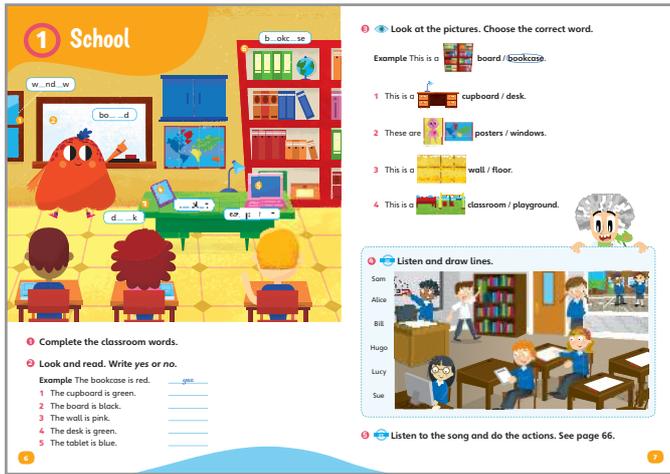


1 School



EXAM PRACTICE MATERIALS

Listening Part 1
 Flashcards of classroom objects, colours and numbers 1–20 (optional); board pens, stop-clock or egg timer, soft ball

Unit objectives

LISTENING	Match a name to a description of someone's actions; understand and do actions in a song; understand new pupils in class introducing themselves; match the sounds of people playing games and ordering pictures.
SPEAKING	Make introductions; talk about playground games.
READING	Identify words for classroom objects; understand simple sentences to describe a classroom.
WRITING	Spell words for classroom objects; Complete simple sentences to describe a classroom.
VOCABULARY	Classroom objects: <i>board, bookcase, computer, desk, tablet, wall, window</i> ; colours: <i>black, blue, green, orange, pink, red</i> ; introductions: <i>What's your name? How do you spell that?</i> ; playground games: <i>hopscotch skipping game, tag</i>
NON-YLE VOCABULARY	<i>hopscotch, tag</i>

VOCABULARY task 1

- Play a guessing game to activate classroom words that the learners might already know. Tell learners that you are thinking of something in the classroom and they must guess what it is. If you have flashcards of classroom objects, use these to focus learners on the task. (Hold them so that learners can only see the back of the cards, and have them guess the hidden picture.)
- Focus learners on the window in the picture in task 1 and nominate individuals to say the word. Use this stage to make sure learners are correctly pronouncing the target words by having everyone repeat the word after each answer has been given.

- Write the first word, *w_ nd_ w*, on the board, or display on the Interactive White Board (IWB). Ask for a volunteer to come and write in the correct letters to complete the word, to model the task. Ask the class *Is that correct?* and have other learners correct the spelling if necessary.

Learners then work individually to complete the words with the missing letters and write two more classroom words of their own. Give a time limit, then have them check their answers in pairs.

Feedback: Ask learners to say the missing letters while you write them on the board, or IWB. You may need to revise the pronunciation of the alphabet before you do this. As learners say the missing letters, have them swap books to check each other's answers.

Extension: Elicit learners' ideas for two more classroom words and ask them to spell these while you write them on the board.

Answers

- 1 window 2 board 3 desk 4 tablet
 5 computer 6 bookcase

VOCABULARY task 2

- Focus learners on the picture in task 1. Ask *What colours can you see?* (*red, orange, white, green, blue, black, pink and purple*)

Ask learners to close or cover their books. Show them the example sentence either in your own copy of the book or on an IWB, covering the answer. Elicit the answer, *yes*, then reveal the answer on the page.

Now ask learners to read sentences 1–5 and write the answer next to each sentence. Give them a time limit.

Feedback: Have all learners stand up. With books open, read out each sentence and ask them to sit down for *no* and stay standing for *yes*.

Extra support: In a more confident class, you can ask them to close their books and focus on the page on the IWB or to memorise the answers before reading out the sentences.

Extension: Learners write sentences about their own classroom. Brainstorm what classroom objects and colours they can see around them. Then model the task by asking for a volunteer to come up to the board and write a sentence, e.g. *The table is green.*

Learners work in pairs to write two more sentences about their classroom. Ask early finishers to write another sentence.

Answers

- 1 no 2 no 3 no 4 yes 5 no

READING task 3

- Ask learners what they can see in the picture in the example sentence, eliciting *a bookcase*. Then read the whole sentence, drawing learners' attention to the correct word circled.
- Tell learners to take a pen or pencil and continue the task: they read the sentences, look at the pictures and circle the correct words in sentences 1–4. Give learners a time limit.

Feedback: If you are using a board, write the two options for each sentence on the board, in preparation for checking the answers, while learners are doing the task. Then either ask learners to come up to the board (or IWB) and circle the correct answers, or elicit which word should be circled.

Answers

1 desk 2 posters 3 floor 4 playground

2

LISTENING task 4

Towards
Starters

Part
1

- Before listening, ask the class what they can see in the picture. Start by writing some of the learners' ideas on the board. Then put them in pairs and ask them to name more objects. Give learners a time limit of one minute, using a stop-clock or egg timer to add a competitive element.
- Elicit which words pairs have identified and have learners point to the objects in the picture.
- Draw learners' attention to the children in the picture and the list of names. Read the list of names aloud. Then learners repeat the names to familiarise themselves with the pronunciation in preparation for the audio. Ask *Do we know who is Alice? Bill?* etc. (no) Then explain that they are going to find out by listening to the audio.
- Play the first four lines of the audio (from *Hello, to This is our classroom*). Then stop and ask learners to point to the child they think is Matt. Then take a pencil and model drawing a line from the word *Matt* to the correct child in the picture.
- Say *Now let's find the other children*. Tell learners that you are going to play the audio twice: the first time they listen without writing, then after the second time they can draw the lines to identify the children.
- Play the audio twice, then give learners time to think and draw lines between the name and the corresponding child in the picture.
- Play the audio again for learners to check their answers. Play a fourth time if necessary.

Feedback: Play the audio again, line by line, stopping after each child has been mentioned, and ask learners to hold up their books and point to the correct child. Alternatively, display the page on an IWB and have individual learners come up and draw lines showing the answers. Ask the other learners to tell you if they think the line is correct.

Extra support: Have learners work in pairs to draw the lines after listening to the audio as described above.

Track 2

Matt: Hello, I'm new in class.

Ann: What's your name?

Matt: Matt.

Ann: Hi, Matt! Come with me. This is our classroom.

Ann: Look, Hugo is drawing on the board.

Alice is playing on the computer and look, Bill is putting a book in the bookcase.

Sam is learning English on a tablet and Sue is sitting at her desk.

Lucy is standing in front of the window. There's the playground.

That's the end of the lesson. Let's go and play!

Answers

- 1 Hugo – drawing a picture on the board
- 2 Alice – playing on the computer
- 3 Bill – putting book on bookcase
- 4 Sam – learning English on a tablet
- 5 Sue – sitting quietly at her desk
- 6 Lucy – standing in front of window
- 7 Ann – pointing to Matt (the child looking nervous)
- 8 Matt – standing alongside Ann looking nervous

3

LISTENING task 5

- Tell learners to turn to page 63 in their Student's Books. Introduce the song. Learners stand up and, if there is space in your classroom, bring them to an area without desks and chairs; otherwise let them stand by their desks.
- Read each sentence aloud, while learners repeat. As you read, do the following actions for the lines:
 - 1 *We go to school in the morning*: walk briskly, ride a bike, drive a car, etc (as appropriate for the class);
 - 2 *Hip, hip hooray!*: hold hands up high, punch the air, etc;
 - 3 *Hello teacher!*: wave to the teacher;
 - 4 *Hello, friends!*: turn and wave to friends;
 - 5 *Ask How are you today?* to a friend, the friend answers, *I'm fine, thank you*;
 - 6 *Let's have fun!*: wave arms.
- Play the song, sing along and do the actions together while the song is playing. Repeat as appropriate.

Feedback: At the end of the song, have everyone give each other a round of applause and praise learners for their efforts to act out the song.

If possible, add all new vocabulary and short phrases from Unit 1 to a classroom Word wall (see p.52).

Track 3

We go to school in the morning. (x2)

Let's start the day!

Hip, hip, hooray!

It's English class.

Hip, hip, hooray!

Hello, teacher!

Hello, friends!

How are you today?

I'm fine, thank you.

We go to school in the morning. (x2)

Let's have fun!

Let's learn English!

We love to learn and play.

Hip, hip, hooray! (x2)

1 Look and complete.
 There are _____ students in the class.
 There are _____ new students in the class.

2 Listen and complete.
 Hello! I'm new in class.
 What's your name?
 How do you spell that?
 How old are you?
 My name's Lucia.
 I'm _____ in class.

3 Ask and answer with a friend.
 A: Hello! I'm new in class.
 B: What's your name?
 A: Omer.
 B: How do you spell that?
 A: O-M-E-R.

4 Listen and number the photos.
 Do you play tag?
 tag football
 hopscotch basketball

5 What is your favourite playground game? Draw a picture and talk to a friend about it.
 My favourite playground game is _____.

Track 4

Diego: Hello, I'm new in class!
Captain Zoom: What's your name?
Diego: Diego.
Captain Zoom: How do you spell that?
Diego: D-I-E-G-O.
Lucia: My name's Lucia.
Captain Zoom: How old are you?
Lucia: I'm seven. I'm in class 1.

Answers

1 Diego **2** 7, 1

WRITING task 1

- Have learners stand up at their desks. Take a soft ball and explain that you are going to throw the ball to someone who must catch it and say the number *one*. They then throw it to another learner who says the number *two*. Continue up to number *twenty*, with learners saying each number in sequence.
- Learners sit down again. Ask them to look at the chart in task 1 and ask *How many students are there in the class? How many are new students?* Note that the second line shows existing students not the total number of students, so learners must add the two lines together.
- Ask learners to write the missing numbers in the sentences below the chart.

Feedback: Nominate two learners to come to the board and write the correct numbers. Ask the rest of the class if they agree.

Answers

There are 15 pupils in the class.
 There are 3 new pupils in the class.

4 LISTENING task 2

- Focus learners on the picture in task 2. Tell them that these children are new in class and are introducing themselves. Explain that learners must read, listen to the spelling of the boy's name and then write the missing letters. They also need to listen to how old the girl is and which class she's in.
- Play the audio once. Tell learners they are going to listen twice. The first time they only listen but don't write anything yet.
 Play the audio again and have learners write the missing letters and numbers. Then they check in pairs before they listen a third time to check again.

Feedback: Ask a couple of volunteers to come to the board, then ask other learners to spell out the boy's name.

SPEAKING task 3

- Focus learners on the image of the two boys on page 8. Explain that Omer is new in class, and the other boy is asking him his name.
- Ask learners to close their books and think about the dialogue with Diego. Draw learners' attention to the dialogue and elicit each line from them as far as possible. As they give you the lines, write them on the board. Model reading the dialogue aloud as you write it.
- Practise reading the dialogue with the class. Use the choral-drilling strategies (see *Choral drilling*, p.52) to make the choral drilling more fun and build learners' confidence.
- Now put learners in A / B pairs and have them practise the dialogue together. First, Learner A pretends that he / she is new in class and gives his / her own name (instead of Omer), then they swap roles.

Feedback: Ask several learners to ask and answer the questions *What's your name?* and *How do you spell that?* as open pairs (see *Open pairs*, p.52). Praise everyone for the effort they have made. Try to pick out specific examples of good work, e.g. good pronunciation and handling of the question forms.

Extension: When the dialogue is written in full on the board, do a disappearing-drill activity (see *Disappearing drill*, p.52) to build fluency and have some fun as learners try to remember the bits of the dialogue that have been erased.

SPEAKING task 4

- Focus learners on the images and ask *What games are the children playing?* Read the labels *tag, football, hopscotch, basketball* together, repeating and drilling the pronunciation.
- Model the speaking task by asking several confident learners *Which games do you play?* Elicit responses (also teach *None of these*). Practise pronouncing the words for playground games with the whole class, then put learners in pairs to ask and answer the question.

Feedback: Ask several learners to ask and answer the question in open pairs.

Extension: Ask learners what other playground games they play; write the words on the board and add them to the Word wall (see p.52) if available.

Answers

Learners' own answers

5

LISTENING task 5

- Explain to learners that they are now going to listen to some children playing the games. They must listen and number the photos.
- Model the task by playing the audio for the first game. Elicit which game learners can hear, and ask *What number is it?* Then model writing 1 by the photo of hopscotch.
- Play the rest of track 5, then play the audio again for learners to check their answers.

Feedback: Write 1–4 on the board and nominate a learner to tell you which game corresponds with each number. Ask the rest of the class if they agree and elicit corrections, if appropriate.

Track 5

1

Boy 1: I like playing hopscotch in the playground. Look, I'm on number 4 and 5.

2

Girl 1: I like playing with my friends. We kick a football in the field. It's fun!

3

Boy 2: I'm bouncing the basketball. Come and get it!

4

Girl 2: I like running. Let's play tag! Got you!

Answers

- 1 hopscotch
- 2 football
- 3 basketball
- 4 tag

SPEAKING task 6

- Focus learners on task 6 in their books and tell them to draw their favourite game in the space. Tell them to keep their drawing a secret and not show their friends yet. Give them a time limit. When they have finished, they should cover their drawings.
- While learners are drawing, do a simple drawing of your own 'favourite playground game' on the board. When they have finished drawing, focus them on the drawing and talk about it using simple sentences, e.g. *My favourite playground game is ...; I play it with ...; I play it every day. It is fun!*

- Tell learners *Now it's your turn*. Then put them in small groups and have them show each other and talk about their drawings in the same way.

Feedback: Circulate among the groups and listen to individual learners talking about their drawings, giving support where necessary. Encourage reticent learners by asking simple questions about their drawings; encourage fluency by letting learners speak without correcting them, but note down common errors for a group error correction later. Look out for, and comment on, different ways that indicate learners have made an effort by using above-level vocabulary, making an effort to expand their sentences or simply producing good drawings.

If possible, add all new vocabulary and short phrases from pages 8 and 9 to the Word wall.

Answers

Learners' own answers