




1

Jane's clever idea

Main topics:	friends, possessions and hobbies
Story summary:	Jane loves riding her bike, but she needs a new wheel. She has an idea to get one.
Main grammar:	<i>would you like, I'd like/love, irregular past simple forms, I need, I like ... more than ...</i>
Main vocabulary:	<i>around, band, CD, cool, fantastic, fix (v), front, go for a walk, ground, helmet, ice skates, lake, laptop, laugh, need (v), outside, park, present, quickly, rabbit, ride, skateboard, slow, sorry, swimsuit, tennis racket, think, times, wheel</i>
Value:	Creative thinking ("Would you like ... ?" "I'd like ...")
Let's say!:	/w/
Practice tasks:	Reading and Writing Part 1 (A)
Test tasks:	Reading and Writing Part 2 (D), Listening Part 3 (F), Speaking Part 1 (H)

Equipment:	<ul style="list-style-type: none"> •  audio: Story, F, I •  presentation PLUS flashcards <p>Go to Presentation plus to find pictures of Movers vocabulary from Unit 1. You can use the pictures to teach/review important words in this unit.</p>	<ul style="list-style-type: none"> •  presentation PLUS Image carousel 1–6 (Italian lake town, fruit, vegetables, cycling, skateboarding, playing tennis): Storytelling, E • Photocopy 1 (TB page 54) (one per learner): Let's have fun! • wooden sticks and glue/tape: Let's have fun! • crayons / colouring pencils: E Extension
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Storytelling

Before listening

With books closed ...

- Introduce the topic of the story. Ask *What are your favourite sports or hobbies?* Write five or six suggestions on the board. Learners vote for the most interesting hobby. Review/Teach *tennis racket, swimsuit, CDs*. Say *This story is about a girl who loves riding her bike.*
- Show learners the picture of the town by the lake from the Image carousel. Say *Look! Where is it?* (a town near a lake) *Let's read a story about this place.*
- Look at the first two story pictures (with or without the text) on the Image carousel or on page 4. Point to the bike. Say *Jane loves riding her bike. Do you have a bike? Where do you like riding it?* Teach *wheel* by pointing to the wheel on the bike. Next, learners look at the first picture. Ask *Where is this girl?* (near a lake) *What's she wearing?* (glasses, shorts, T-shirt) Review/Teach *helmet*. Ask *How old is she?* Learners guess.
- Say *Now let's listen to the story. Look at page 4.*

Listening

With books open ...



Play the audio or read the story. Learners listen.

02

Play the audio or read the story again.

- Pause after *'You can walk to school and the shops and go for nice walks in the park, Jane,' her mother answered.* on page 5. Ask *Why did Jane stop quickly?* (Because a rabbit hopped out in front of her.) *Can Jane's mum buy her a new wheel?* (no) *Why not?* (She needs to buy a swimsuit for Jane's sister and a present for Jane's grandmother.) *Does Jane want to walk to school and the shops and in the park?* (no) *What can she do?* Learners suggest ideas, in L1 if necessary.
- Pause again after *Then Jane went to find her friend Matt.* on page 5.
- Ask *Has Sam got a wheel for Jane's bike?* (no) *What has she got?* (a tennis racket) *Which does Jane like better, her ice skates or Sam's tennis racket?* (Sam's tennis racket) *What do they do?* (Jane gives Sam her ice skates and Sam gives Jane her tennis racket.) Teach *swap*: mime swapping pens or pencils with a student so learners understand the idea that the characters in the story are exchanging items.
- Listen to the whole story, then ask *What did Matt give Jane for the tennis racket?* (five CDs) *What did Paul give Jane for the CDs?* (a skateboard) *Who liked the skateboard?* (Clare) *What did Clare give Jane?* (her old bike)

After listening

- Ask *Is Jane happy at the end of the story?* (yes) *Why?* (She's got two new wheels for her bike.) *What did she need?* (one new wheel) Say *Look at the name of the story. What is Jane's clever idea?* (swapping things with her friends to get what she needs) Accept answers in L1 if necessary.

★ **Value**

- Say *Look at pages 6 and 7. Ask What objects do the friends swap? How are they creative? Why is Jane's idea a creative idea?* Learners say why in L1.
- Ask *Do you swap objects with your friends? What creative ideas do you have when you need something?* (e.g. ask your parents, ask your friends, make it, save money for it, etc.)



Read and draw lines.

- Ask learners to cover the answers in Activity A with a book or a piece of paper. Read the definitions together and ask learners to suggest possible answers. Accept any possible answers. Then say *Now look at the answers.* Read the example together. In pairs, learners draw lines from the words to the correct definitions.

Answers

2 a swimsuit 3 presents 4 a helmet 5 CDs 6 a pair

Extension

Write the following words from the story on the board: *skateboard, lake, bedroom, kitchen, park, shops, ice skates, tennis racket, bike*
 Write these structures on the board:
You can _____ here.
You use this/these to _____.
 Ask *What can you do in a lake?* (swim) Say *Write sentences to describe the words, e.g. You can sleep here. (a bedroom) You can buy things here. (shop(s)) You can use this to play tennis. (a (tennis) racket)* Walk around and help learners write their definitions. Put learners in pairs. One learner reads a sentence and the other guesses the word.

Test tip: MOVERS
Reading and Writing (Part 1)

- ✓ The answers, e.g. *a blanket*, that learners have to write are shown under the pictures. Learners should make sure they copy the words carefully because they must be spelled correctly.
- When practising this task, tell learners to check they have copied each of their answers correctly and ask *How many letters are there in (e.g.) 'skateboard'?* In any lesson, write key or interesting words on the board and tell learners to copy them into their vocabulary books.



Put the sentences in order.

- Ask *What happened at the start of the story?* (Jane fell off her bike.) *What happened at the end of the story?* (Jane got another bike from Clare.) Learners look at Activity B. Ask *What happened first?* (Jane saw a rabbit on the path.) Say *Look at the letter h. Look at the number 1 in the blue shape. Now put the story in order. Write the numbers.*

- Learners work in pairs to order the sentences, checking against the story if they need to. When they finish, learners check with another pair before checking in open class. Practise ordinal numbers and ask *What happened first? What happened second?*

Answers

a 5 b 4 c 2 d 6 e 8 f 7 g 3



What might Jane say? Tick (✓) the correct answer.

- In L1, ask *What do you think the story teaches us?* Accept all valid answers. Say *Read the sentences in Activity C. Ask Which of these does the story teach us?* Learners work in pairs and choose the best answer.
- Ask learners to say all the things they can reuse by giving them to their friends, or younger brothers, sisters or cousins, e.g. clothes, toys. Ask *What toys have you got which you never use? Who can you give them to?*

Answers

C You don't always need to buy new things.



Read the text and choose the best answer.

- Learners look at the picture in Activity D. Ask *Who can you see?* (Jane and a boy) Say *The boy's called Ben. Where are they?* (at the lake) *What are they doing?* (talking, cycling around the lake)
- Read the example together. Say *Ben and Jane are talking. Which is the correct answer?* (C) Ask in L1 *How do you know?* (Ben asks where, and answer C is a place.)
- Learners work in pairs and choose the best answers.
- Check answers in open class. Ask pairs to role play the conversations with the correct answers included.

Answers

1 B 2 A 3 C 4 B 5 A

Extension

Pairs practise the mini-conversations together with the original answers. Pairs then role play the conversations again and add more information to the answer. Brainstorm ideas with the class first, e.g:
I love riding my bike here!
So do I! This lake is brilliant/cool/fantastic!

Cool helmet! Is it new?
No, it was my cousin's.
It's great/cool/brilliant! My helmet is old/new/green/etc.

And what's in your bag?
A bottle of water and a map / a pencil / an orange / my homework / etc.

Encourage learners to practise the conversations without reading the sentences. Learners act out some of their conversations for the class.



What do you like? Look and say with more and the most.

- Use photographs of sets of related items from the Image carousel to ask learners to make comparisons. Model the structure for learners to repeat: *I like vegetables, but I like (fruit) more. I like (bananas) the most! What about you? I like riding my bike, but I like (skateboarding) more. I like playing (tennis) the most. And you?*
- Write the model on the board:
I like _____, but I like _____ more.
I like _____ the most!
 Learners look at the pictures in Activity E and use the model to make sentences.
- Ask learners about their friend: *What does (Ruben) like doing most? What animal does (Agata) like most?*

Extension

Learners draw pairs of pictures to continue the speaking activity. Ask them to draw two fruits, two animals and two activities. Then they make sentences about them in pairs, using *more* and *the most*.



Mr Pool is telling Jane about the people in his family. What does each person really like doing? Listen and write a letter in each box.

- Say *My sister likes playing basketball. Ask What do people in your family like doing?*
- Learners look at the pictures. Say *This is Mr Pool's family. Can you see his son? Learners point. Can you see his daughter? Where's his granddaughter?* Now point to their hobbies. Ask *What do the people in Mr Pool's family like doing? Who enjoys cooking? Who enjoys listening to music?* Learners guess.
- Say *Now listen to Mr Pool. He's talking to Jane. Play the audio, pausing after the example. Say What does Mr Pool's grandson enjoy playing? (baseball) Look at the letter G. Now you write the letters. Play the rest of the audio.*



Answers

cousin D daughter E granddaughter C son B
 father A

Tapescript:

Man: Hi, Jane. Wow! Great bike!
Jane: Thanks, Mr Pool.
Man: My grandson's too young to ride a bike, but he loves baseball!
Jane: Really! That's fantastic. Me too!
 Can you see the letter G? Now you listen and write a letter in each box.
Man: My daughter's a very busy person.
Jane: Yes, I saw her in town yesterday. She likes buying things, I think!
Man: That's right! Her favourite place is the new shopping centre!
Jane: Really! I don't like going there!

Man: I've got a granddaughter, too!
Jane: I didn't know that!
Man: She's only little, but she really enjoys listening to pop music!
Jane: Wow! So do I!

Man: My son isn't working today. He's at the park.
Jane: What's he doing there?
Man: Skateboarding. It's his favourite hobby.
Jane: But isn't he a grown-up?
Man: Yes! Some grown-ups enjoy doing that, too, you know!

Man: When she was younger, my cousin loved ice skating!
Jane: Does she do that now?
Man: No, but she goes to a swimming class. She enjoys that a lot.
Jane: Where does she do that?
Man: At the sports centre on Sunday evenings.

Man: My father's 80 today. I gave him a new phone.
Jane: Wow! Can he send text messages on it?
Man: He tries, but he makes mistakes!
Jane: Oh! What does he really like doing?
Man: He loves cooking. But I have to go now. Bye, Jane.
Jane: Bye!

Test tip: MOVERS
Listening (Part 3)

- ✓ Learners hear a conversation between two people and, after looking at an example, have to match a set of five items, e.g. people, objects, clothing, sports, weather conditions, with a choice of seven, e.g. animals, places, hobbies, food, transport. The sets are shown as pictures. In the first set, the word is given.
- ➔ Family words are sometimes used in the first set. Make sure learners understand all of these at Starters and Movers levels. In any unit, you could ask questions about story characters, e.g. *What's Jane's sister's/ aunt's name? Where does her uncle live?* Learners invent answers. Movers family words: *aunt, daughter, granddaughter, grandson, grandparent, parents, son, uncle.*



Read and draw lines.

- Tell learners you have a problem. Say *I have no food in my kitchen. What can I do?* Learners make suggestions, e.g. *Let's go to the shop. You can eat in a restaurant. You can go to your friend's house.*
- Say *Look at these problems.* Point to the left-hand column in Activity G. Ask some learners to read out the problems. Don't read the solutions yet. Say *What can you do?* Learners suggest a few solutions before reading the example. Encourage learners to mime the suggestions. Learners read the second column and draw lines to match the problems and solutions.
- Check the answers. Read the problems. Learners say the solutions.

Answers
 2 Well, let's sing a song! 3 Well, we can make some!
 4 Well, we can play in my room! 5 Well, let's find a website!
 6 Well, let's wash them!



Find five differences. Point and say.

- Learners look at the two pictures. Say *Some things in the two pictures are different. In this picture* (point to the first picture) *it's raining. But in this picture* (point to the second picture) *it's ...* (sunny).
- Write this model on the board: *In this picture it's raining, but in this picture it's sunny.* Drill the model in open class.
- Learners work in groups of four and find four other differences and describe them. Help with vocabulary if necessary. Four groups each share one difference with the class.

Answers	
First picture	Second picture
It's raining.	It's sunny.
The ducks are in the lake.	The ducks are on the grass.
There is one child.	There are two children.
Someone is fishing in the lake.	No-one is fishing in the lake.
There are two big trees.	There are four big trees.

Extension
 Say *Look at the two pictures again.* Learners practise using the pictures to tell a short story (as in Speaking Part 2). In L1, explain that learners should say three or four simple things about each picture.
 Suggested story: *Jane's riding her bike. It's raining. There are some ducks in the lake. Jane's with her friend now. It's sunny and the ducks are on the grass!*

Test tip: MOVERS
Speaking (Part 1)
 ✓ Learners will need to say something about one picture and then say how the second picture is different.
 → Teach learners a format in which to talk about the differences, e.g. *In this picture (...), but in this picture (...)!*



Listen and sing. Then change the coloured words.

- Write the following words on the board: *zoo, forest, funfair, car park, farm, field.* Ask *What can you see at a zoo?* (animals) *What do you do at a funfair?* (go on rides) *Which animals live in a field?* (sheep, cows, etc.) *Which animals live in a forest?* (bears, snakes, rabbits, etc.) *Has our school got a car park?* etc.
- Learners read the coloured words, then close their books. Say *Listen to the song. When you hear the words, stand up.* Play the audio. Learners stand up and sit down as quickly as possible. You can repeat the process, changing the action, e.g. learners raise their hands, high five their friend, etc. when they hear the words.
- Play the audio again. Learners sing the song while reading the words.
- Say *Now let's change the words. I do like to ride my bike up that ...* (hill/street/mountain/etc.) Continue to read the song, pausing for learners to suggest different words.
- Learners work in pairs to write their new versions of the song. Help with vocabulary if necessary.
- You can also play a version of this song without the words for learners to sing along to.



Let's have fun!

Make puppets and act out a story.

Learners look at page 68, Activity 1. Ask *What can you see?* (puppets) *Who are they?* (Jane and her friends)

Give each learner a copy of Photocopy 1 (TB page 54). Tell learners to cut out the characters and objects. Ask them to glue or tape the characters onto sticks. Say *Now tell the story.* In groups of three to four, learners practise telling the story with the character puppets and pointing to the objects at the appropriate times. Walk around as the groups practise phrases and help with vocabulary if necessary.

Groups can perform their 'play' for the rest of the class.



1 *Let's speak!*

What do you like to do? Where? Ask and answer.

Learners look at page 72, Activity 1. Read the instruction aloud and model the conversation with a learner.

Ask learners *What do you like to do?* Learners suggest a range of hobbies. *Where do you like reading / swimming / riding your bike?* Learners suggest a range of places. Learners continue the mini-conversation in pairs. Stronger learners can expand it, adding more phrases, such as *Me too! That's nice! What about you?* etc.

Pairs can perform their role plays for the class.



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Let's say!

Say *Look at page 74, Activity 1. Listen.*

Play the audio. Learners listen.

Say *Let's say /w/ white. Say Tell me more English words with /w/.* Learners answer (e.g. *swan, wheel, when, wash, with, water*). Learners listen again to the audio, repeating the rhyme as fast as they can.



Home FUN booklet

➔ **Pages 18–19 and 31 sports and leisure, my things**

➔ **Picture dictionary: sports and leisure**

Go on the CLMS

... to play 'Spell or slime'

... to listen to the audio recordings

... to find more FUN activities!

