

2 At home together

Lesson 1 Vocabulary

Pupil's Book pages 22–23

2 At home together

22 Unit 2 Identify and use new words: chores and free time
WB: page 18

Lesson 1

Vocabulary

1 2.1 Listen, point and say.

2 2.2 Listen and play the game. Say the word before or after.

make the bed	read a comic	wash up	watch a film	tidy up
play chess	dust	clean	sweep the floor	play computer games

3 Write the new words in your notebook.

Chores	Free time activities
make the bed	read a comic

4 Look at the picture. Ask and answer. What's Dad doing? He's dusting.

5 2.3 Sing the song. Be a star!

Charlie's song

*I love being with my family.
It's so fun being all together.
I love being with my family,
With my sisters and my brother.*

My sister makes the beds.
My brother sweeps the floor.
My mum washes up.
My dad dusts the doors.

Chorus
And what about me?
What do I do?
I tidy up my toys
And my comics, too.

Chorus
How many chores are there in the song?

Unit 2 Sing a song
WB: page 18 23

Learning objectives: Identify and use new words: chores and free time; Sing a song

Vocabulary: clean, dust, make the bed, play chess, play computer games, read a comic, sweep the floor, tidy up, wash up, watch a film

Resources: Flashcards; Vocabulary 1 worksheet

Warm-up: The big picture

- Write *sing, play football, eat, read, write, sleep, study* on the board.
- Mime eating. Say *Look! I'm ...* and wait for the children to guess (*eating*).
- Have each child do a mime for the class to guess.

1 2.1 Listen, point and say.

- The children look at page 22. Ask *Where are the children?* (*Flo and Ella are in their bedrooms, Charlie is in the living room, Luke is in the kitchen.*) *Who is at the door?* (*Aunt Daisy*) *Are Mum and Dad there?* (*yes*)

- The children look at page 23. Play the audio. The children listen and point.
- Repeat the audio. The children repeat each item.

2 2.2 Listen and play the game. Say the word before or after.

- Play the first example on the audio and show the children that it follows the order shown in Activity 1.
- For the next example, pause the audio before the child answers, elicit the answer from the class and then confirm with the audio. Remind the children to use *before* and *after*.
- For the last part of the audio, when the narrator says *Now you*, pause for the children to call out the answer.

Audioscript

Teacher: *make the bed*

Child: *Before read a comic!*

Teacher: *watch a film*

Child: *Before tidy up, after wash up!*

Teacher: Now you. 1 play chess 2 sweep the floor
3 play computer games 4 read a comic
5 dust

Answers: 1 Before dust, after tidy up. 2 Before play computer games, after clean. 3 After sweep the floor. 4 Before wash up, after make the bed. 5 Before clean, after play chess.

★ ★ **Teaching star!**

Game

- Include child-led activities with flashcards to help focus children's attention.
- Ask ten children to stand in a line. Hand each child a flashcard. Play the game from Activity 2. Call out a chore / free time activity (e.g. *read a comic*). The child with the flashcard holds it up. The child in front says *before* (*wash up*). The child behind says *after* (*make the bed*).

3 **Write the new words in your notebook.**

- Have the children look at the family on page 22.
- Explain that *chores* are *jobs at home* and *free time* is for *fun*.
- Have the children copy the table into their notebooks and complete it alone.
- Copy the table onto the board. Have the children raise their hands and suggest answers.

Answers: Chores: make the bed, wash up, tidy up, dust, clean, sweep the floor

Free time activities: read a comic, watch a film, play chess, play computer games

4 **Look at the picture. Ask and answer.**

- Have the children look at what each character is doing in the picture on page 22.
- Ask *What's Dad doing?* and say *He's dusting*. Have the children repeat.
- Ask questions for all the characters and have the class answer. (*Flo: She's making the bed, Ella: She's cleaning, Luke: He's sweeping the floor, Charlie: He's tidying up, Mum: She's washing up.*)
- The children do the activity in pairs. Have some pairs of children ask questions across the class.

5 2.3 **Sing the song.**

Be a star!

- Ask the children to choose their books. Play the audio. Ask *How many chores are there?*
- Play the audio again and stop after each line for the children to repeat (singing).
- Demonstrate a mime for *sweeps the floor* and a mime for *dusts the doors*.
- Play the audio again. The children sing and mime.

Answers: Five chores (make the bed, sweep the floor, wash up, dust, tidy up)

Cooler: Mime game

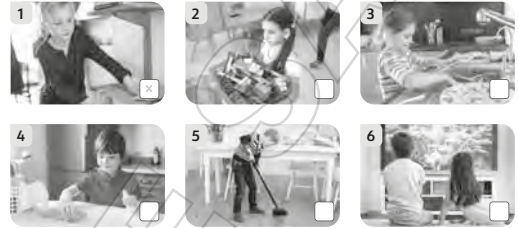
- Repeat the warm-up, but this time have the children mime chores or free time activities.

Workbook page 18

2 **At home together**

Lesson 1 **Vocabulary**

1 2.1 Listen and tick (✓) or cross (×).



2 Complete the chores and free time activities.

a film the bed up a comic chess up the floor computer games

- 1 play computer games 2 wash up
 3 read _____ 4 sweep _____
 5 play _____ 6 tidy _____
 7 watch _____ 8 make _____

3 What chores and free time activities do you do?

Chores	Free time activities
dust, clean	
_____	_____
_____	_____

1 2.1 Listen and tick (✓) or cross (×).

Audioscript

- 1 Elena is reading a comic.
- 2 Zoe is making her bed.
- 3 Sarah is washing up.
- 4 Safet is dusting.
- 5 Jack is tidying up his room.
- 6 Milly and Joe are watching TV.

Answers: 1 X 2 X 3 ✓ 4 ✓ 5 X 6 ✓

2 **Complete the chores and free time activities.**

Answers: 1 computer games 2 up 3 a comic
 4 the floor 5 chess 6 up 7 a film 8 the bed

3 **What chores and free time activities do you do?**

Answers: Children's own answers.

Lesson 2 Reading

1 Read the sentences. Circle the correct answer.
 A blog ...
 a is in a book. b is on a website. c is on the television.

2 Look at the photos and the titles. Answer the questions.
 1 Who is the blog about? _____
 2 What do they write about? _____

3 Scan the text. Underline the chores and circle the free time activities.

4 Read the text. How is your family similar or different to this family?

24 Unit 2 Read a blog
WB: page 19

Vocabulary
 basement cereal lift roof toast top floor

Helping Mum and Dad 26th February
 At the weekend we help our mum and dad make the beds and tidy up the rooms. We dust the furniture, sweep the floors and clean the tables and chairs. We like helping! When we finish we go up to the top floor. Grandma has got cereal, toast and lots of good things for us to eat. Then we play outside and read comics or watch a film when it's rainy. It rains a lot in Asturias!
What chores do you do?

Our brother 20th March
 We've got a big brother called Guillermo but he lives in London. He's studying English. We talk to him every weekend. We use video calls so we can see him too.
What do you do at the weekend?

Learning to learn
 How do you learn to spell new words? Try this routine.
 1 Look. 2 Say. 3 Cover and write. 4 Check.
 Now practise spelling the new words in the vocabulary box. Are they easy or difficult to spell?

Unit 2 Identify new words: buildings and breakfast
WB: page 19 25

Learning objectives: Read a blog; Identify new words: buildings and breakfast

Vocabulary: basement, cereal, lift, roof, toast, top floor

Additional vocabulary: garage, hotel, stairs

Review vocabulary: chores and free time

Resources: Flashcards

Materials: a piece of plain paper for each child

Warm-up: Sing the song

- Play the song from Lesson 1 (audio track 2.3) and have children sing and do mimes to the chores.
- Have the children name free time activities they remember from Lesson 1.

Vocabulary

- Teach *basement*, *lift*, *roof* and *top floor* with a labelled drawing of a tall building on the board. Point to each part of the building, say the word(s) and have the children repeat.
- Teach *toast* and *cereal*. Ask the children in L1 what they like for breakfast. Tell them that you like toast and cereal. Write *toast* and *cereal* on the board. Draw pictures of toast and cereal next to the words.
- Say all the new words and have the children repeat. Leave the drawings and words on the board.

Teaching star!

Extension

- Drawings on the board are useful for teaching vocabulary. The drawings don't have to be good; in fact if they are not that good the children will probably like them more and remember the new words better!
- Hand each of the children a piece of paper. Each child draws a tall building. Divide the class into pairs. Each pair swaps papers and labels each other's drawings with the words on the board.

1 Read the sentences. Circle the correct answer.

- Refer the children to pages 24–25. Ask *What's a blog?* and discuss as a class.
- Have the children answer the question individually.
- Ask the children to suggest answers.

Answers: b – is on a website.

2 Look at the photos and the titles. Answer the questions.

- Ask the children *How many photos / titles are there?* and elicit *four* (photos) and *three* (titles).
- Have the children look at the photos and titles and answer the questions individually.
- The children raise their hands to suggest answers. Ask for class agreement.

Answers: 1 The Camarillo family 2 Their home, how they help their mum and dad, and their brother

3 Scan the text. Underline the chores and circle the free time activities.

- Remind the children that *scan* means to read quickly. Demonstrate *underline* and *circle*.
- Give the children a minute to do the activity.
- Choose one child at a time to call out a chore or a free time activity in the text.

Answers: Chores: make the beds, tidy up, dust the furniture, sweep the floors, clean **Free time activities:** play outside, read comics, watch a film

4 2.4 Read the text. How is your family similar or different to this family?

- Play the audio and have the children listen and follow in their books.
- Allow the children time to re-read the text quietly.
- Discuss how the children's families are similar or different to this family, using the questions in the blog.



Learning to learn

- Ask the children for their answers to the first question.
- Point out that they can give as many answers as they like.
- Then have the children try out the four steps by spelling the new words in their notebooks. They look at the word, say it, cover it and then try to write it. Then they check if they are correct.
- Discuss which words were easy and which ones were difficult to spell.

Cooler: Can you remember?


- Ask the children to close their books. Give them one minute to look at the words and drawings on the board.
- Erase the words. Have volunteers write the words on the board again. Encourage the other children to call out the spelling.



Workbook page 19

Lesson 2 Reading

1 Write the words. Circle the missing part.



2 Draw your home. Label the parts.

Learning to learn

3 Look at the list of new words from this lesson. How will you remember them? Tick (✓) your answers. You can tick more than one column.

	Look	Say	Write	Draw
basement				
roof				
lift				
top floor				
toast				
cereal				

Unit 2 19

1 Write the words. Circle the missing part.

Answers:

1 Write the words. Circle the missing part.



2 Draw your home. Label the parts.

Answers: Children's own drawings and labels.

3 Look at the list of new words from this lesson. How will you remember them? Tick (✓) your answers. You can tick more than one column.

Answers: Children's own answers.

Lesson 3 Reading comprehension

1 Choose and write full sentences.

- There are 2 4 **6** people in the Camarillo family.

- They live in a **house**. **hotel**. **flat**.

- The twins help their **grandma** **mum and dad** **brother** with the chores.

- They speak to their brother on the **phone**. **computer**.

2 Read again and tick (✓) the things Claudia and Gema do at the weekend.

clean	✓	sweep the floors	
wash up		tidy up	
watch a film		dust the furniture	
play chess		make the beds	
play outside		read a comic	



Why is it important for all of us to help with the chores at home?

3 Why do you think the Camarillo family is happy?

Sounds and spelling

4 2.5 Listen and say the chant. Look at the spelling.

Two goats in yellow coats throwing snowballs.



5 2.6 Write the missing letters ow and oa. Listen and check.

- 1 b oa t 2 window 3 r oa d 4 snow 5 coa t 6 yellow

2 Read again and tick (✓) the things Claudia and Gema do at the weekend.

- Ask the children *Do Claudia and Gema clean at the weekend?* (yes)
- Have the children fill in the table individually, and then compare answers with a partner.

Answers: clean, watch a film, play outside, sweep the floors, tidy up, dust the furniture, make the beds, read a comic

3 Why do you think the Camarillo family is happy?

- Ask the children to read through the blog to find reasons why they think the Camarillo family is happy. (*they play computer games, help each other, have meals together, play outside, read comics, watch a film, do video calls*).
- Ask the children in L1 what makes a family happy.
- Have the children compare answers with a partner.

Answer: Because they do many things together.

4 2.5 Listen and say the chant. Look at the spelling.

- Have the children look at the image in Activity 4, say what animals they can see and what they are doing (*goats throwing snowballs*).
- Play the first two lines of the audio and encourage the children to join in.
- Ask *What sound is in all the words with yellow letters?* (/əʊ/).
- Play the rest of the audio. The children say the missing words after the pause.

Audioscript

Teacher: Now say the missing words.

Teacher: Two goats in ... coats throwing snowballs.

Children: yellow

Teacher: Two goats in yellow coats throwing ...

Children: snowballs

Teacher: Two goats in yellow coats ... snowballs.

Children: throwing

Teacher: ... in yellow coats throwing snowballs.

Children: Two goats

Learning objectives: Reading comprehension: infer feelings; Sounds and spelling: *ow* or *oa* (/əʊ/)

Vocabulary: boat, coat, goat, road, snow, snowballs, throwing, window, yellow

Review vocabulary: chores and free time

Resources: Sounds and spelling worksheet

Warm-up: Spelling fun!

- Write the new words from the blog in Lesson 2 on the board with all the vowels missing.
- Have the children complete the words as fast as they can. They raise their hands when they finish.
- Have volunteers write the missing letters (*basement, cereal, lift, roof, toast, top floor*).

1 Choose and write full sentences.

- Read through the questions and check understanding.
- Have the children read the blog again and answer the questions, first by circling their choice, then by writing full sentences.
- Elicit the answers and write them on the board.

Answers: 1 There are 6 people in the Camarillo family. 2 They live in a hotel. 3 The twins help their mum and dad with the chores. 4 They speak to their brother on the computer.

5  2.6 Write the missing letters *ow* or *oa*.
Listen and check.

- Elicit all the words from the children by inserting the sound /əʊ/.
- The children complete the words with *ow* or *oa*. Then they compare with a friend.
- Write the gapped words on the board. Invite volunteers to complete the words. Play the audio for children to check their answers.

Answers: 1 boat 2 window 3 road 4 snow 5 coat
6 yellow

Extension

- Encourage the children to manage their learning by making lists of words that sound the same in a *Sounds and spelling* section of their notebooks. Write *ow* and *oa* on the board. Invite volunteers to write the words from their books under each heading and add other words they know (e.g. *toast, soap, slow, know*). Have the children copy the lists into their notebooks.

★ ★ Teaching star!

ESDC



Why is it important for all of us to help with the chores at home?

- Read out the question and ask if anyone can translate it into L1. This question helps the children explore how they can behave in a considerate and respectful way in their family.
- Ask the children to think of chores people do at home. Write their ideas on the board and discuss who in their families does each of the chores.
- If the children assign a specific gender to certain chores, ask why they think girls or boys should do those chores. Encourage them to question and challenge stereotypes.
- Do a class survey. Ask what chores the children do at home and which chores they enjoy or feel they are good at. Are there other chores they would like to do? If there is time, have the class rank the chores from easiest to most difficult, or most fun to least fun.
- Focus the children's attention back to the question. Elicit ideas to create a one-sentence answer that shows full class agreement.

Possible answers: because we all live together and need to look after our homes, because it shows that we care about our homes, because some family members can't do certain chores while others can, because a tidy home is a safe and nice place to live

Cooler: Let's check

- Tell the children to turn their Pupil's Books face down. Invite a volunteer to stand at the front and look at Lesson 3.
- The volunteer reads a question from Activity 1. The other children raise their hands to answer. Volunteers who answer correctly can then ask the class another question from the book.



Workbook page 20

Lesson 3 Reading comprehension

1 Read the blog posts on Pupil's Book pages 24–25. Answer the questions.

- Does the family live in a house or a flat? *They live in a flat.*
- What floor do they live on? _____
- Where's the garden? _____
- Do they use the stairs? _____
- When does the family do their chores? _____
- What do they eat for breakfast? _____


2 What do you and your family do on Saturdays? Tick (✓). Then write.

	Dad	Mum	Me	My brother / sister
have breakfast		✓	✓	✓
wash up				
tidy the rooms				
play football				
read a comic				

Saturday is our favourite day. In the morning, we all ¹ *have breakfast* _____.
Then, Mum ² _____ and my brother / sister and I ³ _____.
In the afternoon, I ⁴ _____ . My dad likes to ⁵ _____ .

Sounds and spelling

3 Say aloud. Circle the letters *ow* and *oa*.
Look out of the window!
There's a yellow boat on the road.
It's under the snow!



4 Complete the words. Use *ow* or *oa*.
1 s_l_o_w 2 l__f 3 s__p 4 sh__ 5 c__t 6 l__

20 Unit 2

1 Read the blog posts on Pupil's Book pages 24–25. Answer the questions.

Answers: 1 They live in a flat. 2 They live on the top floor. 3 The garden is outside. 4 Yes, they use the stairs. 5 They do their chores at the weekend. 6 They eat toast and cereal for breakfast.

2 What do you and your family do on Saturdays? Tick (✓). Then write.

Answers: Children's own answers.

3 Say aloud. Circle the letters *ow* and *oa*.

Answers: *ow*: window, yellow, snow *oa*: boat, road

4 Complete the words. Use *ow* or *oa*.

Answers: 1 slow 2 loaf 3 soap 4 show 5 coat
6 low

Lesson 4 Grammar

1 Look and read.

Graphic Grammar

Adverbs of frequency

He always washes his car. always ✓✓✓✓✓
 He never washes his car. sometimes ✓✓
 He never washes his car. hardly ever ✓
 He never washes his car. never x

2 Look and complete the sentences.

	dust	wash the car	clean the kitchen	make the bed
Gabriela and Mateo	x	✓✓✓	✓	✓✓✓✓✓✓
Dad	✓✓✓✓	✓	x	✓✓✓

1 The children always make the beds.
 2 Dad _____ cleans the kitchen.
 3 Dad _____ dusts.
 4 The children _____ wash the car.
 5 The children _____ clean the kitchen.

3 Work in pairs. Play a memory game. Be a star!

A Look at page 144. B Look at page 149.

Mum usually ...
 No, that's wrong.
 Yes! That's right!

Hmm, Mum usually sweeps the floor.
 Mum usually makes the bed.

Go to Grammar booster: page 135. Unit 2 Adverbs of frequency WB: page 21 27

- Ask the children to look at the orange blocks in the sentence. Tell the children that these words say *how often* you do something. Explain that they are *adverbs of frequency*.
- Ask the children to look at all the adverbs of frequency. Ask them to think about what the ticks and cross mean. Elicit *how often something happens*.
- Explain the meanings of all the adverbs of frequency. Read the adverbs out and have the children repeat.
- Ask the children if the adverb of frequency goes *before* or *after* the verb. Elicit *before the verb*.

- If you have access to the class video, read the sentences in the book to the children. Tell them to watch the video and remember what *always* means and to work out what *never* means.
- Play the video.
- Ask the children in L1 which car is clean and why. Elicit *The red car because he always washes it*. Ask the children in L1 which car is dirty and why. Elicit *The blue car because he never washes it*.
- Confirm the meaning of *always* and *never*. Tell the children that the words in the orange blocks say *how often* you do something and they are *adverbs of frequency*. Ask the children to watch again and see if they go *before* or *after* the verb.
- Play the video again. The children answer *before the verb*.
- Return to the book and teach all the adverbs of frequency as outlined for Activity 1.

Learning objectives: Adverbs of frequency

Grammar: Adverbs of frequency

Review vocabulary: chores

Resources: Graphic Grammar video; Grammar 1 worksheet

Materials: cards with adverbs of frequency words written on them

Warm-up: Go to ow or oa

- Write *ow* on the left side of the board and *oa* on the right side.
- Choose two children to stand up. Call out a word from Lesson 3, Activities 4 and 5 of this unit in the Pupil's Book. Have the children go to the side of the classroom that corresponds to the spelling of the /*əʊ*/ sound in that word. Repeat with other children and other words.

2 Look and complete the sentences.

- Refer the children to the table and ask them to work out what to do. Elicit that they use the ticks and cross to complete the sentences with the correct adverbs of frequency.
- Have the children do the activity individually and then compare with a friend.
- Ask a different child to read out each sentence.

Answers: 1 always 2 never 3 usually 4 sometimes 5 hardly ever

3 Work in pairs. Play a memory game. Be a star!

- Organise the children into pairs and then into Student A and Student B.
- Direct the children to turn to page 144 or page 149.
- Read out the example dialogue so the children have an understanding of how to play the game. You may wish to ask for a volunteer to be Student B while you read Student A's part of the dialogue.
- The children choose an activity that Mum or the children do, and say if Mum or the children *always, usually, sometimes, hardly ever* or *never* does / do the activity.
- Allow time for the children to complete the game.

1 Look and read.

- If you don't have access to the class video, have the children look at the cars in Activity 1. Ask *Which car is he washing?* Elicit *the red car*.
- Read the sentence *He always washes his car*. Remind the children what *always* means. Read *He never washes his car*. Explain *never* in L1. Ask the children to point to the dirty car.

Teaching star!

Extension

Give the children further practice in talking about activities using what they have learnt.

- Have the children work in pairs and tell each other what they do at the weekend.
- Have some pairs tell the class what they said.

Teaching star!

Pairwork

- If the children are confident about pairwork, choose pairs to perform at the front of the class.
- Brainstorm chores and free time activities as a class and write the children's ideas on the board.
- Ask two children to stand at the front. Have each child choose an adverb of frequency card (see *Materials*). Each child tells the other child something they do and how often using the adverb of frequency they have on their card.
- Repeat with other pairs.

Grammar booster

Ask the children to turn to page 135 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.

Answers: 1 sometimes 2 always 3 never
4 hardly ever 5 usually

Cooler: Telephone game

- See the Games bank on pages 14–17 for how to play this game.
- Use a sentence with an adverb of frequency.

Workbook page 21

Lesson 4 Grammar

1 2.2 Listen and write T (true) or F (false).

1 Mum always plays tennis on Sunday.	I
2 Dad hardly ever plays football on Saturday.	—
3 The children never play chess after school.	—
4 Diego hardly ever plays computer games.	—
5 The family always have dinner together in the evening.	—
6 The children sometimes wash up.	—

2 Order the words to make sentences.

1 makes the bed. Dad sometimes Dad sometimes makes the bed.

2 usually wash up. I _____

3 plays never She computer games. _____

4 clean They hardly ever the kitchen. _____

5 always They swimming. go _____

3 Tick (✓) the free time activities you do. Think of one more activity you do and add it to the table.

	Always	Usually	Sometimes	Hardly ever	Never
swim					
play chess					
read a comic					
watch TV					

4 Write sentences about the free time activities you do.

Unit 2 Go to Vocabulary and grammar reference on page 119 21

Grammar reference:

Remind the children that they can refer to the grammar reference on page 119 while completing these Workbook activities.

1 2.2 Listen and write T (true) or F (false).

Audioscript

- Mum always plays tennis on Sunday.
- Dad usually plays football on Saturday.
- The children sometimes play chess after school.
- Diego hardly ever plays computer games.
- The family always have dinner together in the evening.
- The children never wash up.

Answers: 1 T 2 F 3 F 4 T 5 T 6 F

2 Order the words to make sentences.

- Answers:** 1 Dad sometimes makes the bed.
2 I usually wash up. 3 She never plays computer games.
4 They hardly ever clean the kitchen.
5 They always go swimming.

3 Tick (✓) the free time activities you do. Think of one more activity you do and add it to the table.

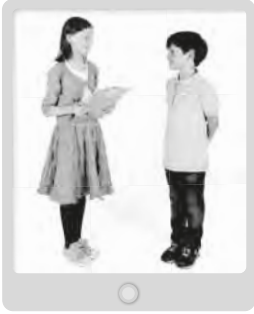
Answers: Children's own answers.

4 Write sentences about the free time activities you do.

Answers: Children's own answers.

Lesson 5 Language in use

1 2.7 Listen and say.



Vocabulary

once a month three times a day
twice a week

Can I ask you some questions?
How often do you wash your hair?
Twice a week.
How often do you eat bread?
Three times a day.
How often do you watch a film?
Once a month.
And how often do you play basketball?
Never!
Thank you! That's very interesting.

2 Answer the questions.

How often do you ...

1 eat fruit? _____

2 make your bed? _____

3 go to school? _____

4 do your homework? _____

3 Work in pairs. Now make a new dialogue. **Be a star!**

How often do you eat fruit?
I love vegetables! I eat them three times a day.

Twice a day.
How often do you eat vegetables?

28 Unit 2 Use How often do you ...?
Use new words: frequency expressions WB: page 22

Go to Grammar booster: page 135.

Learning objectives: Use *How often do you ...?*; Use new words: frequency expressions

Vocabulary: once / twice / three times a day / a week / a month

Review vocabulary: chores and free-time activities

Resources: Language in use video; Flashcards, Grammar 2 worksheet, Vocabulary 2 worksheet

Materials: adverbs of frequency cards from Lesson 4

Warm-up: Match

- Draw the ticks and cross on the board as in the *Graphic Grammar* box on page 27 of the Pupil's Book.
- Hold up the word cards with the adverbs of frequency one at a time. Ask the children to say the word and then say which set of ticks or cross the card matches.
- Ask a different child each time to put the card in the correct place.

1 2.7 Listen and say.

- If you don't have access to the class video, teach the new vocabulary. Draw a table on the board like this. Explain *once*, *twice* and *three times*.

	once	twice	three times
a day	watch TV		
a week			
a month			

- Point to the table and say *I watch TV once a day*.
- Ask a volunteer to fill in another box with another activity, e.g. *play football*. Ask *How often do you play football?* Elicit an answer, e.g. *twice a week*.
- Refer the children to page 28. Tell them they will listen to a girl asking a boy how often he does things. Ask the children to listen and count how many questions she asks (*four*).
- Play the audio. Tell the children to listen the first time.
- Play the audio again and have the children repeat.
- Ask some comprehension questions. *How often does he wash his hair?* etc. Elicit answers.

- If you have access to the class video, pre-teach the vocabulary with a table as outlined at the start of Activity 1.
- Tell the children to count how many questions the girl asks. Play the video and then elicit the answer (*four*).
- Play the video again. Ask comprehension questions afterwards: e.g. *How often does he wash his hair?* Elicit answers.
- Play the video once more and have the children repeat, copying all intonation and body language as closely as possible.
- Divide the class into two, and have them act out the dialogue with each half taking one role. Then change roles.

2 Answer the questions.

- Have the children write answers for themselves. They then compare answers with a partner.
- Children ask and answer the questions in pairs.
- Have some pairs read out their questions and answers.

Answers: Children's own answers.

Teaching star!

Game

- Playing games helps less confident children relax.
- Have the children ask questions around the class. Ask a child in the front row *How often do you ...?* The child answers. Then the same child asks the next child *How often do you ...?* who answers and so on. The questions can be silly, e.g. *How often do you fly to school?* and so can the answers, e.g. *Twice a week!*

3 Work in pairs. Now make a new dialogue.

Be a star!

- Elicit ideas from the whole class and build a new dialogue with their suggestions.
- Divide the class into pairs. Have them make a new version of the dialogue similar to the example.
- Invite some pairs to perform their new dialogue.

Cooler: Roleplay

- Have volunteer pairs role play the dialogue from Activity 1.
- Have the class vote for the best performance.


Grammar booster





















For additional practice, ask the children to turn to page 135 of their Pupil's Book to complete Activities 2 and 3. You may also wish to have the children complete these activities at home.

Answers: 2 Children's own answers
3 1 always 2 never 3 sometimes
 4 always





Workbook page 22

Lesson 5 Language in use

1  **2.3** What chores do they do? Listen and write a letter in each box.

Suzy	 F	A 	B 	C 
her brother	 <input type="checkbox"/>			
her dad	 <input type="checkbox"/>			
her grandma	 <input type="checkbox"/>			
her grandpa	 <input type="checkbox"/>			

2 Write questions and answers.

 1 wash up three times / week <u>How often do you wash up?</u> <u>I wash up three times a week.</u>	 2 make your bed once / day _____? _____.
 3 play computer games once / week _____? _____.	 4 play chess never _____? _____.

3 Answer the questions in Activity 2 about you.

1 I _____	2 I _____
3 I _____	4 I _____

22 Unit 2 Go to Vocabulary and grammar reference on page 119. A1 Movers: Listening Part 3

Grammar reference:

Remind the children that they can refer to the grammar reference on page 119 while completing these Workbook activities.

1 **2.3** What chores do they do? Listen and write a letter in each box.

This activity helps the children prepare for Part 3 of the Listening paper in the Cambridge English: A1 Movers test.

- Have the children look at the pictures and say what they can see.
- The children listen and write letters in each box. They work individually.
- Have the children work as a class to check their answers.

Audioscript

Boy: Can I ask you some questions, Suzy?

Girl: Yes!

Boy: Do you help with the chores at home?

Girl: Yes, I do! I usually tidy up my bedroom once a week.

Boy: Does your brother do chores at home?

Girl: Yes, he does. He sometimes washes up after dinner.

Boy: What about your dad?

Girl: He always washes his car at the weekend!

Boy: Does your grandma help with the chores?

Girl: Yes, she does. She usually dusts the house on Tuesday.

Boy: ... and what about your grandpa?

Girl: He makes the beds.

Answers: Suzy-F, her brother-C, her dad-B, her grandma-D, her grandpa-A

2 Write questions and answers.

Answers: 1 How often do you wash up? I wash up three times a week. **2** How often do you make your bed? I make my bed once a day. **3** How often do you play computer games? I play computer games once a week. **4** How often do you play chess? I never play chess.

3 Answer the questions in Activity 2 about you.

Answers: Children's own answers.

Lesson 6 Listening and speaking

1 Look and say what the robot is doing. It's dusting.

2 2.8 Listen and number the pictures.

a

b

c

d

e

3 Read the example. Invent a robot and complete the information. Then draw your robot.

My robot's name is Loli. It's purple and it's got two arms. It always makes the bed. It sometimes watches TV.

My robot's name is _____.

It's _____ and it's got _____.

It always _____.

It sometimes _____.

4 Present your robot to the class. **Be a star!**

My robot's name is Loli. It's purple ...

Unit 2 Listening: sequence events
Speaking: give a presentation WB: page 23 **29**

Learning objectives: Listening: sequence events; Speaking: give a presentation

Language: My robot's name is ... / It's purple. / It's got two arms. / It always makes the bed. / It sometimes watches TV.

Materials: (optional) sheet of paper for each child

Warm-up: Phrase building

- Write these verbs on the board: *make, play, watch, wash, tidy, read, sweep*. Ask the children to make phrases that are chores or free time activities with the verbs.
- Have the children raise their hands to suggest answers. Invite volunteers to write the rest of the phrases on the board.

Answers: make the bed / breakfast, play computer games / football / tennis / chess, watch TV / a film, wash up, tidy up (my bedroom, etc.), read a comic, sweep the floor

1 Look and say what the robot is doing.

- Ask the children to look at the pictures and think about what the robot is doing in each picture.
- Have the children discuss in pairs. Encourage them use the new vocabulary they know from this unit.
- Ask the children to raise their hands to suggest answers.

Answers: a dusting b playing chess c making breakfast d reading a comic e tidying up

2 2.8 Listen and number the pictures.

- Tell the children that they will listen to Ella. She will say what the robot does and they must order the pictures.
- Play the first part of the audio and pause after *Blip always makes our breakfast in the morning*. Ask the children to point to the example.
- Play the rest of the audio and have the children number the rest of the pictures.
- Check answers. Ask *What letter is number 1?* and elicit *c*, etc.

Audioscript


Ella: We've got a robot. It lives in our house. It's name is Blip. It's grey and it's got four eyes. Blip always makes our breakfast in the morning. After that, we go to school and Blip stays at home. It tidies up our books and toys. Then it dusts. After school, it plays with us. We sometimes play computer games, but Blip usually likes reading comics. Before bed, we always play chess. Blip's very good at chess.

Answers: a 3 b 5 c 1 d 4 e 2

★ Teaching star!


Game

- The children can get restless if they sit down for a long time, so include activities that get them moving.
- Play *Simon says* followed by chores and free time activities the robot does. See the Games bank (pages 14-17) for how to play *Simon says*. Have volunteers first think up mimes and practise them as a class.

3  **Read the example. Invent a robot and complete the information. Then draw your robot.**

- Have a child read the example presentation.
- Then have the children invent their own robots and complete the information.
- Monitor and help the children while they think and write.
- Children can use a separate piece of paper to copy their text and draw a picture of their robot.

Answers: Children's own answers and drawings.

4  **Present your robot to the class.**

Be a star!


- Have the children stand up and read out the information about their robot. Remind them to speak clearly because this is a presentation.

Cooler: Best robot competition

- Hand a slip of paper to each child. Have the children decide which robot they like best and write the name of the child who presented it on a slip of paper. They put the slip in the bag.
- Quickly count up the names and find the winner.
- Have the winner read out their presentation again.

Workbook page 23

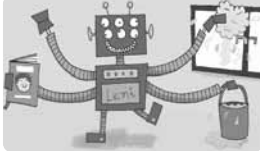
Lesson 6 Language builder

1  **Read the text. Choose the right words and write them on the lines. There is one example.**

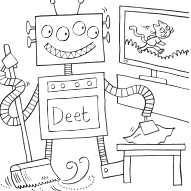
Leni is a robot. It's grey and it's got six eyes. It works in the house. In the morning, it ¹ _____ washes up after we have breakfast. ² _____ that, it does other chores around the house. It dusts the living room, ³ _____ it cleans the windows and the floor. Leni likes to read. It ⁴ _____ reads comics. ⁵ _____ bed, it plays chess with the children. The children love to play chess with Leni because it isn't very good at chess.

Example got is get

1	always	does	doesn't
2	Next	After	Then
3	then	after	before
4	likes	never	usually
5	Then	Before	After



2 **Look at the robot and complete the sentences.**



- This robot's name is _____.
- It's got four eyes and _____.
- It's got _____ and _____.
- It always _____.

Unit 2 A1 Movers: Reading and Writing Part 4 23

1  **Read the text. Choose the right words and write them on the lines. There is one example.**

This activity helps the children prepare for Part 4 of the Reading and Writing paper in the Cambridge English: A1 Movers test.

- If done in class, have the children look at the picture and say what they can see.
- The children read the story and choose words in the table to complete the gaps. They work individually.
- Children complete the sentences.
- Read out the complete story for the children to check their answers.

Answers: 1 always 2 After 3 then 4 usually 5 Before

2 **Look at the robot and complete the sentences.**

Answers: 1 Deet 2 four eyes, four ears 3 two arms, two legs 4 dusts the furniture, sweeps the floor and watches TV

Lesson 7 Writing

1 Look at the blog on pages 24–25. Circle the capital letters and punctuation in paragraph 2.

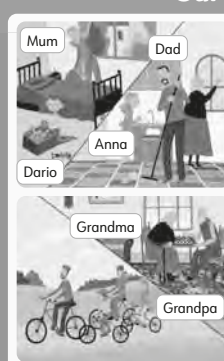
capital letter ABCD full stop , comma , exclamation mark !

2 Add punctuation and capital letters to the Nowak family blog.

We are the nowak family from poland there is grandpa grandma mum dad dario and anna we like reading playing computer games watching films and doing sport what does your family like doing

3 Look at the pictures. Complete the Nowak family blog post. **Be a star!**

Our favourite day



Our favourite day is Sunday. In the morning, we all _____

Mum usually _____

Dad usually _____

We never _____

In the afternoon, we _____

but Grandpa and Grandma _____

We hardly ever _____

30 Unit 2 Write a blog post using capital letters and punctuation WB: pages 24–25

Learning objectives: Write a blog post using capital letters and punctuation

Materials: (optional) a piece of lined paper for each child

Warm-up: Anagrams

- Write these anagrams on the board: *imlf, terpomcu semag, strop, gineard* (film, computer games, sport, reading).
- Have the children work in pairs to solve the anagrams. When they finish they raise their hands.
- Invite volunteers to write the words on the board. Ask if the class agrees with the volunteers.

1 Look at the blog on pages 24–25. Circle the capital letters and punctuation in paragraph 2.

- Refer children to the punctuation in the lozenge. Then refer the children to the blog on page 24. Ask them to circle each type of punctuation in the blog.
- Elicit: *capital letters are at the start of sentences, names and countries; commas are in lists and before 'but'; full stops are at the end of sentences; question marks are at the end of questions.*

Answers: Our home 26th January
We live in a village in Asturias in the north of Spain. Our family has got a small hotel. It's called the Palace Hotel. It's white with a red roof. We live on the top floor, and there isn't a lift, so we go up and down the stairs all day! There's a big garden outside and a garage in the basement. We've got ten bedrooms for people to stay in.

Teaching star!

Pairwork

- If the children enjoy a certain type of activity, let them do it again so that they are motivated in class.
- Have the children work in pairs and circle the punctuation in the rest of the *Camarillo family* blog on page 25.

2 Add punctuation and capital letters to the Nowak family blog.

- First ask the children to find the words that were anagrams in the warm-up.
- Then have the children add punctuation and capital letters to the blog post.
- Have the children write the blog out correctly in their notebooks. Have them work individually on this activity.
- Have volunteers write one sentence at a time on the board. Ask for class agreement and correct as necessary.

Answers: We are the Nowak family from Poland. There is Grandpa, Grandma, Mum, Dad, Dario and Anna. We like reading, playing computer games, watching films and doing sport. What does your family like doing?

3 Look at the pictures. Complete the Nowak family blog post. **Be a star!**

- Discuss as a class what the children can see in the pictures. Write their ideas on the board.
- Have the children write the Nowak family blog post in their books. They should do this individually. Remind them to use correct punctuation and capital letters. They can then compare their work with a partner.
- Have volunteers read out a sentence each from their blog. Write their ideas on the board to create the blog post.

Suggested answer: Our favourite day is Sunday. In the morning, we all do chores at home. Mum usually makes the beds. Dad usually sweeps the floor. We never play basketball. In the afternoon, we go to the park, but Grandpa and Grandma like playing chess. We hardly ever wash the car!

Cooler: What about you?

- Discuss as a class what the children think about blog posts. Prompt with questions: *Do you like blog posts? Do you read blogs? Do you have a blog? What is an interesting subject for a blog?*

Workbook pages 24–25

Lesson 7 Writing

Prepare to write

1 Answer the questions.

Our family

How many people are there in your family? _____

Who are they? _____

What do you like to do together? _____

2 Complete with the correct words for your house.

bathroom	bedroom(s)	dining room	flat
house	kitchen	living room	stairs

We live in a _____.

There _____.

We have a _____.

3 Complete the sentences.

Our favourite day

Our favourite day is _____.

In the morning we _____.

In the afternoon we _____.

In the evening we _____.

Ready to write

4 Write your blog posts about your family.

Our family blog HOME POSTS PHOTOS CONTACT US

Our family

We are the _____ family from _____.

There are _____ people in our family.

We are _____.

We like _____.

Our home

We live in _____.

In our home, we have got _____.

Our favourite day

Our favourite day is _____.

On _____ mornings, we _____.

In the afternoons, we _____.

Then, in the evenings, we like to _____.

5 Read and check your work in Activity 4. Tick (✓).

- correct punctuation
- correct spelling

24 Unit 2 Unit 2 25

Prepare to write

1 Answer the questions.

- The children answer the questions for themselves.
- If done in class, first discuss the questions as a class and have the children tell each other their answers.
- Then have the children write down their answer individually.
- Nominate children to read out their answers.

Answers: Children's own answers.

2 Complete with the correct words for your house.

- The children complete the sentences with the correct words for their own house.
- If done in class, read through the words in the box and check comprehension. Explain in L1 if necessary.
- Have the children complete the activity.

Answers: Children's own answers.

3 Complete the sentences.

- The children complete the sentences with their own ideas.
- If done in class, read through the start of each sentence. Have the children raise their hands to make suggestions. Write some ideas on the board.
- Have the children complete the sentences for themselves.

Answers: Children's own answers.

Ready to write

4 Write your blog posts about your family.

- Have the children write their blog posts individually.

5 Read and check your work in Activity 4. Tick (✓).

- The children read their own work and check it. They should check punctuation and spelling.
- The children can check each other's work to help out.



Lesson 8 Think about it! *Let's do a survey!*

1 Read and complete the survey information.

How often do you ... ?	Once a day	Twice a week	Never
watch TV	13	5	3
do sport	6	12	3
play computer games	10	7	4
read a book	11	8	2

Look at the results of my class survey about free time activities.

Free time activity class survey

- There are 21 pupils in her class.
- pupils never watch TV.
- pupils do sport twice a week.
- pupils read a book once a day.
- Six pupils once a day.
- Ten pupils .
- Two pupils .

2 Work in groups. Do a survey about chores. **Be a star!**

- Copy the table. Choose four chores.
- Ask your friends and complete the table.
- Write about the results of your survey.

How often do you dust? I never dust.

Unit 2 Decode and sequence information WB: pages 26-27 31

- Ask *How many children are in the class?* The children add up the numbers in the first row to find the answer. (21)
- Have the children read the survey and complete the information.

Answers: 1 21 2 3 3 12 4 11 5 do sport 6 play computer games once a day 7 never read a book

- 2 **Work in groups. Do a survey about chores.** **Be a star!**
- Divide the class into groups. Give each child a piece of paper for their surveys and have them copy the table from Activity 1 (they only copy the information in the first row).
 - Give the children some time to choose three chores.
 - The children write their chores in the left column of their table. Monitor and help as necessary.
 - They then ask the other children in their group questions so they can complete their surveys.
 - The children look at their results. They use the results to write some sentences.
 - Ask for volunteers to show the class their surveys and read out their sentences.
 - Encourage groups to compare work and ideas.

Teaching star!

- Arts and crafts**
- If the children like to be creative, encourage them to produce work that can be displayed in the classroom.
 - Have the children work in pairs and combine their surveys. Give each pair a piece of card. They create an attractive survey with the results on it. Display the surveys so the class can see each other's work.

Learning objectives: Decode and sequence information

Additional language: do a survey

Resources: Unit 2 test

Materials: paper, pens, pencils, card, coloured pens or pencils

- Warm-up: First letters**
- Write the first letters only of the chores and free time activities on the board (with space to complete the words): *make the bed, read a comic, wash up, watch a film, tidy up, play chess, dust, clean, sweep the floor, play computer games.*
 - Ask the children to try to remember the vocabulary from this unit, and come to the board to complete the words. Help them by miming, if necessary.

- Cooler: Disappearing sentences**
- Choose three or four memorable, key sentences from this unit and write them on the board: e.g. *I always wash the car. I never play basketball. How often do you watch TV?*
 - Have the children read out the sentences all together.
 - Then erase some of the words in each sentence, and have the children remember and say the complete sentences.
 - Erase some more words and have the children remember again.
 - Finally, erase all the words and have the children remember the sentences from an empty board! This is a challenging but satisfying activity for the children!

- 1 **Read and complete the survey information.**
- Read the speech bubble to the children. Teach the words *survey* and *results* by explaining the meaning in L1. Have the children repeat the words.
 - Have the children look at the survey. Ask some comprehension questions, e.g. *How many children watch TV once a day?* Elicit answers. (13)

Check-up challenge

1 Look at the pictures. Complete the list of chores.

Family chores	
wash up	Nadia
tidy up	
dust the living room	
clean the shoes	
sweep the floors	
make the beds	



Ted



Nadia



Joan



Ken



Mum



Rob

2 Write three chores you *hardly ever* do.

1 _____ 2 _____ 3 _____

3 Circle the odd one out in each group.

- 1 tidy up read a comic clean shoes wash up
 2 play chess watch a film play computer games do homework
 3 then always never sometimes
 4 maths classroom English science

4 **CE:Y1** Read and choose the best answer. There is one example.

Sometimes Blip's got free time. Look at what it does.

Days of the week	Watch a film	Read a comic	Play chess	Play computer games
Monday		✓	✓	
Tuesday	✓		✓	
Wednesday		✓	✓	
Thursday	✓		✓	✓
Friday		✓	✓	

Flo: How often do you play chess?

- Blip:** A I sometimes play chess.
 B I always play chess.
 C I never play chess.

1 Ella: How often do you watch a film?

- Blip:** A Once a week
 B Twice a week.
 C Three times a week.

2 Luke: How often do you play computer games?

- Blip:** A Every day.
 B Once a day.
 C Once a week.

3 Charlie: How often do you read a comic?

- Blip:** A I sometimes read a comic.
 B I hardly ever read a comic.
 C I never read a comic.

What I can do!

Put a tick (✓) or a cross (✗).

- name chores and free time activities say how often I do things
 describe my house make a presentation
 say and spell words with *oa* and *ow* use sentence punctuation

In this unit, my favourite part is _____ is interesting.
 _____ is a little difficult.

1 Look at the pictures. Complete the list of chores.

Answers: wash up – Nadia, tidy up – Rob, dust the living room – Joan, clean the shoes – Ken, sweep the floors – Ted, make the beds – Mum

2 Write three chores you *hardly ever* do.

Answers: Children's own answers.

3 Circle the odd one out in each group.

Answers: 1 read a comic 2 do homework
 3 then 4 classroom

4 **CE:Y1** Read and choose the best answer. There is one example.

This activity helps the children prepare for Part 2 of the Reading and Writing paper in the Cambridge English: A1 Movers test.

- The children read the information and use it to choose the correct answers.
- If done in class, read through all the information to the class.
- Have the children complete the activity individually.

Answers: 1 B 2 C 3 A

Grammar reference:

Remind the children that they can refer to the grammar reference on page 119 while completing these Workbook activities.

Review 1

1 **Work in pairs. Take turns to choose a subject. Ask and answer.**

- Is it on Monday?
- Yes, it is.
- Is it before PE?
- Yes, it is.
- It's maths.

2 **2.9** **Listen and write the words in the diagram.**

Mum and Dad both children

3 Complete the sentences.

- I sweep the floor once a week. I sometimes sweep the floor. (sometimes / always)
- I make my bed once a day. I _____ make my bed. (always / never)
- I clean the car once a year. I _____ clean the car. (usually / hardly ever)
- I don't dust. I _____ dust. (usually / never)
- I tidy up my bedroom twice a week. I _____ tidy up my bedroom. (usually / always)
- I do my homework every day. I _____ do my homework. (always / sometimes)

32 Review 1 Units 1 and 2

Learning objectives: Review Units 1 and 2; A1 Movers: Reading and Writing, Part 3; Speaking, Part 1

Resources: Speaking exam practice video

Materials: (optional) Flashcards from Units 1 and 2

Warm-up: We've got talent!

- Divide the class into two groups. Group 1 will sing the Unit 1 song (Pupil's Book page 9), and Group 2 the Unit 2 song (Pupil's Book page 23). Have them perform to the other group as if they are in a talent show. They can use their books for the lyrics.
- Have Group 1 stand up. Play the audio (track 1.3) and have the children sing along. When they finish Group 2 should clap.
- Repeat for Group 2. Play the audio (track 2.3).

Teaching star!

Game

- Review vocabulary at the start of a class before children open their books.
- Play the *Missing card* game with the flashcards from Units 1 and 2. See the Games bank (pages 14-17) for how to play the game.

1 **Work in pairs. Take turns to choose a subject. Ask and answer.**

- Write *before* and *after* on the board and revise the meanings with a question about your class. Ask *Is English before / after PE?* Elicit *yes / no*.
- Have two children read out the example to the class. Have pairs of children ask and answer questions using the pictures.
- The children can repeat the activity in pairs.

2 **2.9** **Listen and write the words in the diagram.**

- Explain the diagram to the children if necessary: *Mum and Dad's* words go in the yellow part, the children's words in the blue part, and words for Mum, Dad and the children in the yellow and blue part. Explain that *both* means Mum, Dad **and** the children do this.
- Tell the children to listen the first time. Play the audio.
- Then play the audio again and pause after each number to give the children time to write.
- Have volunteers write the answers on the board.

Audioscript

- Mum and Dad wash up.
- Mum and Dad and the children make the beds.
- The children tidy up.
- Mum and Dad and the children watch a film.
- Mum and Dad clean.
- The children play computer games.
- Mum and Dad dust.

Answers: Mum and Dad: wash up, clean, dust

Children: tidy up, play computer games

Both: make the beds, watch a film

3 Complete the sentences.






- Write *always* on the board and draw seven ticks next to it.
- Have the children call out the other adverbs of frequency and write them on the board, too. Then have volunteers draw ticks and a cross next to the words. (*usually* - 5 ticks, *sometimes* - 3 ticks, *hardly ever* - 1 tick, *never* - 1 cross).
- Read out the example. Ask *How often is once a week? One time or two?* and elicit *one*.
- Have the children complete the activity individually. Then ask the children to raise their hands to suggest answers.
- Have volunteers read out the correct sentences.

Answers: 1 sometimes **2** always **3** hardly ever
4 never **5** usually **6** always

Cambridge Exams practice A1 Movers

1 **Read.** Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.


My grandma has got a ¹ hotel. It has got many ² _____ to the top floor. ³ _____ lives on the top floor. There are lots of ⁴ _____. The hotel has got a pretty flower ⁵ _____.









grandma bedroom hotel garden stairs

6 Now choose the best name for this story. Tick (✓) one box.


Our pretty garden My grandma's hotel The top floor flat

2 **Work in pairs.** Look at the pictures. Find the differences. 

Here she's doing her homework, but here she's reading a book.

Here she's got an apple, but here she's got oranges.

 Watch the speaking exam practice video.

Cambridge Exams practice A1 Movers: Reading and Writing Part 3; Speaking Part 1 **33**

- Have two children read out the example to the class.
- Then have pairs of children look for the differences in the pictures. Prompt by naming objects if necessary (e.g. *dresses, comics, oranges, apples, T-shirt, book, homework, swimming*).
- Correct the use of the present simple or continuous.
- The children can repeat the activity in pairs.

Answers: 1st picture – Flo: She's doing her homework. She's eating an apple. She's wearing a pink T-shirt. She reads books. She eats apples. She swims / likes swimming. She wears pink dresses.

2nd picture – Ella: She's reading a book. She's eating an orange. She's wearing a yellow T-shirt. She reads comics. She eats oranges. She plays tennis / likes tennis. She wears red dresses.

Cooler: Well done!

- Tell the children *Well done! You're an Academy Star!*
- Ask the children for feedback with these questions: *Which activity was easy? Which activity was difficult? Which activity did you like best? Which activity did you not like?*

1 **Read.** Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.

This activity helps the children prepare for Part 3 of the Reading and Writing paper in the Cambridge English: A1 Movers test.

- Explain the activity to the children. They read the sentences and find the correct picture each sentence describes. They then write the word in the gapped sentence.
- For item 6, ask the children to choose the best name for the story by ticking the box next to the name.
- Have the children complete the activity individually.
- Choose different children to read out a sentence and suggest an answer. Write the answers on the board.

Answers: 1 hotel **2** stairs **3** Grandma
4 bedroom **5** garden **6** My grandma's hotel

2 **Work in pairs.** Look at the pictures. Find the differences.

- This activity helps the children prepare for Part 1 of the Speaking paper in the Cambridge English: A1 Movers test.
- Have the children look at the two pictures and identify the differences between them.