

## Unit 1 A1 Movers

### Learning objectives

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

Familiarize students with the style of questions for this exam

### Language

**Review vocabulary:** curly hair, dark hair, fair hair, freckles, glasses, long hair, short hair, straight hair

**Review grammar:** What does (he) look like? (He)'s got ... / have got questions and answers / (he / she / they)

### Starting the lesson (optional)

- Play *What have I got?* (see *Ideas bank* in the Teacher's Guide) to review the describing friends vocabulary.

### Listening and Speaking

#### 1 Listen and draw lines. 001

- 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 them questions to encourage them to think about what they can see, e.g. *Where are the children? What has girl c got?*
- 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.
- Play the audio again for students to check their answers. Then check answers as a class.

#### Audio transcript

- 1 Boy** Look at this picture, Grandma. I'm at school. I'm playing with my friends.  
**Grandma** Who's that girl? She's got beautiful, long, hair. She's got a skipping rope.  
**Boy** It's Jane. She's the youngest girl in my class.  
**Grandma** Does she like skipping?  
**Boy** Yes, she does.  
**Narrator** Can you see the example? Now you listen and draw lines.
- 2 Grandma** Who's that boy? He's got a sports bag and he's playing football.  
**Boy** That's Fred. He loves football!  
**Grandma** Yes, he's having fun. I like his glasses.  
**Boy** So do I! He's my best friend.
- 3 Grandma** Is that girl Fred's sister?  
**Boy** Which girl?  
**Grandma** She's got long, brown, curly hair and freckles.  
**Boy** Oh, yes. And she's playing football, too.  
**Grandma** That's right.  
**Boy** Yes. She's Fred's younger sister. Her name is Zoe.

- 4 Boy** Can you see Peter?  
**Grandma** Is he climbing?  
**Boy** Yes, he is. He's got short, fair hair and freckles.  
**Grandma** He's very brave. I don't like climbing!  
**Boy** Yes, he is. He's the bravest boy in my class!
- 5 Boy** Sally's got long, brown hair.  
**Grandma** Has she got a skipping rope?  
**Boy** No, she's running. She isn't very happy!  
**Grandma** Oh, yes! She doesn't like spiders.  
**Boy** No, but her little brother likes them!
- 6 Grandma** Who's the boy with the basketball?  
**Boy** That's Charlie. He's tall and he's got a very colourful T-shirt!  
**Grandma** He's very good at basketball.  
**Boy** Yes! The younger children like him.

#### ANSWERS

Jane, c Fred, h Zoe, g Peter, d Sally, f Charlie, a (Ben is a distractor.)

#### 2 Talk about a photo of your family or your class.

- 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 good to practise asking and answering questions about family.
- Read the instruction with the students and make sure that they understand what they need to do. You could project a photo onto the IWB for students to discuss.
- 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 and more details in their answer, e.g. *This is my mum. She's got long, straight hair and she's wearing a yellow T-shirt. She likes playing board games.*

### Reading and Writing

#### 3 Match the sentences to the pictures.

- Focus students' attention on the pictures. Ask questions, e.g., *Where are the children? What are they doing?*
- Ask students to read all of the sentences first. Then they complete the matching activity by drawing lines to match the pictures with the sentences.

#### ANSWERS

1 b 2 d 3 a 4 c

#### 4 Read the text and choose the best answer.

- Read the instruction with the students and make sure that they understand what they need to do.
- Focus students' attention on the picture and ask questions, e.g. *Who can you see?* (a boy and a girl) *Where are they?* (in the playground at school) *What are they doing?* (they are talking)

- Read the *Exam Tip!* with the students and remind them that they need to read the dialogue all the way through first, for general understanding.
- Read the first sentence and the three options in question 1 with the class. Demonstrate the task by asking a student to choose the correct answer.
- Students work on their own or in pairs to complete the reading and writing activity by choosing the correct answers.

### ANSWERS

1 B 2 B 3 B 4 C 5 A

#### Optional activity

Students can write sentences describing their friends and their own first day at school. Weaker students can focus on writing one or two sentences about their friends.

## Unit 2 A1 Movers

### Learning objectives

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

Familiarize students with the style of questions for this exam

### Language

**Review vocabulary:** *cinema, library, museum, restaurant, shopping centre, sports centre, station, university*

**Review grammar:** Present continuous (questions and answers; negative)

### Starting the lesson (optional)

- Play *What's missing?* (see *Ideas bank* in the Teacher's Guide) to review the places in the city vocabulary.

## Listening and Speaking

### 1 Listen and write. 002

- Read the instruction with the students and make sure that they understand what they need to do.
- Focus students' attention on the picture and ask *Who can you see in the picture?* (a teacher and some school children) *Where are they?* (in class) *What are they doing?* (They are listening to their teacher and looking at the board.)
- Ask students to read through the questions before they listen so that they know what information they need to listen out for.
- Play the audio once through for students to listen and write the missing words.
- Play the audio again for students to check their answers. Then check answers as a class.

### Audio transcript

- 1 **Girl** It's our class trip today!  
**Boy** Yes! I'm excited! We're going to the city!  
**Girl** I love the city. What time is it?  
**Boy** It's 9 o'clock.  
**Girl** Quick! The bus is leaving now!  
**Narrator** Can you see the answer? Now you listen and write.
- 2 **Mr Hall** OK. Listen, please. We're stopping at the museum now.  
**Girl** How long have we got at the museum, Mr Hall?  
**Mr Hall** We've got an hour here before we go to the restaurant for lunch.
- 3 **Boy** What can we see in the museum, Mr Hall?  
**Mr Hall** There are lots of paintings and there are some old statues.  
**Girl** Can we see the statue of the horse? I love it.  
**Mr Hall** Yes, of course. That's in the Red Room on the first floor. But let's look at the paintings first ...
- 4 **Mr Hall** OK, class. Now we're stopping at the restaurant to have lunch.  
**Boy** Oh! It's Pizza Palace! Great!  
**Girl** I love Pizza! My favourite restaurant is Pizza Centre.
- 5 **Boy** Look! We're stopping at the cinema!  
**Girl** Great! There's a Spider-Man film on! I want to watch it.  
**Boy** Me too! Mr Hall, can we see the Spider-Man film?  
**Mr Hall** No. We're seeing the new Sherlock Holmes film.  
**Girl** Which film? How do you spell that?  
**Mr Hall** It's S-H-E-R-L-O-C-K-H-O-L-M-E-S.
- 6 **Mr Hall** OK. We're arriving back at school now. Don't forget your things! Please take everything with you. Your parents are waiting outside the school.  
**Boy** What time is it, Mr Hall?  
**Mr Hall** It's five thirty. We're a bit late, so please hurry up.

### ANSWERS

1 nine o'clock 2 museum 3 Red 4 Palace  
 5 Sherlock 6 5.30

### 2 Which picture is the odd one out? Talk with a partner.

- Ask students to look at the pictures in the first question. Say *Look at the four pictures. One of them is different. Which one is different? Why is it different?* (Picture b is different. Pictures a, c and d are inside, but picture b is outside.)
- Read the *Exam Tip!* with the class. Make sure that students understand that they need to explain why one of the pictures is different from the others.
- Students work in pairs to complete the speaking activity. Walk around the class, helping where necessary.

### ANSWERS

- 1 **b** the sports field (The sports field is outside. The other places are inside.)  
 2 **c** the library (In this picture, the students are studying. In the other pictures, people are eating.)  
 3 **c** the university (People go to university to study. They go to the other places in their free time.)  
 4 **a** football (You play football on land. The other pictures show people doing things in water.)

### 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 explain in a bit more detail why one of the items is the odd one out.

## Reading and Writing

### 3 Look and read. Choose the correct words and write them on the lines.

- 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.
- Read the first question with the class. Demonstrate the task by asking a student to choose the correct word. Remind students that there are two extra words that they don't need to use.
- Students work on their own or in pairs to complete the reading and writing activity by choosing the correct words and writing them on the lines.

#### ANSWERS

1 hair 2 glasses 3 a sports centre 4 a station  
5 freckles 6 a museum

### 4 Read the text and choose the best answer.

- Read the instruction with the students and make sure that they understand what they need to do.
- Focus students' attention on the picture and ask questions, e.g. *Who can you see?* (a boy and a girl) *Where are they?* (outside school) *What are they doing?* (they are talking)
- Ask students to read the dialogue all the way through first, for general understanding.
- Read the first sentence and the three options in question 1 with the class. Demonstrate the task by asking a student to choose the correct answer.
- Students work on their own or in pairs to complete the reading and writing activity by choosing the correct answers.

#### ANSWERS

1 C 2 A 3 B 4 C 5 B

### Optional activity

Students can write sentences about their own town or city and what they can see and do there. Weaker students can focus on writing one or two sentences about their own town or city.

## Unit 3 A1 Movers

### Learning objectives

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

Familiarize students with the style of questions for this exam

### Language

**Review vocabulary:** *ambulance driver, chef, doctor, pilot, scientist, shop assistant, sports coach, vet*

**Review grammar:** *Wh-* questions (present simple); Past simple (negative)

## Starting the lesson (optional)

- Play *Choose and describe* (see *Ideas bank* in the Teacher's Guide) to review the jobs vocabulary.

## Listening and Speaking

### 1 Listen and tick the box. 003

- Read the instruction with the students and make sure that they understand what they need to do.
- Focus their attention on the pictures and ask them questions to encourage them to think about what they can see, e.g. *Where are the people? What are the people doing?*
- Read the *Exam Tip!* with the class. Make sure that students understand that they need to look at the pictures carefully, before they listen. 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.

### Mixed ability

With weaker students, play the first section of the audio and answer the first question together as a class.

## Audio transcript

### 1 Where does Paul's aunt work?

**Paul** What's your job, Aunt Lily?

**Aunt** I'm a scientist. Do you like science?

**Paul** Yes, I do. Do you work at a school?

**Aunt** No, I work at the university.

**Paul** Wow! Can I come to work with you?

**Aunt** Yes. But tell your parents first. Your mum's cooking in the kitchen.

### 2 When does Vicky's brother work?

**Vicky** Dad, it's raining outside. Can I play in my room with my friend Julia?

**Dad** I'm sorry, you can't. Your brother is sleeping upstairs.

**Vicky** But it's the weekend, and it's 11.00 in the morning!

**Dad** I know, but your brother works at the hospital at night. You and Julia can play in the living room.

**Vicky** OK. Thanks, Dad.

### 3 What job does Fred want to do?

**Grandma** Do you want to be a shop assistant when you're older, Fred?

**Fred** No, Grandma! I don't like shopping.

**Grandma** You like doing sport and cooking, don't you?

**Fred** Yes, I do. I want to be a chef. I love cooking and baking!

### 4 What job does Sally want to do?

**Grandpa** What job do you want to do when you're older, Sally?

**Sally** Well, Grandpa, I want to drive or fly.

**Grandpa** You could be a pilot. Or a sports coach – they drive to different places.

**Sally** I could, but I want to be an ambulance driver. I want to help people who are ill.

## ANSWERS

1 c 2 a 3 b 4 c

### 2 Describe the differences between the pictures. Talk with a partner.

- Focus students' attention on the pictures and ask them questions to encourage them to think about the differences, e.g. *Is it night?*
- Read the instruction with the students and make sure that they understand what they need to do. Then read the model answer with the class.
- 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 the speaking activity, e.g. *The man's wearing a big white hat.*

## Reading and Writing

### 3 Look and write the words.

- Students look at the pictures and label them using the words in the box.

## ANSWERS

1 doctor 2 chef 3 pilot 4 sports coach 5 scientist 6 ambulance driver 7 vet 8 shop assistant

### 4 Read the text. Choose the right words and write them on the lines.

- 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.
- Read the *Exam Tip!* with the class. Make sure that students understand that they need to read the text all the way through first, for general understanding. Explain that it is possible to work out what kind of word is needed (a noun, adjective, or verb, etc.) by looking at the words before and after the gap.
- Read the first sentence and the three options in question 1 with the class. Demonstrate the task by asking a student to choose the correct word to complete the sentence.
- Students work on their own or in pairs to complete the reading and writing activity by choosing the correct words and writing them in the text.

## ANSWERS

1 are 2 are 3 inside 4 rainy 5 fast 6 because

#### Optional activity

Students can write sentences about their parents or people they know and the jobs they do. Weaker students can focus on writing one or two sentences about one of the jobs in the exercise 1.

## Unit 4 A1 Movers

### Learning objective

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

Familiarize students with the style of questions for this exam

### Language

**Review vocabulary:** *bridge, car park, forest, path, picnic area, river, rock, waterfall*

**Review grammar:** *There was / There were (with some, any, lots of) / Past simple (to be with adjectives)*

### Starting the lesson (optional)

- Play *Can you remember?* (see *Ideas bank* in the Teacher's Guide) to review the places and maps vocabulary.

## Listening and Speaking

### 1 Listen and write. 004

- Read the instruction with the students and make sure that they understand what they need to do.
- Focus students' attention on the picture and ask *What can you see in the picture? What is the title of the text?* (The countryside park)
- Ask students to read through the questions before they listen so that they know what information they need to listen out for.
- Play the audio once through for students to listen and write the missing words.
- Play the audio again for students to check their answers. Then check answers as a class.

### Audio transcript

**1 Teacher** OK, children, come on. The bus is waiting to take us on our trip.

**Boy** Where are we going, Mrs Ball?

**Teacher** We're going to the countryside park.

**Boy** Great! I love going on the bus.

**2 Boy** Is the countryside park called Hill Park?

**Teacher** No, it's called Forest Hill Park.

**Boy** Sorry. What did you say?

**Teacher** Forest Hill Park. That's F-O-R-E-S-T.

**Boy** OK.

**3 Boy** Are there hundreds of different animals in the countryside park?

**Teacher** No, there aren't that many. It says on the website that there are 64 different kinds of animals and birds.

**Boy** 64?

**Teacher** Yes. They all live in the forest.

**4 Boy** My parents want me to take a photo of the waterfall there.

**Teacher** Oh yes, the waterfall is famous.

**Boy** It's called Deep Water.

**Teacher** Yes, it is. We can have our picnic lunch next to it and watch the birds.

**Boy** Cool!

5 **Teacher** Have you got your picnic lunch?

**Boy** I've got a cold drink in my bag.

**Teacher** Have you got sandwiches, too?

**Boy** Oh yes, here they are.

6 **Boy** Can I take my raincoat?

**Teacher** No, you don't need that, it isn't rainy today. It's hot, sunny and dry!

**Boy** OK. Thanks!

#### ANSWERS

1 bus 2 Forest 3 64 4 waterfall 5 sandwiches

6 hot

#### 2 Look at the pictures. Tell the story.

- Focus students' attention on the pictures and ask *What can you see in the pictures?* (a family going on a trip) *What is the title?* (Clare and Jack's trip to the mountain) *What do you think the story is about?*
- Read the instruction with the students and 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 include affirmative or negative sentences, e.g. *It isn't rainy. It's sunny.*

## Reading and Writing

#### 3 Read the story. Choose a word from the box.

Write the correct word next to numbers 1–7.

There is one example.

- 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.
- Read the first sentence with the class. Demonstrate the task by asking a student to choose the correct word to complete the sentence. Remind students that there are two extra words that they don't need to use.
- Students work on their own or in pairs to complete the reading and writing activity by choosing the correct words and writing them in the sentences.

#### ANSWERS

1 bike 2 muddy 3 lake 4 flying 5 loud 6 climb  
7 hungry

#### 4 Now choose the best name for the story. Tick one box.

- Read the instruction with the students and make sure that they understand what they need to do.
- Explain the title needs to match the whole story, not just one small detail in the story.
- Students tick the sentence that best matches the story.

#### ANSWERS

Katy and Ben explore the forest.

#### Optional activity

Students can write sentences about exploring a place in the countryside.

Weaker students can focus on writing one or two sentences using the words and pictures in the box in exercise 1.

## Unit 5 A1 Movers

#### Learning objectives

Develop language skills and exam techniques to prepare students for the Cambridge English: A1 Movers exam  
Listening Part 3, Speaking Part 1, Reading and Writing Parts 4 and 6

Familiarize students with the style of questions for this exam

#### Language

**Review vocabulary:** *do exercise, drink water, eat fruit, eat vegetables, go to bed early, go to the dentist, play outside, wash your hands*

**Review grammar:** *How often do you ... ?* (with expressions of frequency); Past simple (*to be* with adjectives)

## Starting the lesson (optional)

- Play *Mime the action* (see *Ideas bank* in the Teacher's Guide) to review the staying healthy vocabulary.

## Listening and Speaking

#### 1 Mrs Parrot is telling Daisy about the people in her family. Match the people to their healthy habits and free time activities. Listen and match.

🔊 005

- Read the instruction with the students and make sure that they understand what they need to do.
- Focus their attention on the pictures and ask them questions to encourage them to think about what they can see, e.g. *What free time activities can you see?*
- Play the audio once through for students to listen and match.
- Play the audio again for students to check their answers. Then check answers as a class.

#### Audio transcript

**Girl** Hello, Mrs Parrot.

**Woman** Hello, Daisy ... OK, so you'd like to know what the people in my family do to be healthy and to relax. Well, my parents don't work so they have lots of free time. They go swimming every Wednesday and Friday. Their town has got a big new swimming pool!

**Girl** Wow, that's great! What does your daughter like doing? She's in my class at school.

**Woman** That's right! She loves playing video games ... but not in her bedroom! She plays lots of exciting video games with her friends. Their favourite game is about cooking in a busy restaurant.

**Woman** I've got a son, too.



**Girl** I didn't know that!

**Woman** Well, he's ten years older than you. He does a lot of exercise! He likes playing sports outside. He plays football every Saturday and plays volleyball on the beach. He's very healthy!

**Girl** Have you got any brothers or sisters?

**Woman** I've got a brother. He's younger than me and he has a son.

**Girl** What's his favourite hobby? Is it doing art? I know you like painting.

**Woman** No. He loves doing karate. He goes to classes twice a week and he practises at home.

#### Mixed ability

To support weaker students, pause the audio after each section so that students have more time to think about all the options carefully. Play the section again, if necessary.

#### ANSWERS

her parents, e her daughter, a her son, d  
her brother, c

### 2 Describe the differences between the pictures.

#### Talk with a partner.

- Read the *Exam tip!* with the students. Make sure that students understand that they need to describe the people and the place when they are discussing the differences.
- Ask students to look at the pictures and compare them. Ask questions, e.g. *Where are they? What are they doing? What do they look like?* Weaker students can make notes about the differences to refer to when they are doing the speaking activity.
- Model the exchange with a student using the example answer. Then ask students to do the speaking activity in pairs.

#### 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 detail in their answers.

## Reading and Writing

### 3 Read the text. Choose the right words and write them on the lines.

- 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.
- Ask students to read the text all the way through first, for general understanding.
- Read the first sentence and the three options in question 1 with the class. Demonstrate the task by asking a student to choose the correct word to complete the sentence.
- Students work on their own or in pairs to complete the reading and writing activity by choosing the correct words and writing them in the text.

#### ANSWERS

1 about 2 playing 3 inside 4 often 5 lots of  
6 to go 7 how 8 the

### 4 Look and read and write.

- Read the instruction with the students and make sure that they understand what they need to do.
- Focus students' attention on the picture and ask questions, e.g. *Where are the people? Can you see the boy sitting down? What's he doing?* (He's playing video games.)
- Do the first question with the class as an example. Make sure that students understand that they need to look at the picture to find the answers.
- Students work on their own or in pairs to complete the activity.

#### ANSWERS

1 video games 2 volleyball 3 swimming pool  
4 football 5 fishing

#### Optional activity

Students can write sentences about healthy habits and what they do to relax. Weaker students can focus on writing one or two sentences about their own healthy habits.

## Unit 6 A1 Movers

#### Learning objectives

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

Familiarize students with the style of questions for this exam

#### Language

**Review vocabulary:** *butter, chillies, flour, milk, mushrooms, onions, sugar, tomatoes*

**Review grammar:** Countable and uncountable nouns (affirmative) / Countable and uncountable nouns (negative)

### Starting the lesson (optional)

- Play *Word cloud* (see *Ideas bank* in the Teacher's Guide) to review the food vocabulary.

## Listening and Speaking

### 1 Listen and write. 006

- Read the instruction with the students and make sure that they understand what they need to do.
- Focus students' attention on the picture and ask *Who can you see in the picture?* (a boy and his mum) *Where are they?* (in the kitchen) *What are they doing?* (They are making something to eat.)
- Ask students to read through the questions 1–6 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 missing words.
- Play the audio again for students to check their answers. Then check answers as a class.

## Audio transcript

- 1 **Paul** Mum, can I make a cake?  
**Mum** Yes, Paul. You can help me make dinner, too.  
**Paul** What's for dinner?  
**Mum** I'm making a pizza.  
**Paul** Great! Pizza is my favourite meal!
- 2 **Paul** Have we got everything we need?  
**Mum** No, we haven't. Dad is going shopping.  
**Paul** Oh good. Is there any flour?  
**Mum** Yes, there is. We've got tomatoes, too, but there isn't any cheese.  
**Paul** OK, I'll write it on the shopping list for Dad. C-H-E-E-S-E.  
**Mum** That's right. Thanks.
- 3 **Paul** Are there any olives and chillies for the pizza?  
**Mum** I can put some olives on the pizza, but not any chillies.  
**Paul** Why not? Pizza with olives and chillies is my favourite.  
**Mum** Your sister doesn't like them. They're too hot for her.
- 4 **Mum** Are there any onions in the cupboard?  
**Paul** Yes, there are.  
**Mum** And are there any mushrooms?  
**Paul** No, there aren't. Shall I write them on the list?  
**Mum** Yes. Your sister loves mushrooms. You spell them M-U-S-H-R-O-O-M-S.
- 5 **Mum** Have you got everything you need to make a cake?  
**Paul** I've got flour, eggs, butter and chocolate.  
**Mum** Have you got any sugar? Look in the blue cupboard.  
**Paul** OK. Oh, there isn't any sugar.  
**Mum** Write it on the list.  
**Paul** OK. S-U-G-A-R.
- 6 **Paul** Is Dad going to the big supermarket?  
**Mum** No, he's going to the food store in the market.  
**Paul** Is that the one called The Hungry Hippo?  
**Mum** Yes, it is.

### ANSWERS

- 1 cake 2 cheese 3 chillies 4 mushrooms 5 sugar  
6 Hungry

## 2 Which picture is the odd one out? Talk with a partner.

- Ask students to look at the pictures in the first question. Say *Look at the four pictures. One of them is different. Which one is different? Why is it different?* (Picture c is different. Pictures a, b and d show vegetables, but picture c shows cheese.) Make sure that students understand that they need to be able to explain why one of the pictures is different from the others.
- Students work in pairs to complete the speaking activity. Walk around the class as they are speaking, helping where necessary.

### ANSWERS

- 1 c, the cheese (Cheese is not a vegetable. The other pictures show vegetables.)  
2 a, the chillies (Chillies are a vegetable. The other things are not vegetables.)  
3 c, eating (The other pictures show someone making food.)  
4 a, the cake (The other pictures show healthy food.)

## 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 explain in a bit more detail why one of the items is the odd one out, e.g., *Cheese is not a vegetable. We make cheese with milk.*

## Reading and Writing

### 3 Look and read. Choose the correct words and write them on the lines.

- 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.
- Read the first question with the class. Demonstrate the task by asking a student to choose the correct word.
- Read the *Exam Tip!* with the students. Remind students that there are two extra words that they don't need to use.
- Students work on their own or in pairs to complete the reading and writing activity by choosing the correct words and writing them on the lines.

### ANSWERS

- 1 milk 2 chillies 3 onions 4 butter 5 tomatoes  
6 flour

### 4 Read the text and choose the best answer.

- Read the instruction with the students and make sure that they understand what they need to do.
- Focus students' attention on the picture and ask questions, e.g. *Who can you see?* (a boy and his mother) *Where are they?* (in the kitchen) *What are they doing?* (making a cake)
- Ask students to read the dialogue all the way through first, for general understanding.
- Read the first sentence and the three options in question 1 with the class. Demonstrate the task by asking a student to choose the correct option.
- Students work on their own or in pairs to complete the reading and writing activity by choosing the correct answers.

### ANSWERS

- 1 B 2 B 3 A 4 C

## Optional activity

Stronger students can write sentences about a recipe or foods they know how to cook.

Weaker students should focus on writing one or two sentences using the words exercise 1.

## Unit 7 A1 Movers

### Learning objectives

Develop language skills and exam techniques to prepare students for the Cambridge English: A1 Movers exam

Listening Part 4, Speaking Part 4, and Reading and Writing Part 5

Familiarize students with the style of questions for this exam

### Language

**Review vocabulary:** (housework) *hoover the floor, wash the dishes, load the dishwasher, water the plants, clean my room, clear the table, cook the dinner, wash the car, (party preparations) invite guests, prepare food, tidy up, decorate, dress up*

**Review grammar:** Past simple regular verbs (affirmative and negative); *had to*

### Starting the lesson (optional)

- Play *Fast talk* (see *Ideas bank* in the Teacher's Guide) to review the housework vocabulary.

### Listening and Speaking

#### 1 Listen and tick ✓ the box. 007

- Read the instruction with the students and make sure that they understand what they need to do.
- Focus their attention on the pictures and ask them questions to encourage them to think about what they can see, e.g. *Where are the people? What are the people doing? What free time activities can you see?*
- 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.

#### Mixed ability

With weaker students, play the first section of the audio and answer the question together as a class.

### Audio transcript

#### 1 What does Peter have to do?

**Girl** Peter, do you want to go to the park and play football?

**Peter** I can't. I have to clean my room.

**Girl** OK. Do you want to come after that?

**Peter** Yes, please!

#### 2 What does Zoe have to do?

**Zoe** Dad, can I go to the shops with Mum?

**Dad** Your brother is going with her. He has to get new school shoes.

**Zoe** But I like going to the shops!

**Dad** You can go next week, but first you have to help me water the plants in the garden.

#### 3 What does Jack have to do?

**Mum** Jack, can you help me and your dad?

**Jack** Sure. I can clear the table.

**Mum** No, your sister is doing that. Can you load the dishwasher?

**Jack** OK. I don't like washing up, but I like loading the dishwasher.

#### 4 What does Daisy have to do?

**Dad** Daisy, it's four o'clock and your party starts at six!

**Daisy** Yes, I know! I'm preparing the food with Mum.

**Dad** Don't forget you have to set the table. I'm busy. I'm decorating the room.

**Daisy** OK, Dad.

### ANSWERS

1 c 2 b 3 a 4 c

### 2 What do you eat at parties? What do you do? Talk with a partner.

- Explain that in this part of the exam students will have to answer questions about themselves and their own lives.
- Read the instruction with the students and make sure that they understand what they need to do.
- Model the example answer on the worksheet with a student. Then give students some time to plan how they might answer the questions themselves. Remind them that their answers do not need to be true. For example, if they don't go to parties, they can make up their answers from their imagination if they wish.
- 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 and detail.

### Reading and Writing

#### 3 Look at the pictures and read the story. Write some words to complete the sentences. You can use 1, 2 or 3 words.

- Focus students' attention on the pictures and ask questions, e.g. *Where are the children? What are they doing?*
- Read the instruction with the students and make sure that they understand what they need to do.
- Ask students to read the text all the way through first, for general understanding. Then ask them to read the questions carefully so that they can focus their attention on their answers when they read the text a second time.
- Read the *Exam Tip!* with the students. Remind students that often they will need to use different words in their answers. They should not just copy the words from the text.
- Students complete the reading and writing activity.

### ANSWERS

1 Saturday 2 party 3 to her party 4 invited Paul  
5 wash the car 6 a party 7 surprise 8 a cake

#### Mixed ability

Weaker students can work in pairs to complete the activity.



## Unit 8 A1 Movers

### Learning objectives

Develop language skills and exam techniques to prepare students for the Cambridge English: A1 Movers exam  
Listening Part 2, Speaking Part 2, Reading and Writing Part 6

Familiarize students with the style of questions for this exam

### Language

**Review vocabulary:** *bowl, coins, comb, cup, fan, helmet, lamp, phone*

**Review grammar:** Past simple irregular verbs (affirmative and negative)

### Starting the lesson (optional)

- Play *What's missing?* (see *Ideas bank* in the Teacher's guide) to review the objects vocabulary.

### Listening and Speaking

#### 1 Listen and write. 🎧 008

- Read the instruction with the students and make sure that they understand what they need to do. Ask a student to explain the task in their own words.
- Focus students' attention on the text and ask *What can you see in the picture?* (a museum) *What is the title?* (Our trip to the museum) *What do you think the listening is about?* (a (school) trip to a museum)
- Read the *Exam Tip!* with the students. Students 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 missing words.
- Play the audio again for students to check their answers. Then check answers as a class.

#### Audio transcript

- 1 **Woman** Did you enjoy your class trip to the museum yesterday, Fred?  
**Boy** Yes, I did. We learned a lot about the history of our city.  
**Woman** Did you go there by train?  
**Boy** No, we went on a bus.
- 2 **Boy** The museum has got a new name.  
**Woman** Has it? Is it City Museum?  
**Boy** No, it's called World of History. That's H-I-S-T-O-R-Y.
- 3 **Woman** Where is the museum? Is it in Castle Street?  
**Boy** No, it isn't. It's in Lake Street.  
**Woman** Oh, yes! Is it near the park?  
**Boy** Yes, it is.
- 4 **Boy** We saw lots of old things.  
**Woman** Did you see any Roman bowls?  
**Boy** Yes, we did. And we saw some Roman cups!  
**Woman** Wow!

- 5 **Woman** What was the oldest thing in the museum?  
**Boy** Hm. There was an old phone, but it wasn't the oldest thing in the museum.  
**Woman** Were there any coins?  
**Boy** Yes, there were. They were nearly 2,000 years old.
- 6 **Woman** Did you go to the café in the museum?  
**Boy** No, we didn't. The school made us a picnic lunch.  
**Woman** What was in your lunch?  
**Boy** We had sandwiches and my favourite drink – lemonade.

#### ANSWERS

- 1 bus 2 History 3 Lake 4 cups 5 coins  
6 sandwiches

#### 2 Look at the pictures. Tell the story.

- Focus students' attention on the pictures and ask *What can you see in the pictures?* (a museum) *What is the title?* (Lost at the museum!) *What do you think the story is about?* (someone gets lost on a class trip to a museum)
- Read the instruction with the students and 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 one affirmative or one negative sentence to the speaking activity, e.g. *They went to the museum. They didn't go to the sports centre.*

### Reading and Writing

#### 3 Look and read and write.

- Focus students' attention on the picture and ask *What can you see in the picture?* (a museum) *What can you see in the museum?* (a statue, a boy wearing a helmet, etc.) *What are the people doing?* (the woman is taking a photo, etc.)
- Read the instruction with the students and make sure that they understand what they need to do. Look at the example answer together as a class.
- Students look at the picture and write *yes* or *no*.

#### Mixed ability

With weaker students, answer the second question together as a class.

#### ANSWERS

- 1 yes 2 no 3 yes 4 yes 5 no 6 no  
7 students' own answers 8 students' own answers

## Unit 9 A1 Movers

### Learning objectives

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

Familiarize students with the style of questions for this exam

### Language

**Review vocabulary:** *art room, canteen, corridor, field, gym, IT room, music room, staff room*

**Review grammar:** Object pronouns (*me / you / him / her / it / us / them*)

### Starting the lesson (optional)

- Play *Missing letters* (see *Ideas bank* in the Teacher's Guide) to review the places in school vocabulary.

### Listening and Speaking

#### 1 Clare is telling her uncle about her school. Who are the people? Listen and draw lines. 🎧 009

- Read the instruction with the students and make sure that they understand what they need to do. Explain to students that there is one extra name which they do not need to match.
- Focus their attention on the picture and ask them questions to encourage them to think about what they can see, e.g. *What places in school can you see?*
- Play the audio once through for students to listen and match the names with the people in the picture.
- Play the audio again for students to check their answers. Then check answers as a class.

#### Audio transcript

- 1 **Unde** Hi, Clare! Do you like your new school?  
**Clare** Yes, I do. It's great!  
**Unde** Who's your class teacher?  
**Clare** It's Mr Hall. He teaches music in the music room.
- 2 **Unde** Who's the head teacher?  
**Clare** It's Mrs Day. She's in the canteen.  
**Unde** Oh yes! I see her.
- 3 **Clare** Can you see Mr Brown? He teaches us IT.  
**Unde** Has he got glasses?  
**Clare** Yes! He's in the IT room.  
**Unde** Oh, yes!
- 4 **Unde** Who's the woman teaching sport?  
**Clare** The woman on the field?  
**Unde** No, the woman in the gym.  
**Clare** That's Mrs Ball. She teaches basketball.
- 5 **Unde** Who's the woman in the art room?  
**Clare** That's Mrs Lime.  
**Unde** What does she teach?  
**Clare** She teaches art.
- 6 **Clare** Can you see Mr Long? He teaches us English.  
**Unde** Is he in the canteen?  
**Clare** No, he's in the staff room.  
**Unde** Oh, yes! He's having a cup of coffee.

### ANSWERS

Mr Hall, b   Mrs Day, g   Mr Brown, d   Mrs Ball, h  
Mrs Lime, a   Mr Long, e   (Mrs Night is a distractor)

#### 2 Describe the differences between the pictures.

##### Talk with a partner.

- Focus students' attention on the pictures and ask them questions to encourage them to think about the differences, e.g. *What time is it?*
- 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 when they give their answers.

### Reading and Writing

#### 3 Look and write the words.

- Students look at the pictures of rooms and places in a school, and write the words.

### ANSWERS

1 music room   2 IT room   3 canteen   4 corridor  
5 staff room   6 gym   7 art room   8 field

#### 4 Read the text. Choose the right words and write them on the lines.

- 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.
- Ask students to read the text all the way through first, for general understanding.
- Read the first sentence and the three options in question 1 with the class. Demonstrate the task by asking a student to choose the correct word to complete the sentence.
- Students work on their own or in pairs to complete the reading and writing activity by choosing the correct words and writing them in the text.

### ANSWERS

1 are   2 play   3 us   4 also   5 them   6 helping

#### Optional activity

Students write sentences describing their school life and school rules.

Weaker students can focus on writing one or two sentences.

# Unit 10 A1 Movers

## Learning objectives

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

Familiarize students with the style of questions for this exam

## Language

**Review vocabulary:** *go hiking, go sightseeing, go snorkelling, go to the beach, have a barbecue, see a show, see a castle, take a boat trip*

**Review grammar:** *going to* for future plans (*I / you / he / she / we / they*)

## Starting the lesson (optional)

- Play *The chain game* (see *Ideas bank* in the Teacher's Guide) to review the holidays vocabulary.

## Listening and Speaking

### 1 Jack is telling Mr Green about the different people in his family and their holiday plans.

**Listen and match.** 010

- Read the instruction with the students and make sure that they understand what they need to do. Explain to students that there are two extra activities which they do not need to match.
- Focus their attention on the pictures and ask them questions to encourage them to think about what they can see, e.g. *What places and holiday activities can you see?*
- Play the audio once through for students to listen and match the names with the holiday activities.
- Play the audio again for students to check their answers. Then check answers as a class.

### Mixed ability

With weaker students, play the first section of the audio and answer the question together as a class.

## Audio transcript

- 1 **Woman** Hi, Jack! What are you going to do on holiday this summer?  
**Boy** I'm going to go snorkelling.  
**Woman** Are you going to go with friends?  
**Boy** No, I'm going to go with my parents.
- 2 **Woman** Is your sister going to go snorkelling?  
**Boy** No, she doesn't like swimming.  
**Woman** Is she going to go to the beach?  
**Boy** Yes, she is.
- 3 **Boy** My aunt and uncle are going to come on holiday with us, too.  
**Woman** Are they? That's nice.  
**Boy** My aunt is going to see a show with my mum.  
**Woman** That sounds great.

- 4 **Woman** Is your uncle going to see a show?  
**Boy** Oh, no! He doesn't like that.  
**Woman** What is he going to do?  
**Boy** He likes history. He's going to visit a castle with my dad.
- 5 **Boy** My grandparents are going on holiday with their friends.  
**Woman** Are they going to see a show?  
**Boy** No, they're going to take a boat trip. They like doing that.
- 6 **Woman** Is your cousin going to go on holiday with you?  
**Boy** No, he's going to go to the mountains with his friends.  
**Woman** Is he going to go hiking?  
**Boy** Yes, he is. He loves going hiking!

## ANSWERS

Jack, a his sister, h his aunt, c his uncle, g his grandparents, f his cousin, b

### 2 Where are you going to go on holiday? What are you going to do? Talk with a partner.

- Read out the question and the model answer to the class. Ask one or two students to answer the question.
- Read out the *Exam Tip!* to the class. Ask one or two students to say the phrase aloud. Correct pronunciation, if necessary.
- Students do the speaking activity in pairs. Walk around the class, helping where necessary.

## Reading and Writing

### 3 Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

- Focus students' attention on the pictures and ask questions, e.g. *Where are the children? What are they doing?*
- Read the instruction with the students and make sure that they understand what they need to do. Ask a student to explain the activity in their own words.
- Ask students to read all the way through the text first, for general understanding. Then ask them to read the questions carefully so that they can focus their attention on their answers when they read the text a second time.
- Read the *Exam Tip!* with the students. Remind them that the pictures don't show the answers.
- Students complete the reading and writing activity.

## ANSWERS

- 1 to go camping 2 to go sightseeing  
3 to go snorkelling 4 the tent 5 Paul and Anna  
6 swimsuit and snorkel/swimsuits and snorkels  
7 caught some fish 8 barbecue

### Optional activity

Students can write sentences about their own town or city and what they can see and do there. Weaker students can focus on writing one or two sentences about their own town or city.