



Mr Greg's English Cloud

2018

CAMBRIDGE STARTERS

Advanced Phonics Level

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MR GREG'S ENGLISH CLOUD



Mr Greg's English Cloud

DIAGRAPH LIST

Sound	Variations
/sh/	sh
/th/	th
/ch/	ch
/oo/	oo, ew, ue
/au/	aw, au, al
/ou/	ou, ow
/ar/	ar
/or/	or, oar
/er/	er, ur, ir
Long A	a_e, ai, ay
Long E	ee, ea, ey, y
Long I	i_e, ie, igh, y
Long O	o_e, oa, ow
Long U	u_e, ue, u



INTRODUCTION & KEY

The purpose of the exercises is to show the student how a word can be divided into different segments, a process that is known as decoding.

In this textbook, the words have been divided for the student to showcase the process of the word. The division of the word will show whether the word contains digraphs or continuing sounds in them. The words have been taken from the vocabulary list from Cambridge Starters.

Each underline segment is for one sound. If the student can decode a word properly, he/she should be able to spell the word effectively and accurately. The following explains the different divisions used in this textbook;

- ___ are for single sounds
- [___] are for the digraph sounds
- (___) are for the continuing sounds
- - represents the syllable of the word (not applied for all, when used is for decoding purposes)
- / represents the divide of the word, for example the word basketball are two words that are combined together



UNIT 1 COLOURS

Introduction



Unit 1 is about the most common colours used in the English language. The student is expected to be able to identify all the colours. Spelling is not necessarily important for the test but is beneficial when it comes to reading as the vocabulary can contain obscure sounds.

Digraph Sounds Used

/er/	ur
/or/	or
/ou/	ow
/oo/	ue (not covered)
Long E	ee
Long O	ow



Picture List

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 

Spelling

1. ___ ___ ue

2. ___ ___ [___ ___] ___

3. ___ ___ ___ ___ - [___ ___]

4. ___ [___ ___] ___ le



5. ___ __ ey

6. [___ ___] ___ __ ge

7. ___ ___ ___ ___

8. ___ ___ ___ ___ ___

9. ___ ___ [___ ___] ___

10. ___ h [___] ___ [e]

Vocabulary Crossword

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



Reading

Fill in the gap with the correct vocabulary that can be selected from the spelling.

1. The girl's dress is ___ [___ ___] ___ le
2. A carrot is [___ ___] ___ ___ge
3. The grass in the garden is ___ ___ [___ ___] ___
4. The sky is ___ ___ [___ ___]
5. The boy's hair is ___ ___ ___ ___
6. Rain clouds are ___ ___ ey
7. Chocolate is ___ ___ [___ ___] ___
8. The paper is ___ h [___] ___ [e]
9. The girl's skirt is ___ ___ ___ ___
10. The sun in the sky is ___ ___ ___ ___ - [___ ___]



Speaking

The vocabulary of this section is all about colours which is mainly used for the listening part of the examination. When the student is speaking, they should be able to use colours to describe certain items, such as clothing.

1. What are you wearing?
2. What colour is your hair?
3. What colour is the sky?
4. What colour is the sun?

Example



UNIT 2 MY CLASSROOM

Introduction

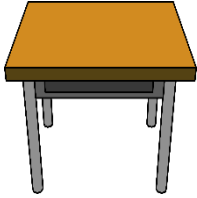






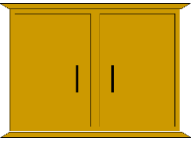
Unit 2 consists of items that can be found in a classroom. The vocabulary comes up in the spelling part of the Reading and Writing papers, so it is advised that the student practices spelling the vocabulary. The student is also expected to be able to identify the items in the setting, but they are not required to describe their function.

Diagraph Sounds Used

/er/	er
/or/	oar, or
/oo/	oo
/au/	au
/ch/	ch
Long A	a_e
Long E	aa
/choor/ (not listed)	ture



Picture List

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 

Spelling

1. _____

2. [____] air

3. ____ [____] ____



4. ___ [___ ___] ___ / ___ [___] ___ [e]

5. ___ [___ ___] [___ ___] [___ ___]

6. ___ o [___ ___]

7. ___ ___ (___ ___) [___ ___]

8. ___ ___ [___ ___]

9. ___ ___ ___ / ___ [___ ___ ___] ___

10. ___ ___ ___ ture

Vocabulary Crossword

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



Reading

Fill in the gap with the correct vocabulary that can be selected from the spelling.

1. We sit at our _____

2. There are twenty-six _____ (_____) [_____] s

3. We can put things in a...

_____ / _____ [_____] _____

4. The teacher writes on the _____ [_____] _____

5. I open the _____ o [_____]

6. There are many books on the....

_____ [_____] _____ / _____ [_____] _____ [e]

7. I need to sit on my [_____] air

8. The _____ [_____] [_____] [_____] helps the students with
their work



9. I use my camera to take ___ ___ ___ tures

10. I like to ___ ___ [___ ___] pictures

Speaking

Students should be able to identify the vocabulary without any assistance. They should be able to talk about what items can be found in the classroom, but details are not necessary. Knowing the basic function of the item is required, for example sitting on the chair and putting books on the bookshelf.

1. What is the name of your school?
2. What is the name of your teacher?
3. What can you find in your classroom?
4. What can you find on your desk?



Example



UNIT 3 IN THE GARDEN

Introduction

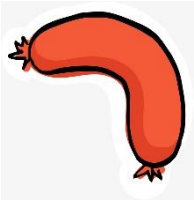
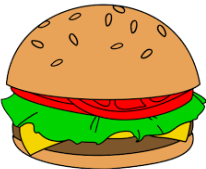







Unit 3 consists of items that can be found in a garden. The setting for the unit is based around a barbeque, as it contains food and drink vocabulary. The unit itself is not common when it comes to spelling, but students should practice spelling the vocabulary because of the digraph sounds used. It is recommended that the student can associate the vocabulary with a verb, for example eat/cook a sausage.

Digraph Sounds Used

/au/	au
/er/	ur, er, ir
/ou/	ow, ou
/ar/	ar
Long E	ee
Soft G	g



Picture List

- 1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 

Spelling

1. ___ [___] ___ ge

2. ___ [___] ___ [___]

3. _____ / _____ e



4. ___ [___ ___] ___ ___

5. ___ [___ ___] ___

6. ___ ___ [___ ___] [___ ___]

7. ___ ___ [___ ___]

8. ___ [___ ___] ___ [e]

9. ___ uice

10. ___ a ___ [___ ___] / ___ ___ ___ ___

Vocabulary Crossword

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



Reading

Fill in the gap with the correct vocabulary that can be selected from the spelling.

1. ___ ___ [___ ___] s are tall and has many leaves.
2. I like to eat ___ [___ ___] ___ [___ ___] s
3. I like to drink orange ___ uice
4. There are many flowers in my ___ [___ ___] ___ ___ ___
5. I like to drink cold ___ ___ ___ ___ ___ / ___ ___ e
6. ___ [___ ___] ___ ___ ges are made from meat
7. ___ ___ [___ ___] [___ ___] s are beautiful and colourful.
8. ___ [___ ___] ___ s can fly.
9. ___ a ___ [___ ___] / ___ ___ ___ ___ ___ is my favourite fruit
10. I live in a ___ [___ ___] ___ [e]

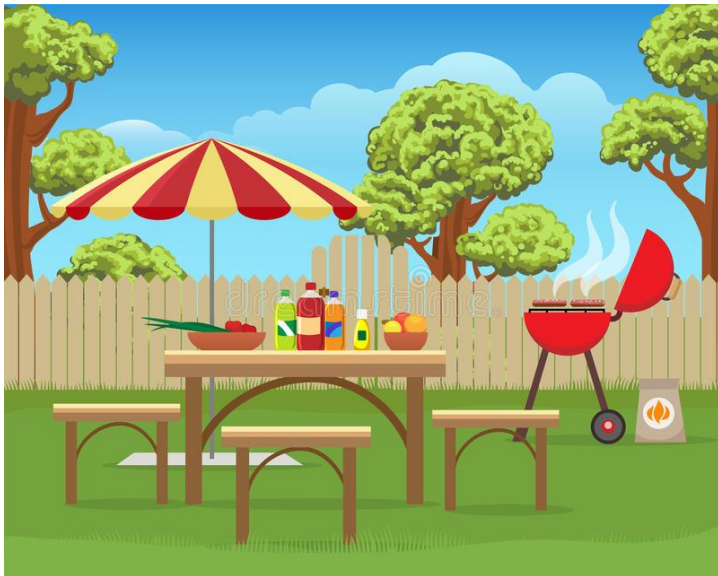


Speaking

This unit is not a big subject when it comes to speaking, as the examiners will not evaluate into the subject if the student does not have a garden. However, the student should still be able to describe what a garden can have and the activities you can do.

1. Do you have a garden at your home?
2. What can you do in the garden?
3. What is in your garden?

Example



UNIT 4 WELCOME TO MY HOME

Introduction










Unit 4 is one of the hardest sections when it comes to speaking, as it requires the student to be able to identify the different rooms of a house and the items inside the room. The spelling often comes up in the spelling section of Reading and Writing, so it is highly advised that the student spends time spelling out the vocabulary. The section is one of the more simplistic lists to spell.

Digraph Sounds Used

/th/	th
/ar/	ar
/or/	or
/ch/	ch
Long A	a
Long O	o, o_e



Picture List

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 

Spelling

1. _____

2. _____ [_____]

3. _____



4. ___ ___ ___ le

5. ___ ___ ___ ___

6. ___ [___] ___ i ___

7. Ph [___] ___ [e]

8. ___ ___ - ___ ___ ___

9. ___ ___ ___ ___ [___ ___]

10. [___ ___] ___ / [___ ___] air

Vocabulary Crossword

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



Reading

Fill in the gap with the correct vocabulary that can be selected from the spelling.

1. In the living room, we sit on the _____
2. I like to take _____ [_____]
3. We stand on the _____
4. I eat food on the _____ le
5. There is a _____ next to my bed
6. We listen to the _____ [_____] i _____
7. I called my mum by ph [_____] _____ [e]
8. The _____ - _____ is on the wall
9. I can see myself in the _____ [_____]
10. I can sit on the [_____] _____ / [_____] air



Speaking

This is one of the most popular choices when it comes to speaking as the topic covers a lot of areas. The student should be able to talk about what rooms they have in their home, what is inside and what activities they can do in each one.

1. What rooms do you have in your home?
2. How many bedrooms do you have?
3. What do you have in your bedroom?
4. What do you do in the living room?
5. What is in the kitchen?

Example



UNIT 5 SPORTS DAY

Introduction





Unit 5 has the vocabulary list as the words are long and contain more than one syllable. The student is required to be able to identify the different kinds of sports and be able to associate them with certain actions (for example, catch and throw). The vocabulary does come up in the Reading and Writing part 3, so the student should practice spelling out the long words, focusing on the decoding.

Digraph Sounds Used

/or/	or
/ng/	ng
/oo/	oo
/ch/	ch
/th/	th
Long A	a_e
Long E	ey
Long O	ow



Picture List

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 

Spelling

1. _____ [_____] _____

2. _____ (_____) _____

3. _____ [_____] _____

4. _____ (_____) _____



5. _____ - _____ - _____

6. ___ [___] ___ [e] / ___ [___] ___

7. _____ - _____ / ___ [___] ___

8. ___ [___] ___ / ___ [___] ___

9. _____ t [___]

10. [___] ___ ow

Vocabulary Crossword

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

Reading

Fill in the gap with the correct vocabulary that can be selected from the spelling.



1. You throw and bounce the ball in

_____ - _____ / _____ [_____] _____

2. You need a racket to play _____ (_____) _____.

3. I like _____ (_____) _____ in the sea.

4. There are many kinds of _____ [_____] _____s.

5. You can _____ t [_____] the ball in basketball.

6. You can't [_____] _____ ow the ball in football.

7. You hit the ball in _____ [_____] _____ [e] / _____ [_____] _____.

8. You use a stick to play _____ [_____].

9. _____ - _____ - _____ you need a high net.

10. You kick the ball in _____ [_____] _____ / _____ [_____] _____.



Speaking

Sports is a difficult topic for any student to talk about unless they actively engage in it. They should be able to tell the examiner what sports they like to play and give a short description of how to play it.

1. What sports do you like to play?
2. Who and where do you play sports?
3. What sports do you throw a ball?
4. Can you play basketball?

Example



UNIT 6 LET'S GO SHOPPING

Introduction

Unit 6 has a misleading title as the topic is mainly about what different kinds of clothes there are. In a reading scenario, the student will be required to be able to tell what items the subject is picking for their shopping. In terms of speaking, the student should be able to describe what a subject is wearing. Spelling for this unit is common and highly advised that the student practices spelling out the vocabulary.

Digraph Sounds Used

/th/	th
/sh/	sh
/ou/	ou
/ch/	ch
/er/	er, ir
Long O	o_e



Picture List

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 

Spelling

1. ____ [____] [____] [e] ____

2. _____ / _____

3. ____ oe ____



4. ___ [___] ___ [___] ___

5. _____

6. ___ at [___]

7. [___] [___] ___

8. _____ - _____

9. _____ - _____

10. _____ - _____ - _____

Vocabulary Crossword

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



Reading

Fill in the gap with the correct vocabulary that can be selected from the spelling.

1. I need to wear ___ ___ [___] [___ ___] [e] ___.
2. You can put things inside a ___ ___ ___ ___ / ___ ___ ___.
3. You put ___ ___ oe ___ on your feet.
4. ___ ___ [___ ___] ___ [___ ___] ___ go on your legs.
5. You put ___ ___ ___ ___ ___ on your feet before you put on shoes.
6. You can tell the time by looking at your ___ at [___ ___].
7. You put a [___ ___] [___ ___] ___ on your body.
8. You wear a ___ ___ ___ ___ - ___ ___ when it is cold.
9. Girls can wear a ___ ___ - ___ ___ when it's hot.
10. You put ___ ___ - ___ ___ ___ - ___ ___ on your eyes.



Speaking

The student must be able to identify what one is wearing. It is highly important when it comes to listening but also for speaking, as it shows whether the student can describe a person in detail.

1. What are you wearing?
2. What do you wear when it's cold?
3. What does your mum wear?
4. In summer, what do you wear?

Example



UNIT 7 HAPPY BIRTHDAY

Introduction

Unit 7 is mainly about family members rather than the items that can be found at a birthday party. Only two out of the ten vocabulary focuses on the subject. The vocabulary does not appear often in the spelling but is a popular topic when it comes to the reading, so it is advised that the student learns the vocabulary and is able to identify them. When speaking about the subject, the student is expected to be able to tell the examiner who and what will be at their birthday.

Digraph Sounds Used

/th/	th
/er/	er
Long A	a_e, ay
Long E	y



Picture List

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 

Spelling

1. _ _ _ i _ _ _ _ _

2. _ _ _ _ _ - _ _ _ _ [_]

3. _ o _ _ - _ _ _ _ _



4. ___ ___ [___]

5. ___ [___] ___ [e]

6. ___ [___ ___] ___ ___ / ___ [___ ___]

7. ___ ___ ___ [___ ___] [___ ___]

8. ___ ___ - ___ ___ ___ / ___ ___

9. ___ ___ - ___ ___ ___ / ___ ___

10. ___ ___ ___ ___ [___ ___]

Vocabulary Crossword

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



Reading

Fill in the gap with the correct vocabulary that can be selected from the spelling.

1. My ___ [___ ___] ___ ___ / ___ [___ ___] is on the 4th of April.

2. A boy with the same parents is called a

___ ___ ___ [___ ___] [___ ___]

3. My mother's mum is my ___ ___ - ___ ___ ___ / ___ ___

4. My father's dad is my ___ ___ - ___ ___ ___ / ___ ___

5. I play with my ___ ___ i ___ ___ ___ s.

6. I live with my ___ ___ ___ - ___ ___ [___].

7. We eat ___ [___] ___ [e] at parties.

8. A girl with the same parents is called a

___ ___ ___ ___ [___ ___]

9. My auntie's son is my ___ o ___ - ___ ___ ___ .



10. If you can't walk or talk, you must be a ___ ___ ___ [___].

Speaking

This unit is not particularly popular but when it is brought up, the student must be able to identify who was at their birthday party and what was there. They do not need to know their birth date as it is not required in the vocabulary.

1. When is your birthday?
2. Who was at your birthday party?
3. What was at your birthday party?
4. What did you get?

Example



UNIT 8 AT THE BEACH

Introduction




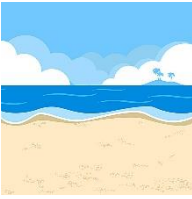


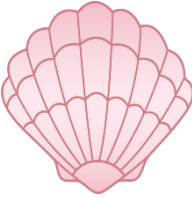


Unit 8's vocabulary is about what can be found at the beach. The student must be able to identify these items and be able to talk about what activities they can do the beach. The vocabulary list is one of the easiest units to spell and does come up in the spelling, so it is highly recommended that the student practices spelling Unit 8's vocabulary first to get a good grasp of decoding and digraph sound recognition.

Digraph Sounds Used

/ch/	ch
/sh/	sh
/er/	er
Long E	ee, ea
Long O	oa, ow



Picture List

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 

Spelling

1. _ _ _ _

2. _ [_ _] _

3. _ [_ _]



4. ___ [___ ___] [___ ___]

5. ___ ___ ___

6. ___ ___ ___ / ___ ___

7. [___ ___] ___ ___

8. ___ a ___ [___ ___]

9. ___ ___ [___ ___]

10. ___ ___ ___ - [___ ___]

Vocabulary Crossword

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



Reading

Fill in the gap with the correct vocabulary that can be selected from the spelling.

1. We can play at the ___ [___ ___] [___ ___].
2. There is a lot of ___ ___ ___ ___ at the beach.
3. There are many [___ ___] ___ ___ ___ s on the beach.
4. We can drink from a ___ ___ ___ ___ / ___ ___ ___ .
5. The sun is ___ ___ ___ ___ - [___ ___].
6. The ___ [___ ___] has many fishes.
7. When it is hot, I need drink a lot of ___ a ___ [___ ___].
8. ___ ___ [___ ___] s are tall and green.
9. The ___ ___ ___ is in the sky.
10. A ___ [___ ___] ___ travels on water.



Speaking

The student must be able to identify what activities can be done at the beach. It is not a popular topic to talk about however the student should be prepared for questions about it, especially when it is approaching or is summer.

1. What can you do at the beach?
2. What can you find at the beach?
3. When do you go to the beach?

Example



UNIT 9 IN THE KITCHEN

Introduction


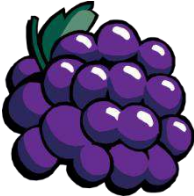




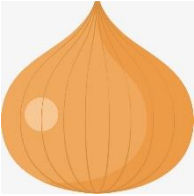


Unit 9 is about what food items can be found in the kitchen rather than the appliances. The vocabulary from this unit frequently comes up in the spelling and reading so it is vital that the student learns it. The vocabulary itself is not hard to spell but contains a lot of long vowel and obscure sounds, so it is important that the student practices spelling the words to fully understand how to decode them effectively. Speaking they should focus on what food items they like, what can be found at their home and what do they buy at the supermarket.

Digraph Sounds Used

/ch/	ch
Long A	a_e
Long E	ea
Long I	i_e, ie
Long O	o
/ool/ (not listed)	le
Soft C (not listed)	c
Short u (not listed)	o



Picture List

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 

Spelling

1. ___ [___] ___

2. ___ [___] ___ [e] ___

3. ___ - ___ - ___



4. ___ [___] ___

5. [___] ___ - ___

6. ___ [___] ___

7. ___ i ___

8. ___ [___] ___ [e] / ___ ___ le

9. ___ [___] c [e]

10. ___ ea ___

Vocabulary Crossword

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



Reading

Fill in the gap with the correct vocabulary that can be selected from the spelling.

1. ___ [___ ___] ___ ___ are in tomato sauce.
2. ___ [___] ___ ___ [e] ___ can be purple and green. They are small and round.
3. ___ ___ - ___ ___ - ___ ___ are used to make French fries.
4. ___ ___ [___ ___] ___ can be found at MacDonalds.
5. [___ ___] ___ ___ ___ - ___ ___ s cannot fly.
6. We need to cook ___ [___ ___] ___ to eat it.
7. When you cut an ___ ___ i ___ ___ you may cry.
8. ___ [___] ___ [e] / ___ ___ ___ les grow on trees and are big.
9. ___ [___] c [e] is small and white.
10. A ___ ea ___ is green and sweet.



Speaking

It is often asked by an examiner what do they like or what did they eat today. The student should be able to respond to these two key questions, providing with an answer that is not basic, for example apples or bananas. Despite this being a correct answer technically, it does not show great comprehension and it is recommended that the student is able to clearly state and describe the food being mentioned.

1. What did you eat for breakfast today?
2. What is your favourite food?
3. What foods do you have in the kitchen?
4. Where do you like to go to eat?

Example



UNIT 10 LET'S EAT!

Introduction

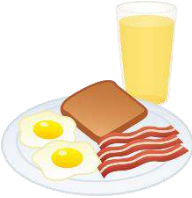








Unit 10 is about the meals of the day. The student must be able to identify the different times of the day and what meal is associated with it. They must also be able to state what they can eat for that meal also when it comes to speaking. Being able to read and understand the vocabulary is highly recommended, whereas spelling is not. The vocabulary is not the most difficult to spell, but the student should be wary of the obscure sounds in them.

Digraph Sounds Used

/ch/	ch
/er/	er
/or/	or
/oo/	oo
Long A	ay
Long I	igh
Short e (not listed)	ea
Soft c (not listed)	c
/oo/ (not listed)	ui



Picture List

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 

Spelling

1. _____ a ____ / _____

2. ____ [_____] ____

3. ____ [_____] ____ - _____



4. _____ [_____]

5. _____ [_____]

6. _____ (_____) [_____]

7. _____ uice

8. _____ a _____

9. _____ - _____

10. _____ [_____] / _____ [_____] _____

Vocabulary Crossword

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



Reading

Fill in the gap with the correct vocabulary that can be selected from the spelling.

1. There are seven ___ [___ ___] s in a week.
2. We eat ___ ___ (___ ___) [___ ___] in the evening.
3. I like to drink orange and apple ___ uice
4. We need ___ ___ ___ a ___ to make sandwiches.
5. We wake up in the ___ [___ ___] ___ - ___ ___ ___
6. When it is dark it is the ___ ___ ___ - ___ ___ ___
7. Between 12 and 4 o'clock, it is the
___ ___ ___ [___ ___] / ___ [___ ___] ___
8. In the morning we eat ___ ___ ___ a ___ / ___ ___ ___ ___
9. When we go to bed it is ___ [___ ___ ___] ___ time.
10. We eat ___ ___ ___ [___ ___] in the afternoon



Speaking

Unit 9 links with Unit 10 in terms of speaking. The student should expect these two topics to combine when they come up in the examination.

Time preposition ability is determined by combining these two topics.

If Units 9 and 10 do not link up, then questions will be based on the time of day. The topic can vary; however, the student should mainly focus on the time preposition being mentioned by the examiner and try to respond appropriately.

1. When do you have breakfast?
2. What time do you go to bed?
3. What did you eat for lunch?
4. When do you get up in the morning?

Example



UNIT 11 AT THE ZOO

Introduction

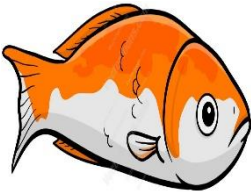





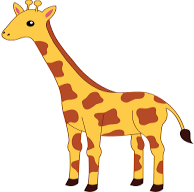
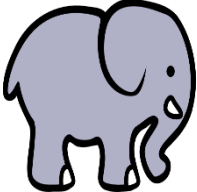

Unit 11 is one of the most important units in the book as it the vocabulary comes up in the exams consistently. The student must be able to identify the animals and be able to describe them in some detail for speaking and listening. For reading, especially part 4 in the Reading and Writing, they must be able to read the vocabulary. Part 4 also requires the student to have a decent understanding of the subject, so it is important that the student studies the animals and be able to identify its appearance at the very least.

Digraph Sounds Used

/sh/	sh
/ar/	ar
/er/	er, ir
Long A	a_e
Long I	i, i_e
Long O	o
Soft G (not listed)	g



Picture List

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 

Spelling

- 1. ____ [____]
- 2. _____
- 3. _____ - ____ - ____ [____] ____ [e]



4. _____

5. _____

6. _____ [_____] _____

7. G [_____] _____ [e]

8. _____ ph _____

9. _____ [_____] _____ [e]

10. _____ [_____]

Vocabulary Crossword

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



Reading

Fill in the gap with the correct vocabulary that can be selected from the spelling.

1. ____ ____ [____ ____] swim in water.
2. ____ ____ ____ ____ can jump and swim well.
3. ____ ____ ____ ____ - ____ - ____ [____] ____ [e] can snap.
4. ____ ____ ____ ____ s eat meat.
5. ____ ____ ____ ____ ____ are big and swim very well.
6. ____ ____ ____ [____ ____] ____ s have four legs, a long tail and have no fur.
7. G [____ ____] ____ ____ ____ [e]s have a long neck.
8. ____ ____ ____ ph ____ ____ ____ s have big ears and a trunk.
9. ____ ____ [____] ____ [e]s are long and no arms.
10. ____ ____ ____ [____ ____] s are orange with black stripes.



Speaking

The student must be able to identify all animals in the vocabulary list. Unit 11 is one of the most important units as the topic will regularly show up in the exam. It is recommended that the student can describe an animal to the examiner, as it will show great comprehension of the topic. Additionally, in the Reading and Writing part of the exam, the student must be able to read a passage about an animal and be able to fill in the details. Being able to describe the animal is a good first step.

1. What animals can you find at the zoo?
2. What is your favourite animal?
3. What animals can swim?
4. What animals are big?

Example



UNIT 12 WHAT ARE YOU DOING?

Introduction







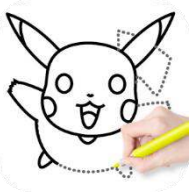


Unit 12 contains vocabulary that is mainly for part 5 of Reading and Writing. The vocabulary consists of items and actions that can be described as interests for the subject. The student must be able to identify such actions and state their preferences of their own. The spelling for the vocabulary list can be challenging as the words contain more than one syllable. It is highly recommended for the students who are going for the maximum shields practice writing out the actions as it frequently comes up in the Reading and Writing part of the exam.

Digraph Sounds Used

/ar/	ar
/er/	er
/or/	or
/sh/	sh
/au/	aw
/ng/	ng
Long A	ai
Long I	i_e
Long O	o



Picture List

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 

Spelling

1. _____ - [_____] _____

2. _____ [_____] - _____

3. _____ [_____]



4. ___ ui ___ [___]

5. ___ [___] ___ [e]

6. Ph ___

7. ___ [___] - ___

8. ___ i ___

9. ___ [___] ___ - ___

10. ___ [___] ___ [e]

Vocabulary Crossword

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



Reading

Fill in the gap with the correct vocabulary that can be selected from the spelling.

1. I like riding my ___ [___] ___ [e]. It has two wheels.
2. You can drive a ___ [___ ___]
3. I like ___ ___ [___ ___] - ___ ___ ___ pictures with a pencil.
4. I like ___ [___ ___] ___ ___ ___ - ___ ___ ___ pictures with a
brush.
5. You can take pictures with a ___ ___ ___ - [___ ___] ___
6. You can go ___ ___ [___ ___] - ___ ___ ___ by boat.
7. I can play the ___ i ___ ___ ___. It has black and white keys.
8. I can play the ___ ui ___ [___ ___]. It has six strings.
9. You can ride a ___ [___ ___] ___ [e]
10. You can call people with a ph ___ ___ ___



Speaking

The student must be able to identify the vocabulary but not necessarily define it. They must be able to tell the examiner what they like to do in their past time, which relates to the topic when it comes to speaking. The examiner will ask the student whether they can or cannot do a certain thing, for example play a musical instrument.

1. What do you like to do in your free time?
2. Can you play a musical instrument?
3. Can you ride a horse?
4. What do you take pictures with?
5. What do you like to draw?

Example



ANSWER KEY

Unit 1	Unit 2	Unit 3
Blue	Desk	Sausage
Green	Chair	Burger
Yellow	Board	Lemonade
Purple	Cupboard	Garden
Grey	Bookcase	Bird
Orange	Teacher	Flower
Pink	Door	Tree
Black	Letter	House
Brown	Draw	Juice
White	Picture	Watermelon

Unit 4	Unit 5	Unit 6
Sofa	Sport	Clothes
Bath	Swimming	Handbag
Mat	Hockey	Shoes
Table	Tennis	Trousers
Lamp	Badminton	Socks
Radio	Baseball	Watch
Phone	Basketball	Shirt
Clock	Football	Jacket
Mirror	Catch	Dress
Armchair	Throw	Glasses



Unit 7	Unit 8	Unit 9
Friend	Sun	Beans
Family	Boat	Grapes
Cousin	Sea	Potato
Baby	Beach	Fries
Birthday	Sand	Chicken
Cake	Coconut	Meat
Brother	Shell	Onion
Grandma	Water	Pineapple
Grandpa	Tree	Rice
Sister	Yellow	Pear

Unit 10	Unit 11	Unit 12
Breakfast	Fish	Camera
Night	Frog	Fishing
Morning	Crocodile	Car
Lunch	Lion	Guitar
Day	Hippo	Horse
Dinner	Lizard	Photo
Juice	Giraffe	Drawing
Bread	Elephant	Piano
Evening	Snake	Painting
Afternoon	Tiger	Bike

