

## CYLET Starters Unit 1 Going to the zoo

## Lesson 1 Words

## Topics

- Wild animals

## Functions

- Identifying wild animals
- Completing gapped words
- Numbering pictures in the correct order

## Vocabulary

- *crocodile, hippo, lizard, tiger, zoo*

## Grammar

- Present simple

## Starters practice

- Reading and Writing, Part 3

## Resources and materials

- Blank paper
- Audio Track 03

## Warmer

- Play *Hangman* to warm the class up and introduce some words for wild animals.
- Divide the class into two teams. Draw a line for each letter in your chosen word on the board.
- Invite children from each team in turn to guess one of the missing letters. If the team correctly guesses a missing letter, write the letter on the correct line(s) on the board.
- If the team guesses a letter that is not in the word, draw the first part of a simple picture (a flower with five petals, a stem, and two leaves / a house with three windows, a door, and a chimney).
- If a team guesses the word before you have completed the picture, award them one point. If not, continue the game with another word.
- If children don't know the word, draw a simple picture of the animal on the board to help them.

## Lead-in

- Ask the class to say what words they can remember for wild animals. Write their suggestions on the board.
- Ask children around the class to describe the animals on the board. You can ask questions such as *How many legs has it got? What color is its body? Has it got a tail? Can it swim / run / fly?*

## 1 Complete the animal words. Listen and number. (Track 03)

- Point to the picture of Sam and Lucy and read out the speech bubble.
- Point to the pictures and ask the children to name the animals.
- Focus attention on the gapped words beneath each picture. Tell the class that they need to look at the pictures and write the correct letters to complete the words.
- Allow the children time to complete the activity on the page.
- Check answers by asking children to say, then spell, the words.
- Tell the children that they are going to hear the children talking about the zoo with Mom. Explain that they need to listen for the animal words and number the pictures in the order they hear them.
- Play the track twice for the children to complete the activity. Check answers by asking *What's number (1)?*

## Answers

1. crocodile

2. snake
3. monkey
4. giraffe
5. tiger
6. hippo
7. spider
8. lizard
9. fish
10. bird

Transcript 03

1

Mom: What shall we do at the zoo today? You can choose!

Tom: Well, I'd like to see the crocodiles, please.

Mom: OK, do you like crocodiles?

Tom: Yes, I do!

2

Mom: What would you like to see, Nick?

Nick: Oh, I'd like to see the snakes!

Lucy: Oh, I don't like snakes.

Nick: Why not?

Lucy: They're ugly!

Nick: Oh.

3

Mom: Would you like to see the monkeys, Sam? They're really funny animals.

Sam: Yes, I would! I like monkeys!

4

Ann: Well, my favorite animals are giraffes!

Mom: OK, we can see some giraffes at the zoo.

5

Sam: Would you like to see the tigers, Ann?

Ann: No, I wouldn't! I think they're very angry animals. I don't like them!

Sam: No, they aren't.

Ann: Yes, they are!

6

Mom: OK, would you like to see the hippos next?

Jill: I would. They're really nice animals. I've got a toy hippo!

7

Tom: And there are some very big spiders at the zoo.

Jill: Oh, I wouldn't like to see them!

8

Tom: Why? I think they're great! And lizards are good too! I'd like to see them!

Mom: Would you?

Tom: Yes, I really would!

9

Lucy: And then we can see some really big fish!

Sam: OK, I'd like to see the fish.

10

Nick: And can we see the birds there too?

Mom: The birds – OK. I'd like to do that! Well, here we are!

All children: Yes! Let's go in now!

*Starters tip*

- Remind learners to think about double consonants and combinations of consonants which make other sounds (for example *ph*, *mb*) when they are spelling words.
- Tell the children that the animal words on page 15 are singular, but the animal words on the recording are plural. Ask the children to say the singular and plural forms of each of the animal words.

*2 Which animal don't the children talk about?*

- Ask the children to look at their answers in Exercise 1 and say which animal the children don't mention.
- Play the track again for the children to check their answers.

Answer

The elephant is not mentioned.

*What's the picture?*

- Invite a child to come to the front of the class and whisper the name of an animal for him / her to draw.
- The child draws the picture on the board for the class to guess what it is.
- The first child to guess the animal correctly comes to the front of the class to draw the next picture.
- Put the children into small groups and give them some blank paper.
- Ask them to repeat the activity in their groups. Repeat until all of the target vocabulary has been used.

## Lesson 2 Words & writing

### Topics

- Places and activities

### Functions

- Talking about what you can do in different places
- Suggesting activities

### Grammar

- *Can*
- *Would you like to...?*

### Vocabulary

- *choose, take, photo*

### Starters practice

- Speaking (all parts)

#### Warmer

- Play *Hangman* to warm the class up and revise the words for wild animals.
- Divide the class into two teams. Draw a line for each letter in your chosen word on the board.
- Invite children from each team in turn to guess one of the missing letters. If the team correctly guesses a missing letter, write the letter on the correct line(s) on the board. If the team guesses a letter that is not in the word, draw the first part of a simple picture (a flower with five petals, a stem, and two leaves / a house with three windows, a door, and a chimney).
- If a team guesses the word before you have completed the picture, award them one point. If not, continue the game with another word.

#### Lead-in

- Write the following words on the board: *zoo, park, school, home, shops*.
- Ask children to say what you can see or do in each place. If children have difficulty answering, ask *Where can you have lessons / see elephants / play football / buy clothes / have dinner / ride a bike / see monkeys / talk to your teacher?*, and ask children to say the correct place.

#### 1 Match the pictures and words. Say.

- Ask the children to look at the pictures and say what they can see and what the people are doing in each picture.
- Point to the picture of the grammar characters and read out the speech bubbles.
- Explain to the class that they need to draw lines to match the activities to the pictures, then work in pairs and talk about what you can do in each place. Tell them that they can do some of the activities in more than one place.
- Read out the prompts in the box. Tell the class that they can use some of these words to help them talk about what they can do in each place.
- Once the children have drawn lines to match the activities to the places, act out a few example exchanges with children around the class. Then allow the children time to talk about the places in pairs.
- Move around the class as the children carry out the speaking activity. Monitor their performance and help if necessary.
- Invite some pairs to act out their exchanges in front of the class.

#### Answers

The following pictures and words should be joined by lines:

giraffe – zoo

basketball – school

dresses – shops

riding bike – park

sleeping – home

having a bath – home

writing – school / home  
flying a kite – park  
taking photos – park  
buying fruit – shops

You can see a giraffe / take photos / eat lunch at the zoo.  
You can choose shoes / buy a book at the shops.  
You can have a bath / write stories at home.  
You can ride a bike / fly a kite / take photos at the park.  
You can write stories / play basketball / eat lunch at school.

#### Starters tip

- Teach learners to express their own opinions, using phrases such as *I'd like to...; I want to...; I don't like...; I love....* This will help them in Part 5 of the Starters Speaking Test.

#### 2 Read and write answers.

- Read out the questions and the example answer. Tell the children to think about themselves and what they want to do in each of the places in the questions.
- Tell the children to write sentences about themselves on the page. Move around the class as the children work and help if necessary.
- Invite the children around the class to read out their sentences.

#### What would you like to do?

- Ask the children to shout out some activities and write them on the board, e.g., *play football, do homework, go swimming, etc.*
- Ask them to choose five activities and write questions about them, using the questions in Activity 2 as examples. Children can choose activities from the board or their own ideas.
- Put the children into pairs and tell them to ask and answer the questions, e.g.,  
*A: Would you like to play football?*  
*B: Yes, please. I like football. / No, thanks. I don't like football.*
- Monitor the activity and help with pronunciation. Ask a few pairs of children to ask and answer the questions for the class.

#### Answers

Children's own answers.

## Lesson 3 Story & speaking

### Topics

- Wild animals
- Actions happening now

### Functions

- Understanding and acting out a story
- Talking about actions happening now

### Grammar

- Present continuous
- *Here / there*
- *These / Those*

### Vocabulary

- *drink* (v), *great* (adj), *these*, *those*

### Starters practice

- Reading and Writing, Parts 2, 3, 4, & 5
- Listening, Parts 1, 3, & 4
- Speaking, Parts 1, 2, & 3

### Resources and materials

- Audio Track 04
- Blank paper
- Colored pencils

### Warmer

- Play a game of *Bingo* to warm the class up and revise the words for wild animals.
- Tell the children to write six words for wild animals in their notebooks.
- Call out words for wild animals in random order (keep a note of the words which you have called out).
- If a child has the word you called out in their notebooks, they can cross out that word. The first child to cross out all their words wins the game.

### Lead-in

- Describe an animal without naming it, for the class to guess, e.g., *It's very big, it's grey, it has big ears* (elephant).
- Put the children into small groups and ask them to repeat the activity, describing an animal for others in the group to guess.

### 1 Listen and read. Then act. (Track 04)

- Ask the children to look at the pictures in the story. Ask *What's this? Who's this? Where are they? What are they / is it doing?* about each picture.
- Play the recording for the children to listen and follow the story on the page.
- Play the recording again, pausing after each line for the children to listen and repeat, first chorally, then individually.
- Divide the class into groups of three and allow the children time to practice acting out the story.
- Invite groups of children to act out the story for the class.

### Can you remember?

- Play a memory game. Tell the class to look at the story for one minute and try to remember the lines.
- Tell the class to turn the page over.
- Divide the class into two teams.
- Ask a child from Team A to say the first line. Ask a child from Team B to say the second line, and so on.
- If a child can't remember the next line, play passes to the other team. Award one point for each correct line.

### 2 Look and say.

- Ask the children to look at the pictures and name the animals.
- Point to the picture of the grammar character. Read out the speech bubble and ask the children to point to the correct picture.
- Point to each picture and ask the children to say whether the animals are close to Lucy / Sam / Nick or far away. Remind the class that we use *these* for plural nouns which are close to us and *those* for plural nouns which are far away from us. Tell the class that we use *here* to talk about things which are close to us and *there* to talk about things which are far away from us.
- Read out the verbs in the box and ask the children to point to the correct pictures.
- Invite children around the class to talk about the pictures.

#### Answers

1 Look at these lizards here. Are they sleeping?

2 Look at these hippos here. Are they drinking?

3 Look at those giraffes there. Are they eating?

4 Look at those crocodiles there. Are they swimming?

#### My zoo

- Put the children into small groups and give out blank paper and colored pencils.
- Ask the children to work individually to draw a picture showing two animals close to them and two animals far away. Tell them to draw each pair of animals doing a different activity, then write sentences about the animals in their picture using the sentences and questions in Activity 2 as examples.
- Ask the children to show their group their pictures and read out their sentences.
- The pictures could be displayed around the class after the activity.

## Lesson 4 Language practice

### Topics

- Animals
- Activities
- Topics covered so far

### Functions

- Revising vocabulary learnt so far
- Completing puzzles
- Making and accepting / refusing suggestions
- Completing a speaking activity

### Grammar

- *Would you like to...?*

### Vocabulary

- *drink (v), great (adj), these, those*

### Starters practice

- Reading and Writing, Parts 3 & 4
- Speaking, Part 5

### Warmer

- Invite groups of children to act out the story from the previous lesson in front of the class.

### Lead-in

- Revise the vocabulary learnt so far by playing *Odd One Out*.
- Write three words from one vocabulary set and one word from a different vocabulary set on the board (in any order).
- Ask a child to say which word is the odd one out and why.
- Repeat with other children and other sets of words (*using Animals (wild and other), Adjectives, Means of transport, Daily activities, Times of day, Hobbies, Sports, Actions, Classroom objects, Parts of the body, Toys, Clothes, Food, Furniture, Color, and Number words*).
- Put the children into small groups and ask them to play the game in teams.

### 1 Write the answers to find the animal.

- Ask the children to look at the pictures. Ask them to name the items and spell the words out for the class.
- Focus attention on the puzzle grid. Tell the children they should write the words in the grid and find the mystery animal word in the shaded squares.
- Allow the children time to complete the puzzle on the page. Call out the numbers and ask children around the class to say the correct words. Then ask the children to say and spell the mystery animal word.

### Answers

1 sock

2 robot

3 coconut

4 hockey

5 keyboard

6 badminton

7 pineapple

8 leg

9 bread

Mystery word: crocodile

### 2 Find the animals.

- Tell children to look at the pictures next to the word search and say what animals they can see.



- Tell the children that the word for each animal is hidden in the word search.
- Allow the children time to find and circle the words in the word search.
- Ask children to check with their partners and try to find all the circled words on the page.

#### Answers

t	c	l	h	p	c	i	d	e	f
i	o	g	i	r	a	f	f	e	l
g	w	z	p	z	t	c	b	s	r
e	l	e	p	h	a	n	t	r	e
r	r	d	o	l	j	r	h	o	d
m	o	n	k	e	y	m	d	h	i
e	q	f	i	s	h	e	b	m	p
c	r	o	c	o	d	i	l	e	s

#### Circled words:

(Down) tiger, cow, hippo

(Up) spider, horse

(Across) giraffe, elephant, monkey, fish, crocodile

#### Memory game

- Say to the class *I went to see tigers at the zoo*. Invite a child to add an animal to the sentence, for example *I went to see tigers and giraffes at the zoo*.
- Invite children around the class to add an animal to the list. If a child can't remember the whole list or can't think of an animal to add, they are out of the game.
- When the children understand how to play, put them into small groups to continue the game together. The last child in each group is the winner.

#### Make your own word search.

- Give each pair of children a 10 x 10 grid with no letters in it (or ask them to use a ruler and a pen to draw one on a piece of paper).
- Tell the pairs to think of six of the words they have learnt recently and write them in the grid; either up, down, or across. They should use the activity in Lesson 2 as a model.
- Ask the children to fill up the other empty squares with random letters to hide the words, and then draw a simple picture clue at the side of the grid for each word.
- When they have finished, they swap their grid with another pair and try to find the hidden words.

## Mini-test

### Reading & Writing, Part 5

#### Lead-in

- Ask the class questions about people and objects in the classroom. For example, *What color is John's bag? Where's the clock? What's Kate wearing? How many posters are there on the wall?*
- Ask children around the class to answer the questions.

#### Starters tip

- In Part 5 of the Starters Reading and Writing Test, learners will need to answer different kinds of questions, for example, *Who is...? What's...? Where's...? Which...? How many...? What colour is...? What is... doing?* Help learners to become familiar with these question forms.

*Look at the pictures and read the questions. Write one-word answers.*

- Tell the children to look at the example questions. Point to the picture and read out the questions. Ask the children to give one-word answers.
- Show the class the example answers.
- Tell the children to look at the pictures, read the questions, and complete the answers with one word.
- Allow the children time to complete the test on the page.
- Check answers by reading out the questions and asking children around the class to answer.

#### Answers

1 one

2 behind

3 eight

4 frog

5 tree

*Look at the pictures again.*

- Ask more questions about the pictures. For example, Picture 1: *What is the girl wearing? What color is the man's bag? Where is the mother giraffe?* Picture 2: *Where is the hippo? Which animals are in the tree? What color is the snake?*

### Listening, Part 4

#### Resources and materials

- Colored pencils (pink, blue, red, yellow, green, orange)
- Audio Track 05

#### Lead-in

- Revise prepositions of place by asking children questions about the pictures on page 19. For example: *Where's the girl in picture 1? Where's the frog in picture 2? Where's the baby giraffe in picture 1? Where's the snake in picture 2?*

#### Starters tip

- In Starters Listening Part 4, teach learners to look at the picture and try to find all seven of the same items (in this case, the fish) before they start listening and coloring.

*Listen and colour. (Track 05)*

- Ask children to look at the picture. Ask *What's this? Who's this? Where is this fish?* about the items in the picture.
- Tell the children to take out their colored pencils. Say *Show me (orange)*. The children hold up the correct colors.
- Play the first part of the recording while the children look at the example on the page.
- Tell the children that they should listen, find the correct fish, then color them as in the example.
- Play the track twice for the children to complete the test.
- Check the answers as a class.

#### Answers

The fish next to the hat: blue

The fish between the ducks: red  
The fish under the shoe: yellow  
The fish in front of the girl: green  
The fish under the sun: orange

#### Transcript 05

Look at the picture. Listen and look.

Man: Hello, Anna. Would you like to colour this picture?

Anna: Oh, yes, please!

Man: OK. Can you see the fish under the helicopter?

Anna: Under the helicopter? Yes!

Man: Well, can you colour it pink?

Anna: Pink?

Man: Yes, please.

This is an example.

1

Man: Now can you see the man? He's fishing.

Anna: Yes – but look! He hasn't got a fish, he's got a hat!

Man: Yes, but there's a fish next to the hat, can you see?

Anna: Next to the hat? Oh, yes, I see.

Man: Well, can you colour that fish blue?

Anna: Blue? OK.

2

Man: Now, there's a fish between the ducks.

Anna: Where?

Man: Can you see it? Look... between the ducks - there.

Anna: Oh, yes!

Man: Well, colour that fish red.

Anna: OK. I'm colouring it red now.

Man: Great!

3

Anna: Can I colour the fish under the shoe now?

Man: Under the shoe? Oh, yes – OK.

Anna: Shall I colour it yellow?

Man: Yes, yellow's a nice colour.

Anna: Thanks!

4

Anna: That girl's nice. And she's got a fish in her hand. Can I colour that one?

Man: No, can you colour the fish in front of the girl?

Anna: In front of the girl? Oh, yes, OK. Can I colour it green?

Man: Yes, green's a great colour!

5

Man: Now there's a very nice fish under the sun. Can you see it?

Anna: Under the sun... ah... yes.

Man: Well, would you like to colour that fish orange?

Anna: Yes, I like the colour orange!

Man: Good. That's a beautiful picture now!

Anna: I know. I like colouring!

Man: I can see that!

#### Memory game

- Tell the children to look at the picture in the listening test for one minute and think about what color each fish is and where each fish is.
- Ask the children to turn the page over. Then ask *What color is the fish (under the shoe)? Where is the (red) fish?*
- Tell children to work in pairs to test each other.

## Worksheet: Speaking

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### Resources and materials

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- Blank paper
- Pencils and rulers

### Speaking

- Draw a simple outline of the worksheet on the board. (Or enlarge the worksheet so the class can see it.)
- Point to the pictures and elicit the activities (*play a board game, read a book, paint a picture, sing a song, write a story, do homework*).
- Choose one student and ask the question *Would you like to play a board game?* Demonstrate marking the worksheet with a check or cross depending on their answer.
- Tell the children to go round the class interviewing their friends about each of the activities shown in the pictures across the top of the worksheet. They should use the question *Would you like to (read a book)?*
- They should write the names of the children they interviewed in the first column, and record their answers.
- Act out a few example exchanges with children around the class, and then allow the children to carry out the activity. Move around the classroom as the children work and help if necessary.
- Invite children to report back on what they found out about their friends.

### Pronunciation

- While the children are completing the activity, make a note of any common pronunciation errors.
- Go through the corrections with the class and drill the pronunciation.

## Grammar: My room

### Objectives

- *There's* and *There are* (affirmative)
- *Is there* (interrogative) with short answers (singular only)
- *Yes, there is. No, there isn't.*

### Language

- Bedroom items: *bed, cupboard, toy box, shelf, pillow, rug, blanket (puzzle)*

British English	American English
cupboard	closet

### Resources and materials

- Blank paper

### Lead-in

- Ask children to work in pairs and talk about what things there are in their bedrooms.
- Call out some furniture items and write them on the board.
- Practice pronunciation as they are called out.

### *There's and There are*

- Ask children to look at the picture on page 22 and tell their partner what things they can see in the house.
- Draw their attention to the grammar box and read it together.
- Ask the children to look around the classroom and call out an example of something *there is* or some things *there are*.
- In pairs, tell children to talk about more examples in the classroom.
- Monitor and help where needed.

### 1 Match.

- Ask children to look at the picture and tell you what they can see.
- Children should work individually to match the sentences with the pictures and give them some time to do this.
- Elicit the answers and write them on the board.

### Answers

1 e 2 a 3 c 4 b 5 f 6 d

### 2 Write the words in the correct box.

- Ask children to look at the instructions and read the examples.
- Give them time to complete the activity individually.
- Invite two children to come to the board to write the words in the correct box.

### Answers

*There's:* a bed, a cupboard, a doll, a shelf, a blanket

*There are:* eight books, two pillows, five pencils, ten cars, six puzzles

### My classroom race

- Put the children into small groups and give each group two pieces of blank paper. Ask them to write *There's* on the top of one piece of paper and *There are* on the top of the other.
- Give the groups three minutes and ask them to write lists of things *there is* and *there are* in the classroom.
- After three minutes, the groups should count how many examples they have and the group with the most is the winner!
- Tell groups to compare their lists with another group to see if the things they wrote were the same or different.

### 3 Count. Write sentences.

- Ask children to look at the picture and discuss in pairs what they can see.
- Draw their attention to the examples and remind them of the rule *there's* for one thing and *there are* for more than one.
- Give children time to complete the sentences individually.

- Go through the answers with the class.

#### Answers

- 1 There's one teddy.
- 2 There are five dolls.
- 3 There are two balls.
- 4 There's one puzzle.
- 5 There's one kite.
- 6 There are seven books.
- 7 There's one bed.
- 8 There's one shelf.

#### Is there...?

- Write *a shoe?* and *a sock?* on the board and elicit the question form.
- Ask children to look at the picture on page 24 and ask them *Is there a boy?*
- Ask children to look at the grammar box. Write the sentence *There's a pillow on the bed* on the board and demonstrate how to change the word order to make a question.
- Ask children to turn the page over and explain to their partner how to make a question using *there's*.

#### 4 Write the words in the correct order. Make questions.

- Do the first question on the board as an example. Write on the board *there is a pillow* and elicit the correct word order from the class.
- Ask children to look at the page and complete Exercise 4 individually.
- Check answers in pairs, then as a class.

#### Answers

- 1 Is there a pillow?
- 2 Is there a toy box?
- 3 Is there a shelf?
- 4 Is there a bed?
- 5 Is there a cupboard?
- 6 Is there a rug?

#### Yes, there is. No, there isn't.

- Ask children to look at the pictures and grammar box on page 25.
- Write *Yes, there is* and *No, there isn't* on the board.
- Drill the pronunciation with the children. Make sure that you practice a rising intonation for *Yes, there is* and falling intonation for *No, there isn't*.
- Ask children to look back at Exercise 4 and practice asking and answering the questions they made to their partner, e.g., *Is there a pillow? Yes, there is. Is there a toy box? No, there isn't.*

#### 5 Tick (✓) the correct short answer.

- Tell children to look at the picture and tell their partner what they can see.
- Give them time to work individually to tick the correct short answer.
- Go through the answers as a class.

#### Answers

- 1 Yes, there is.
- 2 Yes, there is.
- 3 No, there isn't.
- 4 No, there isn't.

#### 6 Look and write.

- Write the first question on the board and elicit the answer.
- Give children time to complete the activity and to check their answers in pairs.
- Ask three children to come to the front and write the answers to the remaining questions on the board.

#### Answers

- 1 Yes, there is.

2 No, there isn't.

3 Yes, there is.

4 No, there isn't.

*What's in the room?*

- Ask children to draw a simple room with some furniture and toys in their notebooks. Tell them this is just a simple drawing and they have only two minutes to do it.
- In pairs, children ask questions about each other's drawing, e.g., *Is there a bed? Is there a doll?* Their partner gives the appropriate short answer.
- Ask children how many things they guessed correctly.

## TOEFL Primary Listening

1 Listen and look at the pictures. Circle A, B, or C. (Track 06)

### Answers

1. A
2. B
3. B

### Transcript 06

#### Example

Girl: There's a rug in my bedroom.

1.

Girl: There's a doll on my blanket. Do you like it?

Boy: Yes, I do. It's nice.

2.

Girl: Your bedroom is very neat. Where are your toys?

Boy: They're in the cabinet.

3.

Boy: What's this?

Girl: It's a pot.

2 Listen. Which sentence or conversation sounds correct? Circle A, B, or C. (Track 07)

### Answers

1. B
2. A
3. B

### Transcript 07

#### Example

A.

Girl: There is two pillows on the bed.

B.

Boy: There are two pillows on the bed.

C.

Boy: There are two pillow on the bed.

1-A.

Girl: Mom, where's my school bag?

Woman: It's blue.

B.

Boy: Mom, where's my school bag?

Woman: It's in the living room.

C.

Boy: Mom, where's my school bag?

Woman: They're in the bedroom.

2-A.

Girl: I like this bedroom. There are a lot of toys and books!

Boy: Yes. It's my bedroom.

B.

Girl: I like this bedroom. There are a lot of toys and books!

Boy: Yes, it's a pillow.

C.

Boy: I like this bedroom. There are a lot of toys and books!

Girl: No, I don't.

3-A.

Man: Look at the living room. There are toys on the rug.

Girl: Do you like the living room?

B.



Man: Look at the living room. There are toys on the rug.

Girl: Sorry. I can tidy up.

C.

Man: Look at the living room. There are toys on the rug.

Boy: Yes, Dad. They are toys.

3 Listen and read. Circle A, B, or C. (Track 08)

Answers

1. C

2. A

3. C

Transcript 08

Hello! My name is Anh. This is my apartment. Please come in.

This is my sister in the living room. She likes TV.

Here is my bedroom. I have lots of books and toys. I like books. Let me see.

There are 16 books on the shelf. This is my favorite book. There are lots of dolls on my bed. And there are lots of toys on my red rug. This is my favorite toy. It's a long, green train. I hope you like my apartment.

4 Listen and draw. (Track 09)

- The children should listen to the recording and draw on the picture for Exercise 4. They do not need colors. Time is given in the recording to draw, but you may want to pause the recording to give the children more time if they need it.

Answers

Students should draw on the picture as follows:

A pillow on the bed,

A blanket on the bed,

A teddy on the rug,

Three books on the shelf,

A T-shirt in the cupboard,

Shoes (2 or more) under the bed,

Three socks on the chair.

Transcript 09

Boy: This is my bedroom. I have a nice pillow and a blanket. They are on the bed.

Draw the pillow and the blanket on the bed.

Well done. Let's continue.

Boy: There is a teddy bear on the rug and three books on the shelf.

I have lots of clothes. There is a T-shirt in the cabinet and my shoes are under the bed.

Oh, and there are three socks on the chair. Three socks? Hmm, that's strange!

## Worksheet: Extra writing

1 Look and circle. Write.

- Ask children to look at the picture in Example 1 and show them where the word is hidden in the grid. Give them time to complete the exercises and find the words.
- Tell children to check their answers with a partner, and then check as a class.

Answers

- 1 cabinet
- 2 eighteen
- 3 twelve
- 4 shelf
- 5 pillow
- 6 fifteen

2 Look and write.

- Ask children to work in pairs to look at and talk about the picture.
- Give them time to complete the activity.
- Ask four children to come to the front of the class and write the sentences on the board. The rest of the class should help by calling out the words as they write.

Answers

- 1 There's a ball under my bed.
- 2 There's a train in my cabinet.
- 3 There's a teddy bear under my pillow.
- 4 There are dolls on my rug.

## Worksheet: Values—Neat and clean

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### Resources and materials

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- Colored pencils

1 Look. Circle the mess in each room.

- Write the word *mess* on the board and ask *What is the opposite?* (neat/tidy)
- Ask children to work in pairs. They should look at the pictures and point to the mess, and then circle it.
- Ask children to talk about the pictures and how to make the room tidy.

### Answers

Picture 1: books falling from the shelf, toys on the rug, glasses on the floor

Picture 2: pens on the shelf, pillow and blanket on the bed, socks on the rug, shoes on the floor, crackers under the bed

2 Read and draw.

- Ask children to look at the picture of the empty room and the instructions. Read the first instruction together.
- Give children time to draw a teddy bear on the bed.
- Ask them to complete the rest of the activity individually, and then check in pairs. Tell children to compare their pictures and see how similar they are.
- Monitor and help where needed.

## Unit Test

### Testing and evaluation

There are twelve one-page Unit tests which cover the vocabulary and grammar content presented in each core unit. Each test contains vocabulary activities and grammar activities. The Unit tests can be administered at the end of each unit.

### Administering a test

Testing is an important part of the teaching/learning process. Students can become anxious about tests, so it is important to create a calm and supportive environment. Before setting a test, have a quick warm-up session on the language to be covered in the test. Explain the scoring system to the class so that they feel responsible for their own learning process. All the Unit tests in *American Family and Friends Special Edition Grade 3* have a total of 15 marks.

Grading for Unit tests is as follows:

14–15	Excellent
11–13	Very good
7–10	Good
4–6	Satisfactory
0–3	Needs further work

1 Complete the words.

Answers

1 shelf (example)

2 blanket

3 pillow

4 rug

5 cabinet

2 Write the correct words and numbers.

Answers

1 seventeen (example)

2 twelve

3 fifteen

4 twenty

5 fourteen

3 Complete the sentences with in, on, or under.

Answers

1 on (example)

2 under

3 on

4 in

4 Complete the sentences.

Answers

1 There's a /under (example)

2 There's a / on

3 There are / in

4 There are / on

5 There's a / in