




1

Swan Island

Main topics:	sports, leisure, weather, places, natural world
Story summary:	Hugo, Charlie and Jack love sailing to Swan Island by themselves. One day the wind suddenly changes and strange things happen.
Main grammar:	past continuous and <i>while</i> , <i>going to</i> , prepositions after adjectives (<i>afraid of</i> , <i>brilliant at</i>)
Main vocabulary:	<i>air, biscuit, concert, corner, east, engine, festival, fire, flag, hills, knee, light, middle, nest, north, olives, path, south, step, storm, stripe, swan, tent, torch, west, wing</i>
Value:	Learning to be independent
Let's say!:	/i:/
Practice tasks:	Reading and Writing Part 4 (D)
Test tasks:	Listening Part 5 (E), Reading and Writing Part 5 (F)

Equipment:	<ul style="list-style-type: none"> •  audio: Storytelling, E, I, Let's say! •  presentation PLUS flashcards • Go to Presentation plus to find pictures of Flyers vocabulary from Unit 1. You can use the pictures to teach/review important words in this unit. 	<ul style="list-style-type: none"> •  presentation PLUS Image carousel 1–4 • (compass, swan, nest, tent): Storytelling • Photocopy 1, one per learner (TB page 54): Let's have fun! • crayons or colouring pencils: B, E, H, I, Let's have fun!
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Storytelling

Before listening

With books closed ...

- Introduce the topic of the story. Ask *Which is better? Living in the countryside or a city? This story is about some children who live in the countryside. They love sailing on the lake that is near their home.*
- Review/Teach *north, south, east* and *west* using the compass picture on the Image carousel. Ask *Do we live in the north, south, east or west of our country? What's the name of a city in the north/south of our country?*
- Use the Image carousel to review/teach *swan, nest* and *tent*. Ask *How is a swan different from a penguin? Do birds build their nests in trees near your home? Would you like to sleep in a tent? Why? / Why not?* Review/Teach *island, wind* and *storm*. Remember you can use the flashcards on Presentation plus to help you teach and review vocabulary. Ask *Why is it sometimes difficult to visit an island? What kind of weather is good for sailing? (windy weather) Is it windy today? Does the wind where we live often come from the north? The west? How do you feel in a storm? Excited? Frightened?*
- Look at the first story picture without the story text on the Image carousel or with the story text in the book on page 4. Ask *What can you see?* (a house, a lake, an island, a sailing boat, some swans) Learners look at the second story picture. Ask *How many boys can you see?* (two) *How many girls?* (one) *How old are they? Guess! What are they carrying* (a backpack, a picnic rug, a towel) *Where are they going to go?* (learners guess)
- Say *Now let's listen to the story. Say Let's 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 *She didn't want him to worry about anything or think that a storm might come* on page 5. Ask *What's the girl's name?* (Charlie) *Who is the youngest?* (Jack) *Where are they going to have their picnic?* (on Swan Island) *Are the children afraid of sailing to the island?* (no) *Where is the wind coming from?* (the north)
- Pause after *Then, 'HELP!' Charlie shouted* on page 6. Ask *What did Hugo see in the sky that was unusual?* (two bluebirds) *Where did the wind start to come from?* (the west) *Was the wind stronger than before?* (yes) *Who fell in the water?* (Jack)

After listening

- After listening to the whole story, ask *Were the children scared of the pirates?* (no) *What did the children look for when they arrived at the top of the hill?* (the pirates' ship) *Could they see the ship?* (no) *Might the children see the pirates again one day?* (learners decide)

★ **Value**

- In L1, discuss the idea of becoming more independent. Read out the last sentence on page 4 again: *They were never afraid of sailing to the island by themselves or frightened of sleeping there alone on dark, cold nights.* Review/Teach by myself / by yourself. Say *If you can do something by yourself you are clever or brave enough to do it alone.* Ask *Would you like to make a fire / make pancakes / go camping by yourself? Why? / Why not?*
- Ask *What can you do by yourself now? Say things that you couldn't do when you were younger but you can do now.* Learners suggest ideas, e.g. *travel on a bus, look after a younger brother or sister, help fix computer problems, make soup, go food shopping.*
- Ask *How do you feel now that you can do these things? (e.g. happy, proud)*



Complete the words.

- Ask *What can you see in the picture? (a map) Say These words show parts of the map. Look at their first letters. Complete the words.* If they need to, learners can check how to spell the words in the story before writing them on the map.
- Check answers by asking questions: *What's the opposite of north? (south) What's the opposite of east? (west) Do you walk or drive along a path? (walk) What is high but lower than a mountain? (a hill) Mime wind and ask What weather is this? Ask learners to spell each word.*

Answers

1 north 2 west 3 path 4 hill 5 east 6 wind 7 south



What do you hear about first? Order the actions. Then draw an action and write about it.

- Learners look at the six actions. Ask different learners to read an action out loud while the rest of the class mimes it. Ask *Which of these do you hear about first in the story? (sleeping in a tent) Can you see the number 1 in its box? Now write numbers 2 to 6.*
- In pairs, learners work out the order and write the numbers.
- Check answers in open class. Ask *What happens next? And next?*
- In L1, ask learners to imagine doing one of these things. Say *Now draw a picture of you when you are doing this.* Brainstorm ideas for completing the sentence about the picture. Make sure learners use the past continuous, e.g. *While I was running up a path, I fell down a rabbit hole!* Learners draw their picture and complete the sentence. Ask two or three learners to read out their sentence.

Answers

pulling up the sails 3 telling scary stories 5 running up a path 6 falling into the water 4 pushing a boat 2

Extension

Learners mime these actions and others from the story for their classmates to guess, e.g. *You're pulling up the sails! You're falling into the water! You're running up a path!*



Can the children in the story already do these things? Write yes or don't know.

- Ask *What are the people doing in these pictures? (camping, making pancakes, skateboarding, swimming, fixing an engine, making a fire) Can the children do some of these things? (yes) Can the children make pancakes? (we don't know)*
- Say *Now you write 'yes' or 'don't know' for each picture.* Check answers.
- Learners talk in pairs about which they can do themselves. Ask three or four different learners *Which can you do?*

Answers

2 don't know 3 don't know 4 yes 5 don't know 6 yes



Complete the sentences with a word from the box.

- Learners look at the example and at the prepositions in the box. Point out that *of* is crossed out because it has been used to complete the first sentence.
- Learners work on their own or in pairs to choose and write the correct preposition in each sentence. Check answers in open class. Ask different learners to read out a completed sentence.
- Ask questions: *Are you frightened of sleeping in a tent? Who are you kind to? What are you brilliant at?*

Answers

2 from 3 to 4 for 5 at 6 about 7 of

Extension

Write the following sentence starters on the board for learners to complete in their notebooks, in class or for homework:
Someone said I'm brilliant at ...
I'm not frightened of ...
I sometimes get worried about ...



Listen and colour and write.

- Ask *What different things can you see in this picture?* (the sea, boats, a bird, flags, rocks, an island) Ask *What are the children doing?* (fishing, swimming, sailing, waving, etc.)
- Say *We're going to listen to a teacher and a boy. They're talking about this picture. Listen, colour and write.*
- Make sure all learners have crayons or colouring pencils.
- Play the audio twice.
- Check answers in open class.
- Allow learners some extra time to finish their colouring if they wish.



03

Answers

backpack on boy's back – pink
 flag above two round windows – green
 stripe on small boat with engine – yellow
 write 'island' under 'To the' on sign on jetty
 write 'Message' on bird's piece of paper

Tapescript:

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

- Boy:** This looks like fun.
Man: Yes! These people all live on islands so they have to use their boats a lot.
Boy: Can I colour something?
Man: OK. Colour the bird's wings.
Boy: Right. What colour?
Man: Make them blue.
 Can you see the bird's blue wings? This is an example. Now you listen and colour and write.
- 1 **Boy:** What can I colour next?
Man: How about the backpack – the one on the boy's back?
Boy: All right. Which colour shall I use?
Man: I think that should be pink.
Boy: Fine. So do I.
- 2 **Man:** Let's colour one of the flags now.
Boy: The one on the big sailing ship?
Man: Not that one. Colour the smaller one. The one that's above those two little round windows.
Boy: OK. Which is the best colour for that part of the picture?
Man: Let's make it green.
Boy: Cool.
- 3 **Man:** Now I'd like you to write something. Can you see the board at the front of the picture?
Boy: Sure. Must I write another word there?
Man: Yes, please. Make it say 'To the island'.
Boy: Fine. There!
Man: Great!

- 4 **Boy:** What now?
Man: Can you colour the stripe on the small boat – the one with the engine on the back?
Boy: Yes. Can I make it red?
Man: No. I'd like you to make that yellow, please.
Boy: All right. I've got that colour too.
Man: Brilliant.
- 5 **Man:** Now I'd like you to write one more word. The bird is carrying a piece of paper.
Boy: Yes ...
Man: Write 'Message' on that.
Boy: OK. Who's it from and who's it for?
Man: I don't know.
Boy: Ha ha ha! There. This picture looks better now!
Man: I agree. Thank you.

Test tip: FLYERS Speaking (Part 1)

- ✓ Learners listen to a conversation about a picture. They will need to colour three parts of the picture. They do not need to finish colouring each part. Make sure learners understand that they only need to show they have understood which part of the picture they should colour and which colour to use. They don't get any extra marks for beautiful colouring!
- ➔ Make sure that learners know all the YLE colours they are likely to hear: *blue, brown, green, grey, orange, pink, purple, red and yellow*. They will not be asked to colour anything white or black.
 Use line drawings within the book or other line drawings you have and give simple colouring instructions. These don't always reflect real-world colours, e.g. *Find the beetle. Make it blue. Can you see the smallest golf ball? Colour it pink*. Learners could also take turns to give colouring instructions in pairs.

Extension

Learners imagine they are one of the children in the picture. They write three sentences about 'their' day starting with *Today was great! I ...* Ask four or five learners to read out their sentences. The class guesses which child they are. Learners could do this in pairs if they need more support.



Read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

- Ask *What did the children listen to while they were eating the picnic?* (scary pirate stories) Ask *Do you know any frightening pirate stories?*
- Learners look at the picture in Activity F. Ask *What's this?* (a pirate ship) *What's the time?* *Midday or midnight?* (midnight) *What's the weather like?* (there's a storm) Say *Now read the pirate story*. Learners read the story on their own.
- Say *Look at the two examples. A pirate was telling this story. What was his name?* (Greyrock) Say *Now complete the sentences about the story. Ask How many words can you use?* (one, two, three or four)

- Learners complete sentences 1–7 on their own as a test task or in pairs. Walk around and help if necessary. Check answers in open class.
- Ask *What happens at the end of the story?* Learners guess.

Answers

1 storm 2 father/dad 3 speaking (in a corner)
 4 higher (and higher) 5 Seven sharks / Some sharks
 6 cook 7 end (of the story)

Test tip: FLYERS

Reading and Writing, Listening (all parts)

Encourage learners to answer all of the tasks, even if their answers are guesses – they may be the right ones!



Write words that have the same end sound.

- Learners look at the example. Say *Listen. Can you hear the same sound at the end of 'know' and 'go'?* Prompt learners to say /əʊ/ in chorus. Ask *What other words do you know with this sound?* (e.g. oh!, no, slow, throw, alone, most, only, boat)
- Remind learners that *know* and *no* (and *hole/whole* and *road/rode*) sound exactly the same.
- Say *Now find words in the box that have the same end sounds as the words in 2 to 8.* Encourage learners in pairs to say all the words aloud. Check answers.
- Ask *Can you think of any more words with the same end sounds as the words in 2 to 8?* (e.g. 2 bees, 3 bought, 4 hair, 5 curry, 6 door, 7 who, 8 classmate)

Answers

2 these 3 caught 4 bear 5 hurry 6 more
 7 shoe 8 eight



Complete the words and design weather symbols.

- Ask *Which weather words do you know?* Do a class brainstorm and write the words on the board. Ask *What kind of weather do you like?* Write on the board: *I like it when it _____ because I can _____.* Learners talk in pairs to complete the sentence. Ask two or three pairs for their answers.
- Learners look at Activity H. Say *Write the missing letters in the weather words.* Learners complete the words and compare their spellings with a partner. Check answers in open class.
- Say *Now draw a little picture above each weather word.* Explain in L1 that these should be symbols and simple and clear enough to draw quickly in the next activity.

Answers

1 wind 2 rain 3 fog 4 ice 5 storm 6 sun 7 snow



Listen and draw the weather.

- Point to the map and ask *What's this? (a map) What's on the map?* (a forest, a beach, a river, some fields, a town, a castle, an island, some hills)
- Say *Listen to a man on the radio. He's talking about the weather in this part of the country. Listen and draw the weather in the right places.*



- Play the audio.
- Play the audio a second time if necessary and allow time for learners to complete their symbols before checking answers in open class.
- Ask *Can you remember? Which place is good for people who want to go for a walk / fly a kite today?* (Spring Forest / between Greyrock Castle and the beach) *What should you take with you if you go to the village today?* (an umbrella) *Drivers! Is there any ice on the roads today?* (no)

Answers

Spring Forest – sun
 South of river / fields – fog
 North of hills – storm
 Between Greyrock Castle and beach – wind
 Village – rain

Tapescript:

And it's good morning from me to everyone today. Here's your weather news. The temperature will be quite low everywhere today, but let's start with Spring Forest. It'll be really sunny there for most of the day, so put your coats on and go for a lovely long walk there if you don't have to work today!
 South of the river, it's going to be cold and foggy all day, I'm afraid. There won't be any sun today there for the vegetables in the fields ...
 And the weather won't be wonderful north of the hills. Dark grey clouds and then a bad storm. Sorry about that. Stay inside!
 Between Greyrock Castle (we think a famous pirate lived there a long time ago) and the beach, it's going to be quite windy. That's good news for children who enjoy flying kites. It'll be a great day for doing that.
 And the weather in the village? Well, no ice on the roads, but lots of rain today, so don't forget to take umbrellas with you when you go shopping.
 And now for some of your favourite pop music ...

Extension

Learners pretend to be presenters on TV. They use this map (or invent another one) and their symbols to help them present their own weather forecast. They can prepare and practise the forecast in pairs and take turns to talk about different places on the map. Ask two or three pairs to present their forecast to the rest of the class.



Let's have fun!

Choose your own answers to questions about a story called 'The Young Pirate'. Then design the front cover of your book.

Learners look at page 68, Activity 1. Say *Look at the book. What's it about?* (a pirate) Learners read the questions and in pairs choose their answers. Then give each learner Photocopy 1 (TB page 54). They design their book cover and then complete the text about the book using full-sentence answers to the questions. Learners could take turns to show their design to the class and read out their description of the story.



1 *Let's speak!*

What is happening? What is going to happen? Ask and answer.

Learners look at page 72, Activity 1. Two learners read out the conversation. Then ask a group of four learners (A, B, C and D) to come to the front of the class with their books. A, B and C stand together. Learner A chooses one of the Swan Island story pictures and shows it to B and C. D asks *What's happening in the story?* A, B and C look at the picture again and take turns to answer.

Learners then work in groups of four to repeat the activity using the same story or pictures from other stories. Walk around and help with vocabulary if necessary.





Let's say!

Say *Look at page 74, Activity 1. Listen. Play the audio. Ask Did you hear the /i:/ sounds in Charlie, eating, pieces, cheese, feeding, meatballs, scary, eagle, skis?* Say each word. Learners repeat in chorus. They could circle the /i:/ sounds on the page. Learners listen to the rhyme again. Say *Let's repeat this now! It isn't easy!* Learners repeat the rhyme in chorus. Say *There's an /i:/ sound in 'easy' too. Can you hear it? Can you think of more story words with the sound /i:/ in them?* Learners find words in the story. Write their suggestions on the board. (e.g. real, needed, sleeping, seats, knees, east, feel, see, each, meet) You could also show learners that *sea/see, bee/be, weak/week* and *meat/meet* sound exactly the same.



Home FUN booklet

-  Pages 28–29 the world around us
-  Picture dictionary: the world around us

Go on the CLMS

- ... to play 'Don't fall in!'
- ... to listen to the audio recordings
- ... to find more FUN activities!

