

Topics animals, colours, numbers

**Functions** following instructions, spelling and writing **Grammar** questions (*What's? What are? What colour?*), demonstratives (*this/these*), imperatives

**Vocabulary** See the wordlist on page 100 of the Student's Book.

Movers word: help (v)

#### Starters practice

Reading and Writing Part 3

#### **Equipment** needed

- Starters CD IA, ID.
- Red and green colouring pencils or pens.

### Starters tip

Practise saying and writing the letters of the alphabet which cause problems for your learners. When spelling words out loud, make sure that learners know the sounds for naming vowels and difficult consonants (r, w, y, etc.) and pairs of consonants that your learners might confuse (g and j, n and m, s and c, p and b, etc.).

#### The alphabet.

 To practise the alphabet and prepare learners for this first unit, write these letters on the board. Each line represents a missing letter in the alphabet.

α	b	d	е	f	_	h i	j		l	m	n	0
Р		_ s	t	u		W	Х	y				

Learners say what the missing letters are (c, g, k, q, r, v, z). Write them on the lines on the board. As you do this, practise the pronunciation of each missing letter.



- Learners look at the seven groups of letters. Play the CD. Learners listen and say the letters.
- Ask the class why the letters are grouped like this.
   (They sound similar because they share the same vowel sound.)
- Learners practise saying the groups of letters. Say: Look at number 3. Say these letters. Learners say the letters in group 3: f, l, m, n, s, x, z.
- Do the same with the other groups of letters.
   Note: You can ask the whole class to do this, or with large classes, ask groups of 5–8 learners to say the groups of letters together.

### **Tapescript**

Listen and say the letters.

One ahjk
Two bcdegptv
Three flmnsxz
Four iy
Five o
Six quw
Seven r

### Listen and write the words.

- Teach/revise: duck, frog, goat, sheep, spider
- Tell learners to listen and write the five animals on the lines.

Say: Number one. Write duck, d-u-c-k.

Point to the example: duck.

- Use the same spelling instruction for frog, goat, sheep and spider.
- Learners swap books and correct each other's answers. Individual learners spell words out loud to the class.
- Write the answers on the board: 1 duck 2 frog 3 goat 4 sheep 5 spider

### Help the baby spider. Draw a red line.

- Learners find the two spiders. Tell them to help the baby spider find its dad.
- Learners draw a **red** line to link the 26 letters (in alphabetical order) across the box.

# Help the baby frog. Listen and draw a green line.

- Read out the letters below. Learners listen and draw a green line to help the baby frog find its mum.
  - q-g-r-b-g-h-z-s-c-v-i-y-w-o-n-a-e-f-x



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### What's this? Write the word.

- Ask: What's this? and point to the frog, goat, duck, spider and sheep. Learners look at the picture and answer.
- Tell learners there are five puddles, each containing an animal word. Learners identify the correct puddle for each animal and write the word, crossing off the letters as they use them. Point to the answer to 1: duck.

Check answers: 2 sheep 3 frog 4 goat 5 spider

- One more animal is in the picture. Ask and point if necessary: What's this? (a fish)
- Ask what noises a frog/goat/duck/sheep/fish makes.
   Demonstrate if necessary!
- Learners work in pairs. They take it in turns to ask:
   What's this? and then make animal noises. Partners say
   which animal it is. Extend this if learners know more
   animals.

**Note:** The picture could also be used to ask: What colour is the ...? questions. (The frog is green. The goat is brown. The duck is yellow. The sheep is black and white. The fish is red.)

# What's the animal?

- Learners look at the list of animal words to complete.
   Point to the example answer, goat. Ask them which letters they can already see (a, e, i, o, u). Check pronunciation and drill if necessary.
- Learners find words in E and complete the animal words.

Check answers: 2 sheep 3 spider 4 frog 5 duck

• Teach/revise cat and dog. Ask: Do you know these animals too? Learners complete the words cat and dog in the star.

# 4

# Play the game! Can you make a word?

- Say these letters, one by one: q-o-r-t-s-g-i-u-y-a-c-f-h-s-l-m-i-b-e-w-z-f-p-d-h
- Learners listen and write the letters. In pairs, they then compare the letters they have written to check they are the same.
- Learners circle the letters that they hear twice. (s, i, f, h)
- Learners make a word with these letters. (fish)

**Note:** See page 106 of the Teacher's Book for a photocopiable page with letters of the alphabet or go to our website at www.cambridge.org/elt/funfor for the same page. You can download this page and photocopy it to make into ashcards. Use the ashcards for the games suggested to practise the letters of the alphabet.



# Mumbers, numbers, numbers!

**Topics** numbers, colours, animals, possessions, clothes, home

**Functions** asking and answering about simple information (age, names and numbers), talking about what you can see, spelling

**Grammar** questions (How many ... are there? How old? What? Who?), there is/are, present simple, prepositions (in, next to)

**Vocabulary** See the wordlist on pages 100–101 of the Student's Book.

Movers word: thing

#### **Starters practice**

Reading and Writing Parts 3 and 5, Listening Part 4, Speaking Part 5

#### **Equipment** needed

Colouring pens or pencils.

### Starters tip

Teach learners to write numbers as digits (1, 2) and not as words (one, two). They are less likely to make mistakes and lose marks – and it's quicker, too!

### Get into groups.

- Learners stand up. Say a number, for example: three.
   Learners get into groups of three.
- After a few turns, one learner in the class says a number and the others form groups of the learner's number.

## Write the numbers.

- Learners look at the numbers. Look at the example (five 5). Tell learners to write the other numbers on the lines.
- Write on the board:

1\_\_\_\_\_20

• Learners say the numbers from 1 to 20. Write them on the board. Ask them which numbers between 1 and 20 are **not** on their page (1, 2, 3, 4, 6, 14, 16, 17, 18, 19).

# Look at the letters. Write the words for the things in the picture.

 Ask learners to look at number 1 and follow where the line goes to in the picture.

Ask: What's this? (a bed) Point out that the three letters to make the word bed are on the shelf. Learners write bed on the lines in 1. They then write the words for 2 and 3.

Check answers: 2 sock 3 shoe

 Ask learners what is at the end of line 4 in the picture (a ball). Learners write the word ball on the lines and then jumble the letters on shelf 4.



# What can you see in the picture? Answer the questions.

Learners look at the picture. Ask: Can you see any dogs?
 (no) Can you see any cats? (yes)

Ask: How many cats are there? (3)

- Ask learners these questions about the pictures:
  - 1 How many cars are there? (4)
  - 2 How many shoes are there? (5)
  - 3 How many balls are there? (8)
  - 4 How many books are there? (7)
  - 5 How many apples are there? (6)
  - 6 How many socks are there? (2)
- Tell learners to look at the picture again and to try and remember what is in it. Learners close their books. Ask them questions about the picture. For example:

How many apples/balls/cats/shoes/cars/books are there?

Ask learners questions about their classroom.

#### **Suggestions:**

How many shoes/books/boys/girls/teachers/chairs can you see?



 Learners look at the questions. They decide for each question whether the answer will be a name or a number. (You may want to do this as a whole-class activity or give the learners time to read the questions and decide.)

**Answers:** Numbers: 2, 3, 4, 6, 7 Names: 1, 5, 8

- Learners read the questions and write their answers.
- In pairs, learners interview each other by taking it in turns to ask and answer the eight questions.



# Listen and draw lines between the letters and numbers.

- Ask learners to look at the picture and to find the letter
  V (under the giraffe's head). Now tell learners to find
  the number 12 (halfway down the giraffe's body at the
  front). Tell them to draw a line between V and 12. Tell
  them you are going to say more letters and numbers.
  They draw lines between them to finish the picture.
- Say these letters and numbers: 12-Y-14-A-20-7-R-O-E-11-C-13-H-15-I-K-5-18-Q
- Ask learners: What can you see? (a giraffe)



### Colour and draw.

 Learners read the sentences beside the picture and colour the giraffe, the trees and the plant. They then draw a big yellow sun in the picture.





### Play the game! I know your number.

Demonstrate the game first with all the class. Tell one learner to think of a number between 1 and 20 and to write it in their notebook.

I know your number. It's seven!

Learner: No!

Teacher: Then it's five!

Learner: Yes!

Teacher: Great! You spell that F-I-V-E.

When a learner discovers the number and spells it correctly, it's their turn to think of a number and the other learners guess.

• Play the game with the whole class a few times until you are sure that the learners understand what they have to do. They can then play it in groups or pairs.



# Is your name Sam?

Topics names, numbers, family, animals, people

**Functions** asking for and giving personal information (names of family and friends), spelling and writing names

**Grammar** to be, questions (How? What? Who?)

**Vocabulary** See the wordlist on page 101 of the Student's Book.

Movers word: address; Flyers word: card

#### **Starters practice**

Listening Part 2, Reading and Writing Part 3, Speaking Part 5

#### **Equipment** needed

Starters CD 3D, 3F.

### Starters tip

Make sure that your learners are familiar with the 15 names that appear in this unit. They appear in many parts of the Starters tests. Learners should be able to spell all the names and know if they are boys' names or girls' names. Note that Alex, Kim, Pat and Sam can be used for both boys and girls.



### Find these names in the box.

 Learners look at the list of 12 names. They look in the box, find the names and draw a line round each name.
 The names go across → or down ↓.

#### Check answers:

Across (top to bottom): Ann, Tom, Jill, Nick, Sam, Pat, Kim, Lucu

Down (left to right): Ben, May, Tony, Alex



# Write these three names and the names from A under boy, girl or boy and girl.

 Learners write the names in the boy column if they are for boys, in the girl column if they are for girls and in the boy and girl column if they can be for both boys and girls.

**Check answers**: boy: Ben, Bill, Nick, Tom, Tony girl: Ann, Anna, Jill, Lucy, May, Sue boy and girl: Alex, Kim, Pat, Sam



### Look at the letters. Write the names.

 Look at the pictures of the eight children. Explain that their names have been jumbled up. Learners put the letters back in the correct order to spell the names and write them on the lines.

Check answers: 1 Ben 2 Sam 3 Lucy 4 Nick 5 Bill 6 Ann 7 Tom 8 Kim



# Listen and write the names.

- Remind learners that the first letters of names are written with capital letters.
- Learners listen to the six conversations and write the names. There is one example.

**Check answers**: Ask individual learners to spell the names to you and write them on the board:

1 Tom 2 Alex 3 Ride 4 May

5 Happy 6 Duck

Write on the board:

..... is Lucy's brother.

Point to the line. Ask: What's Lucy's brother's name? (Learners: Tom) Do the same with Mary's grandmother/ Tom's dog/friend/Ben's teacher/dog.

Ask learners to say or write sentences about the names of these people.

#### **Tapescript**

Listen and write the names.

One

Woman: Hello, Lucy. Is that your brother?

Girl: Yes.

Woman: What's his name?

Girl: Tom.
Woman: Is that T-O-M?

Girl: Yes.

Two

Man: Have you got a good friend at school?

Girl: Yes.

Man: What's her name?

Girl: Alex.

Man: Do you spell that A-L-E-X?

Girl: Yes. She's very nice.

Three

Woman: What's your teacher's name?

Boy: Mr Ride.

Woman: How do you spell that?

Boy: R-I-D-E.

Woman: Oh yes, I know him.

Four

Man: What's your grandmother's name?

Boy: Her name's May.

Man: Can you spell that?

Boy: Yes. It's M-A-Y.

Five

Woman: Is that your dog, Tom?

Boy: Yes.

Woman: What's its name? Boy: Her name's Happy.

Woman: Happy? How do you spell that?

Boy: H-A-P-P-Y.

Woman: That's a good name for a dog.



> Six Girl:

> Boy:

Do you learn English at school, Ben?

Boy: Yes. It's my favourite lesson.
Girl: Who's your English teacher?
Boy: Her name's Mrs Duck.
Girl: How do you spell that?

You spell it D-U-C-K.

### Personal questions.

- Tell the class to sit in a circle. (Large classes: make several circles.)
- Ask one learner: What's your name? This learner answers, for example: My name's Jean. and then turns to the learner on their right and asks them the same question: What's your name? This learner answers then turns to the learner on their right and asks the question. This continues round the circle until all the learners have asked and answered.
- Learners do the same with the second question: Can you spell your name? But this time, they turn and ask the person on their left.
- Learners ask each other the third question: What's your favourite name? Again, they ask the learner on their right.

**Note:** Encourage learners to work quickly round the circle.

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# Answer the questions. Write your names.

- Learners read the questions 1–5 and write their answers.
- Write your answers to questions 1–4 on the board (but not in the same order as the questions). For example: Mary, Lucky, Agnes, Anne. Explain that these are your answers to questions 1–4. Ask learners: Who is Agnes? They try to guess: Your friend? (no) Your grandmother? (yes) Learners find out who the other names belong to.
- Learners do the same in pairs. Learner A copies the four names they have used to answer questions 1–4 onto a piece of paper. Learner B guesses who each name belongs to. Then Learner B writes the four names and Learner A guesses.



# o CD1:04 Listen and write the names and numbers.

- Tell learners to look at the envelope in F. Point out that some things are missing from the name and address.
- Play the CD. Learners listen and write names or numbers.

Check answers: 1 Park 2 17/seventeen

3 Lime

#### **Tapescript**

Listen and write.

One

Boy: Mum, can you help me?

Woman: OK.

Boy: Can you tell me Mary's family name?

Woman: Yes. It's Park. P-A-R-K. Boy: P-A-R-K. Thanks.

Two

Boy: And what's the number of Mary's house? Woman: Seventeen. She lives at number 17.

Boy: Oh yes!

Three

Boy: And what's the name of the street?
Woman: You know that! It's Lime Street!
Boy: Do you spell that L-I-M-E?
Woman: That's right: L-I-M-E.

Boy: Great! Thanks, Mum!

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# It's your friend's birthday! Write the address.

- Explain to learners that this is a birthday card for their friend. Tell them to write their friend's name and address on the envelope.
- Ask individual learners to read out their friend's name and address. Ask them to spell their friend's name.

# Play the game! Names bingo.

- Write up these names on the board: Alex, Ann, Anna, Ben, Bill, Jill, Kim, Lucy, May, Nick, Pat, Sam, Sue, Tom, Tony.
- Learners write five of the names on a piece of paper.
- Explain that you are going to spell out different names.
- If they have written the name, they cross it out.
- The winner is the first person to cross out all five names.
- To 'check' their winning card, they have to say and spell the five names correctly.
- Play the bingo game a number of times to allow different learners to win and spell.



Topics people, colours, natural world

**Functions** identifying and describing objects (colour, location), counting and using numbers, following instructions

**Grammar** questions (How many? What colour? Where? Which?), There's a ..., prepositions (in, on), present continuous, to be, this/that

**Vocabulary** See the wordlist on page 101 of the Student's Book.

Flyers word: missing

#### Starters practice

Reading and Writing Parts 1, 2 and 3, Speaking Parts 1 and 4

#### Starters test

Listening Part 4

#### **Equipment needed**

- Starters CD 4B.
- Colouring pencils or pens.

### Starters tip

In Starters Listening Part 4, teach learners to look at the picture and to notice which thing appears several times in the picture (in this case, the bird). They should think about where each of these is in the picture and the prepositions that will help find them, for example: *in*, *on*, *under*.

### Colours in the classroom.

 Use the picture of the palette at the top of the page to revise Starters colours (see wordlist on page 101). Then use an object or item of clothing in the classroom to practise each colour. Say the colour. Learners point to the object. Individual learners say a colour. The other learners point to it.



# Look at the picture. How many birds can you see?

- Learners look at the picture. Ask: How many birds can you see? (seven)
- Learners listen and point to the things you name in the picture. They check with each other to see that they are all pointing at the same thing. Move around the class and check that learners are all pointing correctly.
- Ask: Where's the ... ? questions. Where's the kite/girl/ painting/baby/tree/boy/bag/woman?
- Read the following sentences about the picture. Learners listen and look at the picture. If the sentence is correct, they say yes and stand up. If it is not correct, they say no and sit down.

There's a bird in the tree. (Yes - stand up)
There's a bird on the girl's T-shirt. (No - sit down)
There's a bird on the kite. (Yes - stand up)
There's a bird on the woman's bag. (No - sit down)

There's a bird on the boy's T-shirt. (Yes - stand up) There's a bird on the boat. (Yes - stand up)



- Learners listen to a woman and a boy talking about the picture. Play the example on the CD. Learners listen and point to the yellow bird in the tree.
- Play the CD until the end. Learners listen and colour. Play the recording twice, pausing if necessary.
- Learners swap books and check each other's coloured picture. Write the different birds on the board, for example: the bird on the kite. Ask individual learners to tell you what colour each bird should be.

#### Check answers:

- 1 Colour bird on kite blue.
- 2 Colour bird on boat orange.
- **3** Colour bird in baby's hand pink.
- 4 Colour bird in girl's picture red.
- **5** Colour bird on boy's T-shirt purple.

#### **Tapescript**

Look at the picture. Listen and look. There is one example.

Woman: Can you see the bird in the tree?

Boy: Yes.

Woman: Good. Colour it yellow, please.

Boy: Pardon?

Woman: Colour the bird in the tree. Colour it yellow.

Can you see the yellow bird in the tree? This is an example. Now you listen and colour.

One

Woman: Look at the bird on the kite.

Boy: Oh yes. Can I colour it?

Woman: Yes, colour it blue.

Boy: Great! The bird on the kite is blue now.

Two

Woman: Find the bird on the boat. Boy: Sorry? Which bird?

Woman: The bird on the boat. Colour it orange. Boy: Orange. OK. I'm doing that now.

Three

Woman: Can you see the baby?

Boy: Yes. She's holding a bird in her hand too.
Woman: That's right. Let's colour that bird pink.
Boy: OK. Now there's a pink bird in the baby's

hand.

Four

Woman: Can you see the girl? She's painting a picture. Boy: Yes, I can. And there's a bird in her picture!

Woman: Yes, there is. Colour that bird red.



> Boy: Red? Woman: Yes, please.

Five

Woman: Look at the boy's T-shirt.

Boy: It's got a bird on it too!

Woman: I know! Colour that bird purple.

Boy: Sorry?

Woman: Colour the bird on the boy's T-shirt. Colour it

purple.

Boy: OK.



# Look at the pictures. Circle the correct word.

- Learners work in pairs. They look at the pictures and the sentences and decide which word is correct. For example: 1 boat or goat? Show learners the circle around goat.
- Learners draw a circle around the other correct words.

Check answers: 2 cat 3 kite 4 woman



# Draw pictures and write the missing word.

- Learners draw a picture of each of the 'wrong' words (1 boat, 2 mat, 3 tree, 4 man) from C in the numbered squares.
- Learners then write the missing word in each sentence.

Check answers: 2 mat 3 is 4 man



### Answer the questions. You and colours!

- Learners answer the questions about themselves by colouring in the paintbox squares in the 'Me' column. For example: What colour are your eyes? (brown). The learner colours the paintbox square in the 'Me' column brown.
- In pairs, learners ask and answer the questions. They
  colour in the paintbox squares in the 'My friend' column
  with the colours given in their partner's answers.



### Play the game! Which colour?

 Tell learners you have answered all the questions with your own colours. Say a colour and learners must guess which question it is the answer to. For example:

Teacher: Brown!

**Learner:** What colour are your eyes?

• The first learner to guess the correct question continues the game with one of her/his answers, and so on.

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**Topics** school, body and face, people, clothes, numbers **Functions** following classroom instructions, understanding simple sentences to describe a picture

**Grammar** imperatives, there is / are, have got, is/are, present continuous (he's/she's playing/wearing), prepositions (in, on, with)

**Vocabulary** See the wordlist on page 102 of the Student's Book.

Movers words: home, pet; Not in YLE wordlists: circle (v)

#### **Starters practice**

Listening and Reading and Writing (all parts)

#### Starters test

Reading and Writing Part 2

#### **Equipment needed**

Photocopies of the sentences on page 107 (one for each pair of teams), cut up. See Mime the sentence.

#### Starters tip

For the Starters Test, teach learners to read the questions carefully and to do exactly what is asked. For example, if they are asked for just one word, they should NOT write two or three words.



### Look at the boxes. Write the words.

- Learners look at the crossword and the picture clues. Look at the example (alphabet). Ask: Can you see the word 'alphabet' in the crossword?
- Learners look at the other picture clues and find the words for each picture in the box. Remind them to check that the number of letters in their answer is the same as the number of letters in the crossword. Learners write their answers in the crossword.

#### Check answers:

Across (top to bottom): line, words, tick, cross Down (left to right): letter, number, sentence

• For further practice of the vocabulary, say the following. Learners say what each is:

three, seven (numbers)

d, f, p, q (letters)

name, sock, listen (words)

I'm a teacher. This is an English class. (sentences)



#### Read, draw and write.

- Learners look at the first instruction. Ask them what they have to do (draw a line). Point to the example line in the first box.
- Learners read instructions 2–6 and write and draw.
   Check answers by asking different learners to write or draw their answers on the board (for 4 and 6 you could ask all learners to write a number or word on the

- board): **2 1 3** yes **4** (e.g.) **5 5 X 6** (e.g.) beautiful
- Learners look at question 7. Tell them your favourite English word, for example: coconut. Each learner writes their favourite word.
- Give each learner a small piece of paper (or a Post-it<sup>®</sup> if you have some). Ask them to write their favourite word on it. Then ask them to stick their words on one of the classroom walls (or on a big sheet of paper). Tell them to read each other's words. (You will also need to look at them to prepare for the next activity.)
- Ask questions about the words:

Which word has the most letters?

Which letter do a lot of words start with?

Are there any words you don't know? Which ones?

Do you like any of the words (apart from your own)?

**Note:** Use the learners' first language if necessary. Larger classes: Use different areas of the classroom or have several big sheets. Ask different groups to stick their words in different areas.

• Write this sentence on the board:

My favourite colour is yellow.

Ask learners: How many words are there? (five) In pairs, learners think of a sentence with five words in it. One of the words could be their favourite word. Learners write their sentences on the line.

Ask different learners to tell you their sentences.

### Mime the sentence.

- Look at the sentences again in B.Ask: How many words are there in sentence 1? (three – Draw a line.)
   Learners show their answer by showing three fingers (one for each word).
- Explain that you are going to mime a sentence. First show them how many words are in the sentence by raising a finger for each word.

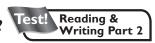
For example: *draw a box*. Show three fingers. Learners: *three words*.

- Mime the whole sentence. If learners guess any of the words (for example: draw or box), confirm that that word is in the sentence and point to the first or third finger to show where it comes in the sentence. (For example, if learners guess draw, point to your first finger.) Continue to mime until the learners produce the whole sentence.
- Play the game in two teams. Make a photocopy of page 107 for each pair of teams and cut it up into sentence cards. One learner from a team comes out to the front and reads a sentence silently. They show how many words it has using their fingers and mime the sentence. The other members of the learner's team have to guess the sentence. If they guess correctly, they are awarded a point. If they can't guess the sentence and the other team can, the other team gets a bonus point.
- The winning team is the team with the most points.



**Note:** Large classes: play this with more teams. You will need to make more copies of the sentences. Use one or two stronger learners to help you monitor the activity.





- Tell learners to look at the picture. Ask them to think of the words for the things they can see. Invite one learner to say a word and come up to the board to write it.
   Continue until learners have run out of words. Leave the words on the board.
- Tell learners they are going to do a test now! Ask them to look at the instructions and tell you what they have to do (look at the picture, read the sentences and write yes or no).
- Tell learners to look at the first example below the picture: The dog is playing with a ball. Point to the dog and the ball in the picture. Look at the second example: There are six apples on the tree. Ask them why this sentence is not correct. (There are four apples.)
- In silence (it is a test!), learners read the five sentences and write yes if they are correct and no if they are not correct about the picture.

# Check answers: 1 no 2 yes 3 no 4 yes 5 yes

- Tell learners to put a tick next to every one of their correct answers and to put a cross next to any wrong answers. Anyone who gets all five answers right can give themself a star!
- Ask learners why they wrote no after sentences 1 and 3. (The girl has got brown hair, not black hair. The children are in the garden, not the house.)
- Tell learners to look at the words on the board (the words for things in the picture). Explain that to clean the board, you will rub off words they use to talk about the picture. To start, they can use the sentences below the picture in their books. You can therefore erase the words: dog, ball, girl, etc.

Ask learners to use any words left on the board in sentences (help them as necessary). See if you can clean the board!

### D

### Play the game! On your back.

- Draw the numbers 4 and 8 on the board. Ask: What are these? (numbers)
  - Ask different learners to come to the board and draw: a tick, a cross, a line, their favourite letter of the alphabet.
- Ask one learner to come out to the front of the class.
   They stand with their back to the rest of the class.
- Draw a cross with your finger on the learner's back. Ask: What's this?
- If the learner knows, they say: (It's a) cross.
- If the learner doesn't know the word, or can't decide what you have drawn on their back, the other learners can help by answering.
- Learners continue this activity in groups of 4–5, taking it in turns to draw and watch and answer. They use the words for the things on the board.