complete the activity on their own or in pairs.

ANSWERS

1 cold 2 sad 3 hot 4 hungry 5 happy 6 thirsty

4 Read and write.

- Read the instruction with the students and make sure that they understand what they need to do. Explain the task in their own language, if necessary. Make sure that they understand that they need to look at the pictures to find out the correct answers.
- Do the first question together with the class as an example. Point to the first picture and ask *Is she hot?* (No, she's cold.) Read the dialogue together and establish that the missing word is *cold*.
- Students read the sentences and look at the pictures to complete the questions.

ANSWERS

1 sad 2 hungry 3 thirsty

Mixed ability

With weaker students, tell them that they must choose words from exercise 1 to use in their answers. Fast finishers can make up more anagrams and swap them with a partner.

Unit 7 Pre A1 Starters

Learning objectives

Develop language skills and exam techniques to prepare students for the Cambridge English: Pre A1 Starters exam Listening Parts 3 and 4, Speaking Part 4, Reading and Writing Parts 2 and 5

Familiarize students with the style of questions for this exam

Language

Review vocabulary: (clothes) *skirt, jacket, trousers, T-shirt, cap, hat, shoes*; (adjectives) *long, short, old, new, beautiful, colourful*

Review grammar: *This is his / her ... , These are his / her ... ; That (cap) is ... , Those (trousers) are ...*

Starting the lesson (optional)

- Play *Sharkman* from the *Ideas bank* in the Teacher's Guide to review the clothes vocabulary.

Reading and Writing

1 Listen and colour. 007

- Read the instruction together and make sure that students understand what they need to do.
- Play the first section of the listening. Explain that the girl's hat on the worksheet is coloured grey, as instructed in the audio.
- Play the audio for students to listen and colour.
- Play the audio again for students to check their answers, if necessary. Then check answers as a class.

Audio transcript

- 1 **Boy** Can I colour this picture of Laila and Alex, Mum?
Mum Yes, of course. Colour the girl's hat grey.
Boy OK.
Narrator Can you see the girl's grey hat? This is an example. Now you listen and colour.
- 2 **Mum** Can you see the girl's socks?
Boy Yes.
Mum Colour her socks green.
Boy Green. That's a good colour for socks.
- 3 **Mum** What do you want to colour next?
Boy Can I colour Laila's skirt?
Mum Can you see the flowers on her skirt? Colour them purple.
Boy OK, the flowers on her skirt are purple now.
- 4 **Boy** Can I colour the boy's cap?
Mum Sure. Colour Alex's cap red.
Boy OK. It's red.
- 5 **Mum** Now colour the boy's jacket.
Boy Can I colour it brown?
Mum Yes, that's a good colour for a jacket.
- 6 **Boy** Can I colour the boy's shoes and trousers?
Mum Yes, of course. First, colour his trousers orange.
Boy OK.
- 7 **Boy** Can I colour his shoes yellow?
Mum That's a great idea.
Boy Wow! My picture is cool!

ANSWERS

- 1 hat = grey 2 socks = green
3 flowers on skirt = purple 4 cap = red
5 jacket = brown 6 trousers = orange
7 shoes = yellow

Mixed ability

With weaker students, pause after each section of the audio so that students have more time to think of their answers.

2 Listen and tick ✓ the box. 008

- Read the instruction with the students and make sure that they understand what they need to do.
- Do the first question together with the class as an example. Point to each of the three pictures and ask *What can you see in this picture?* (a boy) *Has he got a cap?* (yes) Establish what each of the pictures shows.
- Play the first section of the audio. Ask the question *Which boy is Toby?* Establish that the answer is a because the boy has got a cap. Make sure that students understand that they put a tick in the box which shows the correct picture.
- Ask students to read through the questions and look at the pictures before they listen, so that they know what information they need to focus on.
- Play the audio once through for students to listen and tick the correct box.
- Play the audio again for students to check their answers. Then check answers as a class.

Audio transcript

- 1 **Narrator** Which boy is Toby?
Boy Look at this photo of my cousin Toby.
Girl Is he the boy with a cap?
Boy Yes, he's got a cap.
- 2 **Narrator** What does Olivia want?
Olivia Mum, can we go to the clothes shop?
Mum Why? You've got lots of clothes!
Olivia But I need new shoes for school.
Mum Oh, I see. Yes, OK.
- 3 **Narrator** Which T-shirt is Tom's?
Tom Mum, where's my new T-shirt?
Mum Hmm. This isn't your T-shirt. It's old.
Tom Yes, that T-shirt is Dad's.
Mum How about this T-shirt? It's got trees on it.
Tom No, my T-shirt has got a beach on it.
Mum Oh, here it is.
Tom Thanks, Mum!
- 4 **Narrator** What does Anna want?
Anna Dad, where's my new cap? It's got a green flower.
Dad Hmm. Here's a hat with flowers on.
Anna No, I need my cap. It's purple and it's got a flower on it.
Dad Oh, here it is.
Anna Thanks, Dad!

ANSWERS

1 a 2 b 3 b 4 b

3 Talk about your favourite clothes.

- Read the instruction and the model dialogue with the class. Make sure that they understand what they need to do.
- Students do the speaking activity in pairs. Walk around the class, helping where necessary.

Mixed ability

Support weaker students by practising the speaking activity as a class before students do the activity in pairs. Stretch stronger students by asking them to add more information about their favourite clothes, e.g. *This is my cap. I love my cap. It's blue. My shoes are blue, too.*

Reading and Writing

4 Look and read. Write *yes* or *no*.

- Read the instruction with the students and make sure that they understand what they need to do. Ask a stronger student to explain the task in their own words.
- Focus students' attention on the picture and ask *What can you see?*
- Answer the first question with the class as an example. Make sure that students understand that they need to write *yes* for the sentences which are true and *no* for the sentences which are not true.
- Students complete the reading and writing activity.

ANSWERS

1 yes 2 yes 3 no 4 yes 5 no

Mixed ability

Support weaker students by working through the exercise together orally before they complete the exercise on their own. Fast finishers can write more true or false sentences about the picture.

5 Draw a picture of you. Write about your clothes.

- Read the instruction with the students and make sure that they understand what they need to do.
- Students complete the reading and writing activity by drawing a picture of themselves and completing the sentences.

ANSWERS

Students' own answers

Mixed ability

Stronger students can write their own sentences about their clothes.

As this activity isn't direct practice for the Cambridge exam, you can skip it with weaker students, or if you are short of time.

Unit 8 Pre A1 Starters

Learning objectives

Develop language skills and exam techniques to prepare students for the Cambridge English: Pre A1 Starters exam Listening Part 3, Speaking Part 4, Reading and Writing Parts 1 and 5

Familiarize students with the style of questions for this exam

Language

Review vocabulary: *apples, bananas, grapes, kiwis, mangoes, oranges, pears, strawberries*

Review grammar: *I like / I don't like*

Starting the lesson (optional)

- Play *Memory chain* from the *Ideas bank* in the Teacher's Guide to review the fruit vocabulary.

Listening and Speaking

1 Listen and tick ✓ the box. 🎧 009

- Read the instruction with the students and make sure that they understand what they need to do.
- Do the first question together with the class as an example. Point to each of the three pictures and ask *What can you see in this picture?* (a pizza) *Is there salad with the pizza?* (yes) Establish what each of the pictures shows.
- Play the first section of the audio. Ask the question *What has Alice got?* Establish that the answer is c. Make sure that students understand that they put a tick in the box which shows the correct picture.
- Ask students to read through the questions and look at the pictures before they listen so that they know what information they need to focus on.
- Play the audio once through for students to listen and tick the correct box.

- Play the audio again for students to check their answers. Then check answers as a class.

• Audio transcript

1 **Narrator** What has Alice got?

Girl Dad, can I have some pizza and salad, please?

Man No, sorry.

Girl Can I have some bread and cheese?

Man Yes. Put the bread on the table, please.

Girl OK.

2 **Narrator** What has Leo got?

Boy Mum, can I have some soup and bread, please?

Woman Yes, here you are.

Boy And can I have an apple? I like apples.

Woman Sorry, no! But you can have a banana.

Boy Thanks, Mum!

3 **Narrator** Which has Daisy got?

Girl Can I have some fruit salad, please?

Man Yes, here you are.

Girl I like fruit! What is in this fruit salad?

Man There are strawberries, kiwis and peaches

Girl Thanks, Dad!

4 **Narrator** What has Ali got?

Boy Mum, can I have bread, cheese and juice for breakfast?

Woman Yes. We've got apple juice, mango juice and pear juice.

Boy Can I have mango juice, please?

Woman OK!

5 **Narrator** Which picture is Amina's dad?

Girl Dad, do you like noodles?

Man Yes, I do. I like soup, too.

Girl I don't like soup. I like eggs and cheese.

Man I don't like pizza.

Girl I like pizza!

ANSWERS

1 c 2 b 3 a 4 c 5 b

2 Talk about food.

- Read the instruction and the model dialogue with the class. Make sure that they understand what they need to do.
- Students do the speaking activity in pairs. Walk around the class, helping where necessary.

Mixed ability

Support weaker students by practising the speaking activity as a class before students do the activity in pairs. Stretch stronger students by asking them to give more information in their answer, e.g. *I like bread and cheese for breakfast, but I don't like soup.*

Reading and Writing

3 Look and read. Put a tick ✓ or a cross X in the box.

- Read the instruction with the students and make sure that they understand what they need to do. Ask a stronger student to explain the task in their own words.
- Do the first question together with the class as an example. Point to the first picture and ask *What are these? Are they noodles?* (yes) Say *Yes. These are noodles.* Indicate

that students need to put a tick in the box. Make sure that students understand that they put a tick in the box if the statement is correct, and they put a cross in the box if the statement is incorrect.

- Students complete the activity on their own or in pairs.

ANSWERS

1 ✓ 2 X 3 ✓ 4 X 5 X 6 ✓ 7 ✓ 8 X

4 Draw a picture of your breakfast. Write.

- Read the instruction with the students and make sure that they understand what they need to do.
- Students complete the reading and writing activity by drawing a picture of the breakfast that they ate today and completing the sentences.

ANSWERS

Students' own answers

Mixed ability

Stronger students can write their own sentences about food they like or don't like.

As this activity isn't direct practice for the Cambridge exam, you can skip it with weaker students, or if you are short of time.

Unit 9 Pre A1 Starters

Learning objectives

Develop language skills and exam techniques to prepare students for the Cambridge English: Pre A1 Starters exam Listening Part 1, Speaking Part 2, Reading and Writing Parts 2 and 5

Familiarize students with the style of questions for this exam

Language

Review vocabulary: *bathroom, bedroom, dining room, downstairs, garden, kitchen, living room, upstairs*

Review grammar: *Is he / she in the ...? / Yes, he / she is. No, he / she isn't.*

Starting the lesson (optional)

- Play *First letters* from the *Ideas bank* in the Teacher's Guide to review the places at home vocabulary.

Listening and Speaking

1 Listen and draw lines. 010

- Read the instruction with the students and make sure that they understand what they need to do.
- Focus their attention on the picture and ask *Where is girl f?* (in the garden)
- Play the first section of the audio and look at the example answer together as a class.
- Play the audio once through for students to listen and match the names with the people in the picture. Make sure that they understand that there is one name which they do not need to match.
- Play the audio again for students to check their answers. Then check answers as a class.

Audio transcript

- 1 **Boy** Here's a picture of my house.
Woman It's very nice.
Boy Yes, it is. Can you see my sister?
Woman Is she in the garden?
Boy Yes, she is. She's got a basketball. Her name's Nina.
Narrator Can you see the line? This is an example. Now you listen and draw lines.
- 2 **Woman** Where's your dad? Is he in the living room?
Boy No, he isn't. He's in the kitchen.
Woman Oh, yes! He's got some bread, eggs, cheese and fruit juice.
Boy Yes! His name's Max.
- 3 **Woman** Where's your brother?
Boy Hmm. Mark isn't in the bedroom.
Woman Is he in the living room on the sofa?
Boy Yes, he is. He's got a new board game.
- 4 **Boy** This is my mum. She's in the bathroom.
Woman What's her name?
Boy Her name's Emily. She's with my baby sister.
Woman Great!
- 5 **Woman** Who's this? She's downstairs.
Boy Oh, that's my grandma. Her name's Beth.
Woman She's in the dining room.
Boy Yes, she is. She likes breakfast.
- 6 **Boy** Can you see me and my friend? His name's Alex.
Woman Is he in your bedroom?
Boy Yes, he's got a boat.
Woman Oh, yes!
Boy Yes. And I've got a new kite.
Woman What a beautiful picture!

ANSWERS

Nina, f Max, c Mark, e Emily, b Beth, d Alex, a
(Charlie is a distractor)

2 Look at 1. Ask and answer.

- Read the instruction and the model dialogue with the class. Make sure that they understand what they need to do.
- Students do the speaking activity in pairs. Walk around the class, helping where necessary.

Mixed ability

Support less confident students by practising the speaking activity as a class before students do the activity in pairs.

Stretch more confident students by asking them to add one affirmative or one negative sentence to their answers.

Reading and Writing

3 Look and read. Write *yes* or *no*.

- Read the instruction with the students and make sure that they understand what they need to do. Ask a stronger student to explain the task in their own words.
- Focus students' attention on the picture and ask *What can you see?*
- Answer the first question with the class as an example. Make sure that students understand that they need to write *yes* for the sentences which are true and *no* for the sentences which are not true.
- Students complete the reading and writing activity.

ANSWERS

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

4 Draw a picture. Write about your bedroom.

- Students draw a picture of their own bedroom and complete the sentences with their own answers.

ANSWERS

Students' own answers.

Mixed ability

Encourage stronger students to compare their answers with a partner and correct each other's mistakes.

Weaker students should focus on spelling the words correctly and making sure they understand the prepositions in the sentences.

Unit 10 Pre A1 Starters

Learning objectives

Develop language skills and exam techniques to prepare students for the Cambridge English: Pre A1 Starters exam Listening Part 2, Speaking Part 2, Reading and Writing Parts 1 and 4

Familiarize students with the style of questions for this exam

Language

Review vocabulary: *bird, chicken, cow, donkey, goat, horse, mouse, sheep*

Review grammar: *Are they ... ? / Yes, they are. / No, they aren't.*

Starting the lesson (optional)

- Play *What have I got?* from the *Ideas bank* in the Teacher's Guide to review the farm animals vocabulary.

Listening and Speaking

1 Listen and write a name or a number. 011

- Read the instruction with the students and make sure that they understand what they need to do. Ask a stronger student to explain the task in their own words.
- Focus students' attention on the picture and ask *What can you see in the picture?* (a farm)
- Play the first section of the listening and do the example questions together as a class.
- Ask students to read through the questions before they listen, so that they know what information they need to focus on.
- Play the audio once through for students to listen and write the correct words.
- Play the audio again for students to check their answers. Then check answers as a class.

Audio transcript

- 1 **Man** Hi, Grace.
Girl Hi, Mr Hall. This is my mum and dad's farm.
Man What's your mum's name?
Girl It's May.
Man Is that M-A-Y?
Girl Yes.
- 2 **Man** How many horses are on your farm, Grace?
Girl There are five horses.
Man Wow, five horses! That's a lot.
Girl Yes, it is. Can you see my horse? She's brown.
Man Oh, yes!
Narrator Can you see the answers? Now you listen and write a name or a number.
- 3 **Man** I like your horse. What's its name?
Girl Its name is Lemon.
Man Is that L-E-M-O-N?
Girl Yes, it is. I like horses.
- 4 **Man** There are sheep, too.
Girl Yes. My family has got ten sheep.
Man Ten?
Girl Yes.
Man Oh, yes!
- 5 **Girl** Look at the mice!
Man Where?
Girl There! There are two mice!
Man Do you like mice?
Girl Yes, I do. The two mice are cool!
- 6 **Man** Oh, look! There's a bird in the tree!
Girl Yes! Its name is Flower.
Man Is that F-L-O-W-E-R?
Girl Yes. It's colourful. And flowers are colourful!
- 7 **Man** Your family's farm is very nice. Has it got a name?
Girl Yes! The farm's name is Pineapple Farm.
Man Is that P-I-N-E-A-P-P-L-E?
Girl Yes, it is. I love my family's farm.

ANSWERS

- 1 May 2 5 3 Lemon 4 10 5 2 6 Flower
7 Pineapple

2 Look at 1. Ask and answer.

- Read the instruction and the model dialogue with the class. Make sure that they understand what they need to do.
- Students do the speaking activity in pairs. Walk around the class, helping where necessary.

Mixed ability

Support weaker students by practising the speaking activity as a class before students do the activity in pairs. Stretch stronger students by asking them to ask more detailed questions, e.g. *Where are the black and white cows?*

Reading and Writing

3 Look and read. Put a tick ✓ or a cross X in the box.

- Read the instruction with the students and make sure that they understand what they need to do. Ask a stronger student to explain the task in their own words.
- Do the first question together with the class as an example. Point to the first picture and ask *What is this? Is this a horse?* (yes) Say *Yes. This is a horse.* Indicate that students need to put a tick in the box. Make sure that students understand that they put a tick in the box if the statement is correct, and they put a cross in the box if the statement is incorrect.
- Students complete the activity on their own or in pairs.

ANSWERS

- 1 ✓ 2 X 3 ✓ 4 X 5 ✓ 6 ✓

4 Read this. Choose a word from the box. Write the correct words next to numbers 1–5.

- Look at the pictures in the box and say the words together.
- Read the text with the class all the way through first, to prepare for the task. Explain any words that students don't understand.
- Read the instruction with the students and make sure that they understand what they need to do. Explain the task in their own language, if necessary. Explain that they don't need to use all of the words in the box.
- Students complete the reading and writing activity by choosing the correct answers and writing them in the text.

ANSWERS

- 1 feathers 2 wings 3 arms 4 river 5 plants

Mixed ability

Weaker students can complete the activity in pairs. Stronger students can work on their own to prepare for the task by looking at the pictures and reading through the text.