

How is the Teacher's Book organised?

Contents

This tells you where you can find each section of the Teacher's Book.

Introduction

This introduction will help you use *Fun for Movers Second edition*. It includes:

Checklist for Movers Test preparation (on page 9) – a quick guide to which parts of the Movers Test are covered in which units. An asterisk* indicates those activities that reflect the format of the Movers Listening, Reading and Writing or Speaking Test. All other activities prepare for a particular part of the Movers test, but do not reflect the identical format of the test.

Games and activities (on page 7) which can be used to revise and consolidate different language areas.

Using small pictures or word cards (page 8)

Using dictations (page 8)

Map of the Student's Book

This gives an overview of the content and organisation of the Student's Book.

How is each unit organised?

Topics, Functions, Grammar, Vocabulary

This is a list of all the topics, functions and grammar covered in the unit. Words that are not on the Movers wordlist are listed here too.

Movers practice

This indicates activities which prepare learners for a part of the Movers Test.

Movers test

This indicates activities which reflect the format of a particular part of the Movers Test.

Equipment needed

This lists any equipment (for example the audio CD) and/or material needed for the unit.

Movers tip

These tips will help your learners to improve their learning strategies and to be more efficient when taking the Movers Test.

Instructions

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

Tapescripts

The tapescripts for each Listening on the audio CD are at the end of the activity where they are used.

Topic and grammar indexes

Quick-reference guides to the topics and grammar covered in *Fun for Movers Second edition*.

Unit guide (teacher's notes)

The teacher's notes for each of the 50 units. See below for a detailed guide to these.

Photocopiable activities

A selection of activities to photocopy and use in class. They are related to specific units as indicated in the teaching notes.

Alphabetical wordlist

This list, which is the Cambridge ESOL Movers wordlist, shows the units in *Fun for Movers Second edition* where each word appears. You can use it to check if and where a word appears in *Fun for Movers Second edition*.

Photocopiable Practice Test

A complete Movers Practice Test (Listening, Reading and Writing, Speaking) to photocopy and use with learners. Tapescripts and a key are also provided. Please note that each part of the Movers Practice Test appears only once on the CD, so it will be necessary to play each part twice.

Unit 41 *saying yes and no*

Topics time, food and drink, possessions, clothes, colours, people, health

Functions making and responding to offers and suggestions (How about ...? Shall I? Would you like ...? Here alone... Fine! Good! Great! OK! All right! Thanks! No thank you!), understanding simple sentences about a picture

Grammar must, shall, with + noun

Vocabulary See the wordlist on page 126 of the Student's Book.
Flyers words: chocolate, piece

Movers practice
Reading and Writing Parts 2, 3 and 4

Movers test
Speaking Parts 1 and 2

Equipment needed

- Movers CD 41(B/C, 41D)
- (Optional) A photocopy of the objects on page 124, cut up. See F.

Movers tip
Learners can tell the story in the Movers Speaking Test by saying what people in the pictures are thinking or saying at different points in the story. For example: *The mother is saying 'Let's go swimming!'*

- Say: The boy in the picture is called Jack. How old is he today? (11 – there are 11 candles on the cake in picture 2!)
- Say: Look at the pictures. They show a story. It's called 'Jack's big birthday cake'. Look at the pictures first. (Pause)
- Look at the first one. Today is Jack's birthday. He's having a party with his friends. Now you look at the pictures and tell the story.
- In pairs, learners talk about the pictures and try and tell the story.

CD-ROM Listen to the story. Complete the sentences.

- Ask learners to suggest words to tell the story. Write them on the board.
Suggestions: party, friends, invite, birthday, cake, hungry, eating, stomach-ache
- Play the CD. Learners listen to the story and tell you which of the words on the board they heard. (party, birthday, cake, hungry, stomach-ache)
- Read out the first sentence. Learners then listen again and complete sentences 2–4.

Check answers: 2 five/5 3 games
4 stomach

- Learners role play the story in groups, with different learners taking it in turns to be the narrator, Jack, Jack's friends and his dad.

Tapescript

Listen and look at the other pictures.

Man: The children are looking at the food on the table. Jack's pointing at the very big birthday cake.

Boy: Look at that cake. Mmm ... chocolate ... my favourite cake!

Man: Jack's eating cake again. It's his fifth piece of cake! His friends say: Come and play games.

Man: Jack says: No. I'm hungry. I'm having some cake.

Man: Now it's the evening. Jack's father has got some cake.

Dad: Jack, have some of this cake. It's your favourite kind – chocolate.

Boy: No thanks, Dad. I'm not hungry. And I've got a stomach-ache.

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Audio CD

In the Audio CD, for Listening tasks with a  icon, the lengths of the pauses in the recordings are the same as in the Young Learners English Tests the first time they are played.

When the recordings are heard the second time in the 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 recordings 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 nine squares, in 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 they have heard the right words by asking them to say the words and compare 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 draw lines for their 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.

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 is it?' The other learners have to guess what it is. This can then be played in groups with learners drawing the lines on paper.

Change places

Learners sit in a circle. Say sentences starting with the words: *Change places if ...*. For example: *Change places if you can swim.* All the learners who can swim have to stand up and move to sit in a different place.

Spell it!

Choose a group of words (they could be from a particular topic, like *body* or *animals*, or they could be unrelated). Tell learners to listen and write the letters as you say them (for example: P-E-). If they 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 give them letters.

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 write the words in order according to the number of letters 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.
- **in colour groups.**
Learners write words in groups according to colour.

Backs to the board

- Divide the class into teams of 4–8 learners, depending on the size of the class.
- Put one chair for each team at the front of the class. It should be placed so that the person who sits there will have their back to the board and face their team. A learner from each team comes and sits on a chair.
- 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.
- 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.

Using small picture or word cards

Which one is missing?

Learners in groups place about 10–12 word cards (such as those on pages 120 and 121 in the Teacher's Book and also included in Additional Resources on the website) face up in the middle of the table. Everyone in the group except one learner closes their eyes. This learner removes one of the cards. The rest of the group open their eyes. They look and put up their hands if they know which card is missing. If the learner who is chosen to answer can say which card is missing, they remove the next card.

Make pairs

You need two sets of picture or word cards per group. Learners play in groups of 3–4. The cards are dealt out to each learner in the group. If learners can form pairs of words, these are placed face up in front of them. Learners take it in turns to ask one other learner in the group if they have a certain card (in order to form a pair with one of the cards in their hand). For example: *Have you got a motorbike?* If the other learner has that card, they must give it to the asking learner and the asking learner places the new pair on the table. The learner with the most pairs wins.

Using 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 word 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 Movers 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 the sentences. Learners complete the sentences in their own words.
 For example:
 Teacher: *This morning I put on ...*
 Learner (writes): *my clothes.*
- Learners listen to a whole sentence. They write only the longest word (with the most letters) in the sentence.

Checklist for Movers Test preparation

| Paper | Part | Task | Unit |
|--|-------------------------------|---|---|
| Listening 25 marks 25 minutes | 1 5 marks | Draw lines between names outside a picture to figures inside. | *4, 6, 9, 10, *15, 17, 26, *29, 32, 40, *46, 47 |
| | 2 5 marks | Write words or numbers. | 12, *14, *27, 30, *39 |
| | 3 5 marks | Draw lines between the day and the correct picture. | 16, 28, 30, 35, *36, 44 |
| | 4 5 marks | Multiple choice. Tick the correct picture. | 3, 10, 20, 22, *38, 47 |
| | 5 5 marks | Colour objects and draw or write. | 2, 5, 10, *12, 18, 19, 21, 23, *32, *47 |
| Reading and Writing 40 marks 30 minutes | 1 6 marks | Match definitions to pictures by copying the word. | 1, 2, 4, 6, 7, 11, 15, 17, 18, *19, *22, 33, *37, 43, *45 |
| | 2 6 marks | Write <i>yes</i> or <i>no</i> beside each sentence about a scene picture. | 3, 4, 6, *10, 12, 13, 15, *18, 19, 20, 23, 24, 26, 29, 32, 34, 40, 41, *46, 49 |
| | 3 6 marks | Multiple choice. Read the dialogue and circle the best response. | *5, *13, 16, *20, 24, 29, 31, *31, *35, 40, 41, 42, *48, 49, 50 |
| | 4 7 marks | Picture gap fill. Choose words and write one word in each gap. Choose the best title. | 9, 14, *15, 16, 17, *21, 22, *25, 28, 30, 34, 36, 37, 38, *40, 41, 42, 44, 47, *48 |
| | 5 10 marks | Complete sentences about three pictures and texts. | 2, 3, 9, 13, 17, 18, 21, 28, 30, 31, 37, 38, 39, *39, 42, 43, *45 |
| | 6 5 marks | Complete the text by selecting the best word and copying. | 1, *8, *11, *16, *23, *27 |
| Speaking 5–7 minutes | 1 Two similar pictures | Describe four differences between pictures. | *6, 12, *13, 20, 23, *24, 26, 33, 34, 36, *41, *42, *43, *44, 45, 46, 49 |
| | 2 Picture story | Describe the pictures. | 32, *34, *37, *41, *43 |
| | 3 Picture sets | Identify the odd one out and give reasons. | 1, 2, 5, 7, 11, 13, 21, 25, *33, 50 |
| | 4 Open-ended questions | Answer personal questions. | 4, 5, 8, 9, 10, 11, 14, 15, 16, 17, 19, *22, 24, 27, 28, 29, 30, 31, 32, 35, 38, 39, 40, 42, 43, 44, 45, 47, 48, 49 |

* authentic test-style practice

Map of the Student's Book

| Unit | Topics | Grammar | Test practice |
|--------------------------------|--|--|---|
| 1 Animals | animals, body and face, places | prepositions of place, conjunctions (<i>because, or</i>), <i>have + -ing</i> | Reading and Writing Parts 1 and 6, Speaking Part 3 |
| 2 Animals in different places | animals, colours, daily life, people, the natural world | conjunctions (<i>because</i>), prepositions of place | Listening Part 5, Reading and Writing Parts 1 and 5, Speaking Part 3 |
| 3 What kind of hair? | body and face, colours, family, names, people | describing hair using <i>with</i> , adjective order, adverbs and conjunctions of time (<i>before, now, then</i>) | Listening Part 4, Reading and Writing Parts 2 and 5 |
| 4 The girl in the red dress | body and face, clothes, colours, daily life, names, numbers | <i>with</i> and <i>in</i> to describe clothes, hair and things people are carrying, <i>Who's ... + -ing?</i> , prepositions (<i>inside, round, under</i>) | Reading and Writing Parts 1 and 2, Speaking Part 4 Test: Listening Part 1 |
| 5 Happy or sad? | names, people | adjectives (before nouns and after <i>to be</i>), adverbs (<i>today, now, very, too, outside</i>) | Listening Part 5 (drawing only), Speaking Parts 3 and 4 Test: Reading and Writing Part 3 |
| 6 Bigger or smaller? | animals, clothes, food and drink, people, places, travel | comparative forms of adjectives, conjunctions (<i>and, but, or, than</i>) | Listening Part 1, Reading and Writing Parts 1 and 2 Test: Speaking Part 1 |
| 7 What's the weather like? | daily life, people, places, weather | adverbs (<i>again, often, outside, today</i>), questions (<i>Why? What's the weather like?</i>), conjunctions (<i>and, because, but</i>), prepositions of place | Reading and Writing Part 1, Speaking Part 3 |
| 8 The biggest and the smallest | animals, body and face, people, places, the natural world, time, weather | superlatives and comparatives, conjunctions (<i>because, but, when</i>) | Speaking Part 4 Test: Reading and Writing Part 6 |
| 9 My family | animals, body and face, family, names, people, places | questions (asking for personal information and spelling), past simple, personal pronouns, prepositions of place, relative clauses (<i>who</i>), superlative adjectives | Listening Part 1, Reading and Writing Parts 4 and 5, Speaking Part 4 |
| 10 Which bag is Ben's? | colours, names, people, possessions | possessive 's', pronouns (<i>one/ones</i>), comparatives (<i>more than</i>) | Listening Parts 1, 4 and 5, Speaking Part 4 Test: Reading and Writing Part 2 |
| 11 Things we eat and drink | colours, food and drink, places | conjunctions (<i>and, or, when</i>), determiners (<i>some, a lot of, most</i>) | Reading and Writing Part 1, Speaking Parts 3 and 4 Test: Reading and Writing Part 6 |
| 12 Bottles and boxes | colours, food and drink, possessions | prepositions of place, determiners (<i>most, some</i>), imperatives, obligation and need (<i>must/have to/need</i>), comparatives and superlatives, <i>shall</i> | Listening Part 2, Reading and Writing Part 2, Speaking Part 1 Test: Listening Part 5 |
| 13 Different homes | animals, home, places, weather | prepositions of place, adverbs (<i>downstairs, inside, outside, upstairs</i>) | Reading and Writing Parts 2 and 5, Speaking Part 3 Test: Reading and Writing Part 3, Speaking Part 1 |

| Unit | Topics | Grammar | Test practice |
|----------------------------|---|--|--|
| 14 My home | colours, home, numbers, places | prepositions of place, conjunctions (<i>because, or</i>) | Reading and Writing Part 4, Speaking Part 4 Test: Listening Part 2 |
| 15 At school | clothes, daily life, hobbies, names, people, possessions, school | <i>like and enjoy + noun/-ing, with to</i> describe clothes, relative clauses (<i>who</i>) | Reading and Writing Parts 1 and 2, Speaking Part 4 Test: Listening Part 1, Reading and Writing Part 4 |
| 16 Different sports | body and face, sports, time | simple past (affirmative and interrogative), time adverbials (<i>in the morning/afternoon/evening, at the weekends, on Saturday</i>), conjunctions (<i>when</i>) | Listening Part 3, Reading and Writing Parts 3 and 4, Speaking Part 4 Test: Reading and Writing Part 6 |
| 17 My hobbies | body and face, clothes, family, hobbies, names, sports, the natural world | superlatives, adverbs of frequency, <i>go + -ing, like + -ing/noun</i> , relative clauses (<i>who</i>) | Listening Part 1, Reading and Writing Parts 1, 4 and 5, Speaking Part 4 |
| 18 My body | body and face, colours, daily life, numbers, sports | <i>to + infinitive</i> , prepositions (<i>at the end of, above</i>), comparatives and superlatives, <i>yes/no</i> questions, imperatives | Listening Part 5, Reading and Writing Parts 1 and 5 Test: Reading and Writing Part 2 |
| 19 At the hospital | body and face, colours, family, health, hobbies, people, places, possessions | relative clauses (<i>when, where, which, who, that</i>), imperatives | Listening Part 5, Reading and Writing Part 2, Speaking Part 4 Test: Reading and Writing Part 1 |
| 20 What's the matter? | body and face, health, names, people | questions (<i>What's the matter? Why?</i>), short answers, past simple | Listening Part 4, Reading and Writing Part 2, Speaking Part 1 Test: Reading and Writing Part 3 |
| 21 Where? | colours, daily life, food and drink, places, the natural world, weather | <i>yes/no</i> questions, past simple, <i>shall</i> , conjunctions (<i>because, but</i>) | Listening Part 5, Reading and Writing Part 5, Speaking Part 3 Test: Reading and Writing Part 4 |
| 22 Why do people go there? | family, food and drink, places, the natural world, work | verb + infinitive, infinitive of purpose, past simple | Listening Part 4, Reading and Writing Part 4 Test: Reading and Writing Part 1, Speaking Part 4 |
| 23 The world around us | animals, clothes, colours, the natural world, weather | prepositions (<i>at the bottom of, below, by, down, up</i>), singular and plural nouns and pronouns | Listening Part 5, Reading and Writing Part 2, Speaking Part 1 Test: Reading and Writing Part 6 |
| 24 Find the differences | body and face, clothes, colours, daily life, the natural world, time, weather | determiners (<i>all, both, only</i>), questions (<i>What's the weather like?</i>), prepositions (<i>about, after, by</i>) | Reading and Writing Parts 2 and 3, Speaking Part 4 Test: Speaking Part 1 |
| 25 Which one is different? | animals, home, people, places, possessions, the natural world, weather | past simple, verb + infinitive (<i>learn, want</i>), verb + <i>-ing</i> (<i>like</i>) | Speaking Part 3 Test: Reading and Writing Part 4 |

| Unit | Topics | Grammar | Test practice |
|---|---|--|--|
| 26 The bats are everywhere! | colours, daily life, hobbies, home, names | prepositions of place (<i>above, at the bottom of, below, inside, opposite, outside, on top of</i>), relative pronouns (<i>which</i>), conjunctions (<i>and, because</i>), adverbs of frequency, verbs + <i>-ing</i> (<i>like, love</i>), superlative adjectives | Listening Part 1, Reading and Writing Part 2, Speaking Part 1 |
| 27 My day | daily life, time, work | adverbs of frequency, prepositions of time, questions (<i>How often? When?</i>) | Speaking Part 4 Test: Listening Part 2, Reading and Writing Part 6 |
| 28 My week | daily life, family, hobbies, places, time | adverbs of frequency (<i>always, sometimes, never, usually</i>), prepositions and determiners in time expressions (<i>every, at, in, on</i>), verb + <i>-ing</i> | Listening Part 3, Reading and Writing Parts 4 and 5, Speaking Part 4 |
| 29 How well do you do it? | animals, hobbies, names, people | adverbs of manner | Reading and Writing Parts 2 and 3, Speaking Part 4 Test: Listening Part 1 |
| 30 About me | family, hobbies, people, places, school, sports, time | questions (<i>How tall? How often? What kind?</i>), adverbials of time | Listening Parts 2 and 3, Reading and Writing Parts 4 and 5, Speaking Part 4 |
| 31 Questions! Questions! | daily life, home, names, people | conjunctions (<i>because, but, when</i>), relative clauses (<i>that, who, where</i>), imperatives | Reading and Writing Parts 3 and 5, Speaking Part 4 Test: Reading and Writing Part 3 |
| 32 Why is Sally crying? | animals, colours, daily life, family, home, people, places, possessions | relative clauses (<i>when, who</i>), conjunctions (<i>because</i>), past simple, superlatives | Listening Part 1, Reading and Writing Part 2, Speaking Parts 2 and 4 Test: Listening Part 5 |
| 33 On your feet and on your head | body and face, clothes, places, possessions, sports, the natural world, travel, weather | impersonal <i>you</i> , relative clauses (<i>that, when</i>), <i>to</i> + infinitive of purpose | Reading and Writing Part 1, Speaking Part 1 Test: Speaking Part 3 |
| 34 What's in Mary's kitchen? | food and drink, numbers, places | quantifiers (<i>not much, a lot of, lots of, some, any</i>), countable, singular and plural nouns | Reading and Writing Parts 2 and 4, Speaking Part 1 Test: Speaking Part 2 |
| 35 Where were you? | family, hobbies, places, sports, time | <i>was/were</i> , past simple, <i>to</i> + infinitive of purpose, relative clauses (<i>who</i>), prepositions of time | Listening Part 3, Speaking Part 4 Test: Reading and Writing Part 3 |
| 36 What did you do then? | family, hobbies, names, places, time | past simple (regular verbs), prepositions of time and place, <i>when</i> clauses | Reading and Writing Part 4, Speaking Part 1 Test: Listening Part 3 |
| 37 What a morning! | daily life, places, school, time, travel, weather | past simple (irregular verbs), conjunctions (<i>and, because, but</i>), prepositions of time and place | Reading and Writing Parts 4 and 5 Test: Reading and Writing Part 1, Speaking Part 2 |
| 38 Busy days! | health, names, people, places, time, travel, work | past simple (affirmative, negative, interrogative), <i>have (got) to, doing something / like doing something, could/ couldn't, when</i> clauses | Reading and Writing Parts 4 and 5, Speaking Part 4 Test: Listening Part 4 |

| Unit | Topics | Grammar | Test practice |
|-------------------------|--|---|--|
| 39 Lost in the forest | animals, body and face, family, places, the natural world, time | past simple questions and short answers (<i>Yes, I did. No, I didn't.</i>), questions (<i>Where do you live? What's the matter?</i>), conjunctions (<i>and, because, but</i>), relative clauses | Reading and Writing Part 5, Speaking Part 4 Test: Listening Part 2, Reading and Writing Part 5 |
| 40 My birthday | animals, family, names, places, possessions, time | past simple, verb + infinitive (<i>help, tell</i>) | Listening Part 1, Reading and Writing Parts 2 and 3, Speaking Part 4 Test: Reading and Writing Part 4 |
| 41 Saying yes and no | clothes, colours, food and drink, health, people, possessions, time | <i>must, shall, with</i> + noun | Reading and Writing Parts 2, 3 and 4 Test: Speaking Parts 1 and 2 |
| 42 My holidays | animals, the natural world, travel, weather | past simple, adverbs of frequency, prepositions (<i>after, by, on, to, with</i>) | Reading and Writing Parts 3, 4 and 5, Speaking Part 4 Test: Speaking Part 1 |
| 43 A day at the beach | clothes, family, places, possessions, the natural world, weather | past simple, conjunctions (<i>because, when</i>), <i>to</i> + infinitive, determiners, pronouns, possessives, prepositions of time and place (<i>in, into, near, on, to, under</i>), <i>have to, must</i> , verb + <i>-ing</i> (<i>start, stop</i>), verb + infinitive (<i>try</i>) | Reading and Writing Parts 1 and 5, Speaking Part 4 Test: Speaking Parts 1 and 2 |
| 44 Which day was it? | daily life, health, places, time, work | past simple, time adverbs (<i>after, then, when</i>), conjunctions (<i>and, because, but, or</i>) | Listening Part 3, Reading and Writing Part 4, Speaking Part 4 Test: Speaking Part 1 |
| 45 Treasure | body and face, food and drink, hobbies, the natural world, time | <i>when</i> clauses, past simple, adverbs of frequency, prepositions of time and place | Speaking Parts 1 and 4 Test: Reading and Writing Parts 1 and 5 |
| 46 A day on the island | body and face, clothes, colours, hobbies, names, the natural world, numbers, people, weather | prepositions of place, past simple, verbs + <i>-ing</i> (<i>enjoy, like, love</i>), relative clauses | Speaking Part 1 Test: Listening Part 1, Reading and Writing Part 2 |
| 47 Things we do! | colours, family, home, people, places, sports, time, travel | past simple, prepositions of place and time, adverbs of time, verb + <i>-ing</i> (<i>like, love</i>), verb + infinitive (<i>want</i>) | Listening Parts 1 and 4, Reading and Writing Part 4, Speaking Part 4 Test: Listening Part 5 |
| 48 Round the world | daily life, family, hobbies, people, sports, travel, work | short answers, past simple, adverbs of frequency (<i>never, often, sometimes</i>), time adverbials, verb + infinitive (<i>learn, want</i>), verb + <i>-ing</i> , infinitive of purpose | Speaking Part 4 Test: Reading and Writing Parts 3 and 4 |
| 49 Words you need | body and face, clothes, people, possessions, school | prepositions of place (<i>above, behind, below, in, next to, on</i>) | Reading and Writing Parts 2 and 3, Speaking Parts 1 and 4 |
| 50 Opposites and places | animals, family, health, home, places, possessions, sports, the natural world, time | conjunctions (<i>and, because, but, when</i>), determiners (<i>lots of, some</i>), <i>to</i> + infinitive, adverbs of frequency, manner and place, <i>when</i> clauses, modal verbs, verb + <i>-ing/infinitive</i> | Reading and Writing Part 3, Speaking Part 3 |

Fun for Movers topic index

| Topics | Units |
|-------------------|---|
| animals | 1, 2, 6, 8, 9, 13, 23, 25, 29, 32, 39, 40, 42, 50 |
| body and face | 1, 3, 4, 8, 9, 16, 17, 18, 19, 20, 24, 33, 39, 45, 46, 49 |
| clothes | 4, 6, 15, 17, 23, 24, 33, 41, 43, 46, 49 |
| colours | 2, 3, 4, 10, 11, 12, 14, 18, 19, 21, 23, 24, 26, 32, 41, 43, 46, 47 |
| daily life | 2, 4, 7, 15, 18, 21, 24, 26, 27, 28, 31, 32, 37, 44, 48 |
| family | 3, 9, 10, 17, 22, 28, 30, 32, 35, 36, 39, 40, 43, 47, 48, 50 |
| food and drink | 6, 11, 12, 21, 22, 34, 41, 45 |
| health | 19, 20, 38, 41, 50 |
| hobbies | 10, 15, 17, 26, 28, 29, 30, 35, 36, 45, 46, 48 |
| home | 13, 14, 25, 26, 31, 32, 47, 50 |
| names | 3, 4, 5, 9, 10, 15, 17, 20, 26, 29, 31, 36, 38, 40, 46 |
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