More information



Topics clothes, daily life, people, names, colours, body and face

Functions describing people (appearance), using numbers, giving the spelling and meaning of words

Grammar present continuous and simple, questions (*Who? Which? What?*), when clauses

Vocabulary See the wordlist on page 124 of the Student's Book.

Not in YLE wordlists: finger, king

Flyers practice Reading and Writing Part 1, Speaking Part 4

Flyers test Listening Part |

Equipment needed

Flyers CD IC.

Flyers tip

Clothes and appearance vocabulary is tested in Part I of the Flyers Listening Test. For example, some people in the picture might be wearing similar clothes or have similar hair. Some people might also be doing similar activities. Learners need to be aware of these similarities in order to identify correctly the names of the people in the picture.

What am I wearing?

- Different learners tell you one thing that you are wearing. Encourage them to say the colour too. For example: You're wearing a white shirt / black shoes / a red sweater. Learners then tell you one thing that they are wearing today. For example: I'm wearing black shorts / a blue T-shirt / green socks.
- Learners look at the pictures. Point to each picture in turn and ask: What is this/these? Teach/revise belt, coat, dress, gloves, jacket, tights. Ask: Are you wearing a belt / gloves (etc.) today? Learners nod or shake their heads.
- Learners complete the words next to the pictures by writing in the missing vowels.

Circle the correct word.

- Learners look at the castle picture. Ask:
 Are all these people smiling? (yes)
 Are these people having fun? (yes)
- Look at the first sentence with learners: The queen is wearing a beautiful dress. Point to the circle round dress, then point to the queen in the picture. Say: The queen's wearing a dress, not a coat.
- In pairs, learners read sentences 2–5 and circle the correct word.

Check answers: 2 three 3 fruit 4 tights 5 round



© CD1:02 Who are the people at the castle? Listen

the castle? Listen and draw lines.



- Ask: How many people are there in the picture? (9)
 How many names are there? (7)
 What are the king and queen doing? (sitting, laughing)
 What are the other people doing? (waving, carrying,
 playing music, smiling, running, standing, sitting)
- Play the CD. Learners listen to the example and look at the line from Helen to the queen. Check learners know what to do. Learners then listen to questions 1–5 and draw lines from the names to the people in the picture.
 Play the recording a second time if necessary.

Check answers: Lines should be drawn between:

- 1 Harry and king
- 2 Michael and man in orange tights
- 3 Mary and girl playing with puppy
- 4 Sarah and woman carrying fruit
- 5 Peter and man running with piece of paper
- Learners answer further questions. You may need to play the recording again for learners to answer. Alternatively test their memory. Ask:

What was the name of the castle? (Sky Castle)
Who does the king tell his secrets to? (Michael)
Which person is the queen's best friend? (Sarah)
One man is running. What's he carrying? (an important letter for the king)

What's the queen's daughter wearing? (a blue dress and white gloves)

What's she playing with? (a puppy)

Can you remember? Which name didn't we hear? (Robert)
Which people have not got a line to a name? (the boy
reading, the man playing the drums, the girl at the top
of the castle).

The whole class decides which person is Robert and learners draw a line from this name to the chosen boy/man in the picture. Learners suggest names for the other two people. The class chooses two names from the list. Learners write these names on the two lines in their books and draw lines from the names to the other two people.

 Ask learners if anyone knows the word for the drum in the picture. (If not, tell one learner to look in a dictionary and find the word.) Ask them to spell it for the class. Write it on the board.

Tapescript

Listen and look. There is one example.

Girl: This is my favourite picture in my storybook

about Sky Castle, Uncle Jack.

Man: It looks great. Who are all these people?

Girl: Well, the queen, the woman in the long red

dress who's sitting in the smaller chair, is

called Helen.

Man: I see.



Can you see the line? This is an example.

Now you listen and draw lines.

One

Man: And who's that person? Is he the king?
Girl: Yes. I love his blue jacket and curly black hair.
Man: He looks very important. What's his name?

Girl: He's called Harry in the story.

Two

Girl: And there's Michael. He's very clever. The king

tells him all his secrets.

Man: Which one's he?

Girl: The man who's playing. It's not a guitar, but

it looks like one. His orange tights are funny,

aren't they?

Man: Yes. Lots of men wore tights then.

Girl: I know.

Three

Girl: And there's the queen's daughter.

Man: The girl who's waving on the castle wall?
Girl: No, not her. I mean the girl with the long

blonde hair.

Man: I can see her. She's sitting on the grass.

Girl: That's right. Her name's Mary.

Four

Man: And what about the woman who's carrying

the fruit?

Girl: That's Sarah. She's the queen's best friend, but

she works in the castle kitchen.

Man: Is she a cook?

Girl: Yes. I love her green belt. I think it's very

beautiful. The queen gave it to her.

Five

Man: Why is that person running?

Girl: You mean the man with the piece of paper in

his hand?

Man: Yes.

Girl: He's got an important letter for the king. His

name's Peter.

Man: Oh!

Girl: I'm going to read the next part of the story

now!

Man: Great!

Read the sentences and write the words.

- Read out the first sentence below the crossword. Point to the answer, number 1 down, in the crossword (belt).
- Learners individually or in pairs read the other clues and complete the crossword.

Check answers:

Down: 2 rucksack 3 umbrella 4 coat 5 shorts Across: 6 suitcase 7 handbag 8 tights 9 gloves 10 pocket 11 uniform

- Point to the two word boxes with no numbers. Ask:
 Which clothes can we write here? Tell learners that the
 pictures in E can help them choose. (hat, socks/scarf/
 shoes) Learners write the two extra words in the
 crossword.
- Learners colour the squares containing the 'things
 we wear' words (belt, coat, shorts, tights, gloves, pocket,
 uniform, and the two extra words) green. They colour the
 squares containing the 'things we carry' words orange
 (rucksack, umbrella, suitcase, handbag).



 Learners look at the pictures and write the words under each one.

Check answers: 2 a ring3 a scarf4 socks5 sunglasses6 shorts

• Learners draw lines to the words to show where people wear these things.

Check answers: 2 a ring – finger
3 a scarf – neck 4 socks – feet
5 sunglasses – nose 6 shorts – legs

• Write on the board: Some people wear ... when they Ask learners to complete the sentence about a ring.

Suggested answer: Some people wear <u>a ring</u> when they are married.

In pairs, learners write sentences about the other clothes.

Suggested answers: Some people wear <u>a hat</u> when they <u>sit in the sun</u>. Some people wear <u>a scarf</u> when they <u>are cold</u>. Some people wear <u>socks on their feet</u> when they <u>go for walks in winter</u>. Some people wear <u>sunglasses</u> when they <u>go to the beach</u>. Some people wear <u>shorts</u> when they <u>do sport</u>.

Play the game! Why are you together?

- Choose a particular feature (see suggestions below) which a number of learners in the class have in common.
- Ask different learners to move to different parts of the room, according to what you have chosen.

For example, say: Marta, Maria, Juan. Go and stand beside the door.

Learners guess why each group is standing together.
 They put up their hands to answer. For example: They all have black hair. Learners can also guess why their own group is standing together. For example: We're all girls.

Note: Large classes could play this in teams, with teams trying to guess the reason and winning a point.

Suggested criteria: boys or girls / what learners are wearing / the colour of learners' clothes / the length or kind of hair they have / the colour of their eyes / their height / the first letter of their names / their interests if known / their ages if known



More information



Topics clothes, possessions, colours, body and face, travel, hobbies, time, people

Functions describing people, talking about the weather **Grammar** prepositional phrases and relative clauses to describe people and things (*who, which*), present continuous, pronouns (*someone, something*), prepositions of place

Vocabulary See the wordlist on page 124 of the Student's Book.

Flyers practice

Speaking Part I

Flyers test

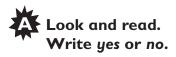
Listening Part 5, Reading and Writing Part 2

Equipment needed

- Flyers CD 2B.
- Colouring pens or pencils.
- Pictures of different flags. See C. (See also: www.cambridge.org/elt/funfor)
- Magazines with pictures of people (one for each group of three learners). See F.

Flyers tip

Point out to learners that in Part 5 of the Flyers Listening Test, the things they have to colour are identified in two different ways. For example: Find the boy who's walking with his mother. He's taller than his brother. Colour his gloves purple, please. Both pieces of information (taller boy and gloves) will be necessary to find the correct item to colour.





• Learners look at the picture. Ask them questions:

How many people are there? (10)

Where are they? (At the airport.)

How many planes can you see? (Three – one big plane and two toy planes.)

• Learners look at the two examples. Ask:

Why is 'yes' written after the first sentence? (Because the boy is wearing a scarf and gloves.)

Why is 'no' written after the second sentence? (Because the girl is unhappy — she's crying.)

• Learners read the other sentences and write yes or no.

Check answers: 1 no 2 no 3 yes 4 yes 5 no 6 yes 7 yes

 Ask learners to change one word in each of the incorrect sentences (including the second example sentence) to make them true about the picture.

Check answers: Example: happy - unhappy/sad

1 four - three 2 writing - reading

5 half - a quarter



© CD1:03 Listen and colour and draw and write.



- Learners look at the picture again. Play the example on the recording. Check learners have understood the two things about the man. (He's reading a newspaper and he has a brown beard.)
- Play the rest of the recording twice, pausing the CD for five seconds the first time to give learners 15 seconds to colour, draw or write.

Check answers:

- 1 Colour bigger boy's gloves purple
- 2 Draw yellow spots on bear next to man
- 3 Colour skirt of woman drinking coffee blue
- 4 Write 'sport' on bag next to girl on the phone
- **5** Colour flower on small girl's dress orange

Note: Point out that stripes and spots can be described in two ways. Write on the board:

A bear with spots on it. A spotted bear.

A jacket with stripes on it. A striped jacket.

Ask learners to point to the bear with spots and the striped jacket in the picture.

Tapescript

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

Girl: I like this picture. It's great!

Man: Can you see the man who's sitting down?
Girl: Yes, I can. He's reading a newspaper!
Man: That's right. Colour his beard brown.

Girl: OK. I'm doing that now.

Can you see the man with the brown beard? Now you listen and colour and draw and write.

One

Man: Now find the boy who's walking with his

mother.

Girl: I can see him. He's taller than his brother.

Man: Yes, he is. Colour his gloves purple, please.

Girl: OK, I can do that!

Two Man:

Would you like to do some drawing now?

Girl: Yes please! I like drawing.

Man: Draw some spots on the bear. Can you see it?

Girl: The one that's on the chair?
Man: Yes.Then colour them yellow.

Girl: That will look funny!

Three

Man: Now, can you see the woman who's drinking

coffee?

Girl: Yes. She's there, look, under the clock!
Man: That's right. Can you colour her skirt?

Girl: Yes. Can I colour it green?

Man: No, make it blue, please.

Girl: OK, I'll do that, now.



Four

Would you like to write something in this Man:

picture, too?

Girl: Oh yes! What shall I write? Well, can you see the bag? Man:

Girl: The one that's next to the girl who's talking

on the phone?

Man: Yes. Can you write 'sport' on it, please?

Girl: OK. That's easy!

Five

Girl: What else can I colour?

Man: I know. Can you see the two children who are

playing with the toy planes?

Girl: Yes. Shall I colour one of the planes? Man: No. Colour the flower on the girl's dress.

Make it orange.

Girl: OK. This picture looks much better now!

Complete the sentences about the picture.

- On the board, write the beginning of sentences about the picture in A (see below). Learners put their hands up and suggest ways of completing them.
 - 1 The woman who's drinking coffee ... (is (standing) under the clock.)
 - 2 The man with the beard \dots (is sitting down / is reading a newspaper.)
 - 3 The children who are sitting on the floor ... (are playing with toy planes.)
 - 4 The girl who's crying ... (has got curly hair / is wearing a long skirt and T-shirt.)
 - 5 The woman with the suitcases ... (is wearing a dress with flowers on it.)

Talk about the flags in the first picture.

 Ask learners to tell you ten things they can see in the picture in C.

Suggestions: boats, flags, rucksacks, birds, T-shirt, shorts, jeans, towel, boys, girl, man, etc.

• Ask learners: How many flags can you see? (8) Which flag is blue and has a rainbow on it? (learners point to that flaa)

Ask learners what they can see on the different flags. (a square, stripes, spots, a castle, a moon, a lion, a cross)

• In pairs, learners choose two flags and write a sentence about each in their notebooks. They say what colour the flag is and the colour of the object on the flag. For example: There's a black flag with a white castle on it. Ask one pair to read out one of the sentences. The other

learners listen and say which flags they are.

Ask learners to describe flags for different countries they know (including their own country's flag). You could take in pictures of different flags.

Optional extension:

Make sure learners have colouring pencils. Learners work

in pairs. Each learner chooses one flag (either from this picture, or another country flag) and describes it. Their partner listens and draws and colours the flag.

Note: You could also ask learners to design their own flag and then describe it to their partner to draw.

Complete the sentences about the second picture.

- Tell learners to read the first sentence and to find the boat, the green flags and the sharks.
- Learners complete sentences 2-6. Remind them that they can use no more than one or two words.

Check answers: 2 shoes 3 suitcases/a suitcase 4 short curly 5 mouth 6 yellow stripes

Talk about the differences between the pictures.

• Point to the two pictures in **C** and **D** and say:

Here are two pictures. They're nearly the same, but some things are different. For example, in this picture (point to the first picture) there are two boats, but in this picture (point to the second picture) there's one.

In pairs, learners discuss what the differences are and how they can describe them.

 Point to the first picture and say: In my picture, the two boys are carrying rucksacks. Learners tell you how the second picture is different. (In this picture, the two boys are carrying suitcases.)

• Do the same for these sentences and differences:

In my picture, the man and the girl are trying to catch some fish. (are washing/cleaning the boat)

In my picture, the birds have got black stripes on their wings. (don't have / haven't got black stripes on their wings)

In my picture, eight flags are flying in the wind. (three flags are flying in the wind)

In my picture, someone is wearing pink shorts with yellow spots. (pink shorts with yellow stars)

In my picture, you can't see any clouds in the sky. (three clouds in the sky)

Can you find the picture I've written about?

- Give one magazine to each group of three learners. They choose a picture of at least one person and write a detailed description, without saying the page number (or the product if the picture is part of an advert).
- Groups pass on their magazine and description to another group, who read the description, find the picture and show it to the first group to check it is the right picture.

Optional: Cut out pictures of people from magazines and give 4-5 to each group. Learners choose one and write a description.

More information



Topics body and face, the natural world, animals, work Functions understanding simple narratives, talking about feelings

Grammar pronouns (someone, something), questions (How? What? When? Do you?), verbs + infinitive (ask, tell), present continuous, past simple

Vocabulary

See the wordlist on pages 124–125 of the Student's Book

Flyers practice

Reading and Writing Parts 5 and 7, Speaking Part 4

Flyers test

Reading and Writing Part 4

Equipment needed

- Pictures of a painting, TV, radio and telephone. See B. (See also: www.cambridge.org/elt/funfor)
- Photocopies of page 126 (one for each learner / pair of learners). See D.

Flyers tip

In Parts 4, 6 and 7 of the Reading and Writing Test, remind learners to look both before and after the gaps to help them decide what kind of word is missing.



Write the parts of the body next to

- Write on the board: nose ears mouth legs/feet eyes hands head
- Learners look at the picture of the monkeys. Ask: What's one of the monkeys doing? (whispering) Do you whisper with your leg? (no) Do you whisper with your mouth? (yes)
- Learners look at the picture of the man. Ask: What's he doing? (smelling a flower) What other things can you smell? (food, plants, the sea ...)
- Mime kicking a ball.

Ask: What am I doing? (kicking a ball) Which part of my body do I use to kick a ball? (your foot) Point to the word kick in the first column of the table and to the words legs/feet next to it in the second column.

• Tell learners to find the verb smell in the table. Ask: Which part of our body do we use to smell? (our nose) Learners write nose next to the word smell in the table. Learners find the verb whisper in the table.

Ask: Which part of our body do we use to whisper? (our mouth)

Learners write mouth next to whisper.

 Learners look at the other verbs and write the appropriate parts of the body next to them, according to the part of the body we use when we do them. The body words they need are on the board.



Suggested answers:

ears - listen, hear

mouth - speak, sing, shout, whistle

legs/feet - follow

eyes - cry, watch, see

hands - point, cook, catch, carry, feel, throw head - believe, forget, understand, remember, learn

- Ask learners to listen and say which part of the body we use when we: write (hands), run (legs/feet), eat (mouth), read (eyes)
- Divide the class into groups. One learner mimes a verb and the other learners in the group have to guess what



B Complete the sentences with look, watch, listen or hear.

• Draw a painting on the board or show learners a picture of a painting.

Ask: Do I look at a painting or do I watch it? (You look

• Draw a TV on the board or show learners a picture of

Ask: Do I look at a TV programme or do I watch it? (You

- Draw a radio on the board or show a picture of a radio. Ask: Do I listen to the radio or do I hear it? (You listen to it.)
- Draw a telephone on the board or show learners a picture of a phone. Make the sound of a phone ringing. Ask: What can you hear? (a phone)
- Learners complete the four sentences in **B** with the correct verb.

Check answers: 1 hear 2 Look 3 listen 4 watch



Use a different verb from A to complete each question.

- Look at the first sentence with learners. Check that they understand what to do.
- Learners use the verbs in **A** to complete the questions.

Check answers: 2 whisper 3 remember 4 forget **5** understand

- Learners read the questions and think of their answers.
- Learners ask each other the questions in pairs.



*

Read the story. Choose a word from the box. Write the

correct word next to numbers 1–5.

Test! Reading & Writing Part 4

- Point to the dog in the picture. Ask:
 Where do you see these dogs? (on a farm, in the country)
 Do you see dogs like these in your country?
 What names do people sometimes give dogs?
 What's a good name for this dog?
- Tell learners to read the story and to answer these questions:
 - 1 Which month was it? (August)
 - 2 What are the names of the people in the story? (Helen, her friend, David, and his dad, William)
 - 3 What's the dog's name? (Pirate)

to numbers 1-5.

- 4 What's the dog's favourite food? (cookies)
- Read the first sentence of the story again. Point to the words in the box at the end of the story and ask:
 Can you see the word 'city'? (yes)

 Point to the word city in the example in the text.
 How many more words are there in the box? (9)
 How many gaps are there in the story? (5)
 So, how many words don't you need? (4)
 Learners read the story again and write one word next
- Check answers, reminding learners to look at the words before and after the gaps.
 - 1 Read the sentence: His dad, William, is a famous ...
 Say: We need a word for a person. Which of the words in the box is a person? (actor)
 - 2 Do the same with gap 2: lots of cows and other ... Say: This needs to be followed by a ... (plural noun). Ask: Which words in the box are plural nouns? (animals, sausages and wings) Ask: Which one is the right answer? (animals)
 - 3 Ask: What kind of word do we need here? (a past verb) Which words in the box are past verbs? (climbed, painted and whistled) Ask: Can you whistle or paint into a truck? (no) Can you climb into a truck? (yes)
 - 4 Ask: Which word comes before gap 4? (very) What kind of word comes after 'very'? (an adjective or an adverb) Which adjectives are in the box? (cloudy and excited) Can a dog be cloudy? (no) So, 'excited' is correct here.
 - 5 What kind of word do we need here? (a past verb) Which past verbs are in the box now? (whistled and painted) Can you whistle loudly? (yes) Can you paint loudly? (no) So, 'whistled' is the answer.
- Ask learners to choose the best name for the story.
 (Pirate helps on the farm) Ask: Did Pirate lose his biscuits or drive a truck in the story? (no)

 Give out photocopies of the incomplete sentences from page 126 about the story (one to each pair). Ask learners to complete them about the story, using 1, 2, 3 or 4 words.

Check answers: 1 Pirate 2 early
3 the sheep 4 (big old green) truck 5 find
6 behind some trees 7 (favourite) cookies

Listen and find the words.

- Read out these sentences, one by one. Learners listen and find the words they describe in the first paragraph of the story in D.
 - 1 This is the eighth month of the year. (August)
 - 2 This is not south, east or west. (north)
 - 3 This person lives on the sea on a boat. (pirate)
- In pairs, learners choose two words from the rest of the story and define them. Then they join together with another pair, say which paragraph(s) the words are in and read the definitions. The other pair has to find the words in the story in D.

Play the game! Making sentences competition.

 Learners tell you the verbs from this unit (with books closed or open depending on the class). Write the verbs on the board. Divide the class into teams of 5–6 learners.

Note: See page 124 of the Student's Book for a list of the verbs in this unit.

- One team chooses a verb and makes a correct (and logical) sentence using it.
 - If they give you a correct sentence, rub the verb off the board and give that team a point.
 - For example, learn: I learn English at school.
 - If the sentence is not correct or logical, the verb stays on the board and no point is awarded.
- The winning team is the one with most points. If at the end you are left with verbs, which no team can manage to make a correct sentence with, explain the form and meaning of the verb again and then give them another chance to make a sentence.





Apout animals

Topics animals, body and face, the natural world, time, weather

Functions describing and giving information about animals, talking about the weather, making comparisons, agreeing and disagreeing

Grammar prepositions (in expressions and of place), agreement of verbs, pronouns (referring back to nouns)

Vocabulary See the wordlist on page 125 of the Student's Book.

Not in YLE wordlists: disappear

Flyers practice Reading and Writing Parts 1, 5 and 7, Speaking Parts 2 and 4

Flyers test Reading and Writing Part 6

Equipment needed

- Photocopies (one for each group of 3–4 learners) of the pictures and sentences on page 127. See E.
- Scissors one pair for each group of 3–4 learners. See E.

Flyers tip

For Part 1 of the Reading and Writing Test, remind learners to write each answer using exactly the same form (with or without the article) as given.

Animal alphabet.

- Learners take it in turns to say each letter of the alphabet. Write the letters on the board as they say them
- Learners work in teams of 3–4. Give them a time limit (5 minutes) to write an animal starting with every letter of the alphabet. If learners can't think of an animal beginning with a particular letter, they can write another word before it. For example: a angry lion, n nine monkeys, r red fish, z zoo animals.
- **Suggested answers** (using words which appear on the syllabus for all three levels):
 - a angry lion b bat, bear, bird, butterfly c camel, cat, chicken, cow d dog, dolphin, duck e elephant f fish, fly, frog g giraffe, goat h hippo, horse i insect j jumping frog k kangaroo l lion, lizard m monkey, mouse n naughty monkey o octopus p pet, panda, parrot q quiet tiger r rabbit s shark, sheep, snake, spider, swan t tiger u ugly spider v very big hippo w whale y yellow lizard z zoo animals

*

How do they move? Write the animals below each word.

- Check learners know the meaning of verbs run, fly, jump, swim and hop. Say one of the verbs and ask learners to do the action.
- Learners look at the eight animal words in the box and write them in the columns below depending on how they move. Point to the example (run – mouse).

- Suggested answers: run goat; fly bat, bird; jump bird, dolphin, goat, kangaroo; swim fish, crocodile, dolphin; hop kangaroo, bird
- Learners try to fill the columns with as many other animals as possible.

Suggested answers (accept any reasonable answers): run – tiger, cat, kitten, dog, puppy, lion; fly – duck, parrot, swan, insect, butterfly, fly; jump – frog, cat, dog, sheep, monkey, horse; swim – hippo, crocodile, shark, whale, octopus, dog; hop – rabbit, parrot, insect



Look and read. Choose the correct word and write it on the line.

- Ask four or five different learners: What colour is your favourite animal? What can it do? (For example: brown, hop)

 Other learners try to guess what the favourite animal is (kangaroo).
- Learners look at the last animal (a rabbit) in the list to the right of the box. Ask different learners to tell you about this animal. Say: A rabbit is ... (For example: brown. A rabbit can hop. A rabbit eats carrots.)
- Learners read the example (1). They underline the key words that describe a rabbit (small animal, brown or white fur, long ears, can hop).
- Learners read 2–7 and decide which animals are being described. (Ask them to underline the key words in each description.)

Check answers:

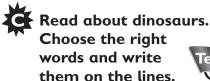
- 2 an insect (small, six legs, wings)
- 3 a camel (carry, desert)
- 4 swans (big birds, long necks, near rivers and lakes)
- 5 an octopus (sea, eight legs)
- **6** butterflies (wings, different colours, fly, sit on plants, flowers)
- 7 dinosaurs (a long time ago, extinct)
- Ask learners which animal is not in the small pictures. (dinosaurs)

Dinosaurs!

- Without looking at the next page, learners tell you about dinosaurs. Ask:
 - Do dinosaurs live in forests now? (no)
 - How many legs did most dinosaurs have? (four)
 - What did dinosaurs eat? (plants, meat, other animals)
 - What colour were most dinosaurs? (green, brown, grey)
- Write on the board: head, face, foot, leg, tail, body, neck,
- Learners draw and colour an imaginary dinosaur on a piece of paper and label its body using all the words on the board.



More information





- Learners look at the picture of the dinosaur. Ask: Is this dinosaur fatter / funnier / friendlier than your dinosaur? Has it got more teeth than your dinosaur? What can you see behind this dinosaur? (a tree, a hill)
- Learners read the text about dinosaurs from beginning to end without completing the gaps. Ask them, in pairs, to underline or circle any words they don't know. Teach/ revise these words before completing the exercise. Words that learners may not know yet are: planet, ago, warm, drier and disappeared. All the other words in the text have appeared earlier in the Fun for ... series.
- Tell learners to look at the first sentence of the text and at the three possible words for the gap (living, lives, lived). Ask which word is correct (lived). Explain why lived is correct. (Dinosaurs don't live now so we need the past tense.) Explain why living and lives are wrong. (We would need to put are living, which is a present tense, lives is also present and singular but the word dinosaurs is plural.)
- In pairs, learners choose words for the gaps in questions 1-10.

Check answers: 1 looked **2** and 3 small 4 in 5 of 6 the 7 that 8 find 9 them 10 on

• Tell learners to close their books. Write the letter d on the board. Each learner then takes it in turns to tell you the next letter to spell the word dinosaur.

Note: There are four different vowels in this word. Only e is missing. Pointing out patterns like this can help some learners remember difficult spellings.

D Do you know the missing word?

Learners read the first phrase in the purple box. Ask them what the missing word is (of). Learners write of in the gap. Learners read the second phrase. Ask them what the missing word is (about).

Learners complete the other six gaps with of or about.

Check answers: 1 of 2 about **3** of **5** of 6 about

Learners make sentences using these phrases and write them in their notebooks. For example: There are lots of dinosaurs in this film.

Play the game! Dolphins or bats?

- Give out one photocopy of page 127 to each group of 3-4 learners. Learners cut up the pictures and sentences (or you could do this in advance, if you prefer).
- For each pair of sentences (a and b), one refers to dolphins and one refers to bats. Learners have to match the sentences to the appropriate animal.
- Groups find the two animal pictures and put them face up on each of their tables. Learners put all the sentences in another pile and take it in turns to pick a sentence and to read it to the group. The group decides whether to put it next to the dolphin or the bat picture. Learners in the first group to correctly match all the sentences with the pictures are the winners.

Check answers:

dolphins: 1 b 2 a 3 a 4 b 5 a 6 a 7 a bats: 1 a 2 b 3 b 4 a 5 b 6 b 7 b



Topics animals, possessions, people

Functions identifying and describing objects

Grammar conjunctions (and, because, if, so, when), prepositions of place (above, between, in, in front of, next to, on, on top of, under), present simple, past simple

Vocabulary See the wordlist on page 125 of the Student's Book.

Flyers practice

Reading and Writing Part 1, Speaking Parts 1 and 4

Flyers test

Listening Part 3

Equipment needed

- Flyers CD 5C/D.
- Colouring pencils or pens.

Flyers tip

In Flyers Listening Part 3, learners hear the word for each picture only once in each question. If they miss part of the match, they shouldn't worry. They will hear each part of the Listening Test twice so they can check, or complete their answers if necessary, the second time they listen.

What are these? Write the words on the lines next to the pictures.

Learners look at the first picture.

Ask: What's this? (a T-shirt) Point to the words a T-shirt on the line next to the first picture.

Say: This is an example. Now write the words for the other five pictures on the lines next to the pictures. Help learners with any difficult words.

Check answers: gloves, an umbrella, a brush, a rucksack, a fridge



Read and choose the word from A. Then complete the sentences about a brush.

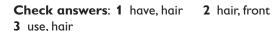
• Learners read the sentences below An Tell them that the sentences all describe the same thing. We can see this thing in the pictures in **A**.

Ask: Which thing is it? ((an) umbrella) Learners write the word umbrella on the line above the sentences.

Point out that the first sentence tells us when (in the rain) and where (outside) we use an umbrella.

In the second and third lines, the second part of the sentence tells us what happens as a result of using an umbrella. (My head and shoulders are dry because I have an umbrella. I don't get wet because I open my umbrella.)

• Learners complete the sentences about a brush.



• In pairs, learners choose two other words from **A** and write a definition for them in their notebooks.

Suggestions:

A fridge:

People use this when they want to make food and drink cold.

I put food and drink inside this, then it makes it cold.

If you put food and drink inside this, it makes it cold.

A rucksack:

People carry things in this on their backs.

If you use this, you can use your hands to climb a mountain

Gloves:

People wear these on their hands in cold weather.

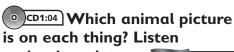
If it's cold, I put these on and my hands are warm!

A T-shirt:

People wear this in warm weather or when they do sport.

If it's hot, it's a good idea to wear one of these!

 Two pairs of learners work together. One pair reads out their definitions and the other pair guesses what is being described.



and write a letter in each box.



• Learners look at the animal pictures.

Ask: Which ones do you know the words for?

Teach any words that are new.

Ask: Which of these animals do/don't you like?

Which of these animals is the smallest? (the fly)

Which of these animals is the biggest? (the shark/dolphin)

Play the first part of the recording.

Ask: Which animal can you see in picture A? (a bat)

Now look at the picture of the T-shirt on page 14. The letter A is in the box. Why? (Because Betty's T-shirt has got a bat on the back.)

 Learners listen to the rest of the recording and write the correct animal letter in the box next to each picture in A.

Check answers: brush - C fridge - D gloves - G umbrella - E rucksack - F

Note: Point out that there are two animal pictures that are not used but that are heard: B fly and H lizard.

Ask: Where was the plastic lizard? (on the shelf)

Where were the flies? (inside the tent)



Tapescript

Listen and look. There is one example. Which animal picture is on each thing?

Girl: I love animals, Uncle Jack. I've got pictures

of them everywhere. Look. Do you like my

T-shirt?

Man: Yes, it's great, Betty.

Girl: Mum bought it for me. She got it last year

when we visited the zoo. It's got a bat on the back. Look! I wear it to school sometimes.

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

Girl: My friend Mary gave me a brush with a lovely butterfly picture on it. It's up there on my shelf

next to that little plastic lizard. I use it every

day. Shall I show it to you?

Man: Yes, please.

Girl: But look! Those are my favourite animals of

all – the ones on the fridge door. I bought those little swans from a shop when I was on holiday a long time ago. Mum put them there

for me. I love them, don't you?

Man: Yes. They're very nice.

Girl: And these are my new gloves. Grandma made them for me to wear to school in cold

weather. They're very warm. And look, she put these purple octopuses on them. She's very

clever!

Man: Yes, she is! What a great present!

Girl: Do you like my umbrella? It's got animals on it

too! My cousin Ben bought it for me because it's got dolphins on it. He knows I love them.

Man: That was kind of him.

Man: Do you have any other animal pictures on

your things?

Girl: Yes, Uncle Jack. I've got some on my rucksack.

I took it on holiday with me when we went camping last summer. The sharks on the pockets look really dangerous. I love them, but

I hated the flies that came in our tent!

• CD1:04 Find and colour the two parts of the sentences.

 Point to the halves of the sentences in the two purple boxes: Her mother bought Betty this last year at the zoo Play the example on the CD again.

Point out that on the CD the information is in two sentences and is worded differently: Mum bought it for me. She got it last year when we visited the zoo.

 Learners listen to the CD again and find and draw a box round the second half of each sentence (using the same colour as the first half).

Note: The letters A–G correspond to the letters learners wrote in the boxes in **A**.

Check answers:

- **C** Her friend Mary gave her this and she uses it every day.
- **D** Betty bought these when she was on holiday a long time ago.
- **E** Her cousin Ben bought it for her because he knows she loves these animals.
- F Betty took this with her when she went camping
- **G** Her grandma made these and she wears them when the weather is cold.

Find the differences.

- Learners work in A and B pairs. Learner A looks at the
 picture on page 116 of the Student's Book and Learner
 B looks at the picture on page 118. Ask different
 learners to say one thing they can see in their own
 pictures.
 - Write the words on the board: rucksack, money, keys, ticket, torch, sock, ruler, shoe, book, comic, T-shirt.
- Say: Your pictures are nearly the same but some things are different. Look at your pictures together and talk about the differences between them.

In pairs, learners look for differences and talk about them.

Differences:

- 1 The rucksack is on the floor / on top of the cupboard.
- 2 The torch is between the cupboard and the bed / in the rucksack pocket.
- 3 The comic is open / closed.
- 4 The book is closed / open.
- 5 The ruler is on the bed / next to the cupboard.
- **6** The money and ticket are on the bed / on the floor, in front of the bed.
- **7** The shoe is in the cupboard / between the bed and the cupboard.

Ask and answer questions about your things.

- Learners work in A and B pairs. Learner A looks at page 116 of the Student's Book, reads the questions and writes their answers. Learner B looks at page 118 of the Student's Book, reads the questions and writes their answers.
- Learners ask and answer the questions in pairs.

Note: See also additional resources for teachers on our website at www.cambridge.org/elt/funfor for an extension or alternative to this activity.

