

Ben's wishes

Main topics: natural world, food and drink,

family

Main grammar: adverbs of frequency: E

adverbs of place: I

Test practice: Reading and Writing Part 3: F;

Part 5: G, J; Part 6: K Listening Part 5: D Speaking Part 2: H; Part 3: J

Non-YLE words: Africa (n), appear (v), belong (v), dig (v),

disappear (v), fight (v), gorilla (n), hole (n),

lucky (adj), really (adv), silly (adj)

Equipment: • CD 1: Story, D

• a piece of paper or a sock with a hole: A

 photocopies (one per learner) of 'I never eat that!' (p 50): E

• three toy jungle animals or three pictures of jungle animals: L

A New words for you!

• With books closed, introduce the topic of the story by asking learners what one of their wishes might be. Their answers should begin with *I'd like to*. For example: *I'd like to go to Africa*. *I'd like to be a footballer*. Write some of their wishes on the board.

Say: This story is about a boy called Ben and about his wishes. Ben lives with his two brothers on a small farm.

Teach/revise hole, lucky, dig and fight. Tear a hole in a piece of paper or show a hole in a sock if possible!
 We say someone is lucky when something really great happens to them. Ask: Which people are lucky? (people who win competitions, people who get lovely birthday presents)

Mime dig and fight. Ask: Who digs/likes digging? (farmers, people who like growing things in their gardens) Ask: Does anyone here fight with their brothers or sisters?

- Learners open their books. Ask an open pair to read out the four sentences. Make sure they pronounce the new words correctly.
- In closed pairs, learners now look at the four sentences, find the pictures that show the coloured new words and draw lines to show their matches. Walk round and check they have done this accurately or ask learners questions. For example: Where's the hole? (in a sock) Why's the girl lucky? (Because she's got a new coat.) Who's fighting? (the two boys) Which person's digging? (the man)

Storytelling

Before listening

• Learners look at the picture on Student's Book (SB) p 4.

Ask: Are these three boys brothers? (learners guess)
Which boy is Ben? (learners guess)
Do these boys look rich or poor? (poor)
What's the weather like? (it's raining.)

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

OCD1 02 Play Track 02 of CD1 or read the story.

Suggestions for two pauses if required:

 Stop the CD after put it down on the grass next to his bag. (SB p 5)

Ask: What did the older boys want Ben to do that day?
(dig up vegetables, make soup)
Were the older boys horrible to Ben? (yes)
Where did Ben work that day? (in the fields)
What did Ben find there? (an old silver cup)

• Stop the CD after *sat down by the fire and read them all.* (SB p 6)

Ask: What's Ben doing now? (reading his new books)

Has he made the soup for dinner? (no)

Will his brothers be angry? (yes)

After listening to the whole story

Ask: What happened to the cup?
 (It broke.)
 How did you feel when the cup broke?
 (learners respond)

B Right or wrong?

- Check that learners understand the instruction.
- Learners look at the example and at the ticked 'wrong' box. Ask: Why is it wrong? (The girl's uncle told her the story one winter.)
- In pairs, learners tick the boxes for sentences 1–6. You can make this a race.

Check answers:

1 right 2 right 3 wrong 4 wrong 5 wrong 6 right

© Who's talking about this story?

- Say: These girls are talking about three different stories. Only one of them read 'Ben's wishes'. Was it A, B or C?
- Learners read what each child is saying and underline important words. For example A mentions 'shopping', B 'books' and C 'cooked the dinner'.
- In pairs, learners look at the important words and choose their answer.
- Ask: Was it A? Was it B? Was it C? Learners put up their hands to show which answer they think is right.

Check answer:

В

 Learners say why A and C aren't right. For example: A – Ben didn't go shopping. C – Ben didn't cook the dinner.

D OCDI 03 Do some colouring and drawing.

- Learners look carefully at the picture on SB p 4 again. In pairs, they find things that begin with the letter f. Give them two minutes to do this. Ask: Has anyone got more than five? Six? Seven? Eight?
- Pairs suggest one word each. Other pairs can put their hands up to show they found the same word. Write all their suggestions on the board. Accept any reasonable answers.

Suggestions:

face, family, field, floor, fire, foot, feet, fork, frog

- Say: Listen to a girl and her teacher. The girl is going to do some colouring and drawing in this picture. Learners listen carefully. They need to know what they should colour, what they should draw and where they should draw each thing.
- Make sure each learner has a pencil and colouring pencils.
- Play Track 03 of CD1 twice. Give learners time to finish their drawings and to show each other their pictures.

Check answers:

frog – blue; fork – brown; Ben's face – pink; fire – red; draw spoon on table – green

Extension:

Give learners time to colour the whole picture.

Tapescript:

Listen and colour and draw.

One

Two

Girl: Can I do some colouring in this picture?

Man: Yes! Of course, you can. Can you see the frog?

Girl: The one by the door? Yes! Shall I colour it blue?

Man: Well, that's a strange colour, but yes, you can do

tha

Man: Now, please colour the big fork. Can you see it?

Girl: Yes. Does Ben sometimes use that in the fields?

Man: That's right. He digs with it. Colour it brown.

Girl: OK!

Three

Girl: I'd like to colour Ben's face. Can I do that?

Man: Yes. What colour do you want to use for that?

Girl: Well, I've got a pink pencil in my hand.

Man: All right. That's a good colour.

Four

Man: Colour the fire next.

Girl: Shall I make it orange?

Man: No. Colour it red, please.

Girl: All right. I'll do that now.

Five

Girl: And can I draw something here too? I think Ben

needs a spoon.

Man: Why?

Girl: Because he's going to make some soup, I think.

Man: OK. Draw one on the table. Then colour it green.

Girl: OK!

(E) Never, sometimes, often, usually, always

Note:

Four of these adverbs are introduced at Movers level, but usually is new at Flyers.

- Learners read the extract from the story. They underline *sometimes*, *often* and *usually*. Practise the pronunciation of *usually*. Check the meaning. Ask: *Did the girl's uncle tell a story every time he visited the family?* (no) *Did he tell a story most times he visited them?* (yes)
- Revise this set of adverbs. Give each learner a copy of 'I never eat that!' (p 50). Explain what they have to do. Say: *Each square is one day of the week.*
- Learners decide how many squares to colour in to show

how many days in one week *never*; *sometimes*, *usually*, *often*, *always* might look like. Learners can colour half boxes if they like. If learners aren't sure, tell them how many squares to colour in each row.

Suggestion:

never no squares coloured
sometimes one or two squares coloured
often three or four squares coloured
usually five or six squares coloured
always seven squares coloured

- Ask: What did Ben always/never do? Learners suggest their own ideas, for example: Ben never went to school. Ben always worked in the fields.
- Learners look at the five questions. They take turns to ask you these questions first. Answer with your own ideas or invent answers. For example: I never eat crocodile meat. I sometimes drink pineapple juice. I often talk to my uncle. I usually sit on my sofa at home. I always clean my teeth at night!
- In pairs, learners ask and answer the same questions.
 Ask four or five learners to tell the class one of their own or one of their partner's answers.

Homework/Project idea:

Learners write five sentences about their own lives, using the five different adverbs. They could draw pictures or cut out pictures from magazines to illustrate them.

(F) What does Ben say to his brother?

- Learners look at the two small faces in the dialogue.
 Ask: Who are these? (Ben and one of his brothers)
 Learners choose a name for the brother. Write the name on the board.
- Look at the example together. Ask: *Why is the answer B?* (The other sentences aren't an answer for this question.) Ask an open pair to read out this exchange. Learners could then cross out the option B answer.
- Ask: How many other answers must we choose? (five) How many other answers are there? (seven) Say: You don't need two of these answers.
- In pairs, learners then complete 1–5 by choosing the best answer from the A–H options.

Check answers:

1G 2A 3F 4H 5C

 Divide the class into A and B teams. Tell team A they are Ben's brother (use the chosen name). Tell team B they are Ben. The class then reads the complete dialogue chorally.

G Ben's lucky day!

- Learners read the instruction. Ask: *How many words can be in each answer?* (one, two, three or four) Learners look at the example sentence. Ask: *How many words are there in this answer?* (three)
- Learners find the part of the story where Ben finds the cup (top of SB p 5). Tell learners that all the words they need for 1–6 are on this page.
- In pairs, learners find the words they need for each answer and write them on the dotted lines.

Test tip:

Question structures in Part 5 of the Reading and Writing Test may vary from the structures that are used in the story text, but answers (one, two, three or four words) are always the exact words found in the story.

Check answers:

1 scarf 2 one (small) sandwich 3 a (lovely warm) drink4 surprised 5 (old) jacket 6 soft and warm

(H) Differences

- Ask: How old is Ben in the story? What do you think? (Learners guess.) Say: Ben's ten. I know some other things about Ben too. He's got two brothers. But I don't know about your family. Ask two or three learners: Have you got any brothers or sisters?
- In pairs, learners look at the question prompts and answers about Ben. They think of ways they could ask the questions about Ben and write them in their notebooks. Walk round and help if necessary.

Suggested questions:

Has Ben got any brothers or sisters? Where does Ben live? How old is Ben? What does Ben want? What does Ben like doing?

- Learners think of a friend and write this person's name on the dotted line. They write answers to the question prompts about their friend on the dotted lines.
- In pairs, learners ask and answer about their friends. For example:

Learner 1: What's your friend's name?

Learner 2: Maria.

Learner 1: Has Maria got any brothers or sisters?

Learner 2: No.

Learner 1: Where does Maria live? etc.

Four or five learners tell the class what they know about their partner's friend.

(1) anywhereeverywheresomewhere nowhere

- Tell learners to find eight words in the word snake.
 Tell them four of the words are the same. Learners draw circles around all the words: any where every where some where no where.
- Tell learners to draw larger circles to make just four words: *anywhere everywhere somewhere nowhere*.
- Learners complete each sentence with one of the four words.

Check answers:

1 somewhere 2 everywhere 3 nowhere 4 anywhere

• Ask: Which sentence is about the picture? (3) Where's the money now? What do you think? (learners guess)

Notes:

The words anywhere, everywhere, somewhere and nowhere are new at Flyers level. If learners aren't sure of their meanings, show them that we use anywhere in questions and negative statements. It means 'in any place' or 'to any place'. For example: Have you seen my new coat anywhere? I don't want to an anywhere.

We use everywhere to mean 'in every place' or 'to every place'. For example: I've looked for my books everywhere! I've been everywhere in the world.

We use somewhere to mean 'in a place' (but we don't know where) or 'to a place' (but we don't know where). For example: My money is here somewhere. Can you help me find it? My friend and I want to go out somewhere today — perhaps to the beach. We don't know yet.

We use nowhere to mean 'in no place'. We can only use it at this level in positive statements in this simple structure: I can't find my school bag. It's nowhere in the house.

What did Ben do next?

- Divide learners into groups of three or four. Learners look at the pictures and prompts and complete the sentences to write a short story about what Ben did after the cup broke. Use the last picture to teach *gorilla*.
- Give learners plenty of time to do this. Encourage learners to be creative and to use dictionaries. Walk around and help where necessary.
- Groups take it in turns to read out their stories. The class votes for the best story.

Suggested story:

Ben started going to school. He liked learning about other countries. Ben's teacher gave him a lot of books. He usually studied hard in the evening. Ben left school when he was 18. He wanted to visit a lot of different countries. He went to Africa. He learnt everything about gorillas there.

 Ask: What else did Ben do? (He wrote lots of stories for children.)

(K) Ben learnt about gorillas.

- Ask learners what they know about gorillas. Key facts: Gorillas live in the hottest part of Africa in high forests in the mountains or in jungles at sea level. They eat mostly fruit or roots or leaves. They live for 25–50 years. Mountain Gorillas might become extinct (like dinosaurs).
- Write these questions on the board:
 - a) What name do we use for father gorillas?
 - b) What do Mountain Gorillas like eating?
 - c) How many Mountain Gorillas live in the world?
- Learners read the text and find the answers to the questions:
 - a) Silverbacks b) fruit, leaves, flowers, insects c) 700 If you have internet access at school, learners could find out more about gorillas (e.g. their size, weight and colour).
- Learners decide which word is correct for each space and write it on the dotted line. You may prefer to do this in open class.

Check answers:

1 there 2 get 3 when 4 often 5 in 6 them

Project idea:

Learners find out about another animal that may become extinct, for example the polar bear, panda or tiger, and write about it. Give them questions to answer, for example: What does this animal look like? Where does this animal live? What does it like eating? What does it do in the daytime? And at night? How many are there in the world?

Learners make maps, collect photos or draw pictures to add to their work. Display their work around the classroom.

L Play the game. Find the jungle animals!

- Push tables and chairs to the wall if possible to clear a space.
- Divide learners into three teams. Give each group a different jungle toy (e.g. a lion, monkey or snake). If toys are considered too childish by your group, use three different jungle animal photos instead.
- One person from each team leaves the classroom (the jungle) for a minute.
- Each team hides its animal somewhere in the classroom.
- The three learners (the explorers) return. They must each find their team's animal. Their team walks around with them saying either *You're getting warmer!* or *You're getting colder!*, depending on whether the explorer is getting nearer or farther away from the team's animal.
- The team whose explorer finds their animal first wins a point. Rotate animals, and play again.