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FUN for Flyers

Teacher's Book
Third edition

Anne Robinson
Karen Saxby

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Introduction

Welcome to *Fun for Flyers Third edition*

Fun for Flyers Third edition is the third in a series of three books written for learners aged between 7 and 13 years old. *Fun for Starters Third edition* is the first book in the series and *Fun for Movers Third edition* is the second.

Who is *Fun for Flyers Third edition* for?

Fun for Flyers is suitable for:

- learners who need comprehensive preparation for the *Cambridge English: Flyers* test, in addition to their general English course
- mixed classes where some of the learners are preparing to take the *Cambridge English: Flyers* test, and who need motivating and fun English lessons
- small and large groups of learners
- monolingual and multilingual classes

Fun for Flyers supports the development of good learning habits and language practice in meaningful, fun, creative and interactive ways. It is ideal for learners who have been studying English for between two and four years, and who need to consolidate their language and skills.

The key features include:

- complete coverage of the vocabulary and grammar on the *Cambridge English: Flyers* syllabus
- thorough preparation for all parts of the *Cambridge English: Flyers* test
- a focus on all four skills, with an emphasis on those areas most likely to cause problems for young learners at this level
- recycling of language and topics
- fun activities that practise English in a meaningful way
- opportunities for learners to personalise the language and make the tasks relevant to them

What's new in the third edition?

This new edition of *Fun for Flyers* is the result of extensive consultation with teachers around the world who have used the course with their classes. We have listened to their comments and introduced new, digital components, as well as updating the content and design of the books.

Course components

Student's Book with downloadable class audio and online activities

The Student's Book has been updated to include:

- words and phrases from the most up-to-date *Cambridge English: Flyers* vocabulary list
- even more opportunities for test practice. In most units, there will be at least one authentic test-style task. The instructions for these tasks are shown in blue, while instructions for tasks which provide more general test practice are shown in black.
- new illustrations, designed to stimulate learner engagement
- a variety of fun activities, such as games, puzzles, drawing and colouring, to ensure your learners are involved in, and enjoy, their English lessons
- recordings for the listening tasks, which are available via the access code at the front of the book, so that learners can practise at home. To download the audio, visit the *Fun for* website at www.cambridge.org/funfor
- online activities, available via the access code at the front of the book, which provide further practice of the grammar and vocabulary featured in the Student's Book
- projects that encourage learners to explore topics in more depth and produce work more independently

Teacher's Book with downloadable class audio

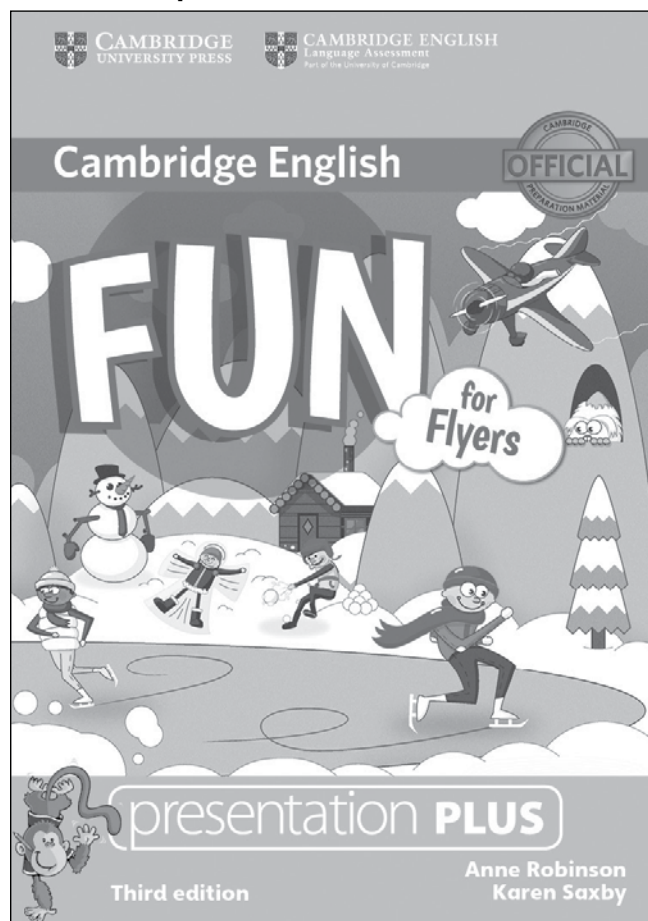
In the third edition of the Teacher's Book, you can find:

- clear signalling of *Cambridge English: Flyers* test practice tasks and authentic test-style tasks that appear in each unit. These are listed in the information boxes at the start of each unit, under **Flyers practice** or **Flyers test**. In the unit notes, an icon like this **Listening 2** indicates the part of *Cambridge English: Flyers* that an authentic test-style task replicates.
- useful tips to guide and support learners in their preparation for each part of the test.
- materials and equipment needed to teach each unit. This means less preparation is needed, as you can see at a glance the audio resources or numbers of photocopies you need for each lesson.
- suggested wording of classroom language at the learners' level of English
- support for teaching pronunciation activities in a fun and motivating way for learners of this age
- ideas for maximising the involvement of learners in their learning process
- ideas for extending activities into simple, fun projects that give learners the chance to explore topics more independently and consolidate their English in creative ways
- links to the www.cambridge.org/funfor website, which provides additional resources, visuals and lesson ideas for teachers, and interactive games and activities to accompany *Fun for Flyers*.

Class audio CDs / Downloadable audio / Online audio

The class audio CDs contain all the recordings for the listening activities in the Student's Book. The audio is available to download at www.cambridge.org/funfor, or you can listen to the audio at home by following the instructions and using the access code at the front of the Student's Book.

Presentation plus



New for the third edition, Presentation plus is a DVD-ROM that contains a digital version of the Student's Book and all the audio to complete the listening tasks. The integrated tools enable you to make notes, highlight activities and turn the Student's Book into an interactive experience for your learners. The Presentation plus includes:

- all the Student's Book pages
- all the audio for the Student's Book
- pdfs of the Teacher's Book, including a complete practice test with the Listening audio
- unit tests – one per unit, testing the key language covered in each unit

A free app for mobile phones and tablets



For further practice of the vocabulary for all of the *Cambridge English: Young Learners* tests, download our new, free app and encourage your learners to practise their vocabulary while having fun!


How is the Student's Book organised?

Contents

This lists the Student's Book unit numbers and titles.

56 units

Each unit is topic-based and designed to provide between 75 and 90 minutes of class time. Language is presented and practised throughout the unit and the final activity usually provides freer, fun practice of the unit's key content language. In most units, at least one task will provide *Cambridge English: Flyers* test practice. The title instructions for these tasks are shown in blue lettering. The title instructions for all other tasks are shown in black lettering.

Ideas for project work on topic are included in many units and signalled by a  icon, as are fun activities to practise specific phonemes or other key aspects of pronunciation.

Pairwork activities

Learners will use these in specific unit tasks.

Unit wordlist

This is a list of the key words which appear in each unit (organised by topic or word class).

Listings are not repeated if they have already featured in a previous unit.

List of irregular verbs

This includes all the irregular verbs in the *Cambridge English: Flyers* test. Space is provided for learners to write translations.

How is the Teacher's Book organised?

Contents

This shows where to find each section of the Teacher's Book.

Introduction

This will help you use *Fun for Flyers Third edition*. It includes:

- a **quick guide** to how units in the Teacher's books are organised (page 6)
- suggestions for **games and activities** (page 6)
- suggestions for how to use **pictures in the Student's Book** (page 7)
- suggestions for **using dictation** (pages 7–8)

Checklist for Cambridge English: Flyers Test preparation (page 9)

- a quick guide to what learners have to do in each part of the Flyers test and units where each part is covered in the Student's Book. 'Test' indicates those activities that reflect the format of the Flyers Listening, Reading and Writing or Speaking test. 'Practice' indicates activities that prepare for a particular part of Flyers, but do not reflect the identical format of the test.

Map of the Student's Book (pages 10–13)

- an overview of the content and organisation of all the units in the Student's Book.

Topics and grammar indexes (pages 14–15)

Unit guides / Teacher's notes

The teacher's notes for each of the 56 units. See below for a detailed guide to these.

Photocopiable activities (pages 128–146)

- these relate to specific units as indicated in the teacher's notes.

Alphabetical wordlist (pages 147–156)

- the Flyers wordlist showing the units in *Fun for Flyers Third edition* where each word appears.

Photocopiable practice test

- a complete Flyers practice test (Listening, Reading and Writing, Speaking) to photocopy and use with learners. Audioscripts, a sample Examiner's script for the Speaking and a key are also provided.

How is each unit organised?

Topics, Grammar practice, Pronunciation practice, Vocabulary
 This is a list of all the topics, areas of grammar and pronunciation covered in the unit. Any words that appear in the unit but not in the Flyers wordlist are also listed here.

Flyers practice

This indicates activities in the unit which will help learners to prepare for the individual parts of Cambridge English: Flyers.

Flyers test

This indicates activities in the unit which provides authentic practice for the individual parts of Cambridge English: Flyers.

Equipment needed

This lists any equipment, for example: audio resources and/or material needed for the unit, including including the number of photocopies needed for any activities. Pages to be photocopied are found at the back of the Teacher's Book.

Instructions

These are usually labelled A, B, C, etc. and correspond to the different activities which appear in the Student's Book. There are some activities that appear only in the teacher's notes and are not labelled A, B, C, etc.

Audioscripts

The audioscripts for each Listening are at the end of the activity where they are used.

Project work

There are a number of suggestions for projects. The instructions for these generally appear at the ends of units.

Listening tasks

In the Listening tasks with a  icon, the lengths of the pauses in the audio are the same as in the test the first time they are played.

When the audio is heard the second time in the test, the pauses are slightly shorter, allowing time to add any missing answers and/or to check answers.

For all other Listening tasks in this book, the lengths of pauses are approximate. You may want to re-start or stop the audio to allow your learners less or more time in which to complete tasks.

Games and activities

The following games and activities can be done in class to practise or revise a wide range of vocabulary or grammar.

Bingo

Learners make a grid of six or nine squares, in two or three rows of three. They write a word in each square. Read out words, one by one. If learners have the word, they cross it out or cover it with a small piece of paper.

The first learner to cross out or cover all their words is the winner. Check that learners have heard the right words by asking them to say the words and comparing them with your list of words.

Seven lives ('Hangman')

Draw (or stick) seven body outlines on the board.



Choose a word. Draw one line on the board for each letter in the word, for example: . (*shorts*) Learners put up their hands to say letters. If the letter is in the word, you write it on the line. If the letter is not in the word, you remove one of the bodies from the board. The game finishes when the learners complete the word or they lose all seven lives. Learners then play in groups, drawing lines for their own words.

46 We're all at home today

Topics the home, sports and leisure
Grammar practice short answers and auxiliary verbs, past continuous
Pronunciation practice /oo /two / to etc. See D.
Vocabulary See wordlist pages 139–140 Student's Book.
Flyers practice Reading and Writing Part 3, Speaking Part 4
Flyers test Listening Part 3, Reading and Writing Part 5
Equipment needed
 ○ Flyers audio 46A, 46B.
 ○ Photocopies of the task on page 143, enough for each half of the class, cut up into two parts. See B.

Who's talking? Match the numbers and letters.
 ○ To introduce the topic of this unit, ask learners questions about where they live:
Do you live in a house or a flat / apartment?
Have you always lived in the same house / flat / apartment?
Are you friends with other people who live near to you?
Are you like to teach 'neighbours'?

Flyers tip
 For Reading and Writing Part 3, train learners to look at the tense of the auxiliary verbs form (be, have, do) and modal (can, will etc.) used by the first speaker as this will sometimes help them choose the correct reply. For example: 'Did you enjoy the party?' 'Yes, I did!'

○ Learners look at the picture. Say: *Look at the people in the two buildings.*
 Ask: *Who is answering each question? (the people in the building on the right) Point to the example 1–D. Learners then write the other letters on the right in the correct boxes on the left.*

○ Tell learners that the recorded conversations are in a different order and then play the audio. Pause after each one conversation if necessary. Learners listen and check their answers.

Check answers:
 2 C 3 A 4 F 5 B 6 E

○ Learners circle the auxiliary/modal verbs in each matching pair.
 Ask: *Are they the same in each pair? (yes, for example: Have/have, Can/can't, Were/were, Did/didn't, Is/isn't, Are/are)*

Audioscript
 Listen and check your answers.
 Boy: Have you seen our new puppy yet?
 Girl: Yes, I have. It's really sweet.
 Girl: Can your Mum give me a lift into town later?
 Girl: She can't today. Sorry!
 Woman: Were there lots of people at the match?
 Woman: Yes, there were thousands!
 Man: Did you repair your bicycle?
 Man: No, I didn't have time.
 Boy: Is John at home?
 Boy: He isn't now, but he will be later.
 Woman: Are you going snowboarding today?
 Woman: We are, but not until this afternoon.

What might the people on the left say next?
 ○ Write on the boards: *can help you do it now if you like!*
 Ask: *Which person on the left of the picture might say this? (the man in flat 4 / on the fourth floor)*
 ○ Do the same with these sentences:
Wow! Who scored the most goals? (the woman on the third floor)
Yes, he is, but he's naughty too! (the boy on the first floor)
Come with us if you like! (the woman on the top floor)
 ○ Ask learners to suggest what the people on the second and fifth floors might say next. **Suggestions:** 2 No problem. I'll go on my bike. 5 OK, thanks!

Where has Katy's mum put Katy's things? Listen and write a letter in each box. Listening 3 Part
 ○ Point to the pictures of the objects in the first row and ask questions:
What are scissors usually made of? (plastic/metal)
What can you glue together with glue? (two pieces of paper/wood)
What's another way of saying two gloves? (a pair of gloves)
Which letter do the first words in a dictionary start with? (A)
Has someone opened or closed this umbrella? (opened)
What do you brush with a brush? (your hair/clothes)
 ○ Divide learners into groups of 3–4. Say: *I'm going to ask you some more questions now. Put your hands up quickly if you know the answer. Ask the following questions. Groups answer. Check the pronunciation of 'dictionary' /dɪkʃənəri/.*
Which might you need in cold weather? (the gloves)
Which is spotted? (the umbrella)
Which helps you learn spellings? (the dictionary)
Which might I use to cut my hair? (the scissors)
Which might you use in front of a mirror? (the brush)
Which haven't I spoken about yet? (the glue)
 ○ Point to the woman on the sixth floor in the picture in A. Say: *This woman's daughter is called Katy. Say: Katy's family have just moved flats. Katy needs some things but she doesn't know where they are.*
 ○ Play the first part of the audio. Ask: *Where's Katy's umbrella? (in the hall next to the coat)*
Which picture shows this? (G) Point out the letter G in the box under the umbrella.
 ○ Play the rest of the audio twice. Learners write letters in the boxes under the objects.

Check answers:
 scissors – D, glue – C, brush – F, dictionary – B, gloves – A

○ Ask learners if they heard the words 'desk' and 'shelf'. (Yes – the scissors were in Katy's desk in their old flat and the shelf is under the bathroom cupboard.)

The long sentence

Choose a simple sentence which can grow if words are added to the end of it.

For example:

Teacher: *In my bedroom, there's a bed.*

Learner 1: *In my bedroom, there's a bed and a table.*

Continue round the class, with each learner repeating the sentence and all the words which have been added, before then adding another word or phrase. The winner is the person who remembers all the words in the correct order when everyone else has been eliminated.

Change places

Learners sit in a circle. Say sentences starting with the words: *Change places if ...* For example: *Change places if you got up at 8 o'clock today.* All the learners who got up at 8 o'clock have to stand up and move to sit in a different place.

Group or order the words

Take any group of words (related or not) and ask learners to group or order them:

- **from longest to shortest**
 Learners either write the words in order according to the number of letters they have, or they write the words in order according to the number of vowels they have.
- **from smallest to biggest**
 Learners write the words starting with the smallest thing /animal / food item etc.
- **in alphabetical order**
 Learners write the words in alphabetical order.
- **in colour groups**
 Learners write words in groups according to their colour.
- **in sound groups**
 Learners write words in groups according to pronunciation similarities (stress patterns, vowel sounds etc).

Backs to the board

- Make teams of 4–8 learners, depending on the size of the class.
- Put one chair for each team at the front of the class. A learner from each team comes and sits on their chair, with their back to the board.
- Write a word on the board (for example: 'page'). One team gives clues to the learners on the chairs so that they can guess the word.
- The first learner who thinks they know the word stands up and gives their answer. If they are right, their team gets one point. If they are wrong, they have to sit down again, their team doesn't get the point and more clues are given until the word is correctly guessed. Different learners from each team then come to the front of the class, sit down and the game is repeated.

Using the pictures in the Student's book

You can use the pictures in the Student's book in many different ways to revise and practise language. Here are some suggestions.

Which picture?

In pairs or small groups, one learner chooses a picture from any page. The other learner(s) have to ask questions to discover which picture. For example: *Are there any people? Is it inside? Are there any other pictures on the page?* Once the other learner(s) have found the picture, they choose a picture and are asked questions.

Differences

Tell learners to look at two different pictures in the Student's book, for example: page 30 (Unit 13) and page 70 (Unit 33). In pairs, they find similarities and differences between the two pictures. (For example: *In both pictures, we can see people. In the first picture, some children are playing, but in the second picture, no one is playing.*)

Yes or no?

In small groups, learners write sentences about a picture in the Student's book. Some sentences should be true for the picture and some should be false. They either pass their sentences on to another group or they say the sentences to the other group. The other group has to say or write *yes* for the true sentences and *no* for the false ones.

Listen and draw

Learners work in pairs or small groups. One learner looks at one of the pictures in the Student's book. This person describes the picture to the other learner(s), who listen and try to draw the picture.

Where's the treasure?

Tell learners to imagine that there is some treasure hidden somewhere in the picture. Learners have to find it by asking questions. For example: page 62 (Unit 29) *Is it on the balcony?* (No) *Is it in the snowman?* (Yes!)

Say something more!

- Divide the class into groups of 6–8 and ask them to sit in circles. All learners look at the same picture in the Student's book (for example: page 93, Unit 44). One learner starts and says a sentence about the picture. For example: *The people are in the living room.* The learner's neighbor on the left says another sentence about the picture. For example: *A boy is lying on the sofa.*
- Continue round the circle. If a learner repeats a sentence that someone else has said, they are eliminated (or lose a point).
Variation: Each learner has to repeat the previous sentences and then add a new one.

What can't you see?

Learners work in groups to imagine and talk about details of the picture that aren't shown. For example: page 6, Unit 1: *How many children go to this school? What games do they play in this playground? What are the classrooms like? What time do lessons start/end? How do most of the children travel to this school? What's behind/next to/opposite the school?* etc.

Tell me more about these people.

Learners work in pairs to imagine and talk or write about the people in the picture. For example: page 8, Unit 2: *Who is this girl? What's her name? Where is she going to go? What does she like doing? What's in her top pocket and rucksack?*

What are they saying?

Pairs decide what different animals or people could be saying to each other in the picture. For example: page 19, Unit 7: *What's the farmer saying to the dog? What's the dog saying to the sheep? What are the sheep saying to each other?*

What was happening before? What will happen next?

Pairs look at a picture and decide what was happening just before this picture and what will happen next. For example: page 50, Unit 23. *Who was in the street? / What was the weather like? / What could you see in the office windows an hour before / an hour later?*

How many words?

Teams look at a picture and write as many different words as they can for things they can see. For example: Page 31, D, Unit 13. *Clouds, rain, trees, umbrella, skirt, trousers, sunglasses* etc. The winners are the team with the most number of correctly spelt words.

Dictations

Dictations don't have to be boring! They are great for practising spelling, word order and prediction. Here are some different ways you can use dictation in class.

Word dictations

- Spell a word, letter by letter. Learners listen and write the letters. When a learner thinks they know the word you are spelling, they shout *Stop!* and say the word and the remaining letters. If the learner is correct, give them a point for every remaining letter they guessed.
- Dictate the letters of a word, but not in the right order. Learners have to write the letters, then un-jumble them and write the word, correctly spelt, as quickly as possible.
- Dictate all the consonants from a word (indicating the gaps for vowels). Learners have to complete the word with *a-e-i-o-u*.

Sentence dictations

- Dictate the key words from a sentence which has appeared in the unit or text. Learners have to write the full sentence so that it is similar (or identical) to the original sentence.
- Dictate a sentence a word at a time. (For example: a definition sentence like those which appear in Flyers Reading and Writing Part 1.) Learners write the words and shout *Stop!* when they think they can complete the sentence (or say what is being defined).
- Dictate only the start of sentences. Learners complete the sentences with their own words. For example:
 Teacher: *This morning I put on ...*
 Learner (writes): *my clothes*.
- Learners listen to a sentence. They only write the longest word (with the most letters) in the sentence.
- Learners listen to a sentence. They say how many words were in the sentence. For example: I don't know him very well but he's quite nice. (12). Don't forget to agree at the beginning if contractions will count as one or two words!

Text dictations

Choose a text from a unit (for example: page 15, Unit 5,C). Read the text aloud, at normal speed. Learners listen and write down the important words. Read the text again at normal speed. Learners add more words to their notes. In pairs, or groups of three, learners rewrite the text using their notes. When they have finished, they compare their text with the original text. They may find that the sentences they have written are correct, but not identical to the original text.

Cambridge English: Young Learners

For more information on *Cambridge English: Young Learners*, please visit www.cambridgeenglish.org/exams/young-learners-english. From here, you can download the handbook for teachers, which includes information about each level of the Young Learners exams. You can also find information for candidates and their parents, including links to videos of the Speaking test at each level. There are also sample test papers, and a computer-based test for you to try, as well as games, and links to the Teaching Support website.

Checklist for Cambridge English: Flyers preparation

Paper	Part	Task	Unit
Listening 25 marks Approx. 25 minutes	1 5 marks	Draw lines between names outside a picture to figures inside.	<i>Practice:</i> 4, 31, 38 <i>Test:</i> 2, 13, 15, 29, 33, 42, 44, 49, 56
	2 5 marks	Write words or numbers.	<i>Practice:</i> 4, 25, 51, 56 <i>Test:</i> 1, 8, 10, 34, 48, 50
	3 5 marks	Match pictures by writing a letter in the box.	<i>Practice:</i> 42, 51 <i>Test:</i> 6, 17, 24, 32, 39, 46, 47
	4 5 marks	Multiple choice. Tick the correct picture.	<i>Practice:</i> 14 <i>Test:</i> 9, 18, 28, 45, 53
	5 5 marks	Colour objects and draw and write.	<i>Practice:</i> 12, 16, 19, 28, 40, 52 <i>Test:</i> 3, 11, 26, 35, 41, 54
Reading and Writing 50 marks 40 minutes	1 10 marks	Match words to definitions by copying the word.	<i>Practice:</i> 2, 5, 6, 8, 9, 11, 12, 14, 16, 17, 21, 24, 29, 32, 33, 35, 52, 55, 56 <i>Test:</i> 10, 23, 39, 53
	2 7 marks	Write <i>yes</i> or <i>no</i> beside each sentence about a scene picture	<i>Practice:</i> 1, 19, 25, 33, 36, 43 <i>Test:</i> 3, 23, 31, 40, 41, 54
	3 5 marks	Read the dialogue and choose the best answer.	<i>Practice:</i> 33, 36, 46, 50 <i>Test:</i> 8, 11, 26, 31, 44, 54
	4 6 marks	Gap fill. Write one word in each gap. Choose the best name for the story.	<i>Practice:</i> 12, 20, 36, 37, 38, 41, 50 <i>Test:</i> 7, 18, 19, 27, 39, 48, 55
	5 7 marks	Write answers (maximum four words) to complete the sentences about the story.	<i>Practice:</i> 5, 7, 38, 42, 48 <i>Test:</i> 16, 25, 30, 34, 40, 46, 52
	6 10 marks	Complete the text by selecting the best word and copying it into the gap.	<i>Practice:</i> 23, 26, 35, 40 <i>Test:</i> 5, 12, 15, 22, 32, 43, 45
	7 5 marks	Write one word in each of the five gaps.	<i>Practice:</i> 5, 7, 14, 23, 26, 30, 37, 40, 49, 51, 54 <i>Test:</i> 4, 8, 21, 28, 34, 38, 42, 44
Speaking 9 minutes	1 Find the difference	Identify and describe differences between pictures by responding to the Examiner's statements about his/her picture.	<i>Practice:</i> 1, 3, 13, 15, 24, 26, 31, 55 <i>Test:</i> 12, 21, 29, 36, 42, 49
	2 Information exchange	Answer and ask questions about two people, objects or situations.	<i>Practice:</i> 5, 6, 9, 12, 15, 16, 20, 24, 33, 37, 44, 50 <i>Test:</i> 25, 35, 48, 51
	3 Tell the story	Describe the pictures.	<i>Practice:</i> 7, 10, 13, 16, 27, 41, 55 <i>Test:</i> 17, 26, 30, 38, 50, 56
	4 Personal questions	Answer personal questions.	<i>Practice:</i> 2, 5, 6, 7, 8, 9, 10, 11, 14, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29, 32, 38, 39, 40, 41, 43, 45, 46, 47, 48, 49, 52, 54, 56 <i>Test:</i> 15, 53

Map of the Student's Book

Unit	Topic	Grammar	Exam practice
1 Hello again	colours, clothes, sports and leisure	present simple, present continuous, questions	Reading and Writing Part 2 Test: Listening Part 2, Speaking Part 1
2 Wearing and carrying	clothes, colours, body and face	present continuous, present simple, <i>when</i> clauses	Reading and Writing Part 1, Speaking Part 4 Test: Listening Part 1
3 Spots and stripes	clothes, leisure, colours	prepositions of place, relative clauses, present continuous	Speaking Part 1 Test: Listening Part 5, Reading and Writing Part 2
4 My friends and my pets	names, family and friends, animals	present continuous, present simple, superlative adjectives	Listening Parts 1 and 2, Speaking Part 4 Test: Reading and Writing Part 7
5 About animals	animals, body and face, the world around us	prepositions, comparative adjectives, pronouns	Reading and Writing Parts 1, 5 and 7, Speaking Parts 2 and 4 Test: Reading and Writing Part 6
6 My things	animals, clothes, family and friends	conjunctions (<i>and, because, so</i>), questions, past simple	Reading and Writing Part 1, Speaking Parts 2 and 4 Test: Listening Part 3
7 Moving and speaking	body and face, the world around us	questions, present continuous, past simple	Reading and Writing Parts 5 and 7, Speaking Parts 3 and 4 Test: Reading and Writing Part 4
8 School subjects	school, places	<i>if</i> + present simple, <i>want</i> + infinitive	Reading and Writing Part 1, Speaking Part 4 Test: Listening Part 2, Reading and Writing Parts 3 and 7
9 In my classroom	school	infinitive of purpose, questions	Reading and Writing Part 1, Speaking Parts 2 and 4 Test: Listening Part 4
10 Clothes, animals and school	clothes, animals, school	present and past simple, questions	Speaking Part 3 and 4 Test: Listening Part 2, Reading and Writing Part 1
11 Visiting different places	the world around us, sports and leisure	questions, prepositions	Reading and Writing Part 1, Speaking Part 4 Test: Listening Part 5, Reading and Writing Part 3
12 A journey into space	the world around us, names	prepositions of place, <i>would like</i> + infinitive, question words	Listening Part 5, Reading and Writing Parts 1 and 4, Speaking Part 2 Test: Reading and Writing Part 6, Speaking Part 1
13 What horrible weather!	weather, names	<i>How / What about + ing, could and shall</i> for suggestions	Speaking Parts 1 and 3 Test: Listening Part 1
14 Are you hungry? Thirsty?	food and drink	adverbs of frequency, <i>How often?</i>	Listening Part 4, Reading and Writing Parts 1 and 7, Speaking Part 4