Cambridge University Press & Assessment 978-1-316-61749-6 — Fun for Starters Teacher's Book with Downloadable Audio Anne Robinson , Karen Saxby Excerpt

More Information

Say hello!

Topics letters, animals, colours



Equipment needed

- Starters audio 1B, 1D, 1F.
- Colouring pencils or pens.
- A card for each letter of the alphabet, handmade or printed and cut out See G.

A Hello! Say, spell and write Names.

- Introduce yourself. Say: *Hello, my name is (Linda).* Spell your name as you write it on the board. Ask 3–4 different learners: *What's your name?* Learners answer: (*Matilde, Suzy, Lee*). Ask the class: *How do you spell (Matilde)'s name?* Learners spell the names as you write them on the board.
- In pairs, learners ask and answer: *My name is ... What's your name?* They write their name and their partner's name on the lines. Learners can write their names in a decorative way and use pencils or pens to add colour if they want. For example:

Matilde

B Know your letters!

Starters tip

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

Note: If your class needs longer to learn the alphabet, you might prefer to teach only the letters needed for 2–3 of the learners' names (mentioned in **A**) to begin with. Give learners practice saying and writing these letters and then introduce and practise saying and writing the remaining letters.

• Write the following letters on the board. Each line represents a missing letter in the alphabet.

ab_def_hij_lm_o

O Point to the missing letters and ask: *What's this letter*? (c, g, k, n, r, v, y). Add the missing letters to the board. As you write each one, practise its pronunciation by asking 4–5 learners: *What's this letter*?

- Group letters on the board. In a circle write: *a h j k* Say the letters. Learners listen and repeat. Show learners that these letters all share an /ei/ sound.
- **O** Do the same with *b c d e g p t v*. These letters all share an /i/ sound.
- **O** Do the same with *f l m n s x*. These share an /e/ sound.
- **O** Do the same with *q u w*. These share a /juː/ sound.
- Do the same with *i y*. These share an /aɪ/ sound.
- **Note:** 'o', 'r' and 'z' are the only letters that do not fit into these phonemic groups.
- O Learners look at the letter pond in **B**. Say: *Find the letters in your name*. Learners use a coloured pen or pencil to draw a small circle around the letters they need to write their own first name. If learners know how to spell their surnames, they could use a different colour to also circle those letters.
- O Make sure learners have grey, green, red and blue colouring pencils among others. Say: *Listen to the letters now*. Play the audio, stopping at the first pause. Learners find 'a', 'h', 'j' and 'k' in **B**, find their grey pencil and colour in their leaf shapes.
- O Play the other groups pausing between each one while learners find letters and colour them again. Repeat audio.
- At the end of the audio, ask: Which letters have no colour? ('o', 'r' and 'z')
- Learners show each other their coloured letters. Ask 2–3 learners: *What colour is your h? t? s? u?* Learners answer. (grey, green, red, blue)
- In pairs, learners ask and answer: *What colour is your ...*? questions.
- Ask questions about sound groups, for example: *Which letter sounds like 'i'*? (y); *Which sound like 'q'*? (u, w); *Which letter sounds like 'k'*? (a, h, j)

Audioscript

Listen and say the letters. ahjk One: a h j and k are grey! Find your grey pencil. They're grey! Two: bcdegptv b c d e g p t and v are green! Listen again! They're green! Three: flmnsxz flmnsx and z are red! They're red! They're red! Four: auw q u and w are blue! Yes! They're blue! Five: Now i and y i and y are ... You choose the colour! You choose!

C Draw a red line (a-z) from the baby spider to its dad!

• The whole class says the alphabet again.

- Point to the animals in **C** and ask: *Where's the baby spider? Where's its dad?* Learners find the two spiders. Ask: *Where's the letter 'a'? And 'b'? And 'c'?* Learners point to the letters a, b and c.
- Make sure learners have red pencils. Say: *Draw a red alphabet line!* Learners draw a red line to link the 26 letters (a–z) across the box.



Cambridge University Press & Assessment 978-1-316-61749-6 - Fun for Starters Teacher's Book with Downloadable Audio Anne Robinson, Karen Saxby Excerpt

More Information

0

D Listen! Draw a line from the baby frog to its mum!

Make sure learners have green pencils. Say: Let's draw a green line from the baby frog to its mum now. Listen! Play the audio. Learners listen and draw a green line to help the baby frog find its mum. Play again as necessary.

Optional extension:

Divide learners into A and B pairs. Pairs choose a parent and baby animal (for example a cat and a kitten) and draw these either side of the letter box. Without showing each other, A learners draw a purple line between the letters in the letter box from the baby animal to its parent. B learners draw a brown line between the letters in the letter box from the parent to its baby.

A learners then say the letters in their purple line and B learners listen and draw their own purple line. B learners then say the letters in their brown line and A learners listen and draw their own brown line.

Pairs then compare their letter boxes.

Audioscript

q-g-r-b-g-h-z-s-c-v-i-y-w-o-n-a-e-f-x

(B What's this? Write the word.

& Writing **3** 0 Learners look at the picture. Ask: How many animals can you see? (six)

Ask: Where's the fish? Learners point to the fish. Ask about the other animals. Where's the frog / goat / duck / spider / sheep?

- Check the animal words again. Point to the fish and ask: What's 0 this? ([It's] a fish) Continue in the same way pointing and asking What's this? questions about the frog, goat, duck, spider and sheep. Learners look at the picture and answer.
- Point at the six puddles. Say: Look! The letters for the animal words 0 are in the water. Point to the example and the answer 'fish' on the line.
- In pairs, learners look at the numbers and find the right puddle for 0 each animal. Crossing off the letters as they use them to spell the animal words, learners write the answers on the lines.
- 0 Check answers by asking different pairs: How do you spell duck / sheep / frog / goat / spider? Learners say the letters to spell the words.

Check a	inswers:				
1 duck	2 sheep	3 frog	4 goat	5 spider	

- Ask what noises a fish / frog / goat / duck / sheep makes. 0 Demonstrate if necessary!
- Learners work in pairs. They take it in turns to ask: What's this? and 0 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 fish is red. The frog is green. The goat is brown. The duck is yellow. The sheep is black and white. The spider is black and grey.)

() What's the animal?

Learners look at the animal words (1–5 only) to complete. Point to the example answer, 'goat'. Point to each vowel that is already on a line and ask: What's this letter? (a, e, i, o, u). Check pronunciation and drill if necessary.

In pairs, learners complete the words. If they need help, they can 0 find all the words in E.

Check ar	nswers:		
2 sheep	3 spider	4 frog	5 duck

- Point to the cat, dog and snake in the star. Ask: Do you know these 0 animals too? Learners complete the words 'cat', 'dog' and 'snake' in the star. Ask learners what noises these three animals make.
- Play the audio. Pause after each animal noise for learners to 0 answer. (It's a sheep / cat / snake / duck / dog / frog!)
- Pairs choose names for this cat, dog and snake and write them on 0 the lines. Ask 3-4 pairs: What's your name for this cat / dog / snake? Learners answer. Ask: How do you spell their names?

Audioscript

Reading

G 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-0 z-f-p-d-h
- Learners listen and write the letters. In pairs, they then compare 0 the letters they have written to check they are the same.
- 0 Learners circle the letters that they hear more than once. (s, i, f, h)
- Learners make a word with these letters. (fish) 0
- 0 Now say these letters, one by one: n-q-o-e-r-t-g-i-u-y-a-c-k-s-k-l-m-i-b-e-w-z-a-n-f-p-d-s
- Learners listen and again write the letters, circling the letters that 0 they hear twice, (k, e, a, n, s) Pairs find the animal word for these letters. (snake)

If learners enjoy letter puzzles, dictate *d-g-d-n-c-o-a-t-o* for learners to find three words. (cat, goat and dog)



Cambridge University Press & Assessment 978-1-316-61749-6 — Fun for Starters Teacher's Book with Downloadable Audio Anne Robinson , Karen Saxby Excerpt

More Information

Numbers, numbers, numbers

Topics numbers, colours



Movers word: thing

- Equipment needed
- Starters audio 2D.
- **O** Eight large letter cards showing *f* o o t b a l l. See B.
- O Colouring pens or pencils. See E.

Get into groups.

- Learners stand up. Ask three learners to stand together in a group. Say: Look! Three children! Ask one learner to sit down again. Point to the two remaining learners and say Look! Two children! Ask everyone to join in. Say: Three! All learners get into groups of three.
- Repeat the game using different numbers between two and six. Learners form groups of between two and six.
 After a few turns, say: *Now you!* Learners then take turns to say a number. Other learners form the groups.

A Write the numbers.

Starters tip:

In some Reading and Writing and Listening parts, learners will have to write numbers. Teach learners that in answers for the tests, they only need to write numbers as digits (1, 2) and not as words (one, two). They will be less likely to make mistakes or lose marks. It's quicker too!

- Learners look at the numbers. Look at the example. Say: Look at the words and write the numbers on the lines.
- Write on the board numbers 1 and 20, adding lines for the missing numbers 2–19:

1_____20
O Point at the lines and ask: What are the

- Point at the lines and ask: *What are these numbers?* Learners answer. Write numbers 2–19 on the lines.
- Point to **A** and ask learners which numbers between 1 and 20 are not on their page (1, 3, 4, 6, 14, 16, 17, 18, 19). Check pronunciation of the 'teen' syllable /ti:n/.

Optional extension:

Learners could work in pairs to try to write numbers 1–20 in words as quickly as possible. Walk round and help with numbers that are more difficult to spell, for example: eight, twelve, thirteen and fifteen.

B Look at the letters. Write words for six things in the picture.

• Learners look at the picture. Say: *Look at the example and its line.* Point to the car and ask: *What's this?* (a car) Show learners that the three big letters to make the word 'car' are jumbled. Point to the answer and ask: *How do you spell car?* (c-a-r)

In pairs, learners look at the words and lines and write the words for 1–5.

Check answers:

1 bed 2 sock 3 shoe 4 book 5 cat

• Point to the line from 6 in the picture and ask: *What's this?* (a football)

Ask eight learners to come to the class and stand in a line. Give them the football letter cards in random order (for example learner 1 has an 'l', learner 2 an 'o', learner 3 the 'f', etc). Learners hold up the letters. Ask learners to reorder themselves to make the word 'football'! Ask the class: *Is that correct*?

Learners write *football* on the line.

Teach/revise: 'on'

Ask: Is there a shoe on the bed? (no) Are there cats on the bed? (yes) Is there a sock on the bed? (yes) Are there apples on the bed? (yes) Are there socks, cats, apples, balls and books on <u>your</u> bed at home? (no!)

- C Let's count! How many can you see? Answer the questions.
- Learners look at the picture. Point to question 1 and ask: *How many cats are there in the picture? Let's count the cats ... one, two, three! There are three cats!*
- Ask learners the following questions about the picture. They can answer with just a number. Alternatively teach learners how to answer in a full sentence, for example: *There are four cars*.
 - **1** How many cars are there? (four)
 - 2 How many books are there? (seven)
 - 3 How many apples are there? (six)
 - 4 How many socks are there? (two)
- In pairs, learners read the two other 'How many' questions and write answers.

Ask: How many balls are there? (eight) How many shoes are there? (five)

Say: Look at the picture again. Give learners half a minute to look carefully at the picture then say: Close your books, now. Ask number questions about the picture. For example: How many apples / balls / cats / shoes / cars / books are there? Learners could then play the game in groups of 3–4, taking it in turns to ask and answer the 'How many' questions.

Ask learners questions about their classroom.
 Suggestions:

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



- Write on the board:
 - 1 What's your name?
 - 2 How old are you?
 - **3** What's your teacher's name?
 - **4** What's your favourite number?
 - **5** What's your friend's name?
 - 6 How many books have you got?
 - **7** How old is your friend?

18

Cambridge University Press & Assessment 978-1-316-61749-6 — Fun for Starters Teacher's Book with Downloadable Audio Anne Robinson , Karen Saxby Excerpt

More Information

Ask different learners to read out the questions. Ask: *How many answers are names*? (three) *How many answers are numbers*? (four) Ask: *Which questions have name answers / number answers*?

Check answers:

Names: 1, 3, 5 Numbers: 2, 4, 6, 7

- Learners copy the questions into their notebooks and write their answers. Ask 3–4 learners different questions, for example: *What's your favourite name for a boy/girl, Mario? How many books have you got, Anna?*
- In pairs, learners interview each other by taking it in turns to ask and answer the seven questions.
- Learners look at the example questions in **D**. Ask: *What's the boy's name?* (Tom) *How old is he?* (nine).

Learners look at questions 1–5. Ask: *How many answers are names?* (two) *How many answers are numbers?* (three).

- Say: Listen! A girl is talking to her teacher. She's talking about Tom.Play the audio twice. Learners listen and write answers.
 - **Note:** Learners will see possessive 's' in the example and questions 2 and 4. You might want to explain the meaning of this.

Check answers: 16 2 Lucy 35 4 Park 5 10

Aud	lioscr	ipt
Loo	k at the	e picture. Listen and look. There are two examples.
	Man:	Hello! What's this boy's name?
	Girl:	His name's Tom.
	Man:	Can you spell his name?
	Girl:	Tom's name? Yes! T-O-M.
	Man:	How old is he?
		He's nine.
		Nine?
	Girl:	Yes, that's right.
Can	you se	e the answers? Now you listen and write a name or a number.
1	Man:	How many toys has Tom got?
	Girl:	He's got six toys!
	Man:	Sorry?
	Girl:	He's got six toys!
2	Man:	I like his cat. What's his cat's name?
	Girl:	His cat's name is Lucy!
	Man:	Lucy? That's a nice name.
	Girl:	Yes. You spell it L-U-C-Y.
3	Man:	How many books has Tom got?
	Girl:	He's got five books.
	Man:	How many?
	Girl:	He's got five books.
4	Man:	What's the name of Tom's school?
	Girl:	Tom goes to Park School.
	Man:	Can you spell that?
	Girl:	Park? OK. You spell it P-A-R-K.
5	Man:	Which class is Tom in?
	Girl:	He's in class 10.
	Man:	Class 10. That's good!
	Girl:	Yes. He really likes school.

E Listen and draw lines between the letters and numbers.

O Write on the board: *V* 12

Say: *Look at the picture. Find the letter V.* (It's under the giraffe's head.)

Say: *Now find the number 12.* (It's halfway down the giraffe's body at the front.)

Say: *Draw a line between V and 12.* Make sure learners understand your instruction by drawing a line between the V and the number 12 on the board.

Tell learners you are going to say more letters and numbers. They draw lines between them to finish the picture.

- Say slowly: 12-Y-14-A-20-7-R-O-E-11-C-13-H-15-I-K-5-18-Q
- Ask: What can you see? (a giraffe)

G Colour and draw.

• Make sure learners have brown, green and yellow colouring pencils or pens.

Say: Now colour the picture. Colour the Bs brown. Colour the Gs green. Give learners time to finish their colouring.

• Draw a sun on the board. Ask: *What's this?* (the sun) Check that learners have understood the drawing instruction in **F**. Learners draw a sun and colour it yellow. They could also choose other colours for the flowers, the giraffe's eyes and background body colour if they want to. Ask: *What colour is the sun?* (yellow) *What colour are the flowers / the giraffe?* Learners answer.

G Play number games!

• Choose one of the following number games to suit your class.

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.
 - Teacher: I know your number. It's seven!
 - Learner: No!
 - Teacher: Then it's five!
 - Learner: Yes!
 - Teacher: Great! How do you spell five?
 - Learner: F-I-V-E!
- Play the game with the whole class a few times until you are sure that the learners understand what they have to do. Learners then play the game in groups of 3–4 to practise numbers 1–20.

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

Listen and circle the number!

• Give each learner half a sheet of paper. Write the words for numbers 1–20 on the board, asking learners to help with spellings. Say: *Now write these number words on your paper.*

Tell learners to write the words in big letters anywhere on the paper and not to write the words in the correct order. For example: three eleven fifteen

unce		CICVCII		mucun	
	two		nineteen		
twelve		seven		five	
	eight		fourteen		twenty
		six		ten	
	one		sixteen		
eighteen		four			
	nine		thirteen		seventeen

Divide learners into A and B pairs. Shout out any number between 1 and 20. Say: *Draw a circle round that number!*

Each learner hurries to find the correct number and draw a circle round it. The first learner in each A and B pair to correctly circle the number you called out, wins a point. Repeat with other numbers until all the numbers have been circled or until learners tire of the game. Pairs keep their own scores.



Cambridge University Press & Assessment 978-1-316-61749-6 — Fun for Starters Teacher's Book with Downloadable Audio Anne Robinson , Karen Saxby Excerpt

More Information

What's your name?

Topics names, family and friends



Movers words: *address, round, party*; Flyers word: *card* Not in YLE wordlist: *bingo*

Equipment needed

• Starters audio 3C, 3E.

Look at the letters. Write the names.

- Point to the boy in picture 1 and say: *Look! This is Ben. That's B-E-N.* Point to the capital 'B' at the start of his name. Remind learners that the first letters of names are written with capital letters.
- Say: *Here are pictures of ten people*. Explain that the names for the people in pictures 1–8 have been jumbled up. For 2–8, learners put the letters back in the correct order to spell the names and write them on the lines. The capital letters will help them do this!

8 Kim

Check answers:						
	2 Sam	3 Lucy	4 Nick	5 Bill	6 Anna	7 Mark

Learners choose a name for the boy and the girl in 9. They jumble up the letters of the names and write them under picture 9 (for example *n n A a*). Under each jumbled name, learners draw the correct number of lines for each name (for example ____). In pairs, learners exchange books. They unjumble the letters and write the letters on the lines to write the names correctly spelt.

B Write the names under boy, girl or boy and girl.

Starters tip

Make sure that your learners are familiar with the 20 first names that appear on the Starters wordlist (and in this unit). These names appear in many parts of Starters and some of them are tested in Listening Part 2 (they are always spelt out). Knowing if names are for boys or girls, or for both, is useful.

• Say: Dan is a nice name. Is 'Dan' a boy's name or a girl's name? (boy's) How do you spell 'Dan'? (D-A-N) Point to the name 'Dan' in the wordbox and on the line. Say: Dan is

a name for a boy or man. It's under 'boy' here. Point to the next name in the box (Alex). Say: Alex is a nice name, too. Is 'Alex' a boy's name or a girl's name? Explain that Alex is a name we can use for a boy or a girl. Ask: How do you spell 'Alex'? (A-L-E-X) Write 'Alex' on the line under boy and girl, please! Learners write Alex on the first line in the 'boy and girl' column. Say: Look at the names in the box. Write the names under 'boy', 'girl'

or 'boy and girl'.

boy: Matt girl: Sue, Alice, Jill, May, Grace boy and girl: Alex, Pat

20

• Say: Now look at the names in 1–8 in A. Which are boys' names? Which are girls' names? Which are boys' or girls' names? Write the names on the lines in B.

Check answers:

boy: Ben, Nick, Bill, Mark *girl:* Lucy, Anna *boy and girl:* Sam, Kim

• Ask: What are the boy's and girl's name in your picture 9 in A? Is the boy's name a girl's name too? Is the girl's name a boy's name too? Learners talk about the names they wrote.

Note: Learners can check online to see if their names are for both boys and girls.

If relevant, you could talk about names that are for both girls and boys in your learners' country.

• Say: I like the names (George) and (Helen). What English names do you like? Write your favourite English names on the lines in the boxes in B.

C Listen and write the names.

Say: Listen to the woman and girl. Which names do they say? Play conversation 1 on the audio. Ask: What's the girl's name? (Lucy) What name does Lucy say? (Tom) Point to 'Tom' on line 1. The woman says Lucy and the girl says Tom. Learners listen to conversations 2–6 and write the names.

Check answers:

Ask different learners to spell the names and write them on the board:

2 Alex 3 Ride 4 May 5 Happy 6 Duck

 Point to 'Mr' and 'Mrs' on the lines in 3 and 6 and ask: Is 'Mr Ride' a man or a woman? (a man) Is 'Mrs Duck' a man or a woman? (a woman) Explain that we can also use 'Miss' and 'Ms' for a woman.

• Write on the board:

.....is Lucy's brother.

Ask: *What's Lucy's brother's name?* (Tom) Write *Tom* in the gap in the sentence on the board.

Write on the board:

-is the girl's school friend.
-is a grandmother.
-is a dog.

.....is an English teacher.

Learners complete the sentences with the names from ${\bf C}.$ Let them listen again if necessary.

Check answers:

school friend – Alex, grandmother – May, dog – Happy, English teacher – Mrs Duck

Audioscript

Listen and write the names.

1 Woman: Hello, Lucy. Is that your brother?

-	woman.	fielde, Eucy. 15 that your brother.
	Girl:	Yes.
	Woman:	What's his name?
	Girl:	Tom.
	Woman:	Tom? Is that T-O-M?
	Girl:	Yes.
2	Man:	Have you got a good friend at school?
	Girl:	Yes.
	Man:	What's her name?
	Girl:	Alex.

Man: Alex? Do you spell that A-L-E-X? Girl: Yes. She's very nice.

© in this web service Cambridge University Press & Assessment

Cambridge University Press & Assessment 978-1-316-61749-6 — Fun for Starters Teacher's Book with Downloadable Audio Anne Robinson , Karen Saxby Excerpt

More Information

3	Boy:	What's your teacher's name? Mr Ride. It's Mr Ride. How do you spell that? R-I-D-E. Oh yes, I know him.
4	Man: Boy: Man: Boy:	What's your grandmother's name? Her name's May. Can you spell May? Yes. It's M-A-Y.
5	Boy: Woman: Boy:	Is that your dog, Tom? Yes. What's her name? Her name's Happy. Happy? How do you spell that? H-A-P-P-Y. That's a good name for a dog.
6	Girl: Boy: Girl: Boy: Girl:	Do you learn English at school, Ben? Yes. It's my favourite lesson. Who's your English teacher? Her name's Mrs Duck. How do you spell her family name?

Boy: Duck? You spell it D-U-C-K.

Names, questions, circles ...

- **O** 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 the name question.
- 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?* Changing direction in the circle again, they ask the learner on their **right**.

Note: Encourage learners to work quickly round the circle.

D Answer the questions. Write your names in the circle.

- Learners read questions 1–4 and write their answers in the four sections of the circle.
- Draw a circle on the board with a cross inside like the one in D.
 Write your answers to questions 1–4 in the sections. 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 which question the other names answer.
- O Learners do the same in pairs. Learner A shows B their names circle. Learner B guesses who each name belongs to. Then Learner B shows their four names and Learner A guesses.

E Listen and write the names and numbers.

- Tell learners to look at the envelope in **E**. Show learners that some things are missing from the name and address. Ask learners to suggest which things are missing. Play the audio. Learners listen and say which things are mentioned. (Mary's family name, the number of her house and the name of her street)
- **O** Play the audio again. Learners listen and write names or numbers.

Check answers: 1 Door 2 17/seventeen 3 Lime

Audioscript

Lis	Listen and write.			
1	Boy: Woman: Boy: Woman: Boy:	Mum, can you help me? OK. Can you tell me Mary's family name? Yes. It's Door. D-O-O-R. D-O-O-R. Thanks.		
2	Boy: Woman: Boy:	And what's the number of Mary's house? 17. She lives at number 17. Oh yes!		
3	Boy: Woman: Boy: Woman: Boy:	And what's the name of the street? You know that! It's Lime Street! Do you spell that L-I-M-E? That's right: L-I-M-E. Great! Thanks, Mum!		

() It's your friend's birthday! Write your friend's name and 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 different learners to read out their friend's name and address. Ask: How do you spell your friend's name? How old is your friend?

G Find a name from A, B or C in these sentences.

• Read out the example sentence: Listen to my story! Ask: Can you see the name Tom here? T-O-M. Say: Now find a name in sentences 2–6!

Check answers: 2 Matt 3 Dan 4 May 5 Ben 6 Pat Note: Remind learners that we write names with capital letters!

Play the game! Names bingo.

- Learners close their books. Ask: *Can you say the 17 names from B?* Different learners come to the board and write a name: *Alex, Alice, Anna, Ben, Bill, Dan, Grace, Jill, Kim, Lucy, Mark, Matt, May, Nick, Pat, Sam, Sue.*
- Learners choose five names and write them on a piece of paper.
- Explain that you are going to say and spell out some of these names. Say or spell the different names on the board. Learners listen. If the name you spell is one of the five names that the learner has written, they cross it out. The winner is the first person to cross out all five names on their piece of paper.
 Note: with bigger classes, play this in groups with one learner saying the names.
- To check the winning names, ask that learner to say and spell the names. Play the bingo name game a number of times to allow different learners to win and spell.

What does my name mean?

- Learners find out the origin and meaning of their name and/or of their favourite English name.
- They can also find out the most popular name for the year they were born / for this year in their country or in the world.
- Learners tell the class what they have found out (in their own language if necessary).



Cambridge University Press & Assessment 978-1-316-61749-6 — Fun for Starters Teacher's Book with Downloadable Audio Anne Robinson , Karen Saxby Excerpt

More Information

Red, blue and yellow

Topics body and face, colours, the world around us



Movers word: *circle*; Flyers word: *missing* **Equipment needed**

• Starters audio 4

- O Starters audio 4D.O Colouring pencils or percentations of the second secon
- Colouring pencils or pens.

Read and colour.

• Point to the colour palette in **A** and say: *Look at these paints. Which colours can you see?* (red, black, white, blue, yellow) Point to 1 and say: *Blue and red make ... What colour can I make with blue and red paints?* (purple) *Colour circle 1 purple please!*

Learners read 2–5 and colour the circles in the palette with the colour that these two colours make when they are mixed together.

Check answers: 2 grey 3 green 4 orange 5 pink

- Say: We can't see a paint colour between green and grey. Which colour is this? Listen! Dogs and cats can be this colour. Part of a coconut is this colour (but you don't eat that part!) Lots of chairs, tables and floors are this colour. And chocolate too! Which colour is it? (brown) Learners take their brown pencils and colour the circle between green and grey.
- In pairs, learners choose five colours from the palette. They write the colours in their notebooks, adding three or four things that are that colour. (See suggestions below.)

Suggestions:

- **black** my computer, spiders, my pen
- white milk, part of a coconut, my shirt
- **blue** the sea, my trousers, my eyes
- **purple** grapes, the door, flowers
- yellow sand, lemons, bananas, the sun
- **grey** elephants, pencils, my phone
- green frogs, peas, limes, trees, aliens
- orange tigers, carrots, oranges
- **pink** my mouth, my T-shirt, my doll
- Different pairs say their three or four objects. Other learners guess their chosen colour.

Optional extension:

Learners bring in pictures from magazines or draw and colour pictures of objects that are the same colour. Working in pairs, learners then stick their pictures on a large piece of paper to make a 'colour poster'. Some learners may prefer to download pictures and create their poster online.

B You and colours. Answer the questions.

O Say: Read and answer the questions in B. Colour the paints under 'Me'. Make sure learners understand what to do by asking one learner: What colour are your eyes? Are your eyes brown? Then take your brown pencil and colour! Learners colour the five paintbox squares under 'Me'.

O In pairs, learners ask and answer the questions. They use colours to show their partner's answers in the paintbox squares under 'My Friend'.

C Look at the pictures. Circle the correct word.

• Say: Look at the pictures and read sentences 1–4. Which word is correct? For example: Is 1 a boat or a goat? (goat) Tell learners to draw a circle round the word 'goat' in sentence 1.

Learners draw a circle around the other correct words.

Check answers:

0

2 cat 3 kite 4 woman

Ask learners to find the 'boat', 'mat', 'tree' and 'boy' in the picture in
 In pairs, learners point to each of these things and say: *This is a boat / mat / tree / boy.*

Learners choose colours and colour the boat, mat, one of the trees and the boy's face in ${\bf D}.$

In small groups, they point to each of these things in their picture and say: *This a (green) boat. This is a (purple) mat,* etc.

D Listen and colour the birds.

Point to the picture in D and ask: Where's the ...? questions.
 Where's the kite/girl/painting/baby/tree/boy/bag/woman?
 To answer, learners point to the different things in the picture.
 Learners check with their partner to make sure that they are both pointing at the same thing. Move around the class and check learners are pointing at the correct parts of the picture.

Say: Look at the picture. How many birds can you see? (seven)
 Say these sentences. If the sentence is correct for the picture, learners say yes and stand up. If it is not correct, they say no and sit down.

There's a bird in the tree.	(<i>Yes</i> – stand up)
There's a bird on the girl's T-shirt.	(<i>No</i> – sit down)
There's a bird on the kite.	(<i>Yes</i> – stand up)
There's a bird on the woman's bag.	(<i>No</i> – sit down)
There's a bird on the boy's T-shirt	(<i>Yes</i> – stand up)
There's a bird on the boat.	(Yes – stand up)

Starters tip

In Listening Part 4, candidates need to focus on an object or thing that appears several times in different locations within the same picture (in this example, the bird). They should think about where each one is in the picture and the prepositions that will help find them, for example: *in*, *on*, *under*.



Cambridge University Press & Assessment 978-1-316-61749-6 — Fun for Starters Teacher's Book with Downloadable Audio Anne Robinson , Karen Saxby Excerpt

More Information

- Say: Listen to a woman and a boy. They're talking about the picture. Play the example on the audio. Ask: Where is the yellow bird in the tree? Learners point to this bird.
- Play the rest of the audio. Learners listen and colour. Play the recording twice.
- Learners swap books and check each other's colouring. Check answers by asking questions. Say: *Find the bird on the kite*. Ask: *What colour is that bird*? (blue) Do the same with the bird on the boat, the bird in the baby's hand, the bird in the girl's picture, the bird on the boy's T-shirt.

Check answers:

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

Note: In Listening Part 4, candidates will only hear each colour once. But in this listening task, learners will hear the colours twice to give them more support.

Audioscript

	Woman: Boy: Woman: Boy: Woman:	Yes. Good. Colour it yellow, please. Pardon? Colour the bird in the tree. Colour it yellow.
	n you see t en and col	he yellow bird in the tree? This is an example. Now you our.
1	Boy:	Look at the bird on the kite. Oh yes. Can I colour it? Yes, colour it blue. Great! The bird on the kite is blue now.
2	Boy:	Find the bird on the boat. Sorry? Which bird? The bird on the boat. Colour it orange. Orange. OK. I'm doing that now.
3	Woman: Boy: Woman: Boy:	Can you see the baby? Yes. She's holding a bird in her hand too. That's right. Let's colour that bird pink. OK. Now there's a pink bird in the baby's hand.
4	Boy: Woman: Boy:	Can you see the girl? She's painting a picture. Yes, I can. And there's a bird in her picture! Yes, there is. Colour that bird red. Red? Yes, please.
5	Boy: Woman: Boy:	Look at the boy's T-shirt. It's got a bird on it too! I know! Colour that bird purple. Sorry? Colour the bird on the boy's T-shirt purple. OK.

Great colours for a car, shoes, sports shoes, ice cream or bike!

- Ask 2–3 learners: *Does your family have a car? What colour is it? What's a good colour for a car?* Learners colour the car in the question their favourite colour for a car.
- Ask different learners: What colour are your shoes? Are those your favourite shoes?

In pairs, learners take it in turns to read out one of the four questions. They both say their answer, then colour the shoes, the sports shoes, bike and ice cream their favourite colour for those things.

- O Next, give each pair a question from E. They have to ask everyone in the class their question and find out how many learners chose different colours for that thing. For example, pair A ask: What's a good colour for a car? Six learners say blue, four say red, three say grey, two say black and one says white. Pairs count the number of learners who chose each colour. Everyone colours the car, shoes, sports shoes, bike and ice cream the most popular colour for the class.
- Ask learners to discuss in small groups which colour they think most people in the world choose when they buy cars, shoes, sports shoes, bikes and ice creams.

Answers:

cars – white, shoes – black, sports shoes – white, bike – red, ice cream – yellow

Learners colour the shoes black, the ice cream yellow, and the bike red. They don't colour the car or the sports shoes, because the world's favourite colour for these is white!



Cambridge University Press & Assessment 978-1-316-61749-6 — Fun for Starters Teacher's Book with Downloadable Audio Anne Robinson , Karen Saxby Excerpt

More Information

Answering questions

Topic school

5



Movers word: back

Not in YLE wordlists: crossword

Equipment needed

• Starters audio 5D.

• Photocopies of the sentences on page 106 (one for each pair of teams), cut up. See E 'Mime the sentence'.

Complete the crossword. Find the answers in the box.

• Point to the picture of the alphabet and ask: *Can you see the word 'alphabet' in the crossword*? (yes) Point to the word 'alphabet' in the wordbox and say: *This is an example. Look at the pictures, find the words here in the box and write them in the crossword*. Remind learners 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): question, words, tick, cross Down (left to right): letter, number, sentence

• Say: In one of the boxes, there's a letter. Which letter is it? (p) And there's a number in one of the boxes. Which number is it? (8) Can you spell 8? (e-i-g-h-t)

What are: three, seven (numbers)

d, f, p, q (letters) name, sock, listen (words)

l'm a teacher. You're learning English. (sentences) How old are you? What's your name? (questions)

B Read, draw and write.

Starters tip

Train learners to read and follow the instructions for each part of the Starters Test. In the test, they have to draw lines, colour things, put ticks or crosses or write names and numbers, 'yes' or 'no' or one-word answers. Practise drawing ticks and crosses. This may not be the usual way for learners in their country to show that something is right or wrong.

• Point to the first instruction. Ask learners what they have to do (draw a line). Point to the example line in the first box.

- Learners read 2–6 and write or draw the answers.
- 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 ✓ 3 yes 4 (eg) 7 5 × 6 (eg) beautiful
- Tell learners your favourite English word, for example: *My favourite English word is (coconut)*. Each learner writes their favourite word on the line in 7.
- O Give each learner a small piece of paper. Ask them to write their favourite word on it. Then they 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 the favourite words to prepare for the next activity.)
- Ask questions about the words: Which word is really long? Which letter is at the start of lots of these words? Do you know all the words? No? Which ones don't you know? Which words do you like?

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 on the board: *My favourite colour is yellow.* Ask: *How many words are there in 'My favourite colour is yellow'?* (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 sentence on the line in 8.

Ask different learners to tell you their sentences.

• Write on the board: ?

Ask: Where do we write this? (at the end of a question) Write on the board: Wh and say: Questions start with question words. Lots of questions start with these two letters. Can you tell me some question words starting with 'Wh'? Learners tell you words (What, Where, Which, Who, Whose are on the Starters wordlist).

- Practise saying the /w/ sound at the start of these question words. Show learners that to make this sound, you shape your lips like a small 'o' (nearly closed). You tighten your lips then relax them as you make the sound.
 - Say and/or write on the board:

0

- 1's your name?
- 2is this bag? Is it yours?
- **3** do you live?
- 4juice is your favourite: apple or orange?
- **5**'s your favourite teacher?

Learners complete each question with the correct question word.

Check answers:

1 What 2 Whose 3 Where 4 Which/What 5 Who

- **O** In pairs, learners ask and answer the questions. Go round and check that they are saying the /w/ at the start of the questions correctly.
- O Learners write a *wh* question with four words in it in **B** next to 9. Then they move about and ask three people in the class their question.

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, a question mark or their favourite number.
- **O** Ask one learner to stay at the front of the class. They stand with their back to the rest of the class.



Cambridge University Press & Assessment 978-1-316-61749-6 - Fun for Starters Teacher's Book with Downloadable Audio Anne Robinson, Karen Saxby Excerpt

More Information

- 0 Draw a cross with your finger on the learner's back. Ask: What's this?
- 0 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 0 drawn on their back, the other learners can help by answering.
- Learners continue this activity in groups of 4–5. They take it in turns 0 to 'write' another sign, number or letter on another learner's back. Reading

C Look and read. Write yes or no.

Point to the picture in **C** and say: What can you see in this picture? Tell me! When learners say a word, they come to the board to write it too. Continue until learners have run out of words. Leave the words on the board.

Suggestions:

apple, ball, bee, book, boy, car, dog, door, flower, frog, girl, hair, kite, paint, tree, trousers, T-shirt, wall, window

- Say: Let's do a test now! Point to the sentences below the picture 0 and say: Read these sentences and look at the examples in C. What do you do? (Read the sentences, look at the picture and write yes or no).
- Point to and read out the first example sentence: One of the boys is 0 *sleeping.* Point to the boy who's sleeping in the picture and ask: *Is* this boy sleeping? (yes) Read out the second example: The girl in the tree has black hair. Ask: What colour is this girl's hair? (brown) Is this sentence correct? (no)
- 0 In silence (it is a test!), learners read sentences 1–5 and write yes if they are correct and *no* if they are not correct.

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

- Tell learners to put ticks next to their correct answers and a cross 0 next to any wrong answers. Anyone who gets all five answers right can draw a star!
- Ask learners why they wrote *no* after sentences 1.3 and 5. (There 0 are four apples, not six. The children are in the garden, not the house. The frog **isn't** on a book.)
- Point to 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.

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



Listening

& Writing

Read out the instructions: Listen and draw lines. Ask: Do I write 'yes 0 or 'no'? (no) Do I put a tick or a cross? (no) Do I draw lines? (yes) Point to the line between the name Mark and the boy sleeping in the picture and say: This line goes between Mark and this boy. Play the example on the audio.

Ask: Is this line correct? Is Mark sleeping? Is Mark the boy with the black hair? (yes)

Say: Now listen and draw lines between five names and the people in the picture. Play the rest of the audio twice.

Check answers:

- lines between 1 Kim girl in tree 2 Eva girl painting bee 3 Hugo – boy with ball 4 Pat – girl with kite 5 Sam – girl reading book
- 0 Ask: Which name has no line? (Ben)

Audioscript

Look at the picture. Listen and look. There is one example.		
Boy:	Hi, Miss Street! Here's a photo of me and my friends in	
	our garden. We're having lots of fun!	
Woman:	Oh, yes! But one child is sleeping Who's that?	
Boy:	The boy with black hair? His name's Mark.	
Woman:	Mark? That's a nice name.	
Can you see the line? This is an example. Now you listen and draw lines		

1	Boy:	There's a girl here, too. She's in the tree! Yes. She loves trees! Her name's Kim. What's Kim doing in that tree? She's getting some apples.
2	Boy:	And can you see Eva? No. Where is she? Eva's painting a bee. It's fantastic. Good! But she's getting paint on her clothes. I know!
3	Boy:	I like the dog! That's Hugo's pet dog. Is Hugo the boy with the ball? Yes, that's right.
4	Woman: Boy: Woman: Boy:	One of the girls is waving. What's her name? The girl with the kite in her hands? Yes. What's her name? That's Pat. Pat's fun! I like her.
5	Boy:	And what's that girl's name? The girl with the book. That's Sam. She's in my class. Is she? What's she reading about? Polar bears! They're her favourite animals. I like those too!

Mime the sentence.

- Point to sentence 1 in **B** and 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 0 how many words are in the sentence by holding up a finger for each word.

For example: for 'Put a cross in the box.' show six fingers. Learners say: Six words!

- Mime the whole sentence. If learners guess any of the words (for 0 example: 'cross' or 'box'), confirm that that word is in the sentence and point to your third or sixth finger to show where it comes in the sentence. (For example, if learners guess 'draw', point to your first finger and nod your head.) Continue like this until the learners have guessed the whole sentence.
- Play the game in two teams. Put the sentence cards you have made from page 106 face down on a desk at the front of the classroom. A learner from one team comes up and picks up and reads a sentence silently. They show how many words it has by using their fingers to show the number of words and by miming the sentence. The other people in the learner's team guess the sentence. If they guess correctly, they get a point. If they can't guess the sentence and the other team can, the other team gets a bonus point. Continue like this until teams have each mimed the same number of sentences.
- 0 The winners are 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.

