

innova

Pre A1 Summer Camp Starters

Teacher's Book

Innova Press

innova

Notes on the manuscript

This material has not been laid out because it is up to the client to decide:

1. the form – one or two columns
2. whether the book should be printed in colour or black and white – at the moment, the Audio Script is presented in blue and many of the answers are given in colour because it is much easier to present them in this way; however, a client may not wish to go to the expense of a teacher's book in full colour.

Once this is decided, Innova will do the layout as part of the contract.

In addition, there is yellow highlighting in places:

1. for phonemes – these have not been rendered because they will not reproduce properly unless the same phonemic font is resident on a user's computer. The key to the symbols is provided below.
2. for cross-reference – from the point of view of good methodology, it is useful for the students to have both the answers and the Audio Script to refer to for self-checking or pairwork after the exercise has been conducted; however, it may not be acceptable in some markets for the students to have ready access to either the answers or the Audio Script.

innova

C1	/p/	pit	C9	/θ/	think	C17	/r/	rat
C2	/b/	bit	C10	/ð/	that	C18	/w/	wet
C3	/t/	time	C11	/s/	send	C19	/h/	hat
C4	/d/	door	C12	/z/	zip	C20	/j/	yet
C5	/k/	cat	C13	/m/	man	C21	/ʃ/	shop
C6	/g/	get	C14	/n/	nice	C22	/ʒ/	leisure
C7	/f/	fan	C15	/ŋ/	ring	C23	/tʃ/	chop
C8	/v/	van	C16	/l/	leg	C24	/dʒ/	jump

C1	/p/	pit	C9	/θ/	think	C17	/r/	rat
C2	/b/	bit	C10	/ð/	that	C18	/w/	wet
C3	/t/	time	C11	/s/	send	C19	/h/	hat
C4	/d/	door	C12	/z/	zip	C20	/j/	yet
C5	/k/	cat	C13	/m/	man	C21	/ʃ/	shop
C6	/g/	get	C14	/n/	nice	C22	/ʒ/	leisure
C7	/f/	fan	C15	/ŋ/	ring	C23	/tʃ/	chop
C8	/v/	van	C16	/l/	leg	C24	/dʒ/	jump

Formatted: English (United States)

innova

V1	/ɪ/	pit
V2	/e/	pet
V3	/æ/	pat
V4	/ɒ/	pot
V5	/ʌ/	luck
V6	/ʊ/	good
V7	/ə/	ago

V8	/i:/	meat
V9	/ɑ:/	car
V10	/ɔ:/	door
V11	/ɜ:/	girl
V12	/u:/	too

V13	/eɪ/	day
V14	/aɪ/	sky
V15	/ɔɪ/	boy
V16	/ɪə/	beer
V17	/eə/	bear
V18	/ʊə/	tour
V19	/əʊ/	go
V20	/aʊ/	cow

V1	/ɪ/	pit
V2	/e/	pet
V3	/æ/	pat
V4	/ɒ/	pot
V5	/ʌ/	luck
V6	/ʊ/	good
V7	/ə/	ago

V8	/i:/	meat
V9	/ɑ:/	car
V10	/ɔ:/	door
V11	/ɜ:/	girl
V12	/u:/	too

V13	/eɪ/	day
V14	/aɪ/	sky
V15	/ɔɪ/	boy
V16	/ɪə/	beer
V17	/eə/	bear
V18	/ʊə/	tour
V19	/əʊ/	go
V20	/aʊ/	cow

innova

Contents

1 Hello. I'm Harry.	8
2 Nice to meet you!	9
3 I'm Victor Caron.	10
4 I'm 9.	12
5 My favourite colour is blue.	13
6 I'm from Greece.	14
7 What's your name?.....	16
8 What's your favourite ...?.....	17
9 My favourite things are	19
10 Where's my T-shirt?.....	19
11 Japan is a country.....	22
12 How do you spell ...?	23
13 What's the name?.....	23
14 All about me!.....	24
Test day!.....	26
15 Look! Ben's pictures!.....	29
16 This is my family.....	30
17 Has she got blue eyes?.....	33
18 My mother's a doctor.	35
19 I've got a cat.	35
20 I like your T-shirt.	36
21 He has got	37
22 What's her job?.....	38
23 What's your father's job?.....	39
24 It's a treasure hunt!	40
25 I have a map in my bedroom.....	42
26 This is Eva's family.....	44
27 All about my family!	45
Test day!.....	45
28 It's a hippo.....	47
29 What's this animal?.....	48
30 The monkeys are funny!	49
31 Where are the ducks?	51
32 I like lions.	52
33 The giraffe's sleeping.	52
34 I don't like chickens!	53

innova

35 He's riding a bicycle.	54
36 My favourite pets are	55
37 Which animal is it?	56
38 These are my eyes.....	59
39 Where are they?	59
40 All about animals!	60
Test day!.....	61

Innova Press

innova

Note

This introduction could be translated to ensure that teachers understand exactly the purpose of each part and the methodology to be employed.

General points

This is a preparation course for Cambridge English Qualifications Pre A1 Starters tests. As a result, we focus on introducing children to everyday written and spoken English and enabling them to gain confidence while improving their English.

This course is written around an international summer camp for children of the target age, with familiar topics and clear focuses on the skills needed to communicate effectively in English through listening, speaking, reading and writing.

The icons

There are icons for the four skills in the course.

[Listen \[icon\]](#), [Speak \[icon\]](#), [Read \[icon\]](#) [Write \[icon\]](#)

As listening accounts for one third of the Pre A1 Starters test papers, new language in this course is always introduced through listening. As speaking accounts for another third of the Pre A1 Starters test papers, many times the listening icon prompts a 'Listen and repeat' activity. Be prepared to play the sentences for repetition several times. Get the whole class repeating, then half the class, then individual children. Correct pronunciation gently. Do not try to get perfection, particularly with an individual child.

The same can be done with the reading icon, as many times it can be extended to a 'Read and write' or even a 'Read and write and then listen and speak' activity, to consolidate their spoken English when the children have become familiar with the written material.

Work in pairs [icon]

Pairwork is only successful if it is set up carefully. Once you allow children to begin to work in pairs, it is very difficult to bring them back if some of the pairs are doing the activity wrongly.

Always follow this approach in setting the task. It takes time but it's worth it!

1. Model the activity with a good student. You take the part of Student A and he/she takes the part of Student B. Do the examples and at least one more.
2. Model the activity with another good student. The child takes the part of Student A and you take the part of Student B. Do the examples and at least one more.
3. Model the activity with the whole class. You are A, they are B.
4. Divide class into halves. One half is A, the other half is B.
5. Allow the children to work in pairs.
6. Monitor and assist.
7. Make a note of general issues which more than one pair is having. Go through these at the end. Many of these stages can be fun for the children, where mistakes lead to laughter not embarrassment.

Pairwork is indicated in the teacher's notes many times in every section because it moves the focus away from the 'teacher to students' interaction (T-Ss) on to the 'student to student' interaction (S1-S2). It is only at this stage that learning the new vocabulary or the new pattern can actually take place.

In addition, pairwork can often be used for checking individual answers before you play the 'Listen and check' words or sentences.

innova

Section 1: Welcome!

Title page

Explain the idea of summer camp. In this course, it is in the UK and children come from all over the world for two or three weeks in the summer to have fun and hopefully improve their English. Give the students time to look at the characters. The students will hear the names in the first section.

1 Hello. I'm Harry.

Give the students plenty of time to look at everything on the two pages. They can talk about the contents for a few moments in pairs in their own language OR you can ask them in their own language what they can see in the photographs.

Methodology note

This spread is:

1. to get the students thinking about the topic of this part of the course – we could call this *activating schemata* – and how they would express the target points in their own language;
2. to introduce the students to the *pronunciation* of key words from this part of the course;
3. to introduce the students through listening to some of the sentence patterns from this part of the course.

Do not do *Listen and repeat* in this lesson.

Do not make students try to *read* the names on the page.

If you force students immediately into oral production from aural (listening) memory or from decoding written symbols, you take the focus off aural *comprehension*, which is the key purpose of this section.

1 Refer students to the illustration of Harry introducing himself. Work through the example. Mime *listen* – point to your ears – and *point* – point to things in the classroom or to students and say their names.

Play the track. Be prepared to pause after each character speaks if the students are struggling to find the names in writing on the page.

Audio Script

Hello, I'm Harry. I'm from the USA.

Hello, I'm Ming. I'm from China.

Hello, my name's Joon. I'm from Korea.

Hello, I'm Barbara. I'm from Australia.

Hi, I'm Ali. I'm from Egypt.

Hi, I'm Kiki. I'm from Greece.

Hello, I'm Victor. I'm from France.

Hi, my name's Yuko. I'm from Japan.

Say just the names in a different order, e.g., *Yuko* then *Ali* ...

Students must point again. If you can easily see where the students are pointing, you can make it a competition. The first student to point each time is the winner of that round.

Methodology note

Listen and point.

The children *hear* new words and sentence patterns related to the visual(s). This emphasizes the idea that this section is intended to introduce the meaning and sound of new words, in isolation and sentence context. This is not the stage at which children have to read words or write them.

innova

In English, it is particularly important that children **hear** new words before they **see** them written down, because English is an opaque language. In other words, the sight of a word does not tell you the sound of the word. In English, it is particularly important that children **hear** new words before they **see** them written down, because English is an opaque language. In other words, the sight of a word does not tell you the sound of the word.

If children see a new word before they have heard it, they will, subconsciously, apply simple phonic rules which may not work with that word. So, for example, the word 'where' might be pronounced 'wa-here' by a child, rather than saying it the same as 'wear'.

2 Point to the first photograph – the Statue of Liberty. Say *A photograph. It's a photograph.* Do not ask students to repeat.

Remind students of *listen* and *point*. Work through the example.

Put students into pairs or small groups.

Play the track. Pause after each country to give students time to discuss and choose the correct photograph. There is an element of aural memory, but they have only heard the country once so they might need general knowledge to choose correctly. After a few moments, show students the correct answer.

Audio Script

The USA

Australia

China

Egypt

France

Greece

Japan

Korea

Say the country names again in a random order, e.g., *France* then *Japan*. As before, if possible, do this as a game with a winner for each round.

Get students to turn back to the title page. Start from the left of the illustration. Say: *Where's Kiki from?* Students should say *Greece*.

Continue with all the characters.

The country names are not target items for speaking so accept any reasonable approximation to the correct country name.

Methodology note

The second activity in each section usually involves oral production of vocabulary and sentence patterns from Exercise 1. Do not spend time correcting pronunciation or grammar at this point. Children only need to get a general idea of how to say the words and how to put the patterns together.

Give a lot of praise!

Do the exercises once, as shown on the page, or twice, depending on how well the children participate the first time.

2 Nice to meet you!

1 Refer students to the two photographs and illustrations which they have seen in Section 1.

Point to Harry and say *Who?*

Elicit *Harry*.

innova

Point to the photograph and say *Where?*

Elicit *the USA*.

Repeat with *Ming* and *China*.

Work through the example. Students complete the activity then compare in pairs.

Play the track, pausing if necessary for students to check.

Elicit the full sentences:

- from the whole class;
- with half the class playing A and half playing B.

Audio Script and Answers

A: Hello, I'm Harry.

B: Hello, I'm Ming.

A: Nice to meet you.

B: Nice to meet you, too.

A: I'm from the USA.

B: I'm from China.

2 Tell students that they are going to do the conversation in pairs but with true information about themselves.

Practise with a good student.

Put students into pairs. Say *Hello* and encourage the pairs to start.

Monitor and assist with pronunciation and content.

Make a note of general problems. Feed back on these points at the end.

If one or more pairs are doing the activity particularly well, get them to perform in front of the class.

3 I'm Victor Caron.

1 Give students plenty of time to look at the first three name badges – a to c. Make sure they understand what they are.

Ask some of the better students to try to sound out the names. As before, do not insist on perfect pronunciation. These are not target words.

Play the track. Students respond individually then compare in pairs.

Do not immediately confirm.

Play the track again.

Audio Script and Answers

Hello, my name's Kiki. [Kiki Pallas](#). (b)

Point out the two parts of the name badge:

First name:

Family name:

Explain the meaning of the two items.

2. Say to the students: *You are at the summer camp with Victor and Kiki and Ali. Complete the name badge for you.*

Student complete individually then check in pairs.

Monitor and assist.

innova

Do not feed back on this activity. Just check, if possible, that the students have made a reasonable effort at completing the name badges, e.g., ask some children to say their first name and family name and see if the written form in English is close.

Magic time!

Methodology note

In this subsection, the metalanguage of phonemes is used, but it is supported by examples so it is not essential that a child can interpret the phonemic symbols, e.g., /C9/ vs /C10/ is also shown as 'think' vs 'this'

Tell students that they are going to do something magical now! They are going to learn a code! It's the code of spoken English.

Explain the word *spell* = say the letters.

Ask a good student: *How do you spell your name in English?*

1 Play the track. Ask students to repeat.

Do not worry if the repetition is not very good. The target is the sounds of letters in English, not the question.

Audio Script

1
How do you spell it?
H-A-R-R-Y.

Refer students to the table. Ask if they have ever seen the symbols across the top. If not, say it doesn't matter. This is the code but they can learn the code from the examples in **Magic time**.

Ask students to say the example words: *eight, three, ten, two, five, are, no*.

Point out that the sounds in these words are very important.

These sounds are in many letter names.

Play the track. Note that the words are spoken in the columns with the same vowel sound, not in rows.

Audio Script

/V13/	/V8/	/V2/	/V12/	/V14/	/V9/	/V9/
eight	three	ten	two	five	are	no
A	B	F	Q	I	R	O
H	C	K	U	Y		
J	D	M	W			
K	E	N				
	G	S				
	P	XZ**				
	T	Z**				
	V					
	Z*					

*AmE pronunciation

**BrE pronunciation

Get students to say the sets of letters again, emphasizing the vowel sounds.

innova

Do this:

- as a whole class;
- then with half the class at a time;
- then with a few of the better students for each set.

Do not make weaker students do the task individually.

Work through the example.

Play the track. Students complete individually then compare in pairs.

Feed back, writing the words with correct spelling on the board.

Audio Script and Answers

- My name's Harry. H-A-R-R-Y.
- I'm Ming. M-I-N-G.
- I'm Victor. V-I-C-T-O-R.
- My name's Ali. A-L-I.
- I'm Joon. J-O-O-N.
- My name's Yuko. Y-U-K-O.
- Hello. I'm Barbara. B-A-R-B-A-R-A.
- I'm Kiki. K-I-K-I.

Give students time to work out the letters and their sounds. Monitor and assist.

2 Put students into pairs to tell each other.

Get strong students to spell out their names and write them on the board.

Encourage other students to listen carefully and correct the pronunciation of letters if necessary.

4 I'm 9.

Refer students to the illustration of numbers.

Get students to say each of the numbers:

- as a whole class;
- then with half the class at a time;
- then individually.

Say numbers at random, e.g., 7, 3 ... and get students to point to the number.

1 and 2 Students complete individually then compare in pairs. Ask some of the stronger students to give you their age and school year.

3 Check that students understand the task.

Play the track.

Audio Script and Answers

Harry: I'm 10. I'm in Year 4.

Ming: I'm 9. I'm in Year 3.

Students complete individually then compare in pairs. Feed back, writing the complete sentences on the board.

Do a mix-and-mingle activity. The students stand up and move around the class, introducing themselves to each other, even if they know each other already. Monitor but do not intervene. Feed back on general points which you notice during the activity.

Say to students: *How much can you remember about your group?*

e.g.: Point to a student and say: *He's 10. He's in Year 4.*

innova

Students can work in pairs or small groups. Monitor and, as before, feed back on any general points at the end.

Extra activity

For a more able class, larger numbers 11–20 can be introduced and practised here.

5 My favourite colour is blue.

Get students to close their books or cover the page.

Ask these questions and elicit answers around the class.

- *How many colours can you name?*
- *What about drinks?*
- *What about sports?*

When students run out of items in each category, move on to the next.

1 Refer students to the illustrations.

Play the track. Students complete individually then compare in pairs.

Audio Script and Answers

1. red
2. cola
3. football
4. yellow
5. blue
6. white
7. water
8. coffee
9. tennis
10. table tennis

Play the track again. Students repeat after each word.

Audio Script and Answers

Repeat of track above.

Feed back, getting students to say (e.g., *red is 1, cola is 2 ...*)

2 Ask students to listen to three conversations.

When you have played all three, practise each conversation with:

- the whole class – you take the first part, they take the second;
- the whole class – the students start;
- half classes – you conduct.

Audio Script

What's number 1?

It's red.

What's your favourite colour?

It's green.

What's number 2?

It's cola.

What's your favourite drink?

It's water.

innova

What's number 3?

It's football.

What's your favourite sport?

It's table tennis.

Point out that, now, they must give true information for themselves in answer to the second question each time.

Demonstrate with a good student for each of the three conversations.

Put students in pairs to do the conversations. Monitor but do not assist.

Feed back, getting some good students to perform their conversations to the rest of the class.

Methodology note

Be prepared to help students with the names of their favourite things, e.g., a student might want to say her favourite colour is *purple*, her favourite drink is *hot chocolate* and her favourite sport is *skiing*. Do not force students to only say things which they have already learnt in English. But remember, when they tell the 'interviewer' the new words, you will have to be ready to assist again.

Extra activities

For a more able class, more sets of vocabulary can be presented and practised here, such as the following:

Colours:

- black, blue, brown, green, grey, orange, pink, purple, red, white, yellow

Food and drink:

- drink, juice, lemonade, milk, water, etc.
- fruit, apple, banana, coconut, grape, kiwi fruit, lemon, lime, mango, orange, pear, pineapple, watermelon, etc.
- food, breakfast, lunch, dinner, bean, bread, burger, cake, carrot, chicken, chips, egg, fish, fries, meat, meatballs, onion, pea, pie, potato, rice, sausage, tomato, etc
- candy, chocolate, ice cream, sweets, etc.

Sports:

- badminton, baseball, basketball, fishing, hockey, skateboarding, soccer, swimming, table tennis, tennis, etc.

6 I'm from Greece.

Methodology note

This is the grammar part of each section.

The aim is for children to get a natural feel for correct word order in English sentences and questions.

One or two points of common English sentence patterns are given. The pattern of the affirmative and, usually, the negative sentence is broken down into:

subject	verb	object/complement	full stop
---------	------	-------------------	-----------

The verb is shown with and without contraction if relevant – e.g. *is / 's*, and with the negative particle, e.g., *n't* or the auxiliary, e.g., *don't*.

Where it is given, the pattern of the related closed question and open question shows clearly the 'slots' which question words and auxiliaries must fit into.

innova

There are small variations according to the points which need to be made about the pattern. However, generally the approach is as follows:

1. Read and listen to each pattern.
2. Complete a task which involves the pattern, e.g., draw lines to connect the children with their actions. Because this task does not involve production, it should be possible for the teacher to observe whether understanding of the pattern and its meaning has taken place.
3. Ask and answer, using the pattern.

Some metalanguage is used in this section, e.g., Present simple, but this is mainly for you, the teacher. You do not even need to use the terms in class. You can instead simply refer to Table A or Table B (or C).

am / is / are

1 Give students plenty of time to look at Table A. Point out the contractions, e.g. *I am – I'm*, etc., but do not make students repeat at this point.

Play the track.

Audio Script

Table A

I am Harry.
I'm Harry.
You are Ming.
You're Ming.
He is Victor.
He's Victor.
She is Yuko.
She's Yuko.

Where are you from?
Where is he from?
Where's he from?
Where is she from?
Where's she from?

I am from Egypt.
I'm from Egypt.
You are from Greece.
You're from Greece.
He is from the USA.
He's from the USA.
She is from China.
She's from China.

Play the track again and get students to repeat.

Audio Script

Repeat of Table A above.

2 Refer students to the illustrations and photographs.

See how many of the children they can name OR name the children in random order and get students to point to the child. If they are struggling to remember, let them look back at Section 1. Say the countries in random order and get the children to point to the correct photograph. If they are struggling, let them look back at pages 4 and 5.

innova

Point out that the coloured illustrations are icons for famous places or things from the countries. They appear again later in the unit.

3 Point out that the students must make full sentences in answer to your questions, using the patterns from Table A.

Ask about the people and their countries in order, 1, 2, 3, etc.

Examples:

Who's number 2?

Where's he from?

Allow the whole class to answer. Correct the pronunciation as you go.

Then ask about the children and countries again in random order, getting individual students to answer. Do not try for perfect pronunciation. The children will gradually get better at pronouncing their names, and this will give them good exemplars of key phonemes in English.

Possible questions and suggested answers:

1. *Who's number 1? Where's he from?*
It's Harry. He's from the USA.
2. *Who's number 2? Where's she from?*
It's Ming. She's from China.
3. *Who's number 3? Where's he from?*
It's Victor. He's from France.
4. *Who's number 4? Where's he from?*
It's Ali. He's from Egypt.
5. *Who's number 5? Where's he from?*
It's Joon. He's from Korea.
6. *Who's number 6? Where's she from?*
It's Yuko. She's from Japan.
7. *Who's number 7? Where's she from?*
It's Barbara. She's from Australia.
8. *Who's number 8? Where's she from?*
It's Kiki. She's from Greece.

7 What's your name?

my / your

1 Give students plenty of time to look at the table. Remind them about contractions. Play the track.

Audio Script

Table B

My name is Harry.

My name's Harry.

What is your name?

What's your name?

2 This is another mix-and-mingle activity. It is similar to the one in the last section but this time they have to begin with the question.

Ask students: *How many classmates can you remember?* Put students into pairs or small groups to complete the activity.

innova

8 What's your favourite ...?

Methodology note

Spoken English is a stream, without pauses between words. As a result, a word in isolation often sounds different from the same word in context. For this reason, in this course, we often give students practice with both – isolation and context.

1 Give students time to look at the illustrations and think of the word in English. Point out they must recognize the colour in some cases.

Say the example, *The juice is orange*. Make sure they understand that they must tick or cross.

Play the track. Students complete individually and compare in pairs.

Feed back. Ask them to correct the wrong sentences.

Audio Script

- a. The juice is orange.
- b. It's water.
- c. The coffee is white.
- d. The tea is brown.
- e. It's cola.

Answers

- a. ✓
- b. ✓
- c. x The coffee is black, not white.
- d. ✓
- e. x It's milkshake, not cola.

2 Make sure students understand that the task is different. They only hear one sentence each time for a and b. They must tick in the correct box.

Feed back, getting students to give you the correct sentence, then correct sentences to describe the other illustrations.

Audio Script and Answers

- a. The football is orange.
- b. The tennis ball is yellow.

Methodology note

The next activity is a survey. This is a recurrent section in the course. It is a very good activity for speaking because it offers an opportunity for students to use the same structure(s) several times for a communicative purpose, i.e., gathering information. It also puts the emphasis on communication rather than form, i.e., if the question and the answer are understood by the two participants, communication has taken place, even if the form is not perfect in terms of sentence pattern and/or pronunciation.

3 Use the illustration of the clipboard to help to explain the idea of a *survey*. Get students to tell you the topic of this survey. It is at the top of the form: *My favourite things*.

a. Refer students to Harry's answers so they can see the relationship between the questions, the answers and the target output on the form.

Play the track.

Feed back. Ask students to cover the page. Ask the questions again and get the students to give you Harry's answers.

!nnova

Audio Script

Kiki: Hi, Harry.
Harry: Hello, Kiki.
Kiki: What's your favourite colour?
Harry: It's red.
Kiki: What's your favourite drink?
Harry: Um. It's ... cola.
Kiki: And what's your favourite sport?
Harry: Tennis. No. Football.

b. Check that students understand the task – they must now listen and complete the form for three more children at the summer camp.

Play the first part of the track and check that students are actually filling in the form.

Continue playing the track. At the end of each conversation, give students time to compare their answers in pairs.

Feedback, building up the form on the board. You might want to let the children come up to the board and fill in answers, with the other students watching and checking. Check spelling as you go.

Audio Script

1
Kiki: Hi, Victor.
Victor: Hello, Kiki.
Kiki: What's your favourite colour?
Victor: Um. It's blue.
Kiki: And what's your favourite drink?
Victor: Um. It's ... water.
Kiki: What's your favourite sport?
Victor: Tennis. Yes, tennis.

2
Kiki: Hi, Ali.
Ali: Hello, Kiki.
Kiki: What's your favourite colour?
Ali: It's blue. No, it's green. Green.
Kiki: And what's your favourite drink?
Ali: My favourite drink? Um. It's tea. Yes, tea.
Kiki: What's your favourite sport?
Ali: That's easy. Football. I love football.

3
Kiki: Hello, Joon.
Joon: Hello, Kiki.
Kiki: What's your favourite colour, Joon?
Joon: Yellow. I love yellow.
Kiki: OK. And what's your favourite drink?
Joon: I like ... juice. Orange juice, tomato juice. Juice.
Kiki: Finally, what's your favourite sport?
Joon: I play table tennis.
Kiki: Tennis?
Joon: No, table tennis.

Answers

Name	Harry	Victor	Ali	Joon

Colour	red	blue	green	yellow
Drink	cola	water	tea	juice
Sport	football	tennis	football	table tennis

9 My favourite things are ...

This is another mix-and-mingle activity but first ...

Drill the questions on the right of the page. Use back-chaining so the students get the correct high start and low finish of each information question, e.g.:

name? →
 your name? →
 What's →
 What's your name? →

Drill the whole class, then half classes, then get individual students to produce the questions.

Follow the instructions as given.

Methodology note

Remember about helping students with the names of their favourite things. But of course, when they tell the 'interviewer' the new words, you will have to be ready to assist again, especially with spelling.

Feed back by reading out some of the interesting answers.
 Perhaps finish by getting individual students to ask you the questions.

10 Where's my T-shirt?

Methodology note

This subsection is for children to listen to the audio while reading an illustrated story with speech bubbles. It contains:

1. A small number of vocabulary items not covered in the unit which are needed to understand the story on the left-hand page – speak (before reading the story).
2. A picture story with speech bubbles involving some or all of the characters on the right-hand page – listen and read (the story).
3. Additional exercises – (after the story):
 An activity to recall key details / use of language in the story, often a gap fill.
 Questions to check overall comprehension of the story

1 The students should be reasonably familiar with the children and their countries/icons by now. Put them into pairs or small groups to match by writing the numbers in the boxes.

Feed back. First, ask the students to name the country for each icon. Do not let students shout out.

Give everyone time to think, then indicate that the whole class should answer.

Then get individual students to say, e.g., *Harry's from the USA*.

Make sure you teach the word *koala* for the icon for Australia, because it is important in the story.

innova



2 Refer students to the picture story on the next two pages. Give them one minute to look at the whole of the picture story. There won't be time for them to read the speech bubbles and understand the story, but it will put the listening into context (e.g., they will know where the conversations took place).

Give further context by reading the sentence in the instructions (i.e., *This is a story about finding T-shirts.*).

Play the track. Pause after each section, giving students a chance to look closely at the illustration and try to understand that part of the story.

Note: The word *Britain* appears in this story. Explain that *Britain* is the same as *the United Kingdom (UK)*.

Audio Script

1

Harry: Look!

Ming: Yes, it's International Day!

Kiki: Cool!

2

Kiki: Here's my T-shirt!

Ming: And here's my T-shirt!

3

Barbara: Where's my T-shirt?

Ali: What's on it?

Barbara: It's a koala!

4

Victor: Here it is.

Barbara: No. It isn't my T-shirt.

5

Victor: Is it your T-shirt, Joon?

Joon: Yes, it is.

Victor: Here you are.

6

innova

Harry: Where's my T-shirt?

Victor: Here it is.

Harry: Thank you.

7

Barbara: My T-shirt isn't here!

Kiki: Oh, dear.

Harry: Where's the dog? Max isn't here.

8

Harry: Here's Max!

Barbara: And here's my T-shirt! Thank you, Harry.

Joon: It isn't your T-shirt, Max! You're from Britain! Here's your T-shirt.

3 Point out that these are sentences from the story. Don't let students look at the next two pages at this stage. Work through the example.

Students complete individually and compare in pairs. Monitor to see how well the students are doing but do not confirm or correct.

Play the track.

Audio Script

1

Ming: It's International Day!

Kiki: Cool!

2

Kiki: Here's my T-shirt!

3

Barbara: Where's my T-shirt?

4

Barbara: It isn't my T-shirt.

5

Victor: Is it your T-shirt, Joon?

Joon: Yes, it is.

6

Harry: Where's my T-shirt?

7

Harry: Where's the dog?

8

Joon: It isn't your T-shirt, Max!

Feed back, getting students to say full sentences, not just the missing word.

4 Give students time to read the story and try to answer the questions.

Put students in pairs to discuss answers. Elicit answers and, after allowing a few students to contribute, confirm or correct.

Answers

It's on the dog.

He's from Britain.

Extra activity

Put students into groups to role-play the story. Note that you need eight people in each group. Note that there are quite large differences in the number of sentences for the characters.

Ali	1 sentence
Kiki	2
Ming	2
Victor	2
Joon	3
Barbara	5
Harry	5

Consider giving the larger parts to stronger students, but do not make it clear that you are doing this.

Refer students to the Audio Script on **page XX**. Give students time to read the sentences and practise saying them.

Get them to rehearse and then perform their play. Encourage students to put emotion into their lines, especially Barbara, who gets more and more worried/upset. Also encourage students to mime looking in the box, etc.

Choose the best version and get the group to perform it in front of the class.

Note: If you cannot make groups of eight because there are too many or too few students, you can:

- get two students to play one role;
- get one student to play two roles;
- get someone to play the dog!

11 Japan is a country.

Refer students to the illustration. You might want to ask students about some of the images in their own language, and find out how much they know about the country.

Methodology note

This activity brings together vocabulary from the course so far. It also gives practice in understanding a key sentence structure – the definition.

Set for individual work and pairwork checking.

Feed back, getting students to correct the false sentences.

Answers

1. Japan is a country. yes
2. Football is a drink. no
3. Harry is a name. yes
4. Nine is a country. no
5. Ten is an age. yes
6. Green is a drink. no
7. Blue is a sport. no
8. Tea is a drink. yes
9. Table tennis is a sport. yes
10. L is a letter. yes

!nnova

Magic time!

This develops the idea of the basic sentence pattern: *X is a Y*.
It also introduces students gently to the *a/an* issue.
Set for individual work and pairwork checking.
Feed back, getting students to make full sentences.

Answers

- | | | |
|----------------------|---|----------|
| 1. Football is a ... | 4 | age. |
| 2. Green is a ... | 2 | colour. |
| 3. Cola is a ... | 5 | country. |
| 4. Ten is an ... | 3 | drink. |
| 5. France is a ... | 6 | name. |
| 6. Harry is a ... | 1 | sport. |
| 7. M is a ... | 7 | letter. |

Extra activities

Get students to cover the column with the endings and ask students to complete, or test each other in pairs.

Ask students to define more words from the course or from their prior learning.

Give a type of item, e.g., sport, and get students to make a full sentence, either with a word from the course or from prior learning.

12 How do you spell ...?

Work through the example.

Set for individual work and pairwork checking.

Feedback, getting students to come up and write the words on the board. Encourage other students to confirm or correct.

Magic time!

There is no clear rule in English about the use of doubled letters, especially doubled consonants. The best thing is to get students to see new words in their head and remember whether they have a doubled letter or not.

1. Refer students to the table. All the words have appeared in the course so far, but did they notice whether there was a doubled letter?

Put students into pairs to complete.

Feedback, trying to get a consensus for each item.

After some time, give the correct answer for each word. Make sure each student has ticked the correct spelling in the table.

2 Follow the instructions as written.

Monitor but do not confirm or correct.

3 Allow students to self-check by uncovering the table.

13 What's the name?

1 Teach the word *star*. Revise the colours in the pictures.

Follow the instructions as written.

Play the track.

Audio Script

innova

1. It's cola.
2. It's blue.
3. It's coffee.
4. It's green.
5. It's a football.
6. It's red.
7. It's tea.
8. It's water.
9. It's yellow.
10. It's a tennis ball.

Answers

the red star = 6
the green star = 4
the blue star = 2
the yellow star = 9
the football = 5
the water = 8
the table tennis ball = 10
the tea = 7
the coffee = 3
the cola = 1



Feed back. Ask students, e.g.: *Number 1. What's the name?* Elicit *It's cola.*
Continue with all the other items.

2 Put students into pairs to name the items.

Model the interaction with open pairs first:

A: *Number 1. What's the name?*

B: *It's cola. Number 2. What's the name?*

A: *It's a star. etc.*

14 All about me!

Methodology note

Commented [SB1]: It's a tennis ball in the illo in our CB, and the audio is 'It's a tennis ball', so I've just deleted the word 'table'.

innova

There is a mind map at the end of each section which brings together vocabulary and sentence patterns from the section.

Work through the separate parts of the mind map, putting students into pairs to produce the mini-conversations detailed in the methodology notes for each mind map.

The speaking activities are normally in the form of a number of mini-conversations which follow this pattern:

Student A: Ask a question (related to a section of the Mind map).

Student B: Answer the question. Ask a (related) question.

Student A: Answer the question.

- Model the interaction with a good student.
- Put children into pairs.
- Children do the activity while you monitor and assist. Make sure that pronunciation of target items is reasonable and that the correct question and sentence patterns are being used.

After the children have done this page, get them to close their books and, working in pairs or groups, ask them to try to reconstruct the mind map on large sheets of paper, reproducing the drawings as well as they can. Go round the class, prompting.

You can conduct this as a wall dictation. Make one or more copies of the mind map, in colour, and stick them on the wall in various locations. Each group is allowed to send one person at a time to their copy to try to memorize information and bring it back to the group. Children can go to the copy any number of times, but only one child at a time, and they cannot make notes or bring the copy back.

- Make a note of pairs who are doing each of the interactions very well.

Get those pairs to perform in front of the class.

Refer students to the mind map.

Get students to say the words in the clouds, e.g., *name* then ask them to name the people, places and things in the illustrations, e.g., *Harry, 10, the USA*.

Ask students to write in the information on the lines for themselves, i.e., name, country, favourite drink, colour and sport.

Build up mini-conversations on the board – see below.

Then play the parts with good students or practise with open pairs – i.e., two students do the conversation in front of the rest of the class.

Put students in pairs to work through the mini-conversations, giving true information for themselves, not the examples in the blue speech bubbles.

What's your name?

I'm ... What's your name?

How old are you?

I'm ... How old are you?

Where are you from?

I'm from ... Where are you from?

What's your favourite colour / drink / sport?

It's ... What's your favourite colour / drink / sport?

Extra activities

For a more able class, more sets of vocabulary can be presented and practised here, such as the following:

Names:

innova

- Alex, Alice, Ann, Anna, Ben, Bill, Dan, Eva, Grace, Hugo, Jill, Kim, Lucy, Mark, Matt, May, Nick, Pat, Sam, Sue, Tom, etc.

Sports:

- badminton rackets, squash rackets, tennis rackets
- baseball bats, cricket bats, table tennis bats
- a cricket ball, a squash ball, a table tennis ball, a tennis ball
- a shuttlecock (for badminton)

Test day!

Methodology note

Do the activity exactly as printed on the page so children begin to become comfortable with the tasks which they will encounter in the actual test.

Listening

Make sure that students have coloured pencils for this task.

Explain that in the test you often have to colour things.

Follow the instructions as written. Point out that they must try to make the most perfect number each time.

There is a long pause on the track for students to colour each number.

Audio Script

Number 2 is red.

Number 9 is green.

Number 4 is orange.

Number 5 is blue.

Number 7 is yellow.

Number 8 is black.

Number 6 is brown.

Answer



Feed back, ideally onto a large copy of the image on the board.

Speaking

Explain that in the test the examiner often asks you personal questions.

innova

Say that you are going to play the track and all the students should try to answer at the same time. Conduct the response, i.e., play a question, hold your hand up to stop students shouting out, give a few seconds for everyone to think, then indicate 'All together'.

Play the track.

Audio Script

What's your name?

How old are you?

Where are you from?

What's your favourite drink?

What's your favourite sport?

What's your favourite colour?

Explain that this time, you are going to ask a few students to answer each question, not the whole class. Conduct the response, i.e., play a question, hold your hand up to stop students shouting out, give a few seconds for everyone to think, then indicate a number of individual students in turn. Make sure that all the students have an opportunity to answer at least one question.

Play the track.

[Repeat of the track above](#)

Extra activity

If this is the end of a lesson, tell the students that they are imprisoned in the classroom, but they can get out by answering a question correctly. Ask individual students the six questions above at random. When they answer their question correctly, with reasonable pronunciation, they can leave the classroom. Friends can help them answer.

Alternatively, wait until you reach the end of the lesson to do this activity.

Reading and Writing

Follow the instructions as written. Work through the examples then set for individual work and pairwork checking.

Feedback, ideally onto a large version of the illustrations.

Answers

1  <input checked="" type="checkbox"/> a football	5  <input checked="" type="checkbox"/> a number
2  <input checked="" type="checkbox"/> red	6  <input checked="" type="checkbox"/> a country
3  <input checked="" type="checkbox"/> orange juice	7  <input checked="" type="checkbox"/> letters
4  <input checked="" type="checkbox"/> a T-shirt	8  <input checked="" type="checkbox"/> drinks

Follow the instructions as written. Work through the example then set for individual work and pairwork checking.

Answers

1. dog
2. apple
3. three
4. water
5. green

Writing

Make sure students understand that they must find the correct word to complete each sentence.

Explain that there are some extra words which they don't need.

Work through the example then set for individual work.

When all or most of the students have finished, get students to tell you the missing word but do not immediately confirm. Wait until you have a consensus.

Answers

My name is Ben.

I'm from the USA.

I'm 9.

My favourite colour is blue.

innova

My favourite drink is [juice](#).
My favourite sport is [football](#).

Extra activities

1. Get students to write a text about themselves in the same way. Help them if the words they need have not been taught yet.
2. Do a running dictation of the Ben text, i.e., make copies of the text from Answers above and stick the copies up on the wall around the classroom. Put students into pairs. One student can run to a copy as many times as they want, then run back to their partner and dictate a phrase or sentence. They cannot take the copy back, though. As the partner completes each sentence, the runner must check whether it is correctly spelt and structured.

Section 2: Meet my family!

15 Look! Ben's pictures!

Give the students plenty of time to look at everything on the two pages. They can talk about the contents for a few moments in pairs in their own language OR you can ask them in their own language what they can see in the "photographs".

- 1 Refer students to the illustrations. Ask: *What are these?* [Answer: family photographs] Explain that these are photographs of Ben's family. If you think the students still need it, mime *listen* – point to your ears – and *point* – point to things in the classroom, or to students and say their names. Play the track. Be prepared to pause regularly if the students are struggling to identify the relevant photographs.

Methodology note

'Ben' is not one of the characters at the summer camp, but it is one of the English names which Cambridge Assessment expect students to be able to identify in speech.

Audio Script

This is me with my mother and my sister.
This is me with my mother and my father and my sister.
These pictures are me with my sister.
This is my grandmother and my grandfather.
This is all the family – my mother and father, my grandmother and grandfather, me and my sister.
This is my mother and my father. They are young in this picture.
I don't know these people.

Answers

- A This is me with my mother and my father and my sister.
- B I don't know these people.
- C This is my mother and my father. They are young in this picture.
- D This is all the family – my mother and father, my grandmother and grandfather, me and my sister.
- E These pictures are me with my sister.
- F This is my grandmother and my grandfather.
- G This is me with my mother and my sister.

Students must point again. If you can easily see where the students are pointing, you can make it a competition. The first student to point each time is the winner of that round.

- 2 Work through Photo A with good students producing the full sentence.

[Summer Camp Starters TB final v4 \(updated 20 May\).docx](#) [Summer Camp Starters TB after RP.docx](#)

innova

Repeat with Photo B.

Put students into pairs to talk about the other photos. Point out that they are talking about Ben so they must use *his ... / Ben's*.

Monitor and assist.

Get individual students to make sentences about each photograph.

Methodology note

Both *his* and *her* are practised explicitly in the grammar section later.

Extra activity

Play 'Stupid teacher'.

Make sentences about the photographs which are clearly not true.

Get the students to correct you. Try to make some of the mistakes funny!

e.g.:

- *Photo A This is Ben with his sisters.*
- *Photo B This is Ben with his mother.*
- *Photo C This is Ben's father and his grandmother.*
- *Photo D This is Ben with a dog and a cat.*

16 This is my family.

Refer students to the photograph. Say: *Point to – a boy, a young girl, a man, etc.*

1 Work through the example. Students complete the activity then compare in pairs.

Play the track, pausing if necessary for students to check.

Elicit the full sentences:

- from the whole class;
- with half the class playing A and half playing B.

Audio Script and Answers

A: This is me!

B: OK.

A: This is my mother, and this is my father.

B: OK. Who is this?

A: This is my brother.

B: Have you got any sisters?

A: Yes, I have. She's five.

Explain that students are going to role-play the conversation.

Practise with a good student.

Put students into pairs. Say *This is me* and encourage the pairs to start.

Monitor and assist with pronunciation and content.

Make a note of general problems. Feed back on these points at the end.

Methodology note

For the next activity, it is good if the students can do one of the following:

- show photos of their close family on their mobile phones
- bring in printed photos for the lesson

innova

If neither of the above is possible, it is suggested that you ask the students to draw pictures to match the ones in Ben's pictures, i.e., the student plus different members and some of those members without the student in the drawing.

2 Now tell students that they are going to do the conversation in pairs but with true information about themselves. If you allow phones in the lesson, get them to show photos of their family or get them to show their drawings.
Monitor and ask questions about the photos yourself.
If one or more pairs are doing the activity particularly well, get them to perform in front of the class.

3 Give students plenty of time to look at the large photograph.
Ask some of the better students to try to sound out the words. As before, do not insist on perfect pronunciation. They will get better as they meet the items several times during the unit.
Make sure they understand the activity. Say *How many ...* and count out on your fingers ... 1, 2, 3 ...
Put students into pairs to complete the activity.
Monitor and see if there are general problems with concepts, e.g., *men, people*, or with pronunciation.
Feedback by asking the question each time and eliciting answers, e.g., *How many children are in the picture?* Do not confirm until most of the students have answered.

Answers

- 2 children
- 1 boy
- 2 women
- 1 girl
- 2 men
- 6 people

Language notes

1. Try to avoid making questions and statements about the photograph with the *there is / there are* pattern. This is not taught until later. We do not teach it at this stage because the pattern breaks the normal syntax (word order) rule of English – Subject - Verb - Object / Complement – because the word *there* has no real meaning in the pattern, and the true subject comes after the verb in this pattern.
2. It may seem odd to you or some of the students that we use a plural word in the question even where the answer is 1, e.g., *How many girls are there?* Answer: 1. But the question *How many* is always followed by a plural word in English.

Give students some alternative words, or ask them to say if it's a more able class, e.g., *dad* for *father*, *mum* for *mother*, *grandma* or *granny* for *grandmother*, *grandpa* for *grandfather*, *kids* for *children*, etc.

4. Make sure students understand the activity.
Play the track.
Students complete individually then check in pairs.
Feed back, giving many students a chance to answer before confirming.

Audio Script

- Victor: Have you got a photo of your family?
Kiki: Um, yes. I think so. Yes, here's one.
Victor: Is this your sister?

innova

Kiki: No! That's my mother. Her name's Anna.
Victor: Oh, she's very young!
Kiki: She's 32! This is my sister. Her name's Maria.
Victor: How old is she?
Kiki: She's six.
Victor: Is this your brother?
Kiki: Yes, it is. His name's Andreas. He's ten.
Victor: What's your father's name?
Kiki: It's Manos. He's 35.

Answers

Photo b.

5 Make sure students realize this is a continuation of Exercise 4.

Work through an example, getting students to write Andreas on the father in Photo B.

Students complete individually then compare in pairs.

Play the track again, pausing several times if you think it is necessary.

Audio Script

Repeat of the track in 4.

Answers

Father = Manos, 35

Mother = Anna, 32

Sister = Maria, 6

Brother = Andreas, 10

Magic time!

Remind students this is where they learn the code of spoken English!

Refer students to the table. Ask if they have ever seen the symbols across the top. If not, say it doesn't matter. This is the code, but they can learn the code from the examples in **Magic time**.

Ask students to listen and repeat the example words.

Play the track. It has the example word and the target sound in isolation.

Audio Script

tea	/c3/
three	/c10/
the	/c9/

Get students to say the example words again, emphasizing the target sounds.

Do this:

- as a whole class;
- then with half the class at a time;
- then with a few of the better students for each set.

Do not make weaker students do the task individually.

On this occasion, refer students to the diagram and show how the tongue touches the top teeth for each of these three sounds. But for /t/ the tongue is behind the teeth. For the other two sounds, it is on the teeth.

Have a bit of fun with the students. Try to get them to position their tongues correctly.

Tell the students to cover the table.

innova

Play the track and get students to repeat, looking at you and not at the numbered words in the table.

Audio Script

1. brother
2. think
3. tennis
4. theme
5. father
6. mother
7. thirty
8. this
9. that
10. time

Methodology note

The first time the students meet a new word, it should be in speech. In a similar way, the first time we focus on a pair or group of phonemes, the students should hear the words before they see them. So do not refer students to the numbered words in the table at the beginning of this activity. To prevent them looking at the words in the table, get the students to look at you as they listen and repeat.

Refer students to the numbered words in the table. Say *Each word has one of the sounds*. Note that from now on, in the audio for **Magic time**, the target phoneme is read after each word, e.g., *brother* [pause] /ð/.

- a. Tell students to say the words to themselves and decide which column to tick. Work through the examples to ensure that students understand the task. Put students into pairs to complete the task. Monitor but do not assist, just check that they are doing the task correctly. Assess during monitoring how well they are doing the task.
- b. Play the track. Feed back, building up the table on the board.

Audio Script and Answers

	/C3/	/C10/	/C9/
1. brother			
2. think		✓	
3. tennis	✓		
4. theme		✓	
5. father			✓
6. mother			✓
7. thirty		✓	
8. this			✓
9. that			✓
10. time	✓		

17 Has she got blue eyes?

Refer students to the photos. Give them plenty of time to look at the children and read the words under each child.

Explain that now they are going to hear the words under the photos. Play the track. Students listen and repeat. You might ask them to point to the child as they work.

!nova

Audio Script

Anna
straight, blonde hair
Bilal
curly, black hair
Candy
long, straight hair
Don
short, straight hair
Mick
tall
Rick
short

Get students to say the names and the information under the children.

- as a whole class;
- then with half the class at a time;
- then individually.

Mime some of the items to ensure comprehension: hair, straight, long, curly, short, tall.

Point to the colours and say: *blonde, black*.

Say children at random, e.g., *Mick*, and get students to point to the child.

1 Check that students understand the task.

Put students into pairs. They must both try to answer the questions and check each other's answers.

Then they hear the correct answer each time.

Play the track. Pause after each question to give students time to answer.

Audio Script and Answers

Has Anna got brown hair?

[No, she hasn't.]

Has Bilal got straight hair?

[No, he hasn't.]

Has Candy got long hair?

[Yes, she has.]

Has Don got straight hair?

[Yes, he has.]

Is Mick tall?

[Yes, he is.]

Is Rick tall?

[No, he isn't.]

Go through the questions again, getting individual students to answer.

Do not worry too much about the form or pronunciation of *has got* as this is focused on in the

Grammar section of this unit.

2 Students complete individually then compare in pairs. Feed back, getting students to come up and write complete sentences on the board.

3 Firstly, tell the students about your own family.

Then, ideally, do this as a mix-and-mingle activity. The students stand up and move around the class, telling each other the information. Monitor but do not intervene.

Feed back on general points which you notice during the activity.

innova

Refer students to the table as a summary of the vocabulary and patterns in this section.

18 My mother's a doctor.

1 Refer students to the illustration. Give them plenty of time to look at the job names and the people.

Put them in pairs to discuss what the people are holding. This can be done in the students' own language. They should then try to associate the job name with the person. Get them to use a pencil at this stage to make the lines.

Play the track.

Play the track again for students to repeat.

Audio Script

- a. He's a pilot.
- b. She's a student.
- c. She's a doctor.
- d. She's a gardener.
- e. He's a chef.
- f. He's a builder.
- g. He's a waiter.

Say the jobs at random and students say the correct letter, e.g., *He's a builder.* Answer: *f.*
Then say letters at random and get students to say the full sentence with the job, e.g., *d.* Answer: *She's a gardener.*

Ask questions about the people and their jobs to give examples of the questions and answers for Exercise 2 below.

Say: *Look at b. Is she a student? / Look at g. Is he a pilot?*

2 Demonstrate the activity by getting students to guess your mother's job and your father's job. Ask children if they know the name of their parents' jobs in English. See the **Methodology note** if not.

Put students in pairs to do the conversations. Monitor and assist. Join in the guessing with pairs!

Feed back, getting some good students to perform their conversations to the rest of the class.

Methodology note

Be prepared to help students with the jobs names for their parents and siblings, e.g., a student might want to say *My father is a businessman*, so whisper the word in English. Then that student has to 'teach' the word to his/her partner when they fail to guess. Note that this is an element in the approach called Community Language Learning, where you ensure that students can say real things that they want to say, not simply parrot a limited subset which you taught up to that point.

19 I've got a cat.

has / have got

1 Give students plenty of time to look at Table A. Point out the contractions in speech, e.g., *I've*, *She's*, etc., but do not make students repeat at this point.

Play the track. Students listen and repeat. Make sure students are making the contractions.

Audio Script

Table A

I have got a dog.
I've got a dog.
You have got a cat.
You've got a cat.
He has got a red hat.
He's got a red hat.
She has got a T-shirt.
She's got a T-shirt.
We have got white trainers.
We've got white trainers.
They have got a basketball.
They've got a basketball.

Have you got a dog?
Has he got a dog?
Has she got a cat?
Have they got a cat?

2 Refer students to the illustrations of the children and photographs. Make sure they realize that this activity is spread across Sections 19 and 20.

Name the children in random order and get students to point to the children.

Name items at random and get students to point at them.

Say: *What have the children got?*

Work through the first two children as examples.

Set for individual work and pairwork checking.

Play the track. Monitor but do not assist.

Feed back, getting children to say full sentences, e.g., *Ali's got white trainers.*

Audio Script and Answers

Ali has got white trainers.

Kiki has got a dog.

Yuko has got a blue rucksack.

Harry has got a cat.

Victor has got a basketball.

Joon has got a green T-shirt.

Barbara has got a tennis ball.

Ask questions at random, e.g., *Who's got a blue rucksack?*

3 Set for pairwork. Monitor. Feed back on general problems.

Language note

You might want to point out to students that we use *has/have got* for a range of item types:

- physical features – blue eyes
- long-term possessions – a dog, a blue rucksack
- temporary possessions – a tennis ball, i.e., in his hand

20 I like your T-shirt.

his / her / your

1 Give students plenty of time to look at Table B. Remind them about the words *his* and *her*.

Play the track. Students repeat.

Audio Script

Table B

Kiki likes her dog.

Ali likes his white trainers.

2 Look at the start of the sentence. Get students to complete, i.e., *Yuko likes her blue rucksack*. Set for pairwork. Monitor. Feed back on general problems.

3 Remind students of *my* and *your*. Play the track. Students repeat.

Audio Script

Table C

I like my red hat.

I like your T-shirt.

4 Do the activity as written. Work through the examples then let students talk about classmates. Tell them: You can only say good things!

21 He has got ...

1 Make sure students understand the task. There is one example. Play the track. Students complete individually and compare in pairs. Feed back.

Audio Script

Sam has got brown hair. It's curly. He has got green eyes.

Anna has got blonde hair and blue eyes. Her hair is straight.

Tom has got red hair. It's short. His eyes are green.

Answers



Note: The eyes of Anna and Tom is deliberately left as they are, so that students can colour in the eyes.

2 Give students time to look at the photographs and think about the words for the people in them. Make sure they understand that they must tick one photograph. Play the track. Students complete individually and compare in pairs. Feed back.

Audio Script

A: This is a photo of my family.

B: It's lovely. Is this your mother or your sister?

A: It's my mother.
B: And you've got two brothers ...
A: No, look!
B: Ah, yes. You've got one brother and two sisters.
A: Yes, that's right.

Answers

Photograph B.

22 What's her job?

1 Tell students that this is very similar to Exercise 2 from the previous section. They must tick one 'job'. Refer students to the photographs and get them to tell you the jobs they represent:

- A. a builder
- B. a doctor
- C. a pilot
- D. a gardener

Point out also that they must pick out the information from a conversation. They hear quite a lot of other information which they *do not* need to do the task.

Play the track. Students complete individually then compare in pairs.

Be prepared to play it again if you realize that they are struggling to pick out the information.

Feed back, getting students to give you the information, NOT just the correct letter, i.e., *His mother is a pilot.*

Audio Script

Victor: Hi, Barbara.
Barbara: Hello, Victor.
Victor: I've got a picture of my mother.
Barbara: Cool.
Victor: Here.
Barbara: Oh. She's nice. I like her hair.
Victor: Yes, she's very nice.
Barbara: What's her job?
Victor: She's a pilot.
Barbara: Sorry?
Victor: She's a pilot.
Barbara: That's great.

Answers

C: A pilot.

2 Work through the instructions. Go through the column headings and refer students to the information in each column which helps to explain these words.

Give the students plenty of time to look at all the information already in the table. Ask students to give you sentences from the information, e.g., *His mother is 33. Her name's Jill*, etc. Insist on full sentences, not just words or numbers.

Play the track. Explain that they must fill in the rest of the information about Harry's family.

Audio Script

Barbara: Hi. Tell me about your family.
Harry: Yes, of course.
Barbara: How old is your mother?
Harry: She's 33.

!nova

Barbara: What's her name?
Harry: Jill.
Barbara: Has she got a job?
Harry: Yes, she's a doctor.
Barbara: What about your father?
Harry: He's 34. His name's Andy and he's a teacher.
Barbara: Have you got any brothers or sisters?
Harry: Yes. I've got one brother. His name's Rick. He's eight so he hasn't got a job.
Barbara: [laughing] No!

Answers

Name	Person	Age	Name	Job
Harry	Mother	33	Jill	Doctor
	Father	34	Andy	Teacher
	Brother	8	Rick	No job

23 What's your father's job?

1 Explain that now they must write about their own family. Check again that they understand the headings so they can fill in the right sort of information in each row.
Set for individual work. Monitor and assist. Note that the students must do this successfully or they cannot take part in the next activity effectively.

Methodology notes

1. Be prepared to teach students the correct words and the correct pronunciation for true information. You want them to communicate real information, not just use words they have already learnt. If a student's mother is a nuclear physicist, teach him/her this word. Then, when they give this information in the mix-and-mingle activity, they will have to teach the job name to the other student.
2. Remember that this is a very good activity for speaking because it offers an opportunity for students to use the same structure(s) several times for a communicative purpose, i.e., gathering information. It also puts the emphasis on communication rather than form, i.e., if the question and the answer are understood by the two participants, communication has taken place, even if the form is not perfect in terms of sentence pattern and/or pronunciation. You can also check comprehension by looking at the survey forms.

2 This is another mix-and-mingle activity, but first ...

Drill the questions on the right of the page. Use back-chaining so the students get the correct intonation movement:

1. high start and low finish of each information question, e.g.:

mother?

your mother?

How old's

How old's your mother?

2. fall-rise in yes/no questions

a job?

got a job?

Has she

Has she got a job? →

Drill the whole class, then half classes, then get individual students to produce the questions. Follow the instructions as given.

Methodology note

Remember about helping students with the names of jobs. But of course, when they tell the 'interviewer' the new words, you will have to be ready to assist again, especially with spelling.

Feed back by reading out some of the interesting answers. Perhaps finish by getting individual students to ask you the questions.

24 It's a treasure hunt!

1 Remember! Some of these are new words which are needed for the story.

Work through the vocabulary items.

Put students into pairs to do the activity. Monitor but do not assist. Feed back, making sure that students know these new items.

Get students to make full sentences.



2 Give students one minute to look at the whole of the picture story on the following pages. There won't be time for them to read the speech bubbles and understand the story, but it will put the listening into context.

Give further context by reading the sentence in the instructions (i.e., *This is a story about finding things.*).

Play the track. Pause after each section, giving students a chance to look closely at the illustration and try to understand that part of the story.

Audio Script

1
Joon: Look! A treasure hunt. I like treasure hunts!
Yuko: What's a treasure hunt?
Kiki: You find things, quickly.
Yuko: What things?
Ali: The things on the list.
Joon: Let's work together!

2
Treasure Hunt!
Get something ...
red
to eat
to wear
to play a game
interesting from your country

3
Joon: OK. I get number 1.
Ali: I get number 2. Yuko, you get number 3.
Yuko: Sorry. What does 'wear' mean?
Ali: You wear clothes. Get a T-shirt.
Kiki: I get number 4.

4
Ali: Right. Let's go.
Joon: Wait! What about number 5?
Ali: Oh, yes.
Joon: What have you got from your country, Ali?
Ali: Nothing interesting.
Joon: OK. Let's get the other things first.

5
Yuko: We've got everything!
Joon: Not quite.
Ali: Ah, no. We haven't got number 5.
Kiki: Maybe I've got something.
Joon: What?
Kiki: Wait. Let's find Andy.

6
Joon: We've got everything! Well, almost everything.
Kiki: No, we've got everything. Here.
Andy: Brilliant! You've got everything ... and you're the first team back! Here.

3 Point out that these are sentences from the story. Get students to cover the opposite page. Work through the example.

Students complete individually and compare in pairs. Do not confirm or correct.
Play the track.

Audio Script and Answers

1
Joon: Look! A treasure hunt. I like treasure hunts!
Yuko: What's a treasure hunt?
Kiki: You find things, quickly.

2
Treasure Hunt!
Get something ...
red
to eat
to wear

innova

to play a game
interesting from your country

3
Ali: Yuko, you get number 3.
Yuko: Sorry. What does 'wear' mean?

4
Joon: What have you got from your country, Ali?
Ali: Nothing interesting.

5
Yuko: We've got everything!
Joon: Not quite.
Ali: Ah, no. We haven't got number 5.

6
Kiki: We've got everything.
Andy: ... and you're the first team back!

Feed back, getting students to say full sentences, not just the missing word or words.

4 Give students time to read the story and try to answer the questions.
Put students in pairs to discuss answers. Elicit answers and, after allowing a few students to contribute, confirm or correct.

Answers

- Yes, they have.
- Australia. (The koala is Australian.)

Extra activity

Put students into groups to role-play the story.
Consider giving the larger parts to stronger students, but do not make it clear that you are doing this.

Give out copies of the Audio Script. Give students time to read the sentences and practise saying them.

Get them to rehearse and then perform their play. Encourage students to put emotion into their lines. Also encourage students to mime the key actions in the story.

Choose the best version and get the group to perform it in front of the class.

Note: If you cannot make groups of the correct size because there are too many or too few students, you can:

- get two students to play one role;
- get one student to play two roles.

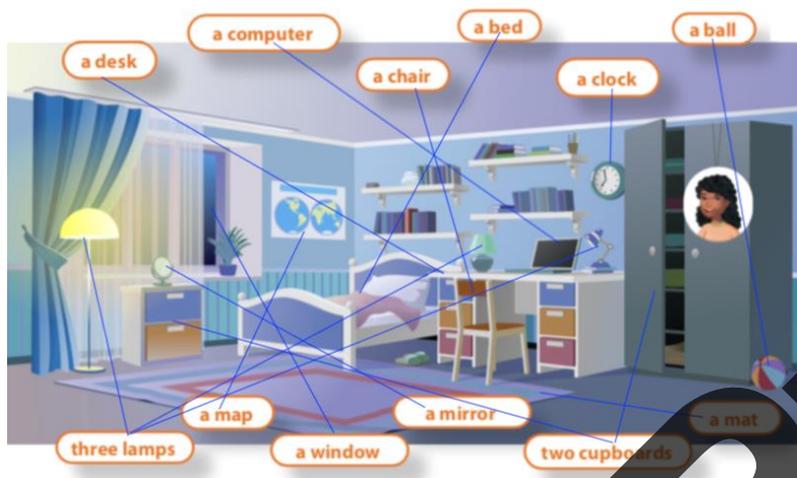
25 I have a map in my bedroom.

1 Give students plenty of time to look at the illustration. Ask them how many things they can name but do not ask where they are in the bedroom.

Set for pair work.

Feed back, ideally onto a large version of the illustration.

innova



Refer students to the Tip!

Ask: *Where's the cat?* Say locations and get students to point to the correct illustration, e.g., *It's between the flowers.*

Then put students into pairs. Student A points to a location and Student B says, e.g., *It's between the flowers.*

2 Work through the example.

Set for individual work and pairwork checking.

Feed back, getting students to make correct sentences, i.e., saying the true sentences and correcting the false sentences.

Answers

- | | | |
|----|---|------|
| a. | The bed is under the window. | No. |
| b. | The computer is on the desk. | Yes. |
| c. | The clock is above the desk. | Yes. |
| d. | The football is next to the small cupboard. | No. |
| e. | The desk is between the bed and the big cupboard. | Yes. |

3 Explain that the text is about the bedroom in the illustration. Remind students that they can look at the cat in the Tip to help with the location of items.

Work through the example.

Set for individual work and pairwork checking.

Monitor and assist.

Feed back, building up the text on the board. Get students in strong classes to write whole sentences on the board. For weaker classes, copy the sentences with gaps for students to complete with prepositions.

Answers

This is my bedroom.

I've got a desk in my room.

It's between my bed and a big cupboard.

I've got a computer on my desk.
My chair's in front of my desk.
My clock's above the desk.
I've got a big lamp next to a small cupboard.

4 Follow the instructions as written.
Monitor and assist. Put good pieces of work up around the classroom.

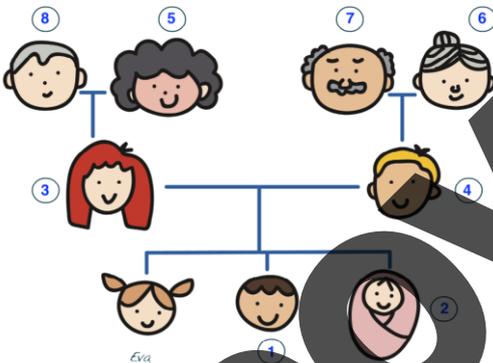
26 This is Eva's family.

1 Follow the instructions as written.
Play the track.

Audio Script

- Eva has got straight, brown hair.
1. Her big brother is Alex. He has got short, brown hair.
 2. Her little brother hasn't got any hair.
 3. Eva's mother has got red hair. It's long.
 4. Eva's father has got short, blonde hair.
 5. Eva has got two grandmothers. Her mother's mother has got curly black hair.
 6. Her father's mother has got grey hair.
 7. Eva has got two grandfathers. Her father's father has got a little hair. It's grey.
 8. Her mother's father has got short grey hair.

Answers



Feed back, getting students to make full sentences.

2 Work through the example. Ask about the people in order, 1, 2, 3, etc. Allow the whole class to answer. Correct the pronunciation as you go. Then ask about the people again in random order, getting individual students to say the correct person each time. Do not try for perfect pronunciation. The children will gradually get better at pronouncing the key vocabulary.

Possible questions and answers:

- | | |
|---------------------------------|---------------------------|
| a. She has got long red hair. | [3. Eva's mother] |
| b. He has got short brown hair. | [1. Eva's big brother] |
| c. He has got no hair. | [2. Eva's little brother] |
| d. She has got long brown hair. | [Eva] |

!nova

e. He has got short blonde hair. [4. Eva's father]

27 All about my family!

Refer students to the mind map.

Get students to say the words in the clouds, e.g., *family*, then ask them to name people from that group, e.g., *brother, sister*, etc.

Build up mini-conversations on the board – see below.

Then play the parts with good students, or practise with open pairs – i.e., two students do the conversation in front of the rest of the class.

Put students in pairs to work through the mini-conversations, giving true information for themselves. Note the examples in the blue speech bubbles where relevant.

Do you like football?

Yes, I do. Do you like cola?

Yes, I do.

Is your father a pilot?

No, he isn't. Is your mother a doctor?

Yes, she is.

Are you tall?

No, I'm not. Are you short?

Yes, I am.

Have you got a sister?

No, I haven't. Have you got a brother?

Yes, I have.

Have you got brown eyes?

No, I haven't. Have you got red hair?

Yes, I have.

Extra activity

Get students to close their books and, in pairs or small groups, reproduce the mind map on large sheets of paper, with words for the items but also with illustrations. Point out that they must make the mind map look pretty.

Test day!

Listening

Follow the instructions as written.

Audio Script and Answers

Fred has got curly, black hair and brown eyes.

Mark's hair is red. He has got green eyes.

Peter has got straight, brown hair. His eyes are blue.

Sue has got curly, brown hair. Her eyes are brown, too.

Kim has got green eyes. Her hair is straight. It's dark brown.

Grace has got long red hair and blue eyes.

Lucy is blonde. She has got long, straight hair and blue eyes.

Feed back, ideally onto a large copy of the image on the board.



Speaking

Explain that in the test the examiner often asks personal questions.

Say that you are going to play the track and all the students should try to answer at the same time. Conduct the response, i.e., Play a question, hold your hand up to stop students shouting out, give a few seconds for everyone to think, then indicate 'All together'.

Reading

Follow the instructions as written. There is no example this time.

Set for individual work and pairwork checking.

Feed back, getting students to correct any wrong statements.

Answers

1. ✓
2. ✓
3. x They are mirrors.
4. ✓
5. x They are doctors.
6. x The eyes are blue.

Follow the instructions as written. Work through the example then set for individual work and pairwork checking.

Answers

1. desk
2. chef
3. clock
4. mirror
5. pilot

Writing

Refer students to the illustration of a family.

Set for individual work and pairwork checking.

Feed back, ideally with a large version of the illustration.

Point out why statements are true or false or get students to explain – see Answers.

Set for individual work again. Explain that this time the students must write a number.

innova

Feed back. Get students to point to each item and count.

Answers

a.

- | | |
|--|---------------------------------------|
| 1. This is a family. | Yes. |
| 2. The mother has got blonde hair. | No – She has got red hair. |
| 3. The girl is next to her mother. | No – She is next to her grandfather. |
| 4. The dog is in front of the grandfather. | No – It is in front of the father. |
| 5. The boy has got an orange T-shirt. | Yes. |
| 6. The father has got a beard. | No – The grandfather has got a beard. |

b.

- | | |
|---|---|
| 1. How many people are there? | 7 – Babies and children count as people. |
| 2. How many children are there? | 2 (Or perhaps 3 if you include the baby.) |
| 3. How many men are there? | 2 – Boys are not men. |
| 4. How many animals are there? | 2 – the dog and the cat |
| 5. How many people have got short hair? | 4 – the grandfather, the father, the baby and the boy |
| 6. How many people have got black eyes? | 7! |

Extra activity

Check that students can identify the family names correctly (e.g., Ask: *Who's Sue?* Elicit *She's the mother.*). Make statements which are true and some which are untrue for students to agree with or correct.

Methodology note

This activity gives practice in recognizing and saying the target names from the level.

Section 3: Let's go to the zoo!

28 It's a hippo.

Give the students plenty of time to look at everything on the page. They can talk about the contents for a few moments in pairs in their own language OR you can ask them in their own language what they can see in the illustration.

1 Refer students to the illustration.

Work through the example.

If you think the students still need it, mime *listen* – point to your ears – and *point* – point to things in the classroom, or to students and say their names.

Play the track. Be prepared to pause regularly if the students are struggling to identify the items.

Students must point. If you can easily see where the students are pointing, you can make it a competition. The first student to point each time is the winner of that round.

Audio Script

It's a hippo.

They're birds.

It's a lion.

They're monkeys.

It's an elephant.

!nova

It's a giraffe.
It's a crocodile.
It's a zebra.

2 Work through the example to check that students understand the task.
Play the track. Point out that they are going to hear the answer after a pause. Be prepared to pause for longer if students need it. Make sure students are saying full sentences, not just shouting out words. Maybe control the speaking with your hand until everyone has had a chance to think, then allow the students to speak.

Audio Script and Answers

It's pink.	[pause] It's the hippo.
It's tall. It's yellow and brown.	[pause] It's the giraffe.
It's orange and brown.	[pause] It's the lion.
They're black and white and orange.	[pause] They're the birds.
They're brown.	[pause] They're the monkeys.
It's black and white.	[pause] It's the zebra.
It's green.	[pause] It's the crocodile.

Methodology note

Remember this is just the warm-up! Do not try to get perfect pronunciation of the target items here. This section is for the students to hear the target words before they start seeing them in writing.

29 What's this animal?

Refer students to the two photographs. Point to the giraffe. Ask: *What's this animal?* Point to the zebras. Ask: *What are these animals?*

1 Work through the example. Students complete the activity then compare in pairs.
Play the track, pausing if necessary for students to check.
Elicit the full sentences:

- from the whole class;
- with half the class playing A and half playing B.

Audio Script and Answers

A: What's this animal?
B: It's a giraffe.
A: Thanks. And what are these?
B: They're zebras.
A: Thank you.

2 Set for pair work.
Monitor and assist with sentence patterns and pronunciation.
Begin to introduce the contrast of the short and the long vowels in *this* vs *these*.

3 Tell students that they are going to do the conversation in pairs but with new items.
Practise with a good student.
Put students into pairs. Say *What's this animal?* Point to the crocodile and encourage the pairs to start.
Monitor and assist with pronunciation and content.
Make a note of general problems. Feed back on these points at the end.
If one or more pairs are doing the activity particularly well, get them to perform in front of the class.

Extra activity

Students continue in pairs. Ask them to test each other.
Monitor and assist.
Feed back on general issues.

30 The monkeys are funny!

1 Refer students to the three illustrations. Make sure they understand the activity.
Give them plenty of time to look at all three and to think about the names of the animals in each illustration.
Play the track.

Audio Script

A: Look at this drawing!
B: It's good. I like it.
A: Look! What's this? It's black and white.
B: It's a zebra.
A: And what's that? It's grey.
B: It's an elephant. A big elephant.
A: Look! Monkeys!
B: Where are the monkeys?
A: They're in the trees.
B: Oh, yes. They're funny.
A: What's that animal?
B: What colour is it?
A: It's green and yellow.
B: That's a crocodile.
A: Oh, yes. A big crocodile.

Answers

It's drawing C.

2 Set for pair work. Make sure they understand the activity.
Monitor and assist.
Feedback, checking that students have correctly identified the animals.

Answers

In drawing C, we have:

- a giraffe
- a hippo
- some monkeys
- a zebra
- a crocodile
- a lion
- an elephant

We don't have:

- a tiger

Magic time!

Remind students this is where they learn the code of spoken English!

1 Refer students to the table.

Ask students to listen and repeat the example words.

innova

Play the track.

Audio Script

six
three

Get students to say the example words again, emphasizing the target sounds.

Do this:

- as a whole class;
- then with half the class at a time;
- then with a few of the better students for each set.

Do not make weaker students do the task individually.

Do not refer the students to the words. You want them to encounter the pronunciation before they see the written form. Also, they should be concentrating on the vowel sounds, not trying to read.

Audio Script

1. drink
2. green
3. he's
4. hippo
5. his
6. in
7. these
8. this
9. tree
10. we

Refer students to the numbered words in the table.

Tell students to say the words to themselves and decide which column to tick. Work through the examples to ensure that students understand the task. Put students into pairs to complete the task. Monitor but do not assist, just check that they are doing the task correctly. Assess during monitoring how well they are doing the task.

Play the track. Feed back, building up the table on the board.

Audio Script and Answers

	V1	V8
1. drink	✓	
2. green		✓
3. he's		✓
4. hippo	✓	
5. his	✓	
6. in	✓	
7. these		✓
8. this	✓	
9. tree		✓
10. we		

2 Put students into pairs to say the sentences and try to correct their partner's pronunciation. Monitor and assist.

Feed back, asking individual students to say the sentences.

31 Where are the ducks?

Refer students to the illustration. Give them plenty of time to think about the animals and see which ones they can name in English. Do not worry about the words under the drawing at this point.

1 Make sure they understand the activity.

Students complete individually then compare in pairs. Do not confirm or correct.

Play the track.

Say animals at random, e.g., *a goat*, and get students to point to the animals.

Audio Script and Answers

a cow

a horse

pigs

a goat

ducks

chickens

a donkey

a sheep

2 Refer students to the phrases under the drawing.

Get students to repeat:

- *on the left*
- *in the middle*
- *on the right*

Note that we say, e.g., *on the left* when we look at a drawing because we mean It's on *my* left.

Put students into pairs to discuss. Feedback.

Answers

On the left = the cow, the horse and the pigs

In the middle = the goat and the ducks

On the right = the chickens, the donkey and the sheep

3 Students complete individually then compare in pairs.

Feed back. As before, avoid the *There is / are* structure if possible.

Say: *How many sheep are in the drawing?* etc.

Answers

1 sheep – note that the singular and the plural form are the same with this word.

2 chickens

7 ducks

4 Students continue in pairs and test each other.

Put some questions on the board, e.g.:

What animals do you remember?

Where is the... / Where are the ...

Are the ... on the left / in the middle / on the right?

Tip!

Work through the Tip box, getting the students to say the singular and plural words.

Then say some of the singular words at random and elicit the plural words.

32 I like lions.

Present simple

1 Give students plenty of time to look at Table A. Point out the *s* on the end of the verb with *He / She* and the use of *does / doesn't* in the questions and negative, etc., but do not make students repeat at this point.

Play the track. Students repeat.

Audio Script

Table A

I like lions.

He likes cats.

She likes cats.

Kiki likes cats.

They like dogs.

Do you like lions?

Do they like lions?

Does he like lions?

Does she like lions?

Yes, I do.

Yes, we do.

Yes, they do.

Yes, he does.

Yes, she does.

Yes, it does.

No, I don't.

No, we don't.

No, they don't.

No, he doesn't.

No, she doesn't.

No, it doesn't.

2 Work through the examples to check that students understand the task.

Set for pair work. Monitor and assist.

Do not insist on perfect production. The students will need to ask and answer questions in the present simple throughout the course.

33 The giraffe's sleeping.

Present continuous

1 Give students plenty of time to look at Table B. Remind them about the contractions with *'s* and *'re* which they have met before with the present simple of *be*. Mime some actions to show the meaning of this form, e.g., walking, running, sleeping.

Play the track.

Audio Script

Table B

I am eating.

I'm eating.

He is running.

He's running.

She is running.

She's running.
It is running.
It's running.
We are drinking.
We're drinking.
They are drinking.
They're drinking.

Is he running?
Is she running?
Is it running?
Are you eating?
Are they eating?

Yes, I am.
No, I'm not.
Yes, he is.
Yes, she is.
Yes, it is.
No, he isn't.
No, she isn't.
No, it isn't.
Yes, they are.
No, they aren't.

2 Refer students to the illustrations. See how many of the children and the animals they can name. Students complete individually then compare in pairs. Feed back, getting individual students to make sentences.

Answers in order, left to right, top to bottom:

Joon's sleeping.
Kiki's reading.
Ali's writing.
The horses are standing.
The sheep are running.
The cat's eating. The cat's sitting, too.
The lion's drinking.
The dog's sitting.
The giraffe's sleeping.

Extra activity

Write questions and answers on the board.

Is the lion eating?

No, it isn't.

Are the sheep running?

Yes, they are.

Set for pair work. Monitor and assist.

Feed back, getting students to ask you the questions.

34 I don't like chickens!

1 Give students time to look at the illustrations and think of the words in English. Point out they must choose the correct animal this time.

Play the track. Students complete individually and compare in pairs.

Feed back.

Audio Script

M: Do you like cows, Barbara?

Barbara: No, I don't.

M: What about pigs? Do you like pigs?

Barbara: Mm. They're OK.

M: What about sheep?

Barbara: No. I don't like sheep. I like chickens. I really like chickens.

Answer

The tick should be under the chicken.

2 The students will need coloured pencils for this activity.
Work through the example.

Play the track. Students complete individually and compare in pairs. Be prepared to pause the track if necessary.

Feed back.

Audio Script and Answers

The snake is green and black.

The hippo is pink.

The monkey is brown.

The giraffe is brown and yellow.

The elephant is grey.



35 He's riding a bicycle.

1 Refer students to the illustrations, then to the speech bubbles. Remind them of the present continuous for actions.

Work through the example and then do some or even all of the other prompts. Do this as open pairs or with half the class at a time.

When students fully understand the task, put them into pairs to ask and answer.

Monitor and assist.

Answers

A	What's he doing?	He's riding a bicycle.
B	What's she doing?	She's driving a car.
C	What are they doing?	They're sailing a ship.
D	What are the animals doing?	They're flying planes.
E	What's the dog doing?	It's riding a bicycle.
F	What's the man doing?	He's driving a bus.

2 Make sure they understand the activity. Point out the new word – *pram*. Work through the example.

Students complete individually then compare in pairs.

Audio Script

A:	This is a picture of my family in the park.
B:	Ah. You're riding the bike.
A:	Yes. And that's my father on the left.
B:	What's his name?
A:	Alan. And that's my grandmother. She has got my little sister in the pram.
B:	What's her name? Your grandmother?
A:	Mona. And my grandfather is sitting on the bench. Here, on the right.
B:	He's reading the newspaper.
A:	Yes. His name's Martin.
B:	Is your sister sitting on the bench on the left?
A:	Yes, that's Jill.
B:	Is she working?
A:	I don't know. And that's my brother. His name's Bob.
B:	He's riding a bicycle.
A:	Yes.

Answers



36 My favourite pets are ...

1 Use the illustration to remind the students about *surveys*. Get students to tell you the topic of this survey. It is at the top of the 'page': *What are the favourite pets in Britain?*

Refer students to the answers which are already in place, e.g., *1 = dogs*, so they can see the relationship between the questions, the answers and the target output on the form.

innova

Then ask them to look at the words in the Tip box. Make sure they understand the relationship between the cardinal numbers , 1,2,3, and the ordinals, 1st, 2nd, 3rd. Do not use the words *cardinal* and *ordinal*, though. Work through all of them.

Also check the two new animals – *a rabbit, a lizard*.

Play the track. Students complete individually then compare in pairs.

Feed back, building up the list on the board.

Audio Script

Harry: This is interesting.

Yuko: What?

Harry: It's a story from a magazine. It's the results of a survey.

Yuko: What's the survey?

Harry: Um ... what are the favourite pets in Britain?

Yuko: What's a pet?

Harry: It's an animal in your home.

Yuko: OK. What's the first one?

Harry: Dogs.

Yuko: Of course! I like dogs! What's the second?

Harry: Cats.

Yuko: I like cats, too.

Harry: The third are rabbits.

Yuko: What are rabbits?

Harry: Look. This is a rabbit.

Yuko: Oh, yes.

Harry: The fourth – birds. Fish are fifth. The sixth are mice.

Yuko: Mice?

Harry: Yes, M-I-C-E. The seventh are lizards and the eighth are chickens. Then finally, the ninth are ducks and the tenth are snakes.

Yuko: Snakes! People like snakes?

Harry: Yes, some people do.

Answers

1. Dogs
2. Cats
3. Rabbits
4. Birds
5. Fish
6. Mice
7. Lizards
8. Chickens
9. Ducks
10. Snakes

2 Work through the examples to check that students understand the task.

Put into pairs. Monitor and assist.

3 Follow the usual procedure for this mix-and-mingle activity

37 Which animal is it?

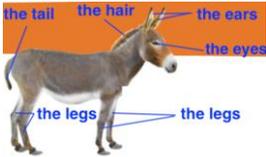
1 Remember! Some of these are new words which are needed for the story. The students will not have met these words before.

a Put students into pairs to name the animal.

b Students continue in pairs, trying to find the parts. Monitor but do not assist.

[Summer Camp Starters TB final v4 \(updated 20 May\).docx](#)[Summer Camp Starters TB after RP.docx](#)

Feed back, ideally with a large picture of a donkey.



Make sure that students know these new items.

Ask the students:

- Do I have hair?
- Do I have ears? How many?
- Do I have three eyes?
- Do I have four legs?
- Do I have a tail?

2 Give students one minute to look at the whole of the picture story. It begins on the page after the next one. Don't give them time to read the speech bubbles and understand the story, but let them see the pictures to put the listening into context.

Give further context by reading the sentence in the instructions (i.e., *This is a story about farm animals.*). Also refer to the realia – the leaflet from Sally's Farm – and ask: *What's a quiz?* Answer: *It's a game.* You answer questions to win a prize. In this quiz, you get clues – information – to help you.

Play the track. Pause after each section, giving students a chance to look closely at the illustration and try to understand that part of the story.

Audio Script

1

Mark: OK, guys. Welcome to Sally's Farm! Have fun and do the quiz. Follow the clues. Find the animal. Come back and tell me.

Ming: Thanks, Mark.

Harry: Yes, thanks.

2

Ming: This is the first clue. This animal has four legs.

Victor: OK. So it isn't a chicken or a duck.

Ming: And here's the second clue. This animal has a tail.

Harry: Mmm. All farm animals have tails.

Ming: Do they?

Victor: Yes, they do.

3

Ming: The third clue is ... this animal has hair.

Victor: Do sheep have hair?

Ming: No, they don't. They have ... wool!

Victor: OK. So the animal isn't a sheep.

4

Harry: What's the fourth clue?

Yuko: This animal has a beard. What's a beard?

Harry: It's hair on your face. Mark has a beard.

5
Mark: Right, which animal is it, guys?
Yuko: We've got two animals.
Mark: Two?
Victor: Yes. The first animal is a goat.
Mark: That's right. Well done!

6
Yuko: And the second animal is you.
Mark: Very funny! Why me?
Victor: You have hair and a beard!
Mark: That's true. But I don't have four legs and I don't have a tail!
[Everyone laughs]

3 Point out that these are sentences from the story. Do not let students look at the story pictures again. Work through the example. Students complete individually and compare in pairs. Do not confirm or correct. Play the track.

Audio Script and Answers

1
Mark: Have fun and do the quiz!
2
Ming: This animal has four legs.
3
Victor: Do sheep have hair?
Ming: No, they don't.
4
Yuko: What's a beard?
Harry: It's hair on your face.
5
Mark: Which animal is it, guys?
6
Victor: You have hair and a beard!
Mark: That's true. But I don't have four legs and I don't have a tail.

Feed back, getting students to say full sentences, not just the missing word or words.

4 Give students time to read the story and try to answer the questions. Put students in pairs to discuss answers. Elicit answers and, after allowing a few students to contribute, confirm or correct.

Answers

- They talk about chickens, ducks, sheep and goats.
- The goat.

Extra activity

Put students into groups to role-play the story. Consider giving the larger parts to stronger students, but do not make it clear that you are doing this.

innova

Make printed copies of the Audio Script for the story. Give students time to read the sentences and practise saying them.

Get them to rehearse and then perform their play. Encourage students to put emotion into their lines. Also encourage students to mime the key actions in the story.

Choose the best version and get the group to perform it in front of the class.

Note: If you cannot make groups of the correct size because there are too many or too few students, you can:

- get two students to play one role;
- get one student to play two roles.

38 These are my eyes.

1 Refer students to the main illustration and the call-out pictures of parts of the body.

Note that some or even many of these words may be known to the students from prior learning. Work through the exercise with the whole class, but do not let students make any notes at this stage.

Put students into pairs to do the exercise again.

Feed back, ideally onto a large version of the illustration.

2 Students complete individually then compare in pairs.

Feed back, getting students to come up and write the words on the board.

Answers

mra	arm
egl	leg
rae	ear
yee	eye
snoe	nose
eahd	head
bhad	hand
toof	foot
hette	teeth

Extra activity

Students test each other in pairs. Student A points to a part of the body from this page. Student B tries to name it. Do not let the students just say the name. Get them to put it into a sentence, i.e., *That's your ... Those are your...*

39 Where are they?

Follow the instructions as written.

Students complete individually then compare in pairs.

Play the track.

Feed back, building up the table on the board.

Audio Script and Answers

In a zoo

a giraffe

a lion

a monkey

a zebra

a crocodile
a tiger
a hippo
an elephant

On a farm

a cow
a goat
a horse
a pig
a sheep

In a house

a fish
a mouse
a rabbit

40 All about animals!

Get students to say the words in the clouds, then ask them to name some of the items in photographs and illustrations.

Get the mini-conversations below on the board. Then practise each one, playing parts with good students or practising with open pairs – i.e., two students do the conversation in front of the rest of the class.

What's this?

It's a tiger. What's that?

It's a zebra.

What are they?

They're sheep. What are they?

They're chickens.

What are the first pets in the list?

Dogs. What are the second pets?

Cats.

What's he doing?

He's sitting. What are they doing?

They're drinking.

Put students in pairs to work through the mini-conversations.

Extra activity

Get students to close their books and, in pairs or small groups, reproduce the mind map on large sheets of paper, with words for the items but also with illustrations. Point out that they must make the mind map look pretty.

If students try to add new words for the clouds, do not discourage them by pointing out their mistakes. Model the correct words instead. For a more able class, this can also be an opportunity to present them with more words for each 'cloud', such as the following:

Animals:

innova

- bear, bee, frog, jellyfish, polar bear, etc.

Actions:

- catching a ball, kicking a ball, throwing a ball, jumping, playing the guitar, watching TV, etc.

Test day!

Listening

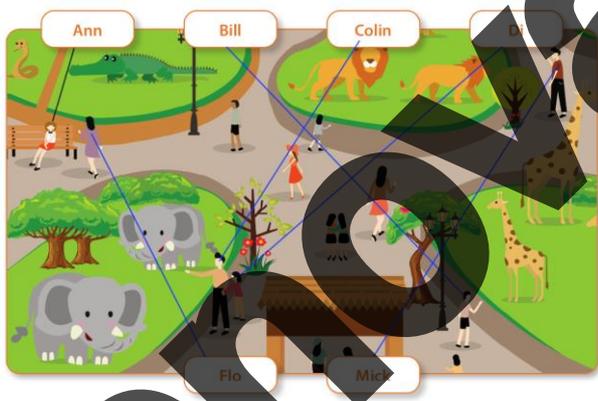
1 Follow the instructions as written.

Play the track.

Audio Script

- A: Here's a photo of me and my family at the zoo.
B: It's nice. Who's that? She's sitting on the bench. She's on the left.
A: Oh, that's my sister. Her name's Ann. And that's my mother. She's talking to Ann.
B: What's your mother's name?
A: It's Flo.
B: Who's this? He's pointing at the elephant.
A: Oh, that's my father. His name's Colin. He's with another sister.
B: What's her name?
A: It's Di.
B: Who's looking at the giraffes?
A: That's Bill. He's my brother.
B: And who's looking at the lions?
A: Where?
B: Here on the right.
A: That's my father's friend. His name's Mick.

Answers



Feed back, ideally onto a large copy of the image on the board.

Ask: *What is X doing?* for each of the people. See how well they can remember the present continuous form and the correct verb for each action.

2 Follow the instructions as written.

Play the track.

Audio Script

- A: What's your favourite animal, Bill?
B: I like lots of animals.
A: Yes, but what's your favourite?
B: Well, I like black and white animals.
A: Like pandas?
B: Yes, and cows.
A: So you like cows?
B: Yes, but my favourite animals are zebras. I love zebras.

Answers

Bill's favourite animals are zebras.

Speaking

Explain that in the test the examiner often asks you questions about a picture.

Say that you are going to play the questions and all the students should try to answer at the same time. Conduct the response, i.e., play a question, hold your hand up to stop students shouting out, give a few seconds for everyone to think, then indicate 'All together'.

Play the track.

Audio Script

- What colour is the crocodile?
What colour are the elephants?
How many animals are there?
Where are the giraffes?
Do you like snakes?
What's your favourite animal?

Explain that this time you are going to ask a few students to answer each question, not the whole class. Conduct the response, i.e., play a question, hold your hand up to stop students shouting out, give a few seconds for everyone to think, then indicate a number of individual students in turn. Make sure that all the students have an opportunity to answer at least one question. Play the track.

Audio Script

Repeat of the track above.

Extra activity

If this is the end of a lesson, ask individual students the six questions above at random. When they answer their question correctly, with reasonable pronunciation, they can leave the classroom. Friends can help them answer.

Reading and Writing

1 Remind students that in this test activity they must choose words from the box to fit into the spaces. There are some extra words.

Set for individual work and pairwork checking.

Feed back, ideally onto a large version of this page.

Answers

Tigers are very big.
A tiger's body is black and orange. Its tail is orange and black, too.

innova

Tigers have big mouths with big teeth.

Tigers eat meat. They like eating animals, but they eat fish and birds, too.

Tigers can swim. They like swimming in rivers.

They can climb trees but they don't like climbing.

Extra activity

Do a running dictation. Stick copies of the full text up in various places in the classroom and get students to work in pairs, one runner / dictator, one writer.

They could swap roles each sentence.

2 Follow the instructions as written.

Feed back, perhaps getting students to ask and answer the questions in open pairs.

Answers

Where are the children?

Where's the driver?

What colour is the car?

What has the girl got on her head?

How many animals are there?

What are the animals?

What's the girl doing?

What are these animals?

What colour are the animals?

Where's the car in the picture?

in a car

in front of the children

green

a hat

2

elephants

taking photographs

giraffes

brown and yellow

behind the children

Innova Press