

LEARNERS
GO!

START ^{with} English

B

Pupil's Book



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Let's Start!

Start With English B has been developed to ensure that young learners quickly acquire fluency and confidence in using English. In the **Pupil's Book**, reading, listening and speaking are taught in the context of themes familiar to learners. Learning is consolidated through each of these skills, so that learners are always secure in their grasp of new vocabulary and language structures. The corresponding Workbook emphasises writing and provides opportunities for learners to practise and consolidate the material learnt.

English is taught in meaningful contexts. Each unit in the Pupil's Book focuses on a theme that is relevant and interesting to learners.

Unit 3 I can speak English

Reading

Read the sentences. Look at the pictures and write the letters.

a. It can pick up things.
c. It can speak English.
e. Oh no, it can't stop!
g. It can walk.

b. It can't swim, Mr Leel
d. It can run fast.
f. It can't write.
h. It can sit.

Look at our new robot. h

2

3

4 Hello!

Let's practise!

It	can't	speaks English.
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Teacher/parent note: In this activity, pupils read about a character's abilities in the story strip and learn how the can/can't is used in context by relating them to illustrations.

18

New words are introduced with pictures to facilitate learning.

New language structures are highlighted for easy reference and practice.

The teacher-parent note at the bottom of each page provides guidelines for meaningful parental involvement.

Speaking

Listen, point and count the animals in the zoo.

Talk about the animals in the zoo. Use the words in the box on page 72 to help you.

Now choose an animal. Ask and answer with your partner to guess.

What does it eat? It eats flies.
What colour is it? It's green.
Can it walk? No. It can jump.
Is it a frog? Yes!

One... ten, eleven, twelve, thirteen, fourteen, fifteen... sixteen, seventeen, eighteen, nineteen, twenty animals in the zoo!

Teacher/parent note: In the first activity, pupils practise saying numbers from one to twenty. In the second activity, pupils count the number of animals in the zoo and guess the number of animals in the zoo. In the third activity, pupils choose an animal and guess the number of animals in the zoo. In the fourth activity, pupils choose an animal and guess the number of animals in the zoo.

Revision Unit 2

Reading

Find the words that don't belong.

1. cow	horse	apple	goal
2. breakfast	supper	lunch	food
3. walking	talking	cooking	strong
4. tree	bird	plant	flower
5. morning	evening	young	afternoon

Read and finish the sentences. Write the letters.

a. fly	b. on land	c. water
d. big animals	e. eat plants	f. big ears and big noses

Elephants

- Elephants are very d
- They've got f
- They live b
- They a
- They like e
- They can't c

Teacher/parent note: In the first activity, pupils revise vocabulary and structures by circling the word that doesn't belong. In the second activity, pupils match the appropriate beginning and ending of sentences.

Draw lines from the questions to the answers.

1. What is your name?	a. China
2. How old are you?	b. Tigers and elephants
3. Where do you live?	c. Tennis
4. How do you spell your name?	d. 3 brothers
5. What is your favourite sport?	e. Alice
6. How many brothers have you got?	f. 9 years old
7. What pets have you got?	g. Blue
8. What do you like to eat?	h. A dog and a mouse
9. What are your favourite animals?	i. D-A-I-S-Y
10. What is your favourite colour?	j. French fries

Teacher/parent note: In this activity, pupils match questions with their appropriate answers.

Language is presented and practised in lively situations. The songs, rhymes and games make learning enjoyable for young learners.

Cross-references point learners to activities in the Workbook for further practice on the items.

Revision units review and consolidate the vocabulary and structures taught. Tasks are provided in assessment formats to develop the learner's confidence.



Contents

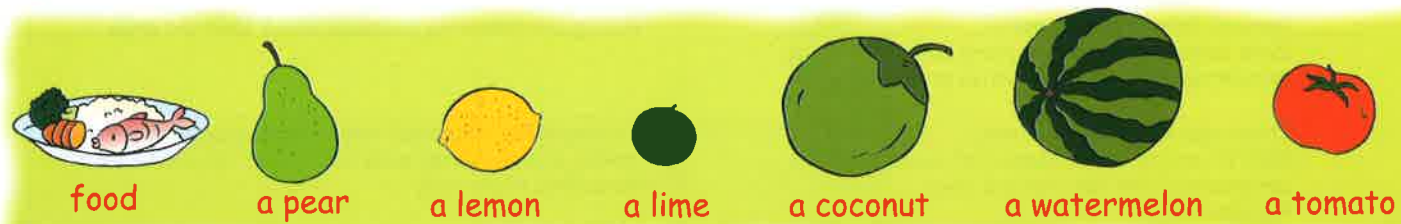


		Vocabulary	Structures	Functions
Unit 1 Food is nice	6	Food and drink	Specific determiners <i>these</i> and <i>those</i> General determiners <i>a</i> and <i>an</i> Zero determiners before plural countable nouns Reinforcement of interrogative pronoun <i>what</i>	Talking about food and drink Asking and answering questions about food and drink
Unit 2 Our clothes	12	Clothing Colours	Interrogative pronoun <i>whose</i> Reinforcement and extension of possessive determiners <i>his</i> , <i>our</i> , <i>her</i> and <i>their</i> Possessive form <i>'s</i>	Talking about the colour and ownership of clothing Asking and answering questions about the colour and ownership of clothing
Unit 3 I can speak English	18	Activities Ability	Modal verbs <i>can</i> and <i>can't</i>	Talking about one's abilities
Unit 4 Can you play hockey?	24	Sports	Interrogative structures of modal verbs <i>can</i> and <i>can't</i>	Asking and answering questions about one's abilities
Unit 5 I'm watching TV	30	Indoor activities	Present continuous tense: verb + <i>-ing</i>	Talking about what one is doing
Unit 6 At the beach today	36	Outdoor activities	Reinforcement of present continuous tense Interrogative structures using verb <i>be</i> in present continuous tense	Asking and answering questions about what one is doing
Revision Unit 1	42			
Unit 7 What are you doing?	46	Activities	Interrogative pronouns <i>what</i> , <i>where</i> and <i>who</i> in present continuous tense	Talking about what one and others are doing Asking and answering questions about what one and others are doing
Unit 8 Can you help me?	52	Miscellaneous vocabulary	Simple requests using modal verb <i>can</i> Object pronouns <i>me</i> , <i>you</i> , <i>him</i> , <i>her</i> , <i>it</i> , <i>us</i> and <i>them</i>	Making and responding to simple requests
Unit 9 I like fishing	58	Meals Hobbies Likes and dislikes	Verbs <i>like</i> and <i>want</i> to express likes and dislikes	Talking about likes and dislikes Asking and answering questions about likes and dislikes
Unit 10 My day	64	Daily routines	Simple present tense to express routines Interrogative structures using <i>do</i> as an auxiliary verb Irregular plural forms	Talking about daily routines Asking and answering questions about daily routines
Unit 11 Tigers eat meat	70	Animals	Simple present tense to express general facts Interrogative structures using <i>do</i> as an auxiliary verb	Talking about general facts Asking and answering questions about general facts
Unit 12 Who are you?	76	Personal information	Reinforcement of interrogative pronouns <i>how</i> , <i>where</i> and <i>what</i> to get personal information	Talking about oneself and others Asking and answering questions about oneself and others
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Word List	86			



Unit 1 Food is nice

Listening



Listen and repeat.



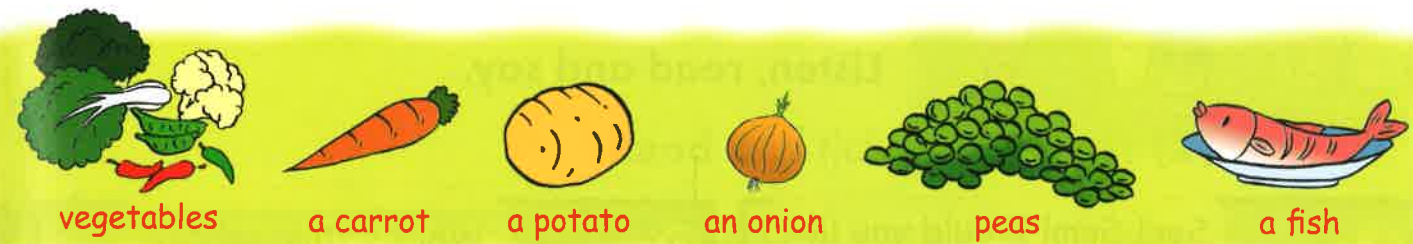
Food is good. Food is nice.
Eat fruit, vegetables, fish and rice.
Tomatoes, potatoes, onions and peas.
And don't forget some carrots, please.



Eat vegetables with fish and rice.
Eat lots of fruit. It's very nice.
Coconuts, mangoes, pears and lemons,
Bananas, limes and watermelons.



Teacher/parent note : This activity uses a rhyme to teach pupils the names of different kinds of food, particularly the more common fruits and vegetables.



Listen and tick (✓) or cross (✗).

1.



2.



3.



4.



5.



6.



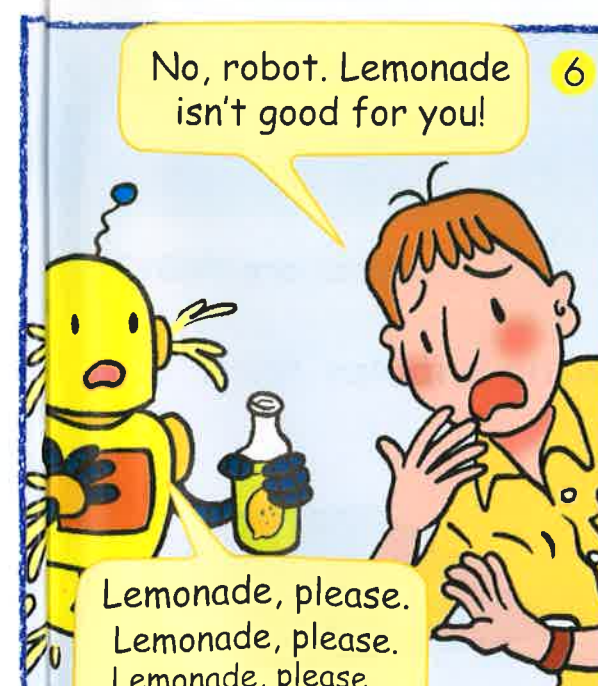
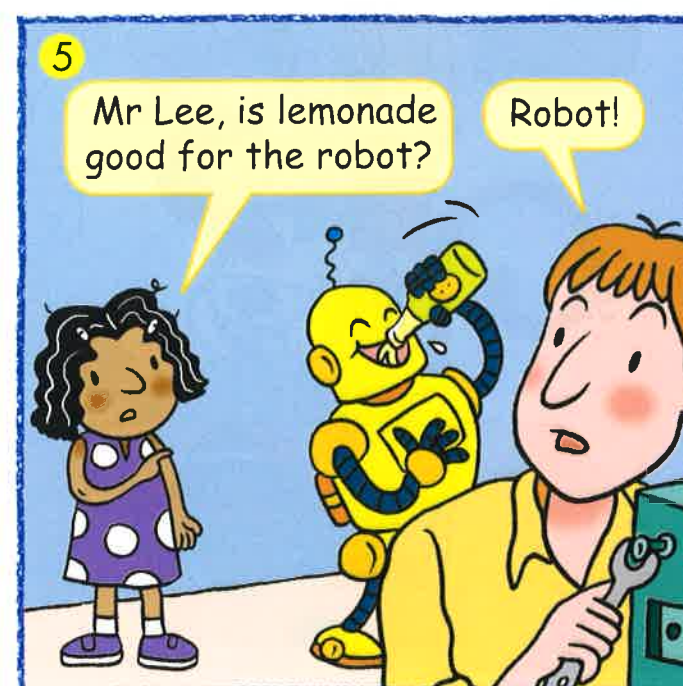
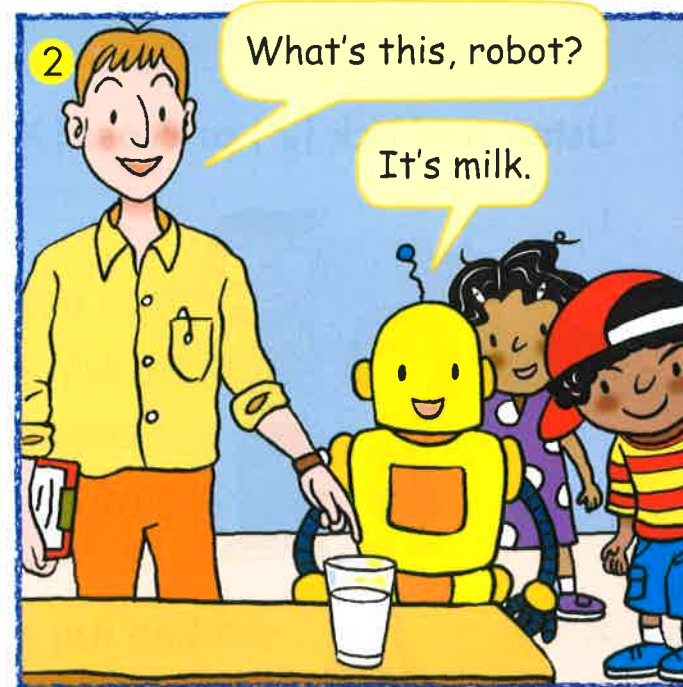
Teacher/parent note : This activity allows pupils to practise their new food vocabulary by requiring them to match lexical items with pictures.



Reading



Listen, read and say.



Read and tick (✓) or cross (X).

- There are two girls in picture 1. ☒
- There is some milk in picture 2. ☐
- There is some water in picture 3. ☐
- The robot has got some lemonade in picture 4. ☐
- The lemonade is good for the robot. ☐
- Mr Lee is happy in picture 6. ☐

Let's practise!

What's this?

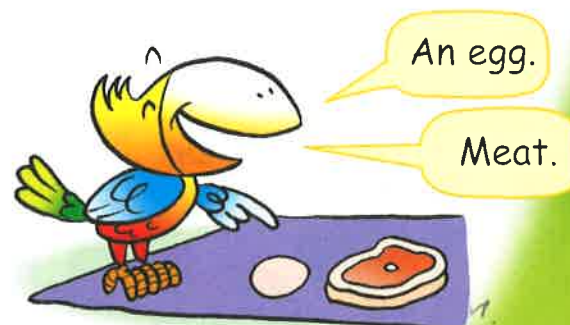
It's ...

What's that?

Teacher/parent note : In the first activity, pupils reinforce their new food vocabulary through a story sequence. The second activity further reinforces this. Pupils make true/false judgements on statements that describe the story sequence.

Speaking

Listen, point and say.



Point and say.



Teacher/parent note : The first activity allows pupils to practise the new food vocabulary. In the second activity, pupils practise naming food and drink, using the indefinite and zero article where appropriate. In the third activity, pupils practise using the determiners *this*, *that*, *these* and *those*.



Point, ask and answer.

Let's practise!

What's this?	It's a ...
What's that?	It's a ...
What are these?	They're ...
What are those?	They're ...

Teacher/parent note : This activity teaches pupils to ask and answer questions using the structures *What's this?*, *What's that?*, *What are these?* and *What are those?*