EXCELLENT!

Reading Pack

Extra reading practice and ideas on encouraging your students to read for pleasure
Teaching Reading
Reading for pleasure

Reading should be fun and enjoyable, offer choice and challenge for everyone. Many children enjoy reading in their own language and through reading they can be introduced to a world of knowledge. Reading in English should be as much fun for children as reading in their mother tongue. You may like to set aside time in the class for silent reading. This would need a step-by-step approach with children reading more as the year progresses and their reading and confidence improves. It can often help children if the teacher is reading too! Once they have discovered that reading is relaxing and fun, they will want to take materials home to show their families.

Extensive reading

Extensive reading is not the same as reading aloud or intensive, study reading. Children will need to be reminded that:

- they do not have to understand every word in the story. It is the general meaning which is important.
- they can ‘read’ the pictures as well as the words.
- they can read the story as many times as they like.
- they can talk about the story with their friends and with their teacher.
- reading is enjoyable and fun.

You can help them with this in two ways: by giving them tasks and activities which focus on general meaning rather than very specific meaning and by giving them a time limit for certain class activities.

Topics

One of the most common and effective ways of teaching English to children is through the use of topics and themes. These topics allow language to be taught within a context which is familiar and meaningful to the children. They make the language more memorable for learners as well as allowing them to build on their previous knowledge from other school subjects and life outside school.

You will find that the books in the Penguin Young Readers series fit easily into the stories and themes used in the classroom because the series was designed with a topic framework in mind. The Penguin Young Readers topic chart on page 22 shows how you can relate the Readers to topics covered in your course and other subjects in the curriculum.

Topics introduced in this pack include Animals and Pets (pages 6-7). Children around the world (pages 12-13), Food (pages 16-17) and Ancient Egypt (pages 18-19). Each topic has a related Penguin Young Reader which you can use to explore the topics in more depth with your class.
Some ideas for using topics in class are:

- project work leading to the production of books, reports, video or audio recordings, posters, maps, games, quizzes, songs and so on;
- dramatization. role-play and presentations;
- art and craft work;
- creative or factual written work;
- discussions and debates;
- investigations and surveys;
- Internet projects.

Keeping a record: Our Class Reading Chart

It is useful to keep a record of what all the children in the class are reading. You can use the photocopiable class reading chart on page 24. Make a large photocopy of the worksheet and put it on the classroom wall. When children have read a new book, discuss the text as a class or they can discuss it in groups. Then ask one of the pupils to complete the chart for the class, drawing a smiley face if they liked the book and a sad face if they didn’t.

Answers

Story Time: *The Musicians of Bremen*

2. sing, you. Can you sing
3. a - false, b - false, c - false, d - true, e - true

Fact File: Animals and pets

1. 4, 2, 4, 4, 2
2. 1 - yellow, 2 - black, white, 3 - grey, black
3. 1 - No, 2 - No, 3 - No, 4 - No, 5 - Yes
4. Panda, Snake, Camel, Bird, Elephant, Cat
5. ANIMAL
6. big, lives, skin, legs, can

Story Time: *The Fox and the Crow*

1. a - 3, b - 1, c - 5, d - 2, e - 4

2. 4, 3, 5, 1, 6, 2
4. Crow, Tree, Cheese, Beak, Fox, Hungry, Handsome, King, Birds, Beautifully

Fact File: Children around the world

1. 1 - a, 2 - b, 3 - b, 4 - c, 5 - c
3. Mohamed is the name of Fatima’s brother. Aid-el-fitr is the festival at the end of the Holy Month. Alexandria is a city in Egypt. Ramadan is the name of the Holy Month. Iftah is the big meal we eat in the evening
4. 1 - No, 2 - Yes, 3 - Yes, 4 - No, 5 - Yes, 6 - No, 7 - Yes, 8 - Yes, 9 - Yes

Fun Facts: Ancient Egypt

The words are: EGYPT, CAIRO, PYRAMID, PHAROAH
The Musicians of Bremen

The donkey runs away. ‘What now?’ says the donkey.

‘I can sing with friends.’

‘Can you sing, dog?’
‘Woof-woof!’

‘Can you sing, cat?’
‘Miaow-miaow!’

‘Can you sing, cock?’
‘Cock-a-doodle-do!’

‘Let’s sing together.’

Night falls. The animals are hungry. They see a house. They see food and beds. They see robbers in the house. ‘Look!’ ‘Robbers!’ ‘Let’s sing!’

The animals sing. The robbers run away.

The animals are happy. They eat the robbers’ food.

One robber comes again. He sees the animals. ‘Help! Big monsters! Big teeth! Run!’

The robber runs away.

The animals are happy. They have food and a house and beds. ‘Let’s live here forever.’

This story is adapted from the Penguin Young Reader The Musicians of Bremen.
1  Can you match these?

Cock-a-doodle-do  cock
Miaow-miaow  donkey
Woof-woof  cat
eeyore  dog

2  Complete the sentences.

Donkey: Can you _sing_. dog?
Dog: Woof-woof!
Donkey: Can ______ sing. cat?
Cat: Miaow-miaow!
Donkey: C ______ y ______ s ______ . cock?
Cock: Cock-a-doodle do!
Donkey: Let's sing together!

3  True or false?

a  The dog runs away.  false
b  The donkey sings woof-woof.

c  The cock sings miaow-miaow.

d  The robbers run away.

e  The animals eat the food.
Read and colour the pictures.

A canary is a bird.
It has got yellow feathers.
It has got two legs and two wings.
A canary can sing.

A panda has got black and white fur.
It has got four legs.
It lives in China. It eats bamboo.

An elephant is a big animal.
It has got grey skin and black hair.
An elephant is very strong.
Elephants live in Africa and Asia.

1 Complete the sentences. Write numbers.
1 A panda has got ____ legs.
2 A canary has got ____ legs.
3 An elephant has got ____ legs.
4 A cat has got ____ legs.
5 I have got ____ legs.

2 Write the colours.

<table>
<thead>
<tr>
<th>black</th>
<th>white</th>
<th>yellow</th>
<th>grey</th>
</tr>
</thead>
</table>
1 A canary has got _________ feathers.
2 A panda has got _________ fur and _________ fur.
3 An elephant has got _________ skin and _________ hair.
3 Write Yes or No.
1 An elephant is a bird. No
2 An elephant has got yellow feathers.
3 A panda has got two wings.
4 A canary is strong.
5 A panda eats bamboo.

4 Find names of animals.
pandasnapecamelbirdelephantcat

5 Complete the names of the animals and pets.
P __ N D A
S __ A K E
B __ R D
C __ A E L
C __ T
E __ E P H A N T

What is the secret word?

6 Write about a camel. Use these words.
skin legs big lives can

A camel is a _______ animal.
It _______ in Africa. It has got brown _______.
It has got four _______.
It _______ run very fast.
Marvellous magic, caloo-calay
Do right now, whatever I say!

1. Get some water!
2. Give me a pencil!
3. Open the door!
4. Close the window!
5. Put your hands in the air!
6. Touch your toes!
7. Put the paper in the bin!
8. Sit on the floor!
Language focus: Imperatives (do, get, give, put, open, close, touch), parts of the body, classroom objects, the alphabet

Skills focus:
- Spelling out key words
- Saying the sorcerer's rhyme with actions
- Responding to instructions in a game
- Matching pictures and instructions

Cross-curricular links: Natural science – conditions for growing food
Attitudes: Enjoyment in saying the sorcerer's rhyme and playing a game
Materials: One copy of the lesson material on page 8 for each child

LESSON PLAN

WARNER (5 minutes)
1. Turn your back to the class and draw a large letter 'S' in the air with your hand. Children call out the letter. Continue writing letters in the air to spell 'sorcerer'. Children call out the letters in turn as you write it on the board. Say the word 'sorcerer'. Then repeat the procedure with 'apprentice'.
2. Tell the children the meaning by saying, e.g. 'Someone who has magic is a...(sorcerer).'. Say, 'Someone who learns how to do a job with an expert is an...(apprentice).'. Get the children to repeat the words with you as you point to them on the board. Check they understand using mother tongue if necessary.

SORCERER'S RHYME (10 minutes)
3. Ask the children, 'Do you want to learn the sorcerer's favourite magic?' and pretend that this is something secret and special.
4. Say, 'Listen and look. This is the Sorcerer's favourite magic' and say the following rhyme in a special voice and with accompanying actions, as if you are making magic:

Marvellous magic, caloo-calay
Do right now, whatever I say!

GAME (15 minutes)
5. Say the sorcerer's rhyme, then cover your eyes and give an instruction, e.g. 'Put your hands in the air!'. Uncover your eyes and check that the 'magic' has worked, i.e. that everyone has responded correctly. Play the game several times with the whole class. Include instructions on the lesson material and any other language the children know.
6. Divide the class into groups of 4-6. Children take turns to be the sorcerer and play the game in the same way.

READ AND MATCH (15 minutes)
7. Give out the lesson material. Children read and match the sorcerer's instructions with the pictures.
8. Children compare and check their answers in pairs and then with the whole class.

Answers: 1.e 2.h 3.f 4.g 5.d 6.b 7.a 8.c

Extra ideas
- Children write their own magic instruction for the brush and draw a picture
- Say a variation of the sorcerer's rhyme, e.g. 'Marvellous magic, caloo-calay. Turn into the animal I say! You're a toad!' Children play the game as in stage 6 pretending to be different animals.
- Use the sorcerer's rhyme from time to time in future lessons as a way of getting the children's attention before giving instructions.
The Fox and the Crow

The story

A crow sat in a tree. In his beak was a big piece of cheese.

A fox sat under the tree and looked up at the crow. He was hungry!

‘Oh, handsome crow!’ the fox said.
‘Are you the king of the birds?’

‘Can you sing?’ he asked the crow.
‘The king of the birds sings beautifully.’

The crow opened his beak.
‘Kaa! Kaa!’ he sang.
What a terrible noise!

The cheese fell down and the fox ate it for his dinner.

The fox laughed. ‘You can’t be the king of the birds. He’s clever - you’re not!’

After reading

Look at the story and tick the right answer.

a. The fox was hungry.
   Yes ☐ No ☐

b. The crow sang beautifully.
   ☐ ☐

c. The fox ate the meat.
   ☐ ☐

This story is adapted from the Penguin Young Reader Aesop’s Fables
Worksheet The Fox and the Crow

1 Put a number in each square to make the story.

2 Put these sentences in the correct order.
   - The crow sings.
   - The fox is hungry.
   - The cheese falls down.
   - The crow has got a big piece of cheese.
   - The fox eats the cheese.
   - The fox sees the crow and the cheese.

3 Join the words. Make a storyline!

4 How many words can you find?
   crow tree cheese beak fox hungry handsome king birds beautifully

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Hello. My name is Chow Swee Peng. I am ten years old and I live in Kuala Lumpur in Malaysia. I have got three sisters and two brothers.

I speak Chinese at home and I learn English at school. I am very good at English.

Tomorrow is a special day because tomorrow is Chinese New Year. We go to the temple and then we have a party. We wear nice clothes.

We watch the dragon dance. Can you see the dragon in the picture? There are a lot of people under the dragon's body. The people make the dragon dance.

1 **Read the questions.**
   **Choose the correct answer a), b) or c).**

1. How old is Chow Swee Peng?
   a) ten years old       b) New Year       c) three years old

2. Where is Kuala Lumpur?
   a) at school       b) in Malaysia       c) in China

3. Can Chow Swee Peng speak English?
   a) No he can't.       b) Yes he can.       c) No, he speaks Chinese.

4. Why is tomorrow a special day?
   a) There is no school.   b) It is Christmas.   c) It is Chinese New Year.

5. Where do they go on this special day?
   a) They go to school.   b) They go to the park.   c) They go to the temple.

2 **Draw a picture of a Chinese dragon.**
Hello. My name is Fatima. I'm 9 years old. I live in Alexandria in Egypt with my mummy and daddy. I've got one brother. Mohamed is 13.

Now it is the Holy Month. It is called Ramadan. It is a special time for all Muslim people. Adults don't eat or drink anything from the morning until the evening. In the evening everybody has a big meal. It is called Iftah.

I like Iftah. It is a very happy time. At the end of Ramadan, there is a festival called Aid-el-fitr. All the children have new clothes.

3 Join the two parts of the sentences.

Mohamed is a city in Egypt.
Aid-el-fitr is the name of Fatima's brother.
Alexandria is the name of the Holy Month.
Ramadan is the big meal we eat in the evening.
Iftah is the festival at the end of the Holy Month.

4 Answer the questions Yes or No.

1. Is Fatima ten years old? No
2. Does she live in Egypt? _______
3. Has she got one brother? _______
4. Is his name Abdulla? _______
5. Is it the Holy Month Ramadan now? _______
6. Do adults eat and drink in the day? _______
7. Can children eat and drink? _______
8. Does Fatima like Iftah? _______
9. Does Fatima get new clothes at Aid-el-fitr? _______

5 Find Egypt on a map of the world. Find Alexandria.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Granny, why are your ears so big?</td>
<td>b. A little better. Thank you.</td>
<td></td>
</tr>
<tr>
<td>c. Hello, Granny! It's me, Little Red Riding Hood.</td>
<td>d. To see you, little one.</td>
<td></td>
</tr>
<tr>
<td>e. But, Granny, why are your teeth so big?</td>
<td>f. Thank you. How nice!</td>
<td></td>
</tr>
<tr>
<td>g. Look Granny, I have some cupcakes for you.</td>
<td>h. To hear you, little one.</td>
<td></td>
</tr>
<tr>
<td>i. And, Granny, why are your eyes so big?</td>
<td>j. To - EAT YOU, LITTLE ONE!</td>
<td></td>
</tr>
<tr>
<td>k. How are you, Granny?</td>
<td>l. To hug you, little one.</td>
<td></td>
</tr>
<tr>
<td>m. And why are your arms so big?</td>
<td>n. Come in. Come in, little one. You look pretty today.</td>
<td></td>
</tr>
</tbody>
</table>

Read this story in the Penguin Young Reader Little Red Riding Hood

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Teacher's Notes  

**Language focus:** Present simple, wh-questions, story vocabulary (granny, wolf, cupcake, pretty, nice, big, eyes, ears, arms, teeth, see, hear, hug, eat)

**Skills focus:**
- Identifying characters in the story
- Ordering a dialogue from the story
- Listening in order to check answers
- Acting out part of the story with finger puppets

**Cross-curricular links:** Wild animals, such as wolves, in danger of extinction

**Attitudes:** Willingness to help other people in the family

**Materials:** One copy of the lesson material on page 14 for each child. scissors, glue

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**LESSON PLAN**

**WARMER (10 minutes)**

1. Show the children the finger puppet of Little Red Riding Hood which you have prepared. Ask, 'Do you know who this is?' and listen to their answers. Remodelling the name in English if necessary. Repeat the procedure with the finger puppet of the wolf and the finger puppet of 'granny' on the reverse side.

2. Ask, 'Who says, "Come in, little one"?' and put on a deep voice (the wolf). Then ask 'Who says, "Hello Granny"?' and put on a high voice (Little Red Riding Hood). Repeat the procedure using extracts from the dialogue on the lesson material and altering your voice for each character.

**ORDER THE DIALOGUE (20 minutes)**

3. Give out the part of the lesson material with the scrambled dialogue. Explain that this is the conversation between the wolf and Little Red Riding Hood at her Granny's house but it is in the wrong order. Children read and number the exchanges in order. They then cut them out and arrange them in the correct order on their desks.

4. Say, 'Now listen and check the order'. Read the dialogue, using wolf and Red Riding Hood voices.

5. Children stick the dialogue in the correct order onto a sheet of paper or into their notebooks.

   **Answer:** c, n, k, b, g, f, a, h, i, d, m, l, e, j

**MAKE FINGER PUPPETS (10 minutes)**

6. Give out the second part of the lesson material. Show the children the finger puppets you have prepared. Children cut out the finger puppets, fold them along the dotted line and stick two sides, leaving a space for their finger. Show the children that when they turn the wolf puppet round, he is disguised as Granny.

**ACT OUT THE STORY (10 minutes)**

7. Divide the class into two groups (Little Red Riding Hood, wolf). Children hold up their finger puppets and act out the conversation between the wolf and Little Red Riding Hood at Granny's house in chorus. The groups then change roles and repeat the procedure.

8. Children act out this part of the story in pairs using their finger puppets. You may also like to ask one or two pairs to act out the conversation to the whole class.

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**Extra ideas**

- Children make additional finger puppets for the mother, grandmother and woodcutter and act out the whole story in groups.
- Children do a project on wolves and find out, e.g. where they live, what they eat and why they are in danger.
- Children do a class survey to find out ways they help people in their family. e.g. Do you help lay the table? ...cook? ... shop? etc.
Who was Hernán Cortés?

Hernán Cortés was a Spanish adventurer. In 1519 he was in Mexico. He wanted to find a lot of gold and silver. He wanted to be very rich. Hernán didn’t find any gold or silver but he found a dark, bitter drink. The Aztec people in Mexico called this drink *chocolatl*. Hernán Cortés tried this drink and he liked it.

The Aztec people used the black beans of the cocoa plant to make *chocolatl*. Hernán Cortés sent some of these cocoa beans back to Spain. He showed people how to make *chocolatl*. Soon people all over Europe discovered a new exciting drink called ‘chocolate’.

Today, cocoa beans come from Brazil and Ecuador in South America and from African countries like Cameroon, Ghana, Nigeria and Ivory Coast.

Answer the questions.

1. When was Hernán Cortés in Mexico?
2. What did he want to find?
3. Why did he want to find them?
4. What did he find?
5. Did Hernán Cortés like the drink?
6. Who were the Aztecs?
7. What did they use to make *chocolatl*?
8. What did Hernán Cortés send back to Spain?
9. Where do cocoa beans come from today?
**Worksheet**

**Chocolate**

Do you like chocolate?  
Do you like dark chocolate or milk chocolate?  
Do you like white chocolate?  
Do you like chocolate snacks (Mars, Snickers etc.)?  
Do you like to eat chocolate or drink chocolate?  

**Complete the chart below. Then ask your friends.**  
**What sort of chocolate do most people like?**

<table>
<thead>
<tr>
<th>CHOCOLATE</th>
<th>I LIKE IT!</th>
<th>I HATE IT!</th>
</tr>
</thead>
<tbody>
<tr>
<td>dark chocolate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>milk chocolate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>white chocolate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>chocolate snacks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>drinking chocolate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Write your report like this:**

I asked ____________ people about chocolate.

Most people like ________________

___________ people like dark chocolate.

___________ people like milk chocolate.

___________ people like white chocolate.

___________ people like chocolate snacks.

___________ people like drinking chocolate.
Ancient Egypt

There were two parts of Ancient Egypt – Upper Egypt in the south and Lower Egypt in the north near the Mediterranean. The rulers of Ancient Egypt were called the Pharaohs. They lived in Upper Egypt in the summer and Lower Egypt in the winter.

1 Label ‘Upper’ and ‘Lower’ on the map.

In Upper Egypt, you can see beautiful temples and palaces in the ancient cities of Luxor and Karnak. In Lower Egypt (near Cairo), you can see the Pyramids. There are many pyramids near Cairo. The three biggest Pyramids are at Giza near the city of Cairo. These pyramids are about 5,000 years old. The most famous pyramid is the one built for the Pharaoh called Cheops. It is 147 metres high. Each side is 230 metres long. The builders used 250,000 cubic metres of stone to make the pyramid. In the middle of the pyramid, there is a small room. When Cheops died, his body was put into this room.

2 Ask questions Where? How old? How high? How long?

<table>
<thead>
<tr>
<th>Where</th>
<th>is</th>
<th>the three pyramids?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How old</td>
<td>are</td>
<td>the pyramid of Cheops?</td>
</tr>
<tr>
<td>How high</td>
<td></td>
<td>the three pyramids?</td>
</tr>
<tr>
<td>How long</td>
<td></td>
<td>the body of Cheops?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>each side of the pyramid?</td>
</tr>
</tbody>
</table>

Read more about this topic in the Penguin Young Reader Ancient Egypt
Ancient Egypt

One of the Pharaohs was a young boy called Tutankhamen.

He died when he was eighteen years old. His body was put in a secret tomb with a lot of gold and many beautiful things.

In 1922, the English historian was looking for places where the pharaohs were buried. He discovered a tunnel under the sand.

There was a wall in the tunnel and Ancient Egyptian writing on the wall. He made a small hole in the wall and looked through. 'Well, can you see anything?' his friend asked. 'Yes,' said Howard Carter, 'wonderful things!'

3 Answer the questions

a) How old was Tutankhamen when he died?

b) Who found his secret tomb?

c) What did he find in the tomb?

Ancient Egyptian writing looks like a lot of little pictures. But when you see a picture of a bird, it does not mean a bird. It means the sound 'a' from the Egyptian word for this bird.

5 Look at the words below. Think of the English words for the pictures. Can you read the words?
Part A

How many different hobbies can you find?

Mum asked me. ‘Where’s your guitar? It’s not at school. is it?’

It was. But I didn’t want Mum to know. She always says, ‘Don’t take your guitar to school. Someone will break it.’

‘Do you want to see my skateboard?’ I asked Granny. I knew she was going to say yes.

‘Hi. Mira! What are you doing?’
‘Bird watching. Shh. Look! That’s...an Arctic tern there.’
‘No, it isn’t. I’ll show you. Let’s go to my house. I write down the birds I see and then I can easily find out where they come from on the Internet.’
Teacher's Notes  What are their hobbies?

Language:  Story vocabulary (surfing the Internet, skateboarding, bird watching, playing the guitar). To help pupils read for information, spelling and vocabulary expansion.

Topic:  Hobbies

Time:  10 - 15 minutes

Materials:  1 copy of the lesson material on page 20 for each pupil

TEACHING PLAN

1. Give each pupil a copy of the lesson material and say that 4 different hobbies are hidden in the texts.

2. Explain that it’s a competition and they should work in pairs to find the hobbies and circle the drawing. They must also rearrange the jumbled words to find the hobbies.

3. The first pair to finish all the words correctly and circle the drawings of the 4 hobbies wins.

4. Go round and help with the instructions.

5. The winning pair write the 4 hobbies on the board.

Answers:

A. Surfing the Internet, skateboarding, bird watching, playing the guitar.


Follow up

• Give the pupils 5 minutes. In pairs they make a list of all the hobbies they know. Who has the most?

• The pupils write about their favourite hobby.
<table>
<thead>
<tr>
<th>TOPICS</th>
<th>Excellent! level 1</th>
<th>Excellent! level 2</th>
<th>Excellent! level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animals</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Body</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Buildings</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Celebrations</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Clothes</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Colours</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Family</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Film/Media/TV</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Food</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Friendship</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Holidays</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Homes</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Jobs</td>
<td>✓</td>
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<tr>
<td>Magic</td>
<td>✓</td>
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</tr>
<tr>
<td>Maths</td>
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<td>✓</td>
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<td>Monsters</td>
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</tr>
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<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Senses/Feelings</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Size</td>
<td>✓</td>
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<tr>
<td>The Country</td>
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<td>The Town</td>
<td>✓</td>
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<tr>
<td>Time</td>
<td>✓</td>
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<tr>
<td>Travel</td>
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<td>✓</td>
<td>✓</td>
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<tr>
<td>Weather/Seasons</td>
<td>✓</td>
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<td>✓</td>
</tr>
<tr>
<td>World/Environment</td>
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Excellent! and UCLES Young Learners English Tests

The following charts show how the language covered in Excellent! levels 1 to 3 links with the syllabus for the UCLES Young Learners English Tests: Starters, Movers and Flyers. The Test Time pages in Excellent! Activity Books 1-3 are modelled on the test types in the Young Learners Tests and will help your pupils prepare for the Starters, Movers and Flyers tests.

### Coverage of STARTERS ¹ Topics

<table>
<thead>
<tr>
<th>Age</th>
<th>Hours of English</th>
<th>animals</th>
<th>body &amp; face</th>
<th>clothes</th>
<th>family, friends, ourselves</th>
<th>food &amp; drink</th>
<th>the home</th>
<th>school, classroom language &amp; tests</th>
<th>sports &amp; leisure</th>
<th>transport</th>
<th>Coverage of Notions and Concepts</th>
<th>Coverage of Language Structures</th>
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</thead>
<tbody>
<tr>
<td>Excellent! Level 1</td>
<td>8/9</td>
<td>80</td>
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<td>***</td>
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<tr>
<td>Excellent! Level 2</td>
<td>9/10</td>
<td>140</td>
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<tr>
<td>Excellent! Level 3</td>
<td>10/11</td>
<td>180+</td>
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### Coverage of MOVERS ² Topics

<table>
<thead>
<tr>
<th>Age</th>
<th>Hours of English</th>
<th>animals</th>
<th>body, face &amp; clothes</th>
<th>home: family, friends, ourselves</th>
<th>food &amp; drink</th>
<th>health</th>
<th>local places</th>
<th>school, classroom language &amp; tests</th>
<th>sports, leisure &amp; holidays</th>
<th>transport</th>
<th>weather: world around us</th>
<th>Coverage of Notions and Concepts</th>
<th>Coverage of Language Structures</th>
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</thead>
<tbody>
<tr>
<td>Excellent! Level 1</td>
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<td>Excellent! Level 2</td>
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<td>Excellent! Level 3</td>
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<td>180+</td>
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### Coverage of FLYERS ³ Topics

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<th>Age</th>
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<th>animals</th>
<th>clothes</th>
<th>family, friends, ourselves</th>
<th>folklore &amp; fantasy</th>
<th>food &amp; cooking</th>
<th>the home</th>
<th>health</th>
<th>occupations &amp; work</th>
<th>places &amp; directions; transport</th>
<th>school &amp; education</th>
<th>sports, leisure &amp; holidays</th>
<th>weather</th>
<th>world around us</th>
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¹ Starters: For students aged 7 - 12 (most Starters are aged 8 - 10) having had 100 hours of English study
² Movers: For students aged 7 - 12 (most Movers are aged 8 - 11) having had 175 hours of English study
³ Flyers: For students aged 7 - 12 (most Flyers are aged 10 - 12) having had 250 hours of English study
### OUR CLASS READING CHART

**Class:**

**Dates:** from _____ to _____

<table>
<thead>
<tr>
<th>Pupil's name</th>
<th>Title of the Reader</th>
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Once upon a time...

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- Photocopiable reading chart for class display

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