

NEW **Chatterbox**

Starter
Photocopy
Masters Book



Mary Charrington

OXFORD

Contents

| | |
|-------------------------|-------|
| Posters teaching notes | 3 |
| Projects teaching notes | 3-6 |
| PCM 1 | 7 |
| PCM 2 | 8 |
| PCM 3 | 9 |
| PCM 4 | 10 |
| PCM 5 | 11 |
| PCM 6 | 12 |
| PCM 7 | 13 |
| PCM 8 | 14 |
| PCM 9 | 15 |
| PCM 10 | 16 |
| PCM 11 | 17 |
| PCM 12 | 18 |
| Plays teaching notes | 19 |
| Play | 20-21 |
| Play puppets | 22-23 |

Teaching notes for posters

Day, weather and seasons poster

1 Day race

Stick the poster somewhere all children can see it. Point out the days of the week. Ask *What day is it today?* Get the pupils to repeat the name of the day and ask one of them to point at the correct word. Say all the days of the week starting with Monday. Pupils repeat after you. Say *Let's play a game.* Divide the class into two teams and stand them in a line. The first pupil in one team and the last pupil in the other start by saying *Monday* and then turn to the pupil beside them. The next pupil says *Tuesday*, and so on and they race to see which team can say the days correctly first.

2 What's the weather like?

Stick the poster where all pupils can see it. Point to the weather pictures and say each sentence slowly and clearly. Get students to repeat the sentences. Then repeat the sentences again, but this time mime an action for each type of weather. Encourage children to join in as you say the sentence and do the action. When children are confident about this, you can say different sentences and children mime the corresponding action.

3 Point to the season

Point to the four seasons, or if you prefer, write them on the board. Point outside and ask children what season it is now. Get students to repeat the names of the seasons. Divide the class into two teams. Get one child from each team to come to the front and say *Point to (winter).* The first child to point to the correct picture on the poster wins a point for their team. Repeat with different team members and different season words.

Numbers poster

1 Count the items

Make sure that everyone can see the poster. Divide the class into two teams. Say a word for something that is on the poster, for example, *person, ice-cream, orange juice, pen, bag, teddy bear, car, ball, dog, cat, bird, mouse, rabbit, sandwich, apple* etc. If children don't know the word in English yet, you can either say it in L1, or draw a picture on the board. Children count how many of that item are in the poster. When they are confident that they know the answer, the whole team put their hands up. The first team to put their hands up then all say the number aloud. If they are correct, they win a point for their team. If they are wrong, they lose a point. Continue with as many items as possible. The team with the most points wins. As children progress through the book, they will be able to say the words for more and more objects on the poster.

Starter level Projects

In this Photocopy Masters Book there are two extra project suggestions for each unit of the Pupil's Book. One of them uses a PCM which is supplied here. The projects are simple to do. The children's work can be kept and used to review target language.

Unit 1 Make a puppet

Materials needed

Photocopies of Photocopy Master 1 (PCM 1); colouring pencils; scissors; 4 paper fasteners for each child

- Ask pupils to cut out and colour the body parts.
- Show them how to attach the parts together with the paper fasteners to make a puppet that can move its arms.
- Ask an individual to wave one of the arms of their puppet and say *Hello* or *Hi, I'm ...* (They can make up a name for their puppet.)

Hello, Goodbye game

Materials needed

An open space; some music; a *Hello* and a *Goodbye* flag

The flags can be made by attaching the short end of a triangle of paper or card to the top of a pencil. Write *Hello* in large letters on one flag and *Goodbye* in large letters on the other flag.

- Wave each flag saying *Hello* or *Goodbye*, as appropriate. Encourage the class to join in.
- Ask the class to dance around while you play the music. Stop the music and wave the *Hello* flag. Encourage the class to wave and call out *Hello*.
- Repeat the procedure but this time wave the *Goodbye* flag. This time everyone calls *Goodbye* but they must hurry to the side of the room.
- Repeat the procedure several times waving the flags in random order.

Unit 2 Make classroom labels

Materials needed

Photocopies of PCM 2; scissors; colouring pencils; sticky tape

- Ask pupils to colour the letters on the labels. They can also decorate the labels. As they do this, go round helping them to read the words.
- Ask pupils to cut out the labels and stick their finished labels onto the relevant objects with sticky tape.

The Number game

Materials needed

10 sheets of paper, labelled 1-10; an open space

- Place the ten sheets of paper on the ground, face down. Ask ten pupils to come into the open space. The rest of the class watches.
- Play some music. The ten pupils dance around the room until you stop the music. They then each pick up a sheet of paper and sit down.
- The rest of the class calls out numbers 1-10. Each time, the pupil with the right number jumps up, stands in line and holds up their number.
- Repeat the procedure with ten different children.

Unit 3 Make a family photo strip

Materials needed

Photocopies of PCM 3; scissors; colouring pencils; small photos of family members if possible; glue

- Ask pupils to cut out the strip and the frame.
- Pupils stick the front part of the frame on top of the back, sticking along the horizontal sides only.
- Show them where to stick each photo. If they do not have photos they can draw pictures of their family members.
- Show them how to push the strip through the frame, then how to pull it gently along so that each photo comes into the frame. As each photo appears the pupils say, e.g. *This is my mum.*

Family game

Materials needed

An open space; some music

- Play some music. Pupils dance around.
- Stop the music and say *Families*. Pupils have to arrange themselves into groups and decide quickly who everyone is. A spokesperson for each group introduces the family saying, e.g. *This is my dad, this is my sister* etc. (The class may want to learn further family words such as *grandma, grandpa, aunt, uncle, cousin.*)
- Once the class has the idea, continue as above but when you say *Families*, say a number, e.g. 4. Pupils have to organise themselves into groups of that number before deciding who everyone is. The last pupils to do so leave the game.

Unit 4 Make a colour spinner

Materials needed

Photocopies of PCM 4; scissors; colouring pencils

- Ask the children to cut out the spinner. They colour the sections of their spinner in red, blue, yellow, green, white and black. They can stick the spinner onto card to make it stronger.
- Show them how to put a pencil through the middle so that it spins on the point of the pencil.
- Call out a colour. Pupils spin their colour spinner until it lands on the colour you have called out. Repeat the procedure.
- Ask pupils to continue the procedure working in pairs.
- Demonstrate spinning the spinner again and calling out the colour it lands on. This time look for an item in the classroom in this colour and place it on your desk. Ask the pairs to take it in turn to do this until each of them has six items in the six different colours on their desk.
- Go round asking about the objects, e.g. *What's this?* (if they know the English word) and *What colour is it?*

Coloured stepping stones

Materials needed

A completed spinner from PCM 4; lots of paper circles coloured red, yellow, white, green, blue and black; an open space

- Arrange the coloured circles across the room as if they are stepping stones across a river. Ask a pupil to stand on one side of the 'river'.
- Ask another pupil to spin the spinner and show the class which colour it lands on. The class calls out the colour and the pupil by the 'river' has to step onto a 'stone' in that colour.

- Repeat the procedure with different pupils turning the spinner. If the pupil in the 'river' can't reach a stone in the requested colour, or if they cross the 'river' safely, they leave the 'river' and another pupil has a turn.

Unit 5 Make a flick book

Materials needed

Photocopies of PCM 5; colouring pencils; scissors; stapler

- Ask pupils to colour the pictures on each frame. Encourage them to use the same colour for the ball each time. They then cut out the frames and arrange them in a pile in numerical order.
- Staple each pupil's pile together at the side where indicated.
- Say *Look at the ball*. Demonstrate flicking through one of the little books to see the ball move. Let pupils do the same.

Find the toys

Materials needed

Flashcards for: *bike, robot, ball, teddy bear, doll, guitar*; a sheet of paper for each pupil

- Write the words for the six toys on the board. Ask pupils to copy the words onto their sheet of paper.
- While they are writing, hide toy flashcards around the room. Make sure pupils don't see.
- Ask small groups of children to go in different directions around the room looking for the toy flashcards. When they see one, they do not touch it. They quietly tick the right word on their paper.
- When they have found all the flashcards they put up their hands and sit down.
- Say the toys and ask individuals to fetch the flashcards for you.

Unit 6 Make a colour teller

Materials needed

Photocopies of PCM 6; scissors; colouring pencils; a sheet of paper for each pupil

- Ask everyone to cut out the big square. They choose eight different colours (red, yellow, blue, green, white, black, pink, brown, orange, grey, brown) to colour the triangles in the center.
- Demonstrate folding the square along the dotted lines as follows:
 - Fold all the corners into the middle, so that all the corners are touching in the middle.
 - Turn the folded piece of paper over.
 - Fold all the corners into the middle again, so that all the corners are touching again.
 - Then fold the paper vertically and horizontally.
 - Push the flaps out, so you are holding the teller with your thumbs and forefingers.
- Ask everyone to choose eight numbers (1-10) to write in the circle on the inside flaps.
- Demonstrate how the teller works:
 - Flip the teller back and forth then stop so that four numbers show.
 - Ask a pupil to choose one of these numbers.
 - Flip the teller back and forth the given number of times.
 - Ask the pupil to choose another number.

- This time lift up the flap to reveal the colour underneath.
- Ask the pupil to tell you the appropriate colour word.
- Allow the pupils to play in pairs or small groups with their tellers. Each pupil records the colours on their partner's teller by marking them on a sheet of paper. They then tick each of the colours as they arrive at them on their partner's teller. The first in each pair to tick each of the eight colours is the winner.

Find the colour

Materials needed

An open space; some music

- Play some music. The pupils dance around.
- Stop the music and say a colour e.g. *purple*. Everyone tries to find that colour somewhere on something they are wearing. If they cannot find the colour they leave the game.
- Continue the procedure using all the colours the class knows.

Unit 7 Make feelings badges

Materials needed

Photocopies of PCM 7; scissors; colouring pencils

- Show pupils the faces and ask them to name the feeling shown on each face (*happy, sad, hungry, thirsty*).
- Ask pupils to colour each of the faces and cut them out. When they are ready they each secretly choose and hold one of the faces. They all stand up.
- The teacher chooses one of the faces from her own selection and says, e.g. *I'm happy*. Everyone who has chosen the happy face calls out *I'm happy*, holds up their face for everyone to see, and remains standing. Everyone else sits down.
- The pupils still standing choose another face and the game continues until there is only one pupil left standing.

Sorting big and small

Materials needed

Plenty of sheets of paper; colouring pencils; two trays: one labelled *big* and the other *small*.

- Make a list of various objects known to pupils in English (e.g. toys, classroom objects). Divide the class into two groups and ask each group to draw either big or small versions of each object.
- When they are ready encourage individuals to hold up their picture and say *It's big* or *It's small*.
- Ask pupils to place their pictures around the classroom. Say to a pupil, e.g. *Find the teddy bears*. The pupil finds both teddy bears and places the big one on the tray labelled *big* and the small one on the tray labelled *small*.
- Continue asking other pupils to find the objects until everything is on the correct tray.
- Ask individuals to go and fetch, e.g. *a big bike, a small pen* etc.

Unit 8 Find the same pet

Materials needed

Photocopies of PCM 8; scissors; colouring pencils

- Ask pupils to choose one of the pets on PCM 8, colour it and cut out the frame. They fold up the paper and put it in their pocket.
- Ask the children to move around the room making the noise of or moving in the appropriate way for the pet they have chosen.
- When they find someone who they think has the same pet as they do, they ask e.g. *Have you got a rabbit?* If the answer is *Yes, I have*, they stay in a pair together. If not, they continue trying to find someone with the same pet.
- Once they are in a pair, they can tell each other facts about their pets, e.g. *My rabbit is brown, my fish is small* etc.

Pet corners

Materials needed

An open space; music; flashcards of pets

- Place a pet flashcard face down in six locations around the room. Play some music. Everyone dances around.
- Stop the music. Everyone chooses to go to one of the six locations.
- Call out one of the pets. Everyone at the location with the picture of that pet leaves the game.
- Repeat the procedure until there is only one pupil left, who is the winner.

Unit 9 Make a zigzag book

Materials needed

Photocopies of PCM 9; scissors; colouring pencils; pictures from old magazines; glue or sticky tape

- Ask pupils to cut out the strip and fold along each of the dotted lines in alternative directions to make a zigzag book.
- Read the words on the 'pages' with the pupils.
- Ask pupils to draw a picture of the food on each page or to find a picture of the food in the old magazines and stick it onto the page.
- When everyone is ready, say one of the food words and ask everyone to find their picture of that food and hold it up.
- Continue the procedure asking pupils to take over your role.

Make a plate of food

Materials needed

Plasticine (or local equivalent), if available; a paper plate for each child

- Start to demonstrate making food out of plasticine. Encourage the pupils to be creative in making the food shapes.
- Ask them to position the plasticine food on a paper plate and display the plates in the classroom. If plasticine is not available, ask the pupils to use colouring pencils to draw the food onto the paper plates.
- Encourage individuals to describe their plate, e.g. *I've got an orange, a donut and 2 sandwiches* etc.

Unit 10 Make a clown face

Materials needed

Photocopies of PCM 10; a sheet of paper for each pupil; scissors; glue or sticky tape; 1 dice for each pair or small group; colouring pencils

- Point to the key on PCM 10. Explain that everyone takes turn to throw the dice. They check the key for the number they throw and cut out the corresponding part of the face to stick onto their clown face. Ask pupils not to cut out each part until they are ready to stick it onto the face so parts are not lost.
- Pupils work in pairs or small groups. Encourage them to say the name for the part of the face that matches the number they throw.
- The winner in each group or pair is the first to complete their clown face. They can then colour it in while the others continue.

Note: If there are not enough dice to go round, PCM 4 could be copied and numbers 1-6 written onto the six sections. They can then be used as alternatives to dice.

Monster game

Materials needed

A sheet of paper for each pupil; colouring pencils; music; an open space

- Hand out the sheets of paper and ask each pupil to draw a monster face. Explain they can choose to draw an unusual number of eyes, ears (though not more than ten), interestingly coloured hair, a big or small nose etc.
- Stick the monster faces around the classroom. Play some music. When the music stops the pupils choose a monster face to stand beside.
- Start slowly describing a face, e.g. *It's got five eyes, a big nose, blue hair* etc. The pupils listen carefully and check the face they are standing beside against the description you are giving. As soon as the description does not fit, they leave the game and sit down until there is only one pupil left.
- Repeat the procedure, giving a different description.

Unit 11 Dress a doll

Materials needed

Photocopies of PCM 11; colouring pencils; scissors

- Ask pupils to cut out the figure on their sheet then cut out and colour the clothes.
- When they are ready, say, e.g. *a T-shirt, trousers and socks*.
- The pupils dress their figure with these clothes by simply placing them on top of the figure. They should add hair to make it male or female. (They can use blu-tack if it is available.) Repeat this a few times.
- Then ask them to choose clothes for their figures. Go round admiring and encouraging the pupils to describe their figure's clothes, e.g. *He's got a blue jumper, brown trousers and red socks*.

Dressing up

Materials needed

Real clothes – trousers, jumper, T-shirt, shoes, socks, skirt (sizes too large for the children are best); music; a dice

- Arrange the class into a circle. Place the clothes in the center.
- Ask each pupil to throw the dice, going round the circle.
- As soon as someone throws a 6, they go into the middle and start putting on all the clothes. The rest of the class claps and chants the item of clothing as the pupil puts it on.
- Meanwhile the rest of the class is still taking turns to throw the dice. As soon as someone else throws a 6 they come into the middle. The first child has to start taking off all the clothes and the second child starts putting them all on. The class continues to chant the items of clothing as they are put on.
- Continue, trying to involve as many pupils as possible.

Unit 12 Hide and find the animals

Materials needed

Photocopies of PCM 12; colouring pencils

- Point out the box of animals at the bottom of the sheet. Explain that everyone should draw these animals in hiding places (in or on objects they know in English) in the room.
- When they are ready, they work in pairs and find out where their partner has hidden their animals. They ask, e.g. *Where's the dog?* The other pupil replies e.g. *On the bed*. The first pupil draws a dog on the bed, using a different colour from the colour in which they have drawn their own animals.
- When both pupils in each pair have asked and answered about each of the animals in the box, they compare their sheets. They should have all their animals in the same places.

Furniture charades

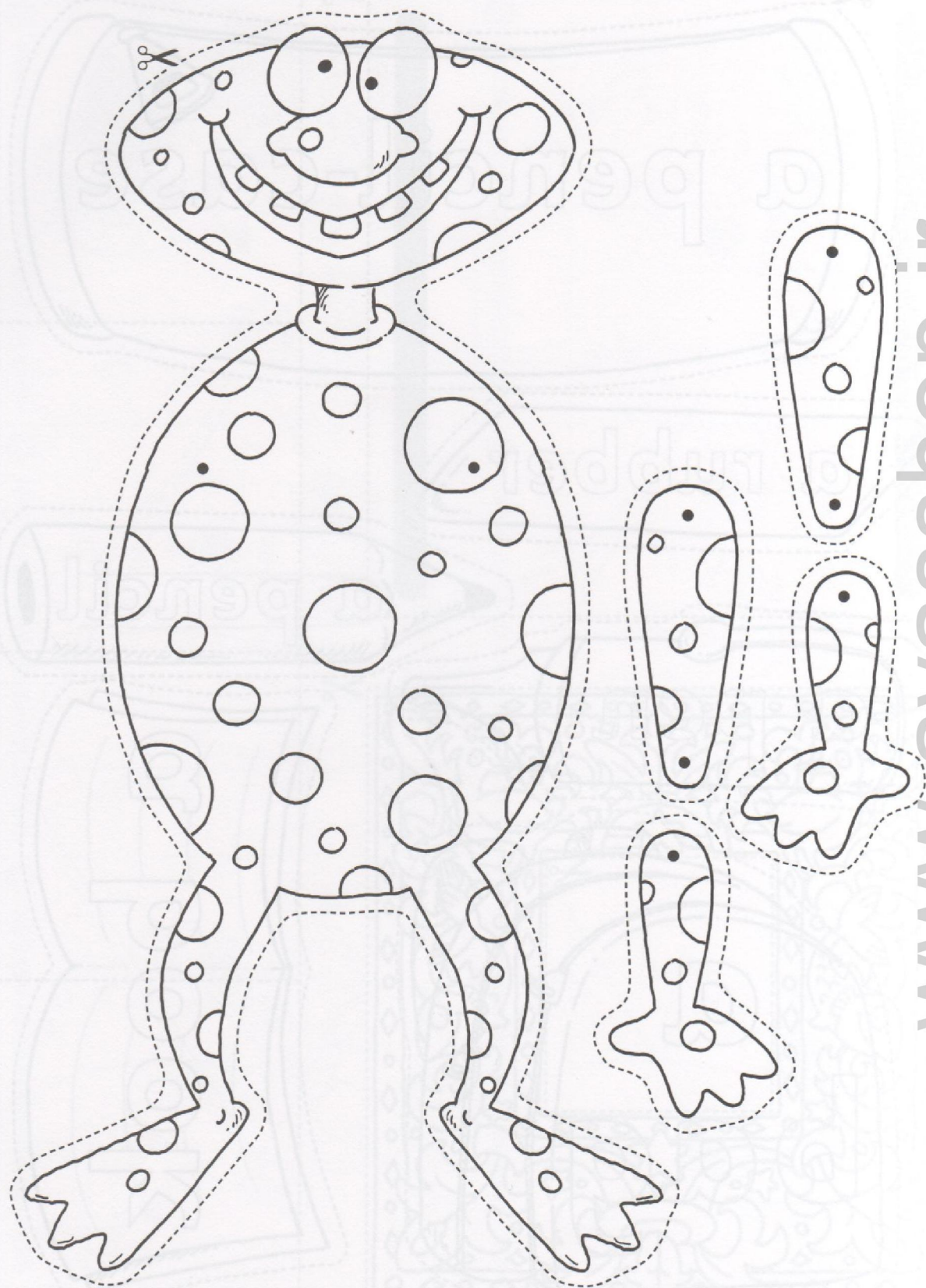
Materials needed

Flashcards of a *box*; a *sofa*; a *bed*; a *TV*; a *chair*; a *table*

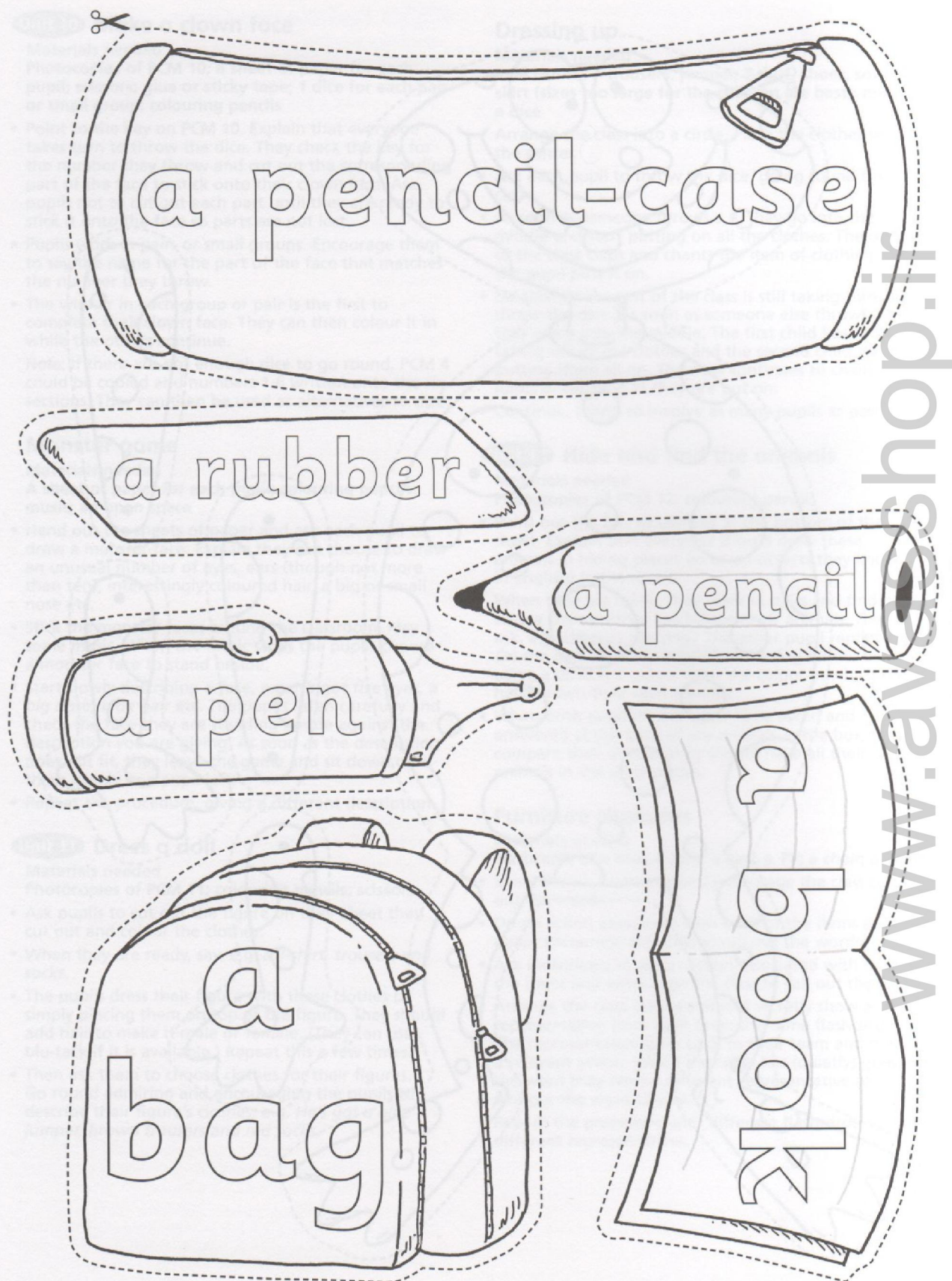
- Show the six flashcards and encourage the class to call out the words.
- Do an action associated with each of the items and again encourage the class to call out the words.
- Ask individuals to do an action associated with one of the items and encourage the class to call out the word.
- Arrange the class into teams and secretly show a representative from each team the same flashcard. The representative goes back to their team and does a relevant action. When the team has (quietly) guessed the word they send a different representative to whisper the word to you.
- Repeat the procedure with different flashcards and different representatives.

1

Make a puppet

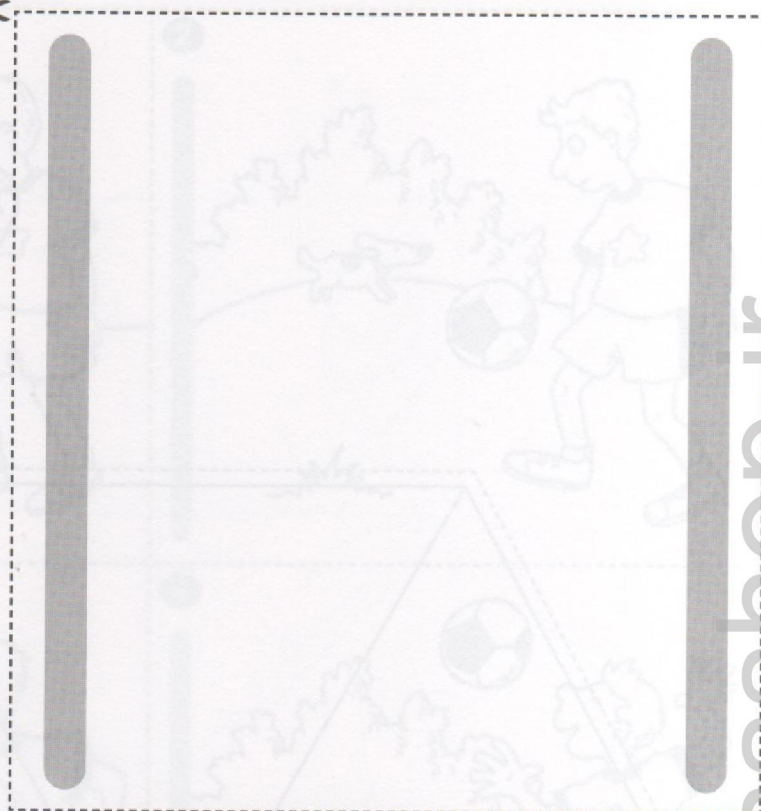
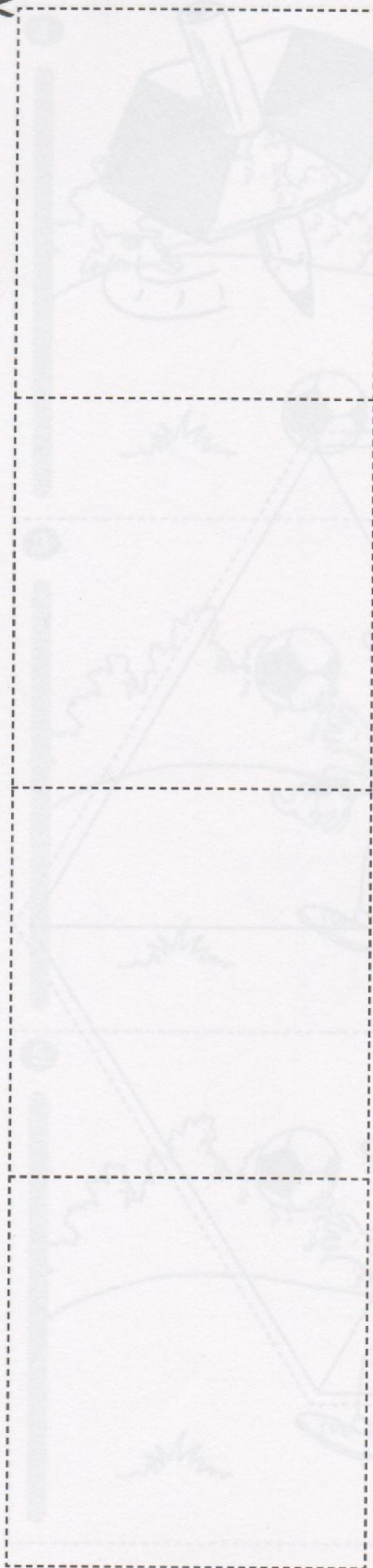


www.avasshop.ir



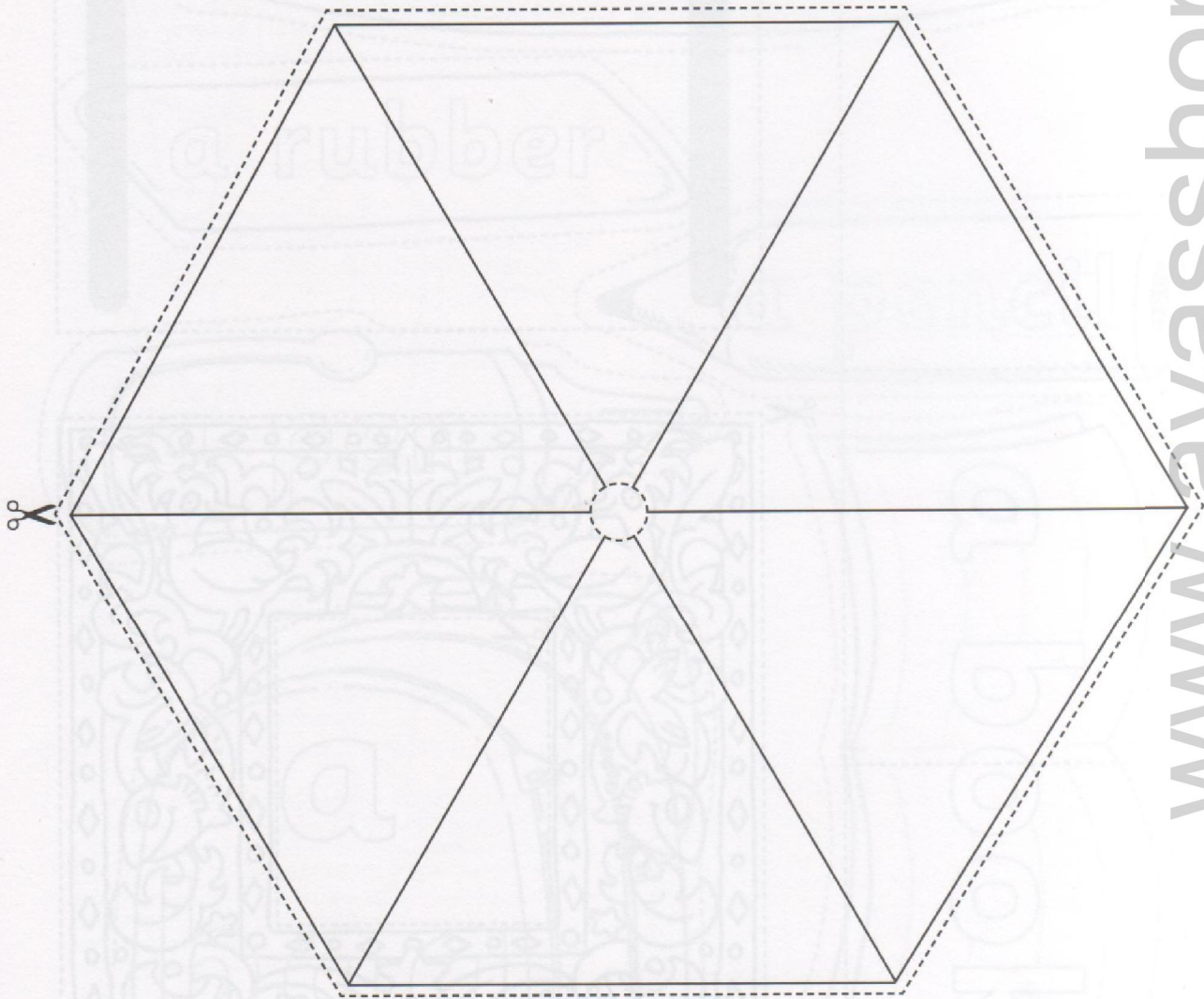
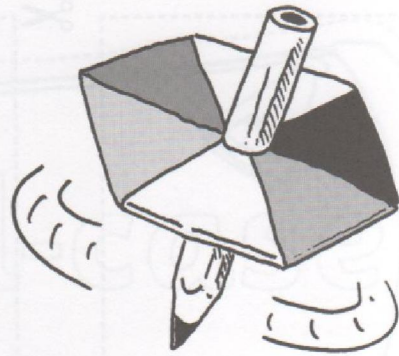
3

Make a family photo strip



4

Make a colour spinner



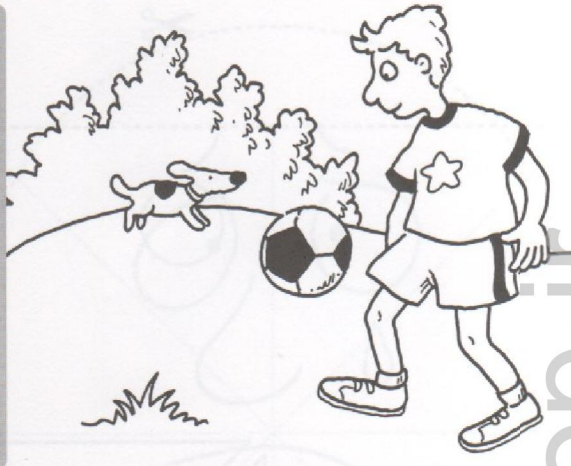
www.avasshop.ir



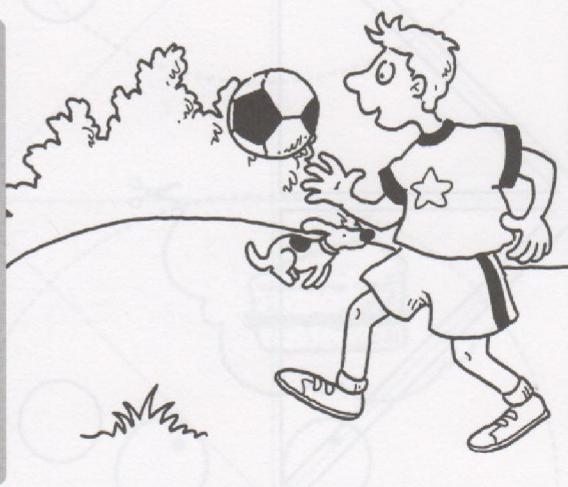
1



2



3



4

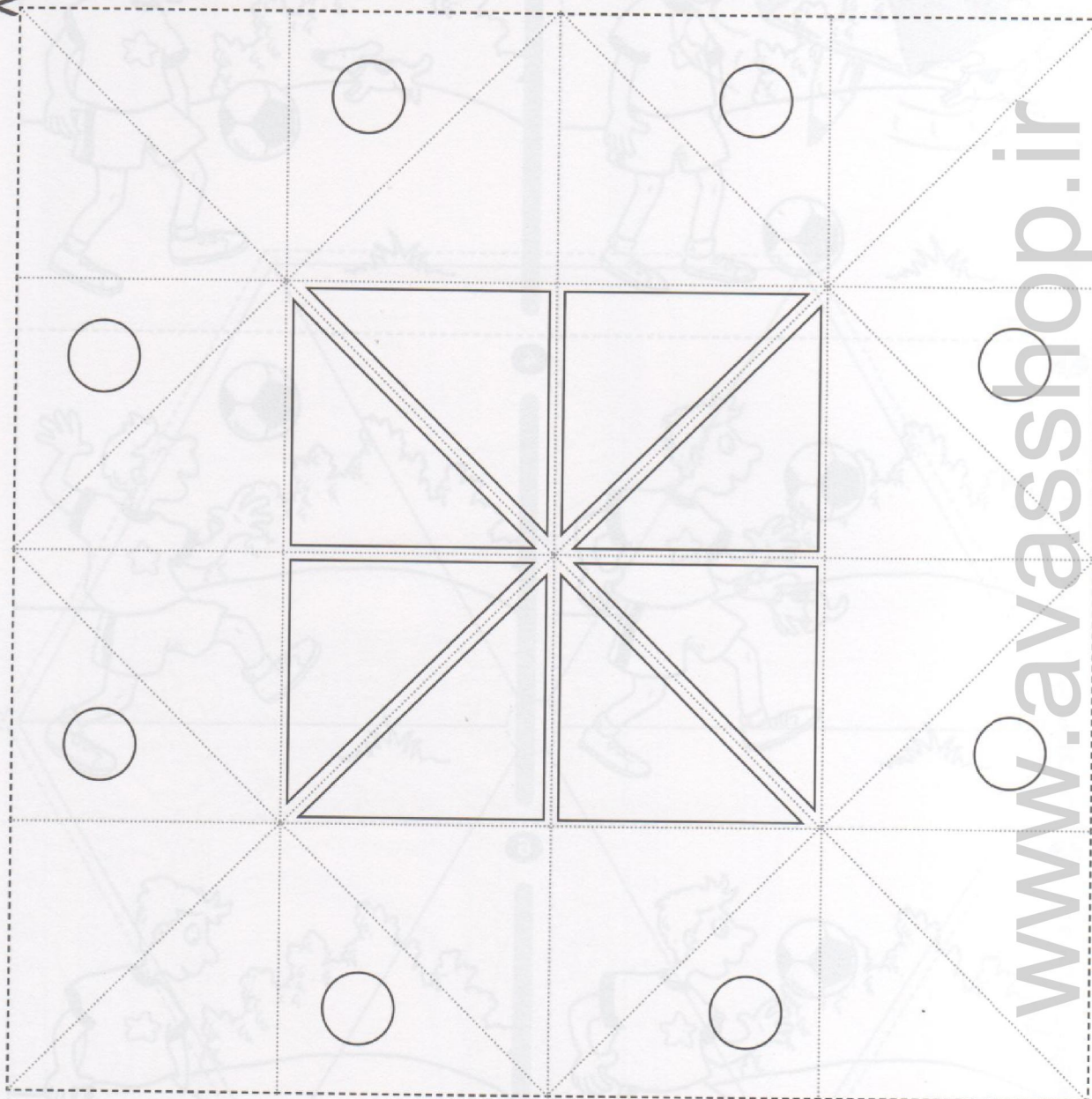


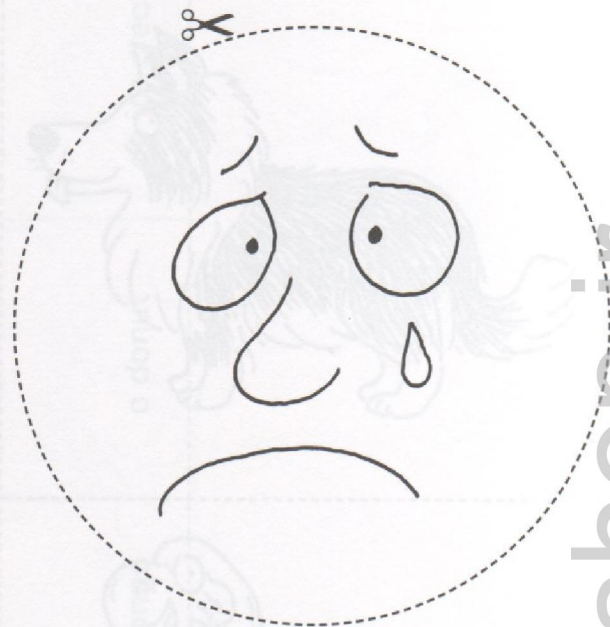
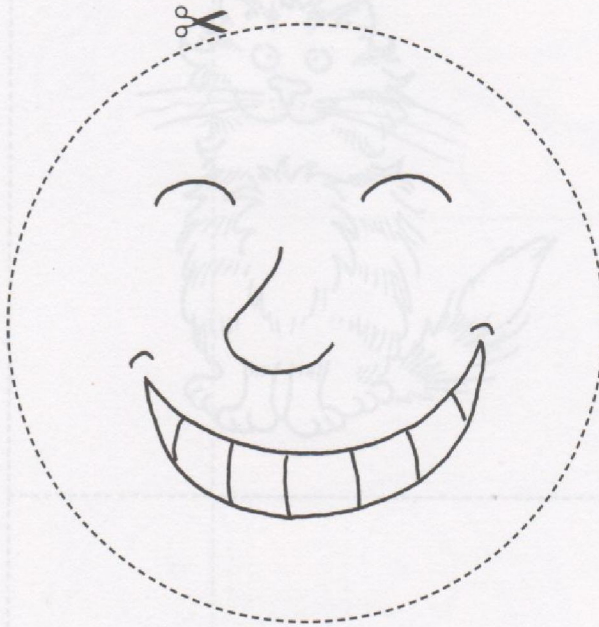
5



6

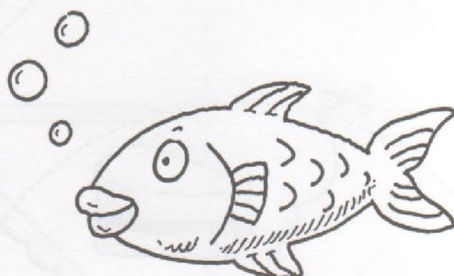






8

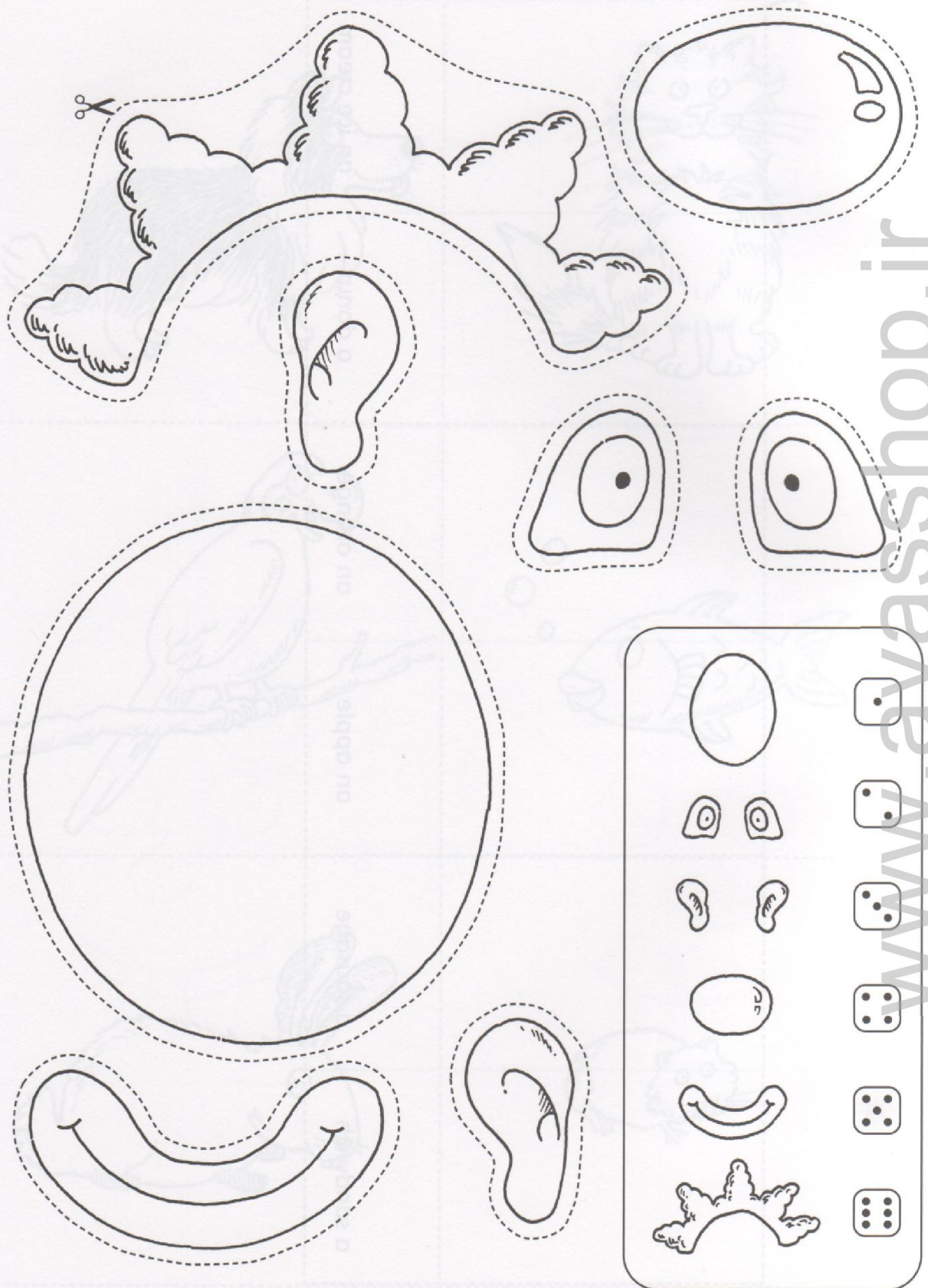
Find the same pet

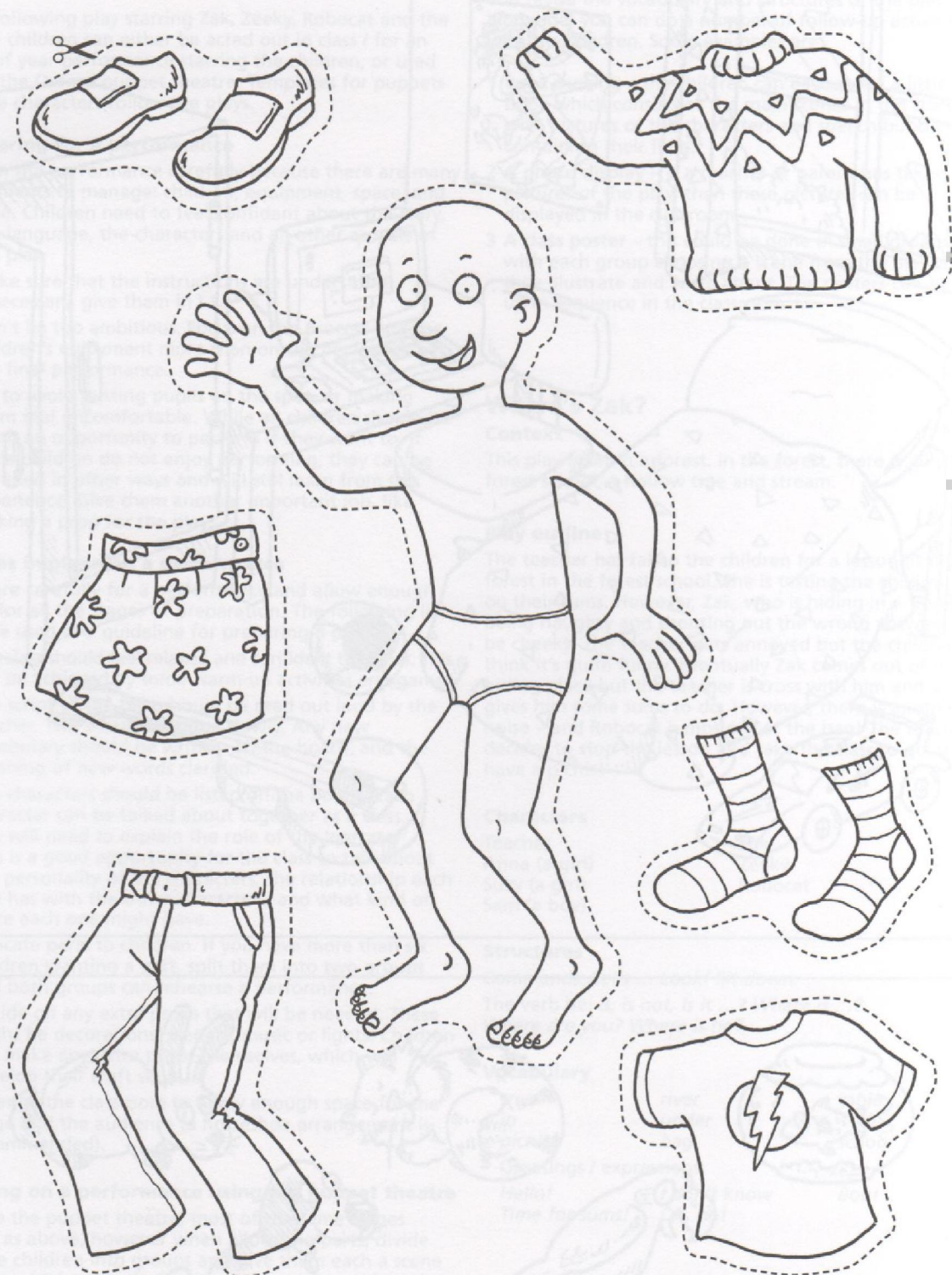




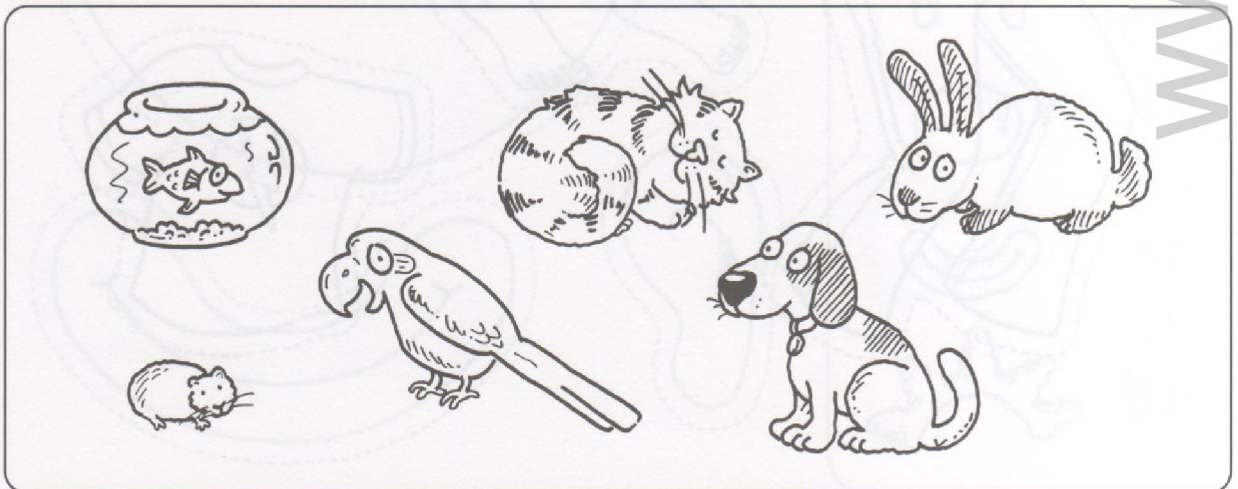
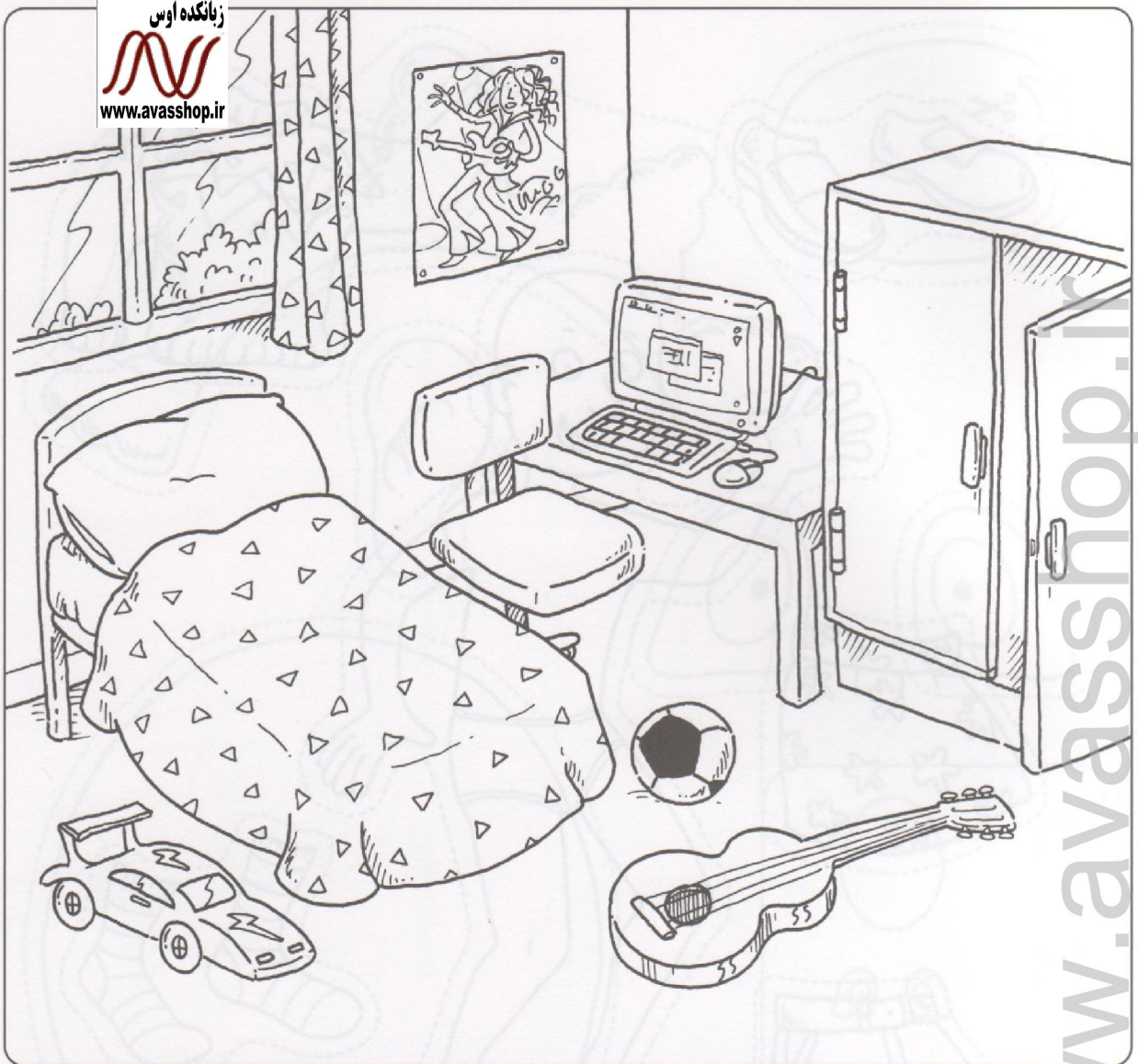
| | | | | | |
|------------|-----------|----------|-----------|---------|--------------|
| | | | | | |
| a sandwich | a sausage | an apple | an orange | a donut | an ice cream |

www.avasshop.ir





زبانگده اوس
www.avasshop.ir



Plays

The following play starring Zak, Zeeky, Robocat and the three children can either be acted out in class / for an end of year performance starring the children, or used with the Oxford puppet theatre. Templates for puppets of the characters follow the plays.

Preparing for a performance

- Plan the performance carefully because there are many elements to manage: children, equipment, space, and time. Children need to feel confident about the story, the language, the characters and all other aspects of the play.
- Make sure that the instructions are understood. If necessary, give them in L1.
- Don't be too ambitious. Focus on the process and the children's enjoyment more than on the perfection of the final performance.
- Try to avoid putting pupils on the spot, or making them feel uncomfortable. While all children should be given an opportunity to perform if they want to, if some children do not enjoy performing, they can be included in other ways and will still learn from the experience. Give them another important job, like making a prop for the play.

Stages in planning a performance

Prepare carefully for a performance and allow enough time for all the stages of preparation. The following list can be used as a guideline for preparing a play:

- 1 The class should feel relaxed and confident together. This can be achieved by some warm-up activities and games.
- 2 The script of the play should be read out loud by the teacher. This should be done slowly. Any new vocabulary should be written on the board, and the meaning of new words clarified.
- 3 The characters should be listed on the board. Each character can be talked about together as a class. You will need to explain the role of the 'narrator'. This is a good opportunity for the class to talk about the personality of the characters, the relationship each one has with the other characters, and what kind of voice each one might have.
- 4 Allocate parts to children. If you have more than six children wanting a part, split them into two groups and both groups can rehearse a performance.
- 5 Decide on any extra props that will be needed. These might be decorations, scenery, music or lights. Children can make any extra props themselves, which will develop their craft skills.
- 6 Arrange the classroom to allow enough space for the stage and the audience (a horseshoe arrangement is recommended).

Putting on a performance using the puppet theatre

To use the puppet theatre, most of the same stages apply as above, however when allocating parts, divide up the children into groups and give them each a scene to learn. Make sure that everyone has a part. When they have done that, put the whole play together with different groups doing the different scenes. Do this again until all the children have practised all the different scenes.

Performance follow-up activities

In order to reinforce the impact of the performance and revise the vocabulary and structures of the play's language, you can do a number of follow-up activities with the children. Some examples are:

- 1 **Book-making** – the children can each make a little book which consists of the main scenes in the story, with pictures of the characters and speech bubbles containing their lines.
- 2 **A photo display** – if a teacher or parent has taken pictures of the play, then these pictures can be displayed in the classroom.
- 3 **A class poster** – this could be done in small groups, with each group choosing a scene from the play which they illustrate and write about. The posters can be put up in sequence in the classroom.

Where's Zak?

Context

This play is set in a forest. In the forest, there is a little forest school, a hollow tree and stream.

Play outline

The teacher has taken the children for a lesson in the forest in the forest school. She is testing the children on their sums. However, Zak, who is hiding in a tree, is being naughty and shouting out the wrong answers to be cheeky. The teacher gets annoyed but the children think it's quite funny. Eventually Zak comes out of his hiding place but the teacher is cross with him and so she gives him some sums to do. However, there is another noise – and Robocat jumps out of the bag! The teacher decides to stop the lesson and take the class to go and have a picnic!

Characters

| | |
|---------------|---------|
| Teacher | Zak |
| Anna (a girl) | Zeeky |
| Suzy (a girl) | Robocat |
| Sam (a boy) | |

Structures

Commands: *Let's ... Look! Sit down.*

The verb be: *is, is not, Is it ...? Where is ...? Where are you? Where is he?*

Vocabulary

| | | |
|--------|-------|--------|
| tree | river | table |
| in | under | 1-10 |
| picnic | bag | school |

- Greetings / expressions:

| | | |
|----------------|--------------|------|
| Hello! | I don't know | Boo! |
| Time for sums! | Oh, no! | |

Scene 1 School in the forest

Teacher Hello, everyone.
School is in the forest today.
Now, let's count.

Children 1 2 3 4 5 6 7 8 9 10

Teacher Good. Now sums. 2 and 2?

Zak (in the tree) 10

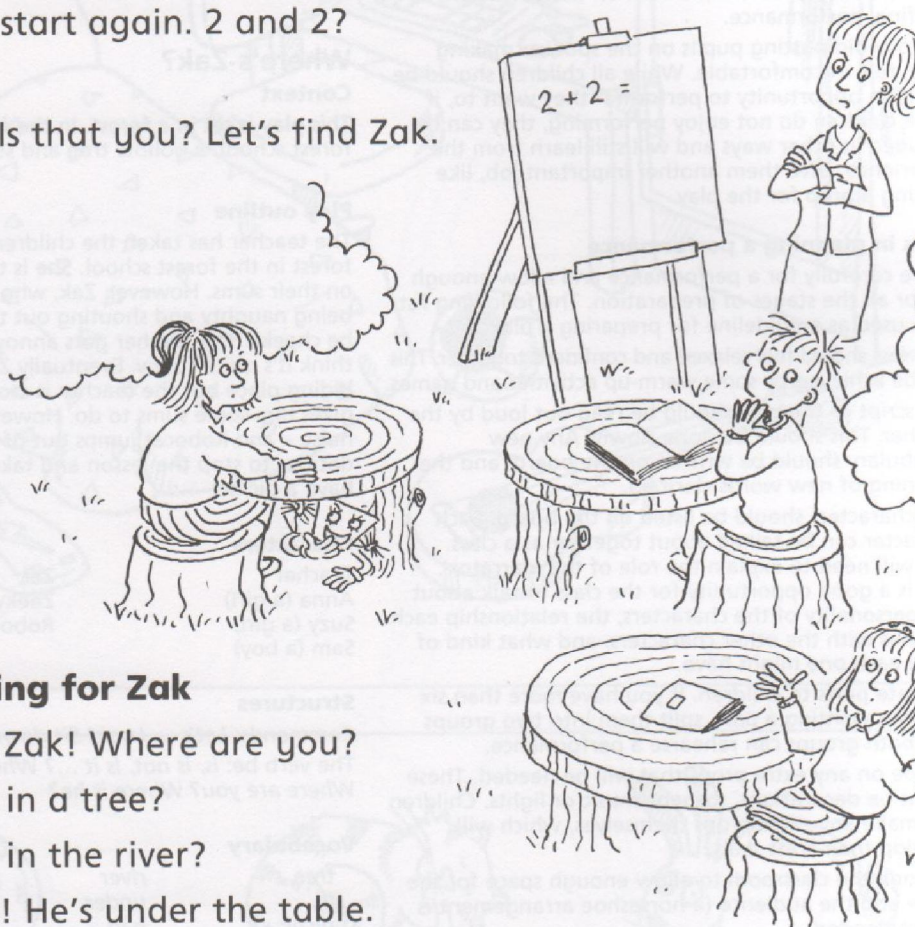
Teacher Who's that? 2 and 2 is not 10.

Children Is it Zak? Where is he?

Teacher Let's start again. 2 and 2?

Zak 10

Teacher Zak. Is that you? Let's find Zak.



Scene 2 Looking for Zak

Anna Zak! Zak! Where are you?

Suzy Is he in a tree?

Sam Is he in the river?

Anna Look! He's under the table.

Zeeky Hee, hee!

Suzy It's not Zak. It's Zeeky!

Sam Where's Zak?

Zeeky I don't know.

Scene 3 Looking for Zak again!

Teacher, children & Zeeky Zak! Zak!

Zak Hee, hee!

Teacher, children & Zeeky Zak! Where are you?

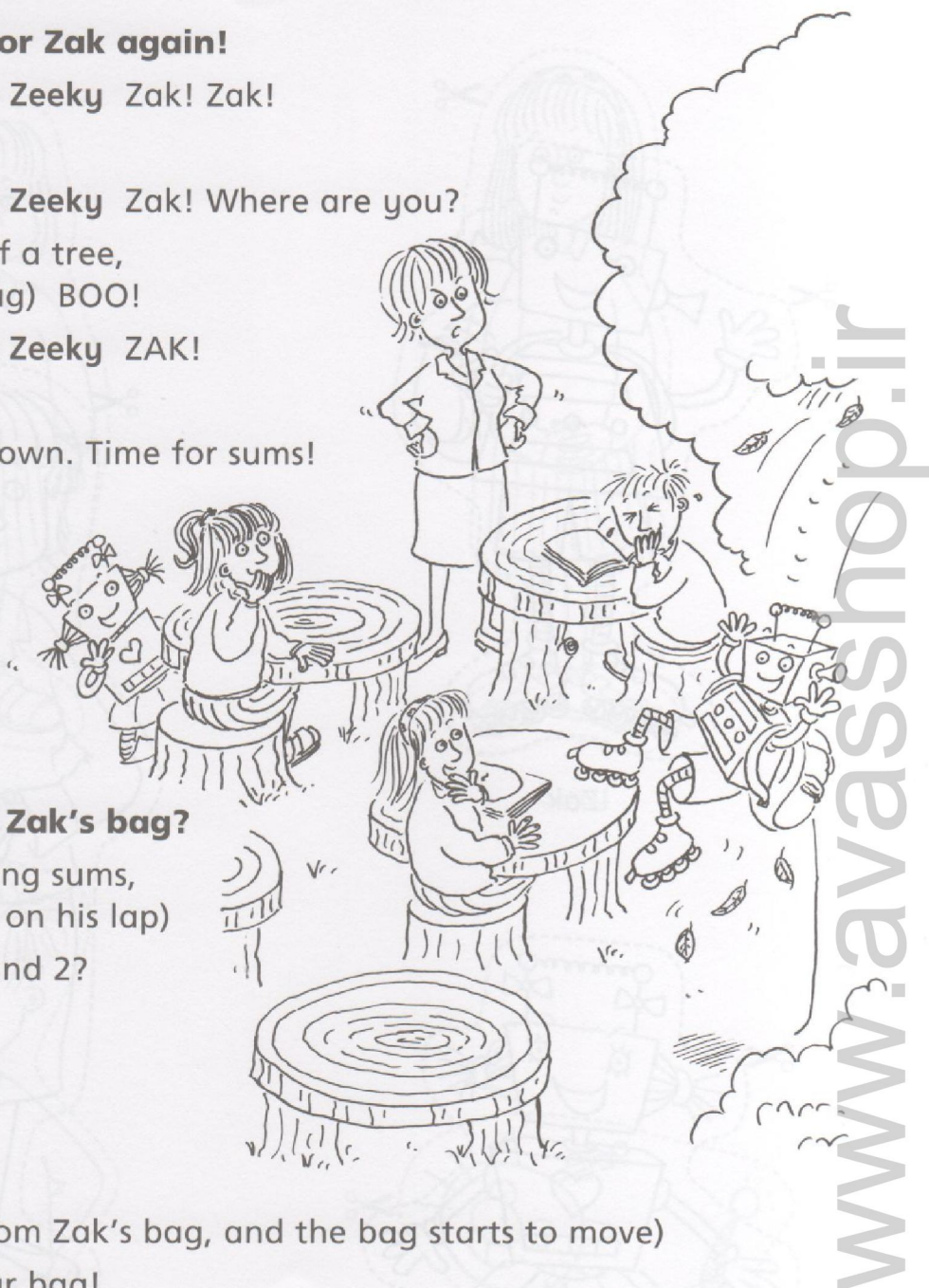
Zak (jumping out of a tree, holding a school bag) BOO!

Teacher, children & Zeeky ZAK!

Zak Hee, hee!

Teacher Zak! Sit down. Time for sums!

Zak Oh, no!



Scene 4 What's in Zak's bag?

(children sitting doing sums, Zak has school bag on his lap)

Teacher Now, 2 and 2?

Children 4

Teacher 3 and 3?

Children 6

Teacher 4 and 4?

(A squeak comes from Zak's bag, and the bag starts to move)

Anna Zak! Your bag!

Teacher Zak! What's in your bag?

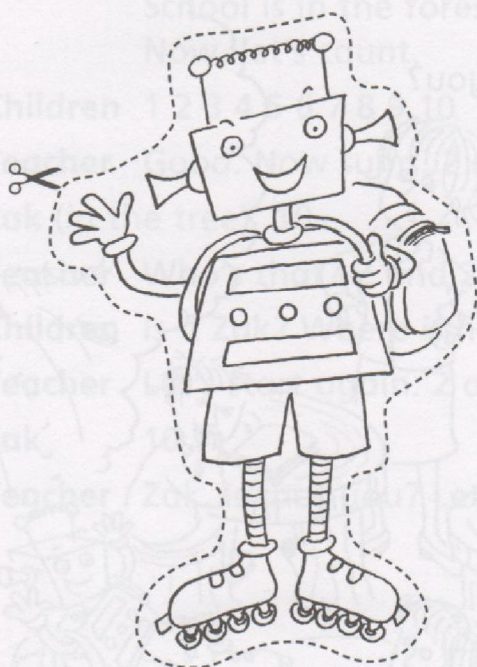
Zak Ummm

(Bag bursts open and Robocat jumps out. Laughter from children.)

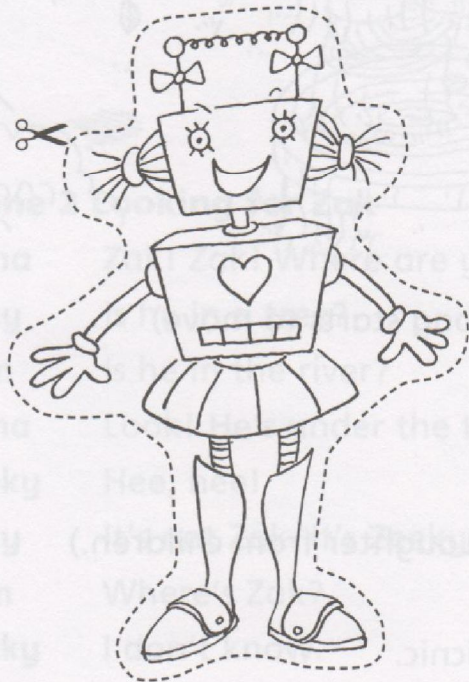
Children Ha! Ha!

Teacher Let's stop school. Let's have a picnic.

Teacher, children & Zeeky Hooray!



Zak



Zeeky

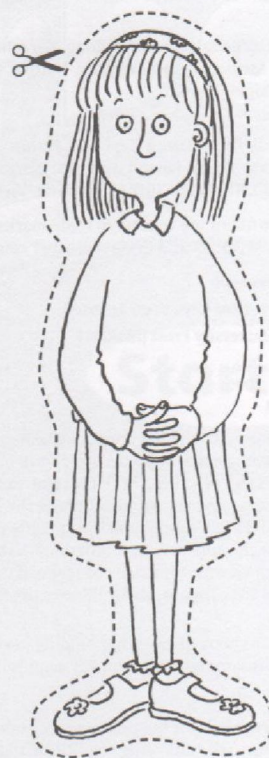


Teacher

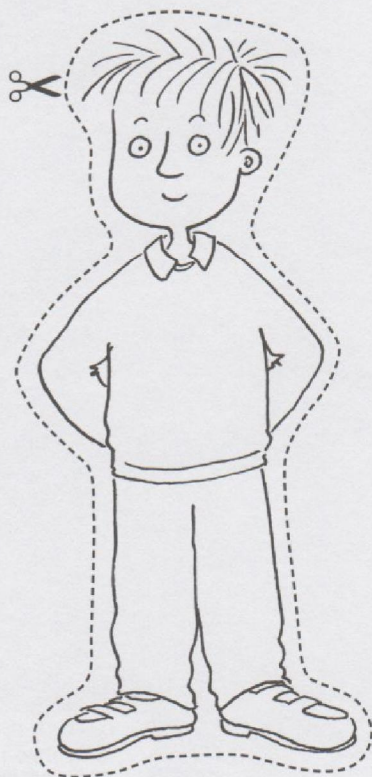
www.avasshop.ir



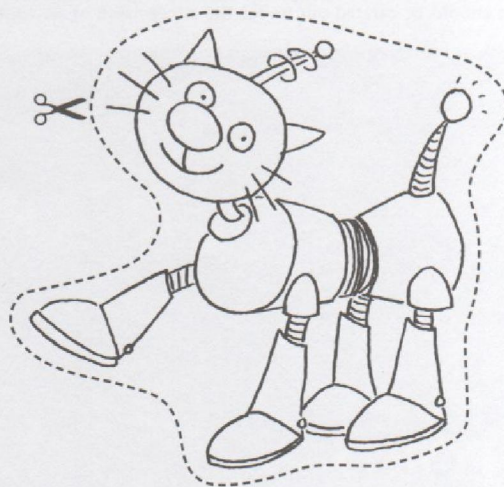
Anna



Suzy



Sam



Robocat

www.avasshop.ir

OXFORD

UNIVERSITY PRESS

Great Clarendon Street, Oxford OX2 6DP

Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide in

Oxford New York

Auckland Cape Town Dar es Salaam Hong Kong Karachi

Kuala Lumpur Madrid Melbourne Mexico City Nairobi

New Delhi Shanghai Taipei Toronto

With offices in

Argentina Austria Brazil Chile Czech Republic France Greece

Guatemala Hungary Italy Japan Poland Portugal Singapore

South Korea Switzerland Thailand Turkey Ukraine Vietnam

OXFORD and OXFORD ENGLISH are registered trade marks of
Oxford University Press in the UK and in certain other countries

© Oxford University Press 2006

The moral rights of the author have been asserted

Database right Oxford University Press (maker)

First published 2006

2010 2009 2008 2007 2006

10 9 8 7 6 5 4 3 2 1

All rights reserved. No part of this publication may be reproduced,
stored in a retrieval system, or transmitted, in any form or by any means,
without the prior permission in writing of Oxford University Press (with
the sole exception of photocopying carried out under the conditions stated
in the paragraph headed 'Photocopying'), or as expressly permitted by law, or
under terms agreed with the appropriate reprographics rights organization.
Enquiries concerning reproduction outside the scope of the above should
be sent to the ELT Rights Department, Oxford University Press, at the
address above

You must not circulate this book in any other binding or cover
and you must impose this same condition on any acquirer

Photocopying

The Publisher grants permission for the photocopying of those pages marked
'photocopiable' according to the following conditions. Individual purchasers
may make copies for their own use or for use by classes that they teach.
School purchasers may make copies for use by staff and students, but this
permission does not extend to additional schools or branches

Under no circumstances may any part of this book be photocopied for resale

Any websites referred to in this publication are in the public domain and
their addresses are provided by Oxford University Press for information only.
Oxford University Press disclaims any responsibility for the content

ISBN-13: 978 0 19 472833 1

Printed in China

ACKNOWLEDGEMENTS

Illustrations by: Judy Brown and Heather Clarke

**The Publisher advises that project work involving cutting and
sticking should be carried out under the supervision of an adult**



OXFORD
UNIVERSITY PRESS

www.oup.com/elt

New Chatterbox Photocopy Masters Book Starter Level

OXFORD ENGLISH

ISBN 978-0-19-472833-1



9 780194 728331

OXFORD