

### OBJECTIVES

#### Aims

- To consolidate lexis for transport
- To understand directions and positions
- To talk about places in town
- To practise for the Listening paper Part 1 and the Reading and Writing paper Part 1

#### Key language

places and transport (*ambulance, bicycle, bridge, bus, fire engine/truck, helicopter, map, railway station,*

*rocket, street, train, taxi,*

*\*transport, \*vehicle*)

directions (*go straight on/over the ..., turn left/right, the way to (the) ...*)

prepositions (*in front of, inside, into, next to, outside, over*)

*give someone a lift/ride*

#### Materials

Pupil's Book pages 35 and 36  
CD 1

### Setting objectives

Tell the children they are going to learn words to talk about transport; learn language to give directions and talk about where places are; practise for the Listening paper Part 1 and the Reading and Writing paper Part 1.

### Warmer activity

Dictate a few questions related to transport (the unit's topic). For example, *Who drives a car in your family? Do you prefer travelling by train or by plane? Why? What colour are the taxis in your city? Is there a lot of traffic in your town/city?*

The children write the questions and make notes for their answers. They discuss in pairs or small groups. Take whole class feedback.

### 1 1.16 Read and listen. Which museum is on Elm Road? (PB page 35)

- Elicit the title from the class and ask whether they have ever been to a transport museum. If not, would they like to? Ask *What can you see in a transport museum?* Put the children in pairs to look at the pictures and guess what's happening without reading the story.
- Play CD 1 track 16 for the children to read and listen to the story. Elicit whether their guesses were correct. Read out the question *Which museum is on Elm Road?* (the Science Museum) Ask the children to scan the story and find the answer.
- Ask further comprehension questions, e.g. *Did Holly go to the Transport Museum at the weekend?* (no, on Friday) *Why did Holly and her dad wake up late?* (The alarm clock was broken.) *Did they go under the bridge?* (No, they went over it.)

**Key:** the Science Museum

### Exam Tip

At **Flyers** level, the children are expected to understand simple directions such as *Turn left/right. Go straight on. Go under the bridge.* However, they won't be asked to produce such language in the Speaking paper.

### 2 Circle the correct option. (PB page 35)

- Read the example with the class and point to the relevant line in the story (the first one). Allow the children to work on their own reading the sentences and the story to find the correct answer. They compare their answers in pairs before checking them with the class.

**Key:** 1 by train, 2 turn right, 3 next to, 4 Dad's friend, 5 the railway station, 6 is inside

### 3 1.17 Listen and draw lines. Look at the example. (PB page 36)

- Draw the children's attention to the picture. Ask *Where is this?* (*the Transport Museum*) Point to Holly looking at the children below and ask *Who's this?* Elicit *Holly*. Point to the children and the teacher, and ask *Who are they?* Elicit *Holly's teacher and friends/Holly's class*. Prompt them to call out the vehicles they can see, e.g. *rocket, ambulance, fire engine, bus, motorbike, bicycle*. Point to the names above the picture for the class to say.
- Tell the children they are going to listen to Holly talking with her dad about her class. They have to listen and match the names to the people. Play CD 1 track 17 pausing after the example. Ask *What's Betty doing?* Elicit *She's taking a photo of the rocket*. Play the rest of the recording. The children draw lines and listen again once or twice to check their answers. They compare in pairs before checking with the class.

**Key:** 1 boy drawing ambulance – William  
2 girl standing in front of bicycle – Emma  
3 boy standing next to Emma – George  
4 boy on the floor – Michael  
5 girl climbing the fire engine – Katy  
6 woman shouting at Katy – Mrs Green

### 1.17 Listen and draw lines. Look at the example.

Dad: *Look, your class is already here.*  
Holly: *Yes. Oh, look, there's my friend Betty!*  
Dad: *Which one is she?*

Holly: *She's the girl with long black hair, wearing a blue and yellow striped skirt. Can you see her? She's taking a photo of that rocket.*

Dad: *Ah, yes!*

**Can you see the line? Now you listen and draw lines.**

**One**

Dad: *And who is the boy with the green sweater?*

Holly: *Where?*

Dad: *He's drawing the ambulance.*

Holly: *Oh, that's William. He's very clever.*

**Two**

Holly: *Dad, look at that bike - the big front wheel.*

Dad: *Oh, yes, that's called a Penny Farthing. Who's the girl with the spotted dress standing in front of it?*

Holly: *Oh, that's Emma. She's really good at history.*

**Three**

Dad: *Who is Emma talking to?*

Holly: *Oh, that's George. Oh, look, he's dropped his bag.*

Dad: *Oops!*

**Four**

Holly: *Oh, no! Look at Michael!*

Dad: *Who's Michael?*

Holly: *He's the boy with the curly brown hair. He's fallen over!*

Dad: *Oh, no, I hope he's OK.*

**Five**

Holly: *And look at Katy! She's very naughty!*

Dad: *Who is she?*

Holly: *She's the girl wearing the brown jacket. She's climbing on the fire engine.*

Dad: *Oh no, that's terrible!*

**Six**

Dad: *And who's the woman who is shouting at her?*

Holly: *Oh, that's Mrs Green, our history teacher.*

Dad: *Is she always angry?*

Holly: *No, she's usually very kind.*

Dad: *You should go and tell her you've arrived.*

Holly: *OK, Dad. See you later!*

Dad: *Goodbye!*

### Exam Tip

This exercise is a **Listening paper Part 1** task: matching names to people in a picture. In the exam, the children are given some time before listening to the recording. They should spend it looking at the picture closely and trying to predict how each person will be described. They should think about physical appearance and actions. (For a list of names that might be used in the exam see word list page 106.)

#### 4 Look and write the correct word. (PB page 36)

- Read the example with the class and explain *vehicle*. (a machine with an engine like a car, bus, taxi, etc.) Point out the other words in the box. Ask the children to read the definitions and write

the correct word on each line. They can do this individually and compare their answers with a partner. Check with the whole class.

- Ask *Who needs a rocket? (an astronaut) Who needs a fire engine? (a fireman) Who needs a taxi? (a taxi driver)*

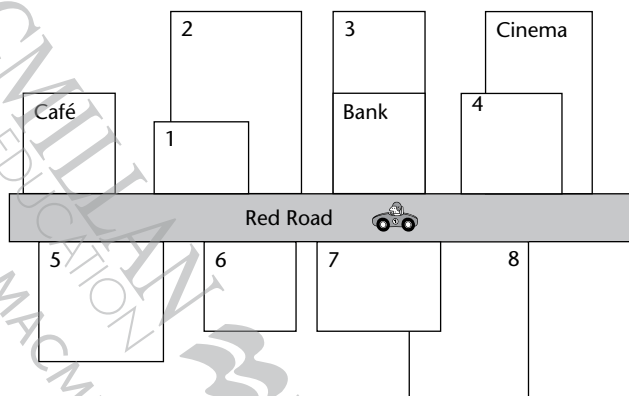
**Key:** 1 a helicopter, 2 a taxi, 3 a fire engine, 4 a bicycle, 5 a rocket

### Exam Tip

The ten words in the **Reading and Writing paper Part 1** belong to three or four specific Flyers topics, e.g. food, transport, the home, sports, etc. A good learner strategy for this Part is to read all the options first, then focus on each definition. The candidates should also read the whole definition before writing their answer rather than stopping halfway because they found a key word.

### Cooler activity

Draw a street on the board and name it *Red Road*. Add boxes on both sides of the road (as shown below) and explain that they are buildings. Add a few of the buildings (e.g. *café, bank* and *cinema*) and number the rest of them.



Ask the children to copy the street and buildings in their notebooks. Give them instructions orally and ask them to label the boxes/buildings appropriately. Don't give the instructions in order, e.g. *The bus station is in front of the cinema. (box 4); The hotel is between the café and the bank. (box 1); Opposite the café there's a hospital. (box 5); The bookshop is above the bank. (box 3); Opposite the bank there's a chemist's. (box 7); Behind the chemist's there's a fire station. (box 8), etc. The children compare in pairs. Elicit the answers from the whole class and write them on the board.*

### Aims

- To talk about holidays
- To use pictures to think about a plot for a story
- To train towards the Speaking paper Parts 3 and 4

### Key language

*above, adventure, air, anywhere, camping, card, \*dress up as, exciting, far, frightened, hear, hide, mountain, \*nearby, place, post office, postcard, quite, really, shop,*

*\*sleeping bag, small, summer, tent, torch, usually, village, wild, windy, \*woods*

### Materials

Pupil's Book pages 68 and 69

## OBJECTIVES

### Setting objectives

Tell the children they are going to talk about holidays; learn to use pictures to tell a story; train towards the Speaking paper Parts 3 and 4.

### Warmer activity

Ask *Do you like camping?* Elicit answers and ask them to explain why or why not. Ask *Where can you go camping?* Elicit answers. (*the seaside, mountains, by a lake or river, in the woods*) Then brainstorm things we need to go camping and write them on the board. If necessary, define some of the objects for the children to say, e.g. *tent, \*pillow, blanket, torch/flashlight, cups, plates, knife, forks, spoons, water, food, lamp, etc.*

### 1 Read and circle the extra words. (PB page 68)

- Point to the photo of the family camping. Ask the children to say where they are camping. (*in the woods*) Prompt them to guess what happened to the family while they were camping. After a few guesses, ask them to read the letter quickly and find the answer. (*The tent fell down because of a strong wind.*)
- Point to the example and explain that *too* is an extra word. Ask the children to read Dan's letter again and circle 12 more words that shouldn't be in the letter. Tell them to compare their answers in pairs before checking them with the class.

**Key:** They should circle: *day, better, ago, happy, big, go, friendly, torch, train, year, unfriendly, anywhere*

### 2 Write T (True) or F (False). (PB page 68)

- Read the example sentence and ask the children to explain why it's false. (*He goes camping with his family every year, not his friends.*) The children read the rest of the sentences and mark them true or false referring back to Dan's letter if necessary. Check the answers with the class prompting the children to correct the false statements.

**Key:** 1 T, 2 F (He thought it was exciting.), 3 T, 4 F (They went to a nearby village for help.) 5 F (There aren't any shops.)

### 3 Ask and answer. (PB page 68)

- Read the questions one by one giving short model answers if desired. Put the children in pairs to interview each other using the questions and prompts in Exercise 3. Monitor and encourage them to give extended answers and ask follow-up questions.

### Exam Tip

To train the candidates in giving extended answers in the **Speaking paper Part 4**, encourage them to think of follow-up questions when answering a specific question. For example, a sufficient reply for *When do you go on holiday?* is *In July*. However, the candidate would make a better impression by saying *In July. I usually go camping with my family. We sometimes camp in the mountains.* So ask some follow-up questions for *When do you go on holiday? Who do you go with? Where do you usually camp?*

### 4 Look and answer the questions. (PB page 69)

- Give the children a minute to look at the pictures and understand the story. Point to specific parts in the pictures and elicit the key words for the story, e.g. *tent, torch/flashlight, bear, dressed up as, hide, frightened, real bear, etc.*
- Read the questions once. With younger or less confident classes, answer the questions as a whole class. With older, more confident children put them in pairs to think of their answers together, then elicit ideas from the whole class.

### Key: Suggested answers

1 in the forest/mountains, 2 They could hear noises/footsteps., 3 They hid behind the tree., 4 No, they were angry/annoyed., 5 No, they didn't.

### 5 Choose a title for the story. (PB page 69)

- Read the three titles with the class. Ask the children to choose a title in their pairs. Then elicit their answers as a whole class.

**Key:** C

**6**  **Now tell the story to a classmate.**  
**(PB page 69)**

- Put the children in pairs to practise telling the story. Then put them in different pairs to tell the story again. Tell the story with the whole class inviting the children to say sentences continuing from where other classmates stopped.

### Exam Tip

The **Speaking Paper Part 3** asks the candidates to look at five small pictures/scenes which are in order and tell a simple story. The examiner starts off this Part describing the first picture and prompts the candidate to continue. He/She doesn't have to make up a complicated plot and it is even acceptable to say a few words/phrases describing each picture without developing a storyline.

Confident candidates will do very well in this Part if they feel comfortable using a variety of structures (e.g. *there is*, modal verbs) and it would help them to use useful words in storytelling such as *then*, *later*, *suddenly*, *but*, etc. The candidates don't have to use the past in their narratives; present tenses are accepted.

### Extra activity

The children could write the story in their notebooks. They could do this individually or you could arrange it as a rotating activity. The children start writing and when you say *Change!*, they give their notebook to the classmate sitting on their left. They continue writing until you give the signal again.

### Cooler activity

Ask the children to look at page 9 in their Pupil's Book and cover the text with their hands. In pairs, they practise telling Katy's story. Monitor and assist as necessary. Invite the children to tell the story. If there's time, do the same with more picture stories (pages 14, 19, 24, 29, 40, 45 and 50 in the Pupil's Book).

## Aims

- To enable the children to talk about clothes using Flyers vocabulary
- To consolidate clothes lexis with vocabulary spidergrams
- To describe what people are doing in a picture
- To prepare for the Listening paper Part 5 and the Reading and Writing paper Part 2

## Key language

clothes (*a pair of, belt, coat, dress, get dressed, glove, gold, handbag, hat, jacket, necklace, pocket, put on, ring, scarf, shirt, shoes, silver, spot (n), spotted, stripe (n), striped, socks, sunglasses, tights, trousers, uniform, wear*)  
prepositions (*in, on, under*)  
present continuous

## Materials

Pupil's Book pages 11 and 12

## OBJECTIVES

### Setting objectives

Tell the children they are going to talk about clothes; describe what people are wearing or doing in a picture; prepare for the Listening paper Part 5 and the Reading and Writing paper Part 2.

### Warmer activity

Ask the children to look at the story on page 9 again. Tell them to underline the clothes words and circle the adjectives that describe the clothes. Check the answers with the class. (They should underline: *clothes, dress, belt, scarf, tights, shoes, hat, trousers, shirt, jacket, necklace*; and circle: *spotted, white, red, big, orange, horrible, black, white, striped*.) Ask questions, e.g. *What's striped?* (the jacket) *What's big and orange?* (the hat) *What's spotted?* (Katy's dress), etc.

### 1 Read about the children and answer T (True) or F (False). (PB page 11)

- Point to the children in the photos and elicit their names and where they're from: Fiona from Sweden, Hassan from Egypt, Anna from Mexico.
- Put the children in groups of three to read one text each. Ask them to read their text quickly and underline any clothes words that weren't in Katy's story on page 9. They share their answers before checking with the class. (Fiona: *gloves, coat, sweater, belt*; Hassan: *uniform, shorts, jeans, T-shirts, sunglasses*; Anna: *uniform, skirt, sweater, rings*)
- The children read the three texts on their own before you draw their attention to the example sentence. They work individually to mark the three sentences T or F referring back to the texts and underlining the appropriate sentences. Ask them to compare with a partner then check with the class. Prompt the children to explain why sentences are true or false.

**Key:** 1 F (She bought a dress for the warmer weather/summer.)  
2 T (He wears T-shirts most of the time.)  
3 F (She really likes her spotted red sweater.)

### Extra activities

- Put the children in pairs to write one more true/false sentence for each text in their notebooks. Put them in different pairs to exchange sentences and mark them true/false. In the same pairs, they

look at the six sentences together and correct the false sentences referring back to the texts.

- Ask the children to turn to page 10 in their Pupil's Book and look at the picture of Katy's family in Exercise 3. Go over the names of the people in the picture with the class. Then ask questions, e.g. *Who's wearing gloves?* (the grandmother, the wife, aunt Lily) *What can you see that is spotted?* (Katy's dress, her grandmother's jacket), etc. Alternatively, say true/false sentences for the children to call out *True!/False!* and explain the false sentences. For example, say *Katy's mother is wearing a green scarf.* (False – She's wearing a blue scarf.) *Two people are wearing sunglasses.* (True) *No-one is wearing a skirt.* (False – Katy's grandmother is wearing a blue skirt.), etc.

### 2 Look and write. What are they? (PB page 11)

- Point to the example and elicit what it is (*belt*). Ask the children to complete the missing letters individually. Allow them to look for the words in Exercise 1 if necessary. Tell them to check the answers in pairs before checking them with the whole class.
- Say *Stand up if you're wearing a belt!* Prompt the children with a belt to do so and count them. Say *(number) pupils are wearing a belt today!* Ask the children who are sitting down *Have you got a belt? Do you like wearing a belt?* Tell the children with the belts to sit down again. Repeat with other objects in Exercise 2 as well as other clothing items not in the exercise. You could say *Stand up if you've got gloves/sunglasses with you.* rather than ... *if you're wearing.*

**Key:** 1 ring, 2 glove, 3 sunglasses, 4 necklace, 5 shorts

### Teacher's Tip

This is a good time to consolidate the clothes vocabulary and show the children how to group words together for their reference and study. Focusing on word chunks and giving the children advice on their use is a good learner strategy. Do the Extra activity on the next page.