

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

Who is Storyfun for Starters for?

Storyfun for Starters 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
- monolingual and multilingual classes
- learners who are preparing to take the Cambridge ESOL Young Learners Starters Test
- young learners who need to develop their vocabulary, grammar, language skills and good learning habits.

What are the key features of Storyfun for Starters?

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 Starters Test and generally familiarise them with the format of the Test
- coverage of key grammar points and vocabulary which appear in the Starters 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 Starters 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 Starters 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 CD** contains:

- 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 two-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 Starters and some non-YLE vocabulary
- key points from the Starters 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 Starters 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 50–62 and are referred to in the teacher's notes.

How should teachers use *Storyfun for Starters*?

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

Further suggestions for Storytelling

The Storytelling section in the unit guide includes a suggestion 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 this pause are some suggestions for the questions that you can ask learners to check their ongoing comprehension of the story.

Some questions ask learners about the topic and themselves, to guess aspects of the story or to say how they think a character feels or what they may say next. Involving learners in the topic and asking guessing and prediction questions engage 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 Starters 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 'Cows, sheep, goats, ducks and chickens' you could bring in the vegetables Mrs Day has in her garden. In 'Kim's birthday' you could set up the classroom to look like a party with balloons, cards and presents. You can use 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 story at the end of the unit.

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

At the back of the Student's Book, learners will find a list of key Starters, Movers, 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, pronouns 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 them 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.

- 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 four letters. The letter 'k' is in me. You can sit on me. You can ride me to school.* (bike)
- 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: *banana*. Learners take turns to add more information about the banana. For example Learner 1 says: *The banana is long.* Learner 2 adds: *The banana is long. It's yellow.* Learner 3 says: *The banana is long. It's yellow. It's a fruit.* 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. These could also be used for spelling tests in pairs or groups.
- On the board, write 8 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 8 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 three 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?*
- Learners trace a picture (adding their own choice of extra details) and then follow your colouring or drawing 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 question with answer or a short dialogue.
- Groups choose a background person in a picture and invent details about him/her. For example how old they are, what they like doing, 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*.
- 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 table or in the tree.
- 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 story and ask learners in groups to say what is happening in this part of the story, using present 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 question forms by asking learners about different aspects of a picture, for example: *What does the boy like playing? What can the monkey do? How many guitars has she got?*
- 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 '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 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 Starters components

- *Storyfun for Starters Student's Book*
- *Storyfun for Starters Teacher's Book with Audio CD*
- *Visit the Storyfun website at: 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 Starters Test word list are listed here.

Test practice

This indicates those activities which prepare learners for a part of the Starters 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 Cows, sheep, goats, ducks and chickens!

Main topics: animals, food, clothes, numbers 10-20

Main grammar: There is / There are, Is there? / Are there?, C, D, E
 Would you like + noun/verb: I

Test practice: Reading and Writing Part 2: G
 Listening Part 1: E; Part 2: D
 Speaking Part 1: F; Part 3: D, E; Part 4: H, I

Movers/Flyers words: farm (n), farmer (n), fat (n), home (n), into (prep), sweater (n), town (n)

Non-YLE words: gate (n)

Equipment:

- CD: Story, D, E
- photos of a farm / farm animals, countryside, a town, a gate A
- vegetables: a potato, an onion, beans, peas, a pear and a carrot (optional); B, E
- colouring pencils or pens: F, H
- magazines that show children's clothing: G
- glue, scissors (optional)
- photocopies (one per learner) of 'My favourite food' p.56: H
- magazines that show food: J

A New words for you!

- With books closed, introduce the topic of the story by revisiting farm animals. Show learners a picture of the countryside and if possible of a farm. Ask: *Which animals can we see?* As learners make suggestions, draw a cow, sheep, horse, goat, chicken and duck on the board. Write these animal words on the board too. Learners come to the board and draw lines between the animal words and pictures. Learners could also make the correct animal noise as you point to each word! Ask: *What's your favourite animal?*
- Teach/reviser farm, sweater, farmer, gate, town. Draw a fence around the animals and a little farmhouse. Say: *We can see these animals on a farm. Draw a man with a bucket of water in the field too. Say: Here's the farmer! He's giving the animals a drink. Show a picture of a gate. Ask: Is there a gate in our school / your garden? Show or draw a sweater. Ask: What colour is my/this sweater? Show a picture of a town. If your school is in a town, say: We live in (name of your town). (Name of your town) is a town. Ask: What can we find in a town? (houses, shops, streets, schools)*
- Learners now open their books and look at the picture and the words. Ask different learners to repeat the words. Learners draw lines between the words and parts of the picture. Walk around and check they have done this correctly. Ask: *What colour is the farmer's sweater? (red) How many animals are on the farm? (8) Look at the town. What colour are the houses? (brown)*

Storytelling

Before listening

- Learners look at the first picture on SB p.34. They do not read the text.

- Ask: *What can you see in this picture?* (a farm, a house)
How many animals can you see? (13)
How many people can you see? (2)
Are these men or women? (one man, one woman)
- Say: *Now let's look at the pictures and listen to the story.*

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

- Suggestions for a pause if required:**
- Stop the CD after *They're running and jumping in Mrs Day's garden!* (SB p.34)
 Ask: *What's the farmer's name?* (Mr Gray)
What's the woman's name? (Mrs Day)
Where are Mr Gray and Mrs Day going? (to town)
Are their gates closed? (no)

After listening to the whole story

- Ask: *Is Mrs Day's garden OK?* (no)
What are the animals doing? (eating/wearing clothes)
Is Mrs Day happy or angry about her garden? (angry!)
Is Mr Gray sorry? (yes)
At the end of the story, does Mrs Day say 'Yes, please!' or 'No, thank you!' (learners decide)

B Tell the story.

- Learners look at the pictures. Ask: *Which picture starts the story? Point to it!* Learners point to the top row first picture. Say: *Picture number 1 starts the story. Now write 2, 3, 4, 5, 6 in the boxes.*

Check answers:

- Mr Gray is opening his gate.
- Mr Gray and Mrs Day are going to town.
- The animals are in Mrs Day's garden.
- The cow's eating a pear.
- The goat's wearing a hat.
- Mrs Gray is home now. She's angry!

- Ask learners to tell you the story. Learners say what's happening in each picture. Ask questions, for example: *Where are Mr Gray and Mrs Day going? They're going to ... ? (town) Where are the animals now? (in Mrs Day's garden) What's the cow eating? (a pear)*

- Divide learners into three groups. Give a story role to each learner (Mr Gray, Mrs Day and the farm animals – so there will be several Mr Grays and Mrs Days as well as animals).
- Read the story as below and ask the groups to mime what's happening. If you brought the vegetables to the class, the farm animals could use these as props!
- Practise first, then learners perform the play from beginning to end.
 Narrator: *Mr Gray opens his gate but doesn't close it. He gets in his truck and drives to town.*
 Narrator: *Mrs Day opens her garden gate but doesn't close it. She stands at the bus stop. A bus comes. She goes to town on the bus. The animals aren't on the farm now. They are in Mrs Day's garden. They're eating her vegetables and they're wearing her clothes. Oh no!*
 Narrator: *Mrs Day comes home. She's very angry. Mr Gray comes home too. He's very sorry.*
 Mrs Day role players: *I'm very angry!*
 Mr Gray role players: *I'm very sorry! Would you like to have lunch?*
 End the role play with learners deciding again if Mrs Day says *Yes, please.* or *No, thank you.*

C Mr Gray lives next to Mrs Day!

- Ask: *What's the farmer's name?* (Mr Gray) Point to the example sentence and to the one-word answer. Learners see that *farm* is crossed out in the word box. Check understanding of the other words in the word box by pointing to the story pictures on SB pp.34-35. All the words are shown here except *lunch*.
- In pairs, learners read sentences 1-6 and write the answers. Learners should remember the answers, but if they need help, they can find the answers in the story.

Check answers:

1 truck 2 bus 3 gate 4 animals 5 clothes 6 lunch

- Teach/reviser *There is ... / There are ...* Learners look at the first paragraph on SB p.34. Say: *On Mr Gray's farm there are some ... ? (cows, sheep, goats, ducks and chickens) There is a ... ? (dog)* Write these sentences on the board. Underline *are* and the plural nouns. Underline *is* and the singular noun.
- Tell learners to imagine they have a farm. Write on the board: *On our farm there is a On our farm there are some ...*
- Point to each structure and ask: *What is there on your farm? What animals are there on your farm?* Write two or three suggestions on the board to complete each sentence, for example: *There is a house, a tree, a dog. There are some cows, some sheep, some chickens.* Learners copy these examples.
- In pairs, learners write down three more sentences about their farm using *There is/are*, for example: *There is a truck / a cat / a farmer. There are some mice / some ducks / some goats / some horses.*

- Ask three or four pairs to read their sentences to the class, for example: *On our farm there is a truck. On our farm there are some horses.*

D This is Store Farm!

- Revise numbers 1-20 if necessary.
- Learners look at the picture. Ask: *Who's this?* (Mr Gray) *What's behind Mr Gray's cow?* (a truck) *Whose truck is it?* (Mr Gray's) *What colour is the truck?* (blue) *What's next to Mr Gray?* (a sheep, a goat, chickens). *How many chickens are there?* (2) *What's Mr Gray wearing?* (a brown jacket, a yellow sweater, green trousers) *What's Mr Gray doing?* (standing, smiling)
- Say: *Mr Gray is talking about his farm. Learners look at the examples and read the questions before listening. Say: The answers are names or numbers. Ask: Is the answer to the first example a name or a number? (a name) Is the answer to the second example a name or a number, not the number word.*
- Play Track 15 of the CD twice. Learners write the answers.

Check answers:

1 Ben 2 1 3 12 4 Lucy 5 15

Test note:
 Names in Listening Part 2 are always from the Starters word list and are always spelled out.

Extension for stronger classes:
 For this activity, you'll need to teach none. In their notebooks, learners draw a line across the middle of a page. In the top half they write *My farm* and draw part of their own farm in the space under the heading. They can draw animals or details like trees or trucks. They choose what and how many of each to draw, for example five trees, ten cows, three dogs and a tree. In the bottom half of the page, they write the heading *My friend's farm* and leave that space blank. When they've finished their drawing, they work in pairs asking and answering *How many ... ?* questions. *How many trees are there on your farm? (5) How many trucks are there on your farm? (0)* Listening to their partner's answers, they draw the animals or other details on their partner's farm. Learners then look at each other's drawings to see if they are correct. Learners could also write sentences about their farm, for example: *There are 3 trees, 10 cows and 3 dogs on my farm. There's a tree on my farm too.*

Tapescript:
 Listen and write a name or a number.
 Girl: Can I ask you some questions about this farm, Mr Gray?
 Mr Gray: Yes!
 Girl: Whose farm is it?
 Mr Gray: It's mine. It's my farm.
 Girl: Oh! And what's the name of your farm?
 Mr Gray: It's Store Farm. You spell that S-T-O-R-E.
 Girl: Thanks.

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 Come and play	toys, names, pets, numbers 1–5, colours	personal pronouns, regular plurals, <i>have got</i> (for possessions), imperatives, question words (<i>How many?</i>)	Reading and Writing Parts 1 and 2, Listening Part 4, Speaking Parts 1 and 3
2 Kim's birthday!	family, food, colours, numbers 6–10	possessive 's, <i>Let's</i> , question words (<i>How old? How many? Where?</i>)	Reading and Writing Part 2, Listening Part 1, Speaking Parts 2 and 4
3 What am I?	animals, body and face, colours	determiners (<i>a/an</i>), <i>can</i> (ability) and short answers	Reading and Writing Parts 1, 2, 3 and 5, Listening Part 4, Speaking Part 5
4 Uncle Fred and me	activities, sports, colours, numbers 1–10	<i>like/love</i> + noun, <i>like/love</i> + <i>-ing</i> , <i>How many?</i>	Reading and Writing Parts 2, 4 and 5, Listening Parts 1 and 4, Speaking Parts 1, 2 and 3
5 Sam's sandcastle	natural world, family	demonstrative adjectives, impersonal <i>you</i> , <i>What a/an</i> + adjective + noun	Reading and Writing Parts 2, 4 and 5, Listening Parts 2 and 3, Speaking Parts 1, 3 and 4
6 Cows, sheep, goats, ducks and chickens!	animals, food, clothes, numbers 10–20	<i>There is/are</i> , <i>Is/Are there ... ?</i> , <i>Would you like</i> + noun/verb?	Reading and Writing Part 2, Listening Parts 1 and 2, Speaking Parts 1, 3 and 4
7 Gran's glasses	home, family, clothes, colours	prepositions of place	Reading and Writing Parts 1, 2, 3 and 5, Listening Part 4, Speaking Parts 2 and 3
8 Classmates	school, activities, names, transport	present continuous all forms, <i>So do I!/Me too!/I don't!</i>	Reading and Writing Parts 4 and 5, Listening Parts 2 and 4, Speaking Parts 1, 3 and 5
9 The night train	family, home, transport	adjectives, prepositions of place	Reading and Writing Parts 4 and 5, Listening Parts 1 and 3, Speaking Parts 3 and 5
10 Winners!	sports, names, colours	conjunctions: <i>and</i> , <i>but</i> and <i>or</i>	Reading and Writing Parts 2, 3 and 5, Listening Parts 1, 3 and 4, Speaking Parts 1 and 2



Come and play

Main topics:	toys, names, pets, numbers 1–5, colours
Main grammar:	personal pronouns: B regular plurals: E question words (<i>How many?</i>): E <i>have got</i> (for possessions): F imperatives: J
Test practice:	Reading and Writing Part 1: D; Part 2: G; Listening Part 4: G Speaking Part 1: H; Part 3: H
Movers/Flyers words:	bat (n), pet (n)
Non-YLE words:	troll (n), wizard (n)
Equipment:	<ul style="list-style-type: none"> ● CD: Story, G, I ● table tennis or baseball bat (optional): A ● four pieces of paper: C ● one piece of paper or card per learner: D ● photocopies (one per group of three or four cut into sets of cards) of 'How many?' p 50: E ● colouring pencils or pens: G, H, J ● soft ball: I ● photocopies (one per sixteen learners cut into sets of cards and folded in a hat) of 'Wizards, lizards, dolls and trolls' p 51: J ● hat: J

A New words for you!

- With books closed, introduce the topic of the story by asking learners about their possessions. Ask: *Have you got a bike?* (mime cycling) *Have you got a kite?* (draw a kite on the board) *Have you got a guitar?* (mime playing a guitar) Ask: *What have you got? What do you play with?* Write learners' suggestions on the board, helping with key vocabulary and supporting understanding with drawings if necessary.
Say: *This story is about four children. They're talking about things they have got.*
- Teach/revise *bat*, *troll*, *wizard*, *pet*. Draw or show pictures to teach them. Explain that a *troll* is a toy in the story. Show learners that *troll* and *doll* have the same last three letters. For *pets* draw or show pictures of a cat and a dog. Say: *Some people have a bird or these animals in their house or flat. These are pets.* Ask: *Have you got a pet?*
- Learners open their books and look at the pictures and sentences. Ask different learners to repeat the new words. Learners draw lines to match the sentences with the pictures. Walk around and check they have done this correctly. You could also check answers by asking: *What colour's the bat?* (brown and green) *Is this troll beautiful?* (No, it's ugly!) *What colour is the wizard's hair?* (black) *What pets can you see?* (a cat, a dog and a mouse)

Storytelling

Before listening

- Learners look at the first picture on Student's Book (SB) p 4. They do not read the text.

Ask: *Is this a boy or a girl?* (a girl)
Where is the girl? (in the park)
What has she got? (guitars, cars)
How many guitars has she got? (4)

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

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

Suggestions for a pause if required:

- Stop the CD after *Come and play with me today!* (SB p 4, last line)
Ask: *What's the boy's name?* (Tom)
What's Tom got on his head? (a hat/hats)
What's Tom sitting on? (a truck)
What does Tom say: Come and ... ? (play with me today!)

After listening to the whole story

- Ask: *How many children are there in this story?* (4)
What are the girls' names? (Ann and Sue)
What are the boys' names? (Tom and Pat)
What pet have Sue and Pat got? (a lizard)
Where are the children now? (in the park)

B What are the children's names?

- Point to two or three learners. Ask: *What's his/her name?* Emphasise the difference between *his* and *her*. Say: *His name's* (learner's name) and *Her name's* (learner's name). Drill the questions and responses chorally.
- Learners look at the example. Point to the picture. Ask: *What's her name?* (Her name's Ann.) Tell learners to look at the pictures and write the children's names on the dotted lines (sentences 1–3). Learners can find/check the spelling of each child's name in the story.

Check answers:

1 Tom 2 Sue 3 Pat

- Ask one learner: *What's your name?* (learner answers)
Say: *Sorry?* (Say this as if you've forgotten or not heard correctly.) *What's your name?* (learner answers again)
Then point to yourself to emphasise *my* and say: *My name's* (add your own name). Drill the question and answers chorally. Learners then ask and answer the same question in pairs and complete sentence 4 by writing their own name.

© Who has got the hats?

- Teach/revise *Who ... ?* by writing it on the board and drawing a little face in *Who?*. Tell learners that we use *Who?* to ask about people. Point to each of the four faces in B again and ask: *Who's this?* (Ann, Tom, Sue, Pat) You might like to compare *Who ... ?* with *What ... ?* Pick up a pencil and ask: *What's this?* (a pencil) Touch a learner's shoulder and ask: *Who's this?* (Maria) Repeat this several times to emphasise the difference.
- Learners look at the example. Ask: *Who has got the hats?* (Tom) In pairs, learners look at the pictures in the story or read the text and write the correct name in sentences 1–6.

Check answers:

1 Pat 2 Tom 3 Sue 4 Ann 5 Tom 6 Ann

Extension:

You may need to revise the alphabet before doing this extension. Learners close their books. Divide learners into four groups (A, B, C and D) and give each group a piece of paper. Ask each group to write the name you say on the paper. Say: *Ann* to group A, *Tom* to group B, *Sue* to group C and *Pat* to group D. Groups remember, if they can, how to spell these names.

Check answers by asking a volunteer from each group to spell out their name from the story. Ask: *How do you spell your name?* (learners answer) Write that question on the board. In pairs, learners then walk around and ask and answer the question with different classmates.

Test note:

The full list of Starters names is: *Alex, Ann, Anna, Ben, Bill, Jill, Kim, Lucy, May, Nick, Pat, Sam, Sue, Tom and Tony.*

© This is a bike.

- Learners look at the pictures of things that are in the story. In open class, learners look at the two examples. Point to the bike and ask: *Is this a bike?* (yes) Point to the tick in the box or draw a big tick in the air. Say: *Yes, this is right. This is a bike.* Point to the troll and ask: *Is this a bike?* (no) Point to the cross in the box or draw a big cross in the air. Say: *No, this is wrong. This is not a bike. This is a ... ?* (troll)
- Learners look at the pictures, read the sentences and put a tick or a cross in each box. They could check their answers in pairs.
- Give each learner a piece of A4 paper or card. Tell them to draw a big tick on one side of the card and a big cross on the other side of the card.
- Point to each picture and ask: *Is this a car/boy/truck/girl/ball/kite?* Learners hold up their cards to show either a tick or a cross for each answer. Learners then correct sentences 2, 3 and 6. They cross out the wrong words and write the correct words (boy duck, truck lizzard kite doll).

Check answers:

1 ✓ 2 X 3 X 4 ✓ 5 ✓ 6 X

Test tip:

Make sure learners understand the tick/cross instruction. Learners have to put ticks or crosses in boxes in two parts of the YLE Starters Test (in Reading and Writing Part 1 and in Listening Part 3).

© One robot. Two robots.

- You may need to revise numbers 1–5 before doing this task. You might like to write the words *one, two, three, four, five* on one side of the board and the numbers *1, 2, 3, 4, 5* on the other. Ask different learners to come to the board and each draw a line to link one of the numbers with the correct word.
- Hold up one book and say: *I've got a book. I've got one book.* Then write on the board: *I've got a book. = I've got one book.* Hold up two books and say: *I've got two books.* Then write on the board: *I've got two book... .* Point to the end of *book*. Ask: *What letter goes here?* (s) Make an 's' shape in the air when you say this. Now hold up three books and say: *I've got ... ?* (three books) Make sure learners pronounce the final s.
- Drill *a/one, two, three, four* and *five* and simple plural forms of *book, pencil* and other classroom items by holding them up or drawing them on the board. Begin the choral response with *I've got ...* and ask learners to finish the sentence and draw the 's' shape in the air when there is a plural.

Teaching tip:

Check that learners use the appropriate /s/ or /z/ pronunciation for the final s. (Regular plural s is pronounced /z/ after -b, -d, -g, -l, -m, -n, -r and -w.)

- Learners look at the picture of the robots. Teach/revise *robot*. Ask two or three learners (or all the class if they'd enjoy it) to stand up and walk like a robot.
- Check story vocabulary by pointing to each object in the picture in turn and asking: *What's this?*
- Learners look at the example. Say: *The robots have got one bag. Where's the bag?* Learners find the bag in the picture. In pairs, they then complete the sentences using singular and plural forms appropriately.

Check answers:

1 bike, kite, guitar, duck 2 hats, bats
 3 dolls, pencils, books

- Teach/revise *How many ... ?* Draw one book, three hats and five bats on the board. Point to the drawings and ask: *How many books are there?* (1) *How many hats are there?* (3) *How many bats are there?* (5)
- Tell learners to look at the picture on SB p 7. Ask: *Where are the hats?* (learners point to the hats) *How many hats are there in the picture?* (2) *Where are the bats?* (learners point to the bats) *How many bats are there in the picture?* (2)

- Give each group of three or four learners a set of 'How many?' cards (p 50). Make sure the cards are mixed up. Each group places their cards face down on a table or on the floor. Learners take it in turns to turn over two cards and say what they can see, for example: *one frog, two dogs*. (Stronger learners say: *I've got one frog and two dogs*.) If the cards aren't a matching pair, they replace the cards face down. If the cards do match, learners keep the pair. The next learner then turns over two cards. The game ends when all the cards are matched.

F We've got a dog!

- Teach/revise *I've/she's/he's/we've got* if necessary. Using objects from the classroom or the 'How many?' game cards from E, ask one or two learners in open class to hold up chosen numbers of objects, for example: three pencils. Ask: *How many pencils have you got?* (I've got three pencils.) Pointing to the learner with the pencils, ask another learner: *How many pencils has she/he got?* (She's/He's got three pencils.)
- Divide learners into pairs. Each pair chooses an object to hold up. Ask questions about their object, for example: *How many books have you got?* (learners answer beginning with *We've got ...*) Drill. Learners could continue this practice in closed pairs using different objects.
- Divide learners into groups of four. Ask learners to look at the two pictures in F. One pair looks at picture 1 and the other pair looks at picture 2. They take turns to say something about their own picture, for example: Picture 1: *We've got four / lots of hats!* Picture 2: *We've got four / lots of kites!*
- Stronger learners could write sentences for the pictures in their notebooks.

Note:

In the story, the children say *we've got lots of pets*. Teach/revise *lots of* as meaning four or more.

G Sue has got a red pencil.

- Learners look at the picture. Ask some general questions to remind learners of the names of the children and also to teach/revise four colours (*red, yellow, blue, green*). Point to Pat/Tom. Ask: *What's his name?* (Pat/Tom) Now point to Sue/Ann. Ask: *What's her name?* (Sue/Ann) Say: *One robot's got some pencils. What colour are the robot's pencils?* (*red, yellow, blue, green*)
- In open class, look at the two examples. Ask: *Have the children got a cat?* (yes) Point to the cat. In pairs, learners show each other where the cat is. Ask: *Has the cat got a toy mouse?* (no)
- In pairs, learners read sentences 1–6 and write *yes* or *no* on the dotted lines.

Check answers:

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

- Learners correct sentences 1, 3 and 6 (~~blue~~ red, ~~five~~ four, ~~hats~~ hair).

Test tip:

In Reading and Writing Part 2, the yes/no picture sentences are usually about colour, numbers, positions of objects or activities. For example: *The books are red. There are two books. The books are under the table. The boy is writing.* Use other pictures for more practice of Part 2.

CD1 03 Now listen and colour the robots.

- Make sure that each learner has red, yellow, blue and green pencils (like the robot in the picture). Ask: *How many robots are there in the picture?* (4) Say: *Listen and colour the robots.* Do a quick drawing of a robot on the board and show learners that they can just colour the tops of the robots' heads first. They don't need to finish colouring their bodies. They can do that at the end of the activity.
- Play Track 03 of the CD. Learners listen and colour. Walk around, checking that learners have chosen the correct colours. Play the CD again if necessary.

Check answers:

the robot with the pencils – green
 the robot on the book – red
 the robot on the table – yellow
 the robot next to the cat – blue

- Give learners time to finish their colouring if they would like to do that.

Tapescript:

Look at the picture. Listen and look.

One

Woman: Look! One robot has got some pencils.

Boy: That's right ... It's funny!

Woman: Colour that robot green.

Boy: Sorry? Colour it green?

Woman: Yes, please.

Two

Woman: And look! There's a robot on a book.

Boy: Oh yes! A robot is on the book.

Woman: Colour it red.

Boy: Colour it with my red pencil!

Woman: Yes. That's right.

Three

Boy: And one robot's on the table. Look!

Woman: Yes! Colour it yellow.

Boy: Colour the robot on the table yellow?

Woman: Yes.

Boy: OK.

Four

Boy: The cat has got a small toy robot too. Look!

Woman: Yes, the cat has got a robot too. Colour it blue.

Boy: Pardon? Colour it blue?

Woman: Yes, please.

Boy: There.

Woman: Well done!

H Let's draw!

- Ask: *Where's the mouse?* (learners point to the mouse in the example box) Read the example sentence. Point and say: *Look! This is a mouse.*
- Point to the box for sentence 1 and ask: *What's this? What can you see?* (a cat) Say: *Write 'cat' on the line, then draw and colour the cat.* Learners complete the sentence, join the dots to complete the cat, then colour it.
- Ask learners for other toys or animals they can remember from the story. Ask them to help you spell the words and write about eight of these on the board, for example: *kite, bat, hat, duck, truck, doll, troll, lizard.* Learners choose three of these and draw them in the other three boxes. Learners should not write yet.
- When all three drawings are finished, ask two or three learners to show you one of their drawings. In open class, say: *That's good! I like your (robot). It's funny! That's great!*
- In A and B pairs, learners exchange books. They look at their partner's drawings and say: *That's good!* or *That's funny!* Learner A then completes learner B's sentences. Learner B completes learner A's sentences. They exchange books again and check their partner's answers.

I Pat, cat ...

- Learners look at the eight words next to the three flashes. Read out the words. Point to *Pat* in the yellow flash, then say *Pat* again. Ask learners in L1 if necessary which other words sound the same. Say: *Pat and ... ?* (bat, cat, hat) Learners add *bat, cat, hat* to the yellow flash. Say *doll* again. Then say: *doll and ... ?* (troll) Learners write *troll* in the pink flash. Repeat with *truck and ... ?* (duck) Learners write *duck* in the blue flash.
- Listen to the *Come and play* story again. Play track 02 of the CD. When learners hear any one of the eight words on the list (in singular or plural form), they put up their hand to show you they heard it.
- Ask learners if they know any other English words which sound the same as *Pat* and *cat* at the end (Starters words: *fat, mat, that*). Learners add these to the yellow flash. Prompt learners by making the initial sound (*f... ?*, *m... ? th... ?*).
- Write on the board:
That fat cat has got a hat and a bat!
Come and play with my doll and troll!
There's a funny duck in that truck!
 Learners repeat the rhymes together once.
- Throw a soft ball to one learner and say: *doll*. Tell the learner to say a word that sounds the same and then throw the ball back to you. Throw the ball to a different learner and say: *truck*. Again the learner has to say a word that sounds the same, then throw the ball back to you. Repeat this with other words.

J Come and play with me today!

- If possible, put an even number of wizard (W), lizard (L), doll (D) and troll (T) cards (p 51) folded in a hat for this game. You also need plenty of space, so if possible move desks or tables to the side of the room or play this outside in the playground.
- Teach/revise imperatives if necessary. Give learners instructions, for example: *Sit down. Close your eyes. Stand up. Jump! Smile! Wave!*
- Ask: *What do the children say? Come and ...* (play with me/us today). Learners repeat the phrase all together. Explain in L1 if necessary that we can also say: *Come and look! Come and eat!* Beckon with your finger to help learners understand the meaning.
- Tell learners in this game they are wizards, lizards, dolls or trolls. Show learners the letters *W, L, D* and *T* on the cards. Say: *In this game, wizards find wizards, lizards find lizards, dolls find dolls and trolls find trolls.*
- Ask two learners to help you demonstrate the game. Ask the two learners to take a card each out of the hat. They look at their card to see if they have *W* (a wizard), *L* (a lizard), *D* (a doll) or *T* (a troll). Tell the class that you are a doll and that you want to find another doll. Prompt learners A and B to say their lines as follows.
 Teacher: *Are you a doll?*
 Learner A: *No!*
 Teacher: *Are you a doll?*
 Learner B: *Yes!*
 Teacher: *Come and play with me today!*
 Learner B: *OK!*
- Each learner then takes a folded card from the hat but keeps this a secret.
- Learners walk around and play the game.
- To repeat the game with new partners, wizards then find lizards and lizards find wizards. Dolls find trolls and trolls find dolls.

Project:

Say: *Tom has got some hats in the story, some funny red hats. I've got some funny hats too. I've got some funny yellow hats!* Write on the board: *I've got some funny yellow hats.* Learners draw their five favourite things on a sheet of paper, for example: a bike, a skateboard, a cat, a kite, an MP3 player. They then write five sentences beginning with *I've got a ...*, completing each one with the word for each object. They add colours or other adjectives that they now know (*big, small, funny, ugly, beautiful, good, fat*) too. For example: *I've got a beautiful blue bike.* If learners need help with ordering adjectives, use examples from the story to show this: *I've got some funny red hats. We've got an ugly blue troll.* Learners write their names on the sheets of paper. Display their drawings/collages around the classroom if possible.