



MAJOR STARS



TEACHER'S GUIDE



UNIT 4: TRANSPORTATION

Lesson 1: Words

OBJECTIVES

Knowledge: Students will be able to

- Learn new words about transportation.
- Look at the picture and point out the exact type of transportation.

Vocabulary: *helicopter, airplane, boat*

Listening: Listen to the new words, point and read the word heard in the audio.

Reading: Look at the picture, read and point the specific transportation vehicle.

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, ...

WARMER

- Let the class play board race game.
- Split the class into two teams.
- Both teams send one student to the board.
- Both chosen students will compete with each other by choosing the correct sentence (or word) that matches the given image (or sentence) or vice versa.
- Which student does it faster will gain for his/her team one point.
- Which team has more points at the end will be the winner.

LEAD-IN

Teacher will ask students' opinions about flying and swimming "Do you like flying on the sky?" "Do you like swimming in the sea?". Elicit about how people can fly or go to the sea.


MAIN CONTENT


Listen and repeat.  11


- Ask students to look at the pictures of 3 types of transportation, play the recording for children to point out the vehicle in the picture.
- Then play the recording again for students to repeat. Help them out with stress for long words.
- Play the recording a third time for students to listen, point and repeat the new words.
- Hold up the flashcard in random orders and ask the class to say the words.

UNIT 4 TRANSPORTATION


Lesson 1 WORDS

Listen, point and repeat.  11






helicopter



airplane



boat

Words: helicopter, airplane, boat

46

Track 11

Listen, point and repeat.

helicopter – helicopter

airplane – airplane

boat – boat

Extra activity

Play a game: Pictionary.

- The teacher chooses one student from each team for each round.
- The teacher gives students one word that relates to transportation such as bus, car, airplane, boat, helicopter, ...
- Students will draw the subject-related concept the teacher states.
- The rest of their team must then guess what their friends are drawing. The first group to correctly guess the word wins.
- The game repeats until every student has had a turn/there are no more words on the list.
- Count the points and announce the winning team.

Lesson 2: Grammar

OBJECTIVES

Knowledge: Students will be able to

- Learn the grammar of how to use preposition “by” for transportation.
- Learn a way to express how to move from one place to another with a type of transportation.

Grammar: ... *go to* ... *by* ...

Listening: Listen to short conversations.

Speaking: Talk about animal from picture moving around using ... *go to* ... *by* ...

MATERIALS

Textbook, teacher’s guide, lesson plan, flashcards, audios, ...

WARMER

Play Cowboy game:

- Select two students from opposing teams and have them stand in the middle, facing away from each other.
- Give each student a flashcard to hold in front of them.
- Then count to 3. On each count, the students take one step forward. When they hear 3, they turn and try to say a full sentence using vocabulary word on the opposing team's flashcard.
- The first student to say the correct sentence earns points for their team.

LEAD-IN

- Use flashcards of lesson 1.
- Point one picture at a time and ask, “What is it” “What do you like?”, “Do you like mountains?” Students point and answer.

1. Say.

- Ask students to look at page 47 and the thinking bubble of the boy and the girl.
- Teach students the new grammar, using **go to + (place) + by + (transportation)**.
- Read the 2 sentences first and students listen. Read each sentence the second time, and students repeat the sentence after each time.
- Check the student’s pronunciation and intonation if necessary.

2. Listen, point and repeat. 12

- Talk about each frame with the class.
- Point at each speech bubble and read the sentences in the speech bubbles.
- Play the audio for the first time and students follow the sentences in their books.

Lesson 2 GRAMMAR

1. Say.



I go to Ha Noi by airplane.



I go to the island by boat.

2. Listen, point and repeat.  12

1 Let's read together.



2 The cats go to the park by helicopter.



3 The elephant and the bear go to the zoo by airplane.



4 The monkeys go to the island by boat.



Values: Read books

47

- Replay the audio and pause the audio after each sentence for the students to repeat.
- Point at the speech bubbles on the board and ask the students read out loud the sentences.
- Check the students’ pronunciation and intonation if necessary.

Track 12

2. Listen, point and repeat.

Mia: Let’s read together.

Tim: The cats go to the park by helicopter.

Mia: The elephant and the bear go to the zoo by airplane.

Tim: The monkeys go to the island by boat.

Extra activity

- Give some random flashcards to some students in class.
- Flashcards should have 2 types, places (school, market), and means of transportation (bus, helicopter...)
- Students swap and share their cards to form a pair of one place and one transportation type.
- Teacher then calls students to read a sentence **I go to (place flashcard) by (transport flashcard)**.
- Teacher helps them with pronunciation and grammar errors.

Lesson 3: Phonics

OBJECTIVES

Knowledge: Students will be able to

- Pronounce the words correctly.
- Find more words with the phonics they have learned.

Vocabulary: Ww – water, wall; Xx – ox, fox; Yy – yak, yam; Zz – zero, zipper

Listening: Listen to the words with the given phonics.

Speaking: Pronounce the words with the given phonics.

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, ...

WARMER

- Play Bingo:** Ask students to draw a 3 x 3 grid on their whiteboards or pieces of paper then write all the words from exercise 1 at random, there will be 1 word that is written twice.
- The teacher reads random words in Lessons 1 and 2. Students must be quiet and listen carefully. If they have that word, they will circle it.
- Students win if they shout 'Bingo' when they have 3 circles forming a line (vertical, horizontal, diagonal).

LEAD-IN

- Write letters "w", "x", "y" and "z" on the board.
- Ask the students to give some words beginning with the letters.
- The students read out loud the words.

1. Listen, point and repeat. 13


- Ask students to look at the letters in their books.
- Tell the students that they are going to listen to an audio of sounds that the letters make at the beginning of the words.
- Point at the words and read first. The students follow the words in their books.
- Play the audio for the first time. The students follow and point at the words in their books.
- Play the audio for the second time and pause after each word for the students to repeat the words 2 or 3 times.
- Check the student's pronunciation when they say the words.









Track 13

1. Listen, point and repeat.











w – w – water	x – x – ox	y – y – yak
z – z – zipper	w – w – wall	x – x – fox
y – y – yam	z – z – zero	

Lesson 3 PHONICS

1. Listen, point and repeat.  13







Ww  water	Xx  ox	Yy  yak	Zz  zero
 wall	 fox	 yam	 zipper

2. Which words begin or end with the same sound?

 fox	 ox	 wall	 yam	 yak
 water	 zero	 yak	 wall	 water

2. Look, say the words and match.

Xx	Ww	Yy	Zz	Xx	Ww
•	•	•	•	•	•
•	•	•	•	•	•

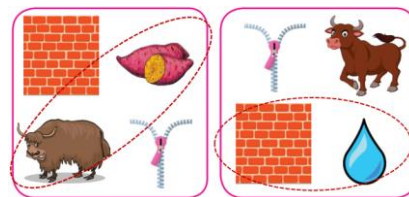
Phonics: Ww – water, wall; Xx – ox, fox; Yy – yak, yam; z – zero, zipper

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2. Which words begin or end with the same sound?

- Ask students to look at the pictures on page 48. Ask them to read the words again. Teacher explains that they must circle a pair with same beginning or ending sound.
- Teacher reads all the words again for students to listen and repeat. Correct if they made mistakes.

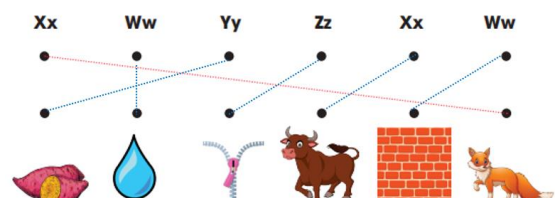
Answer



3. Look, say the words and match.

- Points at the pictures and the students say what the pictures are.
- Students match the phonics with pictures based on their pronunciation, teacher checks and corrects the answers.

Answer



Lesson 4: International exams – Cambridge starters

OBJECTIVES

Knowledge: Students will be able to:

- Be ready to do the Cambridge Starters
- Practice a full Cambridge Starters question list.

Listening: Listen and match, write the missing information, tick correct answers and coloring pictures as required.

Reading and Writing: Read, tick, choose yes or no, choose the correct answers. Fill in the blanks and answer questions.

Speaking: Realize objects and point out.

MATERIALS

Textbook, teacher's guide, lesson plan, flashcards, audios, ...

WARMER

- Play **Hot Seat**.
- The teacher invites a student to come to the board and sit facing the whole class.
- The teacher will write a word on the board.
- Students at the bottom will have to use actions to describe the word or can suggest verbal cues but not read the word out.
- If the student guesses correctly, he/she will get points for the team.

LEAD-IN

- Use Flashcards to review old vocabularies for students from Unit 1 to Unit 3.
- Remind students about the format of the exam from Unit 1.

Listening Part 1: Listen and draw lines.  Audio 12

Listening
Part 1
- 5 questions -

Listen and draw lines. There is one example.  Audio 12

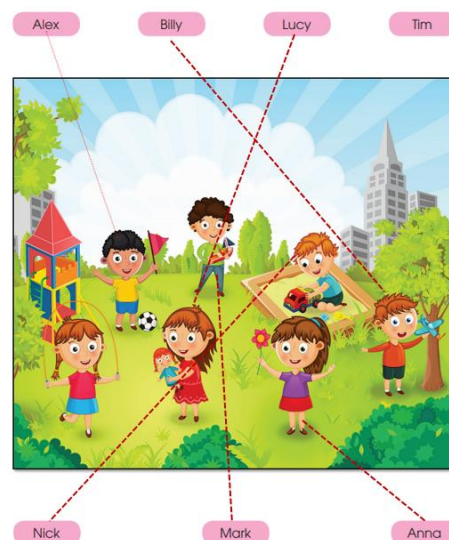
Alex
Billy
Lucy
Tim



Nick
Mark
Anna

- Show the students a picture and some names above and below the picture. Students look at the picture in their books.
- Ask the students what they can see in the picture.
- Students listen to an audio about the people and their activities in the picture, then draw lines from the names to the correct people in the picture.
- Play the audio twice. After listening, teacher points at each person on the board and asks some students to stand up and tell what the person's name is.
- If the answer is correct, ask if the student can tell what the student heard in the audio that shows the person's name.

Answer



Audio 12

Part 1: Listen and draw lines. There is one example.

Look at part 1. Now, look at the picture. Listen and look. There is one example.

Girl: My friends are in the park. Can you see Alex? He's my best friend.

Boy: Who's Alex? Is he wearing a yellow T-shirt and blue shorts?

Girl: Yes, he is.

Boy: Oh yes, I can see. He's standing next to the ball.

Can you see the line? This is an example. Now you listen and draw lines.

1)

Girl: And there's Anna.

Boy: Which girl is Anna?

Girl: She has a flower.

Boy: Anna is holding a flower. I can see her now.

2)

Boy: Who's that boy with an airplane under the tree?

Girl: The boy with an airplane? That's Billy.

Boy: Does Billy like playing with airplanes?

Girl: Yes, he does.

3)

Girl: Can you see Mark?

Boy: Is he the boy with the boat?

Girl: Yes, he is. Mark loves boats.

4)

Girl: And look! Nick's there too.

Boy: Is he playing with a truck?

Girl: Yes. Nick's wearing a blue T-shirt.

Boy: I know.

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5)

Girl: There's a girl with a doll. Do you see her?

Boy: I'm not sure. Is she wearing a red dress?

Girl: Yes, that's Lucy. She loves dolls. She's very friendly.

Boy: Great!

Now listen to part 1 again.

[The recording is repeated].

That is the end of part 1.

- Ask students to look at the picture on page 50
- Ask students with the questions "How old", "How many" and "What". We use numbers or words to answer. Remind them to use only 1 word or number.
- Play the audio for the first time for students to write their answers.
- Play the audio twice. After that, call some students up to answer.
- Show the correct answer for the students to check in their books again.

Answer

- 1
- Alice
- 10
- White
- 3

Audio 13

Part 2: Read the question. Listen and write a name or a number.

Look at the picture. Listen and write a name or a number. There are two examples.

Girl: Look at the photo. This is my friend.

Boy: She looks beautiful. What's her name?

Girl: Her name's Mary.

Boy: Can you spell her name?

Girl: It's M-A-R-Y.

Boy: How old is she?

Girl: She's eight.

Can you see the answers?

Now you listen and write a name or a number.

1)

Boy: How many sisters does she have?

Girl: She has one sister.

Boy: Only one?

Girl: Yes!

2)

Boy: What's her sister's name?

Girl: It's Alice.

Boy: Is that A-L-I-C-E?

Girl: That's right.

Boy: I like the name Alice.

3)

Boy: And how old is Alice?

Girl: She's ten now. She's very nice.

Boy: Ten?

Girl: Yes.

Listening Part 2: Listen and write. Audio 13

Part 2

- 5 questions -

Read the question. Listen and write a name or a number.

There are two examples.  Audio 13



Examples

What's her name?

Mary

How old is she?

8

Questions

1. How many sisters does she have?

2. What's her sister's name?

3. How old is her sister?

4. What's her cat's name?

5. How old is the cat?

4)

Boy: I see a cat in the picture. What's his name?

Girl: His name's White.

Boy: Can you spell his name?

Girl: It's W-H-I-T-E.

5)

Boy: And how old is he?

Girl: Her cat?

Boy: Yes.

Girl: He's three.

Now listen to part 2 again.


[The recording is repeated.]

That is the end of part 2.




Listening Part 3: Listen and tick (✓) the box. There

is one example.  Audio 14




Part 3
- 5 questions -

Listen and tick (✓) the box. There is one example.  Audio 14




What's Tom's favorite color?

		
A. <input type="checkbox"/>	B. <input type="checkbox"/>	C. <input checked="" type="checkbox"/>




1. What's Sue wearing?

		
A. <input type="checkbox"/>	B. <input type="checkbox"/>	C. <input type="checkbox"/>




2. What's in Grace's pencil case?

		
A. <input type="checkbox"/>	B. <input type="checkbox"/>	C. <input type="checkbox"/>




3. What does Nick like?

		
A. <input type="checkbox"/>	B. <input type="checkbox"/>	C. <input type="checkbox"/>

4. What's Mark's favorite animal?

		
A. <input type="checkbox"/>	B. <input type="checkbox"/>	C. <input type="checkbox"/>

5. Which picture is Sam looking at?

		
A. <input type="checkbox"/>	B. <input type="checkbox"/>	C. <input type="checkbox"/>

- Ask the students to look at the example in their books. Explain the exercise instructions to the students.
- Ask some students to read the 5 questions first.
- Teacher plays each audio.
- Students can write keywords, which they think might be mentioned in the dialogue, for each picture.
- Play each audio twice. Students raise their hands to get a chance to choose the correct picture.
- If the answer is correct, teacher shows the answer and the conversation for the students to check. If the answer is incorrect, another student answers.

Answer

1. B
2. A
3. B
4. C
5. B

Audio 14

Part 3: Listen and tick (✓) the box. There is one example.

Look at the pictures. Now listen and look. There is one example.

What's Tom's favorite color?

Girl: Hi, Tom. Do you like black or yellow?

Boy: I don't like black and yellow.

Girl: What's your favorite color?

Boy: My favorite color is blue.

Can you see the tick?

Now listen and tick the box.

1)

What's Sue wearing?

Girl: That's Sue.

Boy: Is she wearing a red dress?

Girl: No, she isn't.

Boy: What's Sue wearing?

Girl: Sue's wearing a blue dress.

Boy: I see her now.

2)

What's in Grace's pencil case?

Girl: I have a new pencil case.

Boy: Wow. What's in your pencil case, Grace? Pen or ruler?

Girl: No. I have a pencil in my pencil case.

3)

What does Nick like?

Girl: Would you like some fruits, Nick?

Boy: Yes.

Girl: Would you like some oranges?

Boy: No. I don't like oranges. I like pears.

4)

What's Mark's favorite animal?

Boy: Look! That dog's so big.

Girl: Yes, it is. Mark, do you like dogs?

Boy: No, I don't.

Girl: How about birds?

Boy: No. I love ducks.

5)

Which picture is Sam looking at?

Boy: I love this picture very much.

Girl: Who's in the picture?

Boy: Mom, my grandpa and my cousin Tom.

Girl: Where's your dad and your grandma?

Boy: They're not there.

Now listen to part 3 again.

[The recording is repeated.]

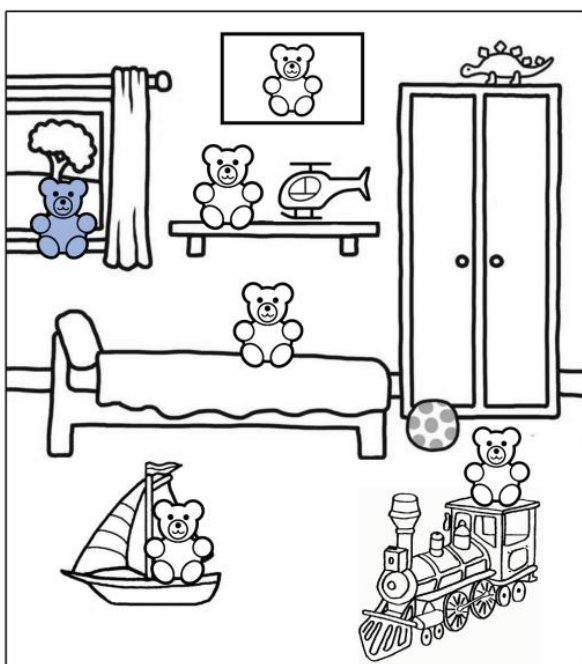
That is the end of part 3

Listening Part 4: Listen and color. There is one example. Audio 15

Part 4

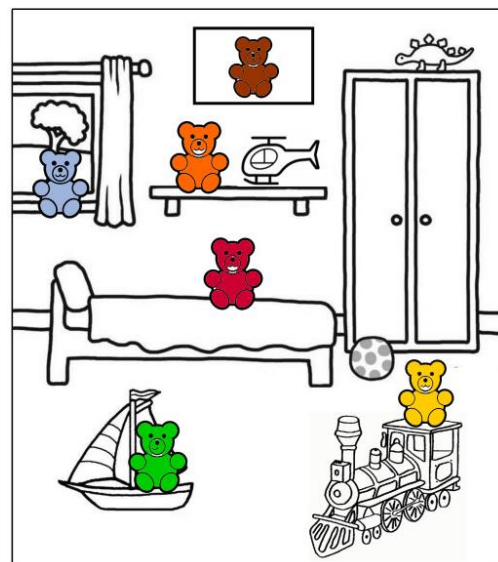
- 5 questions -

Listen and color. There is one example. Audio 15



- Ask students to look at page 53.
- Show a large picture which is mostly black and white. Students look at the picture in their books.
- Students listen to the instructions to color these bears. There is an example in the picture.
- Play the audio for the first time. Students color the items they hear.
- Play the audio for the second time and pause after each instruction for a short time for the students to complete the pictures.
- Ask some students to give their answers.
- Students come to the board and point at the item that needs colors or writing, then tell the colors on the items.

Answer



Audio 15

Part 4: Listen and color. There is one example.

Look at the picture. Listen and look. There is one example.

Man: Look at the bedroom.

Girl: It's a big room!

Man: There are some teddy bears in the room. Look at the teddy bear on the window.

Girl: Pardon?

Man: The teddy bear on the window. Can you color it blue?

Girl: Yes, I can.

Can you see the blue teddy bear on the window?

1)

Man: Now. Let's color the teddy bear on the train.

Girl: OK. What color?

Man: Color the teddy bear on the train yellow, please.

Girl: OK. That's my favorite color.

2)

Man: And there's a teddy bear on the bed.

Girl: Yes, it's cute. Can I color that one?

Man: Yes, you can. Color the teddy bear on the bed red.

Girl: OK. I'm doing that now. I like red.

3)

Man: Now find the teddy bear in the picture. Can you see it?

Girl: Yes, I can.

Man: Good. Color the teddy bear in the picture brown.

Girl: Oh, OK.

4)

Man: There's a teddy bear on the boat.

Would you like to color that teddy bear now?

Girl: Yes, I'd love to.

Man: OK. Color the teddy bear on the boat green.

Girl: I'm doing this!

Man: Great. Well done! Thank you.

5)

Man: Now, can you see the helicopter?

Girl: Yes, I can. There's a teddy bear next to the helicopter.

Man: That's right. Can you color it orange?

Girl: OK. I'm coloring it now.

Man: That's a very nice picture.

Girl: Thanks!

Now listen to part 4 again.

[The recording is repeated.]

That is the end of the Starters listening test.

Mixed ability

For weaker students: The teacher should break down the instructions into simpler language and shorter sentences. Repeat and clarify as needed. In case they don't understand the audio, the teacher should play each part separately, and repeat slowly if necessary. Then ask students color the objects again.

For stronger students: After the listening exercise, provide open-ended questions to encourage deeper thinking. For example: "Where else in the picture could you add a teddy bear?"

Reading Part 1: Look and read. Put a tick (✓) or a cross (X) in the box. There are two examples.

Reading and Writing

Part 1

- 5 questions -

Look and read. Put a tick (✓) or a cross (X) in the box. There are two examples.

Examples



This is a dog.



This is red.



Questions

1.



This is a pen.



2.



This is a lion.



3.



This is a guitar.



4.



This is a hat.



5.



This is a helicopter.



- Teacher asks the students to read the instructions, look at the pictures and sentences in their books.
- Write the example sentences on the board. Underline the keyword in each sentence (e.g.: dog, red)
- Ask students to answer which one is right or wrong to tick or cross.
- Teacher asks students to read carefully, underline keywords for all sentences and decide if the sentences are correct or not.
- Teacher calls some students to answer, explains, then corrects all answers.

Answer

- This is a pen. ☒
- This is a lion ☒
- This is a guitar. ☒
- This is a hat. ☒
- This is a helicopter. ☒

Reading Part 2: Look and read. Write Yes or No.

Part 2

- 5 questions -

Look and read. Write Yes or No.



Examples

There is a window.

Yes

The duck is red.

No

Questions

1. The ball is red and yellow.

2. There are two dogs.

3. The car is blue.

4. The ball is on the rug.

5. The dog is sleeping.

- Ask them some questions about the picture, e.g. *What is it? What color is the car? What color is the ball?*
- Discuss the examples together. Ask students to find evidence in the picture to justify the answer.
- Students raise hands, stand up and give their answers.
- Then give students sometime to read the descriptions and to check that they match what is happening in the picture.
- Remind them to underline the keywords. Students compare answer in pairs.
- Check students' answers and correct them. Students correct the false sentences.

Answer

1. Yes
2. No
3. No
4. Yes
5. No

Writing Part 3: Look at the pictures. Look at the letters. Write the words.

Part 3

- 5 questions -

Look at the pictures. Look at the letters. Write the words.

Examples



c a r



Questions

1.





2.





3.





4.





5.





- Ask students to turn to page 56 and read the instructions carefully.
- Explain that each dash represents a letter and that the pictures will help them.
- Write the example on the board. Write both the jumbled letters and the word spelt correctly.
- Give students some time to unscramble the rest of the jumbled words.
- Encourage them to cross out the letters after they have used them. Remind them to write only one letter in each space.
- Show the correct answers, check students' spelling.

Answer

1. bike
2. boat
3. bus
4. truck
5. airplane

Writing Part 4: Read this. Choose a word from the box. Write the correct word next to the numbers 1 – 5. There is one example.

Part 4

- 5 questions -

Read this. Choose a word from the box. Write the correct word next to numbers 1-5. There is one example.

A baby



I live in a _____ with my (1) _____. I am young. I sleep a lot.
I can't (2) _____ and I can't stand. I don't go to (3) _____.
I play with my (4) _____. My favorite drink is (5) _____.
What am I? I am a baby.

Example



house



family



tree



walk



school



toy



blue



milk

- Ask students to read the instructions to the task, the example, 8 words and pictures in the box. Look at the pictures carefully.
- Explain any words that students don't understand.
- Students read the whole test through first to get a general idea of what it means before filling in the gaps.
- Students raise hands to get a chance to answer and give the reasons why they choose the word.
- Show the answers and explain why each word fits the gap (explain the grammar structure or meaning).

Answer

1. family
2. walk
3. school
4. toy
5. milk

Writing Part 5: Look at the pictures and read the questions. Write one-word answers.

Part 5

- 5 questions -

Look at the pictures and read the questions. Write one-word answers.



Examples

How many dogs are there?

Two

What color is the girl's T-shirt?

Yellow

Questions

1. What's the boy playing with?

A



2. Where's the ball now?

In the

3. What's the girl playing with?

A



4. Where's the girl's boat?

In the

5. How many ducks are there?

.....

- Ask students to turn to pages 58 & 59. Ask them to name the items in the pictures. Pre-teach any item they do not know.
- Read the instructions carefully and discuss the examples together. Ask students to point to the parts of the picture that contain the answers.
- Give students time to read the questions and write the answers. Remind them to write only one-word answers.
- Check answers after each section. Students answer, point to the picture.
- Show the correct answers.

Answer

1. ball
2. tree
3. boat
4. water
5. two

Speaking Part 1: Listen to the teacher. Point to the correct part of the picture.

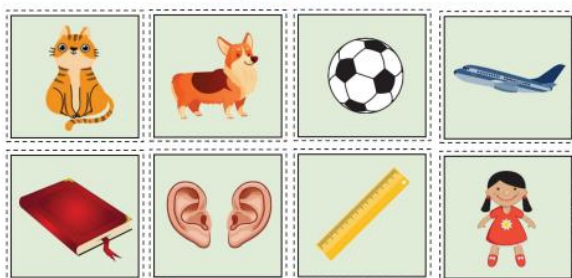
Speaking

Listen to the teacher. Point to the correct part of the picture.

SCENE PICTURE



OBJECT CARDS



- Ask students to look at page 60.
- Check students know the names of items in the scene picture and the object cards.

- Call a student to make an example, ask some questions about the scene picture. Students should point to the item rather than describe where each item is, e.g. *Where is the ball? Where is the truck?*
- Teacher can start giving instructions for students to point and react.
- Teacher can prepare one set of object cards and call students to the board to follow the instructions.
- In part 1 of the task, students are only required to point to the target as instructed.
- In part 2, students must be called to use the object cards to do various types of actions such as putting object cards into some places on the picture, etc.
- After teacher finishes all instructions, ask some backup questions for students to answer.

Mixed ability

For weaker students:

- Before the speaking test, review and introduce key vocabulary words related to the scene picture. Make sure they are familiar with the names of the objects in the picture
- Break down the instructions into simpler language and shorter sentences. Use clear and concise questions that directly point to the target object in the picture. Repeat and clarify as needed.

For stronger students:

Instead of simply pointing, have stronger students verbally explain their answers using more detailed descriptions. For example, "The truck is next to the ball".



Speaking

Part	Teacher does this:	Teacher says this:	Minimum response expected from child:	Back-up questions
		Hello. My name's Jane/ Ms. Smith. What's your name?	Hello. (name)	Is your name ...?

1	Opens Candidate booklet and point to Scene picture. Points to the truck in Scene picture. Points to Object cards.	Look at this. This is a room. The children are playing with their toys. Here's the truck. Where's the ball? Where are the crayons? Now look at these. Which is the cat? I'm putting the cat on the floor. Now you put the cat on the window. Which is the book/ ruler? Put the book/ ruler on the table.	Points to items in picture. Points to Object card. Puts Object card in place. Points to Object card. Puts Object card in place.	Is this the ball? Are these the crayons? Is this the cat? (pointing to the cat) Where is the cat? On the window. Is this the book/ ruler? (point to the book/ ruler) Where is the book/ ruler? On the table.
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2	Removes Object cards and point to a ball in Scene picture. Points to the boy. Points to the girl. Closes candidate booklet.	Now, *, what's this? What color is it? How many books are there? What's the boy doing? What's the girl doing?	a ball blue and red five playing with the truck She's drawing. /She's playing with the giraffe.	Is it a ball? Is it white? Is it red? Is it blue? Are there four? Five? Is he playing? What's she doing? (Is she drawing?/ Is she playing with the giraffe?)
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*Remember to use the child's name throughout the test.

Part	Examiner does this:	Teacher says this:	Minimum response expected from child:	Back-up questions:
3	Picks out 4 Objects cards.			
3.1	Shows doll card.	What's this? Do you have a doll? Where do you put your doll?	doll Yes/ No In my bedroom	Is it a doll? Where's your doll?

3.2	Shows ears card.	What are these? How many ears do you have?	ears two	Are these ears? Do you have two ears?
3.3	Shows ball card.	What's this? Can you play soccer? Where do you play soccer?	ball Yes/ No In the garden	Is it a ball? Do you play soccer in your garden?
3.4	Shows dog card.	What's this? Do you like dogs? What's your favorite animal?	dog Yes/ No a cat	Is it a dog? Do you like cats?
4	Puts away all cards.	Now, *, do you have any brothers or sisters? How many people are there in your family? Is your dad old or young?	Yes/ No Four young	Do you have any brother? Are there four people in your family? Is your dad young?
		OK. Thank you, *. Goodbye.		Goodbye.