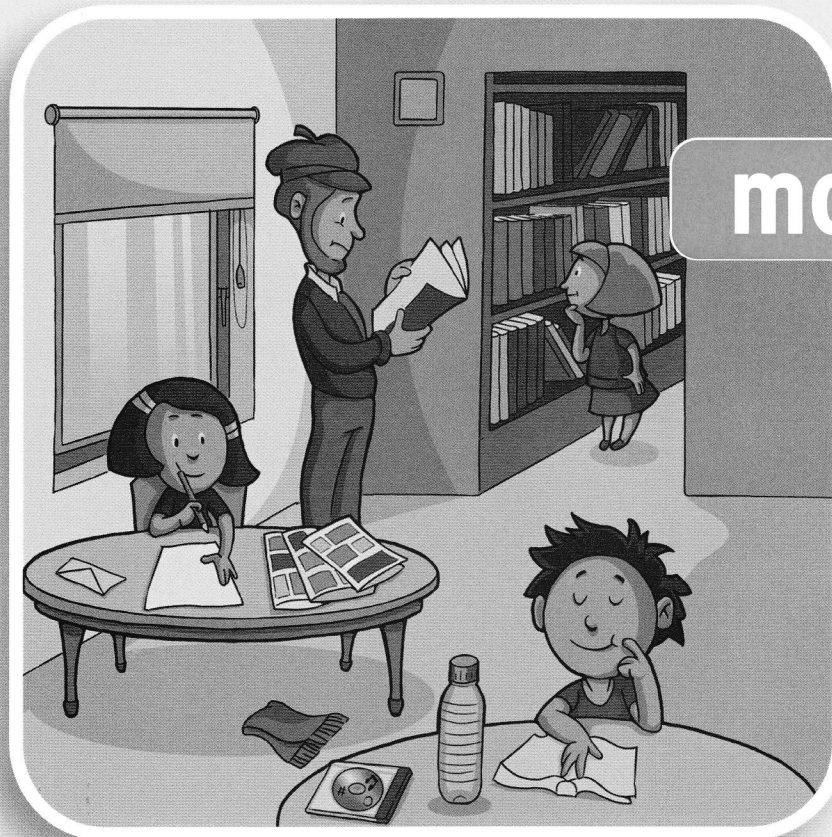


SKILLS BUILDER

for young learners

Jenny Dooley



movers

1

Teacher's Book



Express Publishing

SKILLS BUILDER

for young learners

movers

1

Teacher's Book

Jenny Dooley



Express Publishing

Published by Express Publishing

Liberty House, Greenham Business Park, Newbury,
Berkshire RG19 6HW, United Kingdom
Tel: (0044) 1635 817 363 – Fax: (0044) 1635 817 463
email: inquiries@expresspublishing.co.uk
www.expresspublishing.co.uk

© Jenny Dooley, 2017

Design & Illustration © Express Publishing, 2017

First published 2017

Made in EU

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form, or by any means, electronic, photocopying, or otherwise, without the prior written permission of the publishers.

This book is not meant to be changed in any way.

ISBN 978-1-4715-5941-9

Acknowledgements

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks are due in particular to: Mary Palmer (Editor in Chief); Dee Kane and Alex Burton (senior editors); and the Express Publishing design team; WHouse (recording producer); and Emily Newton, Kate Miles and Robert Adams for their support and patience. We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback were invaluable in the production of the book.

Contents

Introduction	4
Description of Main Tasks	5
Suggested Lesson Procedures & Tips	7
Keys, Tapescripts and Speaking Scripts	
Unit 1	18
Unit 2	24
Unit 3	30
Unit 4	36
Unit 5	42

Introduction

Skills Builder for Young Learners

is a series of books with supplementary material offering systematic practice and development of listening, reading, writing and speaking skills. In particular, the series provides tasks and activities to build those language skills which younger students need in order to communicate effectively and successfully.

The books are especially designed for younger students at primary level who are learning English as a foreign language and are between the ages of 7 and 12. The books can supplement any primary course and can be used with all young learners, regardless of their cultural background.

The series reflects the main content areas (topics, vocabulary, structures, etc.) most commonly taught in syllabuses of primary level coursebooks throughout the world. Text and pictures present tasks in a clear and attractive way, appropriate to the age and interests of primary learners.

The series has three key levels:

Primary Level 1 – **Starters**

Primary Level 2 – **Movers**

Primary Level 3 – **Flyers**

Skills Builder for Young Learners: Movers 1

is the first book at Primary Level 2, the middle level of the series. It is designed for children between the ages of 8 and 11 who have completed approximately 110 – 200 hours of English language learning.

Components:

- Student's Book
- Teacher's Book
- Class Audio CDs (set of 2)

The **Student's Book** consists of five units, each of which provides classroom work for approximately **three 45-minute lessons**, depending on the school's programme. Each unit is divided into three sections – **Listening, Reading & Writing** and **Speaking** – which provide all of the visual material to be used in the tasks and activities.

The **Teacher's Book** provides:

- a description of the types of **main tasks** presented in the Student's Book
- suggested **lesson procedures**, including practice tips, detailed suggestions for **warm-up** and **follow-up activities** to provide further practice in a wider range of language skills
- a complete **key** to all of the exercises
- complete **tapescripts** of all the listening material
- a '**Speaking script**' for conducting the activities in the Speaking sections of the Student's Book

Description of Main Tasks

1 Listening Section

- ▶ **Part 1 Listening for names and descriptive vocabulary (drawing lines):** Students listen to a dialogue between two people clearly differentiated by age, and look at the picture of a scene showing people doing different things. There are seven names above and below the picture. Students draw lines to link each name to the correct person in the picture, whose action, position and/or description is provided in the dialogue. One name is not used.
- ▶ **Part 2 Listening for numbers, words, and spellings (note-taking):** Students listen to a dialogue between two people and complete a form, or page of a notebook, by writing a word, name or a number. There is a picture prompt to support the context, but it does not provide the missing information. The numbers can be recorded as words or digits; the spelt out names must be recorded correctly; some errors in the spelling of words that are not spelt out will be allowed.
- ▶ **Part 3 Listening for specific information (multiple matching):** Students listen to a dialogue between two people and match a list of names or words to a set of pictures by writing the letter of the correct picture in a box. The dialogue uses long and short turns, with one person being the principal speaker. The list of words or names is also accompanied by small illustrations. All items are arranged in random order, rather than in the order they are talked about in the dialogue. Two pictures from the right are not used, although they will still be mentioned in the conversation, as distractors.
- ▶ **Part 4 Listening for specific information (3-option multiple choice):** Students listen to five brief and unconnected dialogues, and answer a question by ticking one of three pictures. Each dialogue is set in a different situation and is carried on between two people, clearly differentiated by age or gender. This section covers a variety of vocabulary and grammar from across the syllabus.
- ▶ **Part 5 Listening for words, colours and specific information (colouring and writing):** Students listen to a dialogue between two people clearly differentiated by age. Then, they colour four different objects in a large picture of a scene, using a specified colour, and write a given word on a particular part of the picture.

2 Reading and Writing Section

- ▶ **Part 1 Reading definitions and writing nouns (matching and copying words):** Students read a list of five definitions and select the nouns that correspond to each one from a set of words accompanied by pictures. Students copy the nouns in the space allotted next to each definition. There are two distractors.
- ▶ **Part 2 Reading and completing dialogues (3-option multiple choice):** Students read a dialogue between two people in which only one speaker's questions and statements are included; then, students choose the other speaker's responses by circling the appropriate response from three options.
- ▶ **Part 3 Reading for specific information and gist (filling in a cloze text, and 3-option multiple choice question):** Students read a gapped story and fill in five gaps by copying a noun, adjective, or verb selected from a group of words accompanied by pictures. This group of words and pictures includes three distractors. As a final question, students choose the best name for the story by ticking one of three options.
- ▶ **Part 4 Reading and understanding a factual text (filling in a 3-option multiple choice gapped text):** Students read a short factual text and complete five gaps by selected the correct option of three. The missing words are taken from a wide range of grammatical structures.
- ▶ **Part 5 Reading and understanding a story (sentence completion):** Students read a story accompanied by three pictures and then complete gapped statements that check comprehension. They can use one to three words to fill in each gap, and the completed sentences must be grammatically correct. The pictures provide context but do not answer the questions.
- ▶ **Part 6 Developing writing through a picture prompt (completing sentences, answering questions and writing sentences):** Students are presented with a picture showing a particular scene. First they complete two sentences that describe the picture, using a word or short phrase; then they answer two open-ended questions about the picture, again using a word or short phrase. Finally, they write two full sentences about the picture.

3 Speaking Section

- **Part 1 Using short responses (describing a picture):** Students are asked their name and age; then, they are asked to find four differences between two similar pictures. Students point out these differences in simple and short phrases.
- **Part 2 Understanding a story and continuing it by describing pictures (picture sequence):** Students are shown a sequence of four pictures that tell a story; then, they listen to the teacher say the title of a story and describe the first picture. Students continue the story by describing what is happening in the three remaining pictures, using a few words each time.
- **Part 3 Suggesting and explaining (odd-one-out picture sets):** Students are presented with four sets of four pictures. The teacher points out and explains which picture from the first set is different from the remaining three and why. Students choose the odd one out from the remaining three sets, justifying their choice using simple explanations.
- **Part 4 Understanding and replying to personal questions (short answers, unaided by visual prompts):** Students are asked personal questions about themselves on a given topic. Topics may include their likes and dislikes, free time activities, home, school, family, and friends, e.g. *Let's talk about sports. What sports do you play at school?*, etc.

Suggested Lesson Procedures & Tips

The lesson procedures below, including warm-up and follow-up activities, can be used as a model for all units in the book. These procedures are optional and teachers may choose to do all, any or none of the activities with their class. Although the detailed examples given here refer to the specific tasks in Unit 1, the tasks, types of activity and the suggested classroom procedures remain exactly the same for each subsequent unit.

Listening Section

Part 1

PRACTICE Tip

A good way to practise describing people and what they are doing is to ask Ss questions about people in pictures you come across (their clothes, their hair, where they are, etc.). Ss can reply with short or one-word answers, e.g. *What colour is this man's hair? Brown.* Ss will need to pay attention to details, as they will need to understand the difference between two similar people in the picture.

Warm-up

Ask Ss to look at the main picture and identify the scene. Then, ask them to identify and describe the people and the objects in the scene. Next, point out the names around the picture.

- E.g. T: *All right, everybody. Look at this place.*
(pointing to picture) *What is it?*
S1: *(It's) a classroom.*
T: *Good. Now, how many names can you see around the picture?*
S2: *Seven.*
T: *Right.* (pointing to girl sitting down with a comic) *Look at this girl. Where is she?*
S2: *(She's) by the desk/in a chair.*
T: *Is she standing up?*
S4: *No, she isn't. She's sitting down.*
T: *And what has she got in her hands?*
S5: *A comic. She's reading it., etc.*

Tips

Explain the task to Ss, in L1 if necessary, pointing out the following:

- It is OK if the lines they draw cross over one another, but it must be clear which person each line leads to.
- There is one extra name, which Ss will not use.
- Reading the names around the picture before the recording will help them, because they will know which names to listen for.

Then, play the recording. Ss listen and draw lines. Check Ss' answers.

Follow-up

- A Ask individual Ss to tell the class who each person in the picture is and what they are doing.

E.g. S1: *Matt is the boy with black hair.*
He's moving a table.

S2: *Vicky is the woman in a purple skirt.*
She's reading a comic., etc.

- B An individual S chooses one of the characters. The rest of the class ask yes/no questions to guess which character he/she has chosen.

E.g. S1: *Who am I?*
S2: *Are you a boy?*
S1: *No, I'm not.*
S3: *Are you making a comic?*
S1: *No, I'm not.*
S4: *Are you carrying some comics?*
S1: *Yes, I am.*
S5: *I know! You're Lily!*
S1: *Yes, I am., etc.*

Part 2

PRACTICE Tip

- A good way to practise spelling and numbers is by playing games with Ss, whenever possible. For example, you could make a set of flashcards with pictures representing words from the Movers vocabulary list glued onto each card. Number the flashcards, depending on how many words you want to test. Ask Ss to write these numbers in their notebooks (e.g. 1 – 10, 1 – 20, etc.), and explain that you will show the flashcards one by one; Ss will write the word that each flashcard represents next to the appropriate number. Start the game by showing flash card number 1 for a few seconds, allowing time for students to write the word that the picture represents. Then continue in the same manner with the rest of the cards. When you have finished, check your answers as a class, writing the words carefully on the board and saying the letters; this will help Ss become familiar with the names of letters of the alphabet.
- A game that focuses specifically on numbers is bingo. Give each student a 'number card' with a table of three squares by three squares; a different number from 1-100 is printed or written in each square. No number card should have the same pattern of numbers on them. Then, call out a random list of numbers, whether by selecting numbered counters

from a bag, using an online random number generator, or opening a book at random pages and calling out that number. As you call each number, write it on the board. When a student hears a number that is written on their card, they mark the number by drawing a cross or circle on/around the number. A student wins a round of bingo by crossing off all of the numbers on their card. You can play as many rounds as you like, depending on how much practice your Ss seem to require and/or how much time you have.

Warm-up

Ask Ss to look at the form/page of a notebook. Explain that they will hear two people having a conversation. Elicit different ways in which this information might be expressed in the conversation.

E.g. T: OK. (pointing to the form/page) *Now look at this. Miss Glass' class are going on a school trip. We're going to listen and complete this page. Look at this. (pointing to the prompt and the answer on the first example) The students are going to the sports centre by bus. What's another way of saying that? 'We're taking ...'*

S1: 'the bus.'

T: Good. (pointing to next prompt—'Name of sports centre') *What does it say here?*

S2: 'Name of sports centre'

T: Yes. *How do we talk about the name of something? We could say 'It's ...'*

S3: 'It's called.'

T: Good!, etc.

Tips

Explain the task to Ss, in L1 if necessary, pointing out the following:

- Ss will only need to write a name, a word or a number to answer each question, and they will hear the recording twice.
- One question might involve writing a word that is spelled out, usually a name.
- The numbers tested are 1 – 100. If Ss write numbers as digits rather than words, they have fewer chances of making a spelling mistake.
- Reading the prompts before the recording will help them, because they will know what to listen for.

Then, play the recording, twice. Ss listen and write a name, a word or a number. Check Ss' answers.

Follow-up

- A Use oral prompts to help Ss ask and answer rolling questions.

E.g. T: (prompts) train

S1: *Are they going by train?*

S2: *No, they aren't. They're going by bus.*

T: (prompts) sports centre – Island Hall

S2: *Is the sports centre called 'Island Hall'?*

S3: *Yes, it is., etc.*

- B Ask individual Ss to tell the class what they know about the trip to the sports centre.

E.g. S1: *They are going by bus. There are 27 sports at the centre. They are trying ice skating first. They are having pasta for lunch., etc.*

- C As homework, Ss write a paragraph about the class' trip to the sports centre.

E.g. *The class is going to the sports centre. They are going by bus. The sports centre is called Island Hall., etc.*

Part 3

PRACTICE Tip

A good way to practise and activate the vocabulary Ss will need for this task is by brainstorming and organising words they may hear in a mind map. Ask Ss to look at the two pages of the listening task and identify the main theme each set of pictures describes, e.g. in Unit 1 the left page shows animals and the right page shows places. Write the word 'ANIMALS' on the board and ask Ss to write as many words they can think of about the particular animals they see in the picture. To help them think of words in thematic groups, you could also write a few questions that will work as prompts on the board. For example, *what do they look like?, where do they live?, what can they do?*, etc. The words should also include verbs, for example, a puppy can sleep/run, etc., a kangaroo can hop/jump, etc., a parrot can talk/fly, etc. Give Ss one minute to make notes and then combine all Ss' answers to make a mind map around the word ANIMALS on the board, organising them in any way that is appropriate (e.g. you may wish to put all the animals in groups based on where they live – land, water, sky). Repeat the process for the word 'PLACES'. Please note that Ss will most likely have more vocabulary for the pictures on the right page, as they normally show scenes that include details Ss may hear about in the task. Encourage Ss to notice those details and include them in their brainstorming.

After completing the second mind map, leave them both on the board and do the listening task. After the listening is completed, ask Ss to tell you whether the vocabulary brainstorming helped them listen more effectively. Encourage Ss to use this technique every time they do this type of listening task and notice how their skills develop.

Warm-up

Start by reading the rubric in order to set the scene. Quickly go through the items shown on the left, and then, ask Ss to look at the set of pictures on the right and identify the place(s) shown in each (a picture can show more than one place; for instance picture E shows a bus stop and a library behind it). To help Ss identify these places correctly, ask them questions about what they can see.

E.g. T: *Sue is telling her mum about the animals she saw in town.* (pointing to the first set of pictures on page 8) *We will listen to them talking to find out where she saw each animal.* (pointing to the second set of pictures) *Here are the places in the town.* (pointing to picture C, showing a farm) *What can you see here?*

S1: *Animals ...*

S2: *A lake ...*

S3: *A house ...*

T: *Is it a park?*

S4: *No, it's a farm.*

T: *Good! It's a farm! (pointing to picture F, showing a car park) What can you see here?*

S5: *Cars ...*

S6: *A motorbike ...*

T: *Good. Are the cars moving? Is it a road?*

S6: *No. It's a car park!, etc.*

Tips

Explain the task to Ss, in L1 if necessary, pointing out the following:

- Ss will not hear about the pictures in the order they appear on the pages in front of them. They will be mentioned in the dialogue in a random order.
- Both picture groups will be thematic sets. For instance, in Unit 1, the pictures on the left are animals and the pictures on the right are places; Ss need to match the animals to the correct places.
- Ss need to listen carefully, as two pictures from the second set are not matched to items from the first set, and are only used as distractors. As well as the main setting in each picture being a distractor (the farm in C, the bus stop in E), elements from those pictures are also used as distractors (for example a lake is mentioned when the girl is talking about the snail, and a lake is featured in the background of picture C; a library is mentioned when the girl talks about the fly, and a library is shown in the background of picture E). Ss should therefore listen to all of the conversation before matching.

- Ss should take advantage of the short pauses before the recording is played to look at each picture carefully. This will help them keep in mind what to listen for.

Then, play the recording. Ss listen and match the picture from the second page to the item on the first page. Check Ss' answers.

Follow-up

- A Use oral prompts to help Ss ask and answer rolling questions.

E.g. T: (prompts) *fly – library*
 S1: *Was the fly at the library?*
 S2: *No, it wasn't.*
 T: (prompts) *café*
 S3: *Was it at the café?*
 S4: *Yes, it was!, etc.*

- B Ask individual Ss to make sentences based on their answers.

E.g. S1: *The parrot was by the swimming pool. He was in his cage. He was by the pool because it was hot., etc.*

Part 4

PRACTICE Tip

A good way to practise vocabulary for this part, as well as to raise awareness of details, is by using flashcards to play games whenever possible. For example, you could play the *10 Questions* guessing game. Divide the class into two teams and start the game by looking at one of your flashcards—make sure Ss cannot see it. Ss ask Yes/No questions to guess what you are looking at, e.g. *Is it a thing? No. Is it something that you do? Yes. Is it a sport? Yes. Is it football? Yes!* The flashcard could have a place, an activity, an object and so on, taken from the Movers vocabulary lists. The team that correctly guesses the most wins.

Warm-up

Ask Ss to look at the sets of pictures and identify the scenes and actions shown in each one.

E.g. T: (pointing to the example pictures) *Look at these pictures. This is Sue.* (pointing to the girl in picture A) *Where is Sue in this picture?*
 S1: *She is on a beach.*
 T: *Good.* (pointing to picture B) *And where is Sue in this picture?*
 S2: *At a zoo.*
 T: *That's right.* (pointing to picture C) *What about this picture? Where is Sue now?*
 S3: *In a park/At the park., etc.*

Tips

Explain the task to Ss, in L1 if necessary, pointing out the following:

- Ss need to listen to the whole dialogue before choosing an option, as the answer might come at any point in the dialogue.
- Ss should look at the pictures in advance to get an idea of what they will be looking for.

Then, play the recording. Ss listen and tick the correct boxes. Check Ss' answers.

Follow-up

- A** Use oral prompts to help Ss ask and answer rolling questions.

E.g. T: (prompts) Sue – zoo
 S1: Did Sue go to the zoo?
 S2: No, she didn't. She went to the park.
 T: (prompt) Clare – library
 S3: Is Clare going to the library?
 S4: No, she's in the park with her aunt., etc.

- B** Ask individual Ss to make sentences by answering the written questions.

E.g. S1: Sue went to the park at the weekend.
 S2: Clare is in the park with Aunt Mary.
 S3: Kim has an earache., etc.

Part 5

PRACTICE Tip

A good way to practise identifying the location of objects and the colours for this part is by playing the I spy with my little eye game using pictures whenever possible. After prompting them (e.g. *I spy with my little eye ... a white cloud above the lake!... a grey lift!*), Ss can reply by pointing to the specific item in the picture.

Warm-up

Ask Ss to look at the picture and identify the scene, then talk about what they can see in the picture. Pay attention to the place where Ss will write a word.

E.g. T: (pointing to the whole scene) What's this?
 S1: (It's a) funfair.
 T: (pointing to a bird) What can you see, Alex?
 S2: A bird.
 T: How many birds can you see?
 S3: (I can see) one.
 T: Where is the bird?

S4: (Flying) over/above the girl (with the scarf), etc.

T: What does the other girl have?

S5: A milkshake.

T: That's right! (pointing to the stand that has the word 'FUN' on its sign) Now, what can you see here?

S5: (Some) tea, some cups, a milkshake, an ice cream machine.

T: Good. What do we call the place where you buy drinks?

S6: A café., etc.

Tips

Explain the task to Ss, in L1 if necessary, pointing out the following:

- Ss need to bring their own coloured pencils/pens.
- Ss will always need to colour four of the objects in the picture and no other objects or parts of the picture.
- This is not a test of Ss' colouring skills, so they should not worry about how well they coloured in their answers, as long as it's clear which object they have coloured.
- Ss will be asked to write a simple word next to an existing word. The word will be an appropriate one for its setting.

Then, play the recording. Ss listen and fill in the correct item with the correct colour. Check Ss' answers.

Follow-up

- A** Use oral prompts to help Ss ask and answer rolling questions.

E.g. T: (prompts pointing to S1) brown balloon – girl with milkshake
 S1: Is the girl with the milkshake holding the brown balloon?
 T: (pointing to S2)
 S2: No, she isn't. The girl with the scarf is holding it.
 T: (prompts pointing to S3) orange cup – mouse
 S3: Does the orange cup have a picture of a mouse?
 T: (pointing to S4)
 S4: No, it doesn't. It has a picture of a cat., etc.

- B** Ask individual Ss to tell the class about the coloured objects in the picture.

E.g. S1: The pink milkshake is on the table next to the café. The orange cup has a picture of a cat on it. The grey helmet is on the boy's head. He is sitting in a small car., etc.

Reading & Writing Section

Part 1

PRACTICE Tip

A good way for Ss to get practice with definitions is by using flashcards to play a matching game on the board. Choose up to five words you would like the Ss to practise. On a piece of paper, write a sentence for each one that is either a definition or a clue that suggest its meaning. Cut out each definition, roll it up and put it in a small bag or box. Using Blu Tack™, put up a series of flashcards with pictures representing those words on the board, plus two extra ones that will work as distractors. Ask individual Ss to pick a definition from the bag/box and read it out. The S is given a few moments to guess the word it refers to. If he/she has replied correctly, attach the definition on the board under its corresponding flashcard. If the S has replied incorrectly, another S from the class is invited to provide the correct answer. This game can be extended by inviting Ss to create their own picture cards and clues, and play the game in pairs.

Warm-up

Ask Ss to look at the eight labelled pictures and cover the page on the right, which includes their definitions. Ask questions to help Ss create their own definition of each of the items shown.

- E.g. T: *All right, everybody. (pointing to pictures) Now look at these pictures. They show different things and places. What's this one, Betty? (pointing to dolphin)*
- S1: *(It's) a dolphin.*
- T: *Good. What is a dolphin, Oliver?*
- S2: *It's an animal.*
- T: *That's right. And where does it live, Sophia?*
- S3: *(In) the sea.*
- T: *Well done. What about the supermarket? (pointing to supermarket) Why do people go to the supermarket, Robert?*
- S4: *To buy food and drink., etc.*

Tips

Explain the task to Ss, in L1 if necessary, pointing out the following:

- Two of the labelled pictures are not defined.
- Ss should copy the correct word exactly as it appears, including any article, if there is one (students should not add an article, or indeed anything else, that does not appear with the original word).

Then, Ss read and copy the words next to the correct definitions. Check Ss' answers.

Follow-up

- A Use oral prompts to help Ss ask and answer 'rolling' questions.

- E.g. T: (prompt) buy food and drinks – library
- S1: *Do you buy food and drinks at the library?*
- S2: *No, you don't. You buy them at the supermarket.*
- T: (prompt) neck – between foot and leg
- S3: *Is your neck between your foot and your leg?*
- S4: *No. It's between your head and your shoulders., etc.*

- B Ask individual Ss to form complete sentences using the written definitions and respective answers.

- E.g. S1: *You put a poster on the wall.*
- S2: *You go to the supermarket to buy things.*
- S3: *You eat pancakes for breakfast., etc.*

Part 2

PRACTICE Tip

A good way to practise appropriate responses is by doing a role-playing game. Prepare a simple role-playing scenario, which should consist of who they are, where they are and what they're doing. One pair might consist of a boy called Paul inviting his friend Robert to his birthday party, for instance. Divide the class into pairs, and give each pair this role-playing scenario. Ss have 1 – 2 minutes to complete a simple exchange. You could write some helpful language on the board, such as 'So do I', 'Me too', etc. Ideas for situations for the scenarios could come from the material you have previously covered in class, as well as *Movers 1 Student's Book*.

Warm-up

Ask Ss to look at the dialogue and the accompanying picture. Explain that the responses the second speaker gives are missing, and that only one of the three options provided below is the correct response. Point out that Ss do not need to choose the correct answer at this stage. First, Ss should read the whole text in order to identify the general topic of conversation and the relationship between the two speakers. Then, Ss are encouraged to guess the type of response needed for each question/statement, without reading the three options.

- E.g. T: (pointing to the children) *Look at Clare and Jane. Read what they say. (Ss read the questions and answers.) Do they know each other?*
- S1: *Yes. They're friends.*
- T: *What are they talking about?*

S2: *They're talking about Jane's new tablet. I think it's a present.*

T: *Now, look at the example. Put a piece of paper on Jane's answers, please. What's Clare's first question?*

S3: *'Is this your new tablet?'*

T: *That's right. How can Jane answer this question?*

S4: *Yes, it is./No, it isn't., etc.*

T: *Yes. Well done., etc.*

Tips

Explain the task to Ss, in L1 if necessary, pointing out the following:

- Only one option from A, B and C will fit in terms of grammar, meaning, sense and appropriacy.
- Ss will need to choose responses to statements as well as questions.

Then, Ss read and choose the correct response for each question. Check Ss' answers.

Follow-up

Ask Ss to act out the dialogue in pairs.

Part 3

PRACTICE Tip

A good way to practise the reading skills (reading for specific information and gist) necessary for this part is by using short stories or jokes you have found in the school library or the internet. Choose two of them (A and B) and highlight up to five words (nouns, adjectives or verbs). Then, divide your class into pairs and give one story to each partner, and:

- Ask Ss to make a list of the highlighted words in the order in which they appear in their notebooks and to make sure that their partner does not read either their story or their list while they do so.
- Ask Ss to delete the highlighted words in their stories and, using correction fluid to cover them, replace them with the same kind of word (part of speech) but with a completely different meaning. For example, 'storm' could be replaced by 'banana', 'beautiful' with 'silly', 'ate' with 'jumped', etc.
- Ss are given up to 5 min to swap stories, read them and guess the original missing words.
- Go through Ss ideas by reading one story at a time and pausing in each gap. Ss should justify their choices, pointing out key words/phrases in the surrounding text that worked as clues.
- Finally, ask Ss to come up with and decide on the best title for each story. Ss should work in groups for this.

Warm-up

Explain that the text is a story which needs a title. Then ask Ss to look at the drawings and words in the box.

E.g. T: *(pointing to the drawing of the food)*
What's this?

S1: *(It's) food.*

T: *(pointing to the picture of boring)*
And what does this show?

S2: *(Something) boring.*

T: *What does boring mean?*

S3: *Something that is not fun/exciting, etc.*

T: *That's right., etc.*

Tips

Explain the task to Ss, in L1 if necessary, pointing out the following:

- Ss should read all of the text before they start to fill in the gaps, in order to get a general understanding.
- Ss will need to understand the text around each gap in order to be able to find the missing word.
- Ss should try and guess the missing word from a gap before looking at the box of words and pictures on the right. The surrounding text will provide clues as to the kind of word that is missing. When they have made a guess, then they should look to the right and see if the word they guess (or one like it) is there.
- Ss should take care to not only complete the correct word only in terms of meaning but also of form. The missing words will always be nouns, verbs and adjectives.
- Selecting the best title for the story does not mean the 'perfect' title. Sometimes, they will find the correct answer by eliminating the other two titles, because they are wrong for a particular reason.
- Ss' writing should be clear and legible to avoid losing marks due to confusion. It may be best to avoid cursive writing altogether.

Then, Ss read and fill in the missing words before choosing the best title. Check Ss' answers.

Follow-up

- Ask individual Ss to read aloud from the completed text.
- Ask Ss to underline certain words in the text. Help Ss to make up their own versions of the story by substituting other words for those that they underlined. Ask individual Ss to read their stories aloud.

E.g. S1: *Last Saturday, Mum said, 'Come on! We need to go shopping for food.'*

S2: *At the door of the market, I stopped to say hello to a beautiful little puppy waiting outside for someone.*

- S3: When we went inside, we got coffee,
tea, noodles and pasta.
- S4: *Then, my mother saw her best friend.
They started talking and shouting about
everything.*
- S5: *'Go and buy a pancake,' my mum said.
You can eat it outside and wait for
me.', etc.*

C As homework, Ss make a neat copy of their story for display on the classroom wall.

Part 4

PRACTICE Tip

A good way to practise finding appropriate missing words for this part is by playing a gap-filling game called *Get it together!* Choose a short passage (it could be from a story or your course book) and make two copies of it (A and B). Use correction fluid to delete 5 different words (of a mixture of grammatical items, including prepositions of place, adverbs, relative pronouns, verbs in past tenses, comparatives and superlatives, etc.) from each copy. Text A should have earlier gaps compared to text B. Make enough copies of the gapped text for each pair of Ss in your class. S A starts reading his gapped text out loud to S B, until (s)he reaches the first gap. S B should have listened to S A and filled in his/her first gap by that time. S B carries on reading until his/her next gap, and so on until both texts are filled in. The pair that fills in both texts the quickest, and with the fewest errors is the winner. After the game, spend a few minutes with the Ss focusing on each gap and eliciting the reason why each missing word fits in that position, both in terms of context and grammar. This could also be turned into a game by awarding points for each correct answer.

Warm-up

Ask Ss to cover the multiple choice answers given. Elicit the topic of the text from the title and pictures. Ss read for general understanding, ignoring the gaps in the text. Ask questions to test Ss' understanding.

- E.g. T: *Where do horses live?*
S1: *(They live) in the countryside.*
T: *Good. What do they drink?*
S2: *(They drink) water.*
T: *That's right. Are horses' legs long or short?*
S3: *(They're) long., etc.*

Tips

Explain the task to Ss, in L1 if necessary, pointing out the following:

- Ss should read the whole text first, to figure out the general idea.
- As with Part 3, Ss should try to guess what kind of word is missing from each gap, and in which form, before choosing a word from the three provided options.
- Ss need to copy the words in the gaps clearly and with correct spelling.

Then, Ss read the text and the possible answers, and write the correct word in each gap from each group of three possible answers. Check Ss' answers.

Follow-up

- A** Ask individual Ss to read aloud from the completed text.
- B** Ask Ss to choose one of the distractors for each gap and make a sentence using it.
- E.g. *they: Horses live in the countryside, and they eat grass.*

Part 5

PRACTICE Tip

A good way to practise paraphrasing is by playing the *In your own Words!* game. Select as many sentences as you can (at least one for every S in your class) from the material you have used in class—it could be from dialogues, stories and other passages. Choose sentences that can be paraphrased using synonyms, replacing nouns with pronouns and turning around sentences whilst retaining meaning. Write or type these sentences on a piece of paper, cut them, roll them up and put them in a bag or box. Before you begin the game, divide the class into two groups. Shuffle the rolled-up sentences and start the game with each group taking one sentence to paraphrase, making sure that a different S selects a sentence each time. The Ss that have picked up a sentence are given 30 seconds to come up with a paraphrased alternative from the moment they pick it up. If they are unable to, they can select one other member of their team to help them in the next 15 seconds. The first of the two teams to have thought of an alternative shouts, 'My words!' and is given the chance to share their alternative. If their answer is correct, they are awarded a point. If both teams answer simultaneously, the point goes to the team with the most words paraphrased in their answer.

Warm-up

Ask Ss to cover the text and talk about what they can see in each picture.

- E.g. T: (*pointing to the first scene*)
Look at this. Where are these people?
 S1: (*They're*) on a bus.
 T: Yes. (*pointing to Ben*)
Look at this boy. What's he wearing?
 S2: Jeans and a yellow shirt.
 T: Is he sad?
 S3: No, he's happy., etc.

Tips

Explain the task to Ss, in L1 if necessary, pointing out the following:

- The pictures do not provide answers to the questions. They are, however, along with the title, useful for predicting the general plotline of the story.
- Ss should look at the pictures and read the whole text for each one before attempting to answer, so as to get the general idea of it.
- The missing words/phrases (and their accompanying grammar structures) all come from the text. The provided questions are all paraphrased ideas from the text, as well. Being able to identify synonyms, references and turned around sentences will help them locate the correct answer.
- The words that the Ss write in the gaps need to make grammatical sense.

Then, Ss read the text and gapped sentences, then write one to three words to complete each sentence. Check Ss' answers.

Follow-up

- A** Ask Ss to retell the story, using the written texts and Ss' own answers as prompts.

- E.g. S1: Ben wore his best shirt last Saturday.
 S2: Ben and his mum took the bus to go and see his grandparents.
 S3: His grandparents' home was in a village.
 S4: Ben and his mum didn't sit because there were a lot of people on the bus.
 S5: The first person Ben saw at his grandparents' house was his grandma., etc.

- B** As homework, Ss write a summary of the story, based on their responses in the task above.

Part 6

PRACTICE Tip

A good way to practise completing sentences, replying to questions with longer answers and writing full sentences about a picture is by using any of the larger pictures in your coursebook or the *Student's Book of Skills Builder for Young Learners Movers 1*. Start by saying out loud or writing on the board 1 – 2 gapped sentences about the selected picture. Ss look at the picture and complete these sentences with a single word or a short phrase, either orally or by writing them in their notebooks. Then, ask or write on the board 1 – 2 open-ended questions, which again the Ss reply to or complete. Then, allow Ss time to think of two more things to say to describe the picture. As an alternative, Ss could also work in pairs to do all the above. As an extension, Ss could try to point out as many things as they can to describe the picture, using full sentences.

Warm-up

Ask Ss to look at the scene, then to identify the objects, people and actions shown in the picture.

- E.g. T: (*pointing to scene*) Look at this place.
It's a library. What can you see?
 S1: (*I can see*) some people.
 T: How many are there?
 S2: There are two girls, a boy and a man.
 T: And what are they doing?
 S3: One of the girls is writing a letter.
 T: Yes. And the other one?
 S4: She's standing in front of the bookcase.
 T: Why?
 S5: She's trying to choose a book., etc.

Tips

Explain the task to Ss, in L1 if necessary, pointing out the following:

- Ss should read every question carefully so that they do not misunderstand the tasks.
- Ss write a word or short phrase for questions 1 and 2, phrases or sentences for questions 3 and 4, and complete sentences for questions 5 and 6.
- Ss must write their answers clearly and carefully. They are allowed to make corrections, but their corrected answer must be legible.
- Ss need to write different sentences for questions 5 and 6. Writing identical or similar sentences will award them with only one point for question 6.

Then, Ss look at the picture, read the tasks, and fill in the gaps. Check Ss' answers.

NB: The scoring for the three different tasks in this part is as follows: questions 1 and 2 get one point each—awarded when the answer correctly represents the picture. Questions 3 to 6 are worth two points each. One point is awarded for correct representation of the picture and the other point for clarity/communicative success. Therefore, the total amount of points for this part is 10.

Follow-up

- A** Divide the class into pairs. One S from each pair will create their own questions about the picture (they can write them and/or say them), and the other S answers them.

E.g. S1: *On the girl's table there are ...*
 S2: *Some comics.*
 S3: *What is the boy wearing?*
 S4: *A red T-shirt.*
 S5: *What can you see next to the boy's book?*
 S6: *A bottle of water.*
 S5: *The girl in the purple dress/T-shirt is holding ...*
 S6: *A pencil., etc.*

- B** Use oral prompts to help Ss ask and answer 'rolling' questions about the picture.

E.g. T: *(prompt) supermarket*
 S1: *Is this a supermarket?*
 S2: *No, it isn't. It's a library.*
 T: *(prompt) three girls*
 S3: *Are there three girls in the library?*
 S4: *No, there aren't. There are two girls., etc.*

Speaking Section

BEFORE YOU BEGIN:

- If time permits it, you can conduct the activities in this section in pairs or groups, rather than the whole class.
- To practise greetings and introducing oneself to another person, which Ss will need for Part 1, you can play the Friendliest Businessperson game. Create a card for each S in your class, stating the name and age of a made-up persona. Put the cards into two piles according to gender, shuffle them and place them face down in your hands. Invite each S to select a card from the appropriate pile and not show it to their classmates. Explain to Ss that they are important businesspeople and they are in a meeting with many other businesspeople. Their goal is to get up and meet as many people as they can in 3 minutes. They need to greet them, ask their names, surnames and ages and also provide the same information to them when it is their turn to ask. Every time they complete such an

interaction they will exchange a small piece of paper or sticky note, which symbolises a business card. You may wish to write useful language on the board before they begin (Hello. What's your name? How old are you? Goodbye, Mr ...). Encourage Ss to speak clearly and politely, rather than rush through the introductions. Ss get up and walk around the class making introductions and exchanging cards, while you monitor and provide help wherever necessary. When the time is up, the S/Ss who have collected the most 'business cards' are named the 'Friendliest Businessman/Businesswoman' of the class.

Part 1

PRACTICE Tip

To practise describing the differences between two pictures, you can encourage Ss to create their own 'Find the differences' pictures, which they will use to work in pairs with their classmates. Explain that the pictures they create need to be simple rough sketches with only selected objects being coloured. Each set needs to include 4 differences, which could describe different size, number, colour, appearance, position, activity, etc. To speed up the process, you could specify the setting, e.g. a library, a hospital, an office, etc. Allow Ss 2 – 3 min to create their sketches. While they do so, write on the board a list of useful language they will need, e.g. *Here there's a _____, but here there's a _____, This _____ is blue, but this one is purple., It's raining in this picture, but it's sunny in this picture., Here this (person) is doing this, but here he/she is doing that. In this picture this (person/object) is on the table, but in this one (it/he/she) is under the table., etc.*

When they are ready, allow Ss 2 – 3 minutes to spot the differences in each other's sketches. If time permits it, Ss can swap pairs so they can practise with more sets of pictures. This game can be extended into homework, so Ss can prepare more elaborate pictures if they so wish and then practise again in the next lesson.

Ss describe four differences between the two pictures.

Ask Ss to look at both pictures on the 'Find the Differences' card on p. 114. Establish that the two pictures are similar but not identical, and provide Ss with an example. Ss describe four differences they can see.

E.g. T: *Now, look at these pictures. They look the same, but some things are different. (pointing to the boy sitting at a desk in the top picture) In this picture the boy is looking at the computer but ... (pointing to the boy in the bottom picture) in this one, the boy is reading a book. What other different things can you see?*

S1: *(pointing to the top picture) There are two parrots in this poster, (pointing to the bottom picture) but there are three parrots in this one.*

- T: Very good. What other different things can you see?*
- S2: (pointing to the top picture) Here this boy is holding a map, (pointing to the bottom picture) but here he is holding two tickets., etc.*

Tips

Explain the task to Ss, in L1 if necessary, pointing out the following:

- Before moving on to the pictures, Ss will be greeted by a teacher and asked their name and age.
- The teacher will demonstrate what is required of the S, so they should not stress about remembering what the task requires.
- Ss have to identify only FOUR differences between the two pictures.

Follow-up

- A** Ask individual Ss to tell the class the differences between the pictures.

E.g. S1: In this picture the girl is wearing a coat, but in this one she's wearing a sweater., etc.

- B** Use oral prompts and point to parts of the pictures to help Ss ask and answer rolling questions.

E.g. T: (Prompt, pointing to the CDs in the top picture) CDs (pointing at second picture, shrug shoulders) here?
S1: Are there any CDs in the bookcase here?
T: (Pointing to S2)
S2: No, there aren't.
T: (prompt) What can you see here? (pointing to S3)
S3: Some (comic) books.
T: Good., etc.

Part 2

PRACTICE Tip

To practise the language (people, their activities, etc.) and the skills needed for this part (telling a simple story based on a series of pictures), you can play the And then what? game:

- Select one of the single scene pictures in your coursebook or from the *Student's Book of Skills Builder for Young Learners Movers 1*. Ask Ss to identify and talk about people and actions in any pictures you come across in your lessons. For example, *Who can you see in this picture? (Some) friends. What are they doing? Playing (a game). Where are they? (In) the park. What is the dog doing? Jumping., etc.*

- Explain to Ss that this is the beginning of a story and they will work in groups of three to complete it. Each group needs to decide on what happens right after that scene, with each S drawing a quick sketch to depict the action. Groups are given 2 – 5 minutes for this and then they present their stories to the class. The class could then vote for the most exciting/scariest/sweetest/bravest/cleverest, etc. story.

Ss tell a story prompted by a picture sequence.

Ask Ss to look at the 'Story' card for one or two minutes. Tell Ss the title of the story. Then, describe the first scene and ask Ss to tell the rest of the story. Help Ss by asking questions, if necessary.

E.g. T: (pointing to the card) These pictures show a story. It's called 'Getting the ball back'. (pointing to the first picture) Look at the pictures first. (allows Ss a few moments to look at the whole sequence of pictures) Lily and Paul (pointing to the two children in the first picture) are having a picnic with their parents. They are drinking lemonade. They are beside a lake. Now, can you tell the story? Mary?

S1: Hmm ...

T: What are Mum and Dad doing?

S2: Mum is reading a book. Dad is sleeping under the tree.

T: What are the children doing?

S3: They are playing with a ball. Their dog is with them., etc.

Tips

Explain the task to Ss, in L1 if necessary, pointing out the following:

- Ss are not expected to demonstrate storytelling skills or to develop their comments into a narrative; they are only expected to say a few words about each picture in the sequence.
- Ss should look at all the pictures before beginning to get the general idea of what is happening in the story if they can. The teacher will prompt this. Should the S be unable to figure out the plot, they will still be able to carry out this task by saying a few things about each picture in the sequence.
- Ss will need to describe what people/animals are doing and where they are, as well as simple feelings. The structures that Ss will need to talk about these things are *There is/are, be* and *have (got)* in the present tense, *must/mustn't* and *can/can't*, and some action verbs in the present continuous (such as *go, play, laugh, read, look at, write*). The teacher will provide help with question prompts wherever necessary.

Part 3

PRACTICE Tip

To practise identifying the different one in a set of pictures and explaining why, you can use your set of flashcards. Choose 4 of them, 3 of which should belong to the same thematic group (e.g. clothes) and one of which should be completely different (e.g. a part of the house, such as *balcony*). Put them up on the board and ask Ss to identify the odd one out. Encourage Ss to explain the reasons for their choice, using question prompts if necessary [e.g. *Which one is different? The balcony. Why? It's part of a house. And what are these (pointing to the other three flashcards)? Cheese, salad and soup are food. And what do you do with them? You eat them. Can you eat a balcony? No, you can't.*]. Repeat this at least 3 – 4 times with different sets each time. Accept all answers, provided they are well justified.

Ss identify the odd one out in a set of pictures, providing a reason for their answer.

Ask Ss to look at the first set of pictures, indicate the odd one out and give a reason. Ss take turns finding the odd one out in each of the three remaining sets, justifying their answers. A wide variety of answers is acceptable, provided that Ss can offer some form of justification.

E.g. T: (pointing to the first set) Look at these pictures. (pointing to the scarf) This one is different. A salad, cheese and pasta are all food. You eat them. You can't eat a scarf. You wear it. Now, you tell me about these pictures. (pointing to the second set) Which one is different and why?

S1: (pointing to the dog) This one is different.

T: All right. Why?

S2: A whale, a shark and a dolphin live in the sea. A dog doesn't live in the sea. It lives in a house., etc.

Tips

Explain the task to Ss, in L1 if necessary, pointing out the following:

- There might be different ways of describing the odd one out. What's more, Ss might find an alternative difference to the one intended. This is fine, as long as Ss give reasons for their choice.

Part 4

PRACTICE Tip

To practise the language and the skills needed for this part (answering personal questions), you can play an interview board game with Ss. In the beginning, Ss could be given the choice to answer the questions as one of their favourite celebrities, and, later, as their confidence increases, they could answer the questions as themselves.

The class should be divided into groups, and you will need the following for each board game:

- 1) a large sheet of paper or cardboard, on which the board game will be drawn,
- 2) some dice and
- 3) a small object to act as a pawn for each S, which could be their own erasers, for example.

Make a simple grid on the sheet of paper (manually or on the computer), marking the first cell as the START and the last one as the FINISH of the board game. To avoid confusion on the direction each pawn will move, number each cell. There should be no more than 20 cells in each board game.

Fill in the cells with as many personal questions as possible. For example: *How old are you? Have you got a brother/sister? Tell me about him/her. Who do you play with at the weekends? Tell me about your favourite subject/hobby/sport.*, etc.

To save time, indicate which S starts the game in each group, and have them play clockwise, based on how they are seated around the table. Ss roll the dice and move their pawns around the grid, having to answer each question they land on before they can move on. Provide help as needed. The S to have answered the most questions when they have reached the FINISH cell is the winner in each group.

Ss answer personal questions.

Ask Ss to put away their books and cards. Ask Ss questions about themselves, their families and friends, their homes, their school and pastimes and their likes and dislikes.

E.g. T: Now, let's talk about sports. What's your favourite sport?

S1: Tennis.

T: How often do you play tennis?

S1: I play on Monday and Thursday.

T: Why do you like it?

S1: (Because) it's exciting., etc.

Tips

Explain the task to Ss, in L1 if necessary, pointing out the following:

- Ss only need to answer with simple language, using between one and four words.
- Most questions will be in the present tense, but Ss will need to be able some questions in the past tense, for instance they might be asked what they did last Saturday.

LISTENING

KEY

Part 1

There should be lines between the name:

- 1 Lily and the girl holding a lot of comics.
- 2 Daisy and the girl with a pink pencil making a comic.
- 3 Vicky and the woman in a purple skirt.
- 4 Matt and the boy with black hair moving the table.
- 5 Jim and the boy standing on a chair putting up balloons.

Part 2

- 1 Island (no misspellings)
- 2 27/twenty-seven
- 3 ice skating
- 4 pasta
- 5 badminton

Part 3

fly	H
parrot	A
lion	B
snail	D
kangaroo	G

Part 4

- 1 A 2 C 3 C 4 B 5 C

Part 5

- 1 The balloon shaped like a lion should be coloured brown.
- 2 The cup with the kitten on it should be coloured orange.
- 3 The milkshake on the table next to the ice cream machine should be coloured pink.
- 4 The word CAFÉ should be written on the roof of the little café.
- 5 The scarf around the girl's neck should be coloured blue.

TAPESCRIPTS

Hello. This is Skills Builder for Young Learners, Movers 1, Unit 1.

Part 1 Look at Part One.

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

Boy: Look, Mrs Lake. My friend's class is having a Comic Book Day.

Woman: Oh, that's exciting! Which one is your friend?

Boy: He's the boy who's wearing a scarf—his name is Charlie.

Woman: Oh, you mean the boy putting a picture on the wall?

Boy: Yes. That's him. Comic Book Day was his idea.

Can you see the line? This is an example. Now you listen and draw lines.

One

Woman: That girl is carrying a lot of comic books.

Boy: Her name's Lily.

Woman: Oh dear! One of her comics is falling down.

Boy: That's because she's moving very quickly.

Woman: I think you're right.

Two

Woman: Is that girl your friend's sister?

Boy: Which girl?

Woman: She's making a comic, I think.

Boy: You mean the girl with the pink pencil?

Woman: Yes, that's right.

Boy: She's called Daisy. And yes, she is Charlie's sister.

Three

Woman: I know that teacher—the one in the purple skirt.

Boy: With the big comic book?

Woman: Yes. Her name's Vicky.

Boy: She likes reading stories to us.

Woman: That's nice. Children love stories.

Four

Woman: The two boys who are moving the table are very strong.

Boy: Oh, that one is my brother's best friend.

Woman: Which one?

Boy: The one with the black hair.

Woman: What's his name?

Boy: Matt.

Five

Woman: What's that boy doing?

Boy: Where?

Woman: The one standing on the chair.

Boy: That's Jim. He's putting some balloons on the wall for the day.

Woman: Is he safe on that chair?

Boy: He is, don't worry, Mrs Lake.

Now listen to Part One again.

That is the end of Part One.

Part 2 Listen and look. There is one example.

Man: OK, everyone. The bus is here to take us to the sports centre.

Boy: Coming, Mr Glass. The new sports centre is the best! I can't wait!

Man: Don't worry, Paul. The bus is very quick.

Boy: Cool!

Can you see the answer? Now you listen and write.

One

Boy: I think the new sports centre is called something 'Hall'. Is that right, Mr Glass?

Man: Yes, it's Island Hall.

Boy: Pardon? What 'Hall'?

Man: Island. That's I-S-L-A-N-D.

Boy: That's a good name.

Two

Boy: How many sports do they do at the new sports centre?

Man: A lot. I read about it, and it says they've got 27 different sports.

Boy: Twenty-seven different sports? Wow!

Man: Yes. We can try some of them today.

Three

Boy: Can we try baseball, Mr Glass?

Man: No, not today.

Boy: What can we do?

Man: We can try ice skating first.

Boy: They have ice skates! Brilliant!

Four

Boy: Can we eat lunch there, Mr Glass?

Man: Yes. At the sports centre café.

Boy: Great. What's for lunch, today?

Man: Pasta. It's really good.

Boy: I love pasta!

Man: So do I.

Five

Boy: Can we do another sport after lunch?

Man: Yes, we can.

Boy: Can we choose which one?

Man: Well, how about badminton? Would you like that?

Boy: Yes, please! Everyone in our class loves badminton. What a great school trip!

Now listen to Part Two again.

That is the end of Part Two.

Part 3 Listen and look. There is one example.

Sue is telling her mum about the animals she saw in town. Where did she see each animal?

Woman: Hi, Sue! Did you take all the photos you needed for your homework?

Girl: Oh, yes! Look! I saw this puppy in the car park. He was behind a motorbike. He was very frightened, but I found his family and they took him home.

Can you see the letter F? Now you listen and write a letter in each box.

Woman: That's a huge lion! Did you see it at the zoo?

Girl: No, not the zoo. It was in a cage in front of the circus. There were some clowns near it. They had big orange hair and red noses—they were funny!

Woman: Funny?! I think they're scary ...

Woman: Oh wow! Is that a kangaroo?!

Girl: Yes. He's called Jumping Jack. He lives at Mr Pepper's farm. I saw him outside the animal hospital. He didn't want to go in because he doesn't like doctors.

Woman: Oh dear ...

Girl: And here's my best picture from today.

Woman: That's ... a fly!

Girl: Yes, it is. I went to the library and then to my favourite café. I had a cup of hot chocolate in my hands when this little thing jumped on my table. I put my drink down slowly and took the photo.

Woman: Well done.

Girl: See this snail? I put it on a leaf... near the lake in the park.

Woman: Oh, why?

Girl: I found it at the cinema. When I went to get tickets for the new film on Saturday, it was on the ground in front of me. I carried it outside.

Woman: That's nice.

Woman: And whose is this parrot?

Girl: Oh, it's Matt's. He's my friend from school. I met him at the bus stop. We got on the 87 bus to go home. I told him about my homework and he said I could take a picture of his pet.

Woman: What a pretty bird! Why is its cage by the swimming pool?

Girl: Because it's very hot now, Mum.

Now listen to Part Three again.

That is the end of Part Three.

Part 4 Look at the picture. Listen and look. There is one example.

Where did Sue go at the weekend?

Man: Did you have fun at the weekend, Sue?

Girl: Oh, yes, Grandpa. The zoo was closed, so we went to the park.

Man: I thought you went to the beach.

Girl: No, that was last Thursday.

Can you see the tick? Now you listen and tick the box.

One. What's Clare doing?

Woman: Can you take this book to the library for me, Paul?

Boy: I've got homework, Mum. Where's Clare? Can she do it?

Woman: She's in the park.

Boy: Oh, is she with her friend?

Woman: No, she's with Aunt Mary.

Two. What's the matter with Kim?

Man: Oh, what's the matter, Kim? Do you have a stomach ache?

Girl: No, Mr Box.

Man: Why are you holding your head like that?

Girl: I've got an earache.

Man: OK, let's phone your mum. She must take you home.

Three. When was Jack's party?

Boy: Hi, Uncle Fred. I didn't see you at my birthday party last Saturday.

Man: Oh, no! I'm sorry, Peter. Your birthday was on the 17th!

Boy: Yes, but we had the party on the 18th.

Man: Well, come on! Let's go and buy you a present now. You're fifteen!

Four. Whose is the bottle of water?

Girl: I'm so thirsty! Can I have some of your water, please?

Boy: It's not mine. It's the new kids'.

Girl: What kids?

Boy: Kim and Jim; they're new in our dance class. Here—I have some tea. You can have it.

Girl: Thanks, Charlie. You're the best!

Five. How much milk did Tom drink?

Woman: Would you like some juice, Tom?

Boy: No, thanks, Mum. I had a lot of milk today.

Woman: Oh, that's good.

Boy: Yes. I had a glass for breakfast and two glasses at lunch.

Woman: Three. Well done!

Now listen to Part Four again.

That is the end of Part Four.

Part 5 Look at the picture. Listen and look. There is one example.

Man: Would you like to colour the picture of this funfair?

Boy: OK. These children are having fun, I think.

Man: Yes, they are. The boy driving the tractor is wearing a helmet. Colour that, please.

Boy: What colour?

Man: Make it grey.

Can you see the grey helmet? This is an example. Now you listen and colour and write.

One

Man: I'd like you to colour a balloon now.

Boy: There are two balloons above the girls' heads. One is like a lion—your favourite animal.

Man: Yes, it is. Colour that one brown, please.

Boy: OK ... a bird is flying on top of it.

Man: You're right.

Two

Boy: How about colouring a cup now?

Man: All right. Colour the cup with the kitten on it.

Boy: Shall I colour it orange?

Man: Yes. That's a great idea.

Boy: Cool!

Three

Boy: Look at all the sandwiches that man has got!

Man: Yes, he's got a lot. Now, I'd like you to colour a milkshake.

Boy: The one in the girl's hand?

Man: No. Colour the one on the table next to the ice cream machine. Make it pink.

Boy: OK.

Four

Man: Would you like to do some writing, too?

Boy: OK. What can I write?

Man: Write the word 'Café'.

Boy: I know! On the roof of that little place!

Man: That's right.

Five

Man: And now, colour the scarf around the girl's neck.

Boy: Can I colour it purple?

Man: No. Make it blue, please.

Boy: That's a nice colour, too.

Man: What a great picture! Thank you.

Now listen to Part Five again.

That is the end of Movers 1 Unit 1.

READING & WRITING

KEY

Part 1

- | | | |
|------------|------------|--------------|
| 1 cheese | 3 neck | 5 a kangaroo |
| 2 pancakes | 4 a poster | |

Part 2

- | | | |
|-----|-----|-----|
| 1 A | 3 C | 5 B |
| 2 C | 4 B | 6 A |

Part 3

- | | | |
|----------|-----------|--------|
| 1 puppy | 3 talking | 5 game |
| 2 inside | 4 boring | |
- 6 An afternoon at the supermarket

Part 4

- | | | |
|----------|-----------|---------|
| 1 every | 3 up | 5 along |
| 2 bigger | 4 carried | |

Part 5

- 1 village
- 2 lot of people
- 3 grandma/grandmother
- 4 the cakes
- 5 his/Ben's birthday
- 6 new red bike
- 7 his grandfather/grandpa

Part 6

Possible answers:

- 1 a scarf/an orange scarf
- 2 reading books
- 3 She's writing a letter/thinking.
- 4 (It's on the table,) next to a/the bottle of water.
- 5 There are three comics on the table.
- 6 The girl in the red dress is looking for a book/something.

SPEAKING SCRIPT

Part	Teacher does this:	Teacher's script:	Minimum response expected from student:	Prompts/Back-up questions:
1	<ul style="list-style-type: none"> Greets the S and asks for name Asks how old the student is Points to the FIND THE DIFFERENCES CARD (p. 114) Describes the first set of differences between the two pictures, pointing to them in each picture Asks the S to describe the other differences; should the S need help locating a difference, the teacher points it out, offering one half of the expected answer 	<p>Hello. What's your name?</p> <p>How old are you, Daisy?</p> <p>Look at these pictures. They look the same, but some things are different.</p> <p>This girl is wearing a coat, but this girl is wearing a sweater.</p> <p>What other different things can you see?</p>	<p>I'm/My name's/(Daisy).</p> <p>I'm <u>seven</u> (years old).</p> <ul style="list-style-type: none"> Here there are CDs (in the bookcase/on the shelf), but here there are comics (in the bookcase/on the shelf). There are two parrots in this picture, but three parrots in this picture. This boy is working on the computer, but this boy is reading a book. Here the grown-up/man has a map, and here he has tickets. 	<p>Are you Daisy?</p> <p>Are you <u>seven</u> years old?</p> <ul style="list-style-type: none"> Here there are CDs in the bookcase/on the shelf, but ... [Teacher gives one half of the expected answer] There are two parrots in this picture, but ... This boy is working on the computer, but ... Here the grown-up has a map, but ...
2	<ul style="list-style-type: none"> Points to the PICTURE STORY CARD (p. 115) Tells the students the title of the story Points to the pictures and gives S a moment to study them Describes what is happening in the first picture, pointing to the characters and features (s)he mentions Points to the remaining pictures and asks S to tell the rest of the story 	<p>Now, these pictures show a story.</p> <p>It's called 'Getting the ball back'.</p> <p>Look at the pictures first.</p> <p>Lily and Paul are having a picnic with their parents. They are drinking lemonade. They are beside a lake.</p> <p>Now, you tell the story.</p>	<p>S says <u>at least one</u> thing about each picture:</p> <ul style="list-style-type: none"> Mum has got a book. Dad is sleeping under the tree. Lily and Paul are playing with a ball. Their dog is playing, too. The ball is in the lake now. There is a man in a boat on the lake. The man in the boat is throwing the ball to the children. They are happy. 	<ul style="list-style-type: none"> What has Mum got? What is Dad doing? What are Lily and Paul doing? What's the dog doing? Where is the ball now? What can they see? What is the man in the boat doing? Are Lily and Paul happy?

Part	Teacher does this:	Teacher's script:	Minimum response expected from student:	Prompts/Back-up questions:
3	<ul style="list-style-type: none"> Points to ODD-ONE-OUT CARD (p. 116) and talks about the first row of pictures (example set); covers the remaining sets at this point Points to each subsequent row of pictures in turn, covering the others with pieces of paper 	<p>Now look at these four pictures. One is different. The scarf is different. Pasta, salad and cheese are all food. You eat them. You don't eat a scarf. You wear it.</p> <p>Now, you tell me about these pictures. Which one is different? Why?</p>	<ul style="list-style-type: none"> This one is different. [points to <u>dog</u>] Because these/the <u>whale</u>, <u>shark</u> and <u>dolphin</u> are all animals that live in the sea, and this isn't. It's a dog. These live in the sea and this lives in a house. <u>Hockey</u>, <u>ice skating</u> and <u>swimming</u> are sports. You do/play them. You don't play a <u>star</u>. You see it in the sky. A <u>bowl</u>, a <u>plate</u> and <u>cup</u> are things in a kitchen. You put food and drinks in/on them. You don't put food and drink in a <u>helmet</u>. You wear it when you ride a bike or do sports. 	<ul style="list-style-type: none"> What are these? [Teacher points to <u>whale</u>, <u>shark</u>, <u>dolphin</u>]. Do they live in a house? Where do they live? And how about this one? [Teacher points to <u>dog</u>.] Is it a fish? Does it live in the sea? What are these? [Teacher points to <u>hockey</u>, <u>ice skating</u>, <u>swimming</u>.] Are they sports? What do you do with sports? And this one? [Teacher points to <u>star</u>.] Is it a sport? Where do you see it? What are these? [Teacher points to <u>bowl</u>, <u>plate</u>, <u>cup</u>.] Are they things in a kitchen? What do you do with them? And this one? [Teacher points to <u>helmet</u>.] Is it a kitchen thing? What do you do with it?
4	<ul style="list-style-type: none"> Puts away all cards 	<p>Now, Daisy, let's talk about school.</p> <p>1 How do you go to school?</p> <p>2 Who's your best friend at school?</p> <p>3 Which sports do you play at school?</p> <p>4 What's the best thing about school?</p> <p>OK, thank you, Daisy. Goodbye!</p>	<p>I go on the bus./I walk to school, etc.</p> <p>Mark/Mary, etc.</p> <p>tennis/football, etc.</p> <p>friends/sports/lessons, etc.</p> <p>Bye!</p>	<ul style="list-style-type: none"> Do you walk to school? What's/is/are your friends' names? Do you like football? Do you like sport/lessons/ the teachers?, etc.

LISTENING

KEY

Part 1

There should be lines between the name:

- 1 Jane and the woman playing the piano.
- 2 Matt and the blond boy in the blue sweater.
- 3 Sam and the girl with the long black hair, dancing with the thin boy.
- 4 Sally and woman carrying a box of hats.
- 5 Julia and the woman near the piano, videoing the children.

Part 2

- 1 Bat (no misspellings)
- 2 27/twenty-seven
- 3 rabbits
- 4 beach
- 5 sandwiches

Part 3

her mum	A
her grandmother	G
her brother	C
her aunt	F
her friend	H

Part 4

- 1 B 2 A 3 A 4 C 5 A

Part 5

- 1 The towel with the dolphin on it should be coloured yellow.
- 2 The boat near the beach should be coloured purple.
- 3 The word STAR should be written on the big boat sailing out to sea.
- 4 The bird standing on the sand should be coloured red.
- 5 The coconut next to the ball should be coloured brown.

TAPESCRIPTS

Hello. This is Skills Builder for Young Learners, Movers 1, Unit 2.

Part 1 Look at Part One.

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

- Man: What have you got there, Zoe?
 Girl: Hi, Mr Friday. Look—it's a photo of my sister's dance class. Her name's Mary.
 Man: Which one is she?
 Girl: She's the one wearing a white skirt.
 Man: Oh, yes. And she's dancing with a tall boy.
 Girl: Yes. She's very good, you know.

*Can you see the line? This is an example.
 Now you listen and draw lines.*

One

- Man: Who's the woman playing the piano? In the red dress.
 Girl: That's Jane. She plays music when the children dance.
 Man: Why is she laughing?
 Girl: Because she's always happy.

Two

- Man: That blond boy is asking a girl to dance.
 Girl: You mean the one in the blue sweater?
 Man: That's right.
 Girl: His name's Matt. He never speaks; he's very quiet.
 Man: Oh, that's why the girl is so surprised!
 Girl: Yes.

Three

- Man: I think I know that girl. With the long black hair.
 Girl: The one dancing with the thin boy?
 Man: Yes. She's called Sam.
 Girl: Her hair is beautiful.
 Man: Yes, it is. She's my friend's daughter.

Four

- Man: Is that the dance teacher?
 Girl: The woman who's holding the box of hats?
 Man: Yes.
 Girl: Yes, that's her—her name's Sally.
 Man: Why does she have so many hats?
 Girl: Oh, they're for the children. Sometimes they dress up to dance.

Five

- Girl: And see that woman?
 Man: Where?
 Girl: Near the piano. She's videoing the children.
 Man: Oh yes.
 Girl: That's Matt's mum. She's called Julia. She comes to every lesson.

Man: Well, I think everyone enjoys that class!

Now listen to Part One again.

That is the end of Part One.

Part 2 *Listen and look. There is one example.*

Woman: Everyone get on the boat, please. We're going to the island now.

Girl: Going on a trip is so exciting, Miss Wall!

Woman: Yes, it is. Do you like going by boat?

Girl: Yes, I love sailing—and boats!

Can you see the answer? Now you listen and write.

One

Girl: What's the island called, Miss?

Woman: Bat Island.

Girl: Pardon? What Island?

Woman: Bat. B-A-T—because a lot of them live there.

Girl: Oh!

Two

Girl: Are there many kinds of animals on the island?

Woman: Well, this book says 27 kinds of birds live on it.

Girl: Twenty-seven different kinds?

Woman: Yes. That means we can see hundreds of birds when we're there.

Three

Girl: Are there any rabbits?

Woman: Yes.

Girl: Can we play with them?

Woman: No, you can't. But you can take photos of them.

Girl: OK. I've got my new camera with me. It takes brilliant photos!

Four

Girl: Can we go swimming, Miss Wall?

Woman: No! The water's too cold now. But we can watch the dolphins swimming.

Girl: Dolphins? Where?

Woman: At the beach.

Girl: Cool! I really want to go to the beach now!

Five

Girl: What about lunch? When can we eat?

Woman: Well, we can't eat on the island.

Girl: Oh, no!

Woman: Don't worry. We can go to the park for a picnic when we come back. We've got sandwiches and salad for everyone.

Girl: Great! Sandwiches and salad! My favourite!

Now listen to Part Two again.

That is the end of Part Two.

Part 3 *Listen and look. There is one example.*

Zoe is telling Uncle Jack about the people she knows and the food or drinks they make. What does each person make best?

Man: I like the pasta in this café – what do you think, Zoe?

Girl: It's nice, Uncle Jack ... but my Dad's is better. He makes the best pasta in the world— with tomato sauce and meatballs! And he puts lots of cheese in it, too. It's soooo good!

Can you see the letter D? Now you listen and write a letter in each box.

Man: What about your grandmother? She cooks for you at the weekends. What does she make well?

Girl: That's easy—cakes! She makes carrot cake on Saturdays, and on my birthday she makes the best chocolate cake. She always puts coconut in it, and when she adds white chocolate on top, it's fantastic.

Man: You're right!

Girl: You know, my brother can cook really well, too, Uncle Jack.

Man: No, I didn't know that.

Girl: Everyone likes the salads he makes. He likes putting lots of different vegetables in them— tomatoes most of all! But I think his pancakes are the best. They're brilliant.

Man: Really?

Man: Your Aunt Julia is a terrible cook.

Girl: I know. She gave me some noodles last week. They were really bad ... I couldn't eat them.

Man: Oh no...

Girl: But she makes fantastic milkshakes. Last week, she made me one with mangoes, ice cream and milk, and she put it in a tall glass. It was the best.

Girl: When I'm hungry, Mum can cook very quickly.

Man: What does she make best?

Girl: Vegetable soup! I love it! She always puts carrots and onions in it and sometimes she adds potatoes, too. I often have a big bowl with some lemon juice for dinner.

Girl: And when we go on a picnic, my friend Eva brings the best food.

Man: Does she?

Girl: Yes. She makes the best—and the biggest— sandwiches! With bread, sauce, tomatoes and meat. I bring the drinks and some fruit. Last Saturday, we had a picnic in the park. We had fun all day.

Man: It's great to know lots of people who can cook so well!

Now listen to Part Three again.

That is the end of Part Three.

Part 4 Look at the picture. Listen and look. There is one example.

Which was the best cake at the party?

Girl: My parents had a party last week.

Boy: Cool! Did you have a cake?

Girl: Oh, we had three! A pear cake, a lime cake—

Boy: A lime cake?

Girl: Yes, it was very good. But I liked the coconut cake best.

Can you see the tick? Now you listen and tick the box.

One. Who is Mrs Grey's granddaughter?

Man: Are you enjoying the game, Mrs Grey?

Woman: Yes, thank you. That's my granddaughter, Daisy—with the long hair.

Man: The girl holding the bat?

Woman: No. Her hair is curly. Daisy's hair is straight.

Man: Oh, yes! She's pretty.

Two. How does Pat's dad go to work?

Man: What does your dad do, Pat?

Boy: He fixes cars. But he doesn't drive to work.

Man: Oh? Does he take the bus?

Boy: No. Buses are slow because the roads are always busy in the morning. He goes by train.

Man: You're right. That's the best.

Three. Which swimsuit does Sally choose?

Woman: Sally, come on! Please choose a swimsuit!

Girl: I don't know, Mum... I like the one with the dolphin on it.

Woman: OK, then.

Girl: No ... let's get this one. I don't like sharks—whales are cool!

Woman: Great!

Four. Where did Jim's grandmother move?

Boy: My grandma moved last week!

Girl: Oh, did she get the house near the bus station?

Boy: No, it had a lot of stairs. She can't climb them.

Girl: The one near the hospital was nice.

Boy: Yes, but she found a better one—with a nice big balcony. Next to the library.

Five. What is Lily's favourite sport?

Girl: Let's watch some sport on TV.

Boy: What's on? Badminton?

Girl: Yes. It's not my favourite, but I like it.

Boy: My favourite is tennis.

Girl: Mine too. It was hockey, but it changed.

Now listen to Part Four again.

That is the end of Part Four.

Part 5 Look at the picture. Listen and look. There is one example.

Woman: How about colouring this picture? It's a beautiful day at the beach.

Boy: Yes, I've got my pencils here.

Woman: There's a ball on the sand beside the boy. Colour that, please.

Boy: OK.

Woman: Make it green.

Can you see the green ball? This is an example. Now you listen and colour and write.

One

Woman: I'd like you to colour the towel now.

Boy: Which one? There are two.

Woman: The one with the dolphin on it. Colour it yellow, please.

Boy: Great!

Two

Boy: Can I colour a boat now?

Woman: All right. Colour the one near the beach.

Boy: I'd like to make it purple, please.

Woman: Yes, that a very nice colour.

Boy: I've got a toy boat like that at home!

Three

Boy: Shall I do some writing?

Woman: Good idea! Write the word 'Star' on the boat.

Boy: Which boat?

Woman: The big one, sailing out to sea.

Boy: OK.

Four

Boy: The man has a really nice baseball cap.

Woman: Yes, but I'd like you to colour a bird now.

Boy: The one above the man's head?

Woman: No, the one standing on the sand. Make it red.

Boy: OK. I'm doing that now.

Five

Woman: And now colour the coconut.

Boy: Where? Oh, yes, next to the ball. Can I make it pink?

Woman: That's funny, but no. Colour it brown.

Boy: OK ...

Woman: Good work! Well done!

Now listen to Part Five again.

That is the end of Movers 1 Unit 2.

READING & WRITING

KEY

Part 1

- | | | |
|-----------|--------------|------------|
| 1 a puppy | 3 tea | 5 a market |
| 2 CDs | 4 a basement | |

Part 2

- | | | |
|-----|-----|-----|
| 1 C | 3 B | 5 C |
| 2 B | 4 A | 6 C |

Part 3

- | | | |
|-------------------------|-----------|-------|
| 1 town centre | 3 looking | 5 ate |
| 2 building | 4 stars | |
| 6 A trip to the library | | |

Part 4

- | | | |
|-------------|-------|-----------|
| 1 in | 3 hot | 5 quickly |
| 2 different | 4 how | |

Part 5

- 1 feed some
- 2 ride a horse
- 3 some ducks on
- 4 could ride
- 5 the chicken
- 6 the car
- 7 horse riding

Part 6

Possible answers:

- 1 puppy
- 2 sky
- 3 (She's) feeding/looking at the ducks.
- 4 (He's sitting) on the grass/ground/between two trees.
- 5 The boy with the purple T-shirt is asleep.
- 6 Three birds are flying in the sky. /
There are three birds flying in the sky.

SPEAKING SCRIPT

Part	Teacher does this:	Teacher's script:	Minimum response expected from student:	Prompts/Back-up questions:
1	<ul style="list-style-type: none"> • Greets the S and asks for name • Asks how old the student is • Points to the FIND THE DIFFERENCES CARD (p. 117) • Describes the first set of differences between the two pictures, pointing to them in each picture • Asks the S to describe the other differences; should the S need help locating a difference, the teacher points it out, offering one half of the expected answer 	<p>Hello. What's your name?</p> <p>How old are you, Jack?</p> <p>Look at these pictures. They look the same, but some things are different.</p> <p>In this picture, there are leaves under the trees, but in this picture there are no leaves under the trees.</p> <p>What other different things can you see?</p>	<p>I'm/My name's/(Jack).</p> <p>I'm <u>nine</u> (years old).</p> <ul style="list-style-type: none"> • There's some cheese in this picture, but there's a salad in this picture. • Here the boy has got a fish, but here he hasn't got a fish. • Here the man has a beard, but here he has a moustache. • Here the woman is drinking tea, but here she's eating a sandwich. 	<p>Are you Jack?</p> <p>Are you <u>nine</u> years old?</p> <ul style="list-style-type: none"> • There's some cheese in this picture, but ... [Teacher gives one half of the expected answer] • Here the boy has got a fish, but ... • Here the man has a beard, but ... • Here the woman is drinking tea, but ...
2	<ul style="list-style-type: none"> • Points to the PICTURE STORY CARD (p. 118) • Tells the students the title of the story • Points to the pictures and gives S a moment to study them • Describes what is happening in the first picture, pointing to the characters and features (s)he mentions • Points to the remaining pictures and asks S to tell the rest of the story 	<p>Now, these pictures show a story.</p> <p>It's called 'Finding a scarf on the beach'.</p> <p>Look at the pictures first.</p> <p>It's a cold windy day. Peter and Jane are walking on the beach with their dog. The dog sees something in the sand and runs to it.</p> <p>Now, you tell the story.</p>	<p><i>S says <u>at least one thing</u> about each picture:</i></p> <ul style="list-style-type: none"> • The dog finds a green scarf. He shows it to Peter. Peter tells him he is a good dog. • Peter and Jane see a girl sitting on some rocks. She is crying and she is cold. • Peter and Jane go to the girl, and their dog gives her the scarf. Now she is happy, because she has got her scarf back. 	<ul style="list-style-type: none"> • What does the dog find? Who does he show the scarf to? What does Peter do? • Who is sitting on the rocks? Is she happy or sad? • What does Peter and Jane's dog do? Why is the girl happy now?

Part	Teacher does this:	Teacher's script:	Minimum response expected from student:	Prompts/Back-up questions:
3	<ul style="list-style-type: none"> Points to ODD-ONE-OUT CARD (p. 119) and talks about the first row of pictures (example set); covers the remaining sets at this point Points to each subsequent row of pictures in turn, covering the others with pieces of paper 	<p>Now look at these four pictures. One is different. The scarf is different. Pasta, salad and cheese are all food. You eat them. You don't eat a scarf. You wear it.</p> <p>Now, you tell me about these pictures. Which one is different? Why?</p>	<ul style="list-style-type: none"> This one is different [points to stairs] because the children in these pictures are all ill. This one has a <u>cough</u>, this one a <u>headache</u> and this a <u>stomach-ache</u>. The stairs are a part of a house. You climb them. They don't make you ill. This one is different, because the boy and girl are <u>going to school</u>. In these pictures, they are on holiday. Here they are <u>at the beach</u>, here they are <u>skiing</u> and here they're <u>in the jungle</u>, looking at the animals. The <u>plate</u> is different. The <u>roof</u>, <u>balcony</u> and <u>basement</u> are parts of a house. You don't put food on them. You put food on a plate to eat it. 	<ul style="list-style-type: none"> Are the children in these pictures fine? [Teacher points to <u>cough</u>, <u>headache</u>, <u>stomach-ache</u>]. What's the matter with them? And how about this one? [Teacher points to <u>stairs</u>.] What is it? Where do you find it? What do you do with it? Where are the boy and the girl in these pictures? [Teacher points to <u>beach</u>, <u>mountains</u>, <u>jungle</u>.]. What are they doing? And this one? [Teacher points to going to <u>school</u>.] Where are they now? What are these? [Teacher points to <u>roof</u>, <u>balcony</u>, <u>basement</u>.]. Can you put your food on these? And this one? [Teacher points to <u>plate</u>.] Is it a part of a house? What do you do with it?
4	<ul style="list-style-type: none"> Puts away all cards 	<p>Now, Jack, let's talk about your friends.</p> <p>1 What do you like to do with your friends? 2 Where do you play with your friends? 3 What is your best friend called? 4 Tell me about your best friend.</p> <p>OK, thank you, Jack. Goodbye!</p>	<p>play football/computer games, etc. in the park/playground, etc.</p> <p>Jim/Jane, etc.</p> <p>He helps me./She makes me laugh., etc.</p> <p>Bye!</p>	<ul style="list-style-type: none"> Do you play football/ computer games? Do you go to a park/playground? Is he/she called Jim/Jane, etc.? Does he/she make you laugh/help you?, etc.

LISTENING

KEY

Part 1

There should be lines between the name:

- 1 Paul and the boy with the red hair swimming in the lake.
- 2 Jack and the boy in the grey sweater feeding a rabbit.
- 3 Lily and the woman sitting on the blue blanket under the tree.
- 4 Fred and boy in the purple sweater and with the kite shaped like a dolphin.
- 5 Daisy and the girl throwing a ball to the small dog.

Part 2

- 1 60/sixty
- 2 library
- 3 Pirate (no misspellings)
- 4 panda
- 5 whale

Part 3

the film star	A
the cook	E
the bus driver	F
the farmer	B
the teacher	G

Part 4

- 1 A 2 A 3 A 4 C 5 A

Part 5

- 1 The leaves on the tree next to the house should be coloured green.
- 2 The door between the two windows should be coloured red.
- 3 The T-shirt on the girl with the flower in front of her face should be coloured yellow.
- 4 The word FARM should be written above the door of the house.
- 5 The sun should be coloured orange.

TAPESCRIPTS

Hello. This is Skills Builder for Young Learners, Starters 1, Unit 3.

Part 1

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

- Girl: Look, Mrs Rock. We went to the lake last weekend.
 Woman: Oh, that's nice. Who's the man in the blue boat?
 Girl: That's my dad. His name's Peter.
 Woman: He's fishing.
 Girl: Yes. Dad loves fishing. But he never catches a fish.

Can you see the line? This is an example. Now you listen and draw lines.

One

- Woman: There are two boys swimming in the lake.
 Girl: Yes. The one near the island is Paul. He's my big brother.
 Woman: You mean the one with red hair?
 Girl: That's right. He's got red hair, like our dad.

Two

- Woman: Is that boy your brother, too?
 Girl: Which one?
 Woman: The boy in the grey sweater.
 Girl: The one who's feeding a rabbit?
 Woman: Yes.
 Girl: No, that's Jack. He's my brother's friend.

Three

- Woman: I know your Mum!
 Girl: Oh, do you?
 Woman: Yes. That's her under the tree! Sitting on the blue blanket.
 Girl: You're right. That's Mum. Her name's Lily.
 Woman: Did she bring a nice picnic?
 Girl: Yes, the chicken and the potato salad were great.

Four

- Woman: I like that boy's kite. It's like a dolphin.
 Girl: That's Fred's kite. It's purple like his sweater.
 Woman: I can see that!
 Girl: He always wears something purple.
 Woman: That's nice.

Five

- Woman: What a sweet little dog!
 Girl: That's my cousin's pet.
 Woman: Is your cousin the girl throwing the ball?
 Girl: Yes. Her name's Daisy. She's teaching the dog to catch.
 Woman: Well, that was an exciting trip!

Now listen to Part One again.

That is the end of Part One.

Part 2 Listen and look. There is one example.

Woman: Wake up, Vicky. Do you know what day it is?
 Girl: Oh, good morning, Aunt Jane. Yes, it's Sunday.
 Woman: That's right. Sunday!
 Girl: Oh, yes! We're going to the zoo! Hooray!

Can you see the answer? Now you listen and write.

One

Girl: How do we go to the zoo, Aunt Jane?
 Woman: By bus. The number 60.
 Girl: Sixty?
 Woman: Yes, it goes straight to the zoo from here.
 Girl: OK.

Two

Woman: OK, let's walk to the bus stop now.
 Girl: Which bus stop? The one opposite the bookshop?
 Woman: No, the one near the library.
 Girl: Near the library? ... Oh, yes, I know it.

Three

Girl: I think the zoo has a famous shark.
 Woman: That's right. He's called Fish Pirate.
 Girl: Sorry? Fish what?
 Woman: Pirate. P-I-R-A-T-E.
 Girl: Oh, that's a brilliant name!

Four

Girl: Can I buy a T-shirt at the zoo? I want one with a panda on it.
 Woman: But you have a T-shirt like that!
 Girl: Yes, but it's too small now.
 Woman: OK, then. You can get a new one. With a panda on it.
 Girl: You're the best aunt in the world!

Five

Girl: What's your favourite animal, Aunt Jane?
 Woman: Oh, that's a difficult question ... but I think it's the whale.
 Girl: The whale?
 Woman: Yes. Why are you surprised?
 Girl: That's Mum's favourite animal, too!

Now listen to Part Two again.

That is the end of Part Two.

Part 3 Listen and look. There is one example.

Sally is telling her grandfather about the people she saw today and about their clothes. What did each person wear?

Man: Hello, Sally. Did you have a good day in the city centre?

Girl: Yes, Grandpa. I had a lot to do, and you know ... everyone I met wore something blue! First, I went to the dentist, Mrs White. She was very nice, and she had a pretty blue scarf today. She wears a different one around her neck every day.

Man: Oh.

Can you see the letter D? Now you listen and write a letter in each box.

Girl: When I got on the bus, the driver had a blue baseball cap—like mine! You know, the one I wear at the school games when it's sunny.

Man: Oh, you mean the one with the little dolphin on it?

Girl: No, Grandpa! That's my beach hat. I'm talking about the cap I wear at sports!

Man: Oh, yes!

Girl: Then, I saw a man wearing a long blue coat walking along the street.

Man: A coat? In this weather? It's too hot!

Girl: Yes. You know why? He was Jack Beard, the film star! I think he wore that—and sunglasses—to hide from people. Famous people do that sometimes.

Girl: After that, I saw my teacher in the little square across from the library.

Man: Did you?

Girl: Yes. She stopped to talk to me. She had new glasses—blue ones! They were pretty. She needed a new pair because she couldn't see very well with the old ones.

Man: You're right, Sally. You saw a lot of people wearing blue today.

Girl: I know! And I saw Mr Green, the farmer, riding his motorbike, too. He wore a blue helmet. It was so cool! It had a shark on it! I want one like that!

Man: Well, it's good to be safe when you're riding your bike.

Girl: And then there was the cook!

Man: Which cook?

Girl: The one at the café. When I got hungry, I went there for something to eat. He had blue boots. They made a lot of noise when he walked around in them because they were new.

Now listen to Part Three again.

That is the end of Part Three.

Part 4 Look at the picture. Listen and look. There is one example.*How often does Vicky cook with her mum?*

Girl: I made dinner with my Mum yesterday. Pasta with tomato sauce and cheese!

Boy: Cool! Do you cook with her often?

Girl: Every Friday. My big brother helps her on Saturdays, and Dad on Sundays.

Boy: Wow!

*Can you see the tick? Now you listen and tick the box.**One. What is Alex's book about?*

Man: Alex, would you like to watch TV?

Boy: No, thanks, Dad. I'm reading a brilliant book.

Man: What's it about?

Boy: It's a story about a boy and his bike.

Man: Oh!

Two. Where were the sweets?

Man: Did you have fun at Paul's house?

Boy: Yes. His mum had an idea for a game. She hid some sweets, and we had to run to find them.

Man: Oh! And did you find them?

Boy: Yes! We looked in all the rooms and out the windows. They were behind the sofa!

Man: Great!

Three. How did Jack go to his grandfather's house?

Man: Did see your grandfather today, Jack?

Boy: Yes. I went with my cousin, Alice.

Man: Oh, does she have car?

Boy: No, a motorbike! I wore a helmet, and it was brilliant! I didn't want to get off.

Man: Well, I don't like motorbikes. I think they're dangerous.

Four. What did Clare dream about?

Woman: What's the matter, Clare?

Girl: Oh Mum, I had a terrible dream. I was a circle and a square fell on me. I couldn't move!

Woman: Oh dear.

Girl: I was so frightened.

Woman: Well, don't worry now. It was only a dream.

Five. What did Julia's dad buy for her?

Man: Did Julia like the present I got her?

Woman: Yes! She practises with it every day.

Man: I looked for the tennis racket and the guitar she wanted, but they didn't have them at the shop.

Woman: Well, she loves her skateboard.

Man: That's great!

*Now listen to Part Four again.**That is the end of Part Four.***Part 5** Look at the picture. Listen and look. There is one example.

Man: Can you colour this picture of a farm?

Girl: Oh, yes! Look at all the animals!

Man: Yes, they're great. There's a goat behind the tree. Colour it brown, please.

Girl: OK. It looks happy because it's eating some grass.

*Can you see the brown goat? This is an example. Now you listen and colour and write.**One*

Man: Now, I'd like you to colour the leaves on a tree.

Girl: Which tree? There are many!

Man: The one next to the house. With the bird above it.

Girl: OK! What colour?

Man: Green.

Two

Girl: Can I colour the door now?

Man: Of the house? Between the two windows?

Girl: Yes, that one. I'd like to make it red.

Man: All right.

Girl: Great.

Three

Girl: That's funny! The horse looks surprised to see that cow.

Man: Yes, it does. Now, look at the girl near the horse.

Girl: Oh, yes! She's got a flower in front of her face.

Man: That's right. Colour her T-shirt yellow, please.

Girl: OK.

Four

Man: I'd like you to do some writing, too.

Girl: Great! What shall I write?

Man: Write the word 'farm' above the door of the house.

Girl: Below the roof?

Man: That's right.

Five

Girl: I'd like to colour one more thing.

Man: You're right. You need to colour the sun.

Girl: Can I do it yellow?

Man: Yellow is my favourite colour, but I'd like you to make it orange, please.

Girl: OK. There! It looks nice!

*Now listen to Part Five again.**That is the end of Movers 1 Unit 3.*

READING & WRITING

KEY

Part 1

- | | | |
|------------|-----------------|-----------|
| 1 shoulder | 3 a bus station | 5 a towel |
| 2 pasta | 4 a dentist | |

Part 2

- | | | |
|-----|-----|-----|
| 1 A | 3 A | 5 B |
| 2 C | 4 B | 6 C |

Part 3

- | | | |
|----------------------|-----------|--------|
| 1 cloudy | 3 moving | 5 idea |
| 2 basement | 4 carried | |
| 6 Grandpa's new pets | | |

Part 4

- | | | |
|----------|-------------|--------|
| 1 on | 3 every | 5 easy |
| 2 change | 4 sometimes | |

Part 5

- 1 eleven correct
- 2 (beautiful) rainbow
- 3 Curly
- 4 to her house
- 5 After the
- 6 they learnt
- 7 teacher

Part 6*Possible answers:*

- 1 moustache
- 2 panda
- 3 some parrots
- 4 under the plant/leaves
- 5 The woman in the purple shirt is drinking a milkshake.
- 6 The baby is holding an ice cream.

SPEAKING SCRIPT

Part	Teacher does this:	Teacher's script:	Minimum response expected from student:	Prompts/Back-up questions:
1	<ul style="list-style-type: none"> • Greets the S and asks for name • Asks how old the student is • Points to the FIND THE DIFFERENCES CARD (p. 120) • Describes the first set of differences between the two pictures, pointing to them in each picture • Asks the S to describe the other differences; should the S need help locating a difference, the teacher points it out, offering one half of the expected answer 	<p>Hello. What's your name?</p> <p>How old are you, Daisy?</p> <p>Look at these pictures. They look the same, but some things are different.</p> <p>In this picture, there is a cinema near the café, but in this picture there is a bus station near the café.</p> <p>What other different things can you see?</p>	<p>I'm/My name's/(Daisy).</p> <p>I'm <u>ten</u> (years old).</p> <ul style="list-style-type: none"> • There's a circus in this park, but there's a funfair in this park. • There is a car park behind this hospital, but there's a market behind this hospital. • There is a tractor outside the café in this picture, but there is a bus outside the café in this one. • Here there's a supermarket opposite the library, but here there's a sports centre opposite the library. 	<p>Are you Daisy?</p> <p>Are you <u>ten</u> years old?</p> <ul style="list-style-type: none"> • There's a circus in this park, but ... [Teacher gives one half of the expected answer] • There is a car park behind this hospital, but ... • There is a tractor outside the café in this picture, but ... • Here there's a supermarket opposite the library, but ...
2	<ul style="list-style-type: none"> • Points to the PICTURE STORY CARD (p. 121) • Tells the students the title of the story • Points to the pictures and gives S a moment to study them • Describes what is happening in the first picture, pointing to the characters and features (s)he mentions • Points to the remaining pictures and asks S to tell the rest of the story 	<p>Now, these pictures show a story.</p> <p>It's called 'Roller skating in the supermarket'.</p> <p>Look at the pictures first.</p> <p>Jack and Zoe are going to the supermarket with their mother. Another boy, who is wearing roller skates, is going to the supermarket, too.</p> <p>Now, you tell the story.</p>	<p><i>S says <u>at least one</u> thing about each picture:</i></p> <ul style="list-style-type: none"> • Jack and Zoe are inside the supermarket now. The boy with the roller skates is coming nearer them. Their mum is not looking at them. • The boy with the roller skates falls on the fruit and vegetables, and then falls on Jack. The vegetables are now on the floor and Jack is on the floor, too. 	<ul style="list-style-type: none"> • Where are Jack and Zoe now? What are they doing? What about their mother? • Where is the boy on the roller skates now? Where are the fruit and vegetables? Where is Jack?

Part	Teacher does this:	Teacher's script:	Minimum response expected from student:	Prompts/Back-up questions:
			<ul style="list-style-type: none"> Zoe is helping Jack to get up. The boy in the roller skates is crying. Jack and Zoe's mum is angry. 	<ul style="list-style-type: none"> What is Zoe doing? What is the boy on the roller skates doing? What about Jack and Zoe's mother?
3	<ul style="list-style-type: none"> Points to ODD-ONE-OUT CARD (p. 122) and talks about the first row of pictures (example set); covers the remaining sets at this point Points to each subsequent row of pictures in turn, covering the others with pieces of paper 	<p>Now look at these four pictures. One is different. The scarf is different. Pasta, salad and cheese are all food. You eat them. You don't eat a scarf. You wear it.</p> <p>Now, you tell me about these pictures. Which one is different? Why?</p>	<ul style="list-style-type: none"> This one is different [points to <u>penguin</u>] because it's an animal. A <u>neck</u>, a <u>back</u> and a <u>shoulder</u> are parts of the body. This is a <u>penguin</u>. This one is different, because a <u>road</u> is a part of a town and you drive on it. A <u>farmer</u>, a <u>cook</u> and a <u>pop star</u> are all people. You don't drive on people. The <u>doctor</u> is different. The <u>island</u>, <u>river</u> and <u>forest</u> are places in the countryside. A <u>doctor</u> is a person. 	<ul style="list-style-type: none"> What are these? [Teacher points to <u>neck</u>, <u>back</u>, <u>shoulder</u>]. What are they parts of? And how about this one? [Teacher points to <u>penguin</u>.] What is it? What's this? [Teacher points to <u>road</u>.] Where do you find it? And what are these? [Teacher points to <u>farmer</u>, <u>cook</u>, <u>pop star</u>.] What are these? [Teacher points to <u>island</u>, <u>river</u>, <u>forest</u>.] Where are they? And this one? [Teacher points to <u>doctor</u>.] Is that one a place?
4	<ul style="list-style-type: none"> Puts away all cards 	<p>Now, Daisy, let's talk about what you do after school.</p> <p>1 What time do you go to school?</p> <p>2 What do you like to do after school?</p> <p>3 When do you do your homework?</p> <p>4 When do you eat dinner?</p> <p>OK, thank you, Daisy. Goodbye!</p>	<p>at 8/9 am, etc.</p> <p>play tennis/football, etc.</p> <p>after school/in the evening, etc.</p> <p>at 7/8 pm, etc.</p> <p>Bye!</p>	<ul style="list-style-type: none"> Do you go to school at 8/9 am? Do you play tennis/football? Do you do it after school or in the evening? Do you eat at 7/8 pm?, etc.

LISTENING

KEY

Part 1

There should be lines between the name:

- 1 Peter and the man with the beard trying to close the bag.
- 2 Jim and the boy buying a book and holding a box of chocolates under his arm.
- 3 Julia and the woman with the curly blonde hair trying to take a photo.
- 4 Pat and woman with the yellow scarf getting onto the train.
- 5 Sue and the woman with the pink scarf giving a container of sandwiches to the man who is leaving.

Part 2

- 1 Rainbow (no misspellings)
- 2 77/seventy-seven
- 3 chocolate
- 4 village
- 5 water

Part 3

the field	A
the mountain	H
the lake	F
the forest	G
the sports centre	D

Part 4

- 1 C 2 B 3 A 4 A 5 A

Part 5

- 1 The dog under the table should be coloured black.
- 2 The plate in front of the man should be coloured blue.
- 3 The flowers by the window should be coloured pink.
- 4 The word BREAD should be written on the box under the cupboard.
- 5 The girl's dress should be coloured green.

TAPESCRIPTS

Hello. This is Skills Builder for Young Learners, Movers 1, Unit 4.

Part 1 Look at Part One.

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

Woman: Nice photo!

Girl: Hi, Miss Sand. We went to the train station yesterday.

Woman: Oh, why?

Girl: To say goodbye to Uncle Fred.

Woman: Is that the man with the moustache?

Girl: Yes, that's him, holding his ticket.

Can you see the line? This is an example. Now you listen and draw lines.

One

Woman: Oh dear! That man's bag is huge.

Girl: You mean the man with the beard?

Woman: Yes.

Girl: Oh, that's not his bag.

Woman: How do you know?

Girl: Because that's my dad. His name's Peter, and he's helping my uncle close it.

Two

Woman: So, is that boy your brother?

Girl: The one buying a book? Yes, that's Jim.

Woman: Why has he got a box of chocolates under his arm?

Girl: They're a present for my uncle.

Three

Woman: Where's your mum?

Girl: She's the woman with the curly blonde hair.

Woman: Oh, yes, I see her. What's her name?

Girl: Julia. She's trying to take a picture of the family.

Woman: Yes, I can see her camera.

Four

Woman: Oh! I know the woman who's getting on the train!

Girl: Really? The woman with the yellow scarf?

Woman: Yes, her name is Pat. She's my friend's granddaughter.

Girl: She was the first person on the train.

Five

Woman: Who's the woman in the pink hat?

Girl: That's my grandmother. She's called Sue.

Woman: Is she giving sandwiches to your uncle?

Girl: That's right. She's the best cook!

Woman: Oh, that's sweet!

Now listen to Part One again.

That is the end of Part One.

Part 2 Listen and look. There is one example.

Boy: Dad, come on! The hockey game starts at 3.
 Man: OK, OK! How about going by bike?
 Boy: By bike? All right.
 Man: Good. Let's go then.

Can you see the answer? Now you listen and write.

One

Boy: So, where's the game?
 Man: It's at Rainbow Gardens.
 Boy: Sorry, what Gardens?
 Man: Rainbow. R-A-I-N-B-O-W.
 Boy: Oh, that's near where Grandpa lives.

Two

Boy: Do you think Grandpa would like to come too?
 Man: I don't think so. Your grandfather is old now.
 Boy: How old is he then?
 Man: He's 77.
 Boy: 77? Oh, wow, that is old!

Three

Man: You know, we can go and see Grandpa after the hockey game.
 Boy: Great! Can we bring him a chocolate cake?
 Man: We don't need to bring any presents, Matt!
 Boy: I know. But Grandpa really loves chocolate cake.
 Man: Well ... OK, then.

Four

Boy: Do you think Grandma is there, too?
 Man: Today is Friday, so, no.
 Boy: Why? Where does she go on Fridays?
 Man: To the village, to see her sister.
 Boy: The village on the mountain? Cool!

Five

Boy: I need to buy water before the game.
 Man: Are you thirsty?
 Boy: Yes, I am.
 Man: Can you get me a bottle of water too, please?
 Boy: OK. I can't wait to see this game!

Now listen to Part Two again.

That is the end of Part Two.

Part 3 Listen and look. There is one example.

Paul is telling his grandmother about the places he went to on his holiday and about the sports he did there. Which sport did he do in each place?

Woman: Are you enjoying your holidays, Paul?
 Boy: Yes, Grandma. I can do more sports now. Today I went to the river with Mum. I put on my new swimsuit and swam. It was sunny, and the water was really nice. I think swimming is my favourite sport.

Can you see the letter C? Now you listen and write a letter in each box.

Boy: And last week, I went to the lake!
 Woman: Really?
 Boy: Yes! I had a sailing lesson with Mr Kite's grandson. He has a boat, and he teaches children how to sail on Thursdays. It was exciting because it was very windy, but it was great fun!

Boy: You know the field near us, right?
 Woman: Yes.
 Boy: My friend Peter came yesterday, and we played football there. The grass was short and dry, so it was easy to play on. Dad put a net there for us. I scored three goals!

Woman: Well done!
 Boy: Did I tell you about the sports centre, Grandma? I went there with my sister every day last week.
 Woman: Oh, that's nice. Did you play baseball? I know you like that.
 Boy: No, we played tennis. Baseball is Clare's favourite sport. She's the best player in the school, and she got a new bat for her birthday.

Woman: Oh, yes.
 Boy: And at the weekend, Mum and I went to the forest. It was so big and quiet.
 Woman: Oh, did you have a picnic?
 Boy: No, we went running. We took bottles of water, a map and our phones. Mum put on her new running shoes and I wore the shorts you gave me.
 Woman: Well, I'm happy you liked them.

Boy: Dad likes being outside, too, so he took me to the mountain!
 Woman: Oh?
 Boy: Yes, we practised climbing. We wore our climbing boots and helmets, and we were very careful. At the top, we stopped and took a photo. And on the way down, we saw a lot of small animals: frogs, snails, lizards and rabbits! It was fantastic, Grandma!
 Woman: Oh, I can't wait to see your photos!

Now listen to Part Three again.

That is the end of Part Three.

Part 4 Look at the picture. Listen and look. There is one example.

What is Matt buying?

Boy: Hello. I'd like to buy something I can read my e-books on.

Man: Would you like to see a laptop?

Boy: No, I'd like something smaller, but not a phone.

Man: OK. How about a tablet? You can add apps on it, surf the internet and send emails with it.

Boy: Great! I'd like one, please.

Can you see the tick? Now you listen and tick the box.

One. When did Charlie go swimming?

Man: Why is your hair wet, Charlie?

Boy: Hi, Dad. Classes stopped at 2 o'clock today, so I went swimming at 4.

Man: I thought you had hockey after school?

Boy: No, we practiced at 9 in the morning today.

Man: Oh, OK then.

Two. Which animal did Daisy see at the beach?

Boy: My holidays were great! I saw a lot of parrots on the island.

Girl: Oh, I love parrots!

Boy: They're brilliant! Where did you go?

Girl: To the beach. And I saw a bat! It was like a mouse that could fly.

Boy: Wow!

Three. How many people were at Alice's party?

Woman: Hi Ben, did you enjoy Alice's party?

Boy: Yes, but it was very loud.

Woman: Oh? How many people were there? More than fifteen?

Boy: Yes—twenty-five! And twelve of them were babies. Now I've got a headache!

Woman: Oh dear!

Four. What can Mary do?

Boy: Let's play a computer game, Mary.

Girl: Sorry, I can't. I hurt my shoulder playing tennis.

Boy: Oh, no!

Girl: Yes. I can't move a mouse or use the keyboard. I can only watch videos on the computer.

Boy: That's terrible!

Five. Who is Vicky's grandmother?

Girl: Look, Miss Forest. I took a photo of my grandmother and her friends.

Woman: Oh! Which one is she?

Girl: That woman, with the round face.

Woman: And the glasses?

Girl: No, the one next to her. With the blue eyes.

Woman: Oh, yes. She's beautiful!

Now listen to Part Four again.

That is the end of Part Four.

Part 5 Look at the picture. Listen and look. There is one example.

Woman: Here's a picture of a kitchen. Would you like to colour it?

Girl: Yes! The family are having breakfast.

Woman: That's right. Can you colour the cheese? In the girl's hand.

Girl: OK.

Woman: Make it yellow.

Can you see the yellow cheese? This is an example. Now you listen and colour and write.

One

Woman: Now, I'd like you to colour the dog, please.

Girl: Oh, I see it. It's under the table.

Woman: That's right. Colour it black.

Girl: OK. Oh, look! It's got a toy in its mouth.

Woman: Yes, it has.

Two

Girl: Can I colour a plate now?

Woman: All right. Colour the plate in front of the man.

Girl: I'd like to make it blue.

Woman: OK, that's a good idea.

Girl: Nice!

Three

Girl: I love the big cup. It has a picture of a cat on it.

Woman: Yes, it's nice. Now, colour the flowers, please.

Girl: OK. The ones on the table?

Woman: No, the ones by the window. Make them pink.

Girl: OK.

Four

Girl: Can I do some writing?

Woman: OK. Write the word 'Bread'.

Girl: Where? On the box, under the cupboard?

Woman: Yes, that's right. I think the family put their bread into it.

Girl: I think you're right.

Five

Woman: And now, colour the girl's dress.

Girl: All right. Can I colour it red?

Woman: That's a good colour, but I'd like you to make it green, please.

Girl: OK, that's nice, too.

Woman: Very good. Thank you!

Now listen to Part Five again.

That is the end of Movers 1 Unit 4.

READING & WRITING

KEY

Part 1

- | | | |
|-----------|--------------|--------|
| 1 a whale | 3 stairs | 5 snow |
| 2 teeth | 4 a swimsuit | |

Part 2

- | | | |
|-----|-----|-----|
| 1 B | 3 C | 5 B |
| 2 A | 4 A | 6 B |

Part 3

- | | | |
|------------------------|----------|------------|
| 1 forest | 3 hungry | 5 bringing |
| 2 blanket | 4 windy | |
| 6 A picnic at the lake | | |

Part 4

- | | | |
|--------|----------|-----------|
| 1 hide | 3 every | 5 because |
| 2 at | 4 afraid | |

Part 5

- 1 (two) boys
- 2 take a photo
- 3 phone
- 4 started to rain
- 5 a/the noise
- 6 parents/mum and dad
- 7 (so/very) happy

Part 6

Possible answers:

- 1 scarf
- 2 white
- 3 bringing (some/a plate of) sandwiches
- 4 near/next to the tree
- 5 The boy in the yellow shirt is dancing (under the balcony).
- 6 The girl in the pink hat got roller skates (for her birthday).

SPEAKING SCRIPT

Part	Teacher does this:	Teacher's script:	Minimum response expected from student:	Prompts/Back-up questions:
1	<ul style="list-style-type: none"> • Greets the S and asks for name • Asks how old the student is • Points to the FIND THE DIFFERENCES CARD (p. 123) • Describes the first set of differences between the two pictures, pointing to them in each picture • Asks the S to describe the other differences; should the S need help locating a difference, the teacher points it out, offering one half of the expected answer 	<p>Hello. What's your name?</p> <p>How old are you, Jack?</p> <p>Look at these pictures. They look the same, but some things are different.</p> <p>In this picture, the boy is reading a comic book, but in this picture he's reading a map.</p> <p>What other different things can you see?</p>	<p>I'm/My name's/(Jack).</p> <p>I'm <u>eleven</u> (years old).</p> <ul style="list-style-type: none"> • Here the bus driver is a man, but here the driver is a woman. • It's raining in this picture, but in this one it's sunny. • There's a balcony on this building in this picture, but there's no balcony in this one. • Here this woman is wearing a coat, but here she's wearing a sweater. 	<p>Are you Jack?</p> <p>Are you <u>eleven</u> years old?</p> <ul style="list-style-type: none"> • Here the bus driver is a man, but ... [Teacher gives one half of the expected answer] • It's raining in this picture, but ... • There's a balcony on this building in this picture, but ... • Here this woman is wearing a coat, but ...
2	<ul style="list-style-type: none"> • Points to the PICTURE STORY CARD (p. 121) • Tells the students the title of the story • Points to the pictures and gives S a moment to study them • Describes what is happening in the first picture, pointing to the characters and features (s)he mentions • Points to the remaining pictures and asks S to tell the rest of the story 	<p>Now, these pictures show a story.</p> <p>It's called 'Frightened on the farm'.</p> <p>Look at the pictures first.</p> <p>Vicky and her grandmother are on the farm. They are outside, near the chickens. They are picking up eggs.</p> <p>Now, you tell the story.</p>	<p><i>S says <u>at least one thing</u> about each picture:</i></p> <ul style="list-style-type: none"> • Vicky wants to find more eggs. She goes into the building where the animals live. She finds some eggs, but her grandpa doesn't see her. He closes the door. • Vicky can't open the door and she is very frightened. She hits the door and makes a lot of noise. • Vicky's grandmother comes and opens the door. Vicky is happy now, and she has a lot of eggs, too. 	<ul style="list-style-type: none"> • Where is Vicky now? What is she doing? Who is this man? What is he doing? • What is Vicky doing now? Is she OK? Why/Why not? • Who opens the door? Is Vicky all right now? What has she got in her hands?

SPEAKING SCRIPT

Part	Teacher does this:	Teacher's script:	Minimum response expected from student:	Prompts/Back-up questions:
3	<ul style="list-style-type: none"> Points to ODD-ONE-OUT CARD (p. 125) and talks about the first row of pictures (example set); covers the remaining sets at this point Points to each subsequent row of pictures in turn, covering the others with pieces of paper 	<p>Now look at these four pictures. One is different. The scarf is different. Pasta, salad and cheese are all food. You eat them. You don't eat a scarf. You wear it.</p> <p>Now, you tell me about these pictures. Which one is different? Why?</p>	<ul style="list-style-type: none"> This one is different. [points to <u>message</u>] because this is a <u>message</u>. You send it to another person. These pictures all show the weather. Here it's <u>windy</u>, here it's <u>snowing</u> and here it's <u>raining</u>. This one is different, because it's a thing from the kitchen. You drink from a <u>cup</u>. A <u>parrot</u>, a <u>fly</u> and a <u>bat</u> are all things that can fly. The <u>mountain</u> is different. A <u>road</u>, a <u>shopping centre</u> and a <u>square</u> are places in a town or city. A mountain is in the countryside. 	<ul style="list-style-type: none"> What are these? [Teacher points to <u>wind</u>, <u>snow</u>, <u>rain</u>.] And how about this one? [Teacher points to <u>message</u>.] What is it? What do you do with it? What's this? [Teacher points to <u>cup</u>.] Where do you find it? And what are these? [Teacher points to <u>parrot</u>, <u>fly</u>, <u>bat</u>.] What are these? [Teacher points to <u>road</u>, <u>shopping centre</u>, <u>square</u>.] Where are they? And this one? [Teacher points to <u>mountain</u>.]
4	<ul style="list-style-type: none"> Puts away all cards 	<p>Now, Jack, let's talk about your family.</p> <p>1 Do you have brothers or sisters?</p> <p>2 Who is the oldest person in your family?</p> <p>3 What do you like to do at the weekends with your family?</p> <p>4 What is your mum's name?</p> <p>OK, thank you, Jack. Goodbye!</p>	<p>yes/no/I have (2) brothers/sisters, etc.</p> <p>My grandmother. She is 80.</p> <p>We go fishing/sailing/shopping, etc.</p> <p>It's Julia/Mary., etc.</p> <p>Bye!</p>	<ul style="list-style-type: none"> Do you have a brothers or a sister?, etc. How old are your grandparents?, etc. Do you go fishing/sailing/shopping, etc.? Is it Julia/Mary?, etc.

LISTENING

KEY

Part 1

There should be lines between the name:

- 1 Jack and the man with the red beard reading a map.
- 2 Zoe and the blonde girl on the balcony waving at the kangaroos.
- 3 Jim and the boy in the green sweater near the lions.
- 4 Mary and the woman with the long brown hair carrying bags of fruit.
- 5 Vicky and the girl on the balcony videoing the parrots.

Part 2

- 1 12/twelve
- 2 Farmer (no misspellings)
- 3 pineapple
- 4 egg
- 5 headache

Part 3

the toy tractor	C
the tablet	D
the comic book	G
the roller skates	E
the DVD	H

Part 4

- 1 C 2 A 3 A 4 B 5 B

Part 5

- 1 The radio between the boys should be coloured blue.
- 2 The kite in the sky should be coloured yellow.
- 3 The ball next to the sad boy should be coloured orange.
- 4 The hair of the girl wearing trousers should be coloured black.
- 5 The word SPORT should be written on the happy boy sitting down.

TAPESCRIPTS

Hello. This is Skills Builder for Young Learners, Movers 1, Unit 5.

Part 1 Look at Part One.

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

Boy: Look, Aunt Jill. We went to the zoo for our school trip today.

Woman: You did? Let's see ... who's that boy?

Boy: The one with the green hat?

Woman: Yes ... and who's climbing up those stairs.

Boy: He's called Paul. He wanted to take a photo of the panda.

Can you see the line? This is an example. Now you listen and draw lines.

One

Woman: I think I know that man.

Boy: You mean the man with the map?

Woman: Yes. And the red beard.

Boy: You're right! He was the clown at my birthday party!

Woman: Oh, yes! Jack—that's his name! He looks different in this photo.

Boy: Yes, he does.

Two

Boy: Can you see that girl on the balcony?

Woman: The blond one?

Boy: Yes. The one who's waving at the kangaroos.

Woman: I see her. Is she your friend?

Boy: No, that's my best friend's little sister. Her name's Zoe. She loves kangaroos.

Three

Woman: Oh, dear. The boy in the green sweater is near the lions.

Boy: That's Jim.

Woman: He must be more careful.

Boy: Don't worry, Aunt. The lions are down below, and there's a river between them.

Woman: Well ... OK then.

Four

Woman: Is that your teacher?

Boy: Where?

Woman: There. The woman with all the bags of fruit.

Boy: And the long brown hair? No, that's Miss Mary. She helps our teacher.

Woman: Oh, that's nice.

Five

Woman: What is the second girl on the balcony doing?

Boy: The girl with the phone?

Woman: Yes.

Boy: Her name's Vicky. She's videoing the parrots for our school website.

Woman: What a great idea!

Now listen to Part One again.

That is the end of Part One.

Part 2 *Listen and look. There is one example.*

Man: Daisy, I'm going to the vegetable market now.

Girl: Can I come, too, Dad?

Man: OK. Put on your shoes. I'm going out to start the car.

Girl: We're going by car? Great!

Can you see the answer? Now you listen and write.

One

Girl: How many vegetables are we buying?

Man: A lot! Twelve different kinds of vegetables.

Girl: Twelve? That is a lot.

Man: Well, they're for Sunday lunch with your grandparents.

Girl: Oh, that's right.

Two

Girl: So, where are we going? Which market?

Man: To the new one—the Green Farmer Market.

Girl: Pardon? The Green 'what' Market?

Man: Farmer. That's F-A-R-M-E-R.

Girl: OK.

Three

Girl: What's your favourite fruit, Dad?

Man: Well, I love pineapple.

Girl: Pineapple? We must get some then!

Man: Yes, let's do that.

Four

Girl: Can we get something to eat at the market?

Man: Are you hungry?

Girl: Yes, I didn't have breakfast.

Man: That's not good! OK, you can have an egg sandwich.

Girl: An egg sandwich—great!

Five

Girl: Where's Mum? She always comes with us to the market.

Man: She went to bed because she had a terrible headache.

Girl: Oh no! Mum has a headache?

Man: Don't worry, she's only tired.

Girl: All right ... I don't like it when Mum's sick.

Now listen to Part Two again.

That is the end of Part Two.

Part 3 *Listen and look. There is one example.*

Miss Field is telling Zoe about all the children's things she found at school. Where did she find each thing?

Girl: Hi, Miss Field. I'm looking for my model plane. I think it's here.

Woman: Oh, hello, Zoe. We always find lots of toys and things after classes, and we put them in this box. Let me have a look. Is this it? I found it on a seat at the back of the classroom. It was behind a desk.

Girl: Yes, that's it! Thank you.

Can you see the letter B? Now you listen and write a letter in each box.

Girl: Oh, those are my friend Anna's roller skates!

Woman: Are they? I found them near the stairs! Please tell your friend that she must be more careful. Roller skating inside the school building is dangerous! She mustn't do it again.

Girl: Yes, Miss Field.

Woman: And look at that—a DVD about whales.

Girl: Oh! Where was it?

Woman: At the bottom of the cupboard. I opened it to put the crayons in, and it was under the yellow paper. Look—it has a name on it, but the writing is not very good. Can you read it?

Girl: I'm sorry, no.

Girl: What about this comic book? Where did you find it?

Woman: Oh, that one was on the floor. I didn't see it when I went out of the room. I saw it when I came back. It was under the mat, by the door. It's a good thing I didn't walk on it.

Girl: Yes, it is.

Woman: Today I found this toy tractor, too.

Girl: Oh, it's really nice.

Woman: It was near the computer. The one by the board. It was between the mouse and the keyboard. I think the last child working there was Jim. I can ask him in the morning.

Girl: I think you're right, Miss Field. He wants to be a farmer.

Girl: What's this? A tablet? Cool!

Woman: Oh, yes. I went to the library to look for something on the internet. Then I saw this in the bookcase. It was above the story books for young children.

Girl: Oh, no. Someone lost it!

Woman: Don't worry. It's safe here.

Now listen to Part Three again.

That is the end of Part Three.

Part 4 Look at the picture. Listen and look. There is one example.

What did Jim eat for lunch?

Boy: The food at the new café is so good, Mum!

Woman: Is it?

Boy: Yes. Peter and I had lunch there. I got a bowl of noodles with vegetables.

Woman: What did Peter have?

Boy: A cheese sandwich and a salad.

Can you see the tick? Now you listen and tick the box.

One. What does Vicky need to buy?

Woman: You're travelling on Saturday. Are you ready?

Girl: No, I need to go shopping, Mrs Cook.

Woman: What are you getting—a coat or a sweater?

Girl: No, it's nice and sunny at the village now. I need a swimsuit.

Woman: Great. Have fun on your holiday!

Two. What was the weather like at the lake?

Woman: Did you have fun at the lake, Paul?

Boy: Yes! Mum worried about the weather. It was cloudy in the morning.

Woman: Did it rain, then?

Boy: No. When we got there, it was windy, so the clouds went away.

Woman: Great!

Three. How old is Jane's grandfather?

Boy: My uncle is the oldest in our family. He's 59!

Girl: That's not old. My grandmother is 87.

Boy: Wow! And how old is your grandfather?

Girl: He's 85. He's younger.

Boy: Wow!

Four. Where did Zoe go on holidays?

Girl: I went on holiday with my grandparents.

Boy: Did you go to the beach, or did you stay in town?

Girl: No, we went to a farm! It was brilliant! So many animals! And a tractor!

Boy: Cool!

Five. How often does Paul go shopping?

Boy: I have to go home now. Mum needs help with the shopping.

Girl: Oh, how often do you do that?

Boy: Every Thursday. It's so boring!

Girl: Mum and I go on Mondays and Fridays.

Boy: Two days every week? That's terrible!

Now listen to Part Four again.

That is the end of Part Four.

Part 5 Look at the picture. Listen and look. There is one example.

Man: Would you like to colour this picture?

Girl: OK. The children are having lots of fun in the garden!

Man: Yes, they are. Do you see the two little birds on top of the tree? Colour them, please.

Girl: What colour?

Man: Make them brown.

Can you see the brown birds? This is an example. Now you listen and colour and write.

One

Man: Now, I'd like you to colour the radio. Do you see it?

Girl: Yes, it's between the two boys.

Man: That's right. Under the trees. Make it blue.

Girl: OK. That's easy.

Two

Girl: I like the kites. Can I colour one now?

Man: Yes. Colour the kite in the sky.

Girl: Can I make it yellow?

Man: All right. That's a nice colour.

Girl: Yes, it is.

Three

Girl: Those girls are running quickly. I think they're playing a game.

Man: I think you're right. Can you colour a ball now, please?

Girl: The one in front of the radio?

Man: No, the one next to the sad boy. It's near the wall. Make it orange.

Girl: OK.

Four

Man: And now colour the girl's hair. The girl wearing trousers.

Girl: All right. Can I colour it red?

Man: Well that's a nice idea. But I'd like you to make it black.

Girl: OK.

Five

Man: Can you do some writing now?

Girl: Yes. What can I write?

Man: Can you write the word 'Sport' on the happy boy's T-shirt?

Girl: The boy sitting on the ground?

Man: That's right. Good work!

Now listen to Part Five again.

That is the end of Movers 1 Unit 5.

READING & WRITING

KEY

Part 1

- | | | |
|------------|----------------|------------|
| 1 a town | 3 plants | 5 treasure |
| 2 a helmet | 4 a toothbrush | |

Part 2

- | | | |
|-----|-----|-----|
| 1 C | 3 B | 5 A |
| 2 B | 4 A | 6 C |

Part 3

- | | | |
|-------------------|-----------|-------------|
| 1 bus stop | 3 wrong | 5 undressed |
| 2 text | 4 laughed | |
| 6 Saturday again! | | |

Part 4

- | | | |
|------------|---------|--------|
| 1 stronger | 3 most | 5 into |
| 2 only | 4 their | |

Part 5

- 1 brought it
- 2 brilliant
- 3 the sand
- 4 to a café
- 5 to the woman
- 6 amazing
- 7 an ice cream

Part 6*Possible answers:*

- 1 sky
- 2 brown
- 3 Riding a horse
- 4 behind the girl
- 5 The man has got a moustache and a beard.
- 6 The cat is hiding behind a tree.

SPEAKING SCRIPT

Part	Teacher does this:	Teacher's script:	Minimum response expected from student:	Prompts/Back-up questions:
1	<ul style="list-style-type: none"> • Greets the S and asks for name • Asks how old the student is • Points to the FIND THE DIFFERENCES CARD (p. 126) • Describes the first set of differences between the two pictures, pointing to them in each picture • Asks the S to describe the other differences; should the S need help locating a difference, the teacher points it out, offering one half of the expected answer 	<p>Hello. What's your name?</p> <p>How old are you, Daisy?</p> <p>Look at these pictures. They look the same, but some things are different.</p> <p>In this picture, this woman is holding a toothbrush, but in this picture she's holding toothpaste.</p> <p>What other different things can you see?</p>	<p>I'm/My name's/(Daisy).</p> <p>I'm <u>eleven</u> (years old).</p> <ul style="list-style-type: none"> • Here this man is buying cheese, but here he's buying fish. • In this picture this boy has got a bottle of water, but in this one he's got a bottle of lemonade. • Here there are vegetables behind the woman, but here there is fruit behind her. • Here the floor is grey, but here it's blue. 	<p>Are you Daisy?</p> <p>Are you <u>eleven</u> years old?</p> <ul style="list-style-type: none"> • Here this man is pointing to cheese, but ... [Teacher gives one half of the expected answer] • In this picture this boy has got a bottle of water, but ... • Here there are vegetables behind the woman, but ... • Here the floor is grey, but ...
2	<ul style="list-style-type: none"> • Points to the PICTURE STORY CARD (p. 127) • Tells the students the title of the story • Points to the pictures and gives S a moment to study them • Describes what is happening in the first picture, pointing to the characters and features (s)he mentions • Points to the remaining pictures and asks S to tell the rest of the story 	<p>Now, these pictures show a story.</p> <p>It's called 'The brothers catch a fish'.</p> <p>Look at the pictures first.</p> <p>Jim and his brother Charlie are going fishing. They are walking beside a big river. They are both happy.</p> <p>Now, you tell the story.</p>	<p><i>S says <u>at least one</u> thing about each picture:</i></p> <ul style="list-style-type: none"> • The brothers sit and wait by the river, but there are no fish. They start to think that fishing is boring. • Then, Charlie and Jim catch a huge fish. They are both trying to get it out of the water because it's very strong and heavy. Fishing is exciting now! • The two brothers go home. Their mother cooks the fish and they all have it for dinner. The family enjoys the food and everyone is happy. 	<ul style="list-style-type: none"> • Where are the two brothers now? What are they doing? Are they happy? • What are the boys doing now? What have they got? What are they trying to do? • Where the boys now? Who is with them? Where's the fish? Are they happy in the end?

Part	Teacher does this:	Teacher's script:	Minimum response expected from student:	Prompts/Back-up questions:
3	<ul style="list-style-type: none"> Points to ODD-ONE-OUT CARD (p. 128) and talks about the first row of pictures (example set); covers the remaining sets at this point Points to each subsequent row of pictures in turn, covering the others with pieces of paper 	<p>Now look at these four pictures. One is different. The scarf is different. Pasta, salad, and cheese are all food. You eat them. You don't eat a scarf. You wear it.</p> <p>Now, you tell me about these pictures. Which one is different? Why?</p>	<ul style="list-style-type: none"> This one is different. [points to <u>shark</u>] because this is a <u>shark</u>. It lives in the sea. The <u>cloud</u>, <u>star</u> and the <u>moon</u> are things we see in the sky. They're not animals. This one is different because it's a <u>shower</u>. It's a place inside a building. A <u>supermarket</u>, a <u>library</u> and a <u>hospital</u> are all buildings/places in a city or town. The <u>nurse</u> is different. She's a person who works in hospital. <u>Coffee</u>, <u>milkshake</u> and <u>tea</u> are all things you can drink. 	<ul style="list-style-type: none"> What are these? [Teacher points to <u>cloud</u>, <u>star</u>, <u>moon</u>.] And how about this one? [Teacher points to <u>shark</u>.] What is it? Where does it live? What's this? [Teacher points to <u>shower</u>.] Where do you find it? And what are these? [Teacher points to <u>supermarket</u>, <u>library</u>, <u>hospital</u>.] Where do you find these? What's this? [Teacher points to <u>nurse</u>.] And what about these? [Teacher points to <u>coffee</u>, <u>milkshake</u>, <u>tea</u>.] What do you do with them?
4	<ul style="list-style-type: none"> Puts away all cards 	<p>Now, Daisy, let's talk about your house.</p> <p>1 Where do you live?</p> <p>2 How many rooms are in your house?</p> <p>3 Which room do you like best?</p> <p>4 Tell me about your bedroom.</p> <p>OK, thank you, Daisy. Goodbye!</p>	<p>in Apple Street, etc.</p> <p>three/four, etc.</p> <p>my bedroom/the living room, etc.</p> <p>It's got a bed/bookcase/desk., etc.</p> <p>Bye!</p>	<ul style="list-style-type: none"> What is the name of your street?, etc. Does it have two bedrooms?, etc. Do you like your bedroom? Does it have a bed/bookcase/desk?, etc.