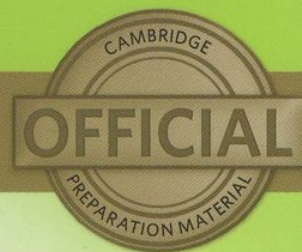
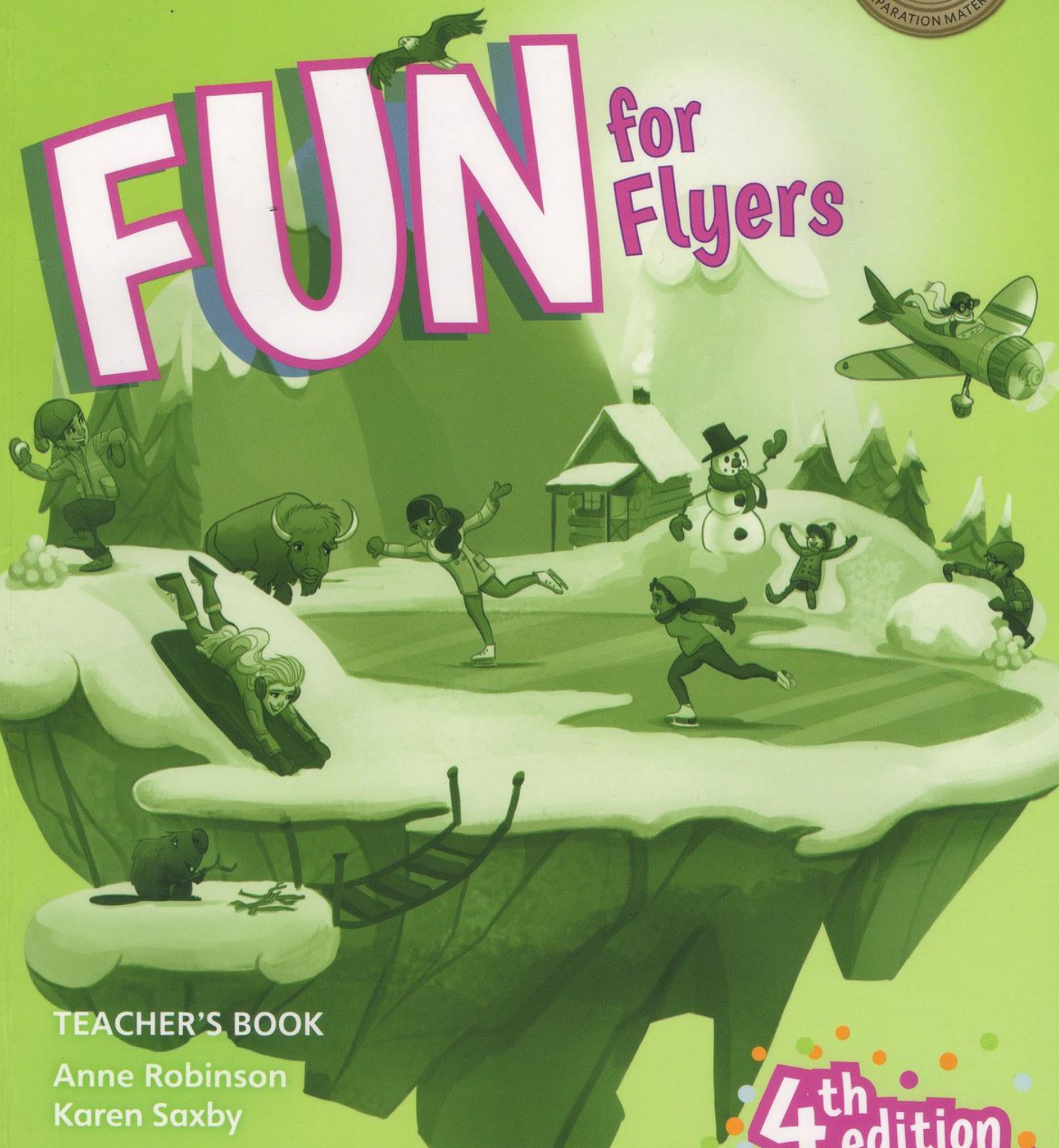


Cambridge English



FUN for Flyers



TEACHER'S BOOK

Anne Robinson
Karen Saxby



For the revised Cambridge English:
Young Learners (YLE)

4th edition



CAMBRIDGE
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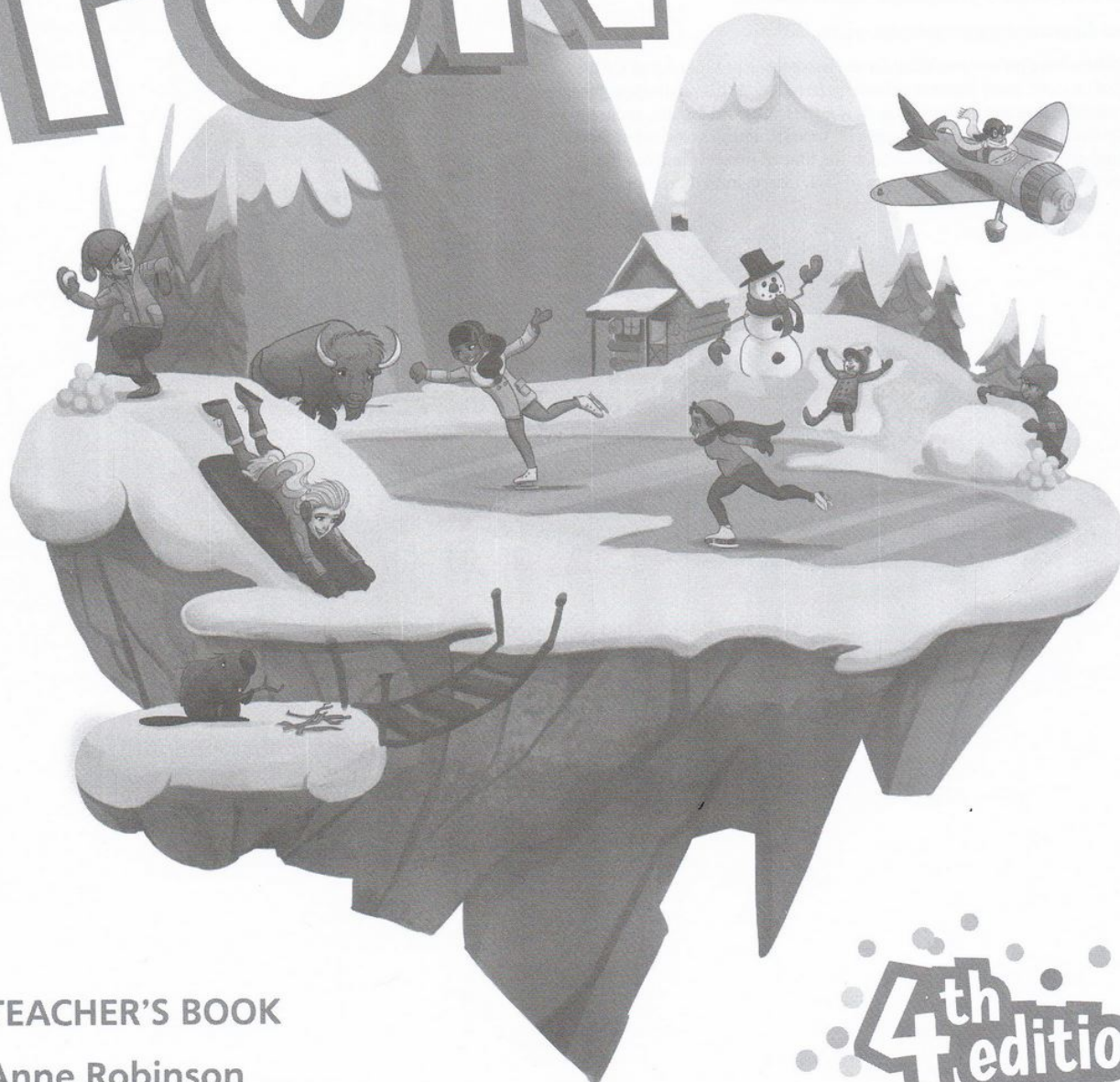


CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English



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Introduction

Welcome to *Fun for Flyers Fourth edition*

Fun for Flyers Fourth edition is the third in a series of three books written for learners aged between 7 and 13 years old. *Fun for Starters Fourth edition* is the first book in the series and *Fun for Movers Fourth edition* is the second.

Who is *Fun for Flyers Fourth edition* for?

Fun for Flyers is suitable for:

- learners who need comprehensive preparation for the *Cambridge English: Flyers* test, in addition to their general English course
- mixed classes where some of the learners are preparing to take the *Cambridge English: Flyers (YLE Flyers)*, and who need motivating and fun English lessons
- small and large groups of learners
- monolingual and multilingual classes

Fun for Flyers supports the development of good learning habits and language practice in meaningful, fun, creative and interactive ways. It is ideal for learners who have been studying English for between two and four years, and who need to consolidate their language and skills.

The key features include:

- complete coverage of the vocabulary and grammar on the *Cambridge English: Flyers* revised 2018 syllabus
- thorough preparation for all parts of the *Cambridge English: Flyers* test
- a focus on all four skills, with an emphasis on those areas most likely to cause problems for young learners at this level
- recycling of language and topics
- fun activities that practise English in a meaningful way
- opportunities for learners to personalise the language and make the tasks relevant to them

What's new in the Fourth edition?

The new edition of *Fun for Flyers* has been fully updated to reflect the *Cambridge English: Young Learners* specifications from 2018. The changes include revised task types for:

Listening Parts 3 and 5; Reading and Writing Parts 1,2,3,4,6 and the new Part 7 picture writing task as well as revisions to Speaking Parts 1 and 3 and the new words on the word lists which reflect the changes in technology and devices and enable more language to be tested.

Cambridge English: Young Learners

For more information on *Cambridge English: Young Learners*, please visit www.cambridgeenglish.org/exams/young-learners-english. From here, you can download the handbook for teachers, which includes information about each level of the Young Learners exams. You can also find information for candidates and their parents, including links to videos of the Speaking test at each level. There are also sample test papers, and a computer-based test for you to try, as well as games, and links to the Teaching Support website.

Course components

Student's Book with downloadable class audio and online activities

The Student's Book has been updated to include:

- words and phrases from the most up-to-date *Cambridge English: Flyers* vocabulary list
- even more opportunities for test practice. In most units, there will be at least one authentic test-style task. The instructions for these tasks are shown in blue, while instructions for tasks which provide more general test practice are shown in black.
- new illustrations, designed to stimulate learner engagement
- a variety of fun activities, such as games, puzzles, drawing and colouring, to ensure your learners are involved in, and enjoy, their English lessons
- recordings for the listening tasks, which are available via the access code at the front of the book, so that learners can practise at home. To download the audio, visit the *Fun for* website at www.cambridge.org/funforflyers
- online activities, available via the access code at the front of the book, which provide further practice of the grammar and vocabulary featured in the Student's Book
- projects that encourage learners to explore topics in more depth and produce work more independently

Teacher's Book with downloadable class audio

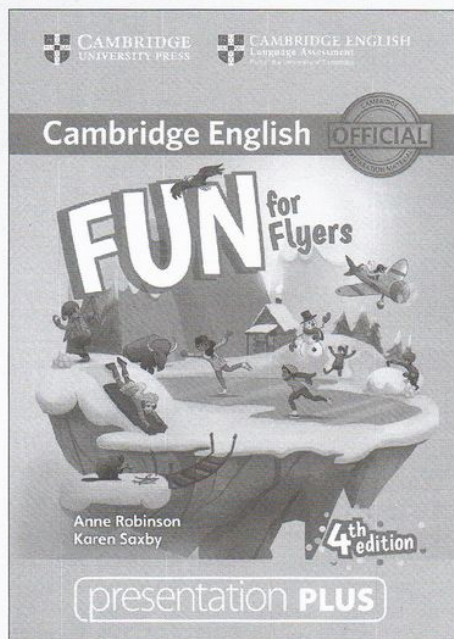
In the Fourth edition of the Teacher's Book, you can find:

- clear signalling of *Cambridge English: Flyers* test practice tasks and authentic test-style tasks that appear in each unit. These are listed in the information boxes at the start of each unit, under **Flyers practice** or **Flyers test**. In the unit notes, an icon like this **Listening 2** indicates the part of *Cambridge English: Flyers* that an authentic test-style task replicates.
- useful tips to guide and support learners in their preparation for each part of the test.
- materials and equipment needed to teach each unit. This means less preparation is needed, as you can see at a glance the audio resources or numbers of photocopies you need for each lesson.
- suggested wording of classroom language at the learners' level of English
- support for teaching pronunciation activities in a fun and motivating way for learners of this age
- ideas for maximising the involvement of learners in their learning process
- ideas for extending activities into simple, fun projects that give learners the chance to explore topics more independently and consolidate their English in creative ways
- links to the www.cambridge.org/funfor website, which provides additional resources, visuals and lesson ideas for teachers, and interactive games and activities to accompany *Fun for Flyers*.

Class audio CDs / Downloadable audio / Online audio

The class audio CDs contain all the recordings for the listening activities in the Student's Book. The audio is available to download at www.cambridge.org/funforflyers or you can listen to the audio at home by following the instructions and using the access code at the front of the Student's Book.

Presentation plus



Presentation plus is a DVD-ROM that contains a digital version of the Student's Book and all the audio to complete the listening tasks. The integrated tools enable you to make notes, highlight activities and turn the Student's Book into an interactive experience for your learners. The Presentation plus includes:

- all the Student's Book pages
- all the audio for the Student's Book
- pdfs of the Teacher's Book, including a complete practice test with the Listening audio
- unit tests – one per unit, testing the key language covered in each unit

An app for mobile phones and tablets



For further practice of the vocabulary for revised list of the *Cambridge English: Flyers* tests, download our new app and encourage your learners to practise their vocabulary while having fun

An app for mobile phones and tablets

The Cambridge Learner Management system provides students with extra practice in grammar and vocabulary. All of the students online work can be tracked and reviewed by the teacher. It has also been fully updated to reflect task types and new words in the word list.

For access to Fun for Flyers CLMS content, contact your local Cambridge representative.




How is the Student's Book organised?

Contents

This lists the Student's Book unit numbers and titles.

56 units

Each unit is topic-based and designed to provide between 75 and 90 minutes of class time. Language is presented and practised throughout the unit and the final activity usually provides freer, fun practice of the unit's key content language. In most units, at least one task will provide *Cambridge English: Flyers* test practice. The title instructions for these tasks are shown in a **blue lozenge**. The title instructions for all other tasks are shown in black lettering.

Ideas for project work on topic are included in many units and signalled by a  icon, as are fun activities to practise specific phonemes or other key aspects of pronunciation.

Pairwork activities

Learners will use these in specific unit tasks.

Unit wordlist

This is a list of the key words which appear in each unit (organised by topic or word class).

Listings are not repeated if they have already featured in a previous unit.

List of irregular verbs

This includes all the irregular verbs in the *Cambridge English: Flyers* test. Space is provided for learners to write translations.

How is the Teacher's Book organised?

Contents

This shows where to find each section of the Teacher's Book.

Introduction

This will help you use *Fun for Flyers Fourth edition*. It includes:

- a **quick guide** to how units in the Teacher's books are organised (page 6)
- suggestions for **games and activities** (page 6)
- suggestions for how to use **pictures in the Student's Book** (page 7)
- suggestions for **using dictation** (pages 7–8)

Checklist for Cambridge English: Flyers Test preparation (page 9)

- a quick guide to what learners have to do in each part of the Flyers test and units where each part is covered in the Student's Book. 'Test' indicates those activities that reflect the format of the Flyers Listening, Reading and Writing or Speaking test. 'Practice' indicates activities that prepare for a particular part of Flyers, but do not reflect the identical format of the test.

Map of the Student's Book (pages 10–13)

- an overview of the content and organisation of all the units in the Student's Book.

Topics and grammar indexes (pages 14–15)

Unit guides / Teacher's notes

The teacher's notes for each of the 56 units. See below for a detailed guide to these.

Photocopiable activities (pages 128–146)

- these relate to specific units as indicated in the teacher's notes.

Photocopiable practice test pages 147–169

- a complete Flyers practice test (Listening, Reading and Writing, Speaking) to photocopy and use with learners. Audioscripts, a sample Examiner's script for the Speaking and a key are also provided.

How is each unit organised?

Topics, and non Flyers words

This is a list of all the topics, areas of grammar and pronunciation covered in the unit. Any words that appear in the unit but not in the Flyers wordlist are also listed here.

Equipment needed

This lists any equipment, for example: audio resources and/or material needed for the unit, including the number of photocopies needed for any activities. Pages to be photocopied are found at the back of the Teacher's Book.

Instructions

These are usually labelled A, B, C, etc. and correspond to the different activities which appear in the Student's Book. There are some activities that appear only in the teacher's notes and are not labelled A, B, C, etc.

Audioscripts

The audioscripts for each Listening are at the end of the activity where they are used.

Project work

There are a number of suggestions for projects. The instructions for these generally appear at the ends of units.

Listening tasks

In the Listening tasks with a  icon, the lengths of the pauses in the audio are the same as in the test the first time they are played.

When the audio is heard the second time in the test, the pauses are slightly shorter, allowing time to add any missing answers and/or to check answers.

For all other Listening tasks in this book, the lengths of pauses are approximate. You may want to re-start or stop the audio to allow your learners less or more time in which to complete tasks.

46 We're all at home today

Topics: the home, sports and leisure



Equipment needed

- Flyers audio disk 46B.
- Photocopies of the task on page 143, enough for each half of the class, cut up into two parts. See D.

Who's talking? Match the numbers and letters.

- To introduce the topic of this unit, ask learners questions about where they live:
Do you live in a house or a flat/apartment?
Have you always lived in the same house / flat / apartment?
Are you friends with other people who live near to you?
You may like to teach 'neighbours'.

Flyers tip

For Reading and Writing Part 2, train learners to look at the tense of the auxiliary verb form (be, have, do) and modal (can, will etc.) used by the first speaker as this will sometimes help them choose the correct reply. For example: 'Did you enjoy the party?' 'Yes, I did!'

- Learners look at the picture. Say: Look at the people in the two buildings.
Ask: Who is answering each question? (the people in the building on the right) Point to the example 1-D. Learners then write the other letters on the right in the correct boxes on the left.
- Tell learners that the recorded conversations are in a different order and then play the audio. Pause after each conversation if necessary. Learners listen and check their answers.

Check answers:

2 C 3 A 4 F 5 D 6 E

- Learners circle the auxiliary/modal verbs in each matching pair. Ask: Are they the same in each pair? (yes, for example: Have/have, Can/can't, Were/were, Did/didn't, Is/isn't, Are/are)

Audioscript

Listen and check your answers.

Boy: Have you seen my pet tortoise yet?
Boy: Yes, I have. It's really cool.
Girl: Can your Mum give me a lift into town later?
Girl: She can't today. Sorry.
Woman: Were there lots of people at the match?
Woman: Yes, there were thousands!
Man: Did you repair your bicycle?
Man: No, I didn't have time.

Boy: Is Oliver at home?
Boy: He isn't now, but he will be later.
Woman: Are you going away/boarding today?
Woman: We are, but not until this afternoon.

What might the people on the left say next?

- Write on the board: I can help you fix it now if you like!
Ask: Which person on the left of the picture might say this? (the man in flat 4 / on the fourth floor)
- Do the same with these sentences:
Wow! Who scored the most goals? (the woman on the third floor)
Yes, he is, but he's very slow! (the boy on the first floor)
Come with us if you like! (the woman on the top floor)
- Ask learners to suggest what the people on the second and fifth floors might say next. **Suggestions:** 2 No problem. I'll go on my bike. 5 OK, thanks!

Where has Sophia's mum put Sophia's things? Listen and write a letter in each box.

Listening 3

- Point to the pictures of the objects in the first row and ask questions:
What are scissors usually made of? (plastic/metal)
What can you glue together with glue? (two pieces of paper/wood)
What's another way of saying two gloves? (a pair of gloves)
Which letter do the first words in a dictionary start with? (A)
Has someone opened or closed this umbrella? (opened)
What do you brush with a brush? (your hair/clothes)
- Divide learners into groups of 3-4. Say: I'm going to ask you some more questions now. Put your hands up quickly if you know the answer. Ask the following questions. Groups answer. Check the pronunciation of 'dictionary' /dɪkʃənəri/.
Which might you need in cold weather? (the gloves)
Which is spotted? (the umbrella)
Which helps you learn spellings? (the dictionary)
Which might I use to cut my hair? (the scissors)
Which might you use in front of a mirror? (the brush)
Which haven't I spoken about yet? (the glue)
- Point to the woman on the sixth floor in the picture in A. Say: This woman's daughter is called Sophia. Say: Sophia's family have just moved flats. Sophia needs some things but she doesn't know where they are.
- Play the first part of the audio. Ask: Where's Sophia's umbrella? (in the hall next to the coat)
Which picture shows this? (G) Point out the letter G in the box under the umbrella.
- Play the rest of the audio twice. Learners write letters in the boxes under the objects.

Check answers:

scissors - D, glue - C, brush - F, dictionary - B, gloves - A

Audioscript

Listen and look. There is one example. Where has Sophia's mum put Sophia's things?
Girl: Mum, I've written the things I will need for school tomorrow on a piece of paper.
Woman: Let me see, Sophia...
Girl: The first thing I need is my umbrella.

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Fun and games

The following games and activities can be done in class to practise or revise a wide range of vocabulary or grammar.

Bingo

Learners make a grid of six or nine squares, in two or three rows of three. They write a word in each square. Read out words, one by one. If learners have the word, they cross it out or cover it with a small piece of paper.

The first learner to cross out or cover all their words is the winner. Check that learners have heard the right words by asking them to say the words and comparing them with your list of words.

Seven lives ('Hangman')

Draw (or stick) seven body outlines on the board.



Choose a word. Draw one line on the board for each letter in the word, for example: _ _ _ _ _ . (shorts) Learners put up their hands to say letters. If the letter is in the word, you write it on the line. If the letter is not in the word, you remove one of the bodies from the board. The game finishes when the learners complete the word or they lose all seven lives. Learners then play in groups, drawing lines for their own words.

The long sentence

Choose a simple sentence which can grow if words are added to the end of it.

For example:

Teacher: *In my bedroom, there's a bed.*

Learner 1: *In my bedroom, there's a bed and a table.*

Continue round the class, with each learner repeating the sentence and all the words which have been added, before then adding another word or phrase. The winner is the person who remembers all the words in the correct order when everyone else has been eliminated.

Change places

Learners sit in a circle. Say sentences starting with the words: *Change places if...* For example: *Change places if you got up at 8 o'clock today.* All the learners who got up at 8 o'clock have to stand up and move to sit in a different place.

Group or order the words

Take any group of words (related or not) and ask learners to group or order them:

- **from longest to shortest**
Learners either write the words in order according to the number of letters they have, or they write the words in order according to the number of vowels they have.
- **from smallest to biggest**
Learners write the words starting with the smallest thing /animal / food item etc.
- **in alphabetical order**
Learners write the words in alphabetical order.
- **in colour groups**
Learners write words in groups according to their colour.
- **in sound groups**
Learners write words in groups according to pronunciation similarities (stress patterns, vowel sounds etc).

Backs to the board

- Make teams of 4–8 learners, depending on the size of the class.
- Put one chair for each team at the front of the class. A learner from each team comes and sits on their chair, with their back to the board.
- Write a word on the board (for example: 'page'). One team gives clues to the learners on the chairs so that they can guess the word.
- The first learner who thinks they know the word stands up and gives their answer. If they are right, their team gets one point. If they are wrong, they have to sit down again, their team doesn't get the point and more clues are given until the word is correctly guessed. Different learners from each team then come to the front of the class, sit down and the game is repeated.

Fun with pictures

You can use the pictures in the Student's Book in many different ways to revise and practise language. Here are some suggestions.

Which picture?

In pairs or small groups, one learner chooses a picture from any page. The other learner(s) have to ask questions to discover which picture. For example: *Are there any people? Is it inside? Are there any other pictures on the page?* Once the other learner(s) have found the picture, they choose a picture and are asked questions.

Differences

Tell learners to look at two different pictures in the Student's Book, for example: page 30, Unit 13 and page 70, Unit 33. In pairs, they find similarities and differences between the two pictures. (For example: *In both pictures, we can see people. In the first picture, some children are playing, but in the second picture, no one is playing.*)

Yes or no?

In small groups, learners write sentences about a picture in the Student's Book. Some sentences should be true for the picture and some should be false. They either pass their sentences on to another group or they say the sentences to the other group. The other group has to say or write yes for the true sentences and no for the false ones.

Listen and draw

Learners work in pairs or small groups. One learner looks at one of the pictures in the Student's Book. This person describes the picture to the other learner(s), who listen and try to draw the picture.

Where's the treasure?

Tell learners to imagine that there is some treasure hidden somewhere in the picture. Learners have to find it by asking questions. For example: page 62, Unit 29: *Is it on the balcony?* (No) *Is it in the snowman?* (Yes!)

Say something more!

- Divide the class into groups of 6–8 and ask them to sit in circles. All learners look at the same picture in the Student's Book (for example: page 93, Unit 44). One learner starts and says a sentence about the picture. For example: *The people are in the living room.* The learner's neighbour on the left says another sentence about the picture. For example: *A boy is lying on the sofa.*
- Continue round the circle. If a learner repeats a sentence that someone else has said, they are eliminated (or lose a point).
Variation: Each learner has to repeat the previous sentences and then add a new one.

What can't you see?

Learners work in groups to imagine and talk about details of the picture that aren't shown. For example: page 6, Unit 1: *How many children go to this school? What games do they play in this playground? What are the classrooms like? What time do lessons start/end? How do most of the children travel to this school? What's behind/next to/opposite the school?* etc.

Tell me more about these people.

Learners work in pairs to imagine and talk or write about the people in the picture. For example: page 8, Unit 2: *Who is this girl? What's her name? Where is she going to go? What does she like doing? What's in her top pocket and rucksack?*

What are they saying?

Pairs decide what different animals or people could be saying to each other in the picture. For example: page 19, Unit 7: *What's the farmer saying to the dog? What's the dog saying to the sheep? What are the sheep saying to each other?*

What was happening before? What will happen next?

Pairs look at a picture and decide what was happening just before this picture and what will happen next. For example: page 50, Unit 23. *Who was in the street? / What was the weather like? / What could you see in the office windows an hour before / an hour later?*

How many words?

Teams look at a picture and write as many different words as they can for things they can see. For example: page 31, D, Unit 13: *Clouds, rain, trees, umbrella, skirt, trousers, sunglasses* etc. The winners are the team with the most number of correctly spelt words.

Fun with dictations

Dictations don't have to be boring! They are great for practising spelling, word order and prediction. Here are some different ways you can use dictation in class.

Word dictations

- Spell a word, letter by letter. Learners listen and write the letters. When a learner thinks they know the word you are spelling, they shout *Stop!* and say the word and the remaining letters. If the learner is correct, give them a point for every remaining letter they guessed.
- Dictate the letters of a word, but not in the right order. Learners have to write the letters, then un-jumble them and write the word, correctly spelt, as quickly as possible.
- Dictate all the consonants from a word (indicating the gaps for vowels). Learners have to complete the word with *a-e-i-o-u*.

Sentence dictations

- Dictate the key words from a sentence which has appeared in the unit or text. Learners have to write the full sentence so that it is similar (or identical) to the original sentence.
- Dictate a sentence a word at a time. (For example: a definition sentence like those which appear in Flyers Reading and Writing Part 1.) Learners write the words and shout *Stop!* when they think they can complete the sentence (or say what is being defined).
- Dictate only the start of sentences. Learners complete the sentences with their own words. For example:
Teacher: *This morning I put on ...*
Learner (writes): *my clothes.*
- Learners listen to a sentence. They only write the longest word (with the most letters) in the sentence.
- Learners listen to a sentence. They say how many words were in the sentence. For example: I don't know him very well but he's quite nice. (12). Don't forget to agree at the beginning if contractions will count as one or two words!

Text dictations

Choose a text from a unit (for example: page 15, Unit 5,C). Read the text aloud, at normal speed. Learners listen and write down the important words. Read the text again at normal speed. Learners add more words to their notes. In pairs, or groups of three, learners rewrite the text using their notes. When they have finished, they compare their text with the original text. They may find that the sentences they have written are correct, but not identical to the original text.

Checklist for Cambridge English: Flyers preparation

Paper	Part	Task	Unit
Listening Approx. 25 minutes	1	Draw lines between names outside a picture to figures inside.	<i>Practice:</i> 4, 15, 33, 38 <i>Test:</i> 2, 13, 15, 29, 42, 44, 49, 56
	2	Write words or numbers.	<i>Practice:</i> 4, 15, 25, 51, 56 <i>Test:</i> 1, 8, 10, 34, 48, 50
	3	Match pictures by writing a letter in the box.	<i>Practice:</i> 42, 51 <i>Test:</i> 6, 17, 24, 32, 39, 46, 47
	4	Multiple choice. Tick the correct picture.	<i>Practice:</i> 14 <i>Test:</i> 9, 18, 28, 45, 53
	5	Colour objects and write.	<i>Practice:</i> 12, 16, 19, 28, 40, 52 <i>Test:</i> 3, 11, 26, 35, 41, 54
Reading and Writing 40 minutes	1	Match words to definitions by copying the word.	<i>Practice:</i> 2, 5, 6, 8, 9, 11, 12, 14, 16, 17, 21, 24, 29, 32, 33, 35, 52, 55, 56 <i>Test:</i> 10, 23, 39, 53
	2	Read the dialogue and choose the best answer.	<i>Practice:</i> 1, 33, 36, 43, 46, 50 <i>Test:</i> 8, 11, 26, 31, 44, 54
	3	Gap fill. Write one word in each gap. Choose the best name for the story.	<i>Practice:</i> 12, 20, 36, 37, 38, 41, 50 <i>Test:</i> 7, 18, 19, 27, 39, 48, 55
	4	Complete the text by selecting the correct word and copying it into the gap.	<i>Practice:</i> 23, 26, 35, 40 <i>Test:</i> 5, 12, 15, 22, 32, 43, 45
	5	Write answers (maximum four words) to complete the sentences about the story.	<i>Practice:</i> 5, 7, 38, 42, 48 <i>Test:</i> 16, 25, 30, 34, 40, 46, 52
	6	Write one word in each of the five gaps.	<i>Practice:</i> 5, 7, 14, 23, 26, 30, 36, 40, 49, 51, 54 <i>Test:</i> 4, 8, 21, 28, 34, 38, 42, 44
	7	Write a story about three pictures.	<i>Practice:</i> 1, 3, 20, 21, 26, 30, 54, 55 <i>Test:</i> 23, 31, 40, 43, 49
Speaking 7–9 minutes	1 Find the difference	Identify and describe differences between pictures by responding to the Examiner's statements about his/her picture.	<i>Practice:</i> 1, 3, 13, 15, 24, 26, 31, 55 <i>Test:</i> 12, 21, 29, 31, 36, 42, 49
	2 Information exchange	Answer and ask questions about two people, objects or situations.	<i>Practice:</i> 5, 6, 9, 12, 15, 16, 20, 24, 33, 37, 44, 50 <i>Test:</i> 25, 35, 48, 51
	3 Picture story	Describe the pictures.	<i>Practice:</i> 7, 10, 13, 16, 19, 27, 41, 55 <i>Test:</i> 17, 26, 30, 38, 50, 56
	4 Personal questions	Answer personal questions.	<i>Practice:</i> 2, 4, 5, 6, 7, 8, 9, 10, 11, 14, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29, 32, 38, 39, 40, 43, 45, 46, 47, 48, 49, 52, 54, 56 <i>Test:</i> 15, 41, 53

Map of the Student's Book

Unit	Topic	Grammar	Exam practice
1 Hello again	colours, clothes, sports and leisure	present simple, present continuous, questions	Reading and Writing Part 2 Test: Listening Part 2, Speaking Part 1
2 Wearing and carrying	clothes, colours, body and face	present continuous, present simple, <i>when</i> clauses	Reading and Writing Part 1, Speaking Part 4 Test: Listening Part 1
3 Spots and stripes	clothes, leisure, colours	prepositions of place, relative clauses, present continuous	Speaking Part 1 Test: Listening Part 5, Reading and Writing Part 2
4 My friends and my pets	names, family and friends, animals	present continuous, present simple, superlative adjectives	Speaking Part 4 Test: Listening Part 1, Reading and Writing Part 7
5 About animals	animals, body and face, the world around us	prepositions, comparative adjectives, pronouns	Reading and Writing Parts 1, 5 and 7, Speaking Parts 2 and 4 Test: Reading and Writing Part 4
6 My things	animals, clothes, family and friends	conjunctions (<i>and, because, so</i>), questions, past simple	Reading and Writing Part 1, Speaking Parts 2 and 4 Test: Listening Part 3
7 Moving and speaking	body and face, the world around us	questions, present continuous, past simple	Reading and Writing Parts 5 and 7, Speaking Parts 3 and 4 Test: Reading and Writing Part 3
8 School subjects	school, places	<i>if</i> + present simple, <i>want</i> + infinitive	Reading and Writing Part 1, Speaking Part 4 Test: Listening Part 2, Reading and Writing Parts 2 and 6
9 In my classroom	school	infinitive of purpose, questions	Reading and Writing Part 1, Speaking Parts 2 and 4 Test: Listening Part 4
10 Clothes, animals and school	clothes, animals, school	present and past simple, questions	Speaking Parts 3 and 4 Test: Listening Part 2, Reading and Writing Part 1
11 Visiting different places	the world around us, sports and leisure	questions, prepositions	Reading and Writing Part 1, Speaking Part 4 Test: Listening Part 5, Reading and Writing Part 2
12 A journey into space	the world around us, names	prepositions of place, <i>would like</i> + infinitive, question words	Listening Part 5, Reading and Writing Parts 1 and 4, Speaking Part 2 Test: Reading and Writing Part 4, Speaking Part 1
13 What horrible weather!	weather, names	<i>How / What about</i> + <i>ing</i> , <i>could</i> and <i>shall</i> for suggestions	Speaking Parts 1 and 3 Test: Listening Part 1
14 Are you hungry? Thirsty?	food and drink	adverbs of frequency, <i>How often?</i>	Listening Part 4, Reading and Writing Parts 1 and 7, Speaking Part 4

Unit	Topic	Grammar	Exam practice
15 What's for dinner?	food and drink, animals, time	prepositions of place and time, comparative and superlative adjectives	Listening Part 1, Reading and Writing Part 2, Speaking Parts 1 and 2 Test: Reading and Writing Part 4, Speaking Part 4
16 Let's have a picnic!	food and drink, the home, materials	<i>such/so, shall</i> and <i>let's</i> for suggestions, past simple, past continuous	Listening Part 5, Reading and Writing Part 1, Speaking Parts 2 and 3 Test: Reading and Writing Part 5
17 A day's work	work, places	present simple, <i>like</i> + infinitive, questions	Reading and Writing Part 1 Test: Listening Part 3, Speaking Part 3
18 Time and work	time, work	prepositions of time (<i>at, until</i>), questions	Test : Listening Part 4, Reading and Writing Part 3
19 Answer my questions	the world around us, time, family	questions in present simple, present continuous, present perfect, past simple	Listening Part 5, Reading and Writing Part 2, Speaking Part 4 Test: Reading and Writing Part 3
20 Calling and sending	time, numbers, the home	past simple, prepositions of time, questions	Reading and Writing Part 4, Speaking Part 4, Speaking Part 2
21 The time of the year	the world around us, weather, time	present simple, past simple, <i>ing</i> forms as nouns	Reading and Writing Part 1, Speaking Part 4 Test: Reading and Writing Part 6, Speaking Part 1
22 Important numbers	time, numbers, family and friends	questions, superlative adjectives, past simple	Speaking Part 4 Test: Reading and Writing Part 4
23 World, weather, work	the world around us, weather, work	<i>might</i> , adverbs of time, contractions	Reading and Writing Part 6, Speaking Part 4 Test: Reading and Writing Parts 1 and 7
24 Leaving and arriving	transport, places	questions, past simple, prepositions (<i>by, on</i>)	Reading and Writing Part 1, Speaking Parts 1, 2 and 4 Test: Listening Part 3
25 What shall we do next?	sports and leisure	questions, <i>be going to</i>	Listening Part 2, Reading and Writing Part 2 Test: Reading and Writing Part 5, Speaking Part 2
26 Where can we go on holiday?	sports and leisure	prepositions of place and time, <i>be going to, Have you ever?</i>	Reading and Writing Parts 6 and 7, Speaking Parts 1 and 4 Test: Listening Part 5, Reading and Writing Part 2, Speaking Part 3
27 It's the holidays! Bye!	transport, the world around us	prepositions of time, <i>be going to</i>	Speaking Parts 3 and 4 Test: Reading and Writing Part 3

Unit	Topic	Grammar	Exam practice
28 I want to win!	sports and leisure	past simple and continuous	Listening Part 5, Speaking Part 4, Reading and Writing Part 7 Test: Listening Part 4, Reading and Writing Part 6
29 Doing sport! Having fun!	sports and leisure, body and face	present continuous and simple, prepositions of place	Reading and Writing Part 1, Speaking Part 4 Test: Listening Part 1, Speaking Part 1
30 Summer and winter sports	sports and leisure, transport	conjunctions (<i>because, so</i>), infinitive of purpose, present and past continuous	Reading and Writing Part 7 Test: Reading and Writing Part 5, Speaking Part 3
31 Here and there	the home, weather	prepositions of place, pronouns, determiners, conjunctions	Listening Part 1 Test: Reading and Writing Parts 2 and 7, Speaking Part 1
32 Where?	places, the home	conjunctions, relative clauses, prepositions of place	Reading and Writing Part 1, Speaking Part 4 Test: Listening Part 3, Reading and Writing Part 4
33 At the hospital	health, body and face	present simple and continuous	Reading and Writing Parts 1, 2 and 3, Speaking Part 2
34 Oliver goes to hospital	health, sports and leisure, time	past continuous and simple, adverbs of manner	Test: Listening Part 2, Reading and Writing Parts 5 and 6
35 What's it made of?	materials, the home, the world around us	<i>be made of / from / with</i> , past simple and continuous, adverbs of time	Reading and Writing Parts 1 and 6 Test: Listening Part 5, Speaking Part 2
36 Silver, plastic, glass, gold	materials, the home	present perfect, imperatives, prepositions	Reading and Writing Parts 2, 3, 4 and 7 Test: Speaking Part 1
37 Exciting days!	work, clothes	present simple and continuous, prepositions of time	Reading and Writing Parts 4 and 7, Speaking Part 2
38 Famous people	work, sports and leisure	present and past simple and continuous, <i>would like + infinitive, will</i>	Listening Part 1, Reading and Writing Parts 4 and 5, Speaking Part 4 Test: Reading and Writing Part 6, Speaking Part 3
39 In villages and towns	places, sports and leisure	questions, <i>when</i> clauses, compound nouns (eg <i>computer mouse</i>)	Speaking Part 4 Test: Listening Part 3, Reading and Writing Parts 1 and 3
40 What a strange planet!	animals, body and face, the world around us	comparatives and superlatives, present perfect with <i>ever</i> , past continuous	Listening Part 5, Reading and Writing Part 6, Speaking Parts 4 Test: Reading and Writing Parts 5 and 7
41 Meet the pirate actors	family, the world around us, clothes	present simple and continuous, past simple and continuous, prepositions of place, relative clauses	Reading and Writing Part 4, Speaking Part 3 Test: Listening Part 5, Speaking Part 4
42 Holiday news	sports and leisure, places	present perfect with <i>already</i> and <i>yet</i> , <i>will, be going to</i> , relative clauses	Listening Part 3, Reading and Writing Part 5 Test: Listening Part 1, Reading and Writing Part 6, Speaking Part 1

Unit	Topic	Grammar	Exam practice
43 Have you ever ... ?	sports and leisure	present perfect (<i>Have you ever ... ?</i>) and short answers (<i>Yes, I have. No, I haven't.</i>), adding <i>-er</i> to verbs to make nouns, quantifiers	Reading and Writing Part 2, Speaking Part 4 Test: Reading and Writing Part 4
44 What has just happened?	friends, leisure, the home	present perfect with <i>just</i> , pronouns	Speaking Part 2 Test: Listening Part 1, Reading and Writing Part 6
45 Talking about the time	time, numbers	<i>be going to</i> , <i>will</i> , ordinal numbers (<i>1st – 31st</i>), prepositions of time	Speaking Part 4 Test: Listening Part 4, Reading and Writing Part 4
46 We're all at home today	the home, sports and leisure	short answers and auxiliary verbs, past continuous	Reading and Writing Part 3, Speaking Part 4 Test: Listening Part 3, Reading and Writing Part 5
47 I will or perhaps I won't	work, family and friends	<i>will</i> , predictions (<i>will, may, might, won't</i>), short answers	Speaking Part 4 Test: Listening Part 3
48 Doing different things	family and friends, work, sports and leisure	<i>ing</i> forms as nouns, <i>will, look like</i>	Reading and Writing Part 5, Speaking Part 4 Test: Listening Part 2, Reading and Writing Part 3, Speaking Part 2
49 Busy families	family and friends, the home, weather	<i>too</i> and <i>enough</i> , <i>make</i> and <i>do</i>	Speaking Part 4 Test: Reading and Writing Part 7, Listening Part 1, Speaking Part 1
50 On TV	work, places	present simple and continuous, past simple and continuous	Reading and Writing Parts 3 and 4, Speaking Part 2 Test: Listening Part 2, Reading and Writing Part 2, Speaking Part 3
51 Here's my news	school, sports and leisure, time	relative clauses, conjunctions	Listening Parts 2 and 3, Reading and Writing Part 7 Test: Speaking Part 2
52 What a lot of questions!	the world around us, sports and leisure	questions	Listening Part 5, Reading and Writing Part 1, Speaking Part 4 Test: Reading and Writing Part 5
53 Finding your way	places and directions	prepositions of place, adverbs of time, past continuous, tag questions	Test: Listening Part 4, Reading and Writing Part 1, Speaking Part 4
54 Let's have some fun!	sports and leisure, places	suggestions (<i>We could, How about? What about? Would you like to? Shall we? Why don't we? Let's ...</i>)	Reading and Writing Part 7, Speaking Part 4 Test: Listening Part 5, Reading and Writing Part 2
55 If I feel bored	family and friends, health	conjunctions, <i>if</i> clauses, past simple	Reading and Writing Part 1, Speaking Parts 1 and 3 Test: Reading and Writing Part 3
56 Fun and games	family and friends, sports and leisure	revision of tenses, imperatives	Listening Part 2, Reading and Writing Part 1, Speaking Part 4 Test: Listening Part 1, Speaking Part 3

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1 Hello again

Topics colours, clothes, sports and leisure

1 Hello again

A Look at the picture. Where are these? Draw lines.

the sky the road the skateboard the grass the backpack the sunglasses the roof

B Look at the picture. Write the missing words.

The seven people in the picture are about _____ years old. The girl in the orange sweater is standing on a _____. Robert is sitting on the _____. He is interested in _____. A girl and a boy are standing beside _____. It's blue.

C Listen and write the answers.

Robert's favourite game

Name of game:	Sister Moon
When got this game:	last
Played this game with:	his
Name of alien in game:	
Colour of alien's feet:	
Alien likes finding:	

D Find the answer to each question. Draw lines.

1 How do you get to school in the morning?	a I think it's blue, but I like black, too.
2 Do you play video games in your classroom sometimes?	b I like jeans and T-shirts best.
3 What do you and your friends like chatting about?	c Our favourite place is the playground.
4 Where do you like going with your friends?	d We can't do that in the lessons.
5 Which clothes do you like wearing most?	e Our new bag and the people in our class at school.
6 What's your favourite colour?	f I ride my bicycle, but not every day.
	g No, my friend likes yellow most.

E Let's say!
Round clouds and brown cow!

Equipment needed

- Flyers audio 1D.
- A glass / water / paper / CD (see F).
- Photocopies of page 128 (one for each learner / pair of learners. See Project).

A Look at the picture. Where are these? Draw lines.

- Ask learners for different ways they can say 'Hello!' (*Hi! Good morning / afternoon / evening.*) Say: *What about when you leave someone, what do you say then? (Bye, Goodbye, See you later/ tomorrow.)*
- Learners look at the picture. Ask questions:
How many children are there in the playground? (6)
What's the building that's behind the children? (the school)
How many grown-ups can you see? (1)
Do you think she's a teacher? (yes)
- Teach/revise the eight words in A. Ask: *What other words can you use for bicycle (bike), seat (chair) and backpack (rucksack)?* Point to the backpack in the picture and ask: *Why do you think this is called a backpack?* (because you carry it on your back) Teach/revise 'shoulders', too.
- Learners draw lines from the words to the parts of the picture where they can see these things. Check answers in open class.

B Say how the pictures are different. Speaking 1

Flyers tip

In Speaking Part 1, the 'Find the difference' pictures will have about ten differences but, after talking about the example, candidates will only be asked about six more differences.

- Say: *Look at the two pictures in A and B. The first picture is nearly the same as the second picture, but some things are different. For example, in the first picture, two children are waving, but in the second picture, only one child is waving. OK?*
- Point to the first picture. Say: *This is my picture.* Point to the second picture. Say: *This is your picture. In my picture, the teacher is running.*
Encourage different learners to say how their picture is different. For example: *In my picture, she's walking.*

- Do the same to talk about other differences:

Say: *In my picture:*

- 1 *the skateboard is purple and grey.* (The skateboard's/It's pink and **yellow**.)
- 2 *the boy is sitting on the seat.* (The boy is/He's sitting on the **grass**.)
- 3 *there's an alien on the screen.* (There's **a moon** on the screen.)
- 4 *there are two birds on the roof.* (There are **no birds** on the roof.)
- 5 *there's a backpack in front of the seat.* (There's a backpack **on** the seat.)
- 6 *the girl with the pink bag is wearing a sweater.* (The girl with the pink bag is wearing a **T-shirt**.)

- Learners could talk about the other differences in pairs or write sentences about them for homework.

Make sure they know the key words: square, o'clock.

Suggestions

Two children are waving. **One girl is waving.**

The boy with the bicycle is wearing sunglasses. The boy with the bicycle is wearing **glasses**.

The orange bag is round. The orange bag is **square**.

It's nine o'clock. It's **eleven** o'clock.

C Look at the picture in B. Write the missing words.

- Point to the rucksack with the name 'Robert' in the picture in B and ask learners to decide who this belongs to (the boy sitting on the grass).
- Point to the lorry in the picture in B and ask: *What's this?* (a lorry/truck) *What do think is inside this lorry/truck? Food? Clothes?* Learners say what they think is inside the lorry.
Point to the clock and ask: *What time is it?* (11 o'clock) *Why do you think these children are in the playground at 11 o'clock?* Learners say why they think the children are in the playground. (For example: Because it's their school break.)

Note: Encourage learners to use their imagination. Accept any reasonable answers.

- The text in this task is a model for the kind of writing tasks students are asked to do in later units. Ask the students the questions below to lead into the task.
 - 1 How old are these children?
 - 2 What is Robert interested in?
 - 3 Find the girl in the orange sweater. What's inside her school bag?
 - 4 One boy has a bicycle. What's his name?
 - 5 What do you think the girl in the purple jeans is thinking?

Point to the text in C and say: *Now, in pairs, read this text and write answers in your notebook. Remember, there can be lots of different ways to fill the gaps!* Pairs of learners read the text and write their answers in their notebooks.

Pairs of learners compare their answers.

Ask a learner to read out the first sentence. Different learners say their answer. Their answers will probably be similar.

Ask one learner to read out the second sentence and their answer. The other learners suggest different answers. Do the same with other learners. Repeat this with 3-5.

Optional extension

Learners could write a short text about the school. Or, they could write or say sentences about how the school building in B is different from their school.

- In pairs, learners then decide what the friends might be saying to each other. Learners then write mini dialogues including the names in the conversations. Accept any appropriate ideas.



Listen and write the answers.

Listening 2

- Tell learners they are going to hear a girl asking a boy about a game.
Ask: *Whose game is it?* (Robert's) *What's the name of this game?* (Silver Moon)
- Learners practise asking these questions:
What's the name of your game?
When did you get your game?
Who do you like playing your game with?
Write these questions on the board and leave them there.
- Point at the three questions on the board and say: *The girl might ask these questions but she might ask them a different way. Listen carefully.*
- Play the audio once. Learners write any answers they are sure of. Play the audio a second time. Learners complete their answers, then check their answers in pairs. If necessary play the audio a third time.

Check answers:

1 Friday 2 brother 3 Zappy 4 orange 5 (red) socks

- Say: *Now ask and answer questions about your favourite games.* In pairs, learners ask and answer three questions about games using the questions on the board.

Audioscript

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

Girl: Is that your new game, Robert?

Boy: Yes, but it's quite difficult to play.

Girl: But you're really good at computer games ...

Boy: Not always! Shall I teach you how to play it?

Girl: OK, yes! What's it called?

Boy: Silver Moon.

Can you see the answer? Now you listen and write.

Girl: So, it's a new game. When did you get it?

Boy: It was my birthday last Friday. My grandparents gave it to me when they came to see me that day. I really love it!

Girl: Let me see ... Can you play it with another person?

Boy: Yes. My brother and I played it a lot yesterday. We had lots of fun with it, but he always wants to win!

Girl: Ha! So, who's that alien? The one on the screen?

Boy: It's called Zappy. You spell that Z-A-double P-Y. There's a website too where you can choose other aliens to add to the game.

Girl: Wow! Its face is a funny colour green. Is its body green, too?

Boy: Yes. But its feet are orange. Look!

Girl: OK. So what happens in the game?

Boy: The alien hops from one place to another and you've got to give it food because it gets tired. It collects socks from different places.

Girl: What do you mean?

Boy: It loves socks. It takes them from washing lines in people's gardens and puts them in its backpack. It likes socks that are any colour, but red ones are its favourite!

Girl: Mmm ... I don't think I want to play it, Robert. Skateboarding is MUCH more exciting.



Let's say!

Round clouds and brown cows.

- Say: *Look at the picture in A again. Ask: Can you see something that's round?* (the orange backpack, the school clock) *Can you see something that's brown?* (the cow, the seat)
- Divide the class into A and B groups. Turn to group A and say: *Listen to your sentence. 'Wow, look at the round clouds!' Can you say that?* (Learners in group A repeat the sentence.) Turn to group B and say: *Listen to your sentence. 'And look at the brown cow, now!' Can you say that?* (Learners in group B repeat their sentence.)
- Check the correct pronunciation of /aʊ/ in 'wow', 'round', 'clouds', 'brown', 'cow', 'now'. Groups then take turns to repeat their sentences. Direct them so they repeat their sentences faster and faster!

Note: you may also like to practise 'house', 'town' and 'ground' here.



Making rainbows!

- Ask: *Where's the rainbow in the picture in A?* (above the house) *How many colours are there in a rainbow?* (7) *Which colours can you see in a rainbow?*

Suggestions: red, yellow, pink, blue, orange, purple, green.

- Using either method or both methods below, tell learners these ways they can make rainbows. You might like to dictate the instructions then check them.

1 Find a CD. Make sure it's clean. Put the CD on a table, silver side up, under a light or in front of a sunny window. Look at the CD and see the rainbow on it.

2 Fill a glass with water. Put the glass in front of a sunny window. Put a sheet of white paper on the floor. Wet the window with warm water. Move the glass and the paper until you see a rainbow.

Explain to learners they will only see a rainbow outside if the sun is behind them and wet weather is in front of them.

- In smaller classes, divide learners into groups of 3–4 and let learners make their own rainbows.
- Give each learner or pair of learners a copy of the 'Rainbow Story' on page 128. Learners choose how to complete their stories by writing one word on each line. Ask 3–4 learners to read out parts or all of their stories.

Optional extension:

If possible, learners research rainbows on the internet to learn more about them and how they are formed. They might also research how rain is formed.

Learners glue their 'Rainbow Story' onto a piece of larger paper or card and add to it:

any rainbow photos they have found

a rainbow picture they have drawn

a rainbow fact file.

Learners add their completed 'Rainbow Story' page to their project file. Alternatively, display learners' work on the classroom wall if possible.



Find the answer to each question. Draw lines.

- Learners read question 1. Ask: *How many more questions are there?* (5) *How many more answers are there?* (6) Say: *So there is one answer that you don't need to use.* In pairs, learners find the answers and draw lines.

Check answers:

2 d 3 e 4 c 5 b 6 a

- Ask: *Which answer didn't you need?* (g) Learners suggest questions for that answer, e.g. *Is your friend's favourite colour pink?*