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CAMBRIDGE

# Storyfun

## for Flyers



### Teacher's Book

Preparation for  
 UNIVERSITY of CAMBRIDGE  
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# Introduction

## Welcome to *Storyfun*!

*Storyfun for Starters, Movers and Flyers* is a new series of three books written for young learners aged between 7 and 12 years. All three books in the *Storyfun* series provide story-based preparation for the Cambridge Young Learners English (YLE) Tests. Each Student's Book contains ten stories with accompanying activities. The Teacher's Books provide detailed suggestions on how to approach the storytelling, together with clear instructions for presenting the activities and guiding learners through them.

The *Storyfun* books aim to provide an opportunity for language practice and learning by engaging learners' interest in stories. The stories have been written to reflect the different language levels and topic areas of Starters, Movers and Flyers and to appeal to the target-reader age groups. The language of the stories is exploited in activities that check comprehension of the stories, teach key vocabulary and grammar, practise all four language skills (reading, writing, listening and speaking) and give learners an opportunity to familiarise themselves with the nature and format of the YLE test tasks. Activities also include puzzles, games, projects and poems.

*Storyfun for Flyers* is the third in the series, *Storyfun for Starters* is the first and *Storyfun for Movers* the second.

## Who is *Storyfun for Flyers* for?

*Storyfun for Flyers* has been written for teachers and young learners of English who are in a wide variety of situations. It is suitable for:

- learners in this age group who enjoy reading and listening to stories
- large and small groups of learners
- mono- and multilingual classes
- learners who are preparing to take the Cambridge ESOL Young Learners Flyers Test
- young learners who need to develop their vocabulary, grammar, language skills and good learning habits.

## What are the key features of *Storyfun for Flyers*?

The **Student's Book** contains:

- a collection of ten complete stories to engage the imagination and to motivate young learners to improve their language skills
- activities that help young learners practise English in a fun, interactive, creative and meaningful way
- activity types that help prepare learners for answering questions in all three papers of the Flyers Test and generally familiarise them with the format of the Test
- coverage of key grammar points and vocabulary which appear in the Flyers syllabus

- a unit-by-unit word list featuring a record of the key words which appear in each unit, with space for learners to write notes about or translations of each word.

The **Teacher's Book** contains:

- this introduction
- a map of the Student's Book, which lists the topics, grammar points and Flyers Test practice featured in each unit
- a comprehensive teaching guide to accompany the Student's Book, meaning that little or no preparation of teaching materials is required
- a practical step-by-step approach with suggestions for:
  - personalisation of language at presentation and practice stages
  - skills work: reading, writing, listening, speaking, drawing and colouring
  - pair and group work
  - puzzles, games, projects and poems
  - recycling of language
- teaching notes
- tips to help prepare learners to take the Flyers Test
- ideas for further practice and extension activities
- homework ideas
- ideas for projects to do at home
- a tapescript of all the recordings used in the Student's Book activities
- photocopiable pages that accompany activities in the units.

The **audio CDs** contain:

- the narration of all ten stories featuring different speakers and sound effects to entertain and engage learners
- recordings for the listening activities.

## How is each unit in the Student's Book organised?

Each unit begins with a four-page illustrated story, which is followed by activities that check comprehension of the stories and exploit the language for further practice.

Each unit comprises:

- four pages of activities that relate directly to the main story
- comprehension tasks
- key Flyers and some non-YLE vocabulary
- key points from the Flyers grammar syllabus
- skills practice: reading, writing, listening and speaking
- free practice: springboard activities, projects and games.

## How is each unit in the Teacher's Book organised?

Each unit begins with suggestions for introducing the topic of the story. This is followed by ways in which to tell or listen to the story so as to engage and maintain learners' interest, while making sure they can follow it effectively. The subsequent notes provide clear guidance on using the activities in the classroom.

Each unit comprises:

- a summary which lists the topics, grammatical structures, non-YLE vocabulary and parts of the Flyers Test which are practised, together with any necessary equipment or materials required to teach the unit
- useful, comprehensive, step-by-step teacher's notes for all activities
- keys or suggested answers for all activities
- extension activities and homework ideas
- tapescripts.

## Photocopiable activities

These appear on pages 50–61 and are referred to in the teacher's notes.

## How should teachers use *Storyfun for Flyers*?

Class needs will vary, but as outlined and recommended in the comprehensive teacher's notes for each unit, teachers could follow these steps:

- 1 Present/introduce the general topic of the story.
- 2 Teach any key non-YLE words that feature in the story (Activity A).
- 3 Play the audio recording or read the story to learners, with or without pauses, to check comprehension.
- 4 Present the two general comprehension tasks (Activities B and C).
- 5 Present the grammar, vocabulary and skills sections on the following two pages (generally these are Activities D–I). Note: for listening-skill activities, you may wish to stop or replay audio recordings to allow your learners less or more time to complete them.
- 6 Follow communicative pair or group work suggestions.
- 7 Use extension activities or set homework tasks to supplement the above activities.
- 8 Present the freer activities on the last page of each unit.
- 9 Play the audio recording or read the story aloud a second time for entertainment purposes only, possibly asking round-up questions as per focus and class interests.
- 10 Present any final game or project idea.

**Note:** *Storyfun for Flyers* comprises ten units of teaching material. If following the guidance in the Teacher's Book, each *Storyfun for Flyers* unit is designed to provide approximately three hours of class time.

## Further suggestions for Storytelling

The Storytelling section in the unit guide includes two suggestions for where you can pause the recording of the story and ask learners questions about what they have just heard. (You can pause the recording in other places of course.)

With each pause are some suggestions for the questions that you can ask learners to check their ongoing comprehension of the story.

Some questions ask learners to guess aspects of the story or to say what they think might happen next. Guessing and prediction questions involve learners in the process of the storytelling. You may have other questions you want to ask.

On the recording, learners will hear different voices and sound effects in the stories. The aim of these is to stimulate learners' imaginations and make the storytelling activity generally more fun. The pace of the storytelling reflects the pace heard in the Flyers Listening Test.

If you are telling the story yourself, support your learners in any way you can by adding your own dramatisation. For instance, you can read the stories with as much animation as possible and use props such as puppets or soft toys and different voices to bring the stories to life. Involve your learners in the process whenever you can.

You can also incorporate the use of realia into the storytelling process. For example, in 'William's strangest story' you could bring in a rucksack which has the things William takes to school. In 'Robert and the three envelopes' you could have three envelopes containing the different messages and tickets Robert finds. Learners can open these at the appropriate moments in the story.

Once learners are familiar with the story they could even act out parts of the story in role plays. This will not only involve learners in the stories and add a fun element but can also help in practising and consolidating language.

If you have time, you can play the recording of the story a second time or retell the stories at the end of the unit.

## How to use the unit word lists in the Student's Book

At the back of the Student's Book, learners will find a list of key Flyers and non-YLE words that appear in each unit. These are listed alphabetically and according to parts of speech: nouns, adjectives, verbs, adverbs, prepositions and expressions. There is space next to each word for learners to write notes or translations.

These lists can be used in a number of ways:

- Divide the word list for a unit, or part of it, by the number of learners in your group so that each learner has one, two or three words that they are responsible for. Learners create flashcards showing their word/s and decorate them. You can display these on a wall in the classroom during time spent on the unit. The flashcards can be used (pointed at, held up, ordered, etc.) during the activities.

- After learners have listened to the story, write eight of the words from the word list for the unit on the board. Groups then create a long sentence using all the words (or as many as they can) on the board.
- Play 'Which word am I?'. Learners work in pairs, looking at the word list for the unit. Choose a noun and give the class clues about it until one pair guesses it. Don't make the clues too easy and focus on form first and meaning afterwards. Say, for example: *I've got seven letters. The letter 'y' is in me. Two of my letters are the same. You can sit on me. You can go fast on me. You can ride me to school.* (bicycle)
- Divide the class into pairs. Learner 1 sits facing the board. Learner 2 sits with his/her back to the board. Write four words (nouns or verbs are best) from the word list for the unit on the board. Learner 1 then draws or mimes them until their partner guesses them all and writes them correctly (with the help of Learner 1 who can only say *Yes, that's right!* or *No, that's wrong!*). When everyone has finished, learners change places. Write some new words on the board. Learner 2 in each pair mimes these words for Learner 1.
- Play 'Tell me more, please!'. Choose a noun from the word list for the unit and write it on the board, for example: *spoon*. Learners take turns to add more information about the spoon. For example: Learner 1 says: *The spoon is big*. Learner 2 adds: *The spoon is big. It's silver*. Learner 3 says: *The spoon is big. It's silver. It's in the kitchen*. Continue until learners can't remember previous information.
- Pairs work together to make as many words from the word list for the unit as they can, using a number of letters that you dictate to the class. Alternatively, use word tiles from board games or letter cards made by the class.
- Pairs order a section of the word list for the unit in different objective ways. For example from shortest to longest word or from lightest to heaviest object.
- On the board, write 12 words from the word list for the unit with the letters jumbled. Pairs work as fast as they can to find the words and spell them correctly.
- On the board, write 12 words from the word list for the unit. Spell three or four of them incorrectly. Pairs work as fast as they can to identify the misspelt words (they shouldn't be told how many there are) and to write them down correctly.
- Play 'Make a word'. Each group chooses a word (four, five or six letters long) from the word list for the unit and creates it by forming a human sculpt, i.e. learners in each group stand in a line, using their arms or legs to create the shapes of each letter. Remember you may need two learners for some letters (e.g. *k*). When all the groups are ready, the words are guessed.

- Use the word list for the unit to play common word games such as hangman, bingo and definition games or for dictated spelling tests. A common alternative to the traditional hangman, which learners may enjoy, is an animal with its mouth open, with 8–10 steps leading down into its mouth. (You could use a crocodile at Starters, a shark at Movers or a dinosaur at Flyers.) With each incorrect guess, the stick person falls down onto the next step, and gets eaten if they reach the animal's mouth!

## How to use the pictures in the Student's Book

### Using the pictures for skills practice

- Before listening to the story, learners look at all the pictures on the story pages and discuss in small groups who or what they think the story is about and what are the key events.
- After listening to the story, divide learners into groups and allocate one picture to each group. Each group then thinks of ways to describe what is happening in their picture. Groups take turns, in the order of the story, to describe their pictures. In this way the class reconstructs the story in their own words.
- In pairs, learners choose a picture and describe it to the rest of the class. The class listens, identifies it and says which page it is on. Learners could also get into groups and 'be' the picture, dictating to one another how to position themselves, for example: *Sit on a chair next to the window*.
- In pairs, learners think of four questions to ask another pair about a particular picture. For example: *What's the girl doing? Where's the red bag? How many people can you see? What's the weather like?*
- Learners trace a picture (adding their own choice of extra details) and then follow your colouring instructions.
- In pairs, learners write sentences about one of the pictures in the story. Some of these sentences should be right and some of them should be wrong. Pairs exchange sentences, identify the picture and then write 'yes' or 'no' answers at the end of each sentence.
- Groups choose two people in a picture and imagine what they are saying to each other. They then write a short dialogue.
- Groups choose a background person in a picture and invent details about him/her. For example how old they are, what their job is or what they like doing at school, where they live, what pet they have or what their favourite colour is.

### Using the pictures to revise vocabulary

- Learners find as many things in a picture as they can which begin with a particular letter, for example *f*. To make this more challenging, add more letters.
- Learners list things in a picture that are a certain colour or that appear in a specific part of a picture. For example what someone is wearing or what is on the floor or in the sky.

- Learners choose ten things they can see in a picture and list the words according to the size of the object or length of the word. Learners could also choose things according to categories such as food or animals.

### Using the pictures to revise grammar

- Choose a picture in the middle of the story and ask learners in groups to say what happened before or after this part of the story, using past and future tenses.
- Practise prepositions by asking learners what they can see in a picture in different places, for example above the house, under the trees.
- Practise comparatives by choosing two pictures from the same story and asking groups to think of sentences that say how the pictures are different. For example: *This picture is bigger. That picture has more colours in it. In this picture there are more people. It's sunnier in that picture.*
- Practise verbs by asking learners to talk about the actions of different characters. For example: *In this picture the girl is running, but the boy is sitting.*
- Groups play 'I spy'. One learner looks at a picture and says, for example: *I spy, with my little eye, something beginning with 'c'.* Others in the group guess what the object in the picture is.
- Groups play 'This person looks ...'. One learner looks at a picture and says, for example: *This person looks happy!* Others in the group guess who the person is and create ideas about why this person is feeling happy.
- Groups play 'Me!'. One learner imagines that they are one of the background people in a picture saying, for example where they are, what they are doing, what they have done earlier that day, what they might do later, what they are wearing, how old they are. Others guess which person they are pretending to be.
- Groups plan and create a comic strip version of the story, copying, but simplifying, four of the pictures in the story and adding thought or speech bubbles.

### Storyfun for Flyers components

- *Storyfun for Flyers Student's Book*
- *Storyfun for Flyers Teacher's Book with Audio CDs (2)*
- *Visit the Storyfun website at [www.cambridge.org/elt/storyfun](http://www.cambridge.org/elt/storyfun) for a Movers story with activities and teacher's notes to download and use in your class. Audio files include a recording of the story and listening activities.*

# How is each unit organised?

## Main topics, grammar, vocabulary

This is a list of the main topics and grammar covered in the unit. Words that appear in the story and activities that are not included in the Flyers Test word list are listed here.

## Test practice

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

## Equipment

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

## Tapescripts

The tapescripts for each listening activity on the audio CD appear after the notes for the activity where they are used.

## 6 Michael and the red rug

- Main topics:** friends, home, time, numbers
- Main grammar:** past continuous H talking about G
- Test practice:** Reading and Writing Part 4: 2 Part 1 D Listening Part 5: F Speaking Part 2: Part 4: G
- NewYLE words:** change (v), cushion (n), shiny (adj), meet (ph), narrow (v), middle (n) phone call (n), ring (v), rug (n)
- Equipment:** CD 2 Story, P 1, K  
 • a cushion, a mobile phone A  
 • colouring pencils or pens: P 4  
 • magazine pictures of watches and clocks, paper, scissors, glue G  
 • photocopies (one per learner) of 'Come to my party!' (p. 37)

### A New words for you!

- With books closed, introduce the topic of the story by talking about moving home. Ask: *Have you always lived in the same house or have you moved? Did you like the moving? Would you like to move to another town or country? Say: This story is about a boy who has to move to another town.*
- Teach revise rug, cushion, ringing and shiny. Draw or show a picture to teach rug. Say: *Rug is another word for a big mat. Show learners your cushion. Ask: Where do we sit there? (on sofas, armchairs, the floor) Draw a phone that's ringing. Ask: What sound does a phone make? (Learners make the sound) Say: Yes, a phone rings. This phone is ringing. Make the sound. Turn round and round and raise being shiny.*
- Learners open their books. Ask different learners to read out the four new words. In pairs, learners read the sentences and complete them with the correct words. Walk round and check they have done this correctly.

**Check answers:**  
 rug, ringing, shiny, cushions

### Storytelling

- Before listening**
- Learners look at the picture on SB p 44.
  - Ask: *Where's this family? (at home in a living room) What's the boy watching on TV? (soccer/football) What's ringing on the phone? (the father) What's the phone call about? (Learners guess)*
  - Say: *Who's the boy? Let's find out. Let's look at the pictures and listen to the story now.*

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### B Play Track 02 of CD2 or read the story.

- Suggestions for two pauses if required:**
- Stop the CD after *He didn't want to speak to anyone* (SB p 45)
    - Ask: *What was the phone call about? (his dad's new job) Why was Michael unhappy? (He didn't want to move to another town.) What did Michael's parents show him? (photos of the new house)*
  - Stop the CD after *Michael took it out of his pocket and unwrapped it.* (SB p 46)
    - Ask: *How many rooms did Michael look at upstairs? (three) What was in the middle of the third room? (an old red rug) What happened when Michael sat on the rug? (It turned round and round. The time changed very fast / He went into the future.) Who will speak to Michael on the phone? (Learners guess)*

### After listening to the whole story

- Ask: *Will Michael will be happy or sad in his new home? (Learners guess)*

### B What happened next?

- Learners look at the pictures. Say: *Find the picture that starts the story. Can you see the number 1 in its box? (D)*
- In pairs, learners order the other pictures by writing 2-6 in the box under each one.

**Check answers:**  
 A 5 B 2 C 3 D 1 E 4 F 4

### C Can you remember?

- Check learners understood the instruction. Ask: *Why is there a line through 'worse' and 'best'? (Because Michael was good at playing volleyball. He was in his school team. We don't know if he was good at soccer or tennis.)*
  - In pairs, learners read sentences 1-5 and cross out the wrong words.
- Check answers:**  
 1 job 2 third 3 worse 4 father 5 bus
- Ask: *Which sports are you good at? Which sports do you enjoy watching on TV?*

### D Michael didn't want to move.

- Learners look at the example. Ask: *How many words are there in the answer? (two) Ask: How many words can be in each answer? (two or three)*
- Teach/revise phone call (sentence 1). Say: *When someone calls us on the phone, we can say: 'I got a phone call.' Teach/revise internet*
- Learners look at questions 1-5. In pairs, learners find the words and write them in the dotted lines. The answers are on SB pp 44-5.

**Check answers:**  
 1 Michael's fatherhood 2 300 kilometres 3 unhappy and angry 4 (lovely) home 5 (yellow) truck

### E Opposites!

- Learners look at the example (east/west). Teach/revise east and west. Draw a compass with the four directions on the board and write the word for each one. Ask learners for names of towns or countries that are north, south, east or west of their home. Learners find north in the story (SB p 44, line 9) and underline it.
- In pairs, learners guess the answers to 1-5 and then check their answers in the story. They follow the order of the text and are all under the pictures on SB p 44.
- Learners write their answers on the dotted lines.

**Check answers:**  
 1 excited 2 unhappy 3 different 4 better 5 (un)happily

Ask: *Who is excited in the story? (Michael's father) Who's unhappy? (Michael)*

### F Do some colouring.

- Learners look at the picture on SB p 45. Ask: *What's orange in the picture? (the butterfly) Say: You need to colour five more things in the picture.*
- Check learners have colouring pencils and then play Track 03 of CD2 twice.
- Give learners time to finish colouring their pictures and to show each other their pictures.

**Check answers:**  
 shell - grass box in the corner - yellow scarf - purple slly - pink hat - brown

- Ask questions to practise prepositions of place. *Where is:*
  - the brown hat? (round Michael's trousers)
  - the yellow hat? (in the corner of the room)
  - the purple scarf? (round Michael's neck)
  - the pink slly? (through the window)
  - the green shell? (on the wall behind Michael)

**Extension:**  
 Learners colour the rest of the picture following your instructions. For example: *Now colour the rug red / the balcony yellow.*

### Tapescript

Listen and colour. There is one example.

Boy: Can I colour some parts of this picture?  
 Woman: Of course, you can. Find the butterfly!  
 Boy: There it is! I can see it. Shall I colour it now?  
 Woman: Yes please. Colour it orange.  
 Boy: All right!  
 Woman: Can you see the orange butterfly? This is an example. Now listen and colour.

One  
 Woman: Let's colour the shell now. The one on the wall. Can you see it?  
 Boy: Yes. I can. Shall I colour it green? I've got that colouring pencil in my hand.  
 Woman: Yes, that's a good idea.

Two  
 Woman: Now, what about that hat? The one in the corner? What colour shall we make that?  
 Boy: How about red?  
 Woman: Ermm, let me think. No, let's colour a yellow.  
 Boy: All right!

Three  
 Boy: Can I colour Michael's scarf too?  
 Woman: Yes. Do that next. Which colouring pencil do you want to use this time? You choose.  
 Boy: What about purple?  
 Woman: Fine!

Four  
 Woman: And now I'd like you to colour the sky.  
 Boy: OK! I can see it through the window.  
 Woman: That's right. Just colour that part. Make it pink.  
 Boy: That's a strange colour! But... OK!  
 Five  
 Boy: And last... can I colour Michael's belt?  
 Woman: Yes, you can!  
 Boy: I'd like to colour it brown.  
 Woman: All right! Have you finished now?  
 Boy: Yes. I've coloured five different things.  
 Woman: Excellent! Well done!

### G Telling the time

- Ask: *What's the time on the watch in the picture? (It's three fifteen.) How can we say this in a different way? (It's a quarter past three.)*
- Learners underline the first two times in the extract from the story (one minute to midnight, midday). Show learners that we make the words *midnight* and *midday* from the words *middle* and *night* and *day*. Ask: *What do you do at midnight/midday? (sleep/study)*

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## Instructions

The instructions are usually labelled A, B, C, etc. and correspond to the activities that appear in the Student's Book. All the units begin with Activity A New words for you!, and this is followed by Storytelling. The Storytelling instructions suggest how to tell the story with a class.

## Tips, Notes, Suggestions, Extensions, Homework and Project ideas

The teacher's notes offer a range of test tips, notes on language points or activities, suggestions of possible answers where there is not a single right answer, ideas for extensions to activities and ideas for homework and projects.



# Map of the Student's Book

Story and Unit	Topics	Grammar	Test practice
1 Ben's wishes	natural world, food and drink, family	adverbs of frequency and place	Reading and Writing Parts 3, 5 and 6, Listening Part 5, Speaking Parts 2 and 3
2 The glove, the fork and the old pair of glasses	holidays, sports, natural world, materials	tag questions in present simple, suggestions with <i>Shall...?</i> , <i>Let's</i> and <i>We could</i>	Reading and Writing Parts 1 and 7, Listening Parts 4 and 5, Speaking Parts 3 and 4
3 Robert and the three envelopes	places, transport	simple, comparative and superlative adjectives, prepositions of place and movement, <i>I'd like to</i>	Reading and Writing Parts 4, 5, 6 and 7, Listening Parts 1 and 5, Speaking Part 1
4 Lara and the mountain lion	animals, parts of the body and face, health, sports, work	Conjunctions: <i>so</i> , <i>before</i> and <i>after</i>	Reading and Writing Parts 2 and 5, Listening Part 3, Speaking Parts 3 and 4
5 Big Nose and the Storm-Maker	weather, families, senses, directions	<i>look/smell/feel/sound/taste like</i> , <i>should</i> , <i>make somebody + adjective</i>	Reading and Writing Parts 3, 4 and 5, Listening Part 1, Speaking Part 4
6 Michael and the red rug	friends, home, time, numbers	past continuous, telling the time	Reading and Writing Parts 4 and 5, Listening Part 5, Speaking Parts 2 and 4
7 Brilliant bikes!	sports, materials, time, numbers	<i>too</i> , <i>not enough</i> , <i>may</i>	Reading and Writing Parts 3 and 5, Listening Part 4, Speaking Part 1
8 A cake for the queen	food, home, friends	<i>What else?</i> , present perfect, adverbs of time ( <i>still</i> and <i>yet</i> )	Reading and Writing Parts 1, 2 and 4, Listening Part 1, Speaking Parts 3 and 4
9 Katy's favourite song	school, music, clothes	future with <i>going to</i> and <i>'ll/will</i> , <i>if</i>	Reading and Writing Parts 5 and 7, Listening Parts 2 and 5, Speaking Part 4
10 William's strangest story	natural world, colours, school, materials	<i>might</i> , verb + <i>ing</i> , phrasal verbs, <i>be made of</i>	Reading and Writing Parts 4 and 7, Listening Part 3, Speaking Parts 1 and 4

<b>Main topics:</b>	natural world, food and drink, family
<b>Main grammar:</b>	adverbs of frequency: E adverbs of place: I
<b>Test practice:</b>	Reading and Writing Part 3: F; Part 5: G, J; Part 6: K Listening Part 5: D Speaking Part 2: H; Part 3: J
<b>Non-YLE words:</b>	Africa (n), appear (v), belong (v), dig (v), disappear (v), fight (v), gorilla (n), hole (n), lucky (adj), really (adv), silly (adj)
<b>Equipment:</b>	<ul style="list-style-type: none"> <li>● CD 1: Story, D</li> <li>● a piece of paper or a sock with a hole: A</li> <li>● photocopies (one per learner) of 'I never eat that!' (p 50): E</li> <li>● three toy jungle animals or three pictures of jungle animals: L</li> </ul>

### A New words for you!

- With books closed, introduce the topic of the story by asking learners what one of their wishes might be. Their answers should begin with *I'd like to*. For example: *I'd like to go to Africa. I'd like to be a footballer*. Write some of their wishes on the board.

Say: *This story is about a boy called Ben and about his wishes. Ben lives with his two brothers on a small farm.*

- Teach/revise *hole*, *lucky*, *dig* and *fight*. Tear a *hole* in a piece of paper or show a hole in a sock if possible!  
We say someone is *lucky* when something really great happens to them. Ask: *Which people are lucky?* (people who win competitions, people who get lovely birthday presents)

Mime *dig* and *fight*. Ask: *Who digs/likes digging?* (farmers, people who like growing things in their gardens) Ask: *Does anyone here fight with their brothers or sisters?*

- Learners open their books. Ask an open pair to read out the four sentences. Make sure they pronounce the new words correctly.
- In closed pairs, learners now look at the four sentences, find the pictures that show the coloured new words and draw lines to show their matches. Walk round and check they have done this accurately or ask learners questions. For example: *Where's the hole?* (in a sock) *Why's the girl lucky?* (Because she's got a new coat.) *Who's fighting?* (the two boys) *Which person's digging?* (the man)

## Storytelling

### Before listening

- Learners look at the picture on Student's Book (SB) p 4.  
Ask: *Are these three boys brothers?* (learners guess)  
*Which boy is Ben?* (learners guess)  
*Do these boys look rich or poor?* (poor)  
*What's the weather like?* (it's raining.)  
Say: *Now let's look at the pictures and listen to the story.*

### CD1 02 Play Track 02 of CD1 or read the story.

### Suggestions for two pauses if required:

- Stop the CD after *put it down on the grass next to his bag*. (SB p 5)  
Ask: *What did the older boys want Ben to do that day?* (dig up vegetables, make soup)  
*Were the older boys horrible to Ben?* (yes)  
*Where did Ben work that day?* (in the fields)  
*What did Ben find there?* (an old silver cup)
- Stop the CD after *sat down by the fire and read them all*. (SB p 6)  
Ask: *What's Ben doing now?* (reading his new books)  
*Has he made the soup for dinner?* (no)  
*Will his brothers be angry?* (yes)

### After listening to the whole story

- Ask: *What happened to the cup?*  
(It broke.)  
*How did you feel when the cup broke?*  
(learners respond)

### B Right or wrong?

- Check that learners understand the instruction.
- Learners look at the example and at the ticked 'wrong' box. Ask: *Why is it wrong?* (The girl's uncle told her the story one winter.)
- In pairs, learners tick the boxes for sentences 1–6. You can make this a race.

#### Check answers:

1 right 2 right 3 wrong 4 wrong 5 wrong 6 right

### C Who's talking about this story?

- Say: *These girls are talking about three different stories. Only one of them read 'Ben's wishes'. Was it A, B or C?*
- Learners read what each child is saying and underline important words. For example A mentions 'shopping', B 'books' and C 'cooked the dinner'.
- In pairs, learners look at the important words and choose their answer.
- Ask: *Was it A? Was it B? Was it C?* Learners put up their hands to show which answer they think is right.

#### Check answer:

B

- Learners say why A and C aren't right. For example: *A – Ben didn't go shopping. C – Ben didn't cook the dinner.*

### D CD1 03 Do some colouring and drawing.

- Learners look carefully at the picture on SB p 4 again. In pairs, they find things that begin with the letter *f*. Give them two minutes to do this. Ask: *Has anyone got more than five? Six? Seven? Eight?*
- Pairs suggest one word each. Other pairs can put their hands up to show they found the same word. Write all their suggestions on the board. Accept any reasonable answers.

#### Suggestions:

face, family, field, floor, fire, foot, feet, fork, frog

- Say: *Listen to a girl and her teacher. The girl is going to do some colouring and drawing in this picture.* Learners listen carefully. They need to know *what* they should colour, *what* they should draw and *where* they should draw each thing.
- Make sure each learner has a pencil and colouring pencils.
- Play Track 03 of CD1 twice. Give learners time to finish their drawings and to show each other their pictures.

#### Check answers:

frog – blue; fork – brown; Ben's face – pink; fire – red; draw spoon on table – green

#### Extension:

Give learners time to colour the whole picture.

#### Tapescript:

Listen and colour and draw.

One

Girl: Can I do some colouring in this picture?

Man: Yes! Of course, you can. Can you see the frog?

Girl: The one by the door? Yes! Shall I colour it blue?

Man: Well, that's a strange colour, but yes, you can do that.

Two

Man: Now, please colour the big fork. Can you see it?

Girl: Yes. Does Ben sometimes use that in the fields?

Man: That's right. He digs with it. Colour it brown.

Girl: OK!

Three

Girl: I'd like to colour Ben's face. Can I do that?

Man: Yes. What colour do you want to use for that?

Girl: Well, I've got a pink pencil in my hand.

Man: All right. That's a good colour.

Four

Man: Colour the fire next.

Girl: Shall I make it orange?

Man: No. Colour it red, please.

Girl: All right. I'll do that now.

Five

Girl: And can I draw something here too? I think Ben needs a spoon.

Man: Why?

Girl: Because he's going to make some soup, I think.

Man: OK. Draw one on the table. Then colour it green.

Girl: OK!

### E Never, sometimes, often, usually, always

#### Note:

Four of these adverbs are introduced at Movers level, but *usually* is new at Flyers.

- Learners read the extract from the story. They underline *sometimes*, *often* and *usually*. Practise the pronunciation of *usually*. Check the meaning. Ask: *Did the girl's uncle tell a story every time he visited the family?* (no) *Did he tell a story most times he visited them?* (yes)
- Revise this set of adverbs. Give each learner a copy of 'I never eat that!' (p 50). Explain what they have to do. Say: *Each square is one day of the week.*
- Learners decide how many squares to colour in to show

how many days in one week *never, sometimes, usually, often, always* might look like. Learners can colour half boxes if they like. If learners aren't sure, tell them how many squares to colour in each row.

**Suggestion:**

<i>never</i>	no squares coloured
<i>sometimes</i>	one or two squares coloured
<i>often</i>	three or four squares coloured
<i>usually</i>	five or six squares coloured
<i>always</i>	seven squares coloured

- Ask: *What did Ben always/never do?* Learners suggest their own ideas, for example: *Ben never went to school. Ben always worked in the fields.*
- Learners look at the five questions. They take turns to ask you these questions first. Answer with your own ideas or invent answers. For example: *I never eat crocodile meat. I sometimes drink pineapple juice. I often talk to my uncle. I usually sit on my sofa at home. I always clean my teeth at night!*
- In pairs, learners ask and answer the same questions. Ask four or five learners to tell the class one of their own or one of their partner's answers.

**Homework/Project idea:**

Learners write five sentences about their own lives, using the five different adverbs. They could draw pictures or cut out pictures from magazines to illustrate them.

**F What does Ben say to his brother?**

- Learners look at the two small faces in the dialogue. Ask: *Who are these?* (Ben and one of his brothers) Learners choose a name for the brother. Write the name on the board.
- Look at the example together. Ask: *Why is the answer B?* (The other sentences aren't an answer for this question.) Ask an open pair to read out this exchange. Learners could then cross out the option B answer.
- Ask: *How many other answers must we choose?* (five) *How many other answers are there?* (seven) Say: *You don't need two of these answers.*
- In pairs, learners then complete 1–5 by choosing the best answer from the A–H options.

**Check answers:**

1 G 2 A 3 F 4 H 5 C

- Divide the class into A and B teams. Tell team A they are Ben's brother (use the chosen name). Tell team B they are Ben. The class then reads the complete dialogue chorally.

**G Ben's lucky day!**

- Learners read the instruction. Ask: *How many words can be in each answer?* (one, two, three or four) Learners look at the example sentence. Ask: *How many words are there in this answer?* (three)
- Learners find the part of the story where Ben finds the cup (top of SB p 5). Tell learners that all the words they need for 1–6 are on this page.
- In pairs, learners find the words they need for each answer and write them on the dotted lines.

**Test tip:**

Question structures in Part 5 of the Reading and Writing Test may vary from the structures that are used in the story text, but answers (one, two, three or four words) are always the exact words found in the story.

**Check answers:**

1 scarf 2 one (small) sandwich 3 a (lovely warm) drink  
4 surprised 5 (old) jacket 6 soft and warm

**H Differences**

- Ask: *How old is Ben in the story? What do you think?* (Learners guess.) Say: *Ben's ten. I know some other things about Ben too. He's got two brothers. But I don't know about your family.* Ask two or three learners: *Have you got any brothers or sisters?*
- In pairs, learners look at the question prompts and answers about Ben. They think of ways they could ask the questions about Ben and write them in their notebooks. Walk round and help if necessary.

**Suggested questions:**

Has Ben got any brothers or sisters?  
Where does Ben live?  
How old is Ben?  
What does Ben want?  
What does Ben like doing?

- Learners think of a friend and write this person's name on the dotted line. They write answers to the question prompts about their friend on the dotted lines.
- In pairs, learners ask and answer about their friends. For example:  
Learner 1: *What's your friend's name?*  
Learner 2: *Maria.*  
Learner 1: *Has Maria got any brothers or sisters?*  
Learner 2: *No.*  
Learner 1: *Where does Maria live?* etc.  
Four or five learners tell the class what they know about their partner's friend.

## I anywhereeverywheresomewhere nowhere

- Tell learners to find eight words in the word snake. Tell them four of the words are the same. Learners draw circles around all the words: *any where every where some where no where*.
- Tell learners to draw larger circles to make just four words: *anywhere everywhere somewhere nowhere*.
- Learners complete each sentence with one of the four words.

### Check answers:

1 somewhere 2 everywhere 3 nowhere 4 anywhere

- Ask: *Which sentence is about the picture? (3) Where's the money now? What do you think? (learners guess)*

### Notes:

The words *anywhere*, *everywhere*, *somewhere* and *nowhere* are new at Flyers level. If learners aren't sure of their meanings, show them that we use *anywhere* in questions and negative statements. It means 'in any place' or 'to any place'. For example: *Have you seen my new coat anywhere? I don't want to go anywhere.*

We use *everywhere* to mean 'in every place' or 'to every place'. For example: *I've looked for my books everywhere! I've been everywhere in the world.*

We use *somewhere* to mean 'in a place' (but we don't know where) or 'to a place' (but we don't know where). For example: *My money is here somewhere. Can you help me find it? My friend and I want to go out somewhere today – perhaps to the beach. We don't know yet.*

We use *nowhere* to mean 'in no place'. We can only use it at this level in positive statements in this simple structure: *I can't find my school bag. It's nowhere in the house.*

## J What did Ben do next?

- Divide learners into groups of three or four. Learners look at the pictures and prompts and complete the sentences to write a short story about what Ben did after the cup broke. Use the last picture to teach *gorilla*.
- Give learners plenty of time to do this. Encourage learners to be creative and to use dictionaries. Walk around and help where necessary.
- Groups take it in turns to read out their stories. The class votes for the best story.

### Suggested story:

Ben started going to school. He liked learning about other countries. Ben's teacher gave him a lot of books. He usually studied hard in the evening. Ben left school when he was 18. He wanted to visit a lot of different countries. He went to Africa. He learnt everything about gorillas there.

- Ask: *What else did Ben do? (He wrote lots of stories for children.)*

## K Ben learnt about gorillas.

- Ask learners what *they* know about gorillas. Key facts: Gorillas live in the hottest part of Africa in high forests in the mountains or in jungles at sea level. They eat mostly fruit or roots or leaves. They live for 25–50 years. Mountain Gorillas might become extinct (like dinosaurs).
- Write these questions on the board:
  - a) *What name do we use for father gorillas?*
  - b) *What do Mountain Gorillas like eating?*
  - c) *How many Mountain Gorillas live in the world?*
- Learners read the text and find the answers to the questions:
  - a) Silverbacks b) fruit, leaves, flowers, insects c) 700If you have internet access at school, learners could find out more about gorillas (e.g. their size, weight and colour).
- Learners decide which word is correct for each space and write it on the dotted line. You may prefer to do this in open class.

### Check answers:

1 there 2 get 3 when 4 often 5 in 6 them

### Project idea:

Learners find out about another animal that may become extinct, for example the polar bear, panda or tiger, and write about it. Give them questions to answer, for example: *What does this animal look like? Where does this animal live? What does it like eating? What does it do in the daytime? And at night? How many are there in the world?*

Learners make maps, collect photos or draw pictures to add to their work. Display their work around the classroom.

## L Play the game. Find the jungle animals!

- Push tables and chairs to the wall if possible to clear a space.
- Divide learners into three teams. Give each group a different jungle toy (e.g. a lion, monkey or snake). If toys are considered too childish by your group, use three different jungle animal photos instead.
- One person from each team leaves the classroom (the jungle) for a minute.
- Each team hides its animal somewhere in the classroom.
- The three learners (the explorers) return. They must each find their team's animal. Their team walks around with them saying either *You're getting warmer!* or *You're getting colder!*, depending on whether the explorer is getting nearer or farther away from the team's animal.
- The team whose explorer finds their animal first wins a point. Rotate animals, and play again.



# The glove, the fork and the old pair of glasses

**Main topics:** holidays, sports, natural world, materials

**Main grammar:** suggestions with *Shall*: C  
tag questions in present simple: E  
suggestions with *Let's* and *We could*: G, J

**Test practice:** Reading and Writing Part 1: H;  
Part 7: I  
Listening Part 4: J; Part 5: G  
Speaking Part 3: F; Part 4: L

**Non-YLE words:** bite (v), crab (n), deep (adj), finger (n),  
hook (n)(v), ship (n), silly (adj)

**Equipment:**

- CD 1: Story, G, J, K
- photocopies (two per group of five learners) of 'Feelings' (pp 51–2), cut into cards: M

CD1 04 Play Track 04 of CD1 or read the story.

**Suggestions for two pauses if required:**

- Stop the CD after '*Shall we look there?*' he whispered. (SB p 13)  
Ask: *Did Emma want to speak to the boy?* (no)  
*What did the boy want to look for?* (treasure)  
*What is the little boy's father?* (a pirate)  
*Will Emma look for treasure with the boy?* (yes)
- Stop the CD after '*Let's go back to the beach.*' (SB p 14)  
Ask: *How many things have they found in the rock pools?* (three)  
*What have they found?* (a glove, a fork and an old pair of glasses)  
*Will they go back to the beach?* (learners guess)

## A New words for you!

- With books closed, introduce the topic of the story. Ask: *Do you like going to the beach? What do you like doing on the beach? Where else do you like going on holiday?* Say: *This story is about a girl who's staying in a hotel that's near a beach.*
- Teach/revise *deep*, *biting*, *finger* and *hook*. Draw a cross-section of a lake to teach *deep*. Ask: *Do you like swimming in deep water?* Wave your fingers in the air. Ask: *How many fingers have we got?* (eight) Mime *biting*. Draw a *hook*. Say: *We can fish with a hook and we can hook something out of the water.* Mime hooking something out of the water.
- Learners open their books. In pairs, learners draw lines to match the green words with different parts of the picture. Walk round and check they have done this correctly. You could also check answers by asking: *What does the red fish like doing?* (biting fingers) *Where does the black fish live?* (in deep water) *Which fish is the young boy trying to hook?* (the green one)
- Point to the *crab* in the picture. Ask: *Where do crabs live?* (in the sea) *How many legs has a crab got?* (eight)

**After listening to the whole story**

- Ask: *Does Emma think pirates are only in stories now?*

## B What happened next?

- Learners read the six sentences on their own. They underline any words that they don't know and then ask you or their partner for help with understanding. Say: *A 'ship' is a very big boat.*
- Learners look at the line from the sentence to star 1. Say: *This was the first thing that happened in the story.*
- Learners write numbers 2–6 in the other stars. Then, working in pairs, they order the other five sentences by drawing lines to the numbered stars.
- A pair reads out sentence 2. Ask the others if they agree or disagree. Continue with the other answers in the same way.

**Check answers:**

- 2 Emma and the little boy walked ...  
3 Emma saw a glove ... 4 The son of a pirate ...  
5 Emma's mum felt ... 6 Emma could see ...

## Storytelling

**Before listening**

- Learners look at the picture on SB p 12.  
Ask: *Where is this girl?* (on the beach)  
*Does she look happy?* (learners decide)  
*How many other people can you see?* (four)
- Learners read the text below the picture.  
Ask: *What's the name of this girl?* (Emma)  
*Is she having an exciting day?* (no, a boring day)  
Say: *Now let's look at the pictures and listen to the story.*

## C Who said this?

- Learners should be able to remember or guess who said each thing, but if they need help, they can find the answers in the story.
- Learners read the instructions. Check they have understood what they should do by looking at the example. Ask: *Why is there a letter A next to that speech bubble?* (Because Emma said this.)
- Learners read 1–6 and write A, B or C.
- Ask learners to read what was said in a voice that shows if it's a girl, a little boy or a mother.

**Check answers:**

- 1 B 2 A 3 A 4 A 5 B 6 C

- Write on the board *Shall we ...?* In pairs, learners imagine they are at the beach and make suggestions about what to do. Ask pairs to tell the class one of their suggestions.

**Note:**

Point out *bored* in Activity B and *boring* in this activity. Explain the difference in meaning between them: *I am bored because something is boring*. Revise *excited* and *exciting* at the same time, and *interested* (not listed in YLE) and *interesting* here too.

## D Who? Which? Where? What? How old?

- Learners look at the example. Ask: *How many words are in the answer?* (two) Ask: *How many words can you write in other answers?* (one, two or three)
- Learners read 1–6. In pairs, they try to remember the answers and write them on the dotted lines. If they need help, they can find the answers on SB p 12.

**Check answers:**

1 tennis 2 the beach 3 (the) sand 4 (a) beach ball  
5 six or seven 6 What's the matter?

## E Isn't it? Aren't they?

**Test tip:**

These questions only practise the third person present simple forms with *be* because these are the most common forms seen in the YLE test. They are most likely to appear in Parts 6 or 7 of the Reading and Writing Test.

- Read out the tag question on SB p 13: *'What's that? It's a glove, isn't it?'* Ask: *Did the little boy answer yes or no?* (yes) Point to your chair and ask: *And what's this? It's a chair, isn't it?* (yes) Pick up two pencils and say: *These pencils are mine, aren't they?* (yes)
- Point to a few items that belong to learners, for example a sweater or some books and say: *This is a sweater ...* Learners reply in chorus: *isn't it?* Say: *These are (Maria)'s books ...* Learners reply in chorus: *aren't they?*
- Do the examples with the class. Ask: *Why is the first answer 'isn't it?'* (Because the sentence begins with *It's*.) Ask: *Why is the second answer 'aren't they?'* (Because for *Those shells are* we can say *They are*.)
- In pairs or on their own, learners complete 1–4.

**Check answers:**

1 aren't they? 2 isn't it? 3 isn't it? 4 aren't they?

## F Sand, sea, sky and a shark!

- Learners look at the picture and the arrows to numbers 1–3. Ask: *What are these?* (sky, sea, sand) Learners write the words on the dotted lines.
- Divide learners into groups of three or four. To practise Part 3 of the Speaking Test, ask groups to think of ways to describe what's happening in this picture. To help

with ideas, ask questions, pausing between each one to give groups time to decide how to answer and to note their answers.

**Suggested questions:**

What's the weather like? What are the children doing?  
What's the boy's name? What's the boy pointing to? Is the boy bored? Afraid? What's the boy saying?  
What's the girl's name? Is she feeling sad? Is she smiling? What's she saying?

**Suggested answers:**

It's a sunny day. The children are sailing in their boat.  
The boy's name is Tom. He's pointing to the shark.  
He's afraid.  
He's saying, 'That shark is dangerous!'  
The girl's name is Anna. She's laughing. She's saying 'Look! It's a toy shark. It's made of plastic!'

- Give groups another two or three minutes to add any extra ideas to their story. Groups then read their mini-stories to the rest of the class.

**Homework/project idea:**

Choose another picture from this unit or Unit 1. Learners write another mini-story about it in the same way.

## G CD1 05 Let's draw!

**Note:**

The structures *We could* and *Let's* are in the story on SB p 13 (*We could/Let's look for treasure*).

- Ask learners in pairs to imagine they are on a beach and to think of one thing they would like to do next with the rest of the class.
- Write on the board: *We could ... Let's ...* Say: *We could go swimming. Do you want to go swimming with me?* (yes/no) *Let's play with our ball. Do you want to play with me?* (yes/no)
- Pairs take turns to call out their suggestions. Show them how to begin by pointing at one of the structures on the board. For example point to *Let's ...* Learner 1: *Let's look for shells.*
- Learners look at the picture on SB p 14.  
Say: *We could draw some more things in this picture. Let's draw five things.* Tell learners they don't have to colour anything.
- Play Track 05 of CD1 twice.
- Give learners time to enjoy finishing their drawings at the end.

**Check answers:**

a fork in the rock pool, a butterfly on the sail, a shark in front of the pirate ship, a flag on the top of the sailing boat, a rock on the beach behind Emma.

- Give learners time to look at each other's drawings.
- Extend the activity by telling learners to colour other items. Say: *Now colour the towel blue, the fork grey, the butterfly pink, etc.*

**Tapescript:**

Listen and draw.

One

Woman: Let's draw some things in this picture. Let's put a fork in the little rock pool.

Boy: OK. I'll draw a fork there now. That's easy. Shall I put a glove there too?

Woman: No. Just draw a fork.

Boy: All right.

Two

Woman: And let's draw a butterfly on the sail.

Boy: On the sail of the children's boat?

Woman: Yes, please. Draw it there.

Boy: All right. Butterflies have lovely wings. There!

Three

Woman: Next we could draw a shark. We could put it in front of the pirate ship.

Boy: A shark? I'm afraid of those ...

Woman: It's only a drawing. Don't be scared.

Boy: OK!

Four

Boy: And we could put a flag on the top of the sailing boat.

Woman: Yes! Let's do that! That's a good idea.

Boy: I like drawing flags.

Woman: Me too!

Five

Woman: And now look at the beach behind Emma. Let's draw something there too.

Boy: Right! How about another rock?

Woman: Another rock ... yes! Draw that there on the sand.

Boy: OK. I'm doing that now.

Woman: Excellent! Well done! Thank you!

**Test tip:**

In Part 5 of the Listening Test, learners will only have to draw one thing. They will be told where to draw it and which colour to make it. The object will not be difficult to draw. For example: a ball on the beach, a cloud in the sky.

**H) What's this? What are these?**

- Look at the example. Ask: *When do you use a towel at home? After a ...? (shower/bath)*
- Tell learners to make sure they write the correct singular or plural form. They circle *this* or *these* in each line to show they have checked this.
- In pairs, learners write the answers on the dotted lines.
- Check learners have added the article *a* before the singular forms.

**Check answers:**

1 a fork 2 flags 3 gloves 4 a butterfly 5 a shark

**I) Change part of the story.**

- Learners look at the text. Say: *This is from the story. You can change it now. Do the example together. Say: In the story, the word was 'parents', but 'best friend' is different.*
- In pairs, learners look carefully at the green words before each space and at the words that follow each space and choose six different words or phrases.

**Suggested answers:**

1 hotel/village/shop/forest/park  
 2 golf/basketball  
 3 grandpa/friends/dog  
 4 eat/read the newspaper/sleep  
 5 shops/sea/park/river  
 6 grass/ground/floor

- Pairs read their version of this part of the story to others in the class.

**Alternative:**

- Write the following words on the board:  
*read sister grass hotel sky games gloves park.*  
 Learners complete the text with these words. They don't need to use them all.

**Check answers:**

1 hotel 2 games 3 sister 4 read 5 park 6 grass

**J) CD1 06 What will Emma do?**

- Write *Let's ... We could ...* on the board again.
- Say: *Emma wants to do something different on her holiday now. She's talking to her mother and father about what she could do next.*
- Learners look at the pictures in the example. Ask: *Which three things could Emma do? (play table tennis, go on the swing, go swimming)*
- Say: *Emma will only do one of these three things. What will she do? Listen.*
- Play the example in Track 06 of CD1. Learners look at the ticked answer.
- Say: *What else will Emma do? Look at the pictures and listen to 1, 2 and 3. Play conversations 1, 2 and 3. Learners listen and tick the right boxes.*

**Check answers:**

1 B 2 A 3 B

- Ask: *What could you do now? Learners make suggestions, for example: have a break, play a game, go outside.*

### Tapescript:

Look at the pictures. There is one example. What will Emma do?

Dad: This is a nice park, isn't it, Emma?

Emma: Yes!

Dad: You could go and play on the swings there.

Emma: I'm too old for that, Dad. We could go back to the beach for a swim.

Dad: The water's too cold, so let's play table tennis!

Emma: OK! Good idea. I'll get my bat.

Can you see the tick? Now you listen and tick the box.

One What will Emma do?

Mum: Look, Emma. They're playing a game of hockey on the grass over there. Let's go and watch.

Emma: You go, Mum, but I don't want to do that. I'm going to skate round the hotel garden.

Mum: Or you could do some skipping?

Emma: No. I don't want to do that. It's too hot.

Mum: OK.

Two What will Emma do?

Dad: Let's play volleyball next, Emma. Mum's going to go for a ride on her bike.

Emma: I'm too tired to play that, Dad. We could go for a walk in the woods.

Dad: All right. I'll take my new rucksack.

Emma: I'll get mine too.

Three What will Emma do?

Emma: We could go fishing later today, Mum. That's a good idea, isn't it?

Mum: Yes, but I don't enjoy fishing very much. Let's go sailing.

Emma: Great! Or we could play baseball with Dad?

Mum: No ... He wants to sit in the sun this afternoon.

Emma: All right.

### K Words that sound the same

- Read out the example. Learners can see that *chips* sounds like *ships*.
- Learners think of the answers to 1–6. If they need help, they can find the answers on SB p 12 or you can do this in open class.

#### Check answers:

1 play 2 dad 3 sun 4 sand 5 ball 6 head

#### Extension:

In pairs, learners think of five words that sound like *sea* and *me* as quickly as possible. Pairs put their hands up when they have five words. Write their answers on the board. The following words are all in the YLE word list: *agree, be, he, key, pea, see, she, ski, three, tea, tree, we*.

### L CD1 07 The pirate's poem!

- In groups of three or four, learners make up information about the little pirate in the picture. For example: his name, his favourite hobby, what he likes eating, what his room on the ship is like. Encourage learners to be imaginative. Groups tell their ideas to the whole class.
- Read the poem to the class. Learners guess what the missing words might be.
- Play Track 07 of CD1. Learners listen and write the missing words.

#### Check answers:

looking, talk, catching, cook

- Ask: *Where does the little pirate like swimming?* (in the salty sea) *What does he like eating?* (fish and chips)

#### Extension:

Drill the poem with learners. If your class enjoy dramatisation, ask one learner to role play the little pirate, another to be the crab and others to be fish in the salty sea as the rest of the class repeat the poem.

- Practise the format of Part 4 of the Speaking Test in open class. Say: *Now let's talk about things you like doing.* Ask learners: *What do you enjoy doing? What do you like eating? Who do you have fun with? Tell me about the last time you had fun.*
- Write the questions on the board. Learners then ask and answer the same questions in pairs.

### M Play the game. I'm feeling happy!

- Divide learners into groups of four or five. Give each group the two sets of 'Feelings' (pp 51–2), cut into 24 cards, and one complete sheet.
- In groups, learners look at the sheet. Ask: *How do these people look?* Point to each face and write their suggestions on the board. For example: *sad/unhappy, bored, angry, afraid, happy, surprised, hot, excited, friendly, cold, ill, tired*.
- In their groups, learners each choose a card. They take turns to show it and say: *Today, I'm feeling (sad/bored).* They could add a reason. For example: *... because my best friend isn't here / this isn't interesting.* Learners might choose a card because it really shows how they're feeling, or simply because they like it.
- Stronger groups might follow this with a suggestion. For example: *Oh! Well, you could play with us. / Well, let's go for a walk. / We can help you. / That's great. Let's have a party!*
- Learners replace the cards, choose different ones and play again. They continue until they tire of the game.

#### Homework/Project idea:

Learners complete the sentence below about how they're feeling.

*I'm feeling ..... because ..... and/but I'm feeling ..... because .....*

They could draw a picture or pictures of their own face.

# 3

# Robert and the three envelopes

**Main topics:** places, transport

**Main grammar:** simple, comparative and superlative adjectives: E, L  
prepositions of place and movement: F, J  
*I'd like to:* G

**Test practice:** Reading and Writing Part 4: I;  
Part 5: D; Part 6: L; Part 7: I  
Listening Part 1: J; Part 5: F  
Speaking Part 1: H

**Non-YLE words:** beak (n), building (n), message (n), middle (n), ship (n), wonderful (adj)

**Equipment:**

- pictures of a ship, bird, building: A
- CD 1: Story, F, J
- photocopies (one per learner) of 'One day, I'd like to ...' (p 53): G
- five questions on folded strips of paper: I
- three books that vary in size and age: L
- photocopies (one per small group) of 'Travelling here ...' (p 54): L

CD1 08 Play Track 08 of CD1 or read the story.

**Suggestions for two pauses if required:**

- Stop the CD after '*I'd like to look out of its windows at the countryside below, he thought.*' (SB p 21)  
Ask: *Where's Robert going?* (to school)  
*Where's Robert now?* (on a bus)  
*What can he see through the window?* (the city/buildings/a bridge/the river/a boat/a train/a plane)
- Stop the CD after '*If you find me, go and look in your biggest, oldest book.*' (SB p 22)  
Ask: *What's Robert reading?* (the bird's message)  
*Where must Robert look for something?* (in his biggest, oldest book)  
*How old is the book perhaps?* (learners guess)  
*What will Robert find in the book?* (learners guess)

**After listening to the whole story**

- Ask: *Why can Robert and his mother go on holiday now?* (They've got enough money.)  
*Why is Robert looking at the sky and thinking 'Thank you'?* (He's thanking the bird.)  
*Where will Robert and his mother go on holiday?* (learners guess)

**A New words for you!**

- With books closed, introduce the topic of the story by asking learners: *Do you enjoy going on holiday? Where do you like going? How do you like to travel?* (by bus, train, plane) Write their suggestions on the board.  
Ask: *Why do you enjoy travelling like this?* (It's fast/nice/exciting/fun.) Say: *This story is about a boy called Robert who wants to travel to exciting places.*
- Teach/revise *building, beak, ship, message* and *middle*. Draw or show pictures to teach them. Ask questions to check understanding. For example: *What's the difference between a ship and a boat?* (A ship is much bigger.) *What are kinds of buildings?* (museums, stations, banks, post offices, airports, flats)  
To teach *message*, take a piece of paper and write on it *Please phone me tomorrow.* Ask: *What's the difference between a message and a letter?* (A message is shorter.)
- Learners open their books. Ask different learners to read out the new words. In pairs, learners then draw a line between each word and its matching picture. Walk round and check they have done this correctly.

**Storytelling**

**Before listening**

- Learners look at the picture on SB p 20.  
Ask: *What is this story about?* (a boy)  
*Where does this boy live?* (in a city)  
*Who is he with?* (his mother)  
Say: *Now let's look at the pictures and listen to the story.*

**B Can you remember?**

- Learners read the instruction. Ask: *How many words can you write?* (one, two or three)
- Learners look at the example question and its answer.
- In pairs, learners try to remember the answers and write them on the dotted lines. (For questions 1, 4 and 5 learners can write single words or short sentences.)

**Check answers:**

1 no / No, he didn't. 2 (a)(big) bird 3 at home 4 happy / She was happy. 5 yes / Yes, they can.

**C What happened next?**

- Learners look at the pictures. Say: *Find the picture that starts the story. Can you see the number 1 in its box?* (C)
- In pairs, learners order the other four pictures by putting the number 2, 3, 4 or 5 in the box under each one.

**Check answers:**

A 2 B 4 D 3 E 5

- In pairs, learners look at all five pictures again to find things in them that begin with the letter *b*. Each pair then works with another pair to increase their lists.
- Ask for answers. Learners spell the words. Write them on the board. (*boy, bus, bag, bird, beak, books, bookcase, bank*)

## D Robert's home in the city

- Learners look at the example. Ask: *How many words are there in the answer?* (two)
- Say: *All the answers are on page 20.* Learners find the answers and write them on the dotted lines.

### Check answers:

- 1 tall/grey buildings 2 exciting places 3 busy hospital  
4 nice holiday 5 enough money

## E Opposites!

- Learners look at the example. Ask: *What kind of word is small?* (adjective) Say: *All these words are adjectives. 'Big' is the opposite of 'small'.* Learners find *big* in the story (SB p 20, line 1) and underline it. Ask: *What does 'big' describe here?* (the city)
- In pairs, learners guess answers to 1–5 and then find *and* underline their answers in the story. They write their answers on the dotted lines.

### Check answers:

- 1 exciting 2 beautiful 3 noisy 4 sad 5 nice

- Pairs think of four more opposites. Pairs take turns to write one of these on the board. For example: *fast/slow*.

### Suggestions:

big/small, hot/cold, easy/difficult, high/low, dark/light, left/right, dry/wet, empty/full

### Homework idea:

Learners think how Robert's living room is different from their own, or from an imagined, living room. Learners write five sentences about the differences. Brainstorm a few ideas. For example: *My living room is big but Robert's is small. We've got a nicer sofa. You could say which adjectives to use. For example: beautiful, tidy, dark, nice, noisy, warm, clean, small.*

## F Do some drawing.

- In pairs, learners look at the picture on SB p 20. Ask: *What can you see outside the balcony doors?* (sky, buildings, city, plants)
- Say: *Listen and draw three things in this picture.* Learners need to know *what* they should draw and *where* they should draw each thing.
- Make sure each learner has a pencil.
- Play Track 09 of CD1.
- Give learners time to finish and show each other their drawings.

### Check answers:

a plane in the sky, a flag on the tallest building, a bird on the balcony, between the two plants

- Ask questions to practise prepositions of place. *Where's the plane?* (in the sky) *Where's the flag?* (on the top of a building) *Where's the bird?* (between the plants, on the balcony) *And where's the picture of the tree?* (on the wall, behind Robert) *And where's the chair?* (next to the table)

### Tapescript:

*Listen and draw.*

One

Boy: Can I do some drawing in this picture?

Woman: Yes! Draw a plane. Draw it in the sky.

Boy: In the sky, OK. A big plane or a small plane?

Woman: It doesn't matter!

Two

Woman: Now, can you see the tallest building?

Boy: Yes, I can. It's very tall!

Woman: It is! Draw a flag on the top of that building.

Boy: A flag. All right!

Three

Boy: There's a balcony outside Robert's flat.

Woman: Yes. Draw a bird between the two plants – the two plants that are on the balcony.

Boy: What kind of bird? A fat bird or a thin bird?

Woman: You choose.

Boy: OK!

## G I'd like to ...

- Learners read the excerpt from the story. Ask: *What would Robert like to do one day?* (go on a boat, a fast train and a plane)
- Point to the pictures and say: *This boy would like ... one day. This girl would like ... one day.* (to climb a mountain, to live on an island near the sea)
- Ask a learner: *What would you like to do one day?* (I'd like to ...) Drill the question and one response chorally.
- Write *What would you like to do one day? I'd like to ...* on the board. Explain that *I'd* is a short way of saying *I would*.
- In pairs, learners ask *What would you like to do one day?* and answer. Learners write their answers in their notebooks. Check their answers in open class.
- Learners look at the question in the activity and write two more things they would like to do one day.

### Further practice:

- Divide learners into groups of three or four. Give each learner a photocopy of 'One day, I'd like to ...' (p 53).
- Learners look at the prompts and choose three things they'd each like to do. They tell others in their group. In open class, ask two or three learners what their ideas are.
- Learners complete the sentences and draw a picture of themselves to illustrate their answers.

## H Find the differences.

- Learners look at the picture on SB p 21. Ask: *What's Robert doing here? (going to school) Is he on a bus or in a car? (on a bus)*
- Learners also look at the picture in the activity. Say: *Some things in the two pictures are the same and some are different. In this picture (point to the picture on SB p 21) Robert's wearing a blue shirt, but in this picture (SB p 26) he's ... (wearing a brown and yellow sweater).*
- Write this model on the board on two lines:  
*In this picture Robert's wearing a blue shirt,  
but in this picture he's wearing a brown and yellow sweater.*  
Drill this in open class.
- In pairs or small groups, learners find the other five differences and think how to describe them. Then groups take turns to tell the class one difference.

### Suggested answers:

The person in front of Robert is a man / woman. Robert is standing up / sitting down. There are two boats / one boat on the river. There's a train / there are cars and lorries on the bridge. It's cloudy / sunny.

## I Another story!

- Have ready the five questions listed below on folded strips of paper. Help learners find the sentence starting *But then he started to feel tired* on SB p 21. Ask individual learners to read the next seven sentences out to the class, one sentence each (as far as *So Robert did!*). Ask: *Who likes this story?*
- The first five learners to put up their hands each pick a folded strip of paper and ask the class their question:  
*Which building was behind Robert when he sat down? (the post office)*  
*Where's the post office in our town? (learners give information)*  
*Where was the bird before it flew down? (in the sky / learners decide)*  
*What colour was the bird? (black and white)*  
*Which two words were on the envelope? (Read me.)*
- Learners read the text in Activity I and see how the two stories are similar. Learners now choose different words to complete the text. Pairs/groups use their imagination to choose the five words.
- Learners take turns to read aloud sentences from the paragraph, adding their chosen word. Accept any reasonable answers.

### Suggested answers:

1 cinema 2 dog 3 mouth 4 put 5 Post

### Further practice:

- Tell learners to cross out these words from the paragraph at the bottom of SB p 21: *strange, white, sky, foot, Read.* Write these nine words on the board:  
*shoulder hungry nice mountain open*  
*silver idea ground last*

- Learners choose words from this list to replace those they have crossed out.

### Check answers:

1 nice 2 silver 3 mountain 4 shoulder 5 Open

## J CD1 10 Where shall I put all these letters?

- Learners tell you what they can see in the picture. Ask: *How many letters can you see in this picture? (six)* Ask: *Where's the blue/red/yellow/pink/purple/orange letter?* (blue – on the wall, red – on the mat in the bread shop, yellow – in the bird's beak, pink – in the tree, purple – in the water, orange – in the girl's bag)
- Play Track 10 of CD1 and stop after the example. Say: *Look at the line. We've put the letter that's on the wall through the open window. Now listen and draw lines from each letter to different places in the picture.* Play the rest of the recording.
- Play the recording a second time, stopping at the end of each instruction. Learners look at each other's answers.
- Practise these prepositions further by asking questions about where objects in the classroom are and then telling learners to move them. For example: *Where's the red pencil? (under your desk)* *Put it on top of the cupboard.* Use the prepositions practised in this activity: *in, on, through, outside, under, in front of, at the top of, in the bottom of, in the middle of.*

### Check answers:

Ask:

*Where's the red letter now? (on the chair)*

*Where's the yellow letter now? (in front of Robert)*

*Where's the pink letter now? (under the truck)*

*Where's the purple letter now? (in the bottom of the bin)*

*Where's the orange letter now? (in the middle of the flowers)*

### Tapescript:

*Listen and look. There is one example.*

Girl: What a lot of letters! Where shall I put all these letters?

Man: Well ... can you see the letter on the wall? Put that letter through the open window, please.

Girl: OK!

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

One

Girl: I'm going to put the letter that's in the bread shop on the chair that's outside now.

Man: Good idea.

Two

Man: What about the letter in the bird's beak?

Girl: Well, we can put that in front of the boy. That's Robert, isn't it?

Man: Yes, I think it is!

Three

Man: There's a letter at the top of the tree. Put it on the road under the truck.

Girl: All right.

Man: Thanks.

Four

Girl: And next, I'm going to take the letter out of the water and put it in the bottom of the bin!

Man: Well done!

Five

Girl: Where shall I put the letter that's in the girl's bag?

Man: How about in the middle of the flowers?

Girl: OK. I wanted to put one of them there!

Man: Did you?

Girl: Yes!

## K Robert's rucksack

- Ask: *What are exciting places to visit?* (e.g. Africa, Australia) *Where will Robert go on holiday?*
- Divide learners into groups of three or four. Each group discusses and decides where Robert might go on holiday and writes the destination (a country, a known city or an imagined place (e.g. America, Hong Kong, Waterfall Island) on the label on the rucksack.
- Each group then chooses eight things for Robert to put in his rucksack and writes them on Robert's list. For example: a torch, a camera, swimming shorts.
- Walk round helping with ideas and checking spellings. Accept any reasonable answers.
- Write on the board: *We think Robert will go to ..... He'll take ..... with him.* Groups use this structure to tell the rest of the class their answers.

### Extension:

In pairs, learners choose a holiday destination for themselves. They decide what time of year they'll take their holiday and what they'll do there. They then choose eight things to take with them.

## L Robert's holiday postcard!

- Hold up three different books. One is obviously the biggest and the oldest. Make statements about them to revise simple, comparative and superlative adjectives. Make half your statements right and half wrong. Learners stand up if they think what you say is right, or sit down if they think it is wrong.

### Suggested statements:

This book is big. This book is bigger than this book.  
This is the biggest book. This book is old.  
This book is older than this book. This is the oldest book..

- Hold up the biggest and oldest book. Ask: *Is this the biggest and oldest book?* (yes) *Does it look like the one that Robert found?* (yes/no)
- Learners read Robert's holiday postcard but don't try to complete the gaps yet. Ask: *Is Robert enjoying the food on his holiday?* (yes) *Where's Robert's hotel?* (near a waterfall) *Is the weather good or bad?* (good)

- Learners decide which word is correct for each space and write it on the dotted line. You may prefer to do this in open class.

### Check answers:

1 nicer 2 highest 3 loud 4 small 5 wet 6 friendlier  
7 sunnier

- In pairs, learners think of one more short sentence to add to the postcard. For example: *I took 100 photos yesterday!* Pairs read out their suggestions. Accept any reasonable answers.

### Further practice:

- Divide learners into groups of three or four. Give each group a copy of 'Travelling here ...' (p 54). Groups work with all the pictures or choose three pictures to talk about, for example a bus, a motorbike and a plane.
- Groups talk together and then answer the questions in their notebooks.
- You may want to write on the board:  
*fast faster than the fastest*  
*exciting more exciting than the most exciting*
- Groups report their ideas back to the class. For example: *A plane is the fastest way to travel. The racing car is the most exciting.*
- Display the completed pages in the classroom if possible.

## M Play the game. Holiday shopping!

- Brainstorm things learners might want to buy on holiday. Write their ideas on the board. Try to list about 20 objects.

### Suggestions:

(various presents for family, friends and themselves) T-shirt, hat, shorts, ice cream, sweets, chocolate, snack, postcard, comic, magazine, book, note/activity book, poster, CD, DVD, pen, pencil, colouring pencil, soft toy, ball, key ring, game

- Learners draw a large grid of 3x3 squares on a blank sheet of A4 paper. They choose nine things from the suggestions on the board, and write one thing in each square.
- Divide learners into two groups: Group A (buyers) and Group B (sellers).
- Learners walk round and try to buy/sell all nine things on their piece of paper. They should only buy or sell one thing each time they stop to talk to someone and buyers and sellers should not show each other their grids.  
Buyers find sellers and ask: *I'd like to buy a ... . Can you sell me that?*  
Sellers find buyers and ask: *Would you like to buy a ... ?*  
If a buyer finds a seller who has an item they need, they cross it off their sheet and write the name of the seller. If you want the game to be faster, omit this last instruction.  
Sellers do the same for buyers. The first buyer or seller to cross off all their items wins the game.

<b>Main topics:</b>	animals, parts of the body and face, health, sports, work
<b>Main grammar:</b>	conjunction so: E conjunctions <i>before</i> and <i>after</i> : H
<b>Test practice:</b>	Reading and Writing Part 2: D; Part 5: G Listening Part 3: I Speaking Part 3: C, I; Part 4: I
<b>Non-YLE words:</b>	disappear (v), furry (adj), handkerchief (n), kindly (adv), sick (adj), unkind (adj), vet (n), wonderful (adj)
<b>Equipment:</b>	<ul style="list-style-type: none"> <li>● CD 1: Story, I, J</li> <li>● pictures of wild animals, including one of a mountain lion if possible: A</li> <li>● pictures of people doing winter sports: I</li> <li>● photocopies (one per learner) of 'Jobs' (p 55): K</li> </ul>

### A New words for you!

- With books closed, introduce the topic of the story by asking: *Which wild animals do you know?* Give learners some photos of wild animals to look at. Include those on the YLE word list (bear, crocodile, elephant, giraffe, hippo, kangaroo, lion, monkey, panda, snake and tiger) and one of a mountain lion if possible.

Ask: *Would you like to see some of these wild animals? Why? Why not? Which is the biggest? ... funniest?*

- Tell learners something about mountain lions. Say: *Mountain lions live in North and South America and they are big animals. Their fur is usually silver or grey. They can run 70 kilometres in one hour and can jump 12 metres! They live for about ten years.*

Check understanding by asking questions. For example: *How far can a mountain lion jump?* (12 metres)

- Teach/revise *unkind*, *furry*, *sick* and *wonderful*. Ask: *What's a word for 'not kind'?* (unkind) Show learners that you can add *un-* to *kind*, *friendly* and *tidy* to give opposite meanings.

Use a picture of a bear or panda to teach/revise *fur* and *furry*.

Ask: *What's another word for 'ill'?* (sick) *And 'lovely'?* (wonderful)

- Learners open their books and draw lines to match each word with its meaning. Walk round and check they have done this correctly.

### Storytelling

#### Before listening

- Learners look at the picture on SB p 28.  
Ask: *What is this story about?* (a doctor/a woman and a boy)  
*What can you see on the wall?* (animal pictures, newspaper story)  
*Who is Lara?* (learners guess)  
*What are Lara and the boy talking about?* (learners guess)  
Say: *Now let's look at the pictures and listen to the story.*

#### CD1 11 Play Track 11 of CD1 or read the story.

#### Suggestions for two pauses if required:

- Stop the CD after '*Oh no!*' I said. (SB p 29)  
Ask: *What's Lara's job?* (vet/animal doctor)  
*Is Lara a grown-up or a child in the story?* (a child)  
*What kind of animal has just arrived?* (a mountain lion)  
*What will happen next?* (learners guess)
- Stop the CD after '*What shall we do next?*' (SB p 30)  
Ask: *What was wrong with the mountain lion?* (It was ill. / It had toothache/stomach-ache/headache.)  
*How did Lara help the lion?* (She gave it medicine.)  
*Is the lion better now?* (yes)

#### After listening to the whole story

- Ask: *Did the boy believe Lara's story? Why?/Why not?*
- Learners suggest three or four different names for the boy in the story. Allow the class to choose a favourite and name him. Use this name if you talk about him in future activities.

### B Who or what said this?

- Learners should be able to remember or guess who or what said each thing, but if necessary they can find the answers in the story. The answer for 1 is on SB p 28, 2 and 3 on SB p 29, 4 on SB p 30 and 5 and 6 on SB p 31.
- Learners read the instructions. Check they have understood what they should do by looking at the example. Ask: *Why is the answer C?* (Because the boy (use his chosen name) said this.)
- In pairs or on their own, learners write A, B or C on the dotted line in each speech bubble.

#### Check answers:

1 A 2 B 3 B 4 A 5 C 6 A

- Ask learners to read what was said in a voice that shows it's Lara, the lion or the boy who's speaking.

## C What happened next?

- Tell learners to read the instructions and the sentences.
- Ask: *Why are 1 and 9 in two of the boxes?* (Because those are the first and last parts of the story.)
- In pairs, learners talk together about the order and write numbers 2–8 in the boxes next to the other seven sentences.

### Check answers:

Lara rode on the lion's back.	8
A lion came and talked to Lara.	6
Lara felt tired on the mountain.	5
Lara started to tell the boy a story.	2
The lion had some of Lara's medicine.	7
Lara and her cousins began to climb a mountain.	4
Lara went to see her cousins.	3

- Divide learners into groups of three or four. Groups read the sentences in C and then add two or three sentences about events in the story. For example: *Lara's cousins left her on the mountain. The lion hid in a cave.* Stronger groups can also copy the nine sentences in their notebooks and can expand each of them. For example: *Lara rode on the lion's back to the top of the mountain. Lara went to see her cousins in the winter holidays.*
- Each group tells their version of the story to the class.

## D Lara's office

- Tell learners to look at the picture very carefully. This is a memory test! They have 30 seconds to try to remember all the different things in the picture. Say: *Start now!* Wait 30 seconds, then say: *Stop looking! Close your books!*
- Ask four general questions about the picture. Speak slowly. The idea is that everyone gets these answers right. Learners write their answers in their notebooks. Ask: *How many people are in the room?* (two) *Are the people eating or drinking?* (drinking) *What animal is outside?* (a cat/kitten) *What colour is Lara's hair?* (brown) Check the answers to these questions.
- Learners open their books again and look at the example. Check they have understood the instruction.
- In pairs or by themselves, learners read the sentences and write *yes* or *no* after each one.

### Check answers:

1 yes 2 yes 3 no 4 yes 5 no 6 yes

- Learners change sentence 3 so it has a *yes* answer. (Lara's kitten has a black and white tail.)

## E So

- Write on the board: *Lara had no brothers or sisters, so ...* Ask: *How can we finish this sentence?* (she stayed with her cousins) Explain that *she stayed with her cousins* is the result of *she had no brothers or sisters*.

- You could show learners that *so* works in the opposite way to *because*. The result of something comes *after so* but *before because*. For example: *She stayed with her cousins because she had no brothers or sisters.*
- Learners look at SB p 28 and underline the three examples of *so* in the second paragraph. *on the page 28*  
*I had no brothers or sisters to play with, so in the winter holidays I stayed with my three cousins ...*  
*I was often ill too, so I had to carry ...*  
*... I was soon tired, so I had to stop and sit down.*
- Look at the example together. In pairs, learners draw lines to match the other sentence halves in the same way. All the information they need is on SB p 28.

### Check answers:

- 1 Lara's cousins lived in the mountains, so they were very good at skiing.
- 2 Lara had weak legs, so she wasn't good at climbing or skiing.
- 3 Lara was often ill, so she often had to take medicine.
- 4 Lara got tired quickly on the walk, so she had to stop and sit down.
- 5 Lara couldn't go on up the mountain, so her cousins went on without her.

### Extension/Homework idea:

Learners complete three sentences with their own ideas. They choose them from the following suggestions:  
I didn't feel well last Saturday, so ...  
A mountain lion was behind me, so ...  
My baby brother's got a toothache, so ...  
I saw a bear in that cave, so ...  
My grandpa had a headache, so ...  
I love helping animals, so ...

## F Lara's medicine

- *What did the lion have?* Mime toothache, stomach-ache and headache.
- Learners look at the example. Ask: *How many words are there in the answer?* (two) Ask: *How many words can you write in the other answers?* (one, two or three)
- In pairs, learners find the part of the story about the lion's toothache, etc. (SB pp 29–30). They find the missing words and complete sentences 1–5.

### Check answers:

- 1 (much) better 2 stomach 3 little plastic spoon
- 4 headache 5 (clean and) (very) cold

## G Was it before or after this?

### Test note:

*Before* and *after* are introduced at Flyers level as conjunctions.

- Show learners that *before* and *after* can join two sentences. Tell learners two things you did before you came to school this morning. For example: *I drove to school. I had my breakfast.* Ask: *What did I do first?* (had breakfast)

- Write on the board:

*I had my breakfast I drove to school.  
I drove to school I had my breakfast.*

Ask: *What words can I put in these sentences?*  
(before, after)

- Divide learners into groups of three or four. Give each learner two small pieces of paper.  
Each learner thinks of two things they did before they arrived at school this morning. They write these on their pieces of paper, adding the time that they did them. For example: *I had a shower at 7.15.*
- The group then looks at all the sentences and times and writes two or three longer sentences using *before* or *after* to join two different actions. For example: *Maria had a shower before Jonas had his breakfast.* Walk round and help with ideas and structure if needed.
- Groups look at the sentences in the activity. They choose which thing happened first and decide which word is correct. They cross out the wrong word. They then make up one more sentence about Lara or the lion and write it on the dotted line. For example: *The lion went into a cave before Lara's cousins arrived. Lara decided to be a vet after she met the lion.*
- Ask different groups for answers and for their extra sentence. The other groups listen and put up their hands if their answers are the same.

**Check answers:**

1 after 2 before 3 after 4 after

## (H) What's the matter, Lara?

- Learners look at the picture. Ask: *Where are Lara and the lion?* (on the mountain) *What time of year is it, do you think?* (winter) *What's Lara wearing?* (hat, jacket, scarf, jeans) *What's behind Lara and the lion?* (mountains, snow, rocks, the forest) *What's in front of Lara and the lion?* (fire, snow, trees)
- Write on the board: *Where did Lara meet the lion? When did Lara hurt her hand? Why can't she pick up her rucksack now? Why can't she walk home? How is she feeling?*

In pairs, learners choose their own answers to these questions. They can use Lara's speech bubbles to answer some of them. They write their answers in their notebooks. For example: *Lara met the lion on the mountain. Lara hurt her hand when she jumped off the rock. She can't pick up her rucksack now because her shoulder hurts. She can't walk home because she's too tired. She's cold and hungry too.*

- Each pair tells its story to the class.

- In pairs, learners read the five things that Lara says and match each one with an answer from the lion (A, B, C, D or E). They write each of the letters in the small circle in each speech bubble.
- Five pairs role play the five exchanges.

**Check answers:**

I can't pick ... - B My feet ... - E I'm hungry! - C  
I cut my hand ... - A Can you help ... - D

## (I) CD1 12 After Lara met the mountain lion, she ...

- Ask: *Have you ever visited the mountains? What did you do there?* Use pictures to teach/revise winter sports such as skiing, sledging, skating, ice hockey. Ask: *What else can you do in the snow?* (walk, make snowmen, throw snowballs)
- Say: *You're going to hear Lara talking to her father on the telephone. She's telling him what she did on the days after she met the mountain lion. What did she do each day?*
- Learners look at pictures A–G. Ask: *How many pictures are there?* (seven) Ask: *How many days can you see?* (six) Say: *You don't need to use one of the pictures.*
- Play Track 12 of CD1 and stop after the example. Ask: *What did Lara do on Monday?* (She rode on the back of a mountain lion.) *Which picture shows this?* (C) Learners see that C is in the box next to *Monday*.
- Learners listen to Lara and her father and write a letter in each box. Then play the recording a second time.

**Test note:**

In Part 3 of the Listening Test, the information is not given in the order it is listed, so here learners shouldn't expect to hear Tuesday's answer after Monday's answer, for example.

**Check answers:**

Tuesday - A Wednesday - B Thursday - E Friday - D  
Saturday - F

**Homework idea:**

Before setting the homework task, learners listen to Lara talking about Tuesday again. Ask learners what they heard about Lara's day. Write short sentences on the board. For example: *It snowed. Lara went to the village. Children were throwing snowballs. Lara got wet and cold. Lara and her cousins had a drink of hot chocolate. They went home again.*

Learners copy these sentences and use them to write a short story about Lara's day. They make longer sentences by adding *so*, *because*, *before* or *after* and they can add other ideas to make the story more exciting. They can then tell this story in group work in the next lesson.

### Transcript:

Listen and look. There is one example. What did Lara do each day?

Lara: Hi, Dad! I've had a wonderful week here in the mountains! On Monday I went for a ride on the back of a mountain lion after I gave it some medicine! It wasn't very well, you see ...

Can you see the letter C? Now you listen and write a letter in each box.

Dad: Oh dear! What else have you done this week?

Lara: Well, on Wednesday, I went skating. I only fell over a few times, so that was OK. And after lunch on Saturday, I had a skiing lesson. It was great! I'm not very good at it yet, so I had to go very slowly, but I enjoyed that day. Can I have some more skiing lessons next year?

Dad: Sure! And did you see the ice hockey game on Thursday?

Lara: No. We couldn't drive there because it snowed too much. But it was good because we made a snowman in the garden. We found a hat for it. It looked very funny!

Dad: Ha ha ...

Lara: It snowed on Tuesday too. We went down into the village that day. Some children there were throwing snowballs, so we did that too. I got very wet and cold, but it was all right. We had a drink of hot chocolate before we went home again.

Dad: Good idea!

Lara: Then on Friday, we pulled the sledges up the hill and played on them all morning. I was very tired after we did that.

Dad: And how are you now, Lara?

Lara: I'm fine. I had a toothache on Sunday but it's gone now.

### Suggestions:

cave	brave, gave, wave
hair	bear, air, pear, stair, wear
snake	make, take, wake, cake
no	go, grow, low, know, show, throw

- Learners read the poem. Ask: *Which three animals are in the poem?* (lion, monster, snake) *Which has untidy hair?* (the monster) *Which wants something to eat?* (the snake) *Which is in a cave?* (the lion)
- Say: *Some of the words at the ends of these lines sound the same too.* Play Track 13 of CD1. Learners listen and write the missing words.

### Check answers:

lough brave behind air ask cake story know

- Write *lions, monsters, snakes* on the board, and ask: *What other animals or things are people afraid of?* Write suggestions on the board too.

### Suggestions:

spiders, the dark, storms, crocodiles, going to the dentist, tests

- Learners decide what most people are afraid of.

## Ⓚ What do you want to be one day?

- Give each learner a copy of 'Jobs' (p 55).
- Learners look at the different people doing their jobs. Teach/revise any jobs they aren't sure of.
- Learners write the jobs under each picture.
 

artist	teacher	dentist	waiter
pilot	farmer	cook	journalist
secretary	painter	nurse	doctor
taxi driver	singer	astronaut	actor
footballer	mechanic	policeman	photographer
- In groups of three or four, learners decide which three jobs are the best. They give three points to their favourite job, two to the second best and one to their third choice.
- Write the list of jobs on the board while they are deciding this.
- Ask groups for their scores to find the most popular job in the class.
- Ask: *What did the boy in the story want to be? (a vet) Is that a good job?* Listen to learners' points of view.

### Extension:

Learners write three or four sentences about their favourite job and why they like it.

## Ⓚ Who's afraid? Not me!

- Ask learners if they can remember the six things that Lara and the mountain lion talked about in the story. If they can't remember, they can find the answers on SB pp 29-30, or you can read out that part of the story. (cakes and snakes, parks and sharks, tails and whales) Show learners that the endings of these paired words sound the same.
- Write on the board: *cave hair snake no*  
Check learners understand the meaning of *cave*.
- In pairs, learners try to think of other words that sound like these.

# 5

# Big Nose and the Storm-Maker

<b>Main topics:</b>	weather, families, senses, directions
<b>Main grammar:</b>	look/smell/feel/sound/taste like: H, I should: F make somebody + adjective: C
<b>Test practice:</b>	Reading and Writing Part 3: F; Part 4: J; Part 5: G Listening Part 1: D Speaking Part 4: A
<b>Non-YLE words:</b>	blow (v), change (v), disappear (v), enormous (adj), frightening (adj), handkerchief (n), lightning (n), real (adj), shiver (v), thunder (n), true (adj), worry (v)
<b>Equipment:</b>	<ul style="list-style-type: none"> <li>• a cut-out shape of the sun and a bigger cut-out shape of a cloud: A</li> <li>• a handkerchief: Story</li> <li>• CD 1: Story, D, H, K</li> <li>• a bag of small, everyday objects: I</li> <li>• photocopies (one per group of five learners) of 'The weather' (p 56), cut up and made into cards: L</li> </ul>

## A New words for you!

- With books closed, introduce the topic of the story by asking learners about weather. Ask: *What's the weather like today? What do you like doing in sunny weather? Do you like storms? Are they exciting?*  
Teach/revise *frightening*. Ask: *Do you feel afraid in a storm? Are storms frightening?*
- Write on the board: *exciting boring interesting frightening*. Do a class survey. Each learner votes for the word they think best describes a storm. One learner counts the number of votes for each adjective. Say: *In our class, most people think storms are ...*  
Say: *This story is about a storm and a man. The man has a very, very big nose! His nose is enormous! Drill enormous.*
- Teach/revise *thunder, lightning, disappear, shiver* and *blow*. Say: *In a storm we hear this loud sound* (make the sound of thunder). Draw or show a picture to teach *lightning*. Ask: *When do we see lightning?* (in a storm) *Where do we see lightning?* (in the sky / in a storm)  
To teach/revise *disappear*, hold up your sun shape in one hand and your cloud shape in another and move the cloud across to cover the sun so learners can't see it. Say: *The sun has disappeared behind the cloud*. Ask: *Can you see the sun?* (no) *It's gone*.  
Mime *shiver* and *blow*.
- Learners open their books. Ask different learners to read the new words out. In pairs, learners then draw a line between each word and its matching picture. Walk round and check they have done this correctly.

## Storytelling

### Before listening

- Learners look at the picture on SB p 36.  
Ask: *Who are the people laughing at?* (a man)  
*Why are they laughing, do you think?* (He's got a big nose.)  
*Is that kind?* (no)  
Say: *The man with the big nose is called Big Nose. He's the most important person in this story. Now let's look at the pictures and listen to the story.*

### CD1 14 Play Track 14 of CD1 or read the story.

### Suggestions for two pauses if required:

- Stop the CD after *smell better than any other nose in the world*. (SB p 37)  
Ask: *What kind of food did Big Nose buy in the village?* (chocolate) Say: *He bought handkerchiefs too!*  
Show learners a handkerchief.  
Ask: *Where did Big Nose live?* (by the sea)  
*What did Big Nose like eating for breakfast?* (octopuses)  
*Do you think Big Nose is happy?* (learners guess)
- Stop the CD after *thunder that sounded like the angriest, most frightening drum in the world*. (SB p 38)  
Ask: *Where's Big Nose now?* (on the beach)  
*Is the weather nice?* (no)  
*What will happen next?* (learners guess)

### After listening to the whole story

- Ask: *What kind of person is Big Nose?* (brave/kind/strong/clever)  
*How many people saw Big Nose and the Storm-Maker?* (two)  
*Should the people in the village say thank you to Big Nose?* (learners decide)

## B Can you remember?

- Check learners understand the instruction. Ask: *Why is there a line through 'mountain' and 'city'?* (Because Big Nose lived near the sea/a beach.)
- Learners read sentences 1–6 and cross out the wrong words. Tell them to use a pencil. They may want to change their answers if they are wrong.

### Check answers:

1 laughed 2 vegetables 3 octopuses 4 whistling  
5 storm 6 happer

- Learners look at sentence 4 again. Tell learners to whistle and to whisper. Ask: *What are the two first letters in these words?* (wh) *Can we hear the 'h' when we say the words?* (no)

## C Who's talking about this story?

- Learners look at David, Sarah and Jane. Say: *These children have just read different stories. Only one of them read 'Big Nose and the Storm-Maker'. Was it David, Sarah or Jane?*
- Learners read the speech bubbles and underline the words that each child uses to describe their feelings: *angry, happy and hungry*. Say: *David was angry when he read the middle of the story. The middle of the story made him angry*. Write this on the board. Ask: *Did this story about Big Nose make you angry? Unhappy? Happy? What makes you happy?*
- Ask: *Which child was it? Was it David? Was it Sarah? Was it Jane?* Learners put up their hands to show which answer they think is right.

### Check answer:

Sarah

- Learners say why it can't be David or Jane. David – Big Nose shouted at the Storm-Maker, not other people.  
Jane – Big Nose didn't catch an octopus.

## D CDI 15 Who's in the village?

- Learners look at the picture on SB p 36. Divide learners into groups of three or four and give each group a pencil and piece of paper. They find at least five things that begin with the letter *m* and five things that begin with the letter *t* as quickly as possible.
- When a group has found their ten words and has written them down, everyone in that group puts their hands up. Stop the other groups.
- Ask the group that finished first for their answers and write them on the board. Ask them to spell some of the more difficult words. Ask other groups if they found different words and write those on the board too. Accept any reasonable answers.

### Suggested answers:

**m** man, men, magazine, market, mat, moon, motorbike, mouth/s  
**t** table, tail, top, tree, trousers

- Ask: *What are the people in the village doing?* (climbing, carrying, sitting, standing, walking, pointing, laughing, riding, shopping, selling)
- Tell learners that some of the people have names that end with the letter *y*. Tell them to write the six names from Activity D around the picture.
- Say: *You are going to listen to Big Nose. He's talking about five of the people. His dog, Spot, is listening to him. You are going to draw lines from the names to the people in the picture. You won't need one of the names.*  
Play Track 15 of CDI twice.

### Test tip:

In Part 1 of the Listening Test, learners will hear two pieces of information that will help them find the right person in the picture. They will hear the name before or after this information.

### Check answers:

**Katy** girl whispering to friend, wearing a dress with a moon on it  
**Harry** boy climbing a tree, trying to get the cat  
**Daisy** woman riding the motorbike, black wavy hair  
**Tony** man carrying the box of vegetables wearing striped trousers  
**Betty** woman reading a magazine, with baby

### Homework idea:

Learners choose names for three other people in the picture and give two pieces of information about each of them, for example their hair colour, their clothes, what they're doing or where they are in the picture.

### Tapescript:

*Listen and draw lines.*

Big Nose: What a day, Spot! I don't enjoy going into the village.

Everyone laughs and points at my big nose. That makes me unhappy. Lots of people were in the street today, weren't they? Did you see Katy? She had a dress with a moon on it. It was nice, but she whispered something to her friend when I walked past her.

And that cat was afraid when it saw you! Did you see Harry in the tree? He had to climb it to try to get the cat down again.

Daisy was there too ... Oh yes, you *do* know her, Spot! She's got black wavy hair, remember! She was on that old motorbike again. I think it's dangerous. She shouldn't ride it so fast.

And that man, the one called Tony, laughed at me again. I don't like him. He was the man with the striped trousers on, Spot. He was carrying a box of vegetables from the field. I wish the people in the village were kinder to me.

But Betty didn't laugh or point at me. I think she was reading an interesting story in her magazine. Her baby looks just like her! She's lovely, isn't she? Perhaps she'll say hello to me one day.

## E What's the weather like today?

- Ask: *Which words for the weather did you hear in the story?* (warm, sunny, wind, rain, lightning, thunder)  
They didn't hear *storm*, but the story was about a storm and the Storm-Maker.
- Learners look at the weather pictures. Ask: *What are the words for these pictures?* Write the words on the board.

### Check answers:

rain/raining thunder/storm fog/foggy cloud/cloudy  
sunny/warm/hot lightning/storm wind/windy

- Show learners that we make adjectives from some of the nouns: *rainy, stormy, foggy, sunny, windy, cloudy*. Usually we add *y* to the noun; sometimes we double the letter before the *y* (e.g. *foggy, sunny*).
- Learners complete each sentence with one weather noun or adjective. Accept any reasonable and grammatically correct answers.

**Suggested answers:**

1 thunder 2 foggy 3 cloud 4 sunny/hot/warm  
5 storm 6 windy

**Note:**

As heard in the story, we can say *heavy rain* and *strong winds*.

**Homework idea:**

Learners write two or three sentences about the weather last weekend. They describe it and how it made them feel. You could give them a model. For example: *It was sunny last weekend. That made me happy because we went to the beach.*

**F What does the Storm-Maker say to Big Nose?**

- Learners find the place in the story where Big Nose talks to the Storm-Maker (SB p 37). Ask two learners to read these lines. One learner plays Big Nose and the other is the storyteller.  
Learner 1: *Storm-Maker!*  
Learner 2: *he called out loudly,*  
Learner 1: *I can't see you yet, but you can't hide from me. You should go away!*  
Learner 2: *The Storm-Maker said nothing.*
- Learners look at the five exchanges in Activity F. Say: *Here, the Storm-Maker does answer Big Nose! But what does Big Nose say here that you didn't hear in the story?*
- In pairs, learners choose answers and draw circles around the letters.

**Check answers:**

1 E 2 C 3 H 4 G 5 B

- Ask different pairs to read out each correct exchange. Tell them to try to use the voices of Big Nose and the Storm-Maker when they do this.

**Note:**

Make sure learners understand we use *should* for saying something that we think is the right thing to do.  
*You should go away!* (That's the right thing to do.)  
*You shouldn't stay!* (That's the wrong thing to do.)

**G The Storm-Maker's coming!**

- Learners read the instruction and the example. Ask: *How many words can be in each answer?* (one or two)  
*How many words are there in this answer?* (two)
- All the words that learners need for the answers are on SB p 38. In pairs, they find the answers in the text and then write them on the dotted lines.

**Check answers:**

1 Storm-Maker 2 enormous spoon 3 clouds  
4 lightning 5 thunder 6 angry 7 rain

- Learners take turns to read out one sentence each, in the order they appear in the activity. Encourage them to do this with drama and to wave their arms, put their hands over their ears, make angry faces. Reading out these sentences will be like retelling this part of the story.

**Extension:**

The next paragraph in the story describes what was happening in the village. If your class enjoys drama, they could role play this with children running home and hiding under tables and parents brushing away the water while other learners pretend to be flying hats, leaves and umbrellas. Encourage the children and parents to say appropriate lines. For example: *I'm afraid! Go away! I hate stormy weather!*

**H CDI 16 That sounds like ...**

- Remind learners what Big Nose said before the storm started: *It smells like and it sounds like the Storm-Maker.*
- Say: *You are going to hear six different sounds. Guess what's making each sound.*
- Play Track 16 of CDI. After each sound, pause the recording to allow learners, working in pairs, time to whisper to each other and to write their answer.
- Learners complete sentences 1–6.
- Play each sound and ask different pairs to read out one answer each. They begin with the prompt structure to make a complete sentence.

**Check answers:**

1 sea/ocean 2 rain 3 drum 4 wind/storm 5 birds  
6 thunder/a storm

- In groups of four or five, learners take turns to make sounds of different things. Animals and transport are probably the easiest ideas to use for this activity, but encourage learners to make any sounds they choose. Other learners guess what the sound is and use one of the six structures from the activity to begin their answer. They will need to say *I* instead of *We*.

**I It looks like ...**

- Write on the board: *It looks like ...*
- Draw a cloud on the board that has the shape of a mouth. Say: *My cloud looks funny. What does my cloud look like?* (a mouth) Draw another cloud in the shape of a foot. Ask: *And what does this cloud look like?* (a foot)
- Learners look at picture A. Say: *Big Nose is swimming under the water. He's looking at four things. What do they look like?* Point to *It looks like ...* on the board. (It looks like an octopus, a shark, the bottom of a boat, his dog (Spot).)
- Learners look at picture B. Say: *Big Nose is on the beach now. He's smelling four things. What do they smell like?* (chocolate, a flower, biscuits, an onion)
- Write on the board: *It feels like ...*

- Have your bag of objects ready (e.g. a ruler, a key, a pencil, a handkerchief). Learners take turns to feel an object in the bag. Ask each of them: *What does that feel like?* (It feels like a ruler, a key, etc.)
- Write on the board: *It tastes like ...*
- If acceptable in the school, bring some small pieces of food for learners to taste with their eyes closed. Ask each of them: *What does that taste like?* (It tastes like cheese, a grape, etc.)

#### Homework idea:

Learners complete four sentences using *look like + noun* (for talking about people):

Big Nose ..... The Storm-Maker .....  
 I ..... My best friend .....

### J A different ending?

- Ask learners about the end of the story: *Who saw Big Nose and the Storm-Maker?* (two children) *The children told someone about Big Nose and the Storm-Maker. Who did they tell?* (the oldest woman in the village) *Did the people in the village say thank you to Big Nose?* (no)
- Tell learners they are going to read a different ending to the story. Learners read the text without choosing words to go in the spaces. Ask: *Did the people in the village still laugh and point at his nose?* (no) *Did the people in the village say thank you?* (yes)
- In pairs or small groups, learners choose a word from the cloud and write it in each space. They will not need to use one of the words. They should use each word only once and should cross it out after using it.

#### Check answers:

1 corner 2 smiles 3 jumping 4 surprised  
 5 party 6 horrible 7 stopping 8 laughed

- Read the completed paragraph to the class. Ask: *Which ending is better? This one or the other one?*

### K CD1 17 The weather news!

- Ask: *What's the weather like now? Is it different from this morning/yesterday? Do you sometimes see or hear news about the weather on the TV or radio?*
- Learners look at the map. Ask what they can see. Check that they have mentioned Octopus Island, Spring Forest, Greyrock Castle, the hills, the village, the river, the fields and the beach.
- Learners look at the NSEW diagram and complete the words (North, South, East and West). Ask: *What's south of the village?* (Spring Forest) *What's east of the village?* (the hills, the fields)
- Tell learners they are going to listen to someone talking on the radio. They are going to hear about the weather in five different parts of the country where Big Nose lives (point to the map) and draw little weather pictures in each place.
- Learners look at the six weather pictures and tell you what each of them means. Make sure they use the adjectives: *sunny, rainy, windy, cloudy, stormy, foggy.*

- Play Track 17 of CD1. Pause between each sentence. Check that learners are pointing to the right place on the map each time and that they have understood which weather picture to draw there. Allow them time to draw before playing the next sentence.
- Play the recording a second time for them to check their answers.
- There's no weather news for Octopus Island. Learners choose any weather picture to draw there. Ask two or three learners to tell you what the weather will be like there too.

#### Tapescript:

*Listen and draw the right weather in each part of the country.*

Man: And it's good morning from me to everyone today. Here is your weather news. In Spring Forest, it will be very sunny today, so you should go for a lovely, long walk there if you don't have to work today! South of the river, it's going to be foggy all day, I'm afraid. There won't be any sun today there for you farmers.

And the weather will be very bad north of the hills. There will be thunder and lightning there today. It's going to be very stormy. Stay inside!

Between Greyrock Castle and the beach, it's going to be windy. That's good news for children who like flying kites! It'll be a great day for that!

And the weather in the village? Well, lots of rain today, so take your umbrellas with you when you go shopping. And now for some music ...

#### Project idea:

Learners cut out pictures from old magazines that show different weather types. They make a collage with these, label the different weather types and say what they like doing in the different kinds of weather they've shown.

### L Play the game. What shall we do next?

- Divide learners into groups of four or five. Give each group a set of cards made from 'The weather' (p 56). Learners put their cards in a pile, face down.
- Learners take turns at picking up a weather card and looking at it. They do not show the card to the group. The group asks: *What shall we do next?* and the learner with the card says something appropriate for their card, for example: *Let's make a snowman. Let's find our umbrellas! Let's go for a swim. Let's go sailing. Let's fly our kites. Let's go ice skating.*
- The others in the group guess which kind of weather card the learner is holding. For example: *Is it snowing? Is it raining? Is it sunny? Is it sunny and windy? Is it windy? Is it cold outside?* The learner who guesses correctly takes the card. The learner in the group who has the most weather cards at the end is the winner.
- At the end of the game (and this unit) ask: *What shall we do next?*

# 6

## Michael and the red rug

<b>Main topics:</b>	friends, home, time, numbers
<b>Main grammar:</b>	past continuous: H telling the time: G
<b>Test practice:</b>	Reading and Writing Part 4: J; Part 5: D Listening Part 5: F Speaking Part 2: L; Part 4: G
<b>Non-YLE words:</b>	change (v), cushion (n), dizzy (adj), even (adv), internet (n), middle (n), phone call (n), ring (v), rug (n)
<b>Equipment:</b>	<ul style="list-style-type: none"> <li>● CD 2: Story, F, I, K</li> <li>● a cushion, a mobile phone: A</li> <li>● colouring pencils or pens: F, M</li> <li>● magazine pictures of watches and clocks, paper, scissors, glue: G</li> <li>● photocopies (one per learner) of 'Come to my party!' (p 57): K</li> </ul>

### A New words for you!

- With books closed, introduce the topic of the story by talking about moving home. Ask: *Have you always lived in the same home or have you moved? Did you like moving? Would you like to move to another town or country?* Say: *This story is about a boy who has to move to another town.*
- Teach/revise *rug*, *cushion*, *ringing* and *dizzy*. Draw or show a picture to teach *rug*. Say: *'Rug' is another word for a big mat.* Show learners your *cushion*. Ask: *Where do we put these?* (on sofas, armchairs, the floor) Draw a phone that's ringing. Ask: *What sound does a phone make?* (learners make the sound) Say: *Yes, a phone rings. This phone is ringing.* Make the sound. Turn round and round and mime being *dizzy*.
- Learners open their books. Ask different learners to read out the four new words. In pairs, learners read the sentences and complete them with the correct words. Walk round and check they have done this correctly.

#### Check answers:

rug, ringing, dizzy, cushions

### Storytelling

#### Before listening

- Learners look at the picture on SB p 44.  
Ask: *Where's this family?* (at home/in a living room)  
*What's the boy watching on TV?* (soccer/football)  
*Who's talking on the phone?* (the father)  
*What's the phone call about?* (learners guess)  
Say: *Who's the boy? Let's find out. Let's look at the pictures and listen to the story now.*

#### CD2 02 Play Track 02 of CD2 or read the story.

#### Suggestions for two pauses if required:

- Stop the CD after *He didn't want to speak to anyone.* (SB p 45)  
Ask: *What was the phone call about?*  
(his dad's new job)  
*Why was Michael unhappy?*  
(He didn't want to move to another town.)  
*What did Michael's parents show him?* (photos of the new house)
- Stop the CD after *Michael took it out of his pocket and answered it.* (SB p 46)  
Ask: *How many rooms did Michael look at upstairs?*  
(three)  
*What was in the middle of the third room?*  
(an old red rug)  
*What happened when Michael sat on the rug?*  
(It turned round and round. / The time changed very fast. / He went into the future.)  
*Who will speak to Michael on the phone?*  
(learners guess)

#### After listening to the whole story

- Ask: *Will Michael will be happy or sad in his new home?* (learners guess)

### B What happened next?

- Learners look at the pictures. Say: *Find the picture that starts the story. Can you see the number 1 in its box?* (D)
- In pairs, learners order the other pictures by writing 2-6 in the box under each one.

#### Check answers:

A 5 B 2 C 3 D 1 E 6 F 4

### C Can you remember?

- Check learners understand the instruction. Ask: *Why is there a line through 'soccer' and 'tennis'?* (Because Michael was good at playing volleyball. He was in his school team. We don't know if he was good at soccer or tennis.)
- In pairs, learners read sentences 1-5 and cross out the wrong words.

#### Check answers:

1 job 2 third 3 watch 4 father 5 blue

- Ask: *Which sports are you good at? Which sports do you enjoy watching on TV?*

## D Michael didn't want to move.

- Learners look at the example. Ask: *How many words are there in the answer?* (two) Ask: *How many words can be in each answer?* (two or three)
- Teach/revise *phone call* (sentence 1). Say: *When someone calls us on the phone, we can say: 'I got a phone call.'* Teach/revise *internet*.
- Learners look at questions 1–5. In pairs, learners find the words and write them on the dotted lines. The answers are on SB pp 44–5.

### Check answers:

1 Michael's father/dad 2 300 kilometres 3 unhappy and angry 4 (lovely) (new) home 5 (yellow) truck

## E Opposites!

- Learners look at the example (*south/north*). Teach/revise *east* and *west*. Draw a compass with the four directions on the board and write the word for each one. Ask learners for names of towns or countries that are north, south, east or west of their home. Learners find *north* in the story (SB p 44, line 9) and underline it.
- In pairs, learners guess the answers to 1–5 and then check their answers in the story. These follow the order of the text and are all under the picture on SB p 44.
- Learners write their answers on the dotted lines.

### Check answers:

1 excited 2 unhappy 3 different 4 better 5 fine/lovely

- Ask: *Who's excited in the story?* (Michael's father) *Who's unhappy?* (Michael)

## F CD2 03 Do some colouring.

- Learners look at the picture on SB p 45. Ask: *What's orange in this picture?* (the butterfly) Say: *You need to colour five more things in this picture.*
- Check learners have colouring pencils and then play Track 03 of CD2 twice.
- Give learners time to finish colouring their pictures and to show each other their pictures.

### Check answers:

shelf – green; box in the corner – yellow; scarf – purple; sky – pink; belt – brown

- Ask questions to practise prepositions of place. *Where is:*

*the brown belt?* (round Michael's trousers)  
*the yellow box?* (in the corner of the room)  
*the purple scarf?* (round Michael's neck)  
*the pink sky?* (through the window)  
*the green shelf?* (on the wall/behind Michael)

### Extension:

Learners colour the rest of the picture following your instructions. For example: *Now colour the rug red / the balcony yellow.*

### Tapescript:

*Listen and colour. There is one example.*

Boy: Can I colour some parts of this picture?

Woman: Of course, you can. Find the butterfly!

Boy: There it is! I can see it. Shall I colour it now?

Woman: Yes, please. Colour it orange.

Boy: All right!

*Can you see the orange butterfly? This is an example. Now listen and colour.*

*One*

Woman: Let's colour the shelf now. The one on the wall. Can you see it?

Boy: Yes, I can. Shall I colour it green? I've got that colouring pencil in my hand.

Woman: Yes, that's a good idea.

*Two*

Woman: Now, what about that box? The one in the corner? What colour shall we make that?

Boy: How about red?

Woman: Ermm, let me think. No, let's colour it yellow.

Boy: All right!

*Three*

Boy: Can I colour Michael's scarf too?

Woman: Yes. Do that next. Which colouring pencil do you want to use this time? You choose.

Boy: What about purple?

Woman: Fine!

*Four*

Woman: And now I'd like you to colour the sky.

Boy: OK! I can see it through the window.

Woman: That's right. Just colour that part. Make it pink.

Boy: That's a strange colour! But ... OK!

*Five*

Boy: And last ... can I colour Michael's belt?

Woman: Yes, you can!

Boy: I'd like to colour it brown.

Woman: All right! Have you finished now?

Boy: Yes. I've coloured five different things.

Woman: Excellent! Well done!

## G Telling the time

- Ask: *What's the time on the watch in the picture?* (It's three fifteen.) *How can we say this in a different way?* (It's a quarter past three.)
- Learners underline the first two times in the extract from the story (one minute to midnight, midday). Show learners that we make the words *midnight* and *midday* from the words *middle* and *night* and *day*. Ask: *What do you do at midnight/midday?* (sleep/study)

- Teach/revise *a quarter to*, *a quarter past* and *half past*. Draw three clocks on the board showing 1.15, 4.30 and 7.45. Ask: *What time is it?* pointing to each clock in turn. Still pointing to the clocks, ask: *Which times does Michael see on his watch?* (half past four, a quarter to eight)
- Ask questions: *What do you do at a quarter past one? At half past four? At a quarter to eight?* (suggestions: have lunch, play computer games, watch TV)
- In pairs, learners ask each other the four time questions.
- Learners then ask each other three or four more time questions of their choice, for example: *What time does your favourite TV programme start? What time do you get on the school bus? What time do you have lunch?*
- Learners cut out lots of pictures of watches and clocks from magazines and make a group collage of them. They write the times that each watch or clock shows next to it.

**Extension:**

If you have internet facilities, ask two learners to find out what the time is now in different parts of the world.

## (H) What was happening when the rug stopped turning?

- Ask: *What was Michael doing when his dad got the phone call?* (He was watching TV.) Ask a few more questions that use the past continuous. For example: *What were Michael's parents doing when Michael went into the house?* (looking at the garden) *What was Michael listening to when he was in the truck?* (music) *What were the people in your family doing when you got home yesterday? What was your mum doing when you got up this morning?*
- Learners look at the activity. Ask: *What was happening when the rug stopped turning the first time?* Look at sentence 1. Say: *When the rug stopped turning the first time, some children were laughing outside.*  
Learners draw lines for 2–6. The answers are in the story and the picture.

**Check answers:**

- 2 the birds were singing in the trees.
- 3 two men in a truck were driving up the street.
- 4 a boy on a bike was riding past the house.
- 5 a butterfly was flying round the room.

- Give groups of four or five learners different situations. For example:  
*When I arrived home / at the sports centre / the airport ...*  
*When I woke up in my room / at the hotel / in our tent ...*  
*When we got to the top of the mountain / arrived in the desert/jungle ...*  
*When we got off the boat / out of the rocket / out of the helicopter ...*

Groups imagine what was happening. One learner says something, then the next learner adds another idea, using *and*. For example: (Learner 1) *When I arrived home, Mum was cooking dinner* (Learner 2) *and my brother was*

*playing computer games* (Learner 3) *and my grandparents were watching TV* (Learner 4) *and my cousin was talking on the phone.*

**Note:**

In *Flyers*, the past continuous tense is generally used in its interrupted sense. For example: *I was riding to school when I fell off my bike.*

**Homework idea:**

Learners write one long sentence (using the past continuous) about what was happening when they went home yesterday. Learners can invent their home situation if they prefer. Encourage them to be creative with their ideas.

## (I) Dizzy and busy

- Write on the board *their*, *there* and *they're*. Ask the class to read these words out. Ask: *Do these words sound the same?* (yes) *Do we spell these words in the same way?* (no) Say: *Some English words sound the same but look different.*
- Look at the example. Ask a learner to stand up and look dizzy to revise the meaning. Show learners that *busy* has the same sound at the end as *dizzy*.
- In pairs, learners find the other words that have the same sound at the end as the words in the box.
- Ask learners to say both words so everyone can hear the matching sound.

**Check answers:**

stood – would; eyes – cries; full – wool; new – you; bed – said; some – mum; laugh – half; hi! – my; late – eight

## (J) Change part of the story.

- Learners look at the text in the activity and then find it in the story (SB p 46). Read the paragraph to the class again, or play this part of the recording for learners to hear the types of words that are missing. For example: we hear *dizzy* in the recording as the word for the example. Show learners that the example answer (*afraid*) is another adjective that describes a feeling.
- Ask: *How many words are there in the box under the story?* (twelve) Say: *You will not need to use five of these words.* In pairs, learners choose words that are different from the ones in the story, but that will fit in the spaces.

**Test tip:**

Learners cross out words after they have used them.

**Check answers:**

1 walked 2 torch 3 boxes 4 heavy 5 see  
6 shouting

- Repeat the activity. Tell learners you are going to say four words from this part of the story and they have to cross them out. Say: *big, desk, children, pocket.*
- In pairs, learners choose four new words to replace these. Pairs read out their new sentences.

### Suggestions:

big – lovely, funny, heavy, striped  
desk – table, cupboard, shelf, box  
children – people, girls, boys, policemen  
pocket – bag, jacket, jeans, desk

## K Please come to my pool party!

- Say: *When Michael answered the phone in his room, someone spoke to him. What did he or she talk to Michael about?* (the volleyball game and the pool party) If necessary, explain that a pool party is a party where people swim or play games in a swimming pool.
- Say: *Now let's talk about parties. Ask: Why do people have parties? What do you like doing at parties? What do you wear when you go to a party? Tell me about your last party.* Encourage three or four different learners to answer each question.

### Suggested answers:

Possible answers to the *Tell me about ...* question. It was great. All my friends came. I got lots of presents. We played games. It was last summer. The party was in our garden. My grandma made a cake.

### Test tip:

In the Speaking Test, learners should try to say three short sentences in response to the *Tell me about ...* question.

- Divide learners into groups of three or four. Learners look at the party invitation that Tony is going to send to Michael. Write these questions on the board for learners to think about:  
*Why is Tony is having the party? Why does he want Michael to bring something? Why should Michael wear these clothes?*  
Give learners plenty of time to choose their details and speculate about the party.

### Suggested answers:

It's Tony's birthday. Tony wants Michael to play his guitar at the party. It's going to be very hot and sunny. Tony's parents don't want his friends to burn in the sun.

- Learners complete their invitations.
- Ask three or four learners to read out their invitations. Check that learners have correctly chosen a date, a time, an address, something to bring and something to wear. Encourage different learners to answer the questions.
- Give each learner a copy of 'Come to my party!' (p 57).
- Ask questions to prompt ideas for completing the sentences and invitation. Ask: *Why are you having this party? Who do you want to invite to your party? When can you have your party? What time can it start? Where can you have it?*
- Learners complete their sentences and invitations and decorate the invitations with drawings.
- Display the pages in the classroom if possible.

## L My new home

- Ask learners some general questions about where they live. For example: *Do you live in a house or in a flat? Who lives with you there? Which is your favourite room?* Different learners answer each question.
- In pairs, learners tell each other three things that they like about where they live now. For example: *It's a big house. It's near the park. I love my bedroom. It's got yellow walls and a big balcony.*
- Learners look at the picture of the three houses. Each learner chooses one of these as their 'new home'. They then write their new address under 'My new home'.
- In open class, look at the prompts. Learners suggest how to ask these questions. Write the correct questions on the board.

### Suggested questions:

What's your address? What's next to your new house? Is your house warm or cold? What's colour are the walls? Which is the nicest room?

- Working on their own, learners choose answers to the prompts and write information about their new home on the lines under their new address. They leave the information about the second house blank.
- Each learner then gets up and walks round the room to find someone who is going to live in one of the other houses. They ask *What's your address?* They write the person's name and house number at the top of the second column, and then ask the remaining questions, noting the answers.
- Ask different learners one or two questions about their own house and the other person's house. For example: *What's your address? Is your new house warm or cold?*

## M For my new room, I'd like ...

- Learners imagine they have moved to their new home in Activity L and are in their new room. Ask: *What would you like in your new room? A big red cushion?* Learners can have lots of fun with this activity. For example, they could have a cinema screen or a purple sofa! Listen to three or four suggestions.
- Learners talk in groups of three or four about their ideas and then write a group wish list of ten things.
- Ask groups what they want in their new room. What's the most popular wish?

### Project idea:

Learners cut out pictures of things they would like in their new room from magazines. They glue these on a piece of paper with a plan of the room and arrows showing where each object goes. They could add notes about the colours of the walls, what they can see from the window, etc. Display these projects around the classroom.

# 1

## Brilliant bikes!

<b>Main topics:</b>	sports, materials, time, numbers
<b>Main grammar:</b>	<i>too, not enough:</i> F <i>may:</i> I
<b>Test practice:</b>	Reading and Writing Part 3: G; Part 5: D Listening Part 4: E Speaking Part 1: H
<b>Non-YLE words:</b>	brilliant (adj), cycle (v), fix (v), garage (n), knock (v), nearly (adv), poster (n), spanner (n), special (adj), wheel (n), wobble (v), worry (v)
<b>Equipment:</b>	<ul style="list-style-type: none"> <li>● CD 2: Story, E, J</li> <li>● pictures of someone riding a bike, a domestic garage: A</li> <li>● picture of someone doing a jump or trick on a bike: F</li> <li>● a box: J</li> <li>● photocopies (one per group of five learners) of 'Make the words' (p 58): L</li> </ul>

### A New words for you!

- With books closed, introduce the topic of the story by asking learners about bikes. Ask: *Do you have a bike? Do you like riding your bike? Do you ride to school?* Say: *This story is about a girl who loves making things. In this story she makes a bike!*
- Teach/revise *garage, wheel, fix, wobble* and *cycle*. Draw or show a picture to revise *bicycle*. Say: *You ride a bicycle or you cycle*. Mime cycling and underline *cycle* in *bicycle* to show the link between the words. Ask: *Do you cycle to (the shops)? Do you like cycling?* Use the picture of the bicycle to teach *wheel*.  
Draw or show a picture to teach *garage*. Ask: *Do you put your bike in a garage at night?*  
Say: *When a part of your bicycle breaks, you have to fix it. Who fixes a car when a car breaks?* (a mechanic)  
Mime *wobble*. Ask: *Do you wobble when you ride a bike sometimes?*
- Learners open their books. In pairs, learners draw lines to match the words with parts of the picture. Walk round and check they are doing this correctly. You could also check by asking: *Who's cycling?* (the girl) *Who's fixing the wheel?* (the man) *How many wheels are on the bike now?* (one) *What's inside the garage?* (a truck)

### Storytelling

#### Before listening

- Say: *This story is called 'Brilliant bikes!'. What does 'brilliant' mean?* (very good) Yes. *'Brilliant' means 'very good'.*

- Learners look at the picture on SB p 52. Use the picture to teach *poster*.

Ask: *What's this story about?* (girls / bikes)  
*What are the two girls doing?* (riding a bike / cycling / looking at a poster)  
*How old are they? Guess!* (10 or 11)  
*What is the poster about?* (a bike race)

Say: *Now let's look at the pictures and listen to the story.*

### CD 04 Play Track 04 of CD2 or read the story.

#### Suggestions for two pauses if required:

- Stop the CD after *She ran upstairs and knocked on the door.* (SB p 53)  
Ask: *What's the name of the girl in the story?* (Ruby)  
*What did she read about in town?* (a bike race)  
*What did she decide to do?* (make a new bike)  
*What will happen next?* (learners guess)
- Stop the CD after *They started to work and they worked all day until the bike was ready.* (SB p 54)  
Ask: *Who did Ruby work with?* (her grandfather/ grandpa)  
*Which two things did Ruby's grandfather give her?* (the wheel, the spanner)  
*Is Victoria a kind girl?* (learners decide)  
*Will Ruby or Victoria win the race?* (learners guess)

#### After listening to the whole story

Ask: *Who won the race?* (both girls)  
*Would you like to be in this kind of race?*  
*Why?/Why not?*  
*Would you like a different ending?*  
*Have you got something that is very lucky, like the spanner?*

### B What happened next?

- Learners read the six sentences on their own and look at the line from the sentence to box 1. Tell learners that this was the first thing here that happened in the story. Ask: *What happened next?*
- Learners write numbers 2–7 in the other boxes and then, in pairs, order the other six sentences by drawing lines to the numbered boxes.
- A pair reads out sentence 2. Ask the others if they agree or disagree. Continue with the other answers in the same way.

#### Check answers:

2 Ruby saw the poster ... 3 Ruby decided to make ...  
4 Grandfather gave Ruby a wheel. 5 Ruby finished making ...  
6 Victoria had problems ... 7 Ruby and Victoria ...

### C Who did this?

- Learners should be able to remember or guess who did each thing, but if they need help, they can find the answers in the story.
- Check that learners understand the instructions by looking at picture 1 together. Ask: *What's this person doing?* (playing the piano) *Who plays the piano in the story?* (Victoria) *Which letter must we write to show that Victoria did this?* (C)
- Learners write C in the box under picture 1.
- In pairs or on their own, learners look at pictures 2–6 and write A, B or C in the boxes.

#### Check answers:

2 B 3 A 4 B 5 A 6 C

### D Before the race

- Learners read the instructions. Ask: *How many words can be in each answer?* (one, two, three or four) Learners look at the example sentence. Ask: *How many words are there in this answer?* (one)
- In pairs, learners read sentences 1–6 and try to remember the information. They check their answers by finding the missing words in the story. (They are all on SB p 52.) They underline the words in the story that they need, and write the answers on the dotted lines.

#### Test tip:

To make sure learners follow instructions to write no more than four words in Part 5 of the Reading and Writing Test, ask learners to say how many words are in each answer when you check their answers.

#### Check answers:

1 dolls or clothes 2 engineer 3 the fastest racing car  
4 fire station 5 Sunday June 18(th) 6 email (or phone)

#### Extension:

To practise dates, learners create a poster about a race. They write what kind of race it is, when the race is, who to email about it and give a website address too. They could decorate their posters with magazine pictures or drawings. Display these around the classroom.

### E CD2 05 Ruby finds out more about the race.

- Learners read the poster again on SB p 52. Ask: *Who can tell Ruby more about the race?* (Richard Black) *Can Ruby email Richard?* (yes) *Can Ruby phone him?* (yes)
- Learners work in small groups to decide what to ask Richard about the race. Give them plenty of time to do this. Write five or six of their suggestions on the board and leave them there.

#### Suggested questions:

How many people will there be in the race?  
Where does the race start/finish?  
What time does the race start/finish?  
Will the race be difficult?  
What kind of clothes should people wear?

- Tell learners they will hear Ruby and Richard talking on the phone. They read the instruction, the two questions and look at the A, B, C pictures. Ask: *What must you do?* (Tick the right box: A, B or C.) Before they listen, learners guess which two answers are right.
- Play Track 05 of CD2. Learners listen and tick the answers.

#### Check answers:

1 C 2 B

#### Test note:

In each question of Part 4 of the Listening Test, learners will hear information that they can see in all three pictures. But only one picture will show the correct answer.

- Look at the questions on the board again. Ask learners which of these questions Ruby asked Richard and then rub them out. In pairs, learners choose answers to the remaining questions, then role play the questions and answers conversation. Walk round and help if necessary. Focus on fluency here rather than accuracy.

#### Tapescript:

Listen and tick the box.

One What time does the race start?

Ruby: Hello, Richard. What time does the race start?

Richard: It begins at a quarter past eleven, but you must be here earlier than that. Come here at half past ten.

Ruby: OK. My family are all going to come too.

Richard: Good!

Two What number must Ruby wear on her T-shirt?

Ruby: I think I have to wear the number 23 on my T-shirt. Is that right?

Richard: Let me see ... No ...

Ruby: Is it 43 then? I can't remember.

Richard: Oh ... here it is. Your number is 32, Ruby.

Ruby: Thanks.

### F It's too slow. It's not fast enough.

- Ask: *Why couldn't Ruby ride her old bike?* (It wasn't fast enough. It was too small.) Show how we can say these sentences in another way. Write on the board:  
*Ruby's bicycle was not fast enough to win the race.*  
*Ruby's bicycle was too slow to win the race.*  
*Ruby's bicycle was not big enough for her.*  
*Ruby's bicycle was too small for her.*

Write another example on the board. For example: *It's too cold in this classroom.* Say: *It's not ...* Learners complete the sentence: *warm enough in this classroom.* Write this example on the board.

**Note:**

Too goes before the adjective; enough goes after the adjective.

- Show the class your picture of someone doing a trick on a bike. Say: *I'm not young enough to do that!* Show the class how to respond to that, using the alternative structure and opposite adjective. Class: *Yes, you're too old to do that!* Say: *My legs are too weak!* Class: *Yes, your legs aren't strong enough!*
- Learners look at the speech bubbles on SB p 57. In pairs, learners complete the sentences using *too* and *not enough*.

**Check answers:**

*You're too afraid to do that!*  
*And your bike isn't new enough to do that!*

**Extension:**

Write on the board:  
little/big    clean/dirty    long/short    too    not enough  
Learners write three pairs of sentences using *too* and *not enough* in each pair. Encourage them to be creative and to have fun thinking up ideas.

**G Can I have those old motorbike parts?**

- Say: *Ruby wanted some metal and plastic parts for her bike. Who did she ask for these?* (her mum and her uncle)
- Learners look at the picture of Ruby's uncle. Ask: *What's he doing?* (He's fixing his motorbike.)
- Learners look at the example. Ask two learners to role play the example lines. Show learners how the sentences follow each other. Say: *In number 1 Ruby asked a question. In number 2 her uncle answered it. He said, 'Why do you want them?'*
- Explain that there are three answers in A–H they don't need. In pairs, learners read the conversation and choose one of Ruby's answers for each space.

**Check answers:**

2 A 3 H 4 C 5 D

- Ask two learners to read the whole conversation.

**Note:**

You could revise *ago* here, using these sentences:  
*Ruby started making her bike two days ago. She made a toy racing car six months ago.*

**H Find the differences.**

- Learners look at the picture on SB p 53. Ask: *Where's Ruby?* (in her garden / outside the garage) *What's she holding?* (a light)
- Learners also look at the picture in the activity. Say: *Some things in the two pictures are the same and some are different. In this picture* (point to the picture on SB p 53) *Ruby's holding a light, but in this picture* (SB p 58) *she's holding a ...* (wheel).
- Write this model on the board on two lines:  
*In this picture Ruby's holding a light,*  
*but in this picture she's holding a wheel.*  
Drill this in open class.
- In pairs or small groups, learners find the other five differences and think how to describe them. Then groups take turns to tell the class one difference.

**Suggested answers:**

There are clouds / no clouds in the sky. The swing is blue / brown. There's a fan / an umbrella by Ruby's feet. Both garage doors are open / one of the garage doors is open. There are three / four parrots in the sky.

**I I may go for a bike ride.**

- Ask: *Can you remember? What did Ruby think just after Victoria's wheel started wobbling?* ('I may win now!') Say: *Ruby was thinking, 'Perhaps I'll win!'* Write on the board: *I may win. Perhaps I'll win.*
- Ask one learner to read out the question in the activity. Answer it by saying: *I don't know. I may play tennis, or I may go for a bike ride.* Ask two or three learners: *What will you do this afternoon?* Learners answer using *I may*.
- Check understanding of *may*. Ask: *Will you (play football) this afternoon?* (yes/perhaps) *Are you sure?* (no)
- Divide learners into small groups. Ask each group to think of three or four activities they may do this afternoon and to write these down. For example: *We may go for a swim. We may go sailing this afternoon.*
- When learners have completed their sentences, ask one group to tell the rest of the class one of their ideas. For example: *We may play football.* Write this on the board.
- Each group then chooses one activity to talk about. One learner asks: *What will you do this afternoon?* Another learner answers: *I may ... / I don't know. I may ...* The others each add a short response to the idea. Revise how to say we want to do something too (*Me too! That's a good/great idea!*) or don't want to do something (*I don't want to do that. That's boring!*).
- Give groups time to plan and practise what they want to say. The class then listens to each group. For example:  
Learner 1: *What will you do this afternoon?*  
Learner 2: *I may play on the computer.*  
Learner 1: *That's a good idea!*  
Learner 2: *I'd like to do that too!*  
Learner 1: *No, that's boring!*
- At the end of the questions and answers, ask the class: *What's the most interesting thing to do?*

## J CD2 06 Where did Ruby cycle?

- Ask: *Where did Ruby cycle?* (round the lake, through the wood, over the hills and past the farms). Read learners the route part of the story again (SB p 54).
- Teach/revise: *round, through, over* and *past* if necessary. Model these in the classroom. Walk round a table where learners are sitting. Draw a circle in the air as you say: *I'm walking round you.* Walk past a table waving to learners sitting at it. Say: *Hello. Now I'm walking past you. Goodbye!* Using your fingers, mime someone's legs jumping over a book. Say: *My fingers are jumping over this book.* Put your arm through an open-ended box and say: *I'm putting my arm through this box.*
- Learners look at the map. They find the starting and finishing lines and the other features on the map.
- Tell learners they are going to hear Ruby's grandfather telling you where Ruby cycled. Play Track 06 of CD2. Learners listen and draw a line (in pencil) to show where she cycled. Play the recording a second time if necessary.
- Learners show each other their maps. Ask: *Which farm did Ruby not cycle past?* (Sheepstay Farm)
- Walk round and check that they have drawn their lines correctly.

### Tapescript:

Listen and draw a line from the starting line to the finishing line.

Grandfather: It was an amazing race. Ruby began at the starting line, of course, near the top of Toowomba Lake. The children went round the lake, then took the road that goes to Grey Wood.

When they got to the end of Grey Wood, they cycled on the road that goes between the two lower hills and then they cycled up and over Cloud Hill. It's very high there. Then they took the road that goes over Crocodile River. They cycled past Duck Farm, turned right and then turned left at Kangaroo Fields and cycled to the city.

We all waited for Ruby at the finishing line. It was a great end to the race!

## K Ruby's email

- Ask: *Do you or your parents have computers and send emails from home? Who do you send them to?*
- Learners read through the email first without writing words in the spaces. Ask: *Who did Ruby send this email to?* (Danny) *Who talked to Ruby at the end of the race?* (a journalist) *What will Ruby show Danny, perhaps?* (the spanner)
- Look at the example. Ask: *Why is the answer 'was' and not 'is'?* (Ruby is writing this email after the race has finished.)

- Learners read the email again and write words in the spaces. They check with their partner to see if they have the same answers.
- In pairs, learners find the three spelling mistakes. (These three words are very often spelt incorrectly.) Give learners plenty of time to find the mistakes before you check them.

### Check answers:

1 and 2 drink/bottle/glass 3 answer 4 took 5 for  
6 fix 7 you

### Spelling mistakes:

story forty tomorrow

- Explain that we can say *See you!* instead of *See you later/soon/tomorrow/next week!*  
Ask two or three learners to stand up and say: *I'm going home now!* or *Goodbye!* The rest of the class say: *See you!* At the end of school each day, encourage learners to say: *See you tomorrow!*

### Note:

You could revise *for* and *since* here, using these sentences:  
*Grandpa's had the spanner for 40 years.*  
*Grandpa's had the spanner since (19..).*

## L Play the game. Let's make these words!

- Sit groups of three or four learners round different tables. Give each group a sheet of paper to write eight words on and a copy of 'Make the words' (p 58) and pairs of scissors. Learners cut the page up so each letter is in a separate square. Groups put all the letters face up on their table.
- Say: *I'm going to say eight different words. Listen carefully.*  
*fix            enough        forty        tomorrow*  
*because    story            grandpa    bicycle*  
Pause between each word to give learners time to write it down. Each group writes the eight words on a piece of paper. They check their spellings. (All these words are in this unit.)
- Say: *Go!* Learners work together as quickly as possible to make each word with their letters, placing them in rows on their table.
- The group that finishes first shouts: *We've finished!* Allow the other groups time to finish.
- If words are spelt correctly, six letters will be left. (*eedhnt*) Ask: *Which two words can you spell with these letters?* (the end)



# A cake for the queen

<b>Main topics:</b>	food, home, friends
<b>Main grammar:</b>	What else?: B present perfect: E adverbs of time (still, yet): H
<b>Test practice:</b>	Reading and Writing Part 1: F; Part 2: D; Part 4: I Listening Part 1: J Speaking Part 3: K; Part 4: G
<b>Non-YLE words:</b>	appear (v), delicious (adj), disappear (v), empty (v), enormous (adj), happiness (n), helper (n), kindly (adv), kindness (n), really (adj), special (adj), unkind (adj), Your Majesty (n)
<b>Equipment:</b>	<ul style="list-style-type: none"> <li>● CD 2: Story, G, J</li> <li>● cake/cake-making ingredients / picture of cake: A</li> <li>● photocopies (one per learner) of 'My friend' (p 59): L</li> </ul>

## A New words for you!

- With books closed, introduce the topic by showing learners a real cake or a picture of one. Ask: *What's this? Say: This story is about a cake. What's your favourite kind of cake? What do you need to make a cake?* Learners suggest different kinds of food. Show learners any cake ingredients that you have brought and ask learners to name them.
- Teach/revise *delicious, enormous, fantastic, special* and *really*. Mime eating some cake to teach *delicious*. Say: *This cake is delicious!* Ask: *Which things are delicious?* Draw a very large cake to teach *enormous*. Say: *This cake is enormous!* Ask: *Which animals are enormous?* Say: *Last week I had a fantastic cake. It was great!* Ask: *Can you think of someone who is fantastic?* Ask: *Is your birthday important? (yes) Is it different from other days? (yes) Your birthday is important, and different from other days. We can say that your birthday is special, and your birthday cake is a special cake too.* Point to the picture of the enormous cake. Say: *This cake is really big! It's very big!* 'Really' is like 'very'. *What's really (big/small) in this room?*
- Learners open their books. They draw lines to match each word with its meaning. Walk round and check they have done this correctly.

## Storytelling

### Before listening

- Learners look at the picture on SB p 60.  
Ask: *What kind of room is this? (a kitchen)*  
*What kind of work do these three men do?*  
(They are cooks.)  
*Who else can you see? (a girl)*  
Say: *Now let's look at the pictures and listen to the story.*

CD2 07 Play Track 07 of CD2 or read the story.

### Suggestions for two pauses if required:

- Stop the CD after '*We can put flour, mangoes and brown sugar in it too*,' Karl added. (SB p 60)  
Ask: *Who wants a birthday cake? (the queen)*  
*Why must there be 50 different kinds of food in the cake? (Because the queen will be 50 years old.)*
- Stop the CD after '*... we can't get back into the kitchen until we do!*' (SB p 62)  
Ask: *Who gave Harry the last thing to put in the cake? (the girl)*  
*What did she give him? (a pear)*  
*Why couldn't Harry get back into the kitchen? (It was full of cake.)*  
*Did the cake taste good? (yes)*

### After listening to the whole story

- Ask: *Who's happy now? (everyone)*  
*Do you like the ending of the story?*  
Learners vote *yes* or *no* by putting up their hands. Ask learners to choose a name for the girl. Use the girl's name where she is mentioned in other activities.

### Notes:

Learners know *kind* and *happy*. You can teach *kindness* and *happiness* as the nouns of these adjectives. Explain that we can only call a king or queen *Your Majesty*

## B Who said this?

- Learners should be able to remember or guess who said each thing, but if necessary they can find the answers in the story.
- Check that learners understand the instructions by looking at the example. Ask: *Why is the answer C?* (Because the queen said this.)
- In pairs or on their own, learners write A, B or C in each speech bubble.

### Check answers:

1 A 2 C 3 C 4 B 5 A 6 B

- Learners read what was said in a voice that shows it's Harry, the girl or Queen Alice who's talking.
- Read the last four lines on SB p 60 to the class. Write *What else can we put in it?* On the board. Ask: *What's another way to say this? (What other things)*  
Ask one learner: *What do you love eating?* (Learner answers.) Ask: *What else?* (Learner answers.)
- In pairs, learners ask and answer these questions and then tell the class some of their partner's favourite food.

### C Right or wrong?

- Check that learners understand the instruction. Ask: *Why is the answer to the example 'right'?* (The cooks were poor because Queen Alice never gave them any money and they only ate cold vegetables.)
- Learners read the sentences and write *right* or *wrong* on the dotted lines. Learners then check their answers in pairs and by looking in the story if necessary.

#### Check answers:

1 wrong 2 wrong 3 right 4 right 5 right 6 wrong

- Learners change sentences 1, 2 and 6 to right answers. Do this orally or tell learners to write the sentences.

#### Suggestions:

The queen was *never/not* kind to the cooks. Harry *didn't know* the girl in the kitchen. Harry was *not* afraid when he took the cake to the queen.

### D What's happening in the kitchen?

- Learners look at the picture on SB p 60. In pairs, they find as many things that begin with the letter *c* as they can. Give them two or three minutes to write these words down. Ask: *Has anyone found more than five? More than eight? More than ten?*
- Pairs take turns to make two suggestions each. Ask: *What else?* when you are checking the words. Write all their suggestions on the board.

#### Suggestions:

carrots, castle, chair, chicken, child, clock, clothes, coat, cook, cooker, corner, cupboard

- Learners read the instruction and the example. Ask: *Why is this answer 'no'?* (There are only two biscuits.)
- Teach/revise *fire, burn, finger* and *right hand*, using the picture and mime. Ask a learner to mime burning their finger. Ask: *Does that hurt?* Learners read the sentences and write *yes* or *no* after each one.

#### Check answers:

1 yes 2 no 3 yes 4 no 5 yes 6 yes

- Learners change sentences 2 and 4 so they have *yes* answers.

#### Suggestions:

There are two large pockets on the girl's dress. Someone has *closed* the door of the old cooker.

#### Extension:

In pairs, learners write a sentence about the picture. It can be right or wrong. Pairs take turns to say their sentence and the rest of the class say *yes* or *no*.

### E What have they done?

#### Test tip:

Learners taking the Flyers Test should know the past simple and the past participle of all the irregular verbs in the word list in the YLE handbook. Find this online at <http://www.cambridgeesol.org/resources/teacher/yle.html>

For this activity, learners will need to know the irregular past participles of *bring, give* and *put*.

- Learners now look at the picture in Activity E. Say: *The cooks have put 49 different kinds of food in the bowl and we can see some of them in the bowl. Look!*
- Ask a learner to write 49 on the board. Point at the number and say, *Look! (Learner's name) has written the number 49 on the board. We can see it on the board. Look!*
- Learners look at the picture and the example. Ask: *How do we know Harry has broken lots of eggs into the bowl?* (We can see them in the bowl.) *Why is the first word 'has'?* (Because we say *Harry has*, not *Harry have*.) Say: *We say 'Harry has' and 'Harry and John have'.*
- In pairs, learners write the missing words in 1–6 on the dotted lines. They need to write at least two words in each answer.

#### Check answers:

1 has put 2 have added 3 has brought 4 has given  
5 has mixed 6 haven't cleaned / have not cleaned

### F What kind of food is this?

- In groups of three, learners try to remember (without looking at the story) ten of the ingredients that went into the cake and write them down. Make this a race. Write all 13 on the board when you check their answers. (eggs, jam, butter, milk, flour, mangoes, brown sugar, lemon juice, apples, coffee, carrots, chocolate, a pear)
- Learners look at the example. Say: *Carrots are orange vegetables.* Ask: *Which vegetables are green?* (beans, peas, green peppers, etc.)
- Learners look at questions 1–6 and write the answers on the dotted lines. (All the answers will be on the board.)

#### Check answers:

1 sugar 2 lemon 3 flour 4 juice  
5 mangoes / oranges 6 chocolate

- Ask: *What else could we put in this cake?* Learners in small groups list as many other foods as possible. Accept all suggestions.

### G CD108 This tastes delicious!

- Ask: *What tastes delicious in the story?* (the queen's cake) *What do you think tastes delicious?* Write some suggestions on the board.
- Say: *You're going to hear a boy called Robert. He's talking about food.*

- Learners look at the instructions and example. Ask: *How many words must you write?* (one)
- Play Track 08 of CD2 twice. Learners listen and write the answers.
- Ask: *What did Robert say?* Ask the questions. Learners tell you Robert's one-word answers and his complete sentences in the 'Tell me about' section.

**Check answers:**

grandma, kitchen, chocolate, pizza, jam

- In pairs, learners now ask and answer the questions. Ask one or two learners what their partner said.

**Homework idea:**

Learners write their answers to the questions.

**Tapescript:**

Listen and write.

Woman: Hello, Robert! Let's talk about food. What do you like eating for breakfast?

Robert: Eggs! I love eating eggs.

Woman: Do you? And who cooks the meals in your house?

Robert: My grandma. My grandma's a great cook.

Woman: And where do you eat your meals?

Robert: We usually eat in the kitchen. Our kitchen's got a big table in it.

Woman: Oh. Tell me about the food you often eat.

Robert: OK. Well. I love chocolate!

Woman: Me too!

Robert: And I often have pizza for dinner.

Woman: Pizza's delicious, isn't it?

Robert: Yes. And I usually have jam on my bread.

Woman: What kind?

Robert: Oh, any kind. I like all kinds of jam.

Woman: OK. Thank you, Robert.

**(H) yet and still**

- Learners look at both pictures. Ask: *Are the two pictures the same or different?* (the same) *Where was the queen two days ago?* (in her room) *Where is she now?* (in her room) *Did she leave her room?* (no) *The queen's still in her room.*
- Learners look at the example and see that *yet* is crossed out.
- Say: *Two days ago the queen was waiting for her cake. And now? Has the queen got her cake?* (no) *She's still waiting for her cake. Harry hasn't brought the cake ...* (yet)
- Learners read sentence 1 and cross out *still*.
- Say: *Which word do we use to talk about something that was happening before and is happening now?* 'Yet' or 'still'? (still) *Which word do we use to talk about something that hasn't happened?* 'Yet' or 'still'? (yet) *In the sentence, where is 'yet'? In the middle or at the end*

*of the sentence?* (the end) 'Yet' usually comes at the end of the sentence.

- Learners read sentences 2–5 and cross out the wrong word in each.

**Check answers:**

1 yet 2 still 3 yet 4 yet 5 still

**(I) Change part of the story.**

- Learners read this part of the story again on SB p 63. Ask: *Are the cooks still eating the cake?* (no)
- Learners read the text in the activity and compare it with the story. They find the missing words and underline them in the story.
- Look at the example together. Ask: *What's the word in the story for this space?* (families) Say: 'Friends' is a different word from 'families'. Families can eat cake and friends can eat cake too.
- In pairs, learners choose five new words or phrases. They can write more than one word in each space if they like. Allow any reasonable answers that are grammatically correct.

**Suggested answers:**

1 lovely/small/big 2 carried/brought/took  
3 excited/important 4 best/nicest 5 quietly/loudly

- Pairs read their versions to the class.

**Alternative:**

- Write words on the board that learners can use to complete the sentences: *carried small walking loudly excited room best.*
- Tell learners they don't need two of these words. Learners complete the sentences as before.

**Check answers:**

1 small 2 carried 3 excited 4 best 5 loudly

**Extension:**

Learners choose a new name for the story. Ask for three ideas. For example: *The hungry queen. Harry's happy day. The special cake.* Write the new names on the board. Learners vote for their favourite.

**(J) CD2 09 Who's in the vegetable garden?**

- Ask: *Do you have a garden? What can you see or do in your garden/a garden? Do you grow vegetables?*
- Write *garden* on the board vertically and ask learners in pairs to add words horizontally to it. The words should be things you can see in a garden or vegetable garden. For example:

g r a s s  
p l a n t s  
r a b b i t  
b i r d s  
t r e e  
b e a n s

- Learners could illustrate their word picture. Display their pictures round the classroom.
- Learners look at the picture in the activity. Ask: *Can you see anyone you know?* (Harry, John, Karl) Tell learners they are going to hear the girl in the story telling someone about the people in this vegetable garden. She's going to say what their names are.
- Play Track 09 of CD2 and stop after *bag of carrots*. Point to the line between *Richard* and the boy. Ask: *How do we know this boy's name is Richard?* (He's by the fire. He's got a big bag of carrots.)
- Play the rest of the recording. Learners listen and draw lines to the other named people in the picture.

#### Check answers:

Karl – cook/planting; Anna – carrying washing/fork in pocket; Michael – arms in the air/dirty hands; Sarah – straight hair/burning leaves; Helen – cutting wood/wearing scarf on head

- Ask: *Which name didn't you hear?* (Harry) Ask: *Where's Harry in this picture? What's he doing?* In pairs, learners write a mini-dialogue to talk about Harry. For example:  
*A: Who's that man near the door? B: That's Harry.*  
*A: What's he doing? B: He's going to look at the cake!*
- Pairs role play their mini-dialogues.

#### Tapescript:

Listen and draw lines.

Man: Who are all these people in the vegetable garden?

Girl: Well, that boy's name is Richard.

Man: Do you mean the boy who's by the fire?

Girl: That's right! The one with the big bag of carrots.

Man: Who else is in the garden?

Girl: Well, there's Karl. He's one of the cooks but sometimes he works in the garden.

Man: Oh. He hasn't finished his work yet. He's still got lots of plants to put in the ground.

Girl: Yes, but he's already planted about ten of them. And there's Anna. She works in the castle too.

Man: The woman who's carrying the washing?

Girl: Yes. She helps in the kitchen too sometimes. She's got a big fork in her pocket! Look!

Man: Oh yes.

Girl: Michael worked really hard that day. He planted all the beans.

Man: Which one's he?

Girl: The man with his arms in the air.

Man: Right! And the dirty hands!

Girl: Yes!

Man: Who's that girl? The one with gloves on?

Girl: Do you mean the girl with curly hair?

Man: No. The one with straight hair. She's burning the leaves.

Girl: Oh, that's Sarah.

Girl: And can you see Helen? She lives in the wood near me.

Man: The girl with the puppy?

Girl: Not her, no. I mean the woman who's cutting the wood. She's got a scarf on her head.

Man: Oh yes! I see her. Wow! She's strong!

Girl: Yes, she is. I like her a lot.

### K Who was the girl?

- Divide learners into groups of four or five. Learners look at the questions and decide on their answers. The groups choose one person to note all their answers. Give groups plenty of time. Walk round and help where necessary with ideas and vocabulary.
- Tell groups to think up one or two more pieces of information about the girl. Each group tells the rest of the class what they think. Ask: *Have you got any more ideas about the girl and about who she is?*

### L My friend!

- Give each learner a copy of 'My friend' (p 59). Learners draw (or stick on) a picture of a friend (real or imaginary) and complete the sentences about them. Encourage learners to add their own ideas and to decorate the page.
- Display their pages in the classroom if possible.
- Ask learners to suggest: a colour, a place outside, a time, a sport, an animal, a part of the body, a room, something you bring to school, something you can read, something you can eat or drink, something you can wear. Write the list on the board. For example: *blue, waterfall, 3.30, table tennis, kitten, arm, kitchen, pencils, comic, cake, shoes.*
- **With small groups:** Learners stand in two lines, one behind the other. There should be an equal number of learners in each line.
- Point to the colour word on the board and say to the two learners at the front of each line: *Use this word. Tell me something about your friend.* For example: *My friend has blue eyes. My friend's favourite colour is blue.*
- Learners don't speak until they put up their hands to show they're ready. If each learner can think of a sentence and say it, they move from the front of the line to the back. (If a learner can't think of a sentence, his/her group can whisper suggestions forward from where they are in the line.)
- Continue with the other words until you get to the end of the list or until the first learners are at the front of each line again.
- **With large groups:** Divide learners into groups of five or six. Learners think up information about their friend, using the list of words on the board as above, and then tell the rest of the group their sentences.



# Katy's favourite song

<b>Main topics:</b>	school, music, clothes
<b>Main grammar:</b>	future with <i>going to</i> : E, H future with <i>'ll/will</i> : I <i>if</i> : J
<b>Test practice:</b>	Reading and Writing Part 5: D; Part 7: K Listening Part 2: H; Part 5: G Speaking Part 4: F
<b>Non-YLE words:</b>	alone (adj), brilliant (adj), clap (v), dancer (n), life (n), poster (n), practise (v), prize (n), really (adv), scary (adj), winner (n)
<b>Equipment:</b>	<ul style="list-style-type: none"> <li>● CD 2: Story, G, H, J</li> <li>● a poster of a singer and a photo of a guitarist, piano player or drummer: A</li> <li>● photocopies (one per learner) of 'Stories' (p 60): L</li> </ul>

## A New words for you!

- With books closed, introduce the topic of the story. Ask: *Do you like listening to music? Who are your favourite singers? Can any of you play the guitar? The drums? The piano? Do you like watching music competitions on television? Would you like to be in a music competition?* Say: *This story is about a girl and a boy who are in a music competition.*
- Teach/revise *poster, practise, scary, clap* and *prize*. Point to posters in the classroom if you have any or your own if you brought one to the class. Ask: *Does anyone have posters of their favourite singers?*  
Show learners a picture of a guitarist, piano player or drummer and say: *She/He practises the piano every day. She plays the same thing again and again to get it right.* Ask: *Is it scary to stand up and sing in a competition? Are you afraid?*  
Ask: *What do people do when a good singer finishes their song? Show me!* (learners clap) *Yes, they clap!*  
*When you win a competition, perhaps someone gives you a prize! What is a good prize? Cinema tickets? A new computer? A camera? A book?*
- Show learners that we can add *-er* to some verbs for people who do the actions. Learners know *driver, painter, singer* and *player*, but we also have *dancer* and *winner* in this story.
- Learners open their books. In pairs, learners draw lines to match the new words with the pictures. Walk round and check they are doing this correctly. You could also check answers by asking questions: *Who's giving a prize?* (the teacher/the man) *Who's practising?* (the girl with blonde hair) *Who's clapping?* (the two boys) *How many people are in the poster?* (four) *Who's doing something scary?* (the girl with dark hair)
- Tell learners that when they hear the word *clap* in the story, they can all clap if they want to!

## Storytelling

### Before listening

- Learners look at the picture on SB p 68.  
Ask: *What kind of room is this?* (a classroom)  
*What subject do the children learn in this classroom?* (music)  
*What time is it?* (one o'clock)  
*Who's in this room?* (a boy and a girl)
- Ask: *What's the name of this story?* (Katy's favourite song)  
*Who is Katy? Can you guess?*  
*How old is Katy? Can you guess?*
- Say: *Now let's look at the pictures and listen to the story.*

CD 2 10 Play Track 10 of CD2 or read the story.

### Suggestions for two pauses if required:

- Stop the CD after *Paul wanted to be the greatest guitar player in the world.* (SB p 68)  
Ask: *What does Katy like doing most?* (singing)  
*What else can Katy do?* (maths, play the piano)  
*What can Paul play?* (a guitar)  
*Why do Katy and Paul like Alex Pepper?*  
(learners choose answers)
- Stop the CD after *'You're next!' called Mr White, and pointed to Paul and Katy.* (SB p 70)  
Ask: *Who's in the school hall now?* (the children, Mr White, the head teacher, Alex Pepper)  
*Who's going to play and sing next?* (Katy and Paul)  
*How are Katy and Paul feeling now?*  
(learners guess)  
*Will they win the competition?* (learners guess)

### After listening to the whole story

- Ask: *Will Katy and Paul be famous (like Alex Pepper) one day? Would you like to be a famous singer?*

## B Right or wrong?

- Learners read the instruction. Ask: *What do you have to do?* (If the sentence is right, tick the 'right' box. If it is wrong, tick the 'wrong' box.)
- Learners look at the example and its answer. Ask: *Why is it right?* (Katy and Paul loved being at school.)
- In pairs, learners tick the boxes for sentences 1–6.

### Check answers:

1 right 2 wrong 3 right 4 right 5 wrong 6 wrong

## C What happened next?

- Learners read the six sentences on their own. They underline words that they don't know and then use dictionaries or ask you or their partner for help with understanding.
- Learners look at the line from the sentence to star 1. Say: *This was the first thing that happened in the story.*
- Learners write numbers 2–6 in the other stars. Then, working in pairs, they order the other five sentences by drawing lines to the numbered stars.
- A pair reads out sentence 2. Ask the others if they agree. Continue with the other answers in the same way.

### Check answers:

- 2 Katy and Paul practised ... 3 The parrot learnt ...  
4 Katy couldn't remember ... 5 Alex Pepper gave ...  
6 Katy and her grandmother ...

## D Katy and Paul

- Learners read the instruction. Ask: *How many words can you write in the answers?* (two, three or four)  
Learners look at the example. Ask: *How many words are there in this answer?* (two)
- Tell learners that the words they need for sentences 1–4 are on SB p 68, and those for sentences 5–6 are on SB p 69. In pairs, learners find the missing words in the story, underline them and then write them in sentences 1–6.

### Check answers:

- 1 other countries 2 wrote the words 3 Alex Pepper  
4 guitar player 5 music competition 6 I'll help you!

## E We're going to see Alex Pepper!

- Say: *The music teacher said, 'Alex Pepper is going to come to the school!' Were Katy and Paul excited about that?* (yes) *When is Alex going to come?* (on Thursday next week)
- Learners look at the six speech bubbles. Ask: *Who is saying these things?* (Katy, Paul and their friends)
- Learners read the example and complete the speech bubbles by using *going to* and a verb from the box. Tell learners to cross out verbs once they've used them.

### Check answers:

- 1 going to wear (my new jacket) 2 going to invite (him to my party) 3 going to sit (next to him) 4 going to take (lots of pictures) 5 going to wait (for him outside ...)

- Six volunteers could stand together in a circle and role play this. One learner says their sentence and the others respond with: *Great! Really? OK! Me too!* etc.
- Say: *We are all going to see (name of a singer). I'm going to fly there by helicopter and I'm going to take hundreds of photos.* Ask: *What are you going to do?*

- Divide learners into groups of three or four. Each group thinks of what they are going to do. Encourage them to be creative with their ideas. Walk round and help if necessary.
- Each group tells the others what they are going to do. Encourage each person in the group to speak.

### Suggestions:

wear some new clothes, buy a new camera, invite some friends to come too, take photos, sing and dance, talk to the singers, stand at the front

### Notes:

The Flyers syllabus does not include the present continuous for future use, but if your class knows this, they could also use that tense. For each structure, learners should use contracted forms: *I'm/We're*.

If learners are only using *going to do* and they choose an activity beginning with *go*, check they use *go* twice. For example: *We're going to go there by helicopter too.*

## F Now let's talk about clothes ...

- Ask: *What did Alex wear to the competition?* (black jeans and black jacket). *Can you see Alex's jacket here?* (yes) Point to the line from the picture of Alex's jacket to the phrase on the wardrobe box.
- Learners draw lines from the other clothes to the words in the wardrobe.
- Ask questions about colours and patterns, for example: *What colour are the gloves?* (green) *What can you see on the tights?* (black spots) *Is the scarf striped or spotted?* (striped)

### Check answers:

- A shorts B shoes C striped scarf D gloves E jacket  
F spotted T-shirt G spotted tights H striped belt I socks

- Practise Part 4 of the Speaking Test. Put learners into groups of three. Give one learner in each group a piece of paper with two of these questions on:  
*What are you wearing today?*  
*What colour are your shoes?*  
*What do you wear at the weekend?*  
*Would you like to buy some new clothes?*  
*What do you want to buy?*  
*What colour do you like wearing most?*
- The learner asks the questions while the other two take turns to answer. Walk round and help where necessary.
- One person in each group tells the class an interesting answer.
- In open class, say to different learners: *Tell me about your favourite clothes.*

### Homework idea:

Learners write answers to the questions above and three short sentences about their favourite clothes. For example: *I like wearing jeans. They're great. I like wearing my new red shoes too.*

## G CD2 11 What are Katy and Paul wearing?

- Learners look at the picture on SB p 70. Say: *You can see the heads of three people. Who are they?* (Alex, Mr White and the head teacher)
- Ask: *What's Katy wearing?* (skirt, T-shirt, tights, shoes, belt) *What's Paul wearing?* (T-shirt, jeans, socks, shoes)
- Tell learners they are going to colour some of the clothes in this picture. Make sure learners have their colouring pencils ready. They can use an ordinary pencil for the grey colouring.
- Play Track 11 of CD2 twice.
- Give learners plenty of time to finish their colouring and to show their drawings to their partners.

### Check answers:

- 1 Katy's tights – pink    2 Katy's pockets – blue  
 3 Write *drums* on the box    4 Paul's shoes – grey  
 5 Paul's jeans – red

### Tapescript:

Listen and look. There is one example.

Man: Would you like to colour some of this picture?

Girl: Yes, please. Can I colour Katy's belt first?

Man: Yes, colour it green.

Girl: OK.

*Can you see Katy's green belt? This is an example.*

*Now you listen and colour and write.*

One

Girl: OK. Can I colour Katy's tights too, now?

Man: Yes, of course you can. You choose the colour!

Girl: OK. I'm going to colour them pink.

Man: Good idea!

Two

Man: What are you going to colour next?

Girl: I want to colour the pockets on Katy's skirt.

Man: All right. Colour them blue for me, please.

Girl: All right! There! I've done that.

Three

Girl: Can I write something here too?

Man: Yes. Can you see the big box behind Katy?

Girl: Errmmm. Oh, yes. There it is!

Man: Good. Write 'drums' on that box, please.

Girl: Sure!

Four

Girl: And now ... can I colour Paul's shoes? I'd like to colour them grey.

Man: That's a boring colour!

Girl: No, it isn't! It's nice for some clothes.

Man: Is it? Well, all right then.

Five

Girl: And now I'll colour Paul's jeans.

Man: What colour are you going to use this time?

Girl: How about yellow?

Man: No, make them red, please.

Girl: Oh, OK. Wow! They both look great now!

## H CD2 12 Alex Pepper's diary

- Ask learners to pretend they are famous singers. Ask: *What are you going to do next week?* Write their suggestions on the board. For example: *talk and sing on TV, go on holiday, write a new song.*
- Say: *Alex has a secretary. He's talking to her about his visit to Katy and Paul's school.* Learners look at question 3 and predict the answer before they listen.
- Play Track 12 of CD2. Learners listen and write their answers. In pairs, learners talk about their answers before they listen a second time.

### Check answers:

- 1 Lake    2 1.30/half past one    3 silver shoes  
 4 guitar    5 088659

- Ask: *Does Alex's secretary like his silver shoes?* (Yes. They look brilliant!) *Where's Alex going to go on his new motorbike?* (learners guess)

### Homework idea:

Learners imagine they are a famous singer, actor or sports person. They make a diary page showing the days of the week. They write notes about what they are going to do each day. For example: *practise my new song.* Stronger learners can write complete sentences with *going to*.

### Tapescript:

Listen and write. There is one example.

Woman: Hi, Alex. Are you OK?

Alex: I'm fine, thanks. What am I going to do this week?

Woman: Well, you're going to go to a music competition one afternoon.

Alex: On which day?

Woman: On Thursday.

*Can you see the answer? Now you listen and write.*

Woman: They're going to have the music competition at Lake School.

Alex: Oh yes, I remember. Lake School? Do you spell that L-A-K-E?

Woman: Yes. Now, your driver is going to come to your flat at one thirty, so please be ready!

Alex: All right. How far is it to the school?

Woman: Not far – only 15 minutes in the car.

Alex: OK. I'm going to wear my new black jacket and jeans, I think.

Woman: And wear your silver shoes, Alex. They look brilliant!

Alex: OK! And I'm going to take my guitar with me.

Woman: Do you want to sing there, then?

Alex: I don't know yet.

Woman: I'm going to call the music teacher at the school tomorrow. Shall I ask him about that?

Alex: Yes, please. What's his number? I might want to phone him too.

Woman: It's zero, double eight, six, five, nine.

Alex: Thanks.

Woman: What are you going to do now?

Alex: I'm going to go for a ride on my new motorbike! Then I'm going to go to a party this evening. I'll take some CDs there with me.

Woman: Well, have fun! See you tomorrow.

Alex: OK. Bye!

Say (looking at group again): *You are still all together but you* (looking at single learner) *are alone now*. Write *alone* on the board.

- Divide the class into five groups. Tell each group to look at one of the five verses and to underline any words they don't understand. Ask groups to guess what the missing word in each verse might be.
- Each group decides which learner will say their verse, including their chosen word for the space. Groups then take it in turns to say their verse.
- Play Track 13 of CD2. Learners listen and check whether their words were the same as those in the song.

**Check answers:**

1 day 2 sad 3 walk 4 bad 5 games

**Extension:**

Learners learn the song and sing along.

**I I'll take some CDs.**

- Say: *Katy couldn't remember the words to a song. What was the name of the song? ('I'll help you!')* Working in pairs, Learner 1 imagines they have a problem too. For example: *I don't know these answers!* Learner 2 says: *I'll help you!*
- In groups of three or four, learners now imagine that they are going to have a party. Each learner tells the group what they will do to help. Each person should say they will do two things.
- Using the picture as a model, learners draw their own face with two speech bubbles including their *I'll ...* sentences. They cut these out and make a group collage picture of themselves saying different things. Display these round the classroom.

**J CD2 13 Katy's favourite song**

- Say: *These are the words to Katy's song.*
- Teach/revise *if*. Say: *If Katy remembers the words, she can sing her song. If Katy can't remember the words, she can't ...?* (sing her song)  
Write on the board: *If I want to talk to my best friend, I phone her.*  
Say: *But if I don't want to talk to my best friend, I don't ...?* (phone her)
- Show learners the sequence. The 'if' part of the sentence is the idea. 'I phone her' is what happens after the idea. Write unfinished sentences on the board. In pairs, learners think of ways to end them. For example:  
*If I'm tired, I ...*                      *If I'm feeling sad, I ...*  
*If you're hungry, you can ...*      *If you feel bored, play ...*  
Ask pairs for their ideas.
- Teach/revise *alone*. Ask a group of five learners to stand up together. Say: *You are all together*. Now gently guide one learner away from the group, leaving her/him to stand on the other side of the classroom (clearly alone).

**K Katy's sister's guitar lesson**

- Learners read the text without writing words in the spaces. Ask: *What is Katy's sister learning to do?* (play the guitar) *Does she like quiet or loud music?* (loud)
- Look at the example. Ask: *Why is the answer 'name' and not 'called'?* (*is* follows the space)
- Learners read the text again and write words in the spaces. In pairs, they check the answers. Give them a minute to talk about any differences before checking answers with the whole class.

**Check answers:**

1 to 2 because 3 of 4 went/rode/cycled 5 are 6 going

- Ask: *Why does Katy's mother say, 'I'm happy that you are going to learn to play the guitar and not the drums!'?* (Because she played the guitar very loudly, and drums are louder than a guitar.)

**Test tip:**

In Part 7 of the Reading and Writing Test, most of the missing words will be grammatical (like *to, because, with, are* and *going* here), but some words will be content words (like *went* in this text).

**L We like competitions!**

- Give each learner a copy of 'Stories' (p 60). Learners look at the story competition poster and choose words to complete it.
- In pairs, learners use this as a model text and design and create another competition poster. Learners choose all the details. For example it could be a photography competition, a cookery competition, an art competition. Encourage them to add decorations or drawings.
- Display the posters round the room.

# 10

## William's strangest story

**Main topics:** natural world, colours, school, materials

**Main grammar:** *might*: E  
verb + *ing*: H  
phrasal verbs: I, J  
*be made of*: L

**Test practice:** Reading and Writing Part 4: D;  
Part 7: J  
Listening Part 3: F  
Speaking Part 1: G; Part 4: H

**Non-YLE words:** *delicious* (adj), *dry* (v), *enormous* (adj),  
*fantastic* (adj), *finger* (n), *mobile phone* (n),  
*nearly* (adv), *really* (adv), *spaceship* (n),  
*ship* (n), *Spanish* (adj), *touch* (v)

**Equipment:**

- CD 2: Story, F
- pictures of a spaceship and a mobile phone (or a real mobile phone): A
- comb/sheet of paper: F
- photocopies (one for each pair of learners) of 'We use this for ...' (p 61), cut up into cards: L

### A New words for you!

- With books closed, introduce the topic of the story by talking about space. Teach/revise *Earth*. Draw Earth with its moon on the board. Say: *Our planet is called Earth*. Point to the moon and ask: *What's this?* (the moon)

Show a picture of a spaceship. Teach/revise *spaceship*. Say: *We make this word by putting 'space' and 'ship' together*. Ask: *Would you like to travel in a spaceship to the moon?*

- Say: *This story is about a boy who meets a monster inside a spaceship! It's called 'William's strangest story'*.
- Teach/revise *dry*, *mobile phone* and *touch*. Teach *dry* by miming turning on a tap and washing your hands. Say: *My hands are wet. I'm going to dry them now*. Mime drying them.  
Teach *mobile phone* by showing one or a picture of one. Ask: *Do you or your parents have a mobile phone?*  
Touch a learner's chair, saying: *I'm touching your chair*.  
*Now touch your desks/tables*.
- Learners open their books. In pairs, learners write the words under the correct pictures. Walk round and check they are doing this correctly. Ask: *What colour is the spaceship/the mobile phone?* (grey and black/orange and black)

### Storytelling

#### Before listening

- Learners look at the picture on SB p 76.  
Ask: *What's the boy doing?* (talking to the teacher)  
*What's the teacher doing?* (pointing at the clock)

*Why?* (Because the boy's late for school.)  
*What are the other children doing?* (laughing)

Say: *Now let's look at the pictures and listen to the story.*

CD2 14 Play Track 14 of CD2 or read the story.

#### Suggestions for two pauses if required:

- Stop the CD after '*Well, thought William, 'today, I'm going to be really late for school.'*' (SB p 77)  
Ask: *Why was William often late for school?*  
(He liked staying in bed.)  
*What happened when William ran to school?*  
(He fell over.)  
*And where is William now?* (in a spaceship)
- Stop the CD after '*Without a map, it might take much more time to get to school!*' (SB p 78)  
Ask: *How did the monster learn English?*  
(It ate William's dictionary.)  
*Which two things has William shown the monster?*  
(his dictionary and scissors)  
*Why is the monster angry?*  
(William cut up the space map.)  
*Will William get to school?* (learners guess)

#### After listening to the whole story

- Say: *Some people think they see spaceships in the sky. Do you believe spaceships come to visit our planet sometimes?*

### B Can you remember?

- Check learners understand the instruction. Ask: *What must you do?* (cross out the wrong word) Ask: *Why is there a line through 'early'?* (Because William was late.)
- In pairs, learners read sentences 1–5 and cross out the wrong word.

#### Check answers:

1 loved 2 glue 3 ate 4 map 5 angry

- Practise the difference in pronunciation between *angry* and *hungry*. Ask two or three learners to mime either *I'm angry* or *I'm hungry*. Other learners guess what they are feeling by saying *You're angry!* or *You're hungry!*

#### Extension:

In pairs, learners think of clauses that begin with *because* and to extend sentences 1–3. They read them to the class. For example:

The children in William's class loved his stories because they were funny.

William took some glue to school with him that day to stick some pictures in his book.

The space monster ate William's English dictionary because it looked like food.

**C** CD2 15 **Who's talking about this story?**

- Learners look at the pictures. Say: *These children have just read different short stories. Only one of them read 'William's strangest story'. Was it Fred, Helen or Peter?*
- Play Track 15 of CD2, twice if necessary.
- Ask: *Was it Fred? Was it Helen? Was it Peter?* Learners put up their hands to show which answer they think is right.

**Check answer:**

Peter

- Learners say why it can't be Fred or Helen. Fred – William didn't go to another planet and he didn't learn the space monster's language. Helen – William didn't find the monster in his rucksack. He met the space monster in its spaceship.

**Tapescript:**

*Listen and tick the right box.*

Fred: Hi! My name's Fred. I've just read a funny story about a boy who goes to another planet in a spaceship. He meets a space monster there and learns to speak its language.

Helen: Hello. I'm Helen. My book is about a boy who has lots of funny dreams each night. He dreams he goes to school and finds a monster in his rucksack in the playground.

Peter: I'm Peter. This story is about a boy who is in a spaceship with a monster who wants to find out about the things he takes to school with him in his rucksack.

**D** **I'm late again because ...**

- Say: *I was late for school one day. Invent a reason if you prefer. For example: I couldn't find my car keys. I didn't wake up until ten o'clock. I thought it was Sunday.*
- Learners look at the text in the activity. Ask: *Who said this in the story? (William) How many spaces are there in the text? (6 + example = 7) How many words are in the word box? (ten)*
- Look at the example together. Ask: *What ate William's homework? (a goat)* In pairs, learners choose the right words to complete William's story. Learners read William's version on SB p 76 as a guide if necessary.

**Check answers:**

1 geography 2 breakfast 3 shirt 4 Grandma  
5 motorbike 6 run

- **Stronger classes:** Do this gap-fill a second time with pairs choosing their own words to fill the spaces.

**E** **I might see a spaceship!**

- Ask: *What did William's friends say to him about his stories? (You might win a writing competition one day! You might write a story book. You might be famous!)* Say: *Perhaps this will happen! We don't know.*
- Ask one learner to read out the question in the activity. Answer it by saying: *I don't know. I might win a competition! I might see a spaceship! I might be late for school. I don't know.* Ask two or three learners: *What might happen tomorrow?* Learners answer using *I might.*
- In pairs, learners look at the pictures and think of sentences with *I might* or *A space monster might.*

**Check answers:**

- 1 I might meet/see a space monster.
- 2 A space monster might give me an ice cream.
- 3 I might play with my friends / win a game.
- 4 I might get a letter.

- In pairs, learners think of more answers to the question. They tell the rest of the class some of their ideas.

**F** CD2 16 **What must William take to each lesson?**

- With books closed, ask: *What subjects do children learn at school?* (Suggestions from the Flyers word list: geography, music, science, history, maths, English, art.)

**Note:**

School subjects are often written with a capital letter but are also written with a lower-case first letter. Learners can use either in the Flyers test.

- Ask: *Which four things did William have to take to school? (a dictionary, scissors, glue and wool) Which four subjects did he need them for? (English, art, geography and science)*
- Learners open their books and look at the list of subjects. Say: *You'll hear William's teacher. She's telling William to bring different things to his next six lessons. Play Track 16 of CD2. Stop after the example. Ask: Can you see the letter D? What must William take to his English lesson? (a key)*
- Play the rest of the recording. Learners listen and write the letters in the boxes. Play the recording a second time if necessary.

**Check answers:**

geography – G; maths – E; music – A; science – B;  
history – F

### Tapescript:

Listen and look. There is one example. What must William take to each lesson?

William: What do we have to bring to school tomorrow, Mrs Lake? I've forgotten.

Mrs Lake: Well, your first lesson tomorrow will be English. Please find a small metal key to bring to that class, but you shouldn't bring an important one. Don't bring the one that starts your Dad's car, William!

Can you see the letter D? Now you listen and write a letter in each box.

Mrs Lake: Your next class tomorrow will be science. Let me look in my book a minute ... Oh, yes ... You're going to need a leaf in that class. Do you enjoy drawing?

William: Yes. I do! Why?

Mrs Lake: Because you're going to draw it and learn about trees.

William: Oh!

Mrs Lake: Right, you'll have a history lesson tomorrow too. Do you have an old envelope with a stamp on it at home?

William: I don't know. We might have ...

Mrs Lake: Well, look for one and bring that to school with you tomorrow. If you can't find one, it doesn't matter. I'll give you one.

William: What other lessons will we have tomorrow?

Mrs Lake: Geography. I might teach that class. I don't know yet. Mr Chips might teach it. But you need to bring some salt to that lesson. Just a little. Not a lot.

William: And after lunch? Do we have sports?

Mrs Lake: No, after lunch, you'll have maths. So don't bring your football tomorrow, just a ruler for your maths class. Oh, but you broke yours last week, didn't you, William?

William: That's right, but Dad bought me a new blue plastic one. I'll bring that. Should I bring anything else?

Mrs Lake: Well, your last lesson will be music. I'm going to show you how you can make music with all kinds of things that you can find at home. Do you have a comb?

William: Yes. Grandma gave it to me. I don't comb my hair every day. I don't always have enough time.

Mrs Lake: Hmm. Well, bring it with you tomorrow. And please wash it before you put it in your school bag!

## G Find the differences.

- Learners look at the big picture on SB p 78. Ask: *Where's William?* (inside the spaceship) *What's he doing?* (cutting up the space map)
- Learners also look at the picture in the activity. Say: *Some things in the two pictures are the same and some are different. In this picture* (point to the picture on SB p 78) *William's holding some scissors, but in this picture* (SB p 82) *he's ...* (holding/turning on a torch/flashlight).
- Write this model on the board on two lines:  
*In this picture William's holding some scissors, but in this picture he's holding a torch.*  
Drill this in open class.
- In groups of three, learners find five other differences and think how to describe them. Then groups take turns to tell the class one difference.

### Suggested answers:

The space monster has big / smaller feet. The space monster is / isn't speaking English. There are two planets / there's one planet outside the window. William is holding the space map / The space map is on the floor. The ball of wool is in William's rucksack / on the floor.

### Extension:

Learners write three sentences about this picture or about any of the other pictures in the story. Learners read out their sentences. Other learners listen and say which picture they are describing.

## H What do you like doing?

### Notes:

Verb + *ing* is in the Movers syllabus. In the story this structure is extended to include *start doing* and *stop doing*. Learners could practise using *really* before the main verb or *very much* at the end of the phrase for emphasis.

- Write on the board:  
*I like ... very much. I enjoy reading ...*  
*I really love eating ... I hate ...*
- Ask one or two learners: *What do you like doing at the weekend?* Point to the structures on the board as they answer to remind them of the *-ing* form. Leave the structures on the board.
- Learners stand up and walk round the classroom if possible. They ask and answer the four questions, asking one person one question.

### Extension:

Say: *We can use the '-ing' form after 'start' and 'stop' too.* Write some easy examples on the board:  
*Start singing! Stop singing! Start drawing! Stop drawing! Start writing! Stop writing!*  
Say to the class: *Start speaking! Say: Now stop speaking! Start whistling! Stop whistling!* Learners follow your instructions. In pairs, learners give each other the instructions with *stop* and *start* that are on the board.

## I Did William do this?

- Write on the board:  
*I fell over in the ..... I turned on my .....*  
Ask learners to think of words to finish each sentence.  
For example: *shop, park; mobile phone, computer.*
- Look at the example together. Learners see that *up* in the word box has a line through it because it has been used in this sentence. Ask: *What time do you get up? Who gets up first in your family?*
- Learners choose a word for question 1. Ask: *Who thinks it's for/on/off/over/up?* Learners put up their hands to show their choice. Ask: *Why can't we write 'off' here?* (If the phone is off, we can't see the time.)
- Learners complete 2–6, crossing out words as they use them.

### Check answers:

1 on 2 over 3 off 4 up 5 off 6 for

- Ask: *Did William do all these things in the story?* Read each sentence out. Learners put up their hands if they think William did these things in the story.

### Check answers:

1 yes 2 yes 3 no 4 yes 5 no 6 no

- Ask: *Which other things can you turn on or turn off?* (Suggestions: TV, lamp, light, radio, CD player.)

## J William's diary

- Say: *William wrote about the space monster in his diary.* Ask: *Do you write in a diary?*
- Ask: *How many words has William forgotten to write? (six) How many spelling mistakes are there? (three)*
- Divide learners into groups of three. Say: *Read William's diary quietly and then work together to guess the six words and to find the three spelling mistakes.*

### Check answers:

1 going/flying/travelling 2 over 3 to 4 at  
5 about 6 love/like/enjoy  
beteive believe dictionary dictionary becose because

### Spelling tip:

Write *i* before *e* except after *c*. Other YLE words with *ie* are: *field, friend, friendly, piece, quiet, quietly.*

### Homework idea:

Learners write something for their diary. They write the date, three things that happened and one wish or plan for the future. They can invent this if they prefer. You could also ask them to write a diary about a special day. For example their birthday or the first day of the holidays.

## K Why were you late today?

- Learners remember William's stories about being late, the one at the beginning of the story and the one at the end. If helpful, learners read or listen to these again.
- In groups of three or four, learners think of three ideas to make a similar funny story about why they arrived at school late today. You could brainstorm ideas briefly with the whole class before the group work. For example: *I had to get our cat out of the tree. I lost all my socks.* Encourage learners to be creative.
- They write their stories on the lines. Walk round and help if necessary and ask several learners to read out their stories when everyone has finished.

## L Play the game. What do you use this for?

- Learners name the four different objects.
- Say they must explain to a space monster what we use these things for. Learners read this part of the story again (SB p 78): *William showed it the scissors ... 'For cutting,' William said.* Write on the board: *We use this for ... ing.*
- Add: *It's made of ...* to the board so learners have a model to say what some of the objects are made of. Ask learners for different material words and write those on the board too. (*Card, glass, plastic, metal, wood, paper, wool, silver and gold* are all Flyers words.) Check understanding by pointing to different objects in the classroom and asking: *What's this book/chair/ring/window/desk made of?*
- In pairs, learners ask and answer about each picture. They take turns in being the space monster.

### Check answers:

1 It's for cutting. 2 It's for buying things in shops.  
3 It's for washing. 4 It's for talking to people.

- One person takes the role of the space monster and walks around the classroom with its Earth Guides, pointing to objects in the room and asking *What's this for?* The Earth Guides take turns at describing their objects.

### Further practice:

- Divide learners into A and B pairs. Give each pair their relevant set of nine pictures from 'We use this for ...' (p 61), cut into cards. Pairs look at their pictures and whisper together to make two sentences to describe each object without naming it. For example: (scissors) *These are made of metal. We use them for cutting.*
- One A pair and one B pair work together. Pairs take turns to describe one of their chosen objects to the other group. If the object is guessed, the pair who described it puts the card face up on the table.
- The pair with the most cards face up on the table wins the game.



# I never eat that!

Complete the time words.

Then colour the boxes. Each box is a day of the week. How many days of the week should you colour for each word?

Monday      Tuesday      Wednesday      Thursday      Friday      Saturday      Sunday

n \_ \_ \_ \_

--	--	--	--	--	--	--

s \_ \_ \_ \_ \_

--	--	--	--	--

o \_ \_ \_ \_

--	--	--	--	--

u \_ \_ \_ \_ \_

--	--	--	--	--

a \_ \_ \_ \_

--	--	--	--	--

Answer the questions.

Which food do you never eat?

.....

What do you sometimes drink?

.....

Who do you often talk to?

.....

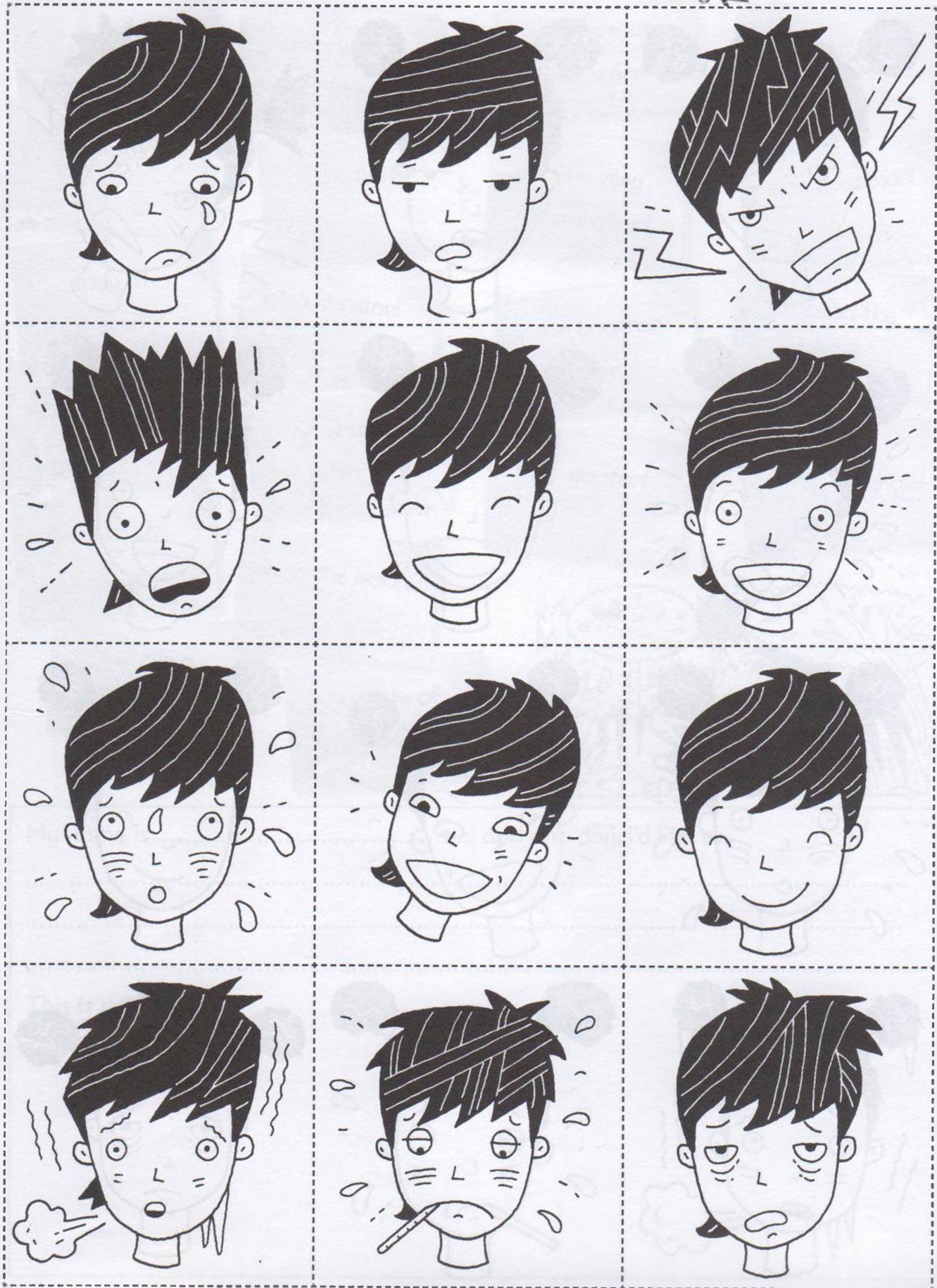
Where do you usually sit in your home?

.....

What do you always do at night?

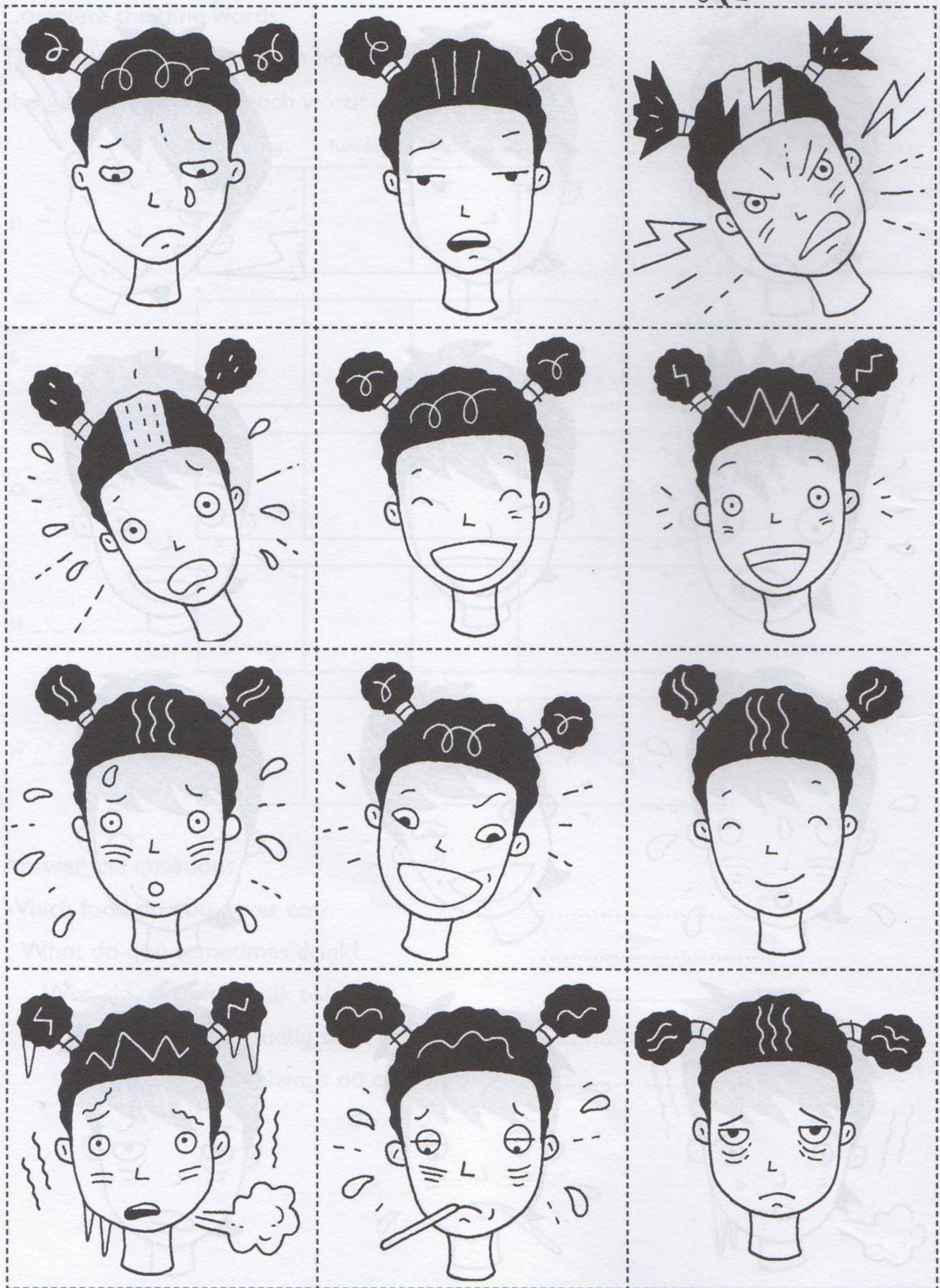
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# 2 Feelings



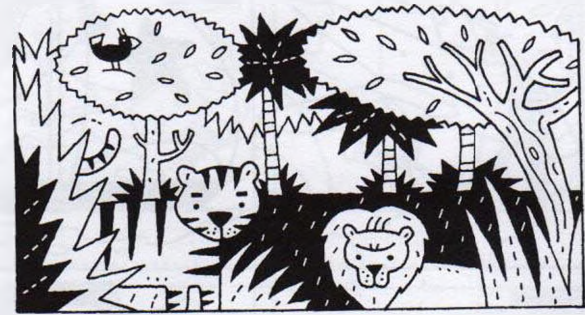
2

Feelings



# One day, I'd like to ...

- win a competition!
- write books!
- study at university!
- be very rich!
- learn to ski!
- work in a circus!
- swim with dolphins!
- ride a camel!
- be a film star!
- go shark fishing!
- go to the moon!
- have lots of children!
- be a famous footballer!
- climb a very high mountain!
- live in another country!
- be a doctor!
- help other people!
- be on television!
- go round the world!
- live in the jungle!



My name is ..... and one day, I'd like to

.....

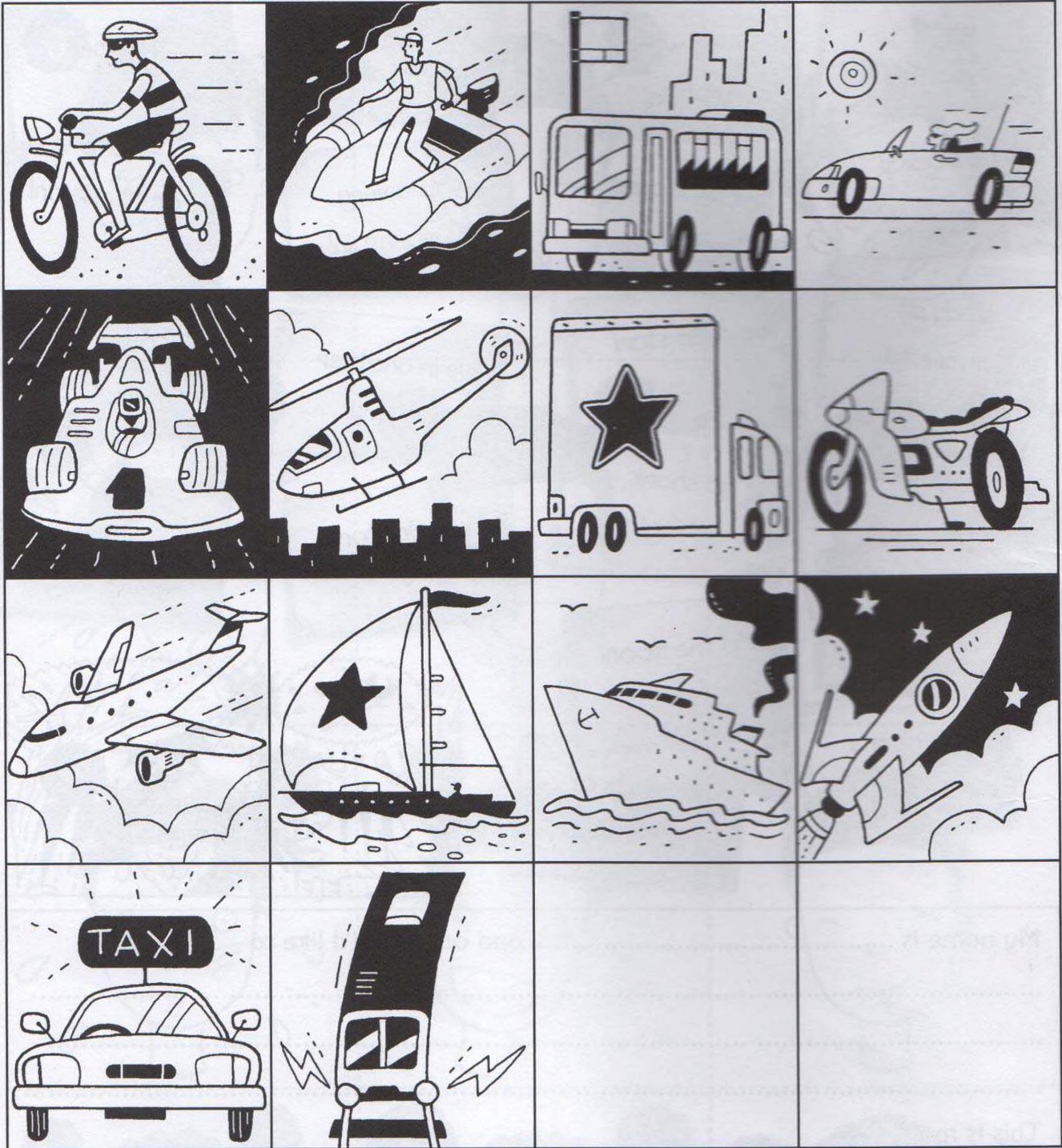
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.....

This is me! →

**3B**

**Travelling here, travelling there,  
travelling, travelling everywhere!**

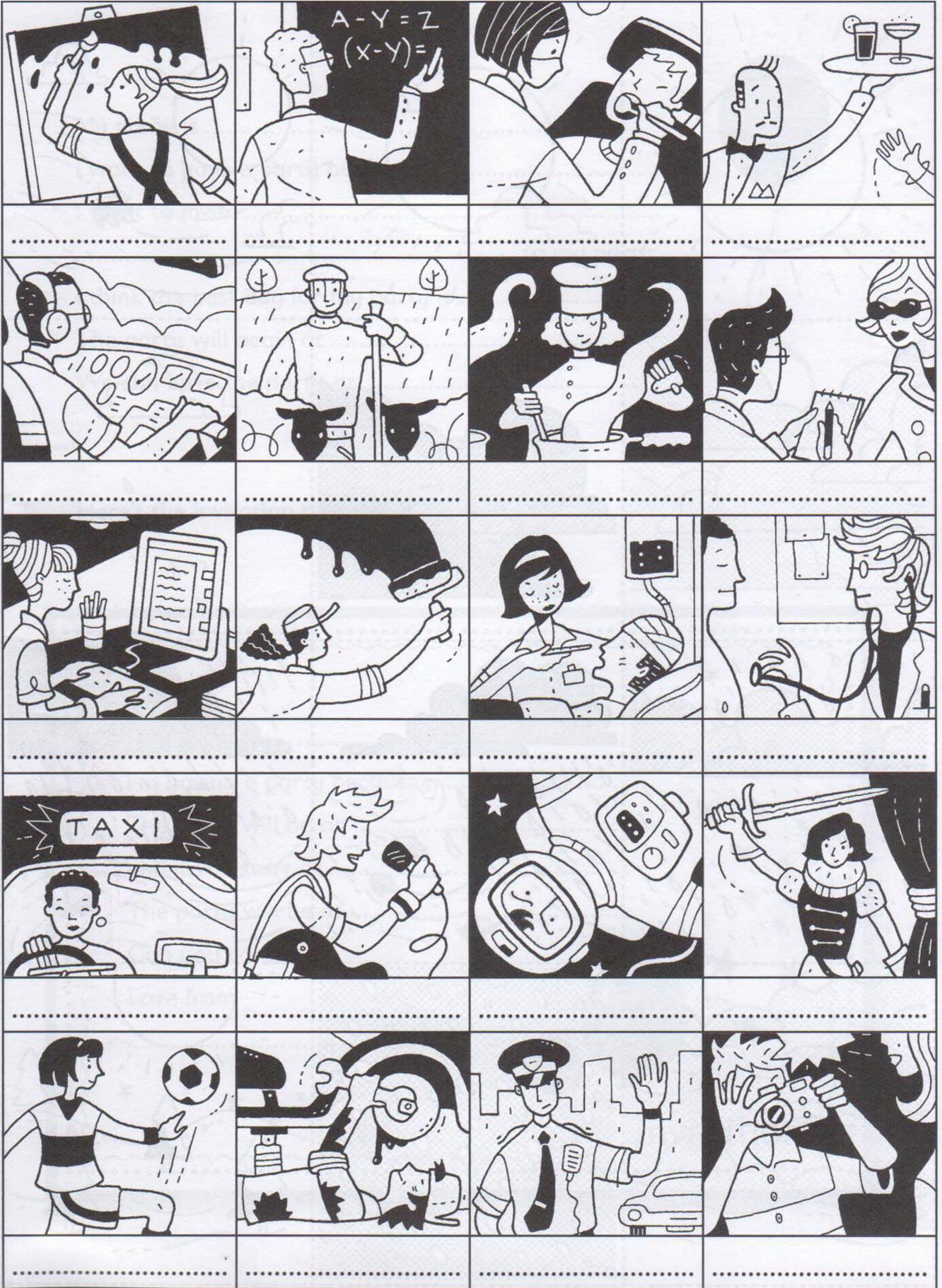


- 1 How else can you travel? Draw two more ways to travel.....
- 2 Which is the fastest/slowest/most exciting/most boring/cheapest/most expensive way to travel? .....
- 3 For our planet, which is the best way to travel? .....
- 4 How will we travel in the future? .....

**My name is** .....

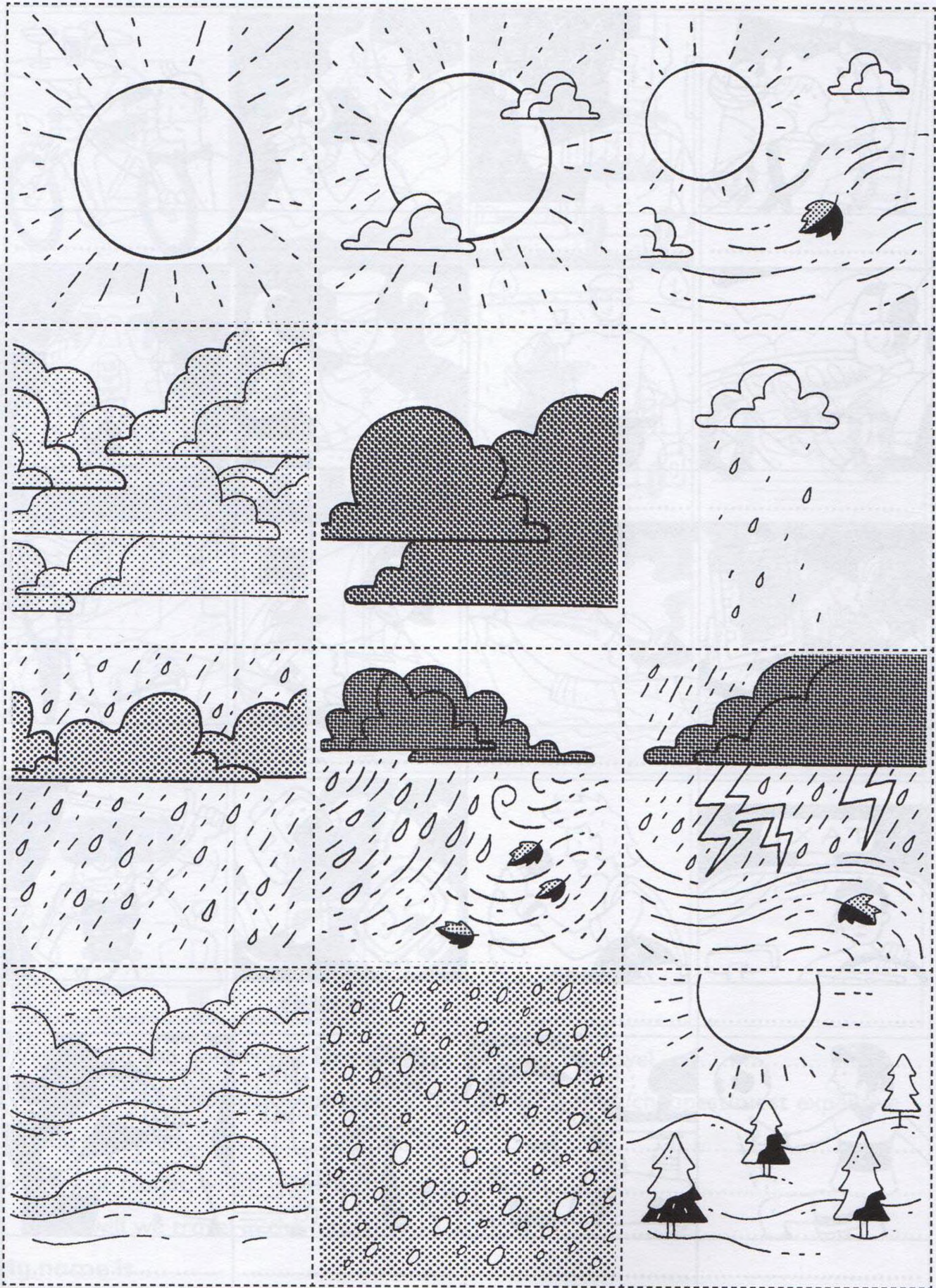
4

Jobs



5

# The weather



6

# Come to my party!

My name is .....

I want to have a party because .....

I want to invite .....  
..... to my party.

I think the best day for my party is .....

The party will begin at .....

We can have the party at .....



Here's the invitation that I'm going to send to .....

Hi .....

I'm having a party because .....

The party will be on .....

and it will start at .....

The party will be at .....

Can you come?

Love from

.....

Invitation

7

Make the words

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



My friend's face



My friend's name is .....

My friend is ..... years old.

My friend lives in .....

My friend's hobbies are .....

My friend's favourite thing in the world is .....

My friend hates .....

My friend loves .....

My friend's really good at ..... !

My friend's really bad at ..... !

My friend often says '.....'

My friend never .....

Last weekend, my friend .....

I like my friend because .....

# Story Competition



For children who are between 8 and ..... years old

Write a story about a .....

It must be ..... words long!

Give it to Mrs ..... in the school office.

Write your name and ..... at the bottom of the page.

You must finish your story by Monday 12th .....

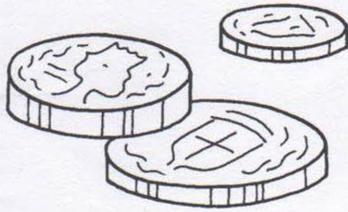
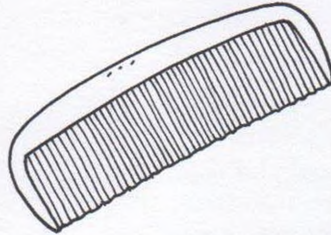
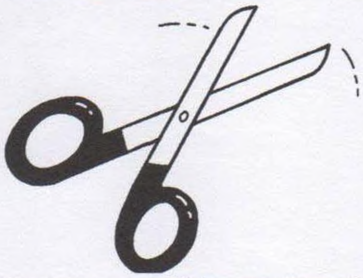
First Prize is a .....

★ ★ ★ ★ ★ **COME ON!** ★ ★ ★ ★ ★  
 ★ ★ ★ ★ ★ **YOU CAN DO IT!** ★ ★ ★ ★ ★

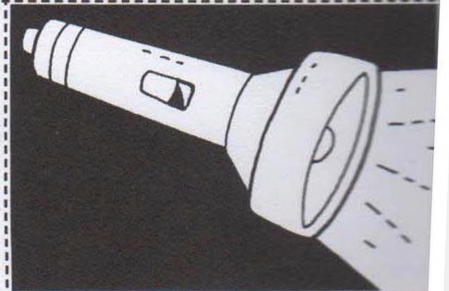
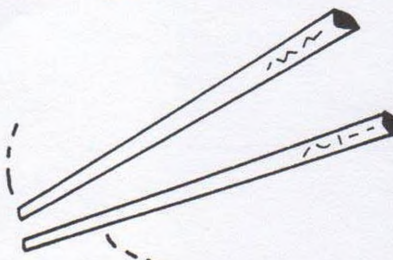
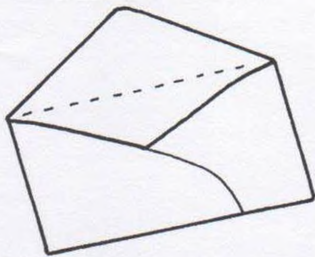
10

We use this for ...

A



B



# Storyfun

## for Flyers

*Storyfun for Flyers* is a book of story-based exam preparation material for students taking the Cambridge Young Learners Flyers Test. Ten lively stories based on the Flyers syllabus provide a springboard for language practice. Each story is followed by activities that check learners' comprehension of the stories, provide an opportunity to learn and practise key points of grammar and vocabulary and try out exam-style questions. The story-based approach and enjoyable accompanying activities also make *Storyfun for Flyers* suitable for learners not taking the test.

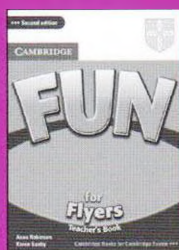
- Covers key areas of the grammar, vocabulary and skills needed in the test.
- Encourages enjoyment of reading and listening to stories and promotes these skills in a fun way.

The Teacher's Book includes:

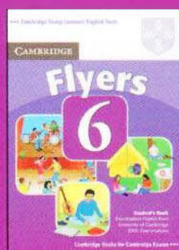
- Audio CDs with lively recordings of the stories and accompanying listening activities.
- Step-by-step guidance and tips on how to approach the reading and listening of the stories.
- Detailed notes on how to guide learners through the activities.
- Extra photocopiable resource material.
- Summaries highlighting the main grammar and vocabulary points covered in each story.
- Details of exam parts practised in the activities.



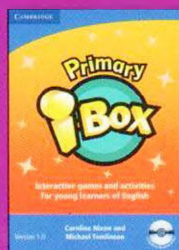
Also recommended for use with *Storyfun for Flyers*:



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