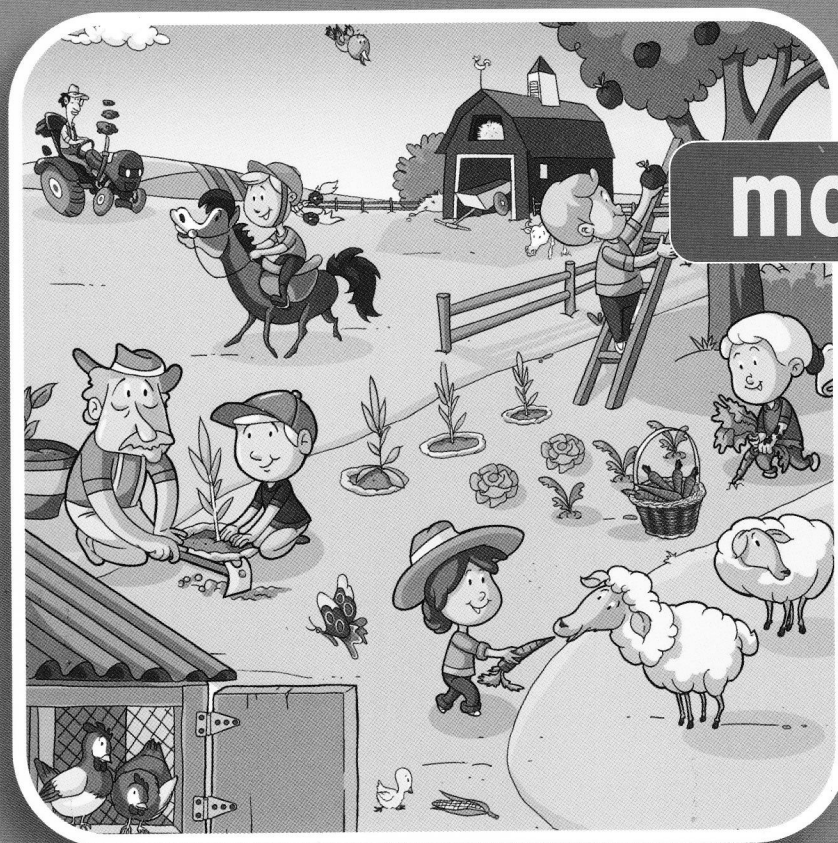


# SKILLS BUILDER

for young learners

Jenny Dooley



**movers**

**2**

**Teacher's Book**



**Express Publishing**

# SKILLS BUILDER

for young learners

**movers** 2

**Teacher's Book**

Jenny Dooley



**Express Publishing**

PTMD

Part	Teacher does this:	Teacher's script:	Minimum response expected from student:	Prompts/Back-up questions:
3	<ul style="list-style-type: none"> <li>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</li> <li>Points to each subsequent row of pictures in turn, covering the others with pieces of paper</li> </ul>	<p><b>Now look at these four pictures. One is different. The coat is different. Noodles, pancakes, and soup are all food. You eat them. You don't eat a coat. You wear it.</b></p> <p><b>Now, you tell me about these pictures. Which one is different? Why?</b></p>	<ul style="list-style-type: none"> <li>This one is different. [points to <u>cloud</u>] Because <u>dancing</u>, <u>riding a bike</u>, and <u>sailing</u> are all things you do. This is a cloud. You can't do it. You see it in the sky.</li> <li>A <u>waterfall</u>, a <u>lake</u> and a <u>river</u> are all places with water. You see them in the countryside. This is a beard. It hasn't got water. A beard is hair on a man's face.</li> <li>A <u>balcony</u>, <u>basement</u> and <u>stairs</u> are all parts of a house. This is a <u>penguin</u>. It's a bird that can't fly. It doesn't live in a house.</li> </ul>	<ul style="list-style-type: none"> <li><b>What are these?</b> [Teacher points to <u>dancing</u>, <u>riding a bike</u>, and <u>sailing a boat</u>.] <b>What are the people doing? Are they dancing/ riding a bike/sailing? And here?</b> [Teacher points to <u>cloud</u>.] <b>What is this? Where do you see it?</b></li> <li><b>What are these?</b> [Teacher points to <u>waterfall</u>, <u>lake</u> and <u>river</u>.] <b>Where do you see them? And this one?</b> [Teacher points to <u>beard</u>.] <b>Where do see it?</b></li> <li><b>Where do you find these?</b> [Teacher points to <u>balcony</u>, <u>basement</u> and <u>stairs</u>.] <b>Are they things in a house? And this?</b> [Teacher points to <u>penguin</u>] <b>What is this? Does it live in a house?</b></li> </ul>
4	<ul style="list-style-type: none"> <li>Puts away all cards</li> </ul>	<p><b>Now, Paul, let's talk about food.</b></p> <p><b>1 What did you have for breakfast today?</b></p> <p><b>2 Do you always eat dinner with your family?</b></p> <p><b>3 What kind of food do you eat at school?</b></p> <p><b>4 Tell me about your favourite food.</b></p> <p><b>OK, thank you, Paul. Goodbye!</b></p>	<p>(some) milk/tea and pancakes/fruit, etc.</p> <p>yes/no/We have dinner with Grandma and Grandpa every day., etc.</p> <p>sandwiches/vegetables/salads/ milk, etc.</p> <p>I like noodles best. My mum makes them with many vegetables and tomato sauce. We eat it every Friday., etc.</p> <p>Bye!</p>	<ul style="list-style-type: none"> <li><b>Did you have milk/pancakes, etc. this morning?</b></li> <li><b>Do you eat dinner with your mum and dad every day?</b></li> <li><b>Do you eat sandwiches/ vegetables/salads, etc. at school?</b></li> <li><b>Which is your favourite food? What's in it? How often do you eat it?, etc.</b></li> </ul>

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# 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:

Pre A1 – **Starters**

A1 – **Movers**

A2 – **Flyers**

## Skills Builder for Young Learners: Movers 2

is the second book in the series at CERF Level A1.

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

### Components:

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

# 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 shopping centre.*  
T: *Good. Now, how many names can you see around the picture?*  
S2: *Seven.*  
T: *Right.* (pointing to the woman sitting at a table and drinking a milkshake.) *Look at this woman. Where is she?*  
S2: *(She's) at a café.*  
T: *Is she standing up?*  
S4: *No, she isn't. She's sitting down.*  
T: *And what has she got on the table?*  
S5: *A milkshake. She's drinking 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: *Aunt Clare is the woman with the purple hat. She's standing outside the bookshop.*

S2: *Fred is the boy with the red cap. He's holding a toy kangaroo in his hands., 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 holding some cake?*

S1: *No, I'm not.*

S4: *Are you holding a bottle of lemonade?*

S1: *Yes, I am.*

S5: *I know! You're Jane.*

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. Jim goes to the hospital. We're going to listen and complete this page. Look at this. (pointing to the prompt and the answer on the first example) When do people go to the hospital?*
- S1: *When they are ill.*
- T: *Good. (pointing to next prompt—'Jim lives' What does it say here?*
- S2: *'Jim lives'*
- T: *Yes. So we need a name for the place where Jim lives.*

### 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) temperature  
 S1: *Does Jim have a temperature?*  
 S2: *No, he hasn't. He's got a stomach-ache.*  
 T: (prompts) address  
 S2: *What is Jim's address?*  
 S3: *43 Forest Road., etc.*

- B Ask individual Ss to tell the class what they know about Jim.

- E.g. S1: *Jim goes to hospital because he has a stomach-ache. He goes there with his sister, Vicky. He lives in 43 Forest Road. He can't do any sports for another three days., etc.*

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

- E.g. *Jim has a stomach-ache so he goes to hospital with his sister, Vicky. The doctor asks his address., 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 different kinds of weather and the right page shows hobbies. Write the word 'WEATHER' on the board and ask Ss to write as many words they can think of. 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, *how do you feel when the weather is like this? what hobbies can you do when the weather is this?*, etc. Give Ss one minute to make notes and then combine all Ss' answers to make a mind map around the word WEATHER on the board. Repeat the process for the word 'HOBBIES'. 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 hobbies shown in each. To help Ss identify these hobbies correctly, ask them questions about what they can see.

E.g. T: *Charlie is telling his Aunt Sally about the weather.* (pointing to the first set of pictures on page 6) *We will listen to them talking to find out what hobbies he likes doing best in each kind of weather.* (pointing to the second set of pictures) *Here are the hobbies.* (pointing to picture A, showing roller skates) *What can you see here?*

S1: *Roller skates ...*

T: *Good! They are roller skates!* (pointing to picture G) *What can you see here?*

S2: *A board game ...*

T: *Good!, 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 kinds of weather and the pictures on the right are hobbies; Ss need to match the kinds of weather to the correct hobbies.
- 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. 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) *kite – sunny*

S1: *Does Charlie fly his kite when it's sunny?*

S2: *No, he doesn't.*

T: (prompts) *windy*

S3: *Does he fly it when it's windy?*

S4: *Yes, he does!, etc.*

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

E.g. S1: *Charlie goes to the park to fly his kite when it's windy. On sunny days he goes to the swimming pool., 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 a clock.* (pointing to the clock in picture A) *What time is it?*

S1: *It's 3 o'clock.*

T: *Good.* (pointing to picture B) *And what time is it in this picture?*

S2: *4 o'clock.*

T: *That's right.* (pointing to picture C) *What about this picture? What time is it here?*

S3: *5 o'clock., 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) 5 o'clock – now  
 S1: Is it 5 o'clock now?  
 S2: No, it isn't. It's 3 o'clock.  
 T: (prompt) Peter – temperature  
 S3: Does Peter have a temperature?  
 S4: No, he has a terrible headache., etc.

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

E.g. S1: It's 3 o'clock.  
 S2: Peter has a terrible headache.  
 S3: Zoe had pasta salad for lunch.

### 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) zoo.  
 T: (pointing to a parrot) What can you see, Alex?  
 S2: A parrot.  
 T: How many parrots can you see?  
 S3: (I can see) four.  
 T: Where is the parrot?  
 S4: (Flying) over/above the boy., etc.  
 T: Where are the other parrots?  
 S5: In a cage.  
 T: That's right! Now, what other animals can you see?  
 S5: Some penguins and a kangaroo.  
 T: That's right., 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) woman – camera  
 S1: Is the woman holding a camera?  
 T: (pointing to S2)  
 S2: No, she isn't. The man is holding it.  
 T: (prompts pointing to S3) penguins – cage  
 S3: Are the penguins in the cage?  
 T: (pointing to S4)  
 S4: No, they aren't. the parrots are., etc.

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

E.g. S1: The man is taking pictures with a purple camera. The blue parrot is flying over the boy's head. The black penguin is near the parrots., 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 the laptop)*
- S1: *(It's) a laptop.*  
T: *Good. What is a laptop, Oliver?*
- S2: *It's a computer.*  
T: *(pointing to the square) And what is this?*
- S3: *(It's) a square.*  
T: *Well done., 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) *live in the sea – bat*  
S1: *Does a bat live in the sea?*  
S2: *No, it doesn't. It lives in caves.*  
T: (prompt) *put sauce – coffee*  
S3: *Do we put sauce in coffee?*  
S4: *No. We put it on food., etc.*

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

- E.g. S1: *A farmer lives in the countryside, and has animals and plants in his fields.*  
S2: *A bat flies and looks like a mouse, and you can find it in caves.*  
S3: *People use maps to find how to go from one place to another., 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 Bill and Tom. 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 their birthdays.*

- T: Now, look at the example. Put a piece of paper on Tom's answers, please. What's Bill's first question?
- S3: 'Did you go to football practice yesterday?'
- T: That's right. How can Tom answer this question?
- S4: Yes, I did./No, I didn't.
- 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 nurse) What's this?
- S1: (It's) a nurse.
- T: (pointing to the picture of parents) And what does this show?
- S2: Parents.
- T: What does parents mean?
- S3: Mum and dad.
- 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

- A Ask individual Ss to read aloud from the completed text.
- B 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: On Friday evening after work, Vicky walked in the city centre.
- S2: She saw a little boy roller skating in the street.

- S3: Suddenly, he stopped.  
 S4: Vicky ran to the boy. 'Oh! Are you OK?'  
 Vicky asked. 'I hurt my knee', and I can't  
roller skate very well.' the boy said, and  
 then he started to cry.  
 S5: Vicky looked at his knee, 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: What are cinemas?  
 S1: Places where people watch films.  
 T: Good. When do you go to the cinema?  
 S2: At the weekend.  
 T: What do you buy before you go in?  
 S3: A ticket., 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. who: People who like watching films go to the cinema.

## 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*) *in a car.*  
 T: *Yes. (pointing to Fred)*  
*Look at this boy. What's he wearing?*  
 S2: *A (purple and white) T-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: *Fred went fishing with his Uncle Jim.*  
 S2: *Fred woke up at six o'clock and his uncle picked him up at seven.*  
 S3: *They went to a river in the centre of a forest.*  
 S4: *Fred and his uncle took two chairs from the car.*  
 S5: *They sat down next to the river., 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 park/forest. What can you see?*  
 S1: (*I can see*) *some people.*  
 T: *How many are there?*  
 S2: *There are three boys, a woman and a girl.*  
 T: *And what are they doing?*  
 S3: *One of the girls is sitting next to a bike/ under a tree.*  
 T: *Yes. And the other two?*  
 S4: *They're fishing., 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 blanket there are ...*  
 S2: *Some sandwiches, a dog, two glasses and a bottle.*  
 S3: *What is the woman wearing?*  
 S4: *A pink dress.*  
 S5: *What is the dog on the blanket doing?*  
 S6: *(It's) sleeping.*  
 S5: *The boy sitting under the tree is wearing on his head ...*  
 S6: *A helmet., etc.*

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

E.g. T: *(prompt) city centre*  
 S1: *Is this a city centre?*  
 S2: *No, it isn't. It's a park/forest.*  
 T: *(prompt) three girls*  
 S3: *Are there three girls in the park/forest?*  
 S4: *No, there aren't. There is one girl., 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 pirate fixing a net in the picture on the left) In this picture the pirate on the island is fixing a net but ... (pointing to the pirate in the picture on the right) in this one, the pirate is finding treasure. What other different things can you see?*

S1: *(pointing to the picture on the left) There is a bat flying out of this tree in this poster, (pointing to the picture on the right) but there is a parrot flying out of the tree in this one.*

T: *Very good. What other different things can you see?*

S2: (pointing to the picture on the left) *Here this the island has rocks*, (pointing to the picture on the right) *but here he the island has grass.*, 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 monkey is washing its hands, but in this one it is climbing a tree.*, 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 bat in the picture on the left) Bat. (pointing to the picture on the right, shrug shoulders) Here?

S1: *Is there a bat here?*

S1: *Are there any CDs in the bookcase here?*

T: (Pointing to S2)

S2: *No, there isn't.*

T: (prompt) *What can you see here?* (pointing to S3)

S3: *A parrot.*

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 'The quick cat'.* (pointing to the first picture) *Look at the pictures first.* (allows Ss a few moments to look at the whole sequence of pictures) *Fred* (pointing to the boy in the first picture) *is eating with his parents. They are having fish for dinner. There is a circus on television. The cat is in the dining room, too. Now, can you tell the story? Mary?*

S1: *Hmm ...*

T: *What is everyone doing?*

S2: *Everyone is watching the clown on television.*

T: *What is the cat doing?*

S3: *The cat is jumping up on the table.*, 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 coat) This one is different. Noodles, pancakes and soup are all food. You eat them. You can't eat a coat. 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 homework.) This one is different.

T: All right. Why?

S2: A market, a supermarket and a shopping centre are all places where you buy things. You don't buy homework. You do it after school., 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 your friends. How often do you talk with your friends?

S1: Every day.

T: Where is a good place to make new friends?

S1: At school.

T: What do you like doing with your friends?

S1: (I like) watching films., 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.

# Unit 1

## LISTENING

### KEY

#### Part 1

There should be lines between the name:

- 1 Fred and the boy with the toy kangaroo standing outside the cinema.
- 2 Sally and the woman in the café drinking a milkshake.
- 3 Jane and the woman in the red skirt in the supermarket.
- 4 Zoe and the blonde girl holding some cake.
- 5 Charlie and the boy near the lift carrying a present.

#### Part 2

- 1 Forest (no misspellings)
- 2 43 / forty-three
- 3 3 / three
- 4 Thursday
- 5 2 (pm)

#### Part 3

snow	G
sun	A
rain	D
ice	E
clouds	H

#### Part 4

- 1 C      2 A      3 B      4 C      5 A

#### Part 5

- 1 The parrot flying over the boy's head should be coloured blue.
- 2 The penguin near the parrots should be coloured black.
- 3 The top of the parrots' cage should be coloured green.
- 4 The boy's T-shirt should be coloured grey.
- 5 The word LUNCH should be written on the bag on the ground beside the boy.

## TAPESCRIPTS

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

#### Part 1 Look at Part One.

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

Girl: Look, Mr Cage. I took this photo at the shopping centre.

Man: That's a nice photo. Who's that woman in front of the bookshop?

Girl: That's my Aunt Clare.

Man: I like her purple hat!

Girl: Me too! It's so pretty!

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

#### One

Man: What has that boy got in his hands? A toy kangaroo?

Girl: Yes. That's my cousin. He's called Fred.

Man: Why is he standing outside the cinema?

Girl: He's with his dad. They're buying tickets for a film.

Man: Oh, I see.

#### Two

Man: I know the woman in the café.

Girl: The woman drinking a milkshake?

Man: Yes. She lives near my house. Her name's Sally.

Girl: I like her curly hair.

Man: Yes, it's nice.

#### Three

Man: Who's the tall woman? In the supermarket.

Girl: You mean the one holding a bottle of lemonade?

Man: Yes, in the red skirt.

Girl: Her name is Jane. She's my dance teacher.

Man: Ah yes! That's right.

#### Four

Man: Is that girl your friend?

Girl: Which girl?

Man: The blonde one. She's holding some cake.

Girl: Oh, yes. Lemon cake.

Man: I think it is, yes.

Girl: That girl's name is Zoe. She goes to my school.

#### Five

Man: Look at that boy!

Girl: Where?

Man: He's near the lift. He's carrying a box.

Girl: Oh, that's my cousin Charlie. He bought a present for his friend's birthday next week.

Man: Well, that was a busy day at the shopping centre!

*Now listen to Part One again.*

*That is the end of Part One.*

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

Man: Hello, what's the matter?  
 Girl: Hello, Doctor. I'm Vicky and this is my brother Jim. He has a terrible stomach-ache.  
 Man: Don't worry. I'll do my best to help.  
 Girl: Thank you, Doctor.

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

*One*

Man: First, I need your address. Where do you live?  
 Girl: In Forest Road.  
 Man: Forest Road. Is that F-O-R-E-S-T?  
 Girl: Yes, that's right.

*Two*

Man: All right. And what's your house number?  
 Girl: It's number 43.  
 Man: 43. Thank you. And your parents? Do they know you're here?  
 Girl: Yes, Doctor. They're coming now.  
 Man: OK, that's great.

*Three*

Girl: Doctor, can Jim play football tomorrow?  
 Man: No. He can't do any sports for another three days.  
 Girl: Oh, I see.  
 Man: I'm sorry, but Jim really must get better first.  
 Girl: It's OK, we understand, Doctor.

*Four*

Girl: So can Jim play again next week?  
 Man: Yes, I think that's all right. Why?  
 Girl: He has a football game on Thursday afternoon.  
 Man: That's OK. He can play then.  
 Girl: That's great! It's a big game for the school.

*Five*

Girl: Doctor, when can my mum and dad take Jim home?  
 Man: In the afternoon. At two. I need to see why he's sick first.  
 Girl: Great! Thank you, Doctor.  
 Man: It's OK. I'm happy to help.

*Now listen to Part Two again.*

*That is the end of Part Two.*

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

*Charlie is telling his Aunt Sally about the weather and about his hobbies. Which hobby does Charlie like doing best in each kind of weather?*

Woman: Hello, Charlie. What did you do today?  
 Boy: Hi, Aunt Sally. I went to the park to fly my kite. I always go there when it's windy. I love watching the kite go up in the sky above the trees. It's a fantastic hobby!

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

Woman: What about when it's sunny? I go to the swimming pool. How about you?

Boy: That's nice, but I like roller skating best when it's hot outside. I think being in the water all day is a little boring! Skating around the park is more exciting.

Woman: Oh, OK!

Boy: I really like cloudy days.

Woman: Do you? I don't. They're too grey!

Boy: But they're good for football! When there are clouds in the sky, you don't get hot and tired running in the field. This means I can score lots of goals, and that makes me very happy!

Woman: Oh, really?

Woman: It snows a lot here. What do you do then?

Boy: Not much.

Woman: What do you mean?

Boy: I don't like being out in cold weather. My dad always asks me to go for long walks with him in the mountains, but I never go! So, I play board games inside the house.

Woman: What about when there's ice outside? It's the best weather for ice skating!

Boy: No, not in our town.

Woman: Why not?

Boy: The lake here is too dangerous for that. That's why I play music when the weather is like that. I'm learning to play the guitar, and I've got a great teacher. She says I can be very good with practice.

Boy: But I like it when it rains.

Woman: You do?

Boy: Yes. It's the best weather for reading. Last Friday, someone gave me a book about how to make model planes. That's what I'm reading now. It's brilliant.

Woman: That's great.

*Now listen to Part Three again.*

*That is the end of Part Three.*

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

*What time is it now?*

Woman: You're very quiet, Lily? Is everything all right?

Girl: Well, I asked Julia to come at 4, but it's 5 o'clock now, and she isn't here.

Woman: No, Lily. The clock in the living room doesn't work. Look – it's 3 o'clock.

Girl: Oh, that's OK then.

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

*One. What's wrong with Peter today?*

Boy: I think I'm sick.

Girl: What's the matter, Peter? Do you have a temperature?

Boy: No, I don't think so, but I'm not well today.

Girl: Maybe you have a cold.

Boy: I don't know, but I've got a terrible headache.

*Two. What did Zoe have for lunch today?*

Boy: So what did you have for lunch today, Zoe?

Girl: Mum made me a sandwich but I wasn't very hungry. I gave it to Clare.

Boy: And what did you eat?

Girl: I had some of Clare's pasta salad. She didn't want it all.

Boy: Well, I had pancakes! They were fantastic.

*Three. Who is Jane's mum?*

Boy: I thought your mum was here, Jane.

Girl: She was, but she went home.

Boy: Did she have a yellow coat on?

Girl: No. She had a red sweater and a brown scarf.

Boy: Oh, yes, I saw her at the corner!

*Four. What did Paul bring to class?*

Man: All right, children. Let's talk about your favourite things. Paul, what did you bring?

Boy: Well, I love music. My dad is in a band and he plays the guitar, but I couldn't bring that with me.

Man: No, of course not.

Boy: So, I brought my favourite song with me. It's on this CD.

Man: That's great. Let's listen to it on the laptop now!

*Five. What did Jim do last year?*

Boy: I was at the beach yesterday. I swam and played in the sea all day.

Girl: That's great, Jim. I went to the zoo with my dad.

Boy: Wow! What did you see?

Girl: Lots of animals. My favourite was a big brown bear.

Boy: Cool! I like bears, too. We went on a trip to a forest last year and I saw a huge bear.

*Now listen to Part Four again.*

*That is the end of Part Four.*

**Part 5** Look at the picture. Listen and colour and write. There is one example.

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

Boy: Yes. Oh, look at all the animals. That boy has a parrot above his head.

Man: That's right. And his dad is taking a picture. Can you colour the camera, please?

Boy: OK.

Man: Let's make it purple.

*Can you see the purple camera? This is an example. Now you listen and colour and write.*

*One*

Man: Now, I'd like you to colour a parrot.

Boy: There are lots of parrots. Which one?

Man: The one flying over the boy's head.

Boy: I see it.

Man: OK. Make it blue, please.

*Two*

Boy: Can I colour a penguin now?

Man: All right. Colour the penguin near the parrots.

Boy: Can I colour it black?

Man: Yes. That's a good idea.

Boy: Thanks.

*Three*

Boy: That kangaroo is so beautiful.

Man: Yes, you're right. But I'd like you to colour some of the parrots' cage now.

Boy: All of it?

Man: No, only the top. Make it green.

Boy: OK.

*Four*

Man: All right. Now, I'd like you to colour the boy's T-shirt.

Boy: OK. Can I make it yellow?

Man: Well, that's a nice colour but I'd like you to make it grey.

Boy: Really? OK.

*Five*

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

Boy: OK. What shall I write?

Man: Write the word 'Lunch' on the bag beside the boy?

Boy: OK, I see it.

Man: Thank you. That's great.

*Now listen to Part Five again.*

*That is the end of Movers 2 Unit 1.*

## READING &amp; WRITING

## KEY

**Part 1**

- |         |              |            |
|---------|--------------|------------|
| 1 a bat | 3 sauce      | 5 a laptop |
| 2 maps  | 4 a pop star |            |

**Part 2**

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

**Part 3**

- |            |                    |
|------------|--------------------|
| 1 little   | 4 parents          |
| 2 fell     | 5 safe             |
| 3 hospital | 6 A friendly nurse |

**Part 4**

- |        |           |        |
|--------|-----------|--------|
| 1 at   | 3 more    | 5 sits |
| 2 Then | 4 Nothing |        |

**Part 5**

- 1 forest
- 2 two chairs
- 3 catch any fish
- 4 wake up
- 5 (big) animal
- 6 laughed
- 7 (little) frog

**Part 6**

*Possible answers:*

- 1 helmet
- 2 purple
- 3 (She's) eating (a sandwich).
- 4 (It's) next to the boy/under the tree.
- 5 Two boys are fishing.
- 6 There are clouds 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"> <li>• Greets the S and asks for name</li> <li>• Asks how old the S is</li> <li>• Points to the FIND THE DIFFERENCES CARD (p. 114)</li> <li>• Describes the first set of differences between the two pictures, pointing to them in each picture</li> <li>• 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</li> </ul>	<p><b>Hello. What's your name?</b></p> <p><b>How old are you, Paul?</b></p> <p><b>Look at these pictures. They look the same, but some things are different.</b></p> <p><b>Here it's a cloudy day, but here it's a sunny day.</b></p> <p><b>What other different things can you see?</b></p>	<p>I'm/My name's/(Paul).</p> <p>I'm <u>nine</u> (years old).</p> <ul style="list-style-type: none"> <li>• Here the pirate on the island is fixing a net, but here the pirate is finding treasure.</li> <li>• There is a bat flying out of this tree, but there is a parrot flying out of this tree.</li> <li>• This island has rocks, but this island has grass.</li> <li>• Here the monkey is washing its hands, but here the monkey is climbing a tree.</li> </ul>	<p><b>Are you Paul?</b></p> <p><b>Are you <u>nine</u> years old?</b></p> <ul style="list-style-type: none"> <li>• <b>Here the pirate on the island is fixing a net, but ...</b> [Teacher gives one half of the expected answer]</li> <li>• <b>There is a bat flying out of this tree, but...</b></li> <li>• <b>This island has rocks, but ...</b></li> <li>• <b>Here the monkey is washing its hands, but ...</b></li> </ul>
2	<ul style="list-style-type: none"> <li>• Points to the PICTURE STORY CARD (p. 115)</li> <li>• Tells the S the title of the story</li> <li>• Points to the pictures and gives S a moment to study them</li> <li>• Describes what is happening in the first picture, pointing to the characters and features (s)he mentions</li> <li>• Points to the remaining pictures and asks S to tell the rest of the story</li> </ul>	<p><b>Now, these pictures show a story.</b></p> <p><b>It's called 'The quick cat'.</b></p> <p><b>Look at the pictures first.</b></p> <p><b>Fred is eating with his parents. They are having fish for dinner. There is a circus on television. The cat is in the dining room, too.</b></p> <p><b>Now, you tell the story.</b></p>	<p><i>S says <u>at least one</u> thing about each picture:</i></p> <ul style="list-style-type: none"> <li>• Everyone is watching the clown on the television. The cat is jumping up on the table.</li> <li>• The family are laughing at the clown. The cat is eating the fish.</li> <li>• Fred and his mum and dad are surprised. There is no fish on the table. The cat ate it. The cat is jumping down from the table and running away.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>What is everyone doing? What is the cat doing?</b></li> <li>• <b>What are the family doing? What is the cat eating?</b></li> <li>• <b>Who is surprised? Is there fish on the table? Who ate it? What is the cat doing now?</b></li> </ul>

Part	Teacher does this:	Teacher's script:	Minimum response expected from student:	Prompts/Back-up questions:
3	<ul style="list-style-type: none"> <li>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</li> <li>Points to each subsequent row of pictures in turn, covering the others with pieces of paper</li> </ul>	<p><b>Now look at these four pictures. One is different. The coat is different. Noodles, pancakes and soup are all food. You eat them. You don't eat a coat. You wear it.</b></p> <p><b>Now, you tell me about these pictures. Which one is different? Why?</b></p>	<ul style="list-style-type: none"> <li>This one is different, [points to <u>homework</u>] because the <u>market</u>, <u>supermarket</u> and <u>shopping centre</u> are all places where you buy things. You don't buy homework. You do it after school.</li> <li><u>Sailing</u>, <u>riding a bike</u> and <u>roller skating</u> are sports. You do/play them. You don't do/play a rainbow. You see it in the sky after the rain.</li> <li><u>Flowers</u>, <u>leaves</u> and <u>grass</u> are all plants or parts of plants. You see them outside, in gardens and parks. A <u>football player</u> is not a plant. He's a person. He scores goals.</li> </ul>	<ul style="list-style-type: none"> <li><b>What are these?</b> [Teacher points to the <u>supermarket</u>, <u>market</u> and <u>shopping centre</u>.] <b>What do you do in these places? Do you go shopping there? And how about this?</b> [Teacher points to <u>homework</u>.] <b>Can you buy it? Can you buy When do you do it?</b></li> <li><b>What are these?</b> [Teacher points to <u>sailing</u>, <u>riding a bike</u> and <u>roller skating</u>.] <b>Are they sports? And this one?</b> [Teacher points to <u>rainbow</u>.] <b>Is it a sport? Where do you see it? When do you see it?</b></li> <li><b>What are these?</b> [Teacher points to <u>flowers</u>, <u>leaves</u>, <u>grass</u>.] <b>What are they? Where do you see them? And this? Is he a plant</b> [Teacher points to <u>football player</u>.] <b>What does he do? What does he score?</b></li> </ul>
4	<ul style="list-style-type: none"> <li>Puts away all cards</li> </ul>	<p><b>Now, Paul, let's talk about your friends.</b></p> <p><b>1 How often do you talk with your friends?</b></p> <p><b>2 Where is a good place to make new friends?</b></p> <p><b>3 What do you like doing with your friends?</b></p> <p><b>4 Tell me about your best friend.</b></p> <p><b>OK, thank you, Paul. Goodbye!</b></p>	<p>every day/on weekends, etc.</p> <p>at school/the park/sports centre/playground, etc.</p> <p>playing (football/computer games/sports, etc.)/watching films/having picnics, etc.</p> <p>My best friend/His/Her name's Charlie/Vicky. He/She is in my class. He/She is very tall., etc.</p> <p>Bye!</p>	<ul style="list-style-type: none"> <li><b>Do you talk to them every day/on weekends, etc.?</b></li> <li><b>Can you make new friends at school/the park, etc.?</b></li> <li><b>Do you like playing (football/computer games, etc.)/watching films, etc. with your friends?</b></li> <li><b>What's his/her name? Is he/she in your class? Is he/she short or tall?, etc.</b></li> </ul>

## LISTENING

### KEY

#### Part 1

There should be lines between the name:

- 1 Paul and the man with a parrot near his head.
- 2 Jane and the woman climbing up to the waterfall.
- 3 Charlie and the boy with the yellow hat whose glasses are on the ground behind him.
- 4 Lily and the woman who's sitting on the ground taking off her grey jacket.
- 5 Jack and the man who's trying to get a spider out of his hair.

#### Part 2

- 1 Moon
- 2 15
- 3 lemonade
- 4 yellow
- 5 sandwiches

#### Part 3

clown nose	G
model plane	A
train	H
rabbit	D
roller skates	B

#### Part 4

- 1 A      2 B      3 A      4 C      5 A

#### Part 5

- 1 The seat should be coloured orange.
- 2 The flower with three leaves should be coloured red.
- 3 The rock in the field should be coloured grey.
- 4 The word 'CURLY' should be written on the dog's coat.
- 5 The boy's scarf should be coloured green.

## TAPESCRIPTS

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

#### Part 1 Look at Part One.

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

Boy: Look, Mum. My friend's family are on holiday in the jungle.

Woman: That's exciting! Which one is your friend?

Boy: Can you see the boy in the yellow sweater? That's Jim.

Woman: You mean the boy standing on the rock?

Boy: Yes, that's right.

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

#### One

Woman: That man has got a huge camera!

Boy: Yes. That's my friend's dad. He's called Paul.

Woman: Wow, look at the parrot in the tree above his head!

Boy: Yes, it's very beautiful. He took a photo of it.

#### Two

Woman: One woman is climbing. Is she your friend's mum?

Boy: The woman wearing a blue helmet?

Woman: Yes.

Boy: No, that's my friend's aunt, Jane. Climbing is her favourite hobby.

#### Three

Woman: Did that boy drop his glasses?

Boy: Which boy?

Woman: With the yellow hat.

Boy: Oh, yes. His glasses are on the ground behind him.

Woman: Who is he?

Boy: His name's Charlie. He's my friend's brother.

#### Four

Woman: I think I know that woman.

Boy: The woman who's sitting on the ground?

Woman: Yes, the one with the grey jacket. Her name's Lily.

Boy: Oh, yes. I think she's taking it off because it's hot.

Woman: Well, it is the jungle!

#### Five

Woman: Why is that man frightened?

Boy: Where?

Woman: He's near the car.

Boy: Oh, that's Jack, the driver. There's a spider in his hair.

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.

Man: Come on, Vicky! It's a beautiful day. Let's go for a walk.

Girl: OK, Grandpa. Where do you want to go?

Man: To the lake. It's really nice on sunny days.

Girl: Great! I love going to the lake!

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

*One*

Girl: What's the name of this Lake, Grandpa?

Man: It's Moon Lake.

Girl: Is that M-O-O-N?

Man: Yes. Moon Lake. It's a good name, I think.

Girl: Yes, it is.

*Two*

Girl: Oh, look! There are lots of rabbits in that field.

Man: Where?

Girl: There. Look at them. I can see fifteen rabbits.

Man: Fifteen! That is a lot.

Girl: Yes. They're all looking for carrots.

*Three*

Girl: Did you bring any drinks, Grandpa?

Man: Yes, I brought some lemonade and two glasses.

Girl: Can I have some, please?

Man: Here you are. I know it's not your favourite drink.

Girl: Oh, lemonade is fine when I'm thirsty!

*Four*

Man: It's such a sunny day! I think we can swim in the lake.

Girl: But Grandpa, I don't have a swimsuit!

Man: Don't worry! I brought the yellow one from home for you.

Girl: Oh, good. My old one is too small. I can only wear my yellow swimsuit now.

Man: Well, you're so tall!

*Five*

Girl: Can we eat something now, Grandpa?

Man: Yes, there's a nice café near here.

Girl: Great! Can we have a sandwich?

Man: Yes, I think they have lots of sandwiches there.

Girl: Come on, Grandpa! I'm hungry!

*Now listen to Part Two again.*

*That is the end of Part Two.*

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

*Jim is telling his Uncle Fred about his toys and about the different places where he got them. Which toy did he get in each place?*

Man: Hello, Jim! What are you doing there?

Boy: Hi, Uncle Fred. I'm putting all my toys in this box. Mum wants me to put them in my bedroom. Oh, look at this tractor! I got it when I went on a school trip to a farm.

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

Boy: I really like this model plane, too. It was a lot of fun to make it.

Man: Oh, I had one like that when I was young.

Boy: Did you get it in the supermarket in Green Street? That's where I got this one. They had a lot of different kinds, but I liked this one best.

Man: No, I think I got mine at a market.

Man: Where did you get that clown nose, Jim?

Boy: At the hospital. I went there last week to see my friend, Peter. I bought one for him and one for me. We had a lot of fun with them and laughed a lot.

Man: Is Peter OK now?

Boy: Yes, he's out of hospital now.

Man: I didn't know you like roller skating.

Boy: Yes, I love it! I put my roller skates on and practise in the park every weekend. I got these from the shopping centre. They're really good.

Man: That's great!

Man: That was a present from me!

Boy: The toy train? Yes, I play with it a lot.

Man: We got it in the city on your birthday.

Boy: No, Uncle Fred, that was a different trip! We got it when we went to see Grandma. She was on holiday on an island.

Man: Oh, yes! You're right!

Boy: I got this toy rabbit when I was three.

Man: Really? Is it your oldest toy?

Boy: Yes, and it's got a funny story. A little girl had one like it on a beach. I started to cry because I wanted it. So, Mum and Dad bought this for me at the funfair near there. And they got me some ice cream, too! I was so happy that day!

Man: Oh, that's a nice story!

*Now listen to Part Three again.*

*That is the end of Part Three.*

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

*When was Mary's birthday?*

Girl: Did you know that it was Mary's birthday last week?

Boy: Oh, yes! It was on the 7th, right?

Girl: No, it was on the 8<sup>th</sup> of July, but she had her party on a different day?

Boy: When did she have it?

Girl: On the 10<sup>th</sup>.

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

*One. Where did Julia go yesterday?*

Woman: How's Peter, Julia? Did you see him?

Girl: Yes, I went to the hospital yesterday. He was in bed, but his leg is getting better.

Woman: How did he hurt it?

Girl: He fell when he was at the funfair.

Woman: Oh dear! Let's go get him some comic books to read from the shopping centre.

*Two. How much milk goes in the pancakes?*

Woman: Charlie, how much milk have we got? I'm making breakfast.

Boy: How much do you need, Mum?

Woman: Three glasses. Two glasses for the pancakes. And one glass for you to drink.

Boy: OK, then. There's lots. We have three bottles!

*Three. What's the matter with Fred?*

Woman: Are you all right, Fred? You look sick. Is it a stomach-ache?

Boy: No, Mum. I think I have a temperature.

Woman: Oh dear! And your brother has a terrible cough!

Boy: Do I need to go to the doctor?

Woman: Yes. You both do!

*Four. Where does Lily want to go in the afternoon?*

Man: Let's go to the cinema this afternoon, Lily.

Girl: I have a better idea – let's go to the circus!

Man: But your brother doesn't like the circus!

Girl: I know. He likes watching films but I think that's boring.

Man: I know! You both like the zoo. Let's go there today!

*Five. How did Jane go to the supermarket?*

Girl: Dad, I'm home!

Man: Oh, wow! Let me help you with those bags. Did you go to the supermarket?

Girl: Yes. Mum drove me to school in the morning and she asked me to get some things in the afternoon.

Man: But you didn't have your bike!

Girl: That's OK, Dad. I took the bus.

*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 the countryside now?

Girl: Yes! Those children went for a walk in the forest, I think.

Man: That's right. The girl's got a map in her hand. I'd like you to colour that.

Girl: All right.

Man: Colour it blue.

*Can you see the blue map? This is an example. Now you listen and colour and write.*

*One*

Man: Now, please colour the seat. Can you see it?

Girl: Yes, it's under the tree.

Man: That's right. Can you make it orange?

Girl: OK! ... And there's a spider on it!

Man: Yes, there is.

*Two*

Girl: I'd like to colour a flower now.

Man: OK. Colour the flower that's got three leaves on it.

Girl: How about colouring it red?

Man: Yes, that's a very good idea.

Girl: Great!

*Three*

Girl: Look at that bear! It's playing with something.

Man: Yes, it is. But I'd like you to colour a rock now.

Girl: The one in the river?

Man: No. Colour the one at the top of the picture. It's in the field. Make it grey.

Girl: OK.

*Four*

Girl: Can I do some writing too?

Man: Yes. Please write the word 'curly'.

Girl: Where? On the dog?

Man: Yes please, on his coat. He's got that kind of hair!

*Five*

Man: Now, one last thing. Colour the boy's scarf.

Girl: All right. Shall I colour it purple?

Man: That's a nice colour but I'd like you to make it green.

Girl: Oh! OK.

Man: Thank you! Well done!

*Now listen to Part Five again.*

*That is the end of Movers 2 Unit 2.*

## READING &amp; WRITING

## KEY

**Part 1**

- |           |             |              |
|-----------|-------------|--------------|
| 1 rain    | 3 a balcony | 5 toothpaste |
| 2 a shark | 4 stars     |              |

**Part 2**

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

**Part 3**

- |                      |             |         |
|----------------------|-------------|---------|
| 1 trip               | 3 surprised | 5 threw |
| 2 cage               | 4 lose      |         |
| 6 The naughty monkey |             |         |

**Part 4**

- |          |           |        |
|----------|-----------|--------|
| 1 all    | 3 of      | 5 when |
| 2 travel | 4 loudest |        |

**Part 5**

- 1 coat and hat
- 2 cold
- 3 (three new) books
- 4 presents
- 5 the (shopping) bags
- 6 started to rain/rained
- 7 (beautiful blue) dress

**Part 6**

*Possible answers:*

- 1 sweater
- 2 shopping bags
- 3 eating a sandwich
- 4 the woman with the red hair
- 5 There are lots of bottles (of sauce) on the table.
- 6 The boy has got red and white shoes.

## 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"> <li>• Greets the S and asks for name</li> <li>• Asks how old the student is</li> <li>• Points to the FIND THE DIFFERENCES CARD (p. 117)</li> <li>• Describes the first set of differences between the two pictures, pointing to them in each picture</li> <li>• 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</li> </ul>	<p><b>Hello. What's your name?</b></p> <p><b>How old are you, Sally?</b></p> <p><b>Look at these pictures. They look the same, but some things are different.</b></p> <p><b>Here there's one island in the sea, but here there are two islands in the sea.</b></p> <p><b>What other different things can you see?</b></p>	<p>I'm/My name's/(Sally).</p> <p>I'm <u>nine</u> (years old).</p> <ul style="list-style-type: none"> <li>• Here the boy has straight black hair, but here the boy has curly blond hair.</li> <li>• There is a kitten on the grass behind this boy, but there is a snail on the grass behind this boy.</li> <li>• This dog is thin, but this dog is fat.</li> <li>• Here there is a dog and a ball on the blanket, but here there is a sandwich on the blanket.</li> </ul>	<p><b>Are you Sally?</b></p> <p><b>Are you <u>nine</u> years old?</b></p> <ul style="list-style-type: none"> <li>• <b>Here the boy has straight black hair, but ...</b> [Teacher gives one half of the expected answer]</li> <li>• <b>There is a kitten on the grass behind this boy, but ...</b></li> <li>• <b>This dog is thin, but ...</b></li> <li>• <b>Here there is a dog and a ball on the blanket, but ...</b></li> </ul>
2	<ul style="list-style-type: none"> <li>• Points to the PICTURE STORY CARD (p. 118)</li> <li>• Tells the students the title of the story</li> <li>• Points to the pictures and gives S a moment to study them</li> <li>• Describes what is happening in the first picture, pointing to the characters and features (s)he mentions</li> <li>• Points to the remaining pictures and asks S to tell the rest of the story</li> </ul>	<p><b>Now, these pictures show a story.</b></p> <p><b>It's called 'The second present'.</b></p> <p><b>Look at the pictures first.</b></p> <p><b>This is Julia's birthday party. She has a beautiful pink cake. Everyone is happy, and they are clapping for Julia.</b></p> <p><b>Now, you tell the story.</b></p>	<p><i>S says <u>at least one thing</u> about each picture:</i></p> <ul style="list-style-type: none"> <li>• Julia's eyes are closed. She wants a bike. Her mum is bringing a present for her.</li> <li>• Julia opens the present. It's a nice doll. Julia is sad.</li> <li>• Julia's dad has a second present for her. It's a bike. Now Julia is very happy.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Are Julia's eyes open? What does she want? What is her mum doing?</b></li> <li>• <b>What is in the box? Is Julia happy?</b></li> <li>• <b>What has Julia's dad got for Julia? What is Julia's second present? Is Julia sad now?</b></li> </ul>

Part	Teacher does this:	Teacher's script:	Minimum response expected from student:	Prompts/Back-up questions:
3	<ul style="list-style-type: none"> <li>Point to ODD ONE OUT CARD (p. 119) and talks about the first row of pictures (example set) covers the remaining sets at this point</li> <li>Points to each subsequent row of pictures in turn, covering the others with pieces of paper</li> </ul>	<p><b>Now look at these four pictures. One is different. The coat is different. Noodles, pancakes, and soup are all food. You eat them. You don't eat a coat. You wear it.</b></p> <p><b>Now, you tell me about these pictures. Which one is different? Why?</b></p>	<ul style="list-style-type: none"> <li>This one is different, [points to <u>toothpaste</u>] because the <u>lion</u>, <u>panda</u>, and <u>kangaroo</u> are all animals. You can see them in the zoo. But this is toothpaste. You clean your teeth with it.</li> <li>A <u>city</u>, <u>village</u> and <u>town</u> are places. People live in them. This is a <u>cage</u>. People don't live in a cage. They put some pets in one, like birds.</li> <li>A <u>bus stop</u>, <u>train station</u> and <u>car park</u> are all places you can travel from. You can take the bus a train or a car from them. This is a <u>dentist</u>. You see a dentist when you have a toothache/when your tooth hurts.</li> </ul>	<ul style="list-style-type: none"> <li><b>What are these?</b> [Teacher points to the <u>lion</u>, <u>panda</u>, and <u>kangaroo</u>.] <b>Where can you see these animals? Are they in a zoo? And how about this?</b> [Teacher points to <u>toothpaste</u>.] <b>What do you do with it?</b></li> <li><b>What are these?</b> [Teacher points to the <u>city</u>, <u>village</u> and <u>town</u>.] <b>Are they places? Do people live in them? And this one?</b> [Teacher points to <u>cage</u>.] <b>Do people live in a cage? Is it for pets? Which pets can live in one of these?</b></li> <li><b>What are these?</b> [Teacher points to <u>bus stop</u>, <u>train station</u> and <u>car park</u>.] <b>What can you take at these places? A bus/train/car? And this?</b> [Teacher points to the <u>dentist</u>.] <b>What does he do? When do you go to a dentist?</b></li> </ul>
4	<ul style="list-style-type: none"> <li>Puts away all cards</li> </ul>	<p><b>Now, Sally, let's talk about animals and pets.</b></p> <p><b>1 Have you got a pet?</b></p> <p><b>2 What's your favourite animal?</b></p> <p><b>3 Which animal do you think is the most dangerous?</b></p> <p><b>4 Tell me about the animals that live in your country.</b></p> <p><b>OK, thank you, Sally. Goodbye!</b></p>	<p>yes/no/I've got a puppy/kitten, etc.</p> <p>the panda/dolphin/penguin, etc.</p> <p>the lion/shark/bat, etc.</p> <p>There are dolphins/whales/kangaroos, etc. here. I like dolphins best. They're very clever!, etc.</p> <p>Bye!</p>	<ul style="list-style-type: none"> <li><b>Have you got a puppy/kitten, etc. in your house?</b></li> <li><b>Do you like the panda/lion/penguin, etc.?</b></li> <li><b>Are lions/sharks/bats, etc. dangerous?</b></li> <li><b>Are there any dolphins/whales/kangaroos, etc. here? Which one do you like best? Why?, etc.</b></li> </ul>

## Unit 3

### LISTENING

#### KEY

##### Part 1

There should be lines between the name:

- 1 Fred and the boy throwing the basketball.
- 2 Charlie and the boy playing with a bat.
- 3 Zoe and the woman riding the bike.
- 4 Peter and the man holding the lemonade.
- 5 Mary and the girl dancing.

##### Part 2

- 1 sweater
- 2 Daisy
- 3 19
- 4 pasta
- 5 chocolate

##### Part 3

whale	C
penguin	H
bees	G
giraffe	F
dolphin	A

##### Part 4

- 1 B      2 C      3 B      4 C      5 A

##### Part 5

- 1 The chair with the towels should be coloured green.
- 2 The toothbrush in the cup should be coloured blue.
- 3 The toy whale on the chair should be coloured grey.
- 4 The word 'SHOWER' should be written above the window.
- 5 The teddy bear should be coloured brown.

### TAPESCRIPTS

Hello. This is Skills Builder for Young Learners, Movers 2, Unit 3.

#### Part 1 Look at Part One.

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

Boy: Look at this photo, Uncle Jim. It's a trip I went on with my friend's family on Saturday.

Man: What's your friend's name?

Boy: It's Daisy. Can you see her? She's in front of the table.

Man: Is she wearing clothes like a pirate?

Boy: That's right. She loves dressing up!

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

#### One

Man: Look at that boy throwing the basketball.

Boy: That's Fred.

Man: He's very good at sports, I think.

Boy: Yes, he loves playing sports.

#### Two

Man: Is that boy your friend's brother?

Boy: Which boy?

Man: He's standing under the tree.

Boy: Oh yes. He's playing with a bat.

Man: Yes. Who's he?

Boy: That boy's name is Charlie. He's Daisy's cousin.

#### Three

Man: Who is that woman who's got glasses?

Boy: You mean the one riding the bike?

Man: Yes, what's her name?

Boy: She's Daisy's mum. Her name's Zoe.

Man: I like riding my bike!

Boy: Me too!

#### Four

Man: And is that your friend's dad?

Boy: The one holding the lemonade?

Man: Yes.

Boy: Yes, that's Daisy's dad. He's called Peter.

Man: There's lots of lemonade.

Boy: I know. Everyone was thirsty!

#### Five

Man: And look at that girl!

Boy: Where?

Man: She's in the centre of the picture.

Boy: Oh, that's Mary. She's dancing. We had some great music!

Man: What a nice trip!

Now listen to Part One again.

That is the end of Part One.

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

Woman: Peter, I want to plant some flowers in the garden.  
 Boy: Can I help, Grandma? I love planting flowers.  
 Woman: OK, let's go out to the garden.  
 Boy: Great!

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

*One*

Boy: Can we start with the blue flowers?  
 Woman: Go and get a sweater first.  
 Boy: Why do I need a sweater?  
 Woman: Because it's very cold today. Go and put one on.  
 Boy: OK.

*Two*

Boy: What's this white flower called, Grandma?  
 Woman: It's a daisy.  
 Boy: Like the girl's name, Daisy?  
 Woman: Yes. D-A-I-S-Y.  
 Boy: I have a friend in school with that name.

*Three*

Woman: Peter, how many yellow flowers did we plant?  
 Boy: OK. Let's see: one, two, three ...  
 Woman: There are lots.  
 Boy: Yes, we planted nineteen.  
 Woman: Nineteen yellow flowers! That is a lot. Well done!

*Four*

Boy: Grandma, I'm hungry now.  
 Woman: OK. Let's go to the kitchen and have something to eat.  
 Boy: Can we have burgers?  
 Woman: Sorry, I don't have any. I made some pasta this morning.  
 Boy: Wow, I love pasta!

*Five*

Woman: I made some pancakes, too.  
 Boy: You're the greatest Grandma in the world!  
 Woman: I thought you didn't like them.  
 Boy: Well, chocolate cake is my favourite but I like pancakes, too.  
 Woman: Come on, I'm hungry, too! Let's eat.

*Now listen to Part Two again.*

*That is the end of Part Two.*

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

*Alice is telling Mr Coats about the animals she has on her clothes. Which animal is there on each of her clothes?*

Man: Alice, every day you wear clothes with animals on them!  
 Girl: Yes, you're right, Mr Coats. Today, I'm wearing a sweater with a polar bear on it. I went to the zoo last weekend and I bought it at the shop there.

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

Man: I think you had an animal on the T-shirt you wore yesterday, too.  
 Girl: No, I didn't wear a T-shirt yesterday. It was a shirt with lots of bees on it. It's my favourite one.  
 Man: Oh yes, it's really funny!

Girl: And look down here, I've got animals on my socks, too!  
 Man: Wow! Where did you get those?  
 Girl: They're from a clothes shop in the city centre. My dad likes whales so he bought them for me. My feet are never cold when I wear them.

Man: Have you got something with your favourite animal on it?  
 Girl: Well, yesterday, I wanted to buy a baseball cap with a dolphin on it—that's my favourite animal—but I didn't have any money.

Man: But your scarf has one, doesn't it?  
 Girl: Yes, that's right. It was a present from my mum.  
 Man: You're the only person I know with penguins on their clothes!

Girl: Are you talking about my jeans? Yes, I really like them. I always wear them in winter when it's cold.  
 Man: They're great!

Man: I don't see an animal on your jacket.  
 Girl: You're wrong, Mr Coats! Look, there's a picture of a giraffe on the back! I think all of my clothes have animals on them today!  
 Man: Oh, I see it now.

*Now listen to Part Three again.*

*That is the end of Part Three.*

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

*What did Lucy draw for homework?*

Girl: Homework was fun today. Look, I drew a picture.

Boy: Is that a snake?

Girl: No, it's a toothbrush.

Boy: Oh, sorry, I thought that was a tail.

Girl: No, I've got one like that, with a funny monster on it.

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

*One. How old is Charlie's house?*

Boy: Dad, how old is our house?

Man: Well, Charlie it's older than me, and I'm 47.

Boy: Wow! Is it 100?

Man: No, my dad built it—your grandpa. It's 70 years old.

*Two. Whose pencil was on the floor?*

Man: Jim, I told you to be careful with your things.

Boy: No, Mr Sand. That's not Jim's pencil. It's mine.

Man: Well, Fred, I found it on the floor.

Boy: Sorry. I dropped it when Matt asked me to help him with his drawing.

Man: OK, here you are.

*Three. Who was Tom with at the beach?*

Boy: Look at this photo I took, Aunt Sally.

Woman: Wow, that's a really big bird!

Boy: Yes, I saw it on the beach. I went there yesterday with my brother.

Woman: Well done, Tom! Now, let's go. You have a football game at 2 o'clock with your friend Mary.

*Four. What did Anna get on her holidays?*

Boy: Where did you find that alien, Anna?

Girl: In a nice little shop when I was on holidays. It was in the town centre.

Boy: It's very cool!

Girl: Thanks. It's something for holding my pens and pencils. I love it!

*Five. Where did Jane find the pen?*

Girl: Look what I found, Uncle Peter! It's a pen. It's got stars on it!

Man: Oh, where did you find that, Jane? On the street?

Girl: No, I played in the garden and then I went to the bathroom to wash my hands. I saw it in the bath.

Man: I think it's your brother's. He always puts things in the wrong place.

Girl: I think you're right.

*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: Let's colour this picture of a bathroom.

Boy: OK. I think this is a picture of a family before they go to bed. Look, the girl's brushing her teeth.

Man: That's right. Do you see the towel the little boy has in his hand?

Boy: Yes.

Man: Colour it purple, please.

*Can you see the purple towel? This is an example. Now you listen and colour and write.*

*One*

Boy: Can I colour the chair now?

Man: Yes, the one with the towels on it.

Boy: Can I make it green?

Man: Yes, that's a nice colour for a chair.

Boy: Thanks.

*Two*

Man: Now, I'd like you to colour the toothbrush.

Boy: The one the girl is holding?

Man: No, the one in the cup. Colour it with your blue pencil, please.

Boy: OK. Look, there's a picture of a sun on the cup, too.

Man: Yes, that's right.

*Three*

Boy: I like the woman's hair. It's very long.

Man: That's right. Now, I'd like you to colour the toy whale.

Boy: The one near the woman's feet?

Man: No, the one on the chair. It's next to the boy. Colour it grey.

Boy: OK.

*Four*

Boy: Can I do some writing?

Man: Yes. I'd like you to write the word 'shower'.

Boy: Where? On the shower door?

Man: No. Write it on the wall above the window.

Boy: OK.

*Five*

Boy: Can I colour the boy's teddy bear?

Man: OK. Would you like to make it yellow?

Boy: Can I make it brown? I've got one like that, too.

Man: OK. That's a good idea.

Boy: Thanks.

*Now listen to Part Five again.*

*That is the end of Movers 2 Unit 3.*

## READING &amp; WRITING

## KEY

**Part 1**

- |             |                 |          |
|-------------|-----------------|----------|
| 1 a penguin | 3 a temperature | 5 a coat |
| 2 pasta     | 4 a waterfall   |          |

**Part 2**

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

**Part 3**

- |                    |              |          |
|--------------------|--------------|----------|
| 1 easy             | 3 surprised  | 5 cinema |
| 2 practised        | 4 milkshakes |          |
| 6 Having a fun day |              |          |

**Part 4**

- |         |           |          |
|---------|-----------|----------|
| 1 than  | 3 Another | 5 always |
| 2 where | 4 many    |          |

**Part 5**

- 1 pet shop
- 2 (really) sad
- 3 teacher
- 4 wall
- 5 quiet
- 6 living room
- 7 (big) box

**Part 6**

*Possible answers:*

- 1 a scarf
- 2 trousers
- 3 in front of a mirror
- 4 a swimsuit
- 5 The woman in the grey skirt wants to buy a T-shirt
- 6 The man is wearing brown shoes.

## 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"> <li>• Greets the S and asks for name</li> <li>• Asks how old the S is</li> <li>• Points to the FIND THE DIFFERENCES CARD (p. 120)</li> <li>• Describes the first set of differences between the two pictures, pointing to them in each picture</li> <li>• 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</li> </ul>	<p><b>Hello. What's your name?</b></p> <p><b>How old are you, Paul?</b></p> <p><b>Look at these pictures. They look the same, but some things are different.</b></p> <p><b>Here there are apples in this shop, but here there are bottles in this shop.</b></p> <p><b>What other different things can you see?</b></p>	<p>I'm/My name's/(Paul).</p> <p>I'm <u>nine</u> (years old).</p> <ul style="list-style-type: none"> <li>• Here the young woman is riding a bike, but here she is riding a motorbike.</li> <li>• This boy is carrying some shopping bags, but this boy is wearing roller skates.</li> <li>• This girl has a plant, but this girl has flowers.</li> <li>• There is a café in this picture, but there is a cinema.</li> </ul>	<p><b>Are you Paul?</b></p> <p><b>Are you <u>nine</u> years old?</b></p> <ul style="list-style-type: none"> <li>• <b>Here the young woman is riding a bike, but ...</b> [Teacher gives one half of the expected answer]</li> <li>• <b>Here the boy is carrying some shopping bags, but ...</b></li> <li>• <b>This girl has a plant, but ...</b></li> <li>• <b>There is a café in this picture, but ...</b></li> </ul>
2	<ul style="list-style-type: none"> <li>• Points to the PICTURE STORY CARD (p. 121)</li> <li>• Tells the S the title of the story.</li> <li>• Points to the pictures and gives S a moment to study them</li> <li>• Describes what is happening in the first picture, pointing to the characters and features (s)he mentions</li> <li>• Points to the remaining pictures and asks S to tell the rest of the story</li> </ul>	<p><b>Now, these pictures show a story.</b></p> <p><b>It's called 'A boring film'.</b></p> <p><b>Look at the pictures first.</b></p> <p><b>Jack is at the cinema with his mum and dad. It's 8'clock. They are waiting for the film to start. His mum is reading something.</b></p> <p><b>Now, you tell the story.</b></p>	<p><i>S says <u>at least one thing</u> about each picture:</i></p> <ul style="list-style-type: none"> <li>• Jack and his parents are watching the film. Jack is tired. The film is boring.</li> <li>• Mum and Dad are smiling. They are enjoying the film. Jack is asleep.</li> <li>• It's 10 o'clock. The film ends. Jack's Dad wakes him up. Jack is very surprised that he slept in the cinema.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>What are they doing now? Is Jack OK? Is he enjoying the film?</b></li> <li>• <b>What are Jack's parents doing? Who is enjoying the film? What is Fred doing?</b></li> <li>• <b>What time is it? Is the film on? What is Jack's dad doing? Who is surprised? Why is he surprised?</b></li> </ul>

Part	Teacher does this:	Teacher's script:	Minimum response expected from student:	Prompts/Back-up questions:
3	<ul style="list-style-type: none"> <li>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</li> <li>Points to each subsequent row of pictures in turn, covering the others with pieces of paper</li> </ul>	<p><b>Now look at these four pictures. One is different. The coat is different. Noodles, pancakes, and soup are all food. You eat them. You don't eat a coat. You wear it.</b></p> <p><b>Now, you tell me about these pictures. Which one is different? Why?</b></p>	<ul style="list-style-type: none"> <li>This one is different. [points to <u>cheese</u>] Because the <u>sweater</u>, <u>swimsuit</u> and <u>coat</u>, are all clothes. You wear them. This is cheese. You eat it.</li> <li>You find a <u>shower</u>, <u>towel</u> and <u>toothbrush</u> in the bathroom. They help you get clean. This is a <u>tractor</u>. You find it on a farm. It doesn't help you get clean. It helps a farmer with work.</li> <li><u>Teeth</u>, <u>stomach</u> and a <u>shoulder</u> are all parts of the body. This is a <u>farm</u>. It's a place, and not a part of the body.</li> </ul>	<ul style="list-style-type: none"> <li><b>What are these?</b> [Teacher points to <u>sweater</u>, <u>swimsuit</u> and <u>coat</u>.] <b>What do you do with them? Do you wear them? What do you do with this?</b> [Teacher points to noodles.]</li> <li><b>What are these?</b> [Teacher points to <u>shower</u>, <u>towel</u> and <u>toothbrush</u>.] <b>Where do you find them? What do they help you do? And this one?</b> [Teacher points to <u>tractor</u>.] <b>Where do you find it? Who does it help?</b></li> <li><b>What are these?</b> [Teacher points to <u>teeth</u>, <u>stomach</u> and <u>shoulder</u>.] <b>Are they parts of the body? And this?</b> [Teacher points to <u>farm</u>.] <b>Is it a part of the body?</b></li> </ul>
4	<ul style="list-style-type: none"> <li>Puts away all cards</li> </ul>	<p><b>Now, Paul, let's talk about sports.</b></p> <p><b>1 Do you do any sports?</b></p> <p><b>2 Which sport do you like watching on TV?</b></p> <p><b>3 How often do you do sports at school?</b></p> <p><b>4 Tell me about a sport you want to try.</b></p> <p><b>OK, thank you, Paul. Goodbye!</b></p>	<p>yes/no/(I play)basketball/(I) sail/ice skate, etc.</p> <p>swimming/football/baseball, etc.</p> <p>on Mondays and Wednesdays/every Monday and Wednesday, etc.</p> <p>I want to try ice skating. I think it's exciting. I like doing sports when it's cold., etc.</p> <p>Bye!</p>	<ul style="list-style-type: none"> <li><b>Do you play basketball/ sail/ice skate, etc.?</b></li> <li><b>Do you like watching football/baseball, etc. on TV?</b></li> <li><b>Do you do sports on Mondays/every Monday, etc.?</b></li> <li><b>Do you want to try ice skating? Why?, etc.</b></li> </ul>

# Unit 4

## LISTENING

### KEY

#### Part 1

There should be lines between the name:

- 1 Peter and the boy changing the CD.
- 2 Julia and the girl eating a bowl of soup.
- 3 Jack and the man in the green sweater.
- 4 Jim and the man washing the car.
- 5 Mary and the woman in the garden drinking a cup of tea.

#### Part 2

- 1 football
- 2 Waterfall
- 3 57
- 4 scarf
- 5 chicken

#### Part 3

roller skates	D
kitten's toy	F
DVDs	A
coat	E
laptop	G

#### Part 4

- 1 C      2 B      3 B      4 C      5 B

#### Part 5

- 1 The door of the building next to the library should be coloured red.
- 2 The car in front with a motorbike behind it should be coloured yellow.
- 3 The bag of the woman near the window of the shop should be coloured brown.
- 4 The word 'cinema' should be written above the door that's red now.
- 5 The man's motorbike helmet should be coloured orange.

## TAPESCRIPTS

*Hello. This is Skills Builder for Young Learners, Movers 2, Unit 4.*

#### Part 1 Look at Part One.

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

- Girl: Look, Miss Pool. This is a photo of my family before lunch. We took it last Sunday.  
 Woman: Oh, that's nice. Is that your mum?  
 Girl: The woman holding some cheese in her hands?  
 Woman: Yes. With the blue sweater.  
 Girl: Yes, that's her. Her name's Lily. She's a brilliant cook!

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

#### One

- Woman: Who's the boy changing the CD?  
 Girl: That's my brother, Peter.  
 Woman: Why is he sitting on the floor?  
 Girl: He likes it. He is silly sometimes.  
 Woman: Oh, OK.

#### Two

- Woman: I know that girl sitting at the table.  
 Girl: You mean the girl with the bowl of soup?  
 Woman: Yes. Her name is Julia.  
 Girl: She lives in the house opposite mine.  
 Woman: That's nice. I was her teacher last year.  
 Girl: Yes, I know. She talks about you, Miss Pool. She liked you.

#### Three

- Woman: And is that your dad?  
 Girl: The man who's drinking coffee?  
 Woman: Yes. In the green sweater.  
 Girl: No. That's my uncle. His name's Jack. He likes coffee more than tea.  
 Woman: So do I.

#### Four

- Woman: Look at that man!  
 Girl: Where?  
 Woman: He's in the garden. He's washing the car.  
 Girl: Oh, that's my dad. His name's Jim. He always gets very wet when he does that.  
 Woman: Oh dear!

#### Five

- Woman: There's a woman in the garden, too.  
 Girl: With the blonde hair? That's my Aunt Mary.  
 Woman: What is she doing?  
 Girl: She's drinking a cup of tea. She likes drinking tea in the garden when it's sunny.  
 Woman: Oh, yes! I like that, too.

*Now listen to Part One again.*

*That is the end of Part One.*

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

Woman: Let's go shopping, Paul. You need new school trousers.

Boy: But I have two pairs!

Woman: Yes, but they're old and too short for you. We can get you a nice sweater, too. Come on!

Boy: All right ...

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

*One*

Boy: Can I get a new football, too, please?

Woman: Where's the old one?

Boy: I don't know. I lost it. I looked for it all day yesterday, but I couldn't find it.

Woman: All right. We can get one, then.

Boy: Thanks, Mum!

*Two*

Boy: Which shopping centre do you want to go to?

Woman: The Blue Waterfall Centre. It's next to the bus station.

Boy: The Blue 'what' Centre?

Woman: The Blue Waterfall. W-A-T-E-R-F-A-L-L.

Boy: Oh, OK.

*Three*

Boy: Do you know how many shops they have at that shopping centre?

Woman: No. Do you?

Boy: Yes, it says on my phone that they have fifty-seven different shops.

Woman: Fifty-seven shops! That's a lot.

Boy: I know!

*Four*

Woman: We also need a present for your dad's birthday.

Boy: You're right. I want to get him a watch.

Woman: He has a watch. Get him something he doesn't have.

Boy: How about a scarf?

Woman: Well, he doesn't have one. I think he'd really like a scarf.

*Five*

Boy: Do you want to go to the supermarket, too?

Woman: Yes. We need to buy some food for dinner.

Boy: Brilliant. Can we get some chips?

Woman: No. Let's get chicken and salad.

Boy: OK, chicken and salad is fine.

*Now listen to Part Two again.*

*That is the end of Part Two.*

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

*Aunt Lucy is telling Julia about the things her daughter Daisy put in the wrong place and about the places she found them in. Which thing did Daisy put in each place?*

Girl: I can't find my homework, Aunt Lucy!

Woman: Oh dear, Julia! You're like your cousin Daisy. She always puts things in the wrong place. Yesterday, I found her towel in the garden under the apple tree! She dried her hair with it there in the morning.

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

Woman: Another time, Daisy put some of her DVDs in the kitchen.

Girl: How did she do that?

Woman: I don't know, but they were in the cupboard with the cups and plates! I wanted to make some tea and I found them there!

Girl: That's funny!

Girl: Where does she put her coat?

Woman: Every day after school, she puts it on the floor in the dining room!

Girl: I put mine by the stairs.

Woman: Well, after school, your cousin wants to eat quickly and go and play. She takes it off there and then runs outside after lunch.

Girl: Do you like my new laptop, Aunt Lucy?

Woman: Yes, it's very nice! Daisy has one too, but it doesn't work now. One day, she brought it to the balcony, but she didn't bring it back in, and then it rained.

Girl: Oh no! That's terrible!

Girl: Is that Daisy's kitten?

Woman: Yes, it is. It's looking for its toy, but it can't find it because it's in the basement. I saw it there this morning.

Girl: Did the kitten put it there?

Woman: No, it was Daisy again!

Woman: The worst is Daisy's roller skates.

Girl: What do you mean?

Woman: Well, I want her to put them in her bedroom, but she never takes them there. She says they're dirty, so she puts them in the bathroom.

*Now listen to Part Three again.*

*That is the end of Part Three.*

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

*How did Paul get to the lake?*

Girl: Did you enjoy your holiday, Paul?

Boy: It was fantastic! I liked our trip to the lake best! I sailed on a boat!

Girl: It was up in a mountain! How did you get there?

Boy: We couldn't take our horses, so we rode our bikes.

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

*One. Which model plane is Fred making?*

Woman: That's a nice model plane you're making, Fred. Is it your third one?

Boy: Yes, Mum. My first was yellow.

Woman: And your second was blue, wasn't it?

Boy: Yes, that's right.

Woman: Well, I like this green one best.

*Two. Which boy is Jack?*

Girl: Who's your best friend, Jim?

Boy: Oh, it's Jack. That's the boy with the blond hair. He's very tall.

Girl: You mean the one in the purple sweater?

Boy: No, that's not him. Jack has got curly hair.

*Three. How much sugar did Clare put in the cake?*

Woman: This is a great cake, Clare. Well done!

Girl: Thanks, Mum. But it took me all afternoon to make it.

Woman: Oh, why?

Girl: There was only one cup of sugar and I had to put two in the cake.

Woman: What did you do?

Girl: I went to the lady who lives at number fifteen, and she gave me some!

*Four. When does Square Café open?*

Woman: Oh, look at the clock, Daisy.

Girl: Wow, it's 3 o'clock!

Woman: I'm hungry. Let's go to Square Café and have lunch.

Girl: I don't think it's open now, Mum.

Woman: Yes, it is. It opens at 9 in the morning and closes at 6 in the evening.

*Five. What was Jane's book about?*

Man: Jane, did you read the book Grandpa brought you on your birthday?

Girl: Yes, I did, Dad. And I gave it to my friend Kim to read, too.

Man: Did you like it?

Girl: I loved it! It was a story about a nurse who found a sick cat and helped it get well.

Man: An exciting story, then! 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 the street for me now?

Girl: Yes. Look, that man is coming out of the library.

Man: That's right. He's got two books. Colour those, please.

Girl: OK. What colour?

Man: Make them green.

*Can you see the green books? This is an example.*

*Now you listen and colour and write.*

*One*

Man: Now, I'd like you to colour the door.

Girl: You mean the one to the library?

Man: No, the one to the building next to it. Colour it with your red pencil, please.

Girl: OK. It has a big circle on it.

Man: That's right.

*Two*

Girl: Can I colour a car now?

Man: All right. Colour one of the cars in front. It's got a motorbike behind it.

Girl: Can I colour it yellow?

Man: Yes, that's a good idea.

Girl: Great!

*Three*

Girl: There's a shop with some people outside.

Man: That's right. I'd like you to colour the bag of the woman near the window.

Girl: The one who's looking in the shop window with the man?

Man: That's right. Can you colour her bag brown?

Girl: OK.

*Four*

Girl: Can I do some writing, too?

Man: Yes. I'd like you to write the word 'cinema'.

Girl: Where?

Man: Above the door that's red now. I think that's what this place is.

Girl: OK.

*Five*

Man: Now, colour the man's motorbike helmet.

Girl: All right. Can I colour it blue?

Man: No, I'd like you to colour it orange. It's easier to see when you drive.

Girl: Oh! OK.

Man: That's great! Well done!

*Now listen to Part Five again.*

*That is the end of Movers 2 Unit 4.*

## READING &amp; WRITING

## KEY

**Part 1**

- |          |             |            |
|----------|-------------|------------|
| 1 salad  | 3 toothache | 5 an email |
| 2 a goal | 4 a driver  |            |

**Part 2**

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

**Part 3**

- |                      |          |        |
|----------------------|----------|--------|
| 1 cleverer           | 3 plants | 5 cage |
| 2 feed               | 4 quiet  |        |
| 6 The day I met Snow |          |        |

**Part 4**

- |              |            |       |
|--------------|------------|-------|
| 1 everything | 3 from     | 5 who |
| 2 Most       | 4 shopping |       |

**Part 5**

- 1 sandwiches
- 2 sick
- 3 (big) waterfall
- 4 take a photo
- 5 looked for
- 6 hungry
- 7 outside

**Part 6**

*Possible answers:*

- 1 coat
- 2 brown
- 3 a sandwich
- 4 (some) vegetables
- 5 The boy in the yellow T-shirt is pointing at flowers.
- 6 The boy in the red jacket is standing near some boxes.

## 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"> <li>• Greets the S and asks for name</li> <li>• Asks how old the S is</li> <li>• Points to the FIND THE DIFFERENCES CARD (p. 123)</li> <li>• Describes the first set of differences between the two pictures, pointing to them in each picture</li> <li>• 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</li> </ul>	<p><b>Hello. What's your name?</b></p> <p><b>How old are you, Sally?</b></p> <p><b>Look at these pictures. They look the same, but some things are different.</b></p> <p><b>Here the teacher is wearing a sweater, and here the teacher is wearing a scarf.</b></p> <p><b>What other different things can you see?</b></p>	<p>I'm/My name's/(Sally).</p> <p>I'm <u>nine</u> (years old).</p> <ul style="list-style-type: none"> <li>• There's a map on this wall, but here there's a picture of a rainbow on this wall.</li> <li>• Here the boy is reading a comic, but here the boy is playing with a tablet.</li> <li>• This boy is hot but this boy is sick.</li> <li>• This girl has got a square rubber, but this one has got a round rubber.</li> </ul>	<p><b>Are you Sally?</b></p> <p><b>Are you <u>nine</u> years old?</b></p> <ul style="list-style-type: none"> <li>• <b>Here there's a map on the wall, but ...</b> [Teacher gives one half of the expected answer]</li> <li>• <b>Here the boy is reading a comic, but ...</b></li> <li>• <b>This boy is hot, but ...</b></li> <li>• <b>This girl has got a round rubber, but ...</b></li> </ul>
2	<ul style="list-style-type: none"> <li>• Points to the PICTURE STORY CARD (p. 124)</li> <li>• Tells the S the title of the story.</li> <li>• Points to the pictures and gives S a moment to study them</li> <li>• Describes what is happening in the first picture, pointing to the characters and features (s)he mentions</li> <li>• Points to the remaining pictures and asks S to tell the rest of the story</li> </ul>	<p><b>Now, these pictures show a story.</b></p> <p><b>It's called 'A trip to the mountain'.</b></p> <p><b>Look at the pictures first.</b></p> <p><b>Peter is in the mountain with his dad. They are climbing up. They are having fun.</b></p> <p><b>Now, you tell the story.</b></p>	<p><i>S says <u>at least one thing</u> about each picture:</i></p> <ul style="list-style-type: none"> <li>• Peter is on the ground now. He fell down and hurt his arm. His dad is calling for help on his phone.</li> <li>• A helicopter is here now. Peter is getting into it with his dad and a doctor.</li> <li>• Peter is in hospital. He is in bed. A nurse is bringing him some ice cream. They are all smiling.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Where is Peter, now? Did he fall down? Is he all right? What's his Dad doing? Why?</b></li> <li>• <b>What can you see, now? What is Peter doing? Who is with Peter?</b></li> <li>• <b>Where is Peter now? What is the nurse bringing for him? Is he all right, now?</b></li> </ul>

## 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"> <li>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</li> <li>Points to each subsequent row of pictures in turn, covering the others with pieces of paper</li> </ul>	<p><b>Now look at these four pictures. One is different. The coat is different. Noodles, pancakes, and soup are all food. You eat them. You don't eat a coat. You wear it.</b></p> <p><b>Now, you tell me about these pictures. Which one is different? Why?</b></p>	<ul style="list-style-type: none"> <li>This one is different. [points to bedroom] Because <u>writing</u>, <u>reading</u> and <u>working on the computer</u> are things you do for <u>homework</u>. A <u>bedroom</u> isn't homework. It's a part of a house.</li> <li>A <u>funfair</u>, a <u>circus</u> and a <u>cinema</u> are all places. You go there for fun. This is a towel. You dry your body after a shower with it.</li> <li><u>Wake up</u>, <u>get dressed</u> and <u>have breakfast</u> are all things you do in the morning. This is going to sleep. You do this at night, not in the morning.</li> </ul>	<ul style="list-style-type: none"> <li><b>Where is the girl?</b> [Teacher points to <u>writing</u>, <u>reading</u>, and <u>working on a computer</u>.] <b>What is she doing? Is she writing/reading/working on a computer? And here?</b> [Teacher points to bedroom.] <b>What is this?</b></li> <li><b>What are these?</b> [Teacher points to <u>funfair</u>, <u>circus</u> and <u>cinema</u>.] <b>Why do you go to them? And this one?</b> [Teacher points to <u>towel</u>.] <b>What do you do with it?</b></li> <li><b>When do you do these?</b> [Teacher points to <u>wake up</u>, <u>get dressed</u> and <u>have breakfast</u>.] <b>Do you do them in the morning? And this?</b> [Teacher points to <u>go to sleep</u>.] <b>When do you do this?</b></li> </ul>
4	<ul style="list-style-type: none"> <li>Puts away all cards</li> </ul>	<p><b>Now, Sally, let's talk about holidays.</b></p> <p><b>1 How many holidays do you have in a year?</b></p> <p><b>2 Where do you like to go on your holidays?</b></p> <p><b>3 What do you like doing on your holidays?</b></p> <p><b>4 Tell me about your last holiday.</b></p> <p><b>OK, thank you, Sally. Goodbye!</b></p>	<p>four/six, etc.</p> <p>to the beach/mountains/islands, etc.</p> <p>playing with my friends/doing sports/listening to music, etc. We went to a lake. We swam/went fishing every day. It was brilliant. I want to do it again.</p> <p>Bye!</p>	<ul style="list-style-type: none"> <li><b>Have you got four/six, etc. holidays in a year?</b></li> <li><b>Do you like going to the beach/mountains/islands, etc.?</b></li> <li><b>Do you like playing with your friends/doing sports, etc.?</b></li> <li><b>Where did you go on your last holiday? What did you do there? Did you like it?, etc.</b></li> </ul>

## LISTENING

## KEY

## Part 1

There should be lines between the name:

- 1 Jane and the girl feeding a sheep.
- 2 Fred and the man showing a boy how to plant vegetables.
- 3 Zoe and the blonde girl who's holding a carrot.
- 4 Paul and the boy in the blue cap who's learning how to plant vegetables.
- 5 Fred and the boy near the chickens.

## Part 2

- 1 garden
- 2 Rainbow
- 3 18/eighteen
- 4 burger
- 5 pineapple

## Part 3

doll	A
teddy bear	G
board game	H
robot	D
balloon	F

## Part 4

- 1 A      2 B      3 B      4 A      5 C

## Part 5

- 1 The computer keyboard should be coloured grey.
- 2 The tablet on the chair should be coloured black.
- 3 The plant behind the machine should be coloured green.
- 4 The word 'city' should be written above the clock.
- 5 The phone in the box should be coloured orange.

## TAPESCRIPTS

*Hello. This is Skills Builder for Young Learners, Movers 2, Unit 5.*

## Part 1 Look at Part One.

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

Girl: Look at this photo, Grandpa. It's from our school trip to a farm.

Man: That's great. Who's that girl riding the horse?

Girl: That's Sally.

Man: She's wearing a nice green helmet.

Girl: Yes. I want one like that! It's very nice.

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

## One

Man: That girl is giving a carrot to a sheep.

Girl: That's Jane. She loves feeding the animals.

Man: I think Jane made a new friend there.

Girl: Oh, yes!

## Two

Man: I think I know that man. With the moustache.

Girl: The farmer who is showing a boy how to plant vegetables?

Man: Yes! He's called Fred.

Girl: You're right. It's his farm.

Man: Yes, I know. I bought some vegetables from him at the market last week.

## Three

Man: Is that your best friend?

Girl: The blonde girl who is holding a carrot?

Man: Yes.

Girl: Yes, that's Zoe.

Man: Her hands are very dirty.

Girl: Well, she did a lot of work that day.

## Four

Man: Is the boy with the blue cap in your class?

Girl: No, he's the farmer's grandson.

Man: Ah, that's why he's learning how to plant vegetables.

Girl: Yes. He's called Paul. He likes helping his grandad.

Man: That's nice.

## Five

Man: And who's that boy near the chickens?

Girl: That's Fred. He's getting eggs.

Man: What did you do with all those eggs?

Girl: We made a cake.

Man: What a great trip!

*Now listen to Part One again.*

*That is the end of Part One.*

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

Man: Hello, and thanks for coming to Vicky's party, Daisy. Come into the garden!

Girl: Wow! There's a clown here!

Man: Yes. Vicky was so surprised when he came!

Girl: Fantastic! I love clowns!

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

*One*

Girl: Where can I put Vicky's present, Mr Sweet?

Man: Can you put it on the table, please?

Girl: The one in the kitchen?

Man: No, the one in the garden.

Girl: I see it! There are lots of presents there.

*Two*

Girl: The clown is very funny. What's his name?

Man: He's Mr Rainbow.

Girl: Sorry, Mr what?

Man: Mr Rainbow. R-A-I-N-B-O-W.

Girl: That's a great name for a clown!

*Three*

Girl: There are lots of children in the garden!

Man: Yes, they're all Vicky's friends from school.

Girl: I can see eighteen.

Man: That's right. There are eighteen children.

Girl: Wow! Vicky has many friends!

*Four*

Man: Would you like some cake, Daisy?

Girl: Can I have a burger first, please?

Man: Yes, you can. How about some chips with your burger?

Girl: No, thanks.

Man: Here you are.

*Five*

Girl: Is that a banana birthday cake?

Man: No, it's not. It's pineapple.

Girl: Pineapple cake! It's my favourite!

Man: Well then, let's get some for you.

Girl: Thanks! This is the best party in the world!

*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 toys she found after class and about where she found them. Which toy did she find in each place?*

Girl: Miss Field, I can't find my toy. It's a pink alien.

Woman: Hello, Zoe. Is this it? I found it at the back of the class. It was on your desk. I found lots of toys after class today. Would you like to help me pick them up?

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

Girl: Yes, Miss! What can I do?

Woman: Do you see that doll on the rug? I found it there after Anna went outside. Please tell Anna to be more careful with her things.

Girl: Yes, Miss Field. I can do that.

Girl: That's a nice little robot, Miss. Where did you find it?

Woman: Near the computer. Do you know whose it is?

Girl: No, I don't.

Woman: It's OK. The last child at the computer was Jim. Let's put it next to the board. I can ask him in the morning.

Girl: Did you see a balloon? Mary had one this morning. It's her birthday today.

Woman: Oh, yes. I found it in the cupboard – the one where we have all the paper and pencils. She can get it in the morning, too.

Girl: Oh, OK.

Woman: I found a teddy bear, too.

Girl: Really?

Woman: Yes, I had to put the books back in the bookcase and I saw it by the window next to it.

Girl: Oh, it's Matt's. He often plays with it.

Woman: And here's a board game. It's very big.

Girl: Oh, did someone have that in the classroom?

Woman: No. I found it outside the door in the hall ... where everyone puts on their coats. It was on the ground.

Girl: Oh, I don't think it's from our class.

*Now listen to Part Three again.*

*That is the end of Part Three.*

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

*What did Grandma buy?*

- Boy: Did you go shopping, Grandma?  
 Woman: Yes, in the morning. I wanted a new mirror. Look how nice it is.  
 Boy: Wow, it's great! Where did you get it?  
 Woman: At the shop where I got the mat last year, on Park Street.  
 Boy: Oh, I know it! I got my radio there!

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

*One. How many pencils are there in the box?*

- Boy: Mum, look at that big box of pencils in the shop window!  
 Woman: Wow, what a lot of colours! How many do you think are in it – eighty?  
 Boy: No. Look, it says on the box that there are one hundred. Can I get it for my birthday, please?  
 Woman: Well, that's not for twelve days. Let's get them next week.  
 Boy: OK! Thanks, Mum!

*Two. What was Jane's favourite food?*

- Woman: Would you like a cheese sandwich, Jane?  
 Girl: No thanks, Aunt Julia. I don't like them.  
 Woman: Really? I love them. What do you like eating for lunch?  
 Girl: My favourite food is salad. It was tomato soup, but I don't like that now.

*Three. Where are the men?*

- Boy: What are those men doing outside, Aunt Clare?  
 Woman: In the garden? They're building a swimming pool.  
 Boy: Wow! No more driving to the sports centre for you then!  
 Woman: Yes! Would you like to be the first person to take a swim in it?  
 Boy: I'd love to! Thanks, Aunt Clare!

*Four. When does Charlie play tennis?*

- Boy: Mum, I have to go now! I'm going to my tennis lesson!  
 Woman: Oh dear! I wanted you to help me in the garden.  
 Boy: Sorry, Mum. I have tennis on Mondays, and on Tuesdays I play badminton. I can help you on Wednesday.  
 Woman: OK. Thank you, Charlie!

*Five. What did Jane do at the weekend?*

- Woman: Hi, Jane. Did you enjoy fishing at the weekend?  
 Girl: No, Dad was ill, so we didn't go.  
 Woman: Oh, I'm sorry.  
 Girl: It's OK. Dad is fine now, and I had fun with my cousin. We skated. She rode on her skateboard, and I tried my new roller skates.  
 Woman: That's good.

*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: Can you colour the picture of these people at work now?

Boy: Yes! That man's fixing the machine, I think.

Woman: That's right. He's wearing a cap. Colour that please.

Boy: What colour?

Woman: Make it red.

*Can you see the red cap? This is an example.  
Now you listen and colour and write.*

*One*

Woman: Now, I'd like you to colour the computer keyboard. Can you see it?

Boy: Yes! It's on the desk near the window.

Woman: That's right. Colour it with your grey pencil, please.

Boy: OK.

Woman: Well done! That looks very nice!

*Two*

Boy: Can I colour a tablet now?

Woman: All right. Colour the tablet that's on the chair.

Boy: Can I colour it black?

Woman: Yes, that's a good idea.

Boy: Great!

*Three*

Boy: The plants are nice.

Woman: Yes they are. There's one behind the machine and one next to the window.

Boy: Can I colour one of them?

Woman: Yes. Colour the one behind the machine, please. Make it green.

Boy: OK.

*Four*

Boy: Can I write something, now?

Woman: All right. Can you write the word 'city' on the wall?

Boy: Where? Above the clock?

Woman: Yes, please. I think this picture is in one.

*Five*

Woman: And now colour the phone, please.

Boy: Which one? The one in the box?

Woman: Yes, that's right.

Boy: Can I make it yellow?

Woman: That's a nice colour, but I'd like you to colour it orange. Thanks!

*Now listen to Part Five again.*

*That is the end of Movers 2 Unit 5.*

## READING & WRITING

### KEY

#### Part 1

- |             |             |            |
|-------------|-------------|------------|
| 1 mistake   | 3 a blanket | 5 a circus |
| 2 a website | 4 a rainbow |            |

#### Part 2

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

#### Part 3

- |                    |          |        |
|--------------------|----------|--------|
| 1 pretty           | 3 texted | 5 woke |
| 2 buy              | 4 tired  |        |
| 6 My new treehouse |          |        |

#### Part 4

- |        |             |        |
|--------|-------------|--------|
| 1 by   | 3 sometimes | 5 make |
| 2 most | 4 their     |        |

#### Part 5

- 1 the cupboards
- 2 bus stop
- 3 below
- 4 cook
- 5 the bus
- 6 a message
- 7 dropped her phone

#### Part 6

*Possible answers:*

- 1 sweater
- 2 white
- 3 reading (a book)
- 4 a toy (tractor)
- 5 There is a mirror on the wall.
- 6 The man is wearing glasses.

## 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"> <li>• Greets the S and asks for name</li> <li>• Asks how old the student is</li> <li>• Points to the FIND THE DIFFERENCES CARD (p. 126)</li> <li>• Describes the first set of differences between the two pictures, pointing to them in each picture</li> <li>• 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</li> </ul>	<p><b>Hello. What's your name?</b></p> <p><b>How old are you, Paul?</b></p> <p><b>Look at these pictures. They look the same, but some things are different.</b></p> <p><b>Here it's a rainy day, but here there's a rainbow.</b></p> <p><b>What other different things can you see?</b></p>	<p>I'm/My name's/(Paul).</p> <p>I'm <u>nine</u> (years old).</p> <ul style="list-style-type: none"> <li>• Here there is one seat in the square, but here there are two seats.</li> <li>• This is a sports centre, but this is a shopping centre.</li> <li>• There's a balcony on this building but there's a clock and window on this one.</li> <li>• Here there's a bus, in the street but here there's a lorry.</li> </ul>	<p><b>Are you Paul?</b></p> <p><b>Are you <u>nine</u> years old?</b></p> <ul style="list-style-type: none"> <li>• <b>Here there's one seat, but ...</b> [Teacher gives one half of the expected answer]</li> <li>• <b>This is a sports centre, but ...</b></li> <li>• <b>There's a balcony on this building, but ...</b></li> <li>• <b>Here there's a bus in the street, but ...</b></li> </ul>
2	<ul style="list-style-type: none"> <li>• Points to the PICTURE STORY CARD (p. 127)</li> <li>• Tells the S the title of the story</li> <li>• Points to the pictures and gives S a moment to study them</li> <li>• Describes what is happening in the first picture, pointing to the characters and features (s)he mentions</li> <li>• Points to the remaining pictures and asks S to tell the rest of the story</li> </ul>	<p><b>Now, these pictures show a story.</b></p> <p><b>It's called 'More sandwiches for the picnic'.</b></p> <p><b>Look at the pictures first.</b></p> <p><b>The family are in the garden. Daisy and her brother Jack are playing tennis. Mum and Dad are bringing food and drinks for a picnic.</b></p> <p><b>Now, you tell the story.</b></p>	<p><i>S says at least one thing about each picture:</i></p> <ul style="list-style-type: none"> <li>• The tennis ball hits the sandwiches. Mum is angry. The children are sorry.</li> <li>• Daisy and Jack are making more sandwiches. Jack has got bread and Daisy has got cheese.</li> <li>• Everyone is sitting on the blanket. They are all smiling. They are enjoying the picnic.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Where is the tennis ball? Did it hit the sandwiches? Is Mum happy? Are the children happy?</b></li> <li>• <b>What are Daisy and Jack doing? What have they got?</b></li> <li>• <b>Where is everyone, now? What are they doing? Are they happy now? Do they like the picnic?</b></li> </ul>

Part	Teacher does this:	Teacher's script:	Minimum response expected from student:	Prompts/Back-up questions:
3	<ul style="list-style-type: none"> <li>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</li> <li>Points to each subsequent row of pictures in turn, covering the others with pieces of paper</li> </ul>	<p><b>Now look at these four pictures. One is different. The coat is different. Noodles, pancakes, and soup are all food. You eat them. You don't eat a coat. You wear it.</b></p> <p><b>Now, you tell me about these pictures. Which one is different? Why?</b></p>	<ul style="list-style-type: none"> <li>This one is different. [points to <u>cloud</u>] Because <u>dancing</u>, <u>riding a bike</u>, and <u>sailing</u> are all things you do. This is a cloud. You can't do it. You see it in the sky.</li> <li>A <u>waterfall</u>, a <u>lake</u> and a <u>river</u> are all places with water. You see them in the countryside. This is a beard. It hasn't got water. A beard is hair on a man's face.</li> <li>A <u>balcony</u>, <u>basement</u> and <u>stairs</u> are all parts of a house. This is a <u>penguin</u>. It's a bird that can't fly. It doesn't live in a house.</li> </ul>	<ul style="list-style-type: none"> <li><b>What are these?</b> [Teacher points to <u>dancing</u>, <u>riding a bike</u>, and <u>sailing a boat</u>.] <b>What are the people doing? Are they dancing/ riding a bike/sailing? And here?</b> [Teacher points to <u>cloud</u>.] <b>What is this? Where do you see it?</b></li> <li><b>What are these?</b> [Teacher points to <u>waterfall</u>, <u>lake</u> and <u>river</u>.] <b>Where do you see them? And this one?</b> [Teacher points to <u>beard</u>.] <b>Where do see it?</b></li> <li><b>Where do you find these?</b> [Teacher points to <u>balcony</u>, <u>basement</u> and <u>stairs</u>.] <b>Are they things in a house? And this?</b> [Teacher points to <u>penguin</u>] <b>What is this? Does it live in a house?</b></li> </ul>
4	<ul style="list-style-type: none"> <li>Puts away all cards</li> </ul>	<p><b>Now, Paul, let's talk about food.</b></p> <p><b>1 What did you have for breakfast today?</b></p> <p><b>2 Do you always eat dinner with your family?</b></p> <p><b>3 What kind of food do you eat at school?</b></p> <p><b>4 Tell me about your favourite food.</b></p> <p><b>OK, thank you, Paul. Goodbye!</b></p>	<p>(some) milk/tea and pancakes/fruit, etc.</p> <p>yes/no/We have dinner with Grandma and Grandpa every day., etc.</p> <p>sandwiches/vegetables/salads/ milk, etc.</p> <p>I like noodles best. My mum makes them with many vegetables and tomato sauce. We eat it every Friday., etc.</p> <p>Bye!</p>	<ul style="list-style-type: none"> <li><b>Did you have milk/pancakes, etc. this morning?</b></li> <li><b>Do you eat dinner with your mum and dad every day?</b></li> <li><b>Do you eat sandwiches/ vegetables/salads, etc. at school?</b></li> <li><b>Which is your favourite food? What's in it? How often do you eat it?, etc.</b></li> </ul>



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