CAMBRIDGE UNIVERSITY PRESS

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

RAHNAMA PRESS
@RAHNAMAPRESS
WWW.RAHNAMAPRESS.COM

Cambridge English

CAMBRIDGE OFFICIAL PREPARATION MATERIAL

FUN for Starters

TEACHER'S BOOK

Anne Robinson
Karen Saxby

4th edition

For the revised Cambridge English: Young Learners (YLE)

Contents

RAHNAMA
PRESS
@RAHNAMAPRESS
WWW.RAHNAMAPRESS.COM

Introduction 5

Checklist for Cambridge English: Starters preparation 9

Map of the Student's Book 10

Topic index 14

Grammar index 15

Unit guide (teacher's notes) 16

Photocopiable activities 106

Photocopiable Practice Test:

- Listening 122
- Audioscripts 127
- Reading and Writing 129
- Answer key 136
- Speaking 137

RAHNAMA
P R E S S
@RAHNAMAPRESS
WWW.RAHNAMAPRESS.COM

Introduction

Welcome to *Fun for Starters Fourth edition*

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

Who is *Fun for Starters Fourth edition* for?

Fun for Starters is suitable for:

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

Fun for Starters 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 one and three 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: Starters* revised 2018 syllabus
- thorough preparation for all parts of the *Cambridge English: Starters* 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 fourth edition?

The new edition of *Fun for Starters* has been fully updated to reflect the Cambridge English: Young Learners specifications from 2018. The changes include revised task types for:

Listening Parts 1 and 4; Reading and Writing Parts 1 and 4 and the the revisions to the Speaking parts as well as the new words on the word lists which reflect the changes in technology and devices and enable more language to be tested.

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.

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 2018 revised *Cambridge English: Starters* 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 lozenge, 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/funforstarters
- 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 fourth edition of the Teacher's Book, you can find:

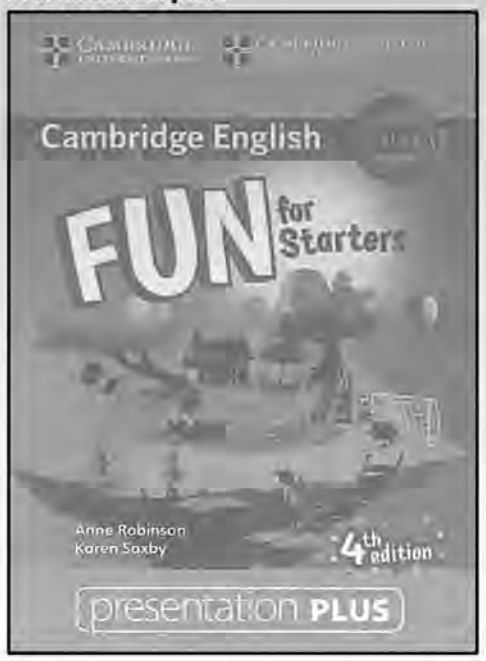
- clear signalling of *Cambridge English: Starters* test practice tasks and authentic test-style tasks that appear in each unit. These are listed in the information boxes at the start of each unit, under **Starters practice** or **Starters test**. In the unit notes, an icon like this Listening Part 2 indicates the part of *Cambridge English: Starters* 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 Starters.*

Class audio CD / Downloadable audio / Online audio

The class audio CD contains all the recordings for the listening activities in the Student's Book. The audio is available to download at www.cambridge.org/funforstarters, 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.

RAHNAMA
PRESS
@RAHNAMAPRESS
WWW.RAHNAMAPRESS.COM

Presentation plus



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

An app for mobile phones and tablets

For further practice of the revised list of vocabulary for *Cambridge English: Starters*, download our new app and encourage your learners to practise their vocabulary while having fun!

Cambridge Learner Management system

The Cambridge Learner Management system provides students with extra practice in grammar and vocabulary. All of the students online work can be tracked and reviewed by the teacher. It has also been fully updated to reflect task types and new words in the word list.

For access to Fun for Starters CLMS content, contact your local Cambridge representative.

How is the Student's Book organised?

Contents

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

45 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.

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 pages (pages 96–100)

Learners will use these in specific unit tasks.

Unit wordlist (pages 101–111)

This is a list of the key words which appear in each unit (organised by topic or word class). There is space for learners to make notes or to write translations for each word.

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 Starters Fourth edition*. It includes:

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

Checklist for Cambridge English: Starters preparation (page 9)

- a quick guide to what learners have to do in each part of the Starters test and units where each part is covered in the Student's Book. 'Test' indicates those activities that reflect the format of the Starters Listening, Reading and Writing or Speaking test. 'Practice' indicates activities that prepare for a particular part of the Starters Test, 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 45 units. See below for a detailed guide to these.

Photocopiable activities (pages 106–121)

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

Starters photocopiable practice test (pages 122–140)

- a complete Starters Practice Test (Listening, Reading and Writing, Speaking) to photocopy and use with learners. Audioscripts and a key are also provided.

RAHNAMA
PRESS
@RAHNAMAPRESS
WWW.RAHNAMAPRESS.COM

How is each unit organised?

Topics, non-Starters words

This is a list of all the topics covered in the unit. Any words that appear in the unit but not in the Starters wordlist are also listed below.

Equipment needed

This lists any equipment, for example: audio resources and/or material needed for the unit, 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.

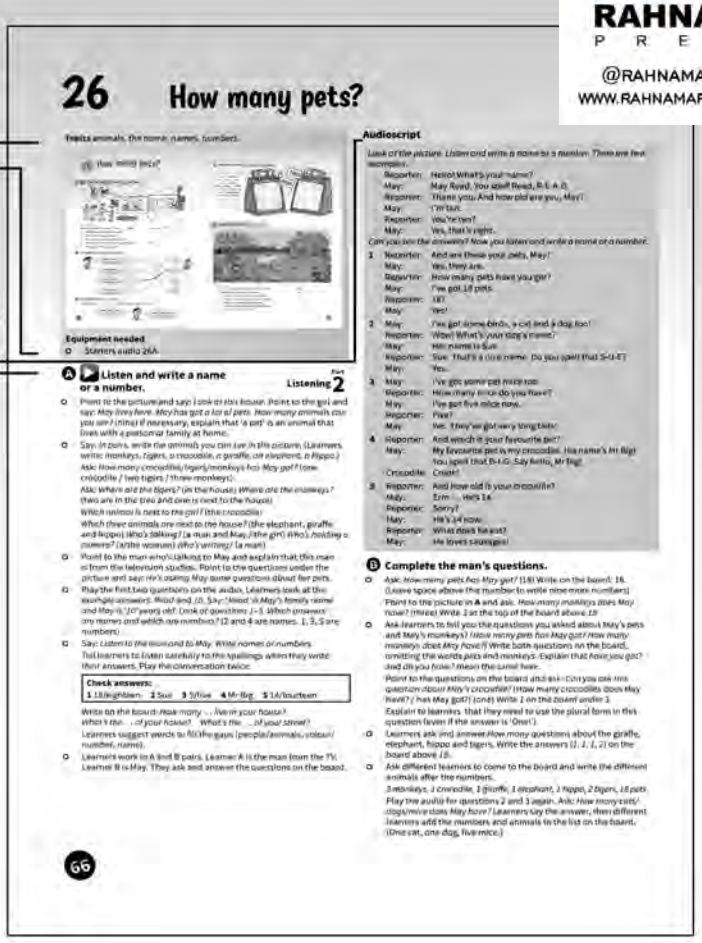
There are some activities that appear only in the teacher's notes and are not labelled A, B, C, etc.

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.



26 How many pets?

Topics animals, the home, numbers, numbers

Equipment needed
- Starters audio 26A

A Listen and write a name or a number. Listening 2

B Complete the man's questions.

Audioscript

Listening tasks

There is a listening icon at the beginning of each listening task. In the Starters **test practice** tasks, the lengths of the pauses in the audio are the same as in the Young Learners English Tests the first time they are played.

When the audio are heard the second time in the Cambridge English: YLE Tests, 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.

Fun and games

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

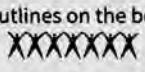
Bingo

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: __ __ __ __ __ . (*dress*) 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.

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. 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.

Spell it!

Choose a group of words (from a particular topic, like *body* or *animals*, or the words could be unrelated). Tell learners to listen and write the letters as you say them to spell the word. For example, *P-E-* If learners think they know the word, they say *Stop!* and say the remaining letters, for example: *A-R* and the word (*pear*). If they are right, they get a point for each letter they gave. If they are not right, continue to spell out the word, letter by letter.

Guess what I'm drawing

One learner chooses a word and draws a picture of it on the board, one line at a time. After each line, the learner asks: *What's this?* The other learners try to guess what it is. The learner who guesses correctly then draws on the board. The game can be played in groups with learners drawing lines on paper.

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 learners 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, etc.
- **in alphabetical order.**
  Learners write the words in alphabetical order.

RAHNAMA
PRESS
@RAHNAMAPRESS
WWW.RAHNAMAPRESS.COM

- **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 a chair, with their back to the board.
- Write up 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 from the chairs at the front to stand up gives an answer. If they are right, they get a point for their team. If they are wrong, they sit down and another team gives a clue. Again the first person to stand up gives an answer. Teams get a point for every correct answer.
- When the word has been guessed, different learners from each team come to the front of the class and sit down and the activity is repeated.

Fun with pictures

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 in *Fun for Starters Fourth edition.* The other learner(s) have to ask questions to discover which picture. For example: *Can you see some people? Is it in a house/park, etc?* Once the other learner(s) have found the picture, they choose a picture and are asked questions.

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 has/have to draw the picture.

Where am I?

A learner 'hides' somewhere in the picture. Learners have to find out where they are by asking questions. For example: page 21 (Unit 8) *Are you on the armchair?* (No) *Are you on the table?* (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 62 , Unit 29, Picture 1). One learner starts and says a sentence about the picture. For example: *The people are in a toy shop.* The learner next to that learner says another sentence about the picture. For example: *A man is cleaning the floor.*
- 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.

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 68, A, Unit 32. *Sausages, burgers, plates, balloons, table, etc.* The winners are the team with the most number of correctly spelt words.

Fun with small pictures or word cards

Which one is missing?

Divide the class into groups of 4–5 learners. Each group puts 10–12 picture cards (such as the ones on pages 108, 109, 113 or 114 of the Teacher's Book) face up on a table in the middle of the group. Everyone except one learner closes their eyes. This learner takes one of the cards off the table. The other learners in the group open their eyes and look at the cards on the table. The first person to say which picture card is missing then takes the next card from the table.

Make pairs

Divide the class into groups of 4–5 learners. You need two sets of picture or word cards for each group. The cards are dealt out to all the learners in the group. Each learner looks at their cards. If they have a 'pair' (two cards with the same picture or word), they put the cards face up in front of them.

Learners take it in turn to ask a learner in the group for a certain card, for example: *Marga, have you got 'children'?* If the other learner has that card, they must give it to the asking learner, who can then put the pair of two cards on the table. The winner is the learner with most pairs of cards.

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 15, Unit 5: *What are these children's names? How old is the girl? What does she like doing? What's her favourite animal/game/colour? etc.*

What are they saying?

Pairs decide what different animals or people could be saying to each other in the picture. For example: page 54, Unit 25: *What's the fish saying to the tiger? What's the monkey saying to the hippo? What's the bird saying to the giraffe?*

Checklist for Cambridge English: Starters prepar

RAHNAMA PRESS
@RAHNAMAPRESS
WWW.RAHNAMAPRESS.COM

Paper	Part	Task	Unit
Listening 20 minutes	**1**	Draw lines between names outside and people inside a scene picture.	*Practice*: 11, 14, 15, 18 *Test*: 5, 17, 33
	2	Write numbers and names.	*Practice*: 1, 3, 5, 11, 19, 20, 25, 29, 30, 44 *Test*: 2, 23, 26, 40
	3	Multiple choice. Tick the correct picture.	*Practice*: 5, 6, 8, 17, 36, 37, 40, 44 *Test*: 13, 21, 27, 37, 41
	4	Follow instructions and colour objects.	*Practice*: 2, 4, 5, 9, 19, 24, 27, 30, 31, 34, 35, 39, 42, 43 *Test*: 20, 25, 32, 36, 42
Reading and Writing 20 minutes	**1**	Put a tick or a cross to indicate whether the sentence is correct or not for the picture.	*Practice*: 4, 5, 10, 11, 17, 23, 32, 45 *Test*: 20, 37, 39
	2	Write *yes* or *no* beside each sentence about a scene picture.	*Practice*: 4, 5, 9, 12, 13, 20, 21, 24, 30, 35, 36, 39, 41, 43 *Test*: 5, 14, 23, 26, 29
	3	Write the words beside the pictures.	*Practice*: 2, 3, 4, 5, 8, 12, 14, 15, 16, 17, 19, 21, 23, 25, 27, 32, 33, 39, 40, 41, 42, 45 *Test*: 1, 7, 31, 36
	4	Picture gap fill. Write one word in each gap.	*Practice*: 5, 7, 8, 15, 16, 19, 20, 23, 25, 32, 33, 36, 37, 38, 42, 45 *Test*: 6, 18, 22, 28, 31
	5	Write one-word answers to questions about three scene pictures.	*Practice*: 2, 5, 6, 8, 14, 15, 18, 21, 22, 24, 28, 30, 33, 34, 35, 37, 39 *Test*: 12, 29, 41
Speaking 3–5 minutes	**1** Scene picture and object cards	Point to the correct part of the picture. Place the card in the correct place.	*Practice*: 4, 11, 14, 16, 17, 18, 19, 21, 25, 27, 28, 32, 35, 42, 43 *Test*: 15, 17, 30, 31, 33, 39, 41, 42
	2 Scene picture	Answer questions about the picture.	*Practice*: 4, 9, 10, 14, 16, 18, 19, 24, 26, 27, 28, 34, 35, 36, 43 *Test*: 15, 17, 30, 31, 33, 39, 41
	3 and **4** Object cards and personal questions	Answer questions about the cards and answer personal questions.	*Practice*: 4, 6, 12, 14, 18, 21, 32, 35, 36, 43 *Test*: 15, 17, 30

Map of the Student's Book

RAHNAMA PRESS
@RAHNAMAPRESS
WWW.RAHNAMAPRESS.COM

Unit	Topic	Grammar	Exam Practice
1 Say hello!	letters, animals, colours	questions, *this/these*	Listening Part 2 Test: Reading and Writing Part 3
2 Numbers, numbers, numbers	numbers, colours	questions, *there is/are*, present simple, prepositions, possessives	Listening Part 4, Reading and Writing Parts 3 and 5, Speaking Part 3 Test: Listening Part 2
3 What's your name?	names, family and friends	*to be*, questions	Listening Part 2, Reading and Writing Part 3, Speaking Part 3
4 Red, blue and yellow	body and face, colours, the world around us	questions, *there is/are*, prepositions, present continuous, *to be*, *this/that*	Reading and Writing Parts 1, 2 and 3, Speaking Parts 1 and 3 Listening Part 4
5 Answering questions	school	imperatives, *there is/are*, *have got*, present continuous, prepositions	Listening and Reading and Writing (all parts) Test: Listening Part 1, Reading and Writing Part 2
6 Animals and aliens	body and face, animals, food and drink	*this/that*, pronouns, possessives	Listening Part 3, Reading and Writing Part 5, Speaking Part 3 Test: Reading and Writing Part 4
7 Look, listen, smile, draw	body and face, numbers, sports and leisure	plurals, possessives, *have got*, present simple, *can* ...	Reading and Writing Part 4 Test: Reading and Writing Part 3
8 In my clothes cupboard	clothes, family and friends, the home	plurals, *this/these*, questions, present simple and continuous, *there is/are*	Listening Part 3, Reading and Writing Parts 3, 4 and 5
9 Funny monsters	body and face, colours	*have got*, present continuous, questions	Listening Part 4, Reading and Writing Part 2, Speaking Part 2
10 Our families	family, names, animals	questions, pronouns, present simple, *have got*, *this/these*	Reading and Writing Part 1, Speaking Parts 2 and 3
11 Whose is it?	names, sports and leisure	possessives, questions and short answers, prepositions, *have got*	Listening Part 2, Speaking Parts 1 and 3 Test: Reading and Writing Part 1
12 Who's got the red balloon?	family and friends, the home, colours	*have got*, plurals, questions with present simple and continuous	Reading and Writing Parts 2 and 3, Speaking Part 3 Test: Reading and Writing Part 5

RAHNAMA
P R E S S
@RAHNAMAPRESS
WWW.RAHNAMAPRESS.COM

Unit	Topic	Grammar	Exam Practice
13 Who can do this?	sports and leisure, names	*can/can't*, present continuous, *have got*, conjunctions	Reading and Writing Part 2, Speaking Part 3 Test: Listening Part 3
14 Big, small, happy or sad?	the world around us	adjectives, prepositions, articles, questions, present continuous, *this/these*, *have got*	Reading and Writing Parts 3 and 5, Speaking Parts 1, 2 and 3 Test: Reading and Writing Part 2
15 One, two, three animals	animals	questions, adjectives, prepositions, *can*	Listening Part 1, Reading and Writing Parts 3, 4 and 5 Test: Speaking Parts 1, 2 and 3
16 What's your favourite fruit?	food and drink, colours, family and friends	present simple and continuous, plurals, questions	Reading and Writing Parts 3 and 4, Speaking parts 1 and 2
17 What's on the menu?	food and drink, colours, the home	questions, *can*, present simple, *would like* ... , prepositions	Listening Part 3, Reading and Writing Parts 1 and 3, Speaking Parts 1, 2 and 3 Test: Listening Part 1
18 A colourful house	the home	*there is/are*, questions, prepositions, present simple	Reading and Writing Part 5, Speaking Parts 1, 2 and 3 Test: Reading and Writing Part 4
19 What's in your bedroom?	colours, the home	adjectives, prepositions, questions, *there is/are*	Listening Parts 2 and 4, Reading and Writing Parts 3 and 4, Speaking Parts 1, 2 and 3
20 Ben and Kim live here!	the home, places, family and friends	*there is/are*, ... possessives, questions, prepositions, *no*, *or*	Listening Part 2, Reading and Writing Parts 2 and 4, Speaking Part 3 Test: Listening Part 4, Reading and Writing Part 1
21 Play with us!	transport, toys, names	present continuous, *would like* ... , prepositions, possessives, questions	Reading and Writing Parts 2, 3 and 5, Speaking Parts 1, 2 and 3 Test: Listening Part 3
22 In our bags and in our school	school	present simple and continuous, articles, plurals, prepositions	Reading and Writing Part 5 Test: Reading and Writing Part 4
23 At our school	school, numbers, names	possessives, questions, present simple, prepositions	Listening Part 1, Reading and Writing Parts 1 and 4, Speaking Part 3 Test: Listening Part 2

RAHNAMA
P R E S S
@RAHNAMAPRESS
WWW.RAHNAMAPRESS.COM

Unit	Topic	Grammar	Exam Practice
24 What's the class doing?	school, names	present continuous, questions	Listening Part 4, Reading and Writing Parts 2 and 5, Speaking Part 2
25 Animal challenge	animals, body and face	*can/can't*, prepositions, possessives	Listening Part 2, Reading and Writing Parts 3 and 4, Speaking Part 1 Test: Listening Part 4
26 How many pets?	animals, the home, names, numbers	plurals, present simple and continuous, questions, *there is/are*, *this/these*, *have (got)*	Speaking Parts 2 and 3 Test: Listening Part 2, Reading and Writing Part 2
27 Food I really like!	food and drink	questions, *can/can't*, *like* + *ing*	Listening Part 4, Reading and Writing Part 3, Speaking Parts 1 and 2 Test: Listening Part 3
28 My favourite food day	food and drink	present simple questions, *would like* + noun	Reading and Writing Part 5, Speaking Parts 1, 2 and 3 Test: Reading and Writing Part 4
29 We're in the toy shop today	places, toys, colours, numbers	questions, prepositions, present continuous, *would like* ... , imperatives	Listening Parts 1 and 2, Speaking Part 3 Test: Reading and Writing Parts 2 and 5
30 Monsters in the park	the home, colours, names	questions, prepositions, present continuous, imperatives	Listening Parts 2 and 4, Reading and Writing Parts 2 and 5 Test: Speaking Parts 1, 2 and 3
31 Coming and going	transport, colours	prepositions, present simple and continuous, *have* + object + infinitive	Listening Part 4, Speaking Part 3 Test: Reading and Writing Parts 3 and 4, Speaking Parts 1 and 2
32 Happy Birthday!	food and drink, clothes, colours	questions, prepositions, present simple and continuous, pronouns, possessives	Listening Part 1, Reading and Writing Parts 1, 3 and 4, Speaking Parts 1 and 3 Test: Listening Part 4
33 On the beach	the world around us, numbers, colours	present simple and continuous, *like* + *-ing*, questions	Reading and Writing Parts 3, 4 and 5 Test: Listening Part 1, Speaking Parts 1 and 2
34 Let's go to the park	animals, colours, sports and leisure	questions, present continuous, prepositions, articles	Listening Part 4, Reading and Writing Part 5, Speaking Parts 2 and 3

RAHNAMA
PRESS
@RAHNAMAPRESS
WWW.RAHNAMAPRESS.COM

Unit	Topic	Grammar	Exam Practice
35 What, who and where?	the home, possessions, colours	prepositions, present continuous, *this/these*, *there is/are*	Listening Part 4, Reading and Writing Parts 2 and 5, Speaking Parts 1, 2 and 3
36 Great games, great hobbies!	sports and leisure, colours	present simple and continuous pronouns, questions, *like + -ing*, prepositions	Listening Part 3, Reading and Writing Parts 2 and 4, Speaking Parts 2 and 3 Test: Listening Part 4, Reading and Writing Part 3
37 Let's play	sports and leisure, places	questions, present simple and continuous, *Let's* + infinitive, *would like*, *like + -ing*	Listening Part 3, Reading and Writing Parts 4 and 5, Speaking Part 3 Test: Listening Part 3, Reading and Writing Part 1
38 My favourites	general revision	questions, conjunctions, pronouns, possessives, present simple	Reading and Writing Part 4, Speaking Part 4
39 One foot, two feet	numbers, people, the world around us	plurals, *there is/are*, present continuous, prepositions, questions	Listening Part 4, Reading and Writing Parts 2, 3 and 5, Speaking Parts 2 and 3 Test: Reading and Writing Part 1, Speaking Parts 1 and 2
40 Night and day	time, numbers	prepositions, present simple and continuous	Listening Part 3, Speaking Part 3 Test: Listening Part 2
41 Trains, boats and planes	transport, sports and leisure, the world around us	questions, present simple and present continuous	Reading and Writing Parts 2 and 3, Speaking Part 3 Test: Listening Part 3, Reading and Writing Part 5, Speaking Parts 1 and 2
42 About a phone	places, the home	present simple and continuous, prepositions, plurals, *there is/are*, *this/these*	Listening Parts 1 and 4, Reading and Writing Parts 3 and 4, Speaking Part 1 Test: Listening Part 4, Speaking Part 1
43 What are they saying?	clothes, family and friends	possessive, adjectives, questions, present continuous, *have (got)*	Listening Part 4, Reading and Writing Part 2, Speaking Parts 1, 2 and 3
44 About us	general revision	pronouns, possessives, *have (got)*, *love / like / enjoy + -ing*	Listening Parts 2 and 3, Speaking Part 4
45 Happy ending!	general revision	adjectives, verbs, nouns, present simple, *like + -ing*	Reading and Writing Parts 1, 3 and 4, Speaking Part 4

Fun for Starters topic index

RAHNAMA PRESS
@RAHNAMAPRESS
WWW.RAHNAMAPRESS.COM

Topics	Units
Numbers, names and colours	1 Say hello! 2 Numbers, numbers, numbers 3 What's your name? 4 Red, blue and yellow
School	5 Answering questions
Animals, family and friends, body and face	6 Animals and aliens 7 Look, listen, smile, draw 8 In my clothes cupboard 9 Funny monsters 10 Our families
Sports and leisure, the home	11 Whose is it? 12 Who's got the red balloon? 13 Who can do this? 14 Big, small, happy or sad? 15 One, two, three animals
Food and drink, colours, the home	16 What's your favourite fruit? 17 What's on the menu? 18 A colourful house 19 What's in your bedroom? 20 Ben and Kim live here!
Transport, toys and school	21 Play with us 22 In our bags and in our school 23 At our school 24 What's the class doing?
Animals	25 Animal challenge 26 How many pets?
Food and drink	27 Food I really like! 28 My favourite food day
Toys, transport, the world around us	29 We're in the toy shop today 30 Monsters in the park 31 Coming and going 32 Happy Birthday! 33 On the beach
Sports and leisure	34 Let's go to the park 35 What, who and where? 36 Great games, great hobbies! 37 Let's play
Numbers, time and transport	38 My favourites 39 One foot, two feet 40 Night and day 41 Trains, boats and places
Places, clothes, the home	42 About a phone 43 What are they saying? 44 About us 45 Happy ending!

Fun for Starters grammar index

RAHNAMA PRESS
@RAHNAMAPRESS
WWW.RAHNAMAPRESS.COM

Grammar	Units
adjectives	14, 15, 19, 43, 45
articles	22, 34,
can/can't	7, 13, 15, 17, 25, 27
conjunctions	13, 20, 38
have (got)	5, 7, 9, 10, 11, 12, 14, 26, 31, 43
imperatives	5, 29, 30
let's	37
like + ing	27, 36, 37, 44, 45
plurals	7, 8, 12, 16, 22, 26, 33, 39, 42
possessives	2, 6, 7, 11, 20, 21, 23, 25, 32, 38, 43, 44
prepositions	2, 4, 5, 11, 14, 15, 17, 18, 19, 20, 21, 22, 23, 25, 29, 30, 31, 32, 34, 35, 40, 42
present continuous	4, 5, 8, 9, 12, 13, 14, 16, 21, 22, 24, 26, 29, 30, 31, 32, 33, 34, 35, 36, 37, 39, 40, 41, 42, 43
present simple	2, 7, 8, 10, 12, 16, 17, 18, 22, 23, 26, 28, 31, 32, 33, 36, 37, 38, 40, 41, 42, 45
pronouns	6, 10, 14, 32, 36, 38, 44
questions	1, 2, 3, 4, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 23, 24, 26, 27, 28, 29, 30, 32, 33, 34, 37, 38, 39, 41, 43
short answers	11, 20
there is/are	2, 4, 5, 8, 18, 19, 20, 26, 35, 39, 42
this/that/these	1, 4, 6, 8, 10, 14, 26, 35, 42
to be	3, 4
would like ...	17, 21, 28, 29, 37

RAHNAMA PRESS
@RAHNAMAPRESS
WWW.RAHNAMAPRESS.COM

1 Say hello!

Topics letters, animals, colours

Equipment needed

- Starters audio 1B, 1D, 1F.
- Colouring pencils or pens.
- A card for each letter of the alphabet, handmade or printed and cut out from www.cambridge.org/funfor. See G.

A Hello! Say, spell and write names.

- Introduce yourself. Say: *Hello, my name is (Linda).* Spell your name as you write it on the board. Ask 3–4 different learners: *What's your name?* Learners answer: (*Matilde, Suzy, Lee*). Ask the class: *How do you spell (Matilde)'s name?* Learners spell the names as you write them on the board.
- In pairs, learners ask and answer: *My name is . . . . What's your name?* They write their name and their partner's name on the lines. Learners can write their names in a decorative way and use pencils or pens to add colour if they want. For example:

★ **Matilde** ★

B Know your letters!

> **Starters tip**
> Practise saying and writing the letters of the alphabet which cause problems for your learners. When spelling words, make sure that learners know the sounds for naming vowels and difficult consonants ('r', 'w', 'y', etc). Also practise pairs of consonants that your learners might confuse ('g' and 'j', 'n' and 'm', 's' and 'c', 'p' and 'b', etc).

Note: If your class needs longer to learn the alphabet, you might prefer to teach only the letters needed for 2–3 of the learners' names (mentioned in **A**) to begin with. Give learners practice saying and writing these letters and then introduce and practise saying and writing the remaining letters.

- Write the following letters on the board. Each line represents a missing letter in the alphabet.
  a b _ d e f _ h i j _ l m _ o
  p q _ s t u _ w x _ z
- Point to the missing letters and ask: *What's this letter?* (c, g, k, n, r, v, y). Add the missing letters to the board. As you write each one, practise its pronunciation by asking 4–5 learners: *What's this letter?*
- Group letters on the board. In a circle write: *a h j k*
  Say the letters. Learners listen and repeat. Show learners that these letters all share an /ei/ sound.
- Do the same with *b c d e g p t v*. These letters all share an /i/ sound.
- Do the same with *f l m n s x*. These share an /e/ sound.
- Do the same with *q u w*. These share a /ju:/ sound.
- Do the same with *i y*. These share an /aɪ/ sound.
  Note: 'o', 'r' and 'z' are the only letters that do not fit into these phonemic groups.
- Learners look at the letter pond in **B**. Say: *Find the letters in your name.* Learners use a coloured pen or pencil to draw a small circle around the letters they need to write their own first name. If learners know how to spell their surnames, they could use a different colour to also circle those letters.
- Make sure learners have grey, green, red and blue colouring pencils among others. Say: *Listen to the letters now.* Play the audio, stopping at the first pause. Learners find 'a', 'h', 'j' and 'k' in **B**, find their grey pencil and colour in their leaf shapes.
- Play the other groups pausing between each one while learners find letters and colour them again. Repeat audio.
- At the end of the audio, ask: *Which letters have no colour?* ('o', 'r' and 'z')
- Learners show each other their coloured letters. Ask 2–3 learners: *What colour is your h? t? s? u?* Learners answer. (grey, green, red, blue)
- In pairs, learners ask and answer: *What colour is your . . . ?* questions.
- Ask questions about sound groups, for example: *Which letter sounds like 'i'?* (y); *Which sound like 'q'?* (u, w); *Which letter sounds like 'k'?* (a, h, j)

Audioscript

Listen and say the letters.
One: a h j k
a h j and k are grey!
Find your grey pencil. They're grey!
Two: b c d e g p t v
b c d e g p t and v are green!
Listen again! They're green!
Three: f l m n s x z
f l m n s x and z are red!
They're red! They're red!
Four: q u w
q u and w are blue! Yes! They're blue!
Five: Now i and y
i and y are . . . You choose the colour!
You choose!

C Draw a red line (a–z) from the baby spider to its dad!

- The whole class says the alphabet again.
- Point to the animals in **C** and ask: *Where's the baby spider? Where's its dad?* Learners find the two spiders. Ask: *Where's the letter 'a'? And 'b'? And 'c'?* Learners point to the letters a, b and c.
- Make sure learners have red pencils. Say: *Draw a red alphabet line!* Learners draw a red line to link the 26 letters (a–z) across the box.

RAHNAMA PRESS
@RAHNAMAPRESS
WWW.RAHNAMAPRESS.COM

D Listen! Draw a line from the baby frog to its mum!

- Make sure learners have green pencils. Say: *Let's draw a green line from the baby frog to its mum now. Listen!* Play the audio. Learners listen and draw a green line to help the baby frog find its mum. Play again as necessary.

  Optional extension:

  Divide learners into A and B pairs. Pairs choose a parent and baby animal (for example a cat and a kitten) and draw these either side of the letter box. Without showing each other, A learners draw a purple line between the letters in the letter box from the baby animal to its parent. B learners draw a brown line between the letters in the letter box from the parent to its baby.

  A learners then say the letters in their purple line and B learners listen and draw their own purple line. B learners then say the letters in their brown line and A learners listen and draw their own brown line.

  Pairs then compare their letter boxes.

Audioscript

q-g-r-b-g-h-z-s-c-v-i-y-w-o-n-a-e-f-x

E What's this? Write the word.

Reading & Writing Part 3

- Learners look at the picture. Ask: *How many animals can you see?* (six)

  Ask: *Where's the fish?* Learners point to the fish. Ask about the other animals. *Where's the frog / goat / duck / spider / sheep?*
- Check the animal words again. Point to the fish and ask: *What's this?* ([It's] a fish) Continue in the same way pointing and asking *What's this?* questions about the frog, goat, duck, spider and sheep. Learners look at the picture and answer.
- Point at the six puddles. Say: *Look! The letters for the animal words are in the water.* Point to the example and the answer 'fish' on the line.
- In pairs, learners look at the numbers and find the right puddle for each animal. Crossing off the letters as they use them to spell the animal words, learners write the answers on the lines.
- Check answers by asking different pairs:

  How do you spell duck / sheep / frog / goat / spider?

  Learners say the letters to spell the words.

  Check answers:
  1 duck **2** sheep **3** frog **4** goat **5** spider

- Ask what noises a fish / frog / goat / duck / sheep makes. Demonstrate if necessary!
- Learners work in pairs. They take it in turns to ask: *What's this?* and then make animal noises. Partners say which animal it is. Extend this if learners know more animals.

  Note: The picture could also be used to ask: *What colour is the … ?* questions. (The fish is red. The frog is green. The goat is brown. The duck is yellow. The sheep is black and white. The spider is black and grey.)

F What's the animal?

- Learners look at the animal words (1–5 only) to compl the example answer, 'goat'. Point to each vowel that is a line and ask: *What's this letter?* (a, e, i, o, u). Check pronunciation and drill if necessary.
- In pairs, learners complete the words. If they need help, they can find all the words in **E**.

  Check answers:
  2 sheep **3** spider **4** frog **5** duck

- Point to the cat, dog and snake in the star. Ask: *Do you know these animals too?* Learners complete the words 'cat', 'dog' and 'snake' in the star. Ask learners what noises these three animals make.
- Play the audio. Pause after each animal noise for learners to answer. (It's a sheep / cat / snake / duck / dog / frog!)
- Pairs choose names for this cat, dog and snake and write them on the lines. Ask 3–4 pairs: *What's your name for this cat / dog / snake?* Learners answer. Ask: *How do you spell their names?*

Audioscript

What's this?
(sheep noise)
And what's this?
(cat noise)
Now, what's this?
(snake noise)
And this?
(duck noise)
Now, what's this?
(dog noise)
And what's this?
(frog noise)

G Play the game! Can you make a word?

- Say these letters, one by one: *q-o-r-t-s-g-i-u-y-a-c-f-h-s-l-m-i-b-e-w-z-f-p-d-h*
- Learners listen and write the letters. In pairs, they then compare the letters they have written to check they are the same.
- Learners circle the letters that they hear more than once. (s, i, f, h)
- Learners make a word with these letters. (fish)
- Now say these letters, one by one:

  n-q-o-e-r-t-g-i-u-y-a-c-k-s-k-l-m-i-b-e-w-z-a-n-f-p-d-s
- Learners listen and again write the letters, circling the letters that they hear twice, (k, e, a, n, s) Pairs find the animal word for these letters. (snake)

  If learners enjoy letter puzzles, dictate *d-g-d-n-c-o-a-t-a* for learners to find three words. (cat, goat and dog)

  Note: Go to our website at www.cambridge.org/funfor. You can download and photocopy a page with the letters of the alphabet to make into flashcards. Use the flashcards for the games suggested to practise the letters of the alphabet.

RAHNAMA
PRESS
@RAHNAMAPRESS
WWW.RAHNAMAPRESS.COM

FUN for Starters is:

- All the language, skills and test preparation you need
- Perfect to complement a general English course
- Ideal for exam and non-exam students
- Complete with digital support and activities
- Revised for the 2018 *Cambridge English: Starters*

FUN in class and FUN at home.

CEFR	Cambridge English Scale	Cambridge English Exam
A2	120-139	Cambridge English: Flyers (YLE Flyers)
A1	100-119	Cambridge English: Movers (YLE Movers)
	80-99	Cambridge English: Starters (YLE Starters)

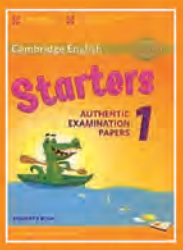
Download the Word Fun World app

Download on the App Store

GET IT ON Google Play

ISBN 978 1316 617014

ISBN 978 1316 617021



ISBN 978 1316 635896

ISBN 978-1-316-61749-6
9 781316 617496 >