SKILLS BUILDER
for young learners
flyers 2
Teacher’s Book
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PTMD
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Introduction

Skills Builder for Young Learners
is a series of books with supplementary material offering systematic practice and development of
listening, reading, writing and speaking skills. In particular, the series provides tasks and activities
to build those language skills which younger students need in order to communicate effectively
and successfully.

The books are especially designed for younger students at primary level who are learning English
as a foreign language and are between the ages of 7 and 12. The books can supplement any
primary course and can be used with all young learners, regardless of their cultural background.

The series reflects the main content areas (topics, vocabulary, structures, etc.) most commonly
taught in syllabuses of primary level coursebooks throughout the world. Text and pictures present
tasks in a clear and attractive way, appropriate to the age and interests of primary learners.

The series has three key levels:

  Pre A1 – *Starters*  A1 – *Movers*  A2 – *Flyers*

Skills Builder for Young Learners: Flyers 2
is the second book at CEFR Level A2.

The *Student’s Book* consists of five units, each of which provides classroom work for approximately
three 45-minute *lessons*, depending on the school’s programme. Each unit is divided into three
sections – *Listening, Reading & Writing* and *Speaking* – which provide all of the visual material to
be used in the tasks and activities.

The *Teacher’s Book* provides:
* a description of the types of *main tasks* presented in the Student’s Book
* suggested *lesson procedures*, including practice tips, detailed suggestions for *warm-up* and
  *follow-up activities* to provide further practice in a wider range of language skills
* a complete *key* to all of the exercises
* complete *tapescripts* of all the listening material
* a ‘*Speaking script*’ for conducting the activities in the Speaking sections of the Student’s Book

Components:
* Student’s Book
* Teacher’s Book
* Class Audio CDs (set of 2)
Description of Main Tasks

1 Listening Section

- **Part 1** Listening for names and words (drawing lines): Students listen to a dialogue between two people clearly differentiated by age, and look at the picture of a scene showing people doing different things. There are seven names above and below the picture. Students draw lines to link each name to the correct person in the picture, whose action, position and/or description is provided in the dialogue. One name is not used.

- **Part 2** Listening for numbers and spellings (note-taking): Students listen to a dialogue between two people and complete a form, or page of a notebook, by writing a word, name or a number. There is a picture prompt to support the context, but it does not provide the missing information. The numbers can be recorded as words or digits; the spelt out names must be recorded correctly; some errors in the spelling of words that are not spelt out will be allowed.

- **Part 3** Listening for specific information (multiple matching): Students listen to a dialogue between two people and match a list of names or words to a set of pictures by writing the letter of the correct picture in a box. The dialogue uses long and short turns, with one person being the principal speaker. The list of words or names is also accompanied by small illustrations. All items are arranged in random order, rather than in the order they are talked about in the dialogue. Two pictures from the right are not used, although they will still be mentioned in the conversation, as distractors.

- **Part 4** Listening for information (3-option multiple choice): Students listen to five short interactions on overlapping themes between the same two speakers, who are a clearly differentiated by age or gender. Before each interaction, they read and listen to a question, which they answer by selecting one of three pictures. This section covers a variety of items from across the syllabus, both in terms of vocabulary and grammar.

- **Part 5** Listening for colours and specific information (colouring and writing): Students listen to a dialogue between two people clearly differentiated by age. Then, they colour four different objects in a large picture of a scene, using a specified colour, and write a given word on a particular part of the picture.

2 Reading & Writing Section

- **Part 1** Reading definitions and choosing the words they refer to (matching and copying words): Students read a list of ten definitions and select the nouns that correspond to each one from a set of words printed around them. Students copy the nouns in the space allotted next to each definition. There are five distractors.

- **Part 2** Reading and completing a continuous gapped dialogue (multiple matching): Students read a dialogue between two people in which only one speaker’s questions are included; then, students choose the other speaker’s responses by writing the letter corresponding to the appropriate response from a list of options. Two responses are not used.

- **Part 3** Reading for specific information and gist (filling in a cloze text, and one 3-option multiple choice question): Students read a gapped story and fill in five gaps by copying a noun, adjective, or verb selected from a group of words accompanied by pictures. This group of words and pictures includes four distractors. As a final question, students choose the best name for the story by ticking one of three options.

- **Part 4** Reading and understanding a factual text (3-option multiple choice cloze): Students read a short factual text and complete ten gaps by selecting the correct option out of three. The missing words are taken from a wide range of grammatical structures.

- **Part 5** Reading and understanding a story (sentence completion): Students read a story that has an accompanying picture and then complete seven gapped statements that check comprehension. They can use one to four words to fill in each gap, and the completed sentences must be grammatically correct. The picture provides context but does not answer the questions.

- **Part 6** Reading and understanding a short text (open cloze): Students read a text with gaps, usually a letter or an extract from a diary, and write a word to complete each gap. No options are given, so students have to think of the word themselves, which should be correct in terms of grammar and meaning.

- **Part 7** Writing a short story based on pictures (guided writing): Students look at three pictures and write a short story based on what they see. The story should be at least twenty words.
3 Speaking Section

- **Part 1**  Talking about differences between pictures (understanding statements and responding): Two versions of an illustrated scene are used in this part. Students are given one version and teachers keep the other. Before they begin, students are briefly shown the teacher's version. The teacher points out six details of the picture they are looking at, and students respond by saying how those details are different in their version.

- **Part 2**  Exchanging information using prompts (responding to and asking questions): Two sets of tables containing prompts and information about people, places or objects are used in this part. The teacher uses one set and the students the other. Only one of the tables is completed. The missing information is reversed in each set. The teacher asks five questions in order to complete their incomplete table. Students reply, by referring to their completed table. Then, students ask the teacher five questions in order to complete their own table.

- **Part 3**  Understanding a story and continuing it by describing pictures (picture sequence): Students are shown a sequence of five pictures that tell a story; then, they listen to the teacher say the title of a story and describe the first picture. Students continue the story by describing what is happening in the four remaining pictures, using a few words each time.

- **Part 4**  Understanding and replying to personal questions (short answers, unaided by visual prompts): Students are asked personal questions on topics related to their everyday lives. These may include their families, likes and dislikes, free time activities, home, school, etc. For example, they may be asked questions such as Now let's talk about hobbies. What do you like doing after school?, etc.
Suggested Lesson Procedures & Tips

The lesson procedures below, including warm-up and follow-up activities, can be used as a model for all units in the book. These procedures are optional and teachers may choose to do all, any or none of the activities with their class. Although the detailed examples given here refer to the specific tasks in Unit 1, the tasks, types of activities and the suggested classroom procedures remain exactly the same for each subsequent unit.

Listening Section

Part 1

**Tip**

A good way to practise describing people and what they are doing is to ask Ss questions about people in pictures you come across (their clothes, their hair, where they are, what they are doing, etc.). Ss can reply with short or one-word answers, e.g. *What colour is this man’s hair?* Brown. Ss will need to pay attention to details, as they will need to understand the difference between two similar people in the picture.

Warm-up

Ask Ss to look at the main picture and identify the scene. Then, ask them to identify and describe the people and the objects in the scene. Then, point out the names around the picture.

E.g.  
_T: All right, everybody. Look at this place. (point to picture) What is it?_  
_S1: (It’s) a beach._  
_T: Good. Now, how many names can you see around the picture?_  
_S2: Seven._  
_T: Right. (point to boy flying a kite) Look at this boy. What is he doing?_  
_S2: (He’s) flying a kite., etc.

**Tips**

Explain the task to Ss, in L1 if necessary, pointing out the following:

- It is OK if the lines they draw cross over one another, but it must be clear which person each line leads to.
- There is one extra name, which Ss will not use.
- Reading the names around the picture before the recording will help them, because they will know which names to listen for. Point out any names that can be used to refer to both a boy or a girl (i.e. Alex, Kim, Pat and Sam).
- Looking at the picture and examining what they can see before the recording starts, especially identifying similarities between two people in it, will also help them predict the language they may hear in the recording. The descriptions for each person will not only refer to their appearance and clothes, but also to the activities they are engaged in.

Then, play the recording. Ss listen and draw lines. Check Ss’ answers.

Follow-up

A Ask individual Ss to tell the class who each person in the picture is and what they are doing.

E.g.  
_S1: David is the boy who’s playing volleyball._  
_S2: Holly is the girl in the sea who’s waving., etc._

B An individual S chooses one of the characters. The rest of the class ask yes/no questions to guess which character he/she has chosen.

E.g.  
_S1: Who am I?_  
_S2: Are you a boy?_  
_S1: No, I’m not._  
_S3: Are you in the water?_  
_S1: No, I’m not._  
_S4: Are you crying?_  
_S1: Yes, I am._  
_S5: I know! You’re Emma!_  
_S1: Yes, I am., etc._

Part 2

**Tip**

- A good way to practise spelling and numbers is by playing games with Ss, whenever possible. For example, you could make a set of flashcards, with pictures representing words from the Flyers vocabulary list glued onto cards. Number the flashcards, depending on how many words you want to test. Ask Ss to write these numbers in their notebooks (e.g. 1 – 10, 1 – 20, etc.), and explain that you will show the flashcards one by one. Ss will write the word that each flashcard represents, next to the appropriate number. Start the game by showing flashcard number 1 for a few seconds, allowing time for Ss to write the word that the picture represents. Then continue in the same manner with the rest of the cards. When you have finished, check your answers as a class, writing the words carefully on the board and saying the letters; this will help Ss become familiar with the names of letters of the alphabet.

- A game that focuses specifically on numbers is bingo. Give each S a ‘number card’, with a table of three squares by three squares; a different number from 100-1000 is printed or written in each square. No number card should have the same pattern of numbers on them. Then, call out a random list of numbers, whether by selecting numbered counters from a bag, using an online random number generator, or opening a book at random pages and calling out that number. As you call each number, write it on the board.
When a S hears a number that is written on their card, they mark the number by drawing a cross or circle on/around the number. A S wins a round of bingo by crossing off all of the numbers on their card. You can play as many rounds as you like, depending on how much practice your Ss seem to require and/or how much time you have.

Warm-up

Ask Ss to look at the form/page of a notebook. Explain that they will hear two people having a conversation. Explain the context, and then ask a S to spell out the example word. Then ask Ss for words to listen out for that will help them find the missing words.

E.g.  
T: OK (points to the form/page) Now look at this. There is a new swimming club at school. A teacher is telling the children about it. We’re going to listen and write the missing information here. (pointing to the answer in the first example) The student wants to come to the swimming club on ‘Wednesdays’. (point to ‘Student’s name’) What does it say here?

S2: ‘Student’s name.’

T: Yes. (points to ‘Nick’) And here we can see part of the answer. What does it say?

S3: ‘Nick’

T: That’s right. So what kind of word is the answer?

S4: His first name.

T: Excellent!, etc.

Tips

Explain the task to Ss, in L1 if necessary, pointing out the following:

- Ss will only need to write a name or a number to answer each question, and they will hear each answer twice.
- All names Ss will have to write will be spelt out for them. They cannot make a spelling mistake in these questions.
- The numbers tested are 100 – 1000. If Ss write numbers as digits rather than words, they have fewer chances of making a spelling mistake. If Ss write a time, they can write ‘3’, ‘3 pm’, or ‘3 pm’; ‘3’ and ‘pm’ altogether counts as one word.
- Reading the questions before the recording will help them, because they will know what to listen for.

Then, play the recording. Ss listen and write a name or a number. Check Ss’ answers.

Follow-up

A Use oral prompts to help Ss ask and answer rolling questions.

E.g.  
T: (prompts) student’s name – Nick Smith

S2: Is the name of the student Nick Smith?

S3: No, it isn’t. It’s Nick Davies.

B Ask individual Ss to tell the class what they know about the new art class.

E.g.  
S1: The school’s new swimming club is open every day but not on Fridays. The student’s name is Nick Davies. The club is for students over ten, etc.

C As homework, Ss write a paragraph about the new art class.

E.g.  
There is a new swimming club at school. Students can go every day, but not on Fridays. Nick Davies wants to join it. The club is for children over ten, etc.

Part 3

PRACtICE TIP

A good way to practise and activate the vocabulary Ss will need for this task is by brainstorming and organising words they may hear in a mind map. Ask Ss to look at the two pages of the listening task and identify the main theme each set of pictures describes, e.g. in Unit 1 the left page shows objects in a house and the right page shows places. Write the phrase ‘THINGS IN A HOUSE’ on the board and ask Ss to write as many words as they can think of about the particular objects they see on this page. To help them think of words in thematic groups, you could also write a few questions that will work as prompts on the board. For example, Which room can you find these in?, What do you do with them?, Where can you buy them?, etc. The words should also include verbs, for example, you can write an invitation, you use bandages when you get hurt, towels make you dry, etc. Give Ss one minute to make notes and then combine all Ss’ answers to make a mind map around the phrase ‘THINGS IN A HOUSE’ on the board, organising them in any way that is appropriate (e.g. you may wish to group all objects by the room they are usually located in—living room, bedroom, bathroom, kitchen, etc.). Repeat the process for the word ‘PLACES’. Please note that Ss will most likely have more vocabulary for the pictures on the right page, as they normally show scenes that include details Ss may hear about in the task. Encourage Ss to notice those details and include them in their brainstorming. After completing the second mind map, leave them both on the board and do the listening task. After the listening is completed, ask Ss to tell you whether the vocabulary brainstorming helped them listen more effectively. Encourage Ss to use this technique every time they do this type of listening task and notice how their skills develop.
Warm-up

Start by reading the rubric in order to set the scene. Quickly go through the items shown on the left, and then, ask Ss to look at the set of pictures on the right and identify the place(s) shown in each (a picture can show more than one place, for instance picture C shows a bus stop and a museum behind it). To help Ss identify these places correctly, ask them questions about what they can see.

E.g.  
T: Robert is talking to his teacher about the photos of the animals he took on his holiday. (pointing to the first set of pictures on the left) We will listen to them talking to find out where he saw each one. (pointing to the second set of pictures) Here are the different places. (pointing to picture F, showing a lake) What can you see here?

S1: A lake ...
T: What can you see there?
S2: A swan?
T: Yes. What else?

Follow-up

A Use oral prompts to help Ss ask and answer rolling questions.
E.g.  
T: (prompts) rabbit – lake
S1: Did Robert see the rabbit on the beach?
S2: No, he didn’t. He saw it at the lake., etc.

B Ask individual Ss to make sentences based on their answers.
E.g.  
S1: Robert didn’t see the rabbit on the beach. He saw it at the lake., etc.

Part 4

PRACTICE Tip

A good way to practise vocabulary for this part, as well as to raise awareness of details, is by using flashcards to play games whenever possible. For example, you could play the 10 Questions guessing game. Divide the class into two teams and
T: (prompt) mum – shopping
S3: Is mum going shopping?
S4: No, she’s going to visit Michael’s aunt in the library., etc.

B Ask individual Ss to make sentences by answering the written questions.
E.g. 
S1: It’s mum’s birthday on Saturday.
S2: Mum doesn’t know about the birthday party.
S3: They are going to prepare everything on Saturday morning when she’s away., etc.

Part 5

**PRACTICE Tip**

A good way to practice identifying the location of objects and the colours for this part is by playing the *I spy with my little eye* game using pictures whenever possible. After prompting them (e.g. *I spy with my little eye ... a cloud above the lake!... a grey lift!*), Ss can reply by naming the item.

**Warm-up**

Ask Ss to look at the picture and identify the scene, then talk about what they can see in the picture. Pay attention to the place where Ss will write the answers, e.g. next to the lake.

**Tips**

Explain the task to Ss, in L1 if necessary, pointing out the following:
- Ss need to bring their own coloured pencils/pens.
- Ss will always need to colour three of the objects in the picture and no other objects or parts of the picture.
- This is not a test of Ss’ colouring skills, so they should not worry about how well they colour in their answers, as long as it’s clear which object they have coloured.
- Ss will be asked to write a simple word twice. The words will be appropriate for their settings.
- Ss must focus on understanding the differences between two similar people or objects. The language used may refer to their location but also the activities engaged in.

Then, play the recording. Ss listen and fill in the correct item with the correct colour. Check Ss’ answers.

**Follow-up**

A Use oral prompts to help Ss ask and answer rolling questions.
E.g. 
T: (prompts pointing to S1) butterfly with purple spots – lake
S1: Is the butterfly with the purple spots next to the lake?
Part 1

**Practice Tip**

A good way for Ss to practice definitions is by using flashcards to play a matching game on the board. Choose up to ten words you would like the Ss to practice. On a piece of paper, write a sentence for each one that is either a definition or a clue that suggests its meaning. Cut out each definition, roll it up and put it in a small bag or box. Then write those words on the board in random order, plus five extras that will work as distractors. Ask individual Ss to pick a definition from the bag/box and read it out. The S is given a few moments to guess the word it refers to. If he/she has replied correctly, attach the definition on the board, under its corresponding word. If the S has replied incorrectly, another S from the class is invited to provide the correct answer. This game can be extended by inviting Ss to create their own sets of words and clues, and play the game in pairs.

Warm-up

Ask Ss to look at the fifteen words around the edge of the box. Ask questions to help Ss create their own definition of each of the words.

E.g.  
T: *All right, everybody.* (point to words around the box) *Look at these words.* (point to ‘a project’) *‘A project’. Now, what is a project?*  
S1: *A kind of homework.*  
T: *Good. Now, what are ‘fingers’? Where do we find them?*  
S2: *On our hands.*  
T: *Well done. What about ‘a stamp’? What do people use it for?*  
S4: *It’s a piece of paper that we put on an envelop/postcard. People use them to send a letter/postcard, etc.*

**Tips**

Explain the task to Ss, in L1 if necessary, pointing out the following:

- The words are not illustrated.
- Five of the words are not used.
- Ss should read all the words around the box before they start doing the task. This helps them see the relation between the different words (thematic groups they belong to, any similarities, etc.).
- Ss should read the entire sentence carefully before making a choice.
- Ss should copy the correct word exactly as it appears, including any article, if there is one (students should not add an article, or indeed anything else, that does not appear with the original word).

Then, Ss read and write the correct words on the lines in each of the boxes. Check Ss’ answers.

Follow-up

A  Use oral prompts to help Ss ask and answer rolling questions.

E.g.  
T: *(prompt) project – food*  
S1: *Is a project a kind of food?*  
S2: *No, it isn’t. It’s a kind of homework.*  
T: *(prompt) stamp – hair*  
S3: *Do we put a stamp on our hair?*  
S4: *No, we don’t. We put it on a letter., etc.*

B  Ask individual Ss to form complete sentences using the written definitions and respective answers.

E.g.  
S1: *(You need to find a lot of information to do a project.)*  
S2: *(Some people continue to study at university after finishing school.)*  
S3: *(A key is made of metal and if you lose it you can’t get into your house, etc.)*

Part 2

**Practice Tip**

A good way to practise appropriate responses is by doing a role-playing game. Divide the class into pairs, and give each pair a role-playing scenario; the scenario will consist of who they are and what they’re talking about. One pair might consist of a boy called David asking his uncle about his job, for instance. Ss have 1 – 2 minutes to complete a simple exchange. You could write some helpful language on the board, such as discourse markers (Excuse me, Me too, Oh, OK, please, right, so, Thank you! Thanks, then, well, Well done, etc.) and expressions (Amazing!, Come on!, Don’t worry, Fine! Go away!, If you want!, In a minute, No problem!, Oh dear! See you, etc.). Ideas for situations/themes could come from books they’re currently looking at in class or books they’ve covered previously.

Warm-up

Ask your Ss to read the text on the top left, as it sets the context for the following conversation and instructs Ss on what to do for the task. Explain that only one of the possible responses A-H fit with each of the gaps 1-5, and that two of the responses will not be used. Then, read the dialogue, asking Ss to look at each question asked by the first speaker, David. For each question, ask the Ss what David is asking about. This will help Ss to understand his questions better and help them to choose an appropriate response.

E.g.  
T: *(pointing to example) Betty asks ‘How was your first day at university?’ So what’s Betty asking about?*  
S1: *Sarah’s first day at university.*  
T: *Yes. So, Betty is asking about Sarah’s first day at university. Now, how could someone reply to this question?*
S2: It was nice/horrible, etc.
T: OK. And which answer (pointing to list of options) has one of those phrases, and also talks about lessons ...
S3: E.
T: That's right. Betty asks 'How was your first day of university?'; and Sarah replies 'Great! The lessons are so interesting!'. They go together. (pointing to 1) Look at this question now. Betty asks 'How did you get there?' What is he asking about?
S5: How Sarah went to university.
T: Good. And how would you answer that question? What are some ways we can travel to a different city?
S6: (By) plane, (by) car, (on) a boat/ship, (on a) bicycle, etc.
T: Good. So the answer will have something about a way we can travel, etc.

**Tips**

Explain the task to Ss, in L1 if necessary, pointing out the following:
- Only one option from A-H will fit in terms of grammar, meaning, sense and appropriacy.
- Ss may need to choose responses to statements as well as questions.

Then, Ss read and write a letter for each answer. Check Ss' answers.

**Follow-up**

Ask Ss to act out the dialogue in pairs.

**Part 3**

**Practice Tip**

A good way to practise the skills (reading for specific information and gist, lexical and grammatical competence) necessary for this part is by using short humorous stories you have found in the school library or the internet. Choose two of them (A and B) and highlight up to five words (nouns, adjectives or verbs). Then, divide your class into pairs and give one story to each partner, and:
- Ask Ss to make a list of the highlighted words, in the order in which they appear in their notebooks and to make sure that their partner does not read either their story or their lists while they do so.
- Ask Ss to delete the highlighted words in their stories and replace them with the same kinds of words (part of speech) but with a completely different meaning. For example, 'storm' could be replaced by 'banana', 'beautiful' with 'silly', 'ate' with 'jumped', etc.

- Ss are given up to 5 min to swap stories, read them and guess the original missing words.
- Go through Ss ideas by reading one story at a time and pausing in each gap, Ss should justify their choices, pointing out key words/phrases in the surrounding text that worked as clues.
- Finally, ask Ss to come up with and decide on the best title for each story. Ss should work in groups for this.

**Warm-up**

Explain that the text is a story which needs a title. Then ask Ss to look at the picture and tell you what they think the story will be about.

E.g. T: (pointing to the picture) What is this?
S1: It's a cinema.
T: Have you ever been to the cinema?
S2: Yes/No, etc.
T: What can you do at a cinema?
S3: (You can) see a film.
T: So what do you think this story is about?
S4: A visit to the cinema.
T: OK, let's check, etc.

**Tips**

Explain the task to Ss, in L1 if necessary, pointing out the following:
- Ss should read all of the text before they start to fill in the gaps, in order to get a general understanding.
- Ss will need to understand the text around each gap in order to be able to find the missing word.
- Ss should try and guess the missing word from a gap before looking at the box of words below the picture. The surrounding text will provide clues as to the kind of word that is missing. When they have made a guess, then they should look to the box and see if the word they guess (or one like it) is there.
- Ss should take care to not only complete the correct word in terms of meaning but also of form (singular/plural nouns, comparative/superlative adjectives, infinitive/gerund/past tense of verbs, etc.). The missing words will always be nouns, verbs and adjectives.
- Selecting the best title for the story does not mean the 'perfect' title. Sometimes, they will find the correct answer by eliminating the other two titles, because they are wrong for a particular reason.
- Ss' writing should be clear and legible to avoid losing marks due to confusion. It may be best to avoid cursive writing altogether.

Then, Ss read and fill in the missing words, before choosing the best title. Check Ss' answers.
Follow-up
A Ask individual Ss to read aloud from the completed text.
B Ask Ss to underline certain words in the text. Help Ss to make up their own versions of the story by substituting other words for those underlined. Ask individual Ss to read their stories aloud.
E.g. S1: Last week, Harry's mum, asked him to go to the post office to send a letter.
S2: 'I really hope this arrives before your grandma's birthday,' etc.
C As homework, Ss make a neat copy of their story for display on the classroom wall.

Part 4

**Practice Tip**
A good way to practise finding appropriate missing words for this part is by playing a gap-filling game called Get it together! Choose a short passage (it could be from a story or your course book) and make two copies of it (A and B). Use correction fluid to delete 10 different words (a mixture of grammatical items, including prepositions of place, adverbs, relative pronouns, verbs in past tenses, comparatives and superlatives, etc.) from each copy. The gaps in text A should occur earlier in the text than the gaps in text B. Make enough copies of the gapped text for each pair of Ss in your class. S A starts reading his/her gapped text out loud to S B, until (s)he reaches the first gap. S B should have listened to S A and filled in his/her first gap by that time. S B carries on reading until his/her next gap, and so on until both texts are filled in. The pair that fills in both texts the most quickly, and with the fewest errors, is the winner. After the game, spend a few minutes with the Ss focusing on each gap and eliciting the reason why each missing word fits in that position, both in terms of context and grammar. This could also be turned into a game by awarding points for each correct answer.

Warm-up
Ask Ss to cover the multiple choice answers given. Elicit the topic of the text from the title and pictures. Ss read for general understanding, ignoring the gaps in the text. Ask questions to test Ss' understanding.
E.g. T: What are eagles?
S1: (They are) big birds.
T: Good. Where do they live?
S2: (They live on) the mountains.
T: That's right. Can they fly?
S3: Yes (they can), etc.

**Tips**
Explain the task to Ss, in L1 if necessary, pointing out the following:
- Ss should read the whole text first, to figure out the general idea.
- As with Part 3, Ss should try to guess what kind of word that is missing from each gap, and in which form, before choosing a word from the three provided options.
- Ss need to copy the words in the gaps clearly and with correct spelling.

Then, Ss read the text and the possible answers, and write the correct word in each gap from each group of the three possible answers. Check Ss' answers.

Follow-up
A Ask individual Ss to read aloud from the completed text.
B Ask Ss to choose one of the distractors for each gap and make a sentence using it.
E.g. at: We stayed at home last night.
from: My friend is from Italy., etc.

Part 5

**Practice Tip**
A good way to practise paraphrasing is by playing the In your own Words! game. Select as many sentences as you can (at least one for every S in your class) from the material you have used in class—they could be from dialogues, stories and other passages. Choose sentences that can be paraphrased using synonyms, replacing nouns with pronouns and turning around sentences whilst retaining meaning. Write or type these sentences on a piece of paper, cut them, roll them and put them in a bag or box. Before you begin the game, divide the class into two groups. Shuffle the rolled-up sentences and start the game with each group taking one sentence to paraphrase, making sure that a different S selects a sentence each time. The Ss that have picked a sentence are given 30 seconds to come up with a paraphrased alternative from the moment they choose it. If they are unable to, they can select one other member of their team to help them in the next 15 seconds. The first of the two teams to have thought of an alternative shouts, 'My words!' and is given the chance to share their alternative. If their answer is correct, they are awarded a point. If both teams answer simultaneously, the point goes to the team with the most words paraphrased in their answer.

Warm-up
Ask Ss to cover the text and talk about what they can see in the picture.
E.g. T: (pointing to the picture) Look at this. What can you see?
S1: (It's) a birthday party.
T: Yes. (pointing to the table on the right) Look at this table. What's on it?
S2: A CD player and a piece of cake, etc.

**Tips**

Explain the task to Ss, in L1 if necessary, pointing out the following:
- The picture does not provide answers to the questions. It is, however, along with the title, useful for predicting the general plotline of the story.
- Ss should look at the picture and read the whole story, before attempting to answer, so as to get the general idea of it.
- The missing words/phrases (and their accompanying grammar structures) all come from the text. The provided questions are all paraphrased ideas from the text, as well. Being able to identify synonyms, references and turned around sentences will help them locate the correct answer.
- The words that the Ss write in the gaps need to make grammatical sense.

Then, Ss read the text and gapped sentences, and write one to four words to complete each sentence. Check Ss' answers.

**Warm-up**

Ask Ss to cover the text and talk about what they can see in the picture.

E.g.  
T: (pointing to the picture) Look at this. What can you see?
S1: A bus/flag/an umbrella, etc.
T: OK. So where can you see all these things?
S2: In London.
T: Yes. Have you ever been to London?
S3: Yes/No, etc.

**Tips**

Explain the task to Ss, in L1 if necessary, pointing out the following:
- The missing word might be a vocabulary or grammar item.
- As well as examining the text around the gap, Ss will also need to consider things said earlier or later in the text in order to come up with the missing word.
- Ss should be encouraged to self-edit by re-reading the text and checking their answers as they do so.

Then Ss read the text and fill in the gaps. Check Ss' answers.

**Follow-up**

A Ask Ss to retell the story, using the written texts and Ss' own answers as prompts.

E.g.  
S1: Last Saturday evening, Sarah went to a birthday party.
S2: On the invitation, Alice told everyone to come in a costume.
S3: Sarah dressed up as her favourite singer, etc.

B As homework, Ss write a summary of the story, based on their responses in the task above.

**Part 6**

**Practice Tip**

A good way to practise collocations is by playing Catch the phrase! game. Make a list of at least 10 collocations you want to practise with your class (more would be preferable). Use sticky notes to write each one but divided into two notes (e.g. write the verb 'write' on one sticky note, and the noun 'a letter' on another sticky note). Keep these in two different piles. Create at least two copies of each set that makes up a collocation. Before the game begins, quickly post one pile of the notes in random places around the classroom, saving the second pile. Distribute one note to each S from the second pile and tell them that they have one part of a phrase and they need to find the other part to complete it. When they do, they can pick up another note from the second pile and go catch another phrase. The S who has caught the most (correct) phrases in two minutes is the winner.

**Part 7**

**Practice Tip**

A good way to practise storytelling with your Ss is to play the Once upon a time... game. Tell Ss that they will work in groups to create their own short stories. Write the following useful words/phrases/questions on the board in a list: Who?, Where?, What's the problem?, How do they fix it? Explain the important elements in a story (characters, setting, problem, resolution) pointing to each point in the list and that they need to write 1 – 2 sentences about each point in their stories. Divide the class into groups and give them 2 – 5 min to brainstorm and write their stories. The stories can later be presented to the rest of the class in a variety of ways:
- Each group could create their own comic strip of the story and write their sentences below each picture. The comic strips can be posted on the class wall for everyone to read.
• Each group could enact their story, with one of the Ss being the ‘storyteller’ while the rest act out the characters/ action being described.
• Each S writes the story their group created as homework. They could be accompanied by pictures they drew themselves, or created by making a collage of cut-out pictures from magazines.

Warm-up
Ask Ss to look at the pictures and talk about what they can see in them.
E.g.  
T: (pointing to first picture) Look at this picture. What can you see?
S1: A teacher and some children.
T: Yes. Where are they?
S2: At a factory.
T: OK. (pointing to second picture) And what about in this picture?, etc.

Tips
Explain the task to Ss, in L1 if necessary, pointing out the following:
• Ss should write one or two sentences about each picture.
• Students should write 20 – 30 words altogether. Writing more increases the chance of making a language mistake.
• Ss can write in past tenses or in the present continuous.
• Ask Ss to check their sentences carefully. Corrections should be made neatly so that their answers can be read by a teacher.

Then Ss look at the pictures and write a story. Check Ss’ answers.

NB: Ss can receive a total of 5 marks for this part based on the following criteria:
1) whether the story describes a sequence of events that are very clearly connected to one another.
2) whether Ss have written 1 – 2 sentences for every picture in the story.
3) whether the reader understands the story with minimal effort.

Speaking Section
BEFORE YOU BEGIN:
• If time permits, you can conduct the activities in this section in pairs or groups, rather than the whole class.
• To practise greetings and introducing oneself to another person, which Ss will need for Part 1, you can play the Friendliest Businessperson game. Create a card for each S in your class, stating the name, surname and age of a made-up person. Put the cards into two piles according to gender, shuffle them and place them face down. Invite each S to select a card from the appropriate pile and not show it to their classmates. Explain to Ss that they are important businesspeople and they are in a meeting with many other businesspeople. Their goal is to get up and meet as many people as they can in 3 minutes. They need to greet them, ask their names, surnames and ages, and also provide the same information to them when it is their turn to answer. Every time they complete such an interaction they will exchange a small piece of paper or sticky note, which symbolises a business card. You may wish to write useful language on the board before they begin (Hello. What’s your name? How old are you? Goodbye, Mr/Mrs/Miss . . . , etc.). Encourage Ss to speak clearly and politely, rather than rush through the introductions. Ss get up and walk around the class making introductions and exchanging cards, while you monitor and provide help wherever necessary. When the time is up, the S/Ss who have collected the most ‘business cards’ are named the ‘Friendliest Businessman/Businesswoman’ of the class.

Part 1

PRACTICE Tip
To practise describing differences between two pictures, you can encourage Ss to create their own Find the differences pictures, which they will use to work in pairs with their classmates. Explain that the pictures they create need to be simple rough sketches with only selected objects being coloured. Each set needs to include 6 differences, which could describe different size, number, colour, appearance, position, activity, etc. To speed up the process, you could specify the setting, e.g. a library, hospital, an office, etc. Allow Ss 2 – 3 min to create their sketches. While they do so, write on the board a list of useful language that they will need, e.g. In my picture there’s a , but in your picture there’s a . In my picture the is blue, but in your picture it is purple. It’s raining in this picture, but it’s sunny in this picture. In my picture, this (person) is doing this, but in your picture he/she is doing that. In my picture this (person/object) is on the table, but in your picture this one is under the table, etc.

When they are ready, allow Ss 2 – 3 minutes to spot the differences in each other’s sketches. If time permits, Ss can swap pairs so they can practise with more sets of pictures. This game can be extended into homework, so Ss can prepare more elaborate pictures if they so wish and then practise again in the next lesson.

Ss describe six differences between two pictures.
Ask Ss to look at both pictures on the ‘Find the Differences’ cards on pp. 97 – 98. Establish that the two pictures are similar but not identical, and provide Ss with an example. Ss describe six differences they can see.

E.g.  
T: Now, look at these pictures. They look nearly the same, but some things are different. (pointing to the woman posting a postcard in the Teacher’s copy) In my picture, the woman is posting a postcard but . . . (pointing to the
same woman in the Student's copy) in your picture, she's posting two letters. I'm going to say something about my picture. You tell me how your picture is different. All right? In my picture, I can see a skyscraper outside the window. (pointing to S1)
S1: in my picture it's half past twelve.
T: Very good. In my picture, it's a quarter past one. (pointing to S2)
S2: In my picture, the man with the baby is buying some stamps, etc.

Tips
Explain the task to Ss, in L1 if necessary, pointing out the following:
- Before moving on to the pictures, Ss will be greeted by a teacher and asked their name, surname and age.
- The teacher will demonstrate what is required of the S, so they should not worry about remembering what the task requires.
- Ss have to identify only SIX differences between the two pictures. Listening closely what the teacher says about their picture will give them a model sentence to follow, as well as a clue about what the difference they need to describe is. All differences will be about activity, appearance, colour, number, position, shape, size, etc.

Follow-up
A Ask individual Ss to tell the class the differences between the pictures.
E.g. S1: In this picture the woman is posting a postcard, but in this one she's posting two letters, etc.

B Use oral prompts and point to parts of the pictures to help Ss ask and answer rolling questions.
E.g. T: (Prompt, pointing to the woman in the Teacher's copy) woman – do
S1: What's the woman doing in this picture?
T: (Pointing to S2)
S2: She's posting a postcard.
T: Good., etc.

Part 2

The journalist needs to use the question words on the board to ask the star questions on that topic. Divide the class into pairs and indicate who will be S A (the journalist) and who will be S B (the star). Allow Ss 3 – 5 min to carry out their interviews, while you monitor and provide help wherever necessary. After they are all finished, Ss swap roles and repeat the interview.

Ss exchange information on a given subject looking at a table.
Ask Ss to look at the Information Exchange cards. Explain that there is one card for the teacher (Teacher's copy) and one for the student (Student's copy). Point out that while the two cards are the same, there is some information missing from one copy which is given on the other copy. Point to the question cues about a trip to Egypt on the Teacher's copy and the set of facts that were missing from it on the Student's copy. Ss refer to their copy while you ask them questions about the trip to Egypt. Then, Ss ask you questions about the trip to Paris.
E.g. T: Look at these two journeys. Sophia, where was the last place you went on holiday?
S1: In a village.
T: Yes. And how can you get to a village, William?
S2: By train, car, etc.

Tips
Explain the task to Ss, in L1 if necessary, pointing out the following:
- Ss will have to answer three types of questions: question-word questions, yes/no questions and questions with two options (e.g. Is the shopping cheap or expensive?).
- Listening to the teacher's questions carefully before they reply, will also provide them with a model for the kind of questions they will have to ask later on.

Part 3

Practice Tip
To practise the language (people, their activities, etc.) and the skills needed for this part (telling a simple story based on a series of pictures), you can play the And then what? game:
- Select one of the single scene pictures in your coursebook or from the Student's Book of Skills Builder for Young Learners Flyers 1. Ask Ss to identify and talk about people and actions in any pictures you come across in your lessons. For example, Who can you see in this picture? (Some) friends. What are they doing? Playing a game. Where are they? (In) the park. What is the dog doing? Jumping, etc.
- Explain to Ss that this is the beginning of a story and they will work in groups of three to complete it. Each group needs to decide on what happens right after that scene, with each S drawing a quick sketch to depict the action. Groups are given 2 – 5 minutes for this and then they present their stories to the class. The class could then vote for the most exciting/scariest/sweetest/bravest/cleverest, etc. story.
Part 4

**Tips**

To practise the language and the skills needed for this part (answering personal questions), you can play an interview board game with Ss. In the beginning, Ss could be given the choice to answer the questions as one of their favourite celebrities, and, later, as their confidence increases, they could answer the questions as themselves.

The class should be divided into groups, and you will need the following for each board game:

1. a large sheet of paper or cardboard, on which the board game will be drawn
2. some dice
3. a small object to act as a counter for each S, which could be their own erasers, for example.

Make a simple grid on the sheet of paper (manually or on the computer), marking the first cell as the START and the last one as the FINISH of the board game. To avoid confusion on the direction each counter will move, number each cell. There should be no more than 20 cells in each board game.

Fill in the cells with as many personal questions as possible. For example: How old are you? Have you got a brother/sister? Tell me about him/her. What time do you get up at the weekends? Tell me about your favourite subject/hobby/sport, etc.

To save time, indicate which S starts the game in each group, and have them play clockwise, based on how they are seated around the table. Ss roll the dice and move their counters around the grid, having to answer each question they land on correctly before they can move on. If their answer is wrong, Ss miss a turn. Provide help as needed. The S to have answered the most questions correctly at the end of the game is the winner in each group.

**Ss answer personal questions.**

Ask Ss to put away their books and cards. Ask Ss questions about themselves, their families and friends, their homes, their school and pastimes, their likes and dislikes.

E.g. **T:** Now, let's talk about the weather. Which do you prefer? Hot or cold weather?

**S1:** (I prefer) cold weather.

**S2:** What do you think about storms?

**S3:** They're amazing.

**T:** Tell me about the weather in our country.

**S1:** In winter it rains a lot, etc.

**Tips**

Explain the task to Ss, in L1 if necessary, pointing out the following:

- Ss only need to answer with simple language, a short phrase or one or two short sentences.
- Most questions will be in the present tense, but Ss will need to be able to answer some questions in the past tense and present perfect, for instance they might be asked what they did last Saturday, or if they have ever been to a museum.
LISTENING

KEY

Part 1
There should be lines between the name:
1 David and the boy in the blue shorts playing volleyball.
2 Holly and the girl in the sea waving.
3 Oliver and the boy running along the beach flying a kite.
4 Sophia and the woman with a diary sitting next to the woman eating a biscuit.
5 Emma and the girl who is crying and looks unhappy.

Part 2
1 Davies
2 12/twelve
3 Honey
4 volleyball
5 rucksack

Part 3
swan C
eagle H
butterfly E
beetle A
bat G

Part 4
1 B 2 C 3 A 4 A 5 B

Part 5
1 The nest behind the big stone should be coloured yellow.
2 The word 'CAMPING' should be written after the word 'NO' above the cave.
3 The swan's wings at the bottom of the picture swimming across the pond should be coloured grey.
4 The word 'FOREST' should written on the board on the left of the picture.
5 The rock by the cave entrance should be coloured red.

TAPESCRIPITS

Hello. This is Skills Builder for Young Learners, Flyers 2, Unit 1.

Part 1 Listen and look. There is one example.
Boy: Hi, Miss Smith! Here's a photo I took on the beach last Sunday.
Woman: It looks lovely. Do you know any of these people?
Boy: Yes, I do. The man who's sailing the boat with the red flag is my uncle George.
Woman: He's wearing a nice striped T-shirt.
Boy: Yes, it's new, I think.

Can you see the line? This is an example. Now you listen and draw lines.

Boy: Look at that boy!
Woman: The one with the blue shorts?
Boy: Yes. That's my cousin David. He's the same age as me.
Woman: He likes sports, I think.
Boy: Yes, he loves volleyball. He's a great player!
Woman: Who's that girl swimming in the sea?
Boy: The one with the long blonde hair?
Woman: No, not her. The one who's waving. With the orange bracelet.
Boy: Oh, that's Holly. She's a member of the school band.
Woman: She's very pretty.
Boy: Yes, she is.

Boy: Do you know my brother Oliver?
Woman: Is he in the photo too?
Boy: Yes. Look at his red and green kite.
Woman: Oh, I see it. The wind's pulling it.
Boy: Yes, it was a windy day!

Woman: Do you know the woman who's eating a biscuit?
Boy: No, but I know the other woman sitting next to her.
Woman: Oh, do you? Who is she?
Boy: Her name's Sophia. Look, she's got her diary with her. She's a newspaper journalist.

Boy: Can you see the little girl who's crying?
Woman: Oh yes, she looks very unhappy.
Boy: That's my sister Emma. The other girl's hit her castle. It's fallen over.
Woman: Oh dear!
Boy: That's OK. They made another one!

Now listen to Part One again.

That is the end of Part One.
Part 2 Listen and look. There is one example.

Woman: Now students, if you want to join the school’s new swimming club, please come to the desk now.
Boy: Excuse me, Miss. On which days can we come to the club?
Woman: Students can come every day, but not on Fridays.
Boy: OK, I’d like to come on Wednesdays, then.

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

Woman: OK, can I have your name, please?
Boy: Yes, my name’s Nick Davies.
Woman: How do you spell your surname?
Boy: It’s D-A-V-I-E-S. A lot of people have that name in the north of the country.

Woman: And how old are you? The club is for students over ten, so I need to know if you’re old enough.
Boy: It’s OK, Miss – I’m twelve. My birthday was in March.

Woman: And what’s your address? The swimming pool is in 17 Pond Street, so if you live far away, the school bus can give you a lift home.
Boy: Actually, I’m really near the pool. I live in 17 Honey Street – it’s only two minutes away.

Woman: Are you in any other school sports clubs, Nick?
Boy: Yes, I’m a member of the volleyball club. I also like skiing, but there’s isn’t a club for that.

Woman: One last thing – the club sells swimsuits and other things for swimming. They have the club’s name on them. Do you need anything?
Boy: I’d like to buy a rucksack, please. The one I use for sports now is really old.

Now listen to Part Two again.
That is the end of Part Two.

Part 3 Listen and look. There is one example.

Where did Robert see each of these animals?

Woman: You’ve taken some wonderful photos of animals on your holiday, Robert. Where did you see that rabbit?
Boy: The one with the big teeth? My father and I were fishing at the lake and it came straight up to us. We gave it some bread we had with us. It ate it! I was quite surprised.

Woman: That’s amazing!

Can you see the letter F? Now you listen and write a letter in each box.

Woman: Look at the colours on that butterfly’s wings! Who took that photo?
Boy: My mum. We were waiting at a railway station when we saw it. It only stayed for a minute – then it flew away.

Woman: It’s beautiful!
Boy: Yes, I love that photo.

Woman: And I like the swan! It looks just like a big white cloud! When did you see it?
Boy: When I was walking in the hills. We walked for a long time and it was very hot. We stopped at a pond for a break and there it was!

Woman: What’s your favourite animal here?
Boy: Well, one day after we had breakfast in our hotel, we decided to go on a day trip. It was too cold to go swimming somewhere, so we visited a quiet village near the mountains. When the sun went down, this eagle appeared.

Woman: So you got this picture?
Boy: Yes, isn’t it a wonderful bird?
Boy: This is an interesting picture. I had to visit the dentist there and I hated it. After that, my parents decided to take me somewhere nice so we went to the beach. That’s when we saw this insect. It’s really strange, because they usually live in gardens.

Woman: Oh wow! What a fantastic beetle! And it’s so small!

Woman: How did you take a photo of this bat? Was it difficult?
Boy: Yes, because they live in such dark places. But I have a good camera! I found this one in a cave just outside the village that we visited. Do you like it?

Woman: It’s a funny little creature!

Now listen to Part Three again.
That is the end of Part Three.
Unit 1

Part 4  Listen and look. There is one example.

Whose birthday will it be on Saturday?

Girl: Have you got any plans for Saturday, Michael?
Boy: Yes, we’re going to have a birthday party in our house. I can’t wait!
Girl: Really? Is it your birthday?
Boy: No, my birthday is in January.
Girl: Oh, yes, I forgot. What about your dad? His birthday is this month, isn’t it?
Boy: No, that was last month. It’ll be my mum’s birthday on Saturday.

Can you see the tick? Now you listen and tick the box.

One. Where is Michael’s mum going to go on Saturday morning?

Girl: Does your mum know about the party?
Boy: No, we haven’t prepared anything yet, so she has no idea. We’re going to do everything on Saturday morning when she’s away.
Girl: Is she going to go shopping then?
Boy: No, she’s going to visit my aunt.
Girl: Will she stay there long?
Boy: Yes, my aunt works in a library, so my mum loves talking to her about books!

Two. What will the children do on Saturday morning?

Girl: So, what will you do when your mum is out? Will you buy her some flowers?
Boy: No, Dad’s going to do that. My sister and I are going to be in the kitchen all morning.
Girl: Really? Will you cook a meal for her?
Boy: No, we’re going to make a birthday cake for her.
Girl: Fantastic!

Three. Which is Michael’s mum’s favourite fruit?

Girl: What kind of cake will you make?
Boy: I think we’ll make a chocolate cake with banana.
Girl: Is that your mum’s favourite fruit?
Boy: No, but banana is the only fruit that everyone in my family eats. My mum likes coconut the best, but everyone else hates that.
Girl: What about apples? Don’t you all like them?
Boy: No, my sister doesn’t like them at all.

Four. Which present have the children bought?

Boy: But that’s not all! We’ve also bought Mum a nice present.
Girl: Really? Did you buy her something expensive, like a gold ring?
Boy: No, we didn’t have enough money for something like that. Instead, we got her a nice handbag.
Girl: That’s great. I’m sure she’ll love it.
Boy: I hope so. Dad’s bought cinema tickets for the evening, so she can take it with her there.
Girl: Excellent!

Five. Where did Michael’s dad want to go for his birthday?

Boy: I just hope that we have a better time than we did on Dad’s birthday last month.
Girl: Why? What happened then?
Boy: Well, Dad really wanted to visit London for the day, but we were too late to catch the train.
Girl: So, did you go to a restaurant in town, then?
Boy: Yes, we did, but it was awful. We all wished we had a party at home instead!

Now listen to Part Four again.

That is the end of Part Four.

Part 5  Listen and look at the picture. There is one example.

Girl: This is a very beautiful park – and I love the animals in it! There’s one like it near where I live.
Man: Great! Would you like to colour some of the picture?
Girl: Yes, please! There’s a butterfly that’s flying over a castle. Can I colour its spots?
Man: All right. Make them purple.
Girl: Fine!

Can you see the purple spots? This is an example. Now you listen and colour and write.

One

Girl: What else would you like me to colour?
Man: How about colouring one of the nests?
Girl: Which one? The one behind the big stone with five eggs in it?
Man: Yes, please.
Girl: OK. How about making it yellow?
Man: That’s nice. Use that colour.

Two

Man: Now I’d like you to write something, please.
Girl: OK. I love spelling!
Man: Good! Write a word above the cave for me. Do you see where it says ‘NO’? You can write another word next to it.
Girl: All right.
Man: Write the word ‘Camping’. People shouldn’t sleep in there at night!
Girl: OK! I’ll write that now.

Three

Girl: I’d like to do some more colouring, please.
Man: Of course! There’s a swan at the bottom of the picture. It’s swimming across the pond.
Girl: Shall I colour that, then?
Man: Only its wings. Make them grey. It’s an unusual bird!
Girl: Oh, OK. No problem. I can do that.
Four
Man: I’d like you to write something else now. We need a name for the park.
Girl: OK. That’s a good idea.
Man: Well, there’s a board on the left of the picture. Can you see it? It’s got a beetle on it. Write it there.
Girl: All right.
Man: We’ll call it ‘Forest’ park – there are lots of trees there.
Girl: OK! That sounds good. I can write that.
Man: Thank you.

Five
Man: And perhaps you can colour one of the rocks before we finish.
Girl: The one near the pond?
Man: I don’t think so. Colour the one by the cave entrance, please.
Girl: What colour?
Man: You’ve got a red pencil, I think. Use that one.
Girl: OK! There! I’ve finished.
Man: Well done! It looks great!

Now listen to Part Five again.

That is the end of Flyers 2, Unit 1.

READING & WRITING

KEY

Part 1
1 a university 5 caves 9 glue
2 a key 6 an oven 10 a stamp
3 a pond 7 a gate
4 a knee 8 a hill

Part 2
1 H 2 F 3 D 4 A 5 G

Part 3
1 arrives 4 unhappy
2 actor 5 surprise
3 time 6 An afternoon at the cinema

Part 4
1 which 5 large 9 have
2 sometimes 6 away 10 one
3 with 7 eat
4 some 8 it

Part 5
1 the snacks 5 he was alone
2 was a (toy) parrot 6 laughing
3 the/a (volleyball) club 7 some/a glass of milk
4 clothes

Part 6
1 ready 3 city 5 and
2 took 4 by

Part 7

An answer that would receive full marks might be:

Holly’s class is visiting a factory and the children look bored. The manager meets them at the entrance and gives them gloves and caps to wear. When he takes the children inside, they’re all surprised. It’s a chocolate and biscuit factory! The children see how the machines make them, and before they leave, they take some of their favourite snacks with them. They’re all excited now.

Key words: class, visit, factory, bored, manager, gloves, caps, surprised, chocolate, biscuit, machines, bag, excited
# SPEAKING SCRIPT

<table>
<thead>
<tr>
<th>Part</th>
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</table>
| 1    | • Greet the S and asks for name  
• Asks for surname  
• Asks how old the S is  
• Shows both sides of the FIND THE DIFFERENCES card (pp. 97–98)  
• Describes one element of the picture as an example.  
• Describes six more elements that are different | Hello. What’s your name?  
What’s your surname?  
And how old are you?  
Here are two pictures. My picture is nearly the same as your picture, but some things are different. For example, in my picture a woman is posting a postcard, and in your picture she is posting two letters. OK? I’m going to say something about my picture. You tell me how your picture is different. All right?  
• In my picture it’s a quarter past one.  
• In my picture the man with the baby is buying stamps.  
• In my picture the man who is waiting is reading a newspaper.  
• In my picture there’s a fire fighter in the post office.  
• In my picture there is a poster of a pyramid on the wall.  
• In my picture the woman working at the post office is wearing a silver necklace. | (I’m/My name’s) Sophia.  
(It’s) Brown/Hill, etc.  
i’m 11/12 (years old). | Are you Sophia?  
What’s your family name?  
Is it Brown/Hill, etc.?  
Are you 11/12 years old?  
[S nods/replies yes.]  
Various forms are possible:  
• In my picture it’s twelve o’clock.  
• In my picture the man with the baby is buying envelopes.  
• In my picture the man who is waiting is writing an address on an envelope.  
• In my picture there’s a police officer in the post office.  
• In my picture there is a poster of a skyscraper on the wall.  
• In my picture the woman working at the post office is wearing a gold necklace. | [If necessary, Teacher points to relevant difference, repeats statement, or asks back-up questions.]  
• What time is it in your picture?  
• What is the man with the baby buying?  
• Look at the man who is waiting. What is he doing?  
• Is this person a fire fighter?  
• What does the poster show?  
• What colour is the necklace this woman is wearing? |
| 2    | • Briefly shows S the INFORMATION EXCHANGE cards (pp. 99–100) for the Teacher and the S, and points to the tables on both  
• Refers to TEACHER’S COPY to ask FIVE questions about the missing information, jumbling the order in which it appears on the table  
• Refers to TEACHER’S COPY and answers questions about the missing information | This is Richard and this is Betty. They’re going on holiday. I don’t know anything about Betty’s journey, but you do. So, I’m going to ask you some questions.  
• Where is she going to?  
• What is she going to do there?  
• How much time will it take to get there?  
• Is she excited or bored?  
• How much does the ticket cost?  
Now, you don’t know anything about Richard’s journey, so ask me some questions.  
• To South Hill Castle.  
• (It’ll take) four hours. | [Refers to STUDENT’S COPY to answer the questions.]  
• (She’s) going to the desert.  
• (She’s) going to) teach in a village.  
• (It’ll take) six hours.  
• (She’s) excited.  
• (It costs) £590. | [If necessary, Teacher points to the information in the table.]  
• Where is he going to?  
• How much time will it take to get there?  
[Refers to STUDENT’S COPY to form he questions.] |
<table>
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</table>
| 3    | Shows S the PICTURE STORY card (p. 101) and allows him/her time to look at it | • £260.  
• (He’s going to) repair the castle entrance.  
• (He’s) bored.  
These pictures tell a story. It’s called ‘The foggy afternoon’. Just look at the pictures first. Three friends, Frank, George and Helen are camping in a field. They’re sitting on the grass outside their red tent and talking. The sun is shining and they’re happy. Now you tell the story.  
S says at least one thing about each picture:  
• Now, it’s cloudy and foggy. The children feel very cold because they haven’t got any jackets.  
• Suddenly the children see two lights in the fog. They are surprised. They don’t know what the lights are.  
• The lights are getting bigger and they are coming nearer. The children are now afraid.  
• Then, they see that the lights are torches. Some of the children’s parents have come with sandwiches and blankets. Now the children are safe and warm. | • How much does the ticket cost?  
• What is he going to do there?  
• Is he excited or bored?  
[If necessary, Teacher points to the pictures and asks questions.] | • What is the weather like now? How do the children feel?  
• What can they see now? How do they feel?  
• What are the lights doing? How do the children feel now?  
• What were the lights? Who are the people? What do they have for the children? |
| 4    | Puts away all cards | Now, Sophia, let’s talk about the weather.  
1 Which do you prefer? Hot or cold weather?  
2 What do you think about storms?  
3 Tell me about the weather in your country.  
4 Which is your favourite month and why?  
5 Can you do any winter sports?  
That’s all Sophia. Thank you. Goodbye!  
(I prefer) hot/cold weather.  
I hate them; the noise is frightening./I don’t mind them. They’re kind of amazing., etc.  
In winter, it’s very cold and in summer it’s very hot./The weather is warm all year in my country. It never gets cold., etc.  
(It’s) July because we don’t have to go to school., etc. (Yes, I can do) snowboarding., etc./No, I can’t.  
Bye! |  | • Do you like hot or cold weather?  
• Do you like storms or do you find them scary?  
• Do you have cold winters and warm summers in your country? Does the weather change a lot in your country?  
• Is there a month you like better than others?  
• Can you do snowboarding? |
LISTENING

KEY

Part 1
There should be lines between the names:
1 Sarah and the girl sitting on the floor drawing a dinosaur.
2 Katy and the girl with the black umbrella who’s looking at the screen.
3 Michael and the boy with the red hair who’s talking on his phone.
4 Frank and the boy holding a lot of postcards.
5 Richard and the man with the dog looking displeased.

Part 2
1 January
2 Spassky
3 (chess) magazines
4 hotel
5 (text) message

Part 3
cookies A
medicine C
rucksack D
umbrella G
scarf E

Part 4
1 B 2 C 3 A 4 B 5 B

Part 5
1 The torch by the rabbit hole should be coloured orange.
2 The word ‘NOISY’ should be written on the front of the bird’s cage.
3 The wheels of the boy’s bicycle should be coloured green.
4 The word ‘SILVER’ should be written before the word ‘Bridge’ on the board on the bridge.
5 The tent which is open with a blanket inside should be coloured pink.

TAPESCRPTS

Hello. This is Skills Builder for Young Learners, Flyers 2, Unit 2.

Part 1  Listen and look. There is one example.
Boy: I went to the museum with my classmates on Wednesday, Grandma! Look!
Woman: Oh, did you take this nice picture?
Boy: Yes, I did. That’s Helen on the right in the corner of the picture.
Woman: She’s writing something.
Boy: Yes, it’s for our school project on dinosaurs.

Can you see the line? This is an example. Now you listen and draw lines.

Boy: Do you see this girl here?
Woman: Do you mean the one who’s drawing a dinosaur?
Boy: Yes. She’s Sarah. Her mum’s an artist.
Woman: That’s interesting.
Boy: Yes. She’s sitting on the floor to get a better view.

Woman: Who’s that girl who’s looking at the screen?
Boy: The one who’s wearing red trainers?
Woman: No. The girl with the black umbrella.
Boy: Oh, that’s Katy. She always carries it.
Woman: I see.
Boy: Yes, she hates the rain!

Boy: Do you know my friend Michael?
Woman: Is he somewhere in the photo?
Boy: Yes. That’s him with the red hair.
Woman: Oh, I can see him. He’s talking on his phone.
Boy: Yes, he’s speaking to his sister, I think.

Woman: Do you know the boy who’s taking a photo?
Boy: No, but I know the other boy next to him.
Woman: Oh, do you? What’s his name?
Boy: It’s Frank. He’s bought a lot of postcards – look! Dinosaurs are his hobby.

Boy: Can you see the man with the dog?
Woman: Oh yes … he doesn’t look very pleased!
Boy: That’s Richard. The other man has asked him to leave.
Woman: Oh dear!
Boy: Yes. He had to take his pet home and come back again.

Now listen to Part One again.
That is the end of Part One.
Part 2  Listen and look. There is one example.

Boy:  Sarah, did you know that there's a new chess club in our town?
Girl:  No, I had no idea. Is it popular?
Boy:  Yes, it is. It has 50 members from all different ages. I joined, too!
Girl:  That's great!

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

Girl:  Has the club been open for a long time?
Boy:  No, it had its first meeting this January, but I joined a few weeks ago – in March.
Girl:  Do you have to know how to play chess to join the club?
Boy:  No, you don’t. A man there gives lessons to new players. His name is Oliver Spassky.
Girl:  How do you spell his surname?
Boy:  S-P-A-double S-K-Y. He knows a lot about chess, and he’s really friendly.
Girl:  Is there anything else to do at the club? I mean – to take a break from chess?
Boy:  Well, when we’re not playing, members often read chess magazines there. They give you information so you can improve your game!
Girl:  So, where does the club meet?
Boy:  You know where the theatre is in Flag Street, right? Well, the club meets in the hotel across from that. We use a room in the basement there.
Girl:  And how can I join the club? Do I need to send someone an email?
Boy:  No, just send a text message to the club’s manager, Miss Friend. I’ll write down her phone number for you now.

Now listen to Part Two again.
That is the end of Part Two.

Part 3  Listen and look. There is one example.

Where did Helen’s mum get each of these things?

Girl:  You’ve got a lot of things there, Mum! Where did you get that book?
Woman:  I had to go to the airport to pick up your uncle Bill. The plane arrived late so I bought something to read while I was waiting. I didn’t have my library book with me.
Girl:  That one looks interesting.

Can you see the letter B? Now you listen and write a letter in each box.

Girl:  And what about that bottle of medicine? When did you buy that?
Woman:  Uncle Bill wasn’t feeling well after the journey. He had a stomach-ache. This is cheaper in the supermarket, but your uncle preferred to get it from the chemist’s. So we went there.
Girl:  How’s Uncle Bill now?
Woman:  Much better.
Girl:  Why have you got that rucksack? I haven’t seen it before.
Woman:  It’s not mine. Uncle Bill asked me to get him one to take on his next day trip. It was only £15 in the market. I might buy one, too, to use when I go to the gym.
Girl:  Who are those for?
Woman:  They’re for you! I remembered how much you liked these when I bought them at the airport last year. The hotel where Uncle Bill is staying sells the same cookies, so I got a box for you.
Girl:  Oh, wow! Can I have some now?
Woman:  Of course. They’re delicious!
Woman:  And this is yours, too. I found it when I went into the library – the one near the park. The man who works there gave it to me. He saw you wearing it when you were in there yesterday.
Girl:  My scarf! I couldn’t find it anywhere! Thanks, Mum!
Girl:  Whose umbrella is this? Is it Uncle Bill’s?
Woman:  No, it isn’t. I found it while I was walking through the park to get to the garage. It was on the ground. I’ll take it to the police station tomorrow. I’m sure somebody lost it.
Girl:  Good idea, Mum.

Now listen to Part Three again.
That is the end of Part Three.
Part 4  Listen and look. There is one example.

Where was Sarah in the morning?
Girl: Hi, Robert. I didn’t see your sister Sarah at hockey practice this morning. Is she all right?
Boy: No, she isn’t, Betty. I first got worried when she didn’t come to the kitchen to eat breakfast.
Girl: Oh dear! Was she sick?
Boy: Yes, but she didn’t stay in bed. She lay down on the sofa in the living room.
Girl: Oh, I hope she’s OK.
Can you see the tick? Now you listen and tick the box.

One. What was the matter with her?
Boy: I thought she had stomach-ache first, because she ate a lot of pizza yesterday evening. But her stomach was fine.
Girl: So, was it an earache again? I remember she had an earache last month.
Boy: No. Actually, she has an awful toothache.
Girl: Oh! Poor Sarah!
Boy: Yes, it’s really hurting her.

Two. Which food has she eaten today?
Girl: Was she able to eat anything, then?
Boy: Well, for lunch, Mum made us sandwiches, but she couldn’t eat that.
Girl: No, of course not. Why didn’t she have some yoghurt?
Boy: She doesn’t like it. In the end, Mum made her some soup, so she had a few spoons of that.
Girl: Has she eaten anything since then?
Boy: No, nothing at all.

Three. Where is Sarah going to go in the afternoon?
Girl: So, is she going to go to the dentist’s this afternoon?
Boy: No, there aren’t any open on Sunday.
Girl: I know – you should bring her to a chemist’s, then. They might have some medicine for her.
Boy: Yes, that’s what we’re going to do. Sarah wanted to go to the hospital, but we won’t do that.
Girl: No, she doesn’t need to go there.

Four. What will Betty buy tomorrow?
Girl: I’m lucky – I never have problems with my teeth.
Boy: Well, you don’t eat a lot of sweets.
Girl: And I brush my teeth every day. My toothpaste has a strawberry taste, so I love it!
Boy: Also, you should change your toothbrush every three months.
Girl: Really? Mine is six months old. I should get a new one tomorrow.
Boy: Yes, that’s a good idea.

Five. When does the hockey match start on Saturday?
Girl: I hope Sarah will be OK for the match on Saturday.
Boy: I’m sure she’ll be OK. It starts at midday, right?
Girl: Oh, I forgot to tell you. The time has changed. It starts at a quarter past twelve now. Please tell her that.
Boy: So, what time should she be at the field?
Girl: At a quarter to. We want to practise a little before the match starts!

Now listen to Part Four again.
That is the end of Part Four.

Part 5  Listen and look at the picture. There is one example.

Girl: I went camping to a place like this on holiday last summer. It was beautiful!
Man: Oh! Then perhaps you’d like to colour some of the picture?
Girl: Yes, please! There’s a girl who’s lying on the grass. Can I colour her sunglasses?
Man: Of course. You can make them blue.
Girl: Fine!
Can you see the blue sunglasses? This is an example. Now you listen and colour and write.

One
Girl: What else would you like me to colour?
Man: You could colour a torch.
Girl: Which one? The one on the ground by the rabbit hole?
Man: Yes, that one.
Girl: OK. How about making it orange?
Man: That’s a lovely colour. Use that!

Two
Man: I’d also like you to write something here, please.
Girl: Sure. I’m good at spelling!
Man: Fine! Write a name on the front of the bird’s cage for me.
Girl: OK. What do you think we should call it?
Man: ‘Noisy’ … because parrots talk all day!
Girl: That’s a funny name! OK!

Three
Girl: Can I do some more colouring? I think it’s fun!
Man: Of course! The boy who’s coming out of the wood is on a bicycle.
Girl: Yes … do you want me to colour that, then?
Man: Only its wheels, nothing else. Make them green. I think it’s a nice colour.
Girl: So do I. All right! I can do that.
**Four**

Man: Can you write something else now, please? We need a name for the bridge, too.
Girl: OK. That’s a good idea.
Man: Well, there’s a board at the end of it. Can you see it? There’s a picture of a hill on it. Write it there.
Girl: Fine!
Man: We’ll call it ‘Silver’ Bridge … like the metal.
Girl: OK! I like that name! I’ll write it now.
Man: Thank you!

**Five**

Man: Could you also colour one of the tents before we finish?
Girl: The one with the game of chess by the fire outside?
Man: No, colour the one that’s open with a blanket inside, please.
Girl: What colour?
Man: I think you’ve got a pink pencil. Use that one!
Girl: OK! I’ve finished now.
Man: Excellent!

*Now listen to Part Five again.*

*That is the end of Flyers 2, Unit 2.*

**READING & WRITING**

**KEY**

**Part 1**

1. a camel  
2. fur  
3. meals  
4. a surprise  
5. a journalist  
6. an astronaut  
7. a snack  
8. insects  
9. a fire fighter  
10. summer

**Part 2**

1. E  
2. G  
3. D  
4. B  
5. A

**Part 3**

1. group  
2. enormous  
3. way  
4. manager  
5. lifted  
6. Sophia’s new friend

**Part 4**

1. into  
2. both  
3. so  
4. far  
5. studying  
6. like  
7. need  
8. any  
9. easier  
10. lots

**Part 5**

1. the snow  
2. of money  
3. an expensive coat  
4. computer games  
5. surprised  
6. half of the money  
7. to a restaurant

**Part 6**

1. up  
2. class  
3. to  
4. so  
5. yet/since

**Part 7**

*An answer that would receive full marks might be:*

Sarah and Helen were in a running race. They were nearly at the finish when Helen fell and hurt her knee. Sarah stopped and helped Helen get up. They walked together and everyone clapped when they finished the race.

**Key words:** running race, finish, fall, hurt, knee, stop, help, get up, together, clap
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| 1    | • Greets the S and asks for name  
• Asks for surname  
• Asks how old the S is  
• Shows both sides of the FIND THE DIFFERENCES card (pp. 103 – 104)  
• Describes one element of the picture as an example.  
• Describes six more elements that are different | Hello. What’s your name?  
What’s your surname?  
And how old are you?  
Here are two pictures. My picture is nearly the same as your picture, but some things are different. For example, in my picture there are two tables, and in your picture there are three tables. OK? I’m going to say something about my picture. You tell me how your picture is different. All right?  
• In my picture a man and a woman are sitting at the table on the right.  
• In my picture the man and the woman at the table are eating salads.  
• In my picture there’s a cooker in the kitchen.  
• In my picture it’s half past two.  
• In my picture the man reading the newspaper is wearing a striped shirt.  
• In my picture I can see a waiter. | (I’m/My name’s) Michael.  
It’s Brown/Hill, etc.  
I’m 11/12 (years old). | Are you Michael?  
What’s your family name? Is it Brown/Hill, etc.?  
Are you 11/12 years old?  
[S nods/replies yes.]  
Various forms are possible:  
• In my picture the man and woman are sitting at the table on the left.  
• In my picture the man and woman are eating pizza.  
• In my picture there’s a fridge in the kitchen.  
• In my picture it’s a quarter past three.  
• In my picture the man reading the newspaper is wearing a spotted shirt.  
• In my picture I can see a cook.  
[If necessary, Teacher points to relevant difference, repeats statement, or asks back-up questions.]  
• Are they sitting at the table on the right or left?  
• What are they eating?  
• What can you see in the kitchen?  
• What time is it?  
• What kind of shirt does the man reading the newspaper have?  
• Is there a waiter in your picture? |
| 2    | • Briefly shows S the INFORMATION EXCHANGE cards (pp. 105 – 106) for the Teacher and the S, and points to the tables on both  
• Refers to TEACHER’S COPY to ask FIVE questions about the missing information  
• Refers to the TEACHER’S COPY and answers questions about the missing information | This is Emma, and this is David. They work in an office. I don’t know anything about David’s office, but you do. So, I’m going to ask you some questions.  
• How long has he worked there for?  
• What job does he do?  
• Where is his office?  
• What times/when is his office open?  
• Is his office tidy or untidy? Now, you don’t know anything about Emma’s office, so ask me some questions.  
• (It’s open) all day.  
• Two years.  
• (She’s) a journalist.  
• (It’s) in a newspaper building.  
• (It’s) untidy. | (He’s worked there for) 5 years.  
• (He’s) a businessman.  
• (It’s) in a skyscraper.  
• (It’s open) from 9 am/in the morning until 5 pm/in the evening?  
• (It’s) tidy | [Refers to STUDENT’S COPY to answer the questions.]  
[If necessary, Teacher points to the information in the table.]  
• What times/When is her office open?  
• How long has she worked there for?  
• What job does she do?  
• Where is her office?  
• Is her office tidy or untidy?  
[Refers to STUDENT’S COPY to form the questions.] |
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| 3    | • Shows S the PICTURE STORY card (p. 107) and allows him/her time to look at it  
     • Indicates the sequence by pointing | These pictures tell a story. It's called 'Emma's first concert'. Just look at the pictures first. Emma has gone to a concert. Oliver is on stage. He is playing the violin. Everyone is listening to him.  
     Now you tell the story. | S says at least one thing about each picture:  
     • Emma is getting onto the stage. The people don't see her because they are listening to Oliver.  
     • Emma is behind Oliver now. She gives him her teddy. She wants to play with him. Oliver is surprised.  
     • Oliver takes Emma back to her mother. The mother is angry with Emma. Oliver is smiling and giving Emma a sweet.  
     • Oliver is back on stage and he is playing the violin again. Everyone is clapping for him. | [If necessary, Teacher points to the pictures and asks questions.]  
     • What is the little girl doing? What are the other people doing?  
     • Where is the little girl now? What does she want? How does Oliver feel?  
     • What is Oliver doing? What is Oliver giving Emma?  
     • Where is Oliver now? What are all the other people doing now? |
| 4    | • Puts away all cards | Now, Michael, let's talk about music.  
     1 What kind of music do you like?  
     2 Who's your favourite singer or band?  
     3 What's your favourite song?  
     4 Have you been to a music concert?  
     5 Tell me about when or where you like to listen to music.  
     That's all, Michael. Thank you. Goodbye! | I like pop/rock music/any music that is happy, etc.  
     My favourite singer/band is ...  
     My favourite song is ... / I don't have one. / I really like ...  
     Yes, I went to see ...  
     I like to listen to music on my phone going to school./I like to listen to it at home., etc.  
     Bye! | • Do you like pop/rock music?  
     • Do you have a favourite singer/band?  
     • Is there a song that you like best?  
     • Have you seen any famous singers in concert?  
     • Do you like listening to music at home, or when you are on a bus? |
LISTENING

KEY

Part 1
There should be lines between the name:
1 Richard and the man talking to the woman at the desk with a suitcase.
2 Sarah and the woman with the suitcase standing behind a man.
3 Frank and the boy standing on a chair with a toy plane.
4 Holly and the woman speaking to the shop assistant.
5 Emma and the girl sitting on a rucksack and looking bored.

Part 2
1 rides
2 water
3 tent
4 factory
5 Chuckles

Part 3
police officer G
taxi driver B
journalist H
actor A
mechanic D

Part 4
1 B 2 A 3 A 4 B 5 C

Part 5
1 The pair of gloves on top of the fridge should be coloured blue.
2 The word 'HONEY' should be written on the box of cereal.
3 The belt of the coat the girl with the shopping bags is wearing should be coloured red.
4 The word 'PIZZA' should be written on the label of the bottle of sauce next to the plates and bowls.
5 The shelf in the corner below the window should be coloured brown.

TAPESCRIPTS

Hello. This is Skills Builder for Young Learners, Flyers 2, Unit 3.

Part 1 Listen and look. There is one example.

Girl: Look, Mr Drum. I took this photo at the airport on our holiday last month.
Man: It looks great, Betty. Do you know any of these people?
Girl: Yes, I do. Can you see the man in the blue uniform?
Man: With the sunglasses?
Girl: Yes. His name's David. He was the pilot on our plane.

Can you see the line? This is an example. Now you listen and draw lines.

Girl: Do you know my dad? His name's Richard.
Man: Is he in the photo, too?
Girl: Yes. He's talking to the woman at the desk.
Man: I see him. His suitcase looks very heavy!
Girl: Yes, it was!
Man: Who's the woman with the suitcase?
Girl: The one with the blonde hair?
Man: No, not her. The one who's standing behind your dad.
Girl: That's my mum. Her name's Sarah.
Man: Oh! You look like her!
Girl: Yes, people say that.

Girl: Do you see the boy who's standing on the chair?
Man: Oh, yes. He looks very happy.
Girl: Yes, he does. The other boy has given him that toy plane. He loves it!
Man: How do you know him?
Girl: Well, that's Frank – my little brother!
Man: Do you know the woman who's working at the shop?
Girl: No, but I know the woman she's speaking to.
Man: Do you? What's her name?
Girl: It's Holly. She was on our plane. We chatted a lot.

Girl: Look at that girl!
Man: The one sitting on the rucksack?
Girl: Yes. That's Emma. I spoke to her a little.
Man: Why does she look so bored?
Girl: She's waiting for her plane to leave. It was very late.

Now listen to Part One again.

That is the end of Part One.
**Part 2**  *Listen and look. There is one example.*

Woman: Now, listen, boys and girls, I want to tell you about a fun school trip next week.

Boy: Where are we going to visit?

Woman: We’re going to go to Preston Funfair on Monday morning.

Boy: Oh, that sounds great!

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

Boy: What fun things can we do at the funfair?

Woman: Well, you can go on lots of rides and you can meet actors in costumes, too.

Boy: And do we have to take anything with us? Sandwiches or juice?

Woman: No, we will go for lunch at a restaurant there. But it’s a good idea to bring a bottle of water. I think it’ll be a warm day, so you might be thirsty.

Boy: And what happens if it rains? Do children go back to the bus?

Woman: No, William. The funfair has a huge tent, so we can go there to play board games.

Boy: Where will we catch the bus on Monday morning? Will it be outside the school?

Woman: No, it won’t be there. It’ll be outside the factory. So, ask your parents to bring you there.

Boy: OK, I’ll be there!

Woman: And one more thing! A clown from a circus sometimes comes to the funfair. He might be there when we go! His name’s Mr Chuckles.

Boy: How do you spell that?

Woman: C-H-U-C-K-L-E-S. He’s very funny! Children always laugh when he’s around!

*Now listen to Part Two again.*

*That is the end of Part Two.*

---

**Part 3**  *Listen and look. There is one example.*

*Where did Emma take the photo of each person?*

Woman: OK, Emma. We’re ready to hear about your project about different jobs now. Who’s in your first photo?

Girl: He’s a firefighter. I met him at a bookshop two weeks ago. He reads a lot of books at the fire station when he’s not working. He was a very interesting person.

*Can you see the letter E? Now you listen and write a letter in each box.*

Woman: What about the next photo? Isn’t that man an actor?

Girl: Yes, that’s right. His latest film is on at the cinemas right now. My grandparents took me to dinner last June and I saw him at the restaurant. He was out with his family there.

*What was he like?*

Girl: He was very kind and friendly.

Woman: And this one? Why did you go to see a mechanic?

Girl: Oh, we were driving back from a visit to the hospital when Dad’s car just stopped. This woman was coming out of the cinema. She fixed the car right there! She was brilliant!

*Oh, good.*

Girl: And I met this man when I was shopping in the town centre last autumn. It was raining that day and the traffic was terrible. He was standing in the middle of the street and telling the cars when to stop and go. He was amazing!

Woman: Yes, police officers are very important on days like that.

*Tell us about this photo. Where did you meet this taxi driver?*

Girl: Dad and I went to watch our favourite team play football last Saturday. This man was sitting beside us at the stadium and we chatted. He gave us a ride home after the game.

*Which person here did you like best?*

Girl: Well, this woman is my dad’s friend. They went to college together. Last week, she had to write about the new history museum and she invited me to go there with her. That’s where I took this photo.

*I know this journalist! I read her stories in the newspaper.*

*Now listen to Part Three again.*

*That is the end of Part Three.*
Part 4  Listen and look. There is one example.

What did Katy do on Saturday?
Boy: Hi, Katy, I didn’t see you at the cinema last Saturday.
Girl: Oh, hi, David. No, we went to the countryside with Mum and Dad.
Boy: A day trip? Cool!
Girl: Yes, it was good fun.
Boy: Well, I went shopping on Saturday and then watched the film. It was really good!
Can you see the tick? Now you listen and tick the box.

One. What’s the most interesting place Katy has visited?
Boy: You’ve gone on many day trips with your family, haven’t you?
Girl: Oh, yes, several. We love the countryside.
Boy: Me, too. I love the old bridges that you can see there.
Girl: Yes, we saw a beautiful one last week. But the most exciting place we’ve visited was a castle near Grandpa’s village. It was 600 years old!
Boy: Wow!

Two. What did Katy want to call her dog?
Boy: Did you take your new dog with you on Saturday?
Girl: Yes, we did.
Boy: Have you decided what to call it yet?
Girl: Well, I liked ‘Queen’, but then Dad said it’s a boy. So we called him ‘King’.
Boy: You don’t like it then?
Girl: No, but I’m happy my mum didn’t choose. She wanted to call him ‘Monster’!

Three. What was the weather like in the countryside?
Boy: The weather was horrible here on Saturday.
Girl: Really?
Boy: Yes. It was very windy all day and in the evening there was a terrible storm.
Girl: Oh, wow! It was very different where we went. Not a cloud in the sky.
Boy: Really?
Girl: Yes. It was warm and sunny all day.

Four. Where is Katy going to go in the evening?
Girl: It’s getting late and I haven’t finished my geography project.
Boy: Are you going home then?
Girl: No. I need to find information online, so I’m going to go to an internet café.
Boy: Why don’t you go to the library instead?
Girl: It closes at five today. It’s already six.

Five. What time does David have to go to volleyball practice?
Boy: All right, I should go, too. I’ve got volleyball in the morning.
Girl: Oh, is it early?
Boy: Well, we’ve got a match at eleven, so we’re going to practise at nine.
Girl: Where’s the match? At school?
Boy: No. At the stadium in the city. We’ll leave at ten. We’ll go by bus.
Girl: Oh, OK. Have a great game, then!
Now listen to Part Four again.
That is the end of Part Four.

Part 5  Listen and look at the picture. There is one example.

Boy: This looks like a busy kitchen. There are lots of people working there!
Woman: Well, would you like to colour some of this picture?
Boy: Sure! There’s a boy who’s mixing something at the table. Can I colour his spoon?
Woman: All right. Make it yellow.
Boy: OK.

Can you see the yellow spoon? This is an example. Now you listen and colour and write.

One

Boy: What else would you like me to colour?
Woman: How about a pair of gloves?
Boy: Which ones? The gloves on top of the fridge?
Woman: Yes, please.
Boy: Fine! Shall I make them blue?
Woman: Good idea! Use that colour.

Two

Woman: I’d like you to write something now, too, please.
Boy: OK, I hope it’s an easy word!
Woman: Don’t worry! Write a word on the box of cereal on the table for me.
Boy: OK. What do you want me to call it?
Woman: ‘Honey’ ... because it’s really sweet!
Boy: It sounds delicious! OK!

Three

Boy: Can I do some more colouring? I really like it.
Woman: Of course! The girl with the shopping bags is wearing a coat.
Boy: Yes ... do you want me to colour that, then?
Woman: Only its belt, nothing else. Make it red. It’s a nice colour.
Boy: I agree. All right! I can do that.
Four
Woman: I'd like you to write something else now. We need another word for the bottle of sauce.
Boy: Sorry, where is that?
Woman: It's next to the plates and bowls. Can you see it? With a piece of paper on the outside. Write it there.
Boy: All right.
Woman: Let's call it 'Pizza' sauce - because it tastes of tomatoes!
Boy: Great. I'll write that now.
Woman: Thank you.

Five
Woman: And why don't you colour one of the shelves before we finish?
Boy: The one above the cooker?
Woman: No, not that one. Colour the one in the corner below the window.
Boy: What colour?
Woman: You've got a brown pencil, I think. Use that one!
Boy: All right. OK, I've finished!
Woman: Great!

Now listen to Part Five again.
That is the end of Flyers 2, Unit 3.

READING & WRITING

KEY

Part 1
1 golf 2 a rucksack 3 passengers 4 a prize
5 wheels 6 platforms 7 a member 8 an invitation
9 a journey 10 traffic

Part 2
1 B 2 G 3 A 4 C 5 D

Part 3
1 stage 2 interesting 3 umbrella
4 costume 5 forget 6 A surprise at the theatre

Part 4
1 their 2 so 3 both 4 in
5 everywhere 6 this 7 on 8 believe
9 have 10 which

Part 5
1 history 2 explore 3 (heavy) door
4 in the castle 5 the woman’s story/Mary’s story
6 kings and queens/people 7 an actor

Part 6
1 up 2 got/felt/were
3 restaurant/café/place 4 While
5 about

Part 7
An answer that would receive full marks might be:
Betty and her Grandpa went on a boat trip together one day. While they were sailing, they saw a dolphin. It was unhappy because it had a plastic bag on its head. Grandpa pulled the bag off the dolphin. The dolphin was happy again and Betty and her grandpa were pleased, too.

Key words: boat, sail, dolphin, unhappy, plastic bag, scissors, pleased
### SPEAKING SCRIPT

<table>
<thead>
<tr>
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<th>Minimum response expected from student:</th>
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| 1    | • Greets the S and asks for name  
• Asks for surname  
• Asks how old the S is  
• Shows both sides of the FIND THE DIFFERENCES card (pp. 109 – 110)  
• Describes one element of the picture as an example.  
• Describes six more elements that are different. | Hello. What’s your name?  
What’s your surname?  
How old are you?  
Here are two pictures. My picture is nearly the same as your picture, but some things are different. For example, in my picture the cushions have stripes on them, and in your picture the cushions have spots on them. OK? I’m going to say something about my picture. You tell me how your picture is different. All right?  
• In my picture the waiter is carrying a bowl of biscuits.  
• In my picture the woman/ pop star in front of the desk has got four suitcases.  
• In my picture the woman behind the desk is wearing a purple and orange uniform.  
• In my picture there’s a racing car outside the window.  
• In my picture the woman sitting in the armchair is reading a newspaper.  
• In my picture it’s early morning. | (I’m/My name’s) Sophia.  
It’s Brown/Hill, etc.  
I’m 11/12 (years old).  
[S nods/replies yes.]  
Various forms are possible:  
• In my picture the waiter is carrying some tea.  
• In my picture the woman/ pop star in front of the desk has got five suitcases.  
• In my picture the woman behind the desk is wearing a blue and yellow uniform.  
• In my picture there’s a taxi outside the window.  
• In my picture the woman sitting in the armchair is reading a magazine.  
• In my picture it’s evening/night. | Are you Sophia?  
What’s your family name?  
Is it Brown/Hill, etc.?  
Are you 11/12 years old?  
[If necessary, Teacher points to relevant difference, repeats statement, or asks back-up questions.]  
• What is the waiter carrying?  
• How many suitcases does the pop star have?  
• What colour is the uniform of the woman behind the desk?  
• What is outside the window of the hotel?  
• What is the woman sitting in the armchair doing?  
• What time is it? |
| 2    | • Briefly shows S the ‘INFORMATION EXCHANGE’ cards (pp. 111 – 112) for the Teacher and the S, and points to the tables on both  
• Refers to TEACHER’S COPY to ask FIVE questions about the missing information | This is Sophia and this is Frank. They’ve prepared a project for school. I don’t know anything about it, but you do. So, I’m going to ask you some questions.  
• What’s the project about?  
• Do his pictures have dark or light colours?  
• When is he going to/did he present it to class?  
• Where did he find the information for his project?  
• How long did it take him to prepare it? | [Refers to STUDENT’S COPY to answer the questions.]  
• (It’s about) caves.  
• (They’ve got) dark colours.  
• (On) Monday  
• (He found it) at the library.  
• (It took him) two weeks. | [If necessary, Teacher points to the information in the table.] |

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</table>
|      | * Refers to TEACHER'S COPY and answers questions about the missing information | Now, you don't know anything about Sophia's project, so ask me some questions.  
* (on) Wednesday  
* (It took her) three weeks.  
* (She found it) on the internet.  
* (They've got) light colours.  
* (It's about) the ocean. | [Refers to STUDENT'S COPY to form the questions.]  
* When is she going to/did she present it to class?  
* How long did it take her to prepare?  
* Where did she find the information for her project?  
* Do her pictures have dark or light colours?  
* What's her project about? | |
| 3    | * Shows S the ‘PICTURE STORY’ card (p. 113) and allows him/her time to look at it  
* Indicates the sequence by pointing | These pictures tell a story. It's called 'A surprise dinner'. Just look at the pictures first. Emma is in the kitchen. She is saying ‘goodbye’ to her mum and dad. They are going out. Now you tell the story. | S says at least one thing about each picture:  
* Emma is thinking. She's got an idea. She wants to cook dinner for her parents. She wants to surprise them.  
* She starts preparing the food. There is a lot to do. She works very hard.  
* The food is cooking but Emma has left the kitchen because she's tired. She lies down on the sofa and goes to sleep.  
* Emma's parents are home now. They're very surprised, but they are worried, too. Emma is still asleep, and the food is burning. | [If necessary, Teacher points to the pictures and asks questions.]  
* What is Emma thinking? Why does she want to do that?  
* What is she doing now? Is it easy or hard work?  
* What's happening now? How does Emma feel? Where is she? What is she doing?  
* Who has come home now? How do they feel? Why? What is happening? Where is Emma? |
| 4    | * Puts away all cards | Now, Sophia, let's talk about food.  
1 What's your favourite food?  
2 What do you usually have for breakfast?  
3 Who does most of the cooking in your family?  
4 How often do you go to restaurants with your family or friends?  
5 Tell me about some food that you like to prepare by yourself? That's all Sophia. Thank you. Goodbye! | chips/vegetables/chicken, etc.  
(I usually have) eggs/cereal/a banana, etc.  
my mum/dad/grandma, etc.  
not very often/at the weekends/on holidays, etc.  
I like to make sandwiches/salads/cereal and milk, etc. Bye! | * Do you like chips/vegetables/chicken?  
* Do you eat eggs/cereal?  
* Is it your mum/dad/ grandma, etc.?  
* Do you have lunch or dinner at a restaurant every week?  
* Can you cook? What can you cook? |
LISTENING

KEY

Part 1
There should be lines between the name:
1 Frank and the boy sitting at the piano.
2 Holly and the girl who’s reading something in the middle of the stage.
3 Betty and the girl brushing her hair.
4 Helen and the girl wearing a cat face mask.
5 Sarah and the girl who looks angry.

Part 2
1 Swinley
2 butterflies
3 tent
4 Friday
5 4590

Part 3
fire engine C
spaceship F
bicycle D
helicopter A
ambulance H

Part 4
1 A 2 A 3 C 4 B 5 B

Part 5
1 The magazine next to the plant near the window should be coloured grey.
2 The word ‘SPRING’ should be written at the front of the woman’s desk.
3 The envelope which the man on the left has should be coloured blue.
4 The word ‘JUNE’ should be written before the word ‘PROJECT’ on the board.
5 The spotted cushion on the chair should be coloured purple.

TAPESCRIPUTS

Hello. This is Skills Builder for Young Learners, Flyers 2, Unit 4.

Part 1 Listen and look. There is one example.
Girl: Look, Dad! Here’s a photo my teacher took while we were in the theatre at school.
Man: It looks like you were having fun. Are all these children in your school?
Girl: Yes. The boy who’s jumping off the stage is William.
Man: He looks very excited.
Girl: He was! He loves acting!
Can you see the line? This is an example. Now you listen and draw lines.

Girl: Look at that boy!
Man: The one sitting at the piano?
Girl: Yes. That’s Frank. He’s really good at it.
Man: Is he?
Girl: Yes. He’s playing something for his friend to sing.

Man: Who’s that girl in the middle of the stage?
Girl: The one in the butterfly costume?
Man: No, not her. The one who’s reading something.
Girl: Oh, that’s Holly. We’re best friends.
Man: That’s nice.
Girl: Yes, we like watching films together.

Girl: Do you know Betty who lives in the next street?
Man: Is she in the photo too?
Girl: Yes. She’s brushing her hair.
Man: Oh, I see. And I like her spotted dress.
Girl: Yes, it’s pretty. She loves it!

Man: Is the girl who’s cutting out something in your class?
Girl: No, but the girl behind her is.
Man: Really? What’s her name?
Girl: Helen. Look at her face! She’s going to be a cat!
Girl: Can you see the girl who’s shouting?
Man: Yes, I can. She looks angry.
Girl: Yes, she does. That’s Sarah. Her sister has taken her chocolate!
Man: Oh no!
Girl: It’s OK. She bought her some more!

Now listen to Part One again.
That is the end of Part One.
Part 2  Listen and look. There is one example.
Man: David, do you want to go camping this weekend?
Boy: OK, Dad, that sounds good. My friend Tom camped in a forest next to a river last weekend. Can we go there?
Man: Sure, that sounds good.
Boy: Great! There's a mountain twenty minutes away, so we can go climbing there, too!
Can you see the answer? Now you listen and write.
Man: So, what's this forest called?
Boy: It's Swinley Forest.
Man: And how do you spell that? I want to search it on the internet.
Boy: S-W-I-N-L-E-Y. Tom said it's really beautiful.
Man: OK, I've found some information about it. It looks lovely.
Boy: What animals can we see in the forest? I hope there aren't any bears!
Man: Don't worry, it's really safe there. The website says that it's famous for its butterflies!
Boy: What will we take with us? Will I bring my laptop?
Man: No, we don't need that. But we need to get the tent from the basement. That's really important!
Boy: Do you want to leave on Friday evening, Dad?
Man: Well, we could leave on Saturday morning, but your idea is better. Then, we can spend more time there!
Boy: Is there a special place for camping in the forest, or can we camp anywhere?
Man: I'm not sure. Perhaps we should call someone about that.
Boy: Look, there's a number on the website. It's three, seven, two, four, five, nine, zero.
Man: OK. I'll call now and find out.
Now listen to Part Two again.
That is the end of Part Two.

Part 3  Listen and look. There is one example.
Where did Oliver see each of these things?
Man: All right, Oliver. Let's see the photos you took last week. Where did you see this motorbike?
Boy: While I was walking past the bank. It's very old. It's very difficult to find one of these now.
Man: You're right!
Can you see the letter E? Now you listen and write a letter in each box.
Man: What's this? A police helicopter flying over the streets?
Boy: Yes. I think they were searching for something. We were going over Gold Bridge in Dad's car when, suddenly, we heard it flying above us.
Man: What happened next?
Boy: I don't know. We had to go.
Man: Oh, there's a circus behind the fire engine in this photo! When did you take it?
Boy: Last Sunday, in the afternoon. When I went there, I saw it next to the big tent. The fire fighters were very friendly and let me take their photo.
Man: How about this photo here?
Boy: Well, I didn't actually see one of these flying, but I took this during my visit to the museum. I would love to travel by spaceship into space one day.
Man: Perhaps you should be an astronaut.
Boy: That would be nice.
Boy: I bought this two months ago. I helped my uncle in his toyshop and saved up money for a year. It was quite expensive! I took this photo after I rode it to the zoo.
Man: It's a racing bicycle! Be very careful on it.
Man: Why did you take a photo of this ambulance?
Boy: That day there was a storm. I was standing opposite the post office in the heavy rain when the driver saw me and he stopped to let me in. That's where I took this photo. After, he gave me a lift to school!
Man: You were lucky!
Now listen to Part Three again.
That is the end of Part Three.
Part 4 Listen and look. There is one example.

What are Richard and his sister going to have for breakfast?

Boy: Is there anything in the fridge for breakfast, Richard? I'm so hungry!

Girl: Yes, it's full. I went to the supermarket yesterday.

Boy: How about milk with cereal?

Girl: I know! We'll make strawberry pancakes!

Boy: Great idea! I haven't had them for a long time.

Can you see the tick? Now you listen and tick the box.

One. Who cooked yesterday?

Boy: So, will you help me prepare a special meal for tonight?

Girl: Are you going to make something with chicken?

Boy: No, Mum cooked chicken last night. I'll make a delicious pizza!

Girl: Great! But I thought Dad wanted to cook tonight.

Boy: Well, pizza is his favourite so I think he'll be pleased.

Girl: It'll be a surprise!

Two. What do they need for the pizza?

Boy: Dad likes eggs on his pizza, but I'll make a vegetable one.

Girl: How about a large cheese and tomato pizza?

Boy: No, I want something more unusual and special ... What about peppers and onions?

Girl: OK. And what else?

Boy: I know! I'll also put some olives. I tried one like that in London last August. It was excellent!

Three. What will Richard put on it?

Boy: I'd like you to write something too, please.

Girl: OK, I hope it's easy!

Man: Don't worry! Write the woman's name at the front of the desk for me.

Girl: OK. What is it?

Man: Let's call her Miss 'Spring' ... like the time of year.

Girl: That's a strange name! OK!

Three. How long will it take to cook the pizza?

Boy: How long will it take to cook? An hour and a half?

Boy: No, it usually takes only around forty-five minutes, but our oven is quite old so it might take a little longer.

Girl: So, about an hour?

Boy: Yes, I think sixty minutes sounds right. We don't want to burn it!

Girl: Let's start then!

Five. Which activity is the most interesting for Richard?

Girl: Are we going to watch the quiz show on TV after dinner?

Boy: I'm not sure I would like that.

Girl: Let's play some chess then!

Boy: No, that sounds a little boring.

Girl: All right. What would you like to do?

Boy: There's a pop music concert on. We could watch that.

Now listen to Part Four again.

That is the end of Part Four.

Part 5 Listen and look at the picture. There is one example.

Girl: Look at this picture. It's an office. My mum works in an office like this.

Man: Oh, that's nice. Would you like to colour it?

Girl: Sure. There's a woman who's sitting down. Can I colour her telephone?

Man: All right. Make it red!

Girl: Fine!

Can you see the red telephone? This is an example. Now you listen and colour and write.

One.

Girl: What else would you like me to colour?

Man: How about a magazine? You could colour one of those.

Girl: Which one? The one next to the plant near the window?

Man: Yes, please.

Girl: OK. Can I make it grey?

Man: Yes, that's fine! Use that colour.

Two.

Man: I'd like you to write something too, please.

Girl: OK, I hope it's easy!

Man: Don't worry! Write the woman's name at the front of the desk for me.

Girl: OK. What is it?

Man: Let's call her Miss 'Spring' ... like the time of year.

Girl: That's a strange name! OK!

Three.

Girl: Can I do some more colouring? I like doing that.

Man: Of course! The man on the left of the picture has got a lot of papers.

Girl: Do you want me to colour them, then?

Man: Only the envelope, nothing else. Make it blue.

Girl: Yes, OK. I can do that.
Four
Man: I’d like you to write something else now. There’s an office project board. We need a name for it.
Girl: OK. That’s a good idea.
Man: There’s a space at the top. Can you see it? It’s above the pictures.
Girl: All right.
Man: We’ll call it ‘June’ Project. That’s what month it is.
Girl: OK, great! I’ll write that now.
Man: Thank you.

Five
Man: And perhaps you’d like to colour one of the cushions before we finish?
Girl: The striped one on the floor?
Man: No, colour the spotted one on the chair, please.
Girl: What colour?
Man: You’ve got a purple pencil, I think. Use that one!
Girl: OK. That’s it! I’ve finished.
Man: That’s great!

Now listen to Part Five again.
That is the end of Flyers 2, Unit 4.

READING & WRITING

KEY

Part 1
1 a bracelet 5 an engineer 9 a screen
2 a spoon 6 a waiter 10 a belt
3 an office 7 a bank
4 skyscrapers 8 pockets

Part 2
1 C 2 G 3 E 4 H 5 B

Part 3
1 gloves 4 kept
2 snowman 5 spring
3 strange 6 A friend for the winter

Part 4
1 for 5 will 9 by
2 some 6 visit 10 everyone
3 who 7 acting
4 these 8 where

Part 5
1 (red and white) stripes 5 the fire station
2 a storm 6 half an hour
3 hard 7 autumn
4 worried

Part 6
1 really/very/so 3 another/a/the 5 eaten/tryed
2 of 4 off

Part 7
An answer that would receive full marks might be:
Betty and her mum are having dinner at a restaurant when, suddenly, a waiter drops a bowl of salad on Betty’s new dress. She starts to cry and the waiter is really sorry. He brings them another salad and a strawberry cake, too. Everyone is happy again.

Key words: dinner, restaurant, waiter, drop, bowl of salad, dress, cry, sorry, cake, happy

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| 1    | • Greet the S and asks for name  
• Asks for surname  
• Asks how old the S is  
• Shows both sides of the FIND THE DIFFERENCES card (pp. 115 – 116)  
• Describes one element of the picture as an example.  
• Describes six more elements that are different | Hello. What’s your name?  
What’s your surname?  
How old are you?  
Here are two pictures. My picture is nearly the same as your picture, but some things are different. For example, in my picture the astronaut is wearing a gold uniform, and in your picture the astronaut is wearing a silver uniform. OK? I’m going to say something about my picture. You tell me how your picture is different. All right?  
• In my picture the alien has got long fingers.  
• In my picture the astronaut is holding a flag.  
• In my picture you can see the Earth.  
• In my picture the astronaut is wearing a metal helmet.  
• In my picture there are some large stones behind the alien.  
• In my picture the alien is wearing orange gloves. | (I’m/My name’s) Michael.  
It’s Brown/Hill, etc.  
I’m 11/12 (years old).  
[S nods/replies yes.]  
Various forms are possible:  
• In my picture the alien has got short fingers.  
• In my picture the astronaut is holding a torch.  
• In my picture you can see the moon.  
• In my picture the astronaut is wearing a glass helmet.  
• In my picture there is a hill behind the alien.  
• In my picture the alien is wearing white gloves. | Are you Michael?  
What’s your family name?  
Is it Brown/Hill, etc.?  
Are you 11/12 years old?  
[If necessary, Teacher points to relevant difference, repeats statement, or asks back-up questions.]  
• Look at the alien’s fingers. Are they long or short?  
• What has the astronaut got in his hands?  
• What can you see in space?  
• What is the astronaut’s helmet made of?  
• What can you see behind the alien?  
• What is the alien wearing on its hands? |
| 2    | • Briefly shows S the ‘INFORMATION EXCHANGE’ cards (pp. 117 – 118) for the Teacher and the S, and points to the tables on both  
• Refers to TEACHER’S COPY to ask FIVE questions about the missing information  
• Refers to TEACHER’S COPY and answers questions about the missing information | This is Mrs Hill and this is Mr Gate. I don’t know anything about Mr Gate’s holiday, but you do. So, I’m going to ask you some questions.  
When did he go on holiday?  
Where did he stay?  
Was his holiday cheap or expensive?  
What did he like most?  
Where did he go?  
Now, you don’t know anything about Mrs Hill’s holiday, so ask me some questions.  
• (She went) to an island.  
• (She went) in August.  
• (She stayed) in a camping tent.  
• (She liked) the paths in the villages.  
• (It was) cheap. | [Refers to STUDENT’S COPY to answer the questions.]  
• In February.  
• (He stayed) at a hotel.  
• (It was) expensive.  
• (He liked) the bridges and ponds.  
• (He went) to a mountain.  
[Refers to STUDENT’S COPY to form the questions.]  
• Where did she go?  
• When did she go?  
• Where did she stay?  
• What did she like the most?  
• Was her holiday cheap or expensive?  
[If necessary, Teacher points to the information in the table.] |
### SPEAKING SCRIPT

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| 3    | • Shows S the 'PICTURE STORY' card (p. 119) and allows him/her time to look at it  
      • Indicates the sequence by pointing | These pictures tell a story. It’s called ‘A winter birthday party’. Just look at the pictures first. It’s winter, and it’s Holly’s birthday. She’s having a party. The first people are arriving. Now you tell the story. | S says at least one thing about each picture:  
• Holly’s friends are coming with presents. It’s snowing and it’s very cold outside.  
• Everyone is having fun. There is a big birthday cake on the table. Holly is opening her presents.  
• There is lots of snow outside the door. The children can’t go home. Some of them are calling their parents. They are all worried.  
• The children can’t go home, so they’re staying in Holly’s house. They are all asleep near the fire and the house is warm. They are going to stay until the snow stops. | [If necessary, Teacher points to the pictures and asks questions.]  
• Who is coming to Holly’s house? What is the weather like?  
• What are the children doing now? What is there on the table? What is Holly doing?  
• What’s outside the door? Can the children go home? What are they doing? How are they feeling?  
• What are the children doing now? Where are they sleeping? How long will they stay there? |
| 4    | • Puts away all cards | Now, Michael, let’s talk about your birthdays and parties.  
1 What do you usually do on your birthday?  
2 What are some things you like doing for your birthday party?  
3 What's your favourite kind of birthday cake?  
4 How important are birthdays for you?  
5 Tell me about the best birthday present you have ever got? | (I usually) have a party/have dinner at a restaurant with my family, etc.  
(I like) dancing/going to the funfair/playing with my friends, etc.  
(It’s) chocolate/strawberry/banana, etc., (cake). (They’re very/not very) important. My dad gave me a bicycle last year. It’s amazing!, etc. | • Do you have a party on your birthday?  
• Do you like dancing/going to the funfair/playing with your friends, etc.?  
• Do you like chocolate cake?  
• Do you think birthdays are very important?  
• Which is the best birthday present you have ever got? Who gave it to you?, etc. |
|      |                    | That’s all Michael. Thank you. Goodbye! | Bye! |                     |
LISTENING

KEY

Part 1
There should be lines between the name:
1 Sarah and the woman in the striped dress holding a cup of tea.
2 Sophia and the girl with the bicycle who looks sad.
3 Harry and the man washing his hands in front of the mirror.
4 Richard and the man holding the radio.
5 David and the man wearing glasses who's about to take a tyre from the older man.

Part 2
1 Jonson/JONSON
2 olives
3 milkshake
4 strawberry
5 Bridge

Part 3
dance G
casino B
sailing A
swimming D
snowboarding F

Part 4
1 C 2 C 3 A 4 B 5 C

Part 5
1 The umbrella next to the door on the step should be coloured orange.
2 The word 'SHAMPOO' should be written on the front of the middle shelf.
3 The back of the screen of the chemist's computer should be coloured pink.
4 The word 'SUMMER' should be written before the word 'calendar' between the picture of the beach and the days of the week.
5 The bin near the wall by the fire exit should be coloured blue.

TAPESCRIPTEs

Hello. This is Skills Builder for Young Learners, Flyers 2, Unit 5.

Part 1 Listen and look. There is one example.
Girl: I took this photo of where my brother Oliver works, Mr Bates.
Man: Oh, I know that place. They repair cars and bicycles there.
Girl: That's right. He's the mechanic under the green car!
Man: All you can see are his legs and his torch.
Girl: He's very good at his job!

Can you see the line? This is an example. Now you listen and draw lines.

Girl: Look at that woman!
Man: The one in the striped dress?
Girl: Yes. That's Sarah. Her mum teaches me Art.
Man: That's nice.
Girl: Someone's made her a cup of tea. It's her favourite drink!

Man: Who's that girl with the bike?
Girl: The one with the short brown hair?
Man: No, the other one. The one who looks sad.
Girl: Oh, that's Sophia. She lives in my street.
Man: Why is she unhappy?
Girl: The light on her new bike is broken.

Girl: Do you know my brother's friend, Harry?
Man: Does he work here, too?
Girl: Yes, he's over there washing his hands.
Man: Oh, I see – in front of the mirror.
Girl: That's right. It's a dirty job!

Man: Do you know the man reading the newspaper?
Girl: No, but I know the other man next to him.
Man: Oh, do you? What's he called?
Girl: Richard. He's got his radio with him, look! He likes music while he works.

Girl: Can you see the man wearing glasses?
Man: Oh, yes ... is he new in the job?
Girl: Yes, he is. That's David. The other man has given him a tyre to repair.
Man: Does he know how to do it?
Girl: No, but he's going to learn!

Now listen to Part One again.
That is the end of Part One.
Part 2  Listen and look. There is one example.

Woman: Hello, this is the Pizza Corner. How can I help you?
Man: Hi, I'd like a pizza, please.
Woman: Of course. First, what's your phone number?
Man: It's 2124213.

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

Woman: Can I have your name, too, please?
Man: Yes. It's William Jonson! That's J-O-N-S-O-N.

Woman: Now, what pizza would you like? Our special pizza today is cheese and peppers.
Man: That sounds nice, but I want a few olives on the pizza instead of peppers, please. I love them!

Woman: Would you like anything to drink? We have a new milkshake. It's very popular right now.
Man: Well, I usually drink lemonade when I eat pizza, but that drink sounds really nice. I'd like to try it, please!

Woman: And what about something sweet to eat?
Man: Well, I've got some chocolate biscuits here, but I'd like something different to eat. Give me some ice cream, please. Strawberry, if you have it.

Woman: And where shall we send everything?
Man: To 23 Bridge Street. It's in the town centre.
Woman: OK, your meal will be there in 20 minutes.
Man: Thank you!

Now listen to Part Two again.
That is the end of Part Two.

Part 3  Listen and look. There is one example.

Which place can each of the clubs in Mr White's school use this year?

Girl: Oh, nice photos, Mr White! Are these the places where our school clubs will meet this year? Have you decided where we can practise volleyball yet?
Man: Well, it's a game you often play inside to stay dry, but some students told me they want somewhere outside to play in the summer. So I thought of this field opposite the school.
Girl: Good idea!

Can you see the letter C? Now you listen and write a letter in each box.

Girl: And where can students go swimming? The pond west of the school is too small for that.
Man: No, but the town gym has a swimming pool they can use. It's the best place. They won't get cold in the winter and it will be safer, too. But they must bring towels from their home.
Girl: That sounds OK.
Man: Yes, I think so.

Girl: We also need a place for sailing. How many places are there for that around here?
Man: Not many. But last weekend I went out on the river that goes through the town. We should use it. It's just right for our boats – the stream by the park is too small.
Girl: Which school club do you think is the most fun, Mr White?
Man: A lot of people prefer ball games or swimming, but I like doing something in the countryside, like snowboarding. And I've found a brilliant place for it north of the town, look! A bus can take us to this mountain in 20 minutes.
Girl: Wow! It's very high!
Man: Yes, but the view from the top is fantastic.

Man: The dance club's going to open soon, too. Your classmates will want somewhere for that. Someone had the idea of a big space in the middle of a wood. But I think the park is better. It's got an open theatre with a big stage. What do you think?
Girl: You're right, Mr White. And there are lots of pretty trees and flowers there, too!

Girl: Why hasn't the chess club got many members this year?
Man: Well, last year they played in the library but that meant they had to be really quiet. I've talked with our science teacher, Mr Williams. He's agreed to let the club practise on his farm. He's got some picnic tables by a stream there. So, they can have their meetings outside.
Girl: Great! I'm sure more people will join now!

Now listen to Part Three again.
That is the end of Part Three.
Part 4  Listen and look. There is one example.

What’s Anna’s dad’s job?
Boy: Hi Anna. I saw your dad yesterday. He was walking out of the hospital. Is he a doctor?
Girl: No. He was visiting his sister there. She’s a police officer. She broke her hand at the police station yesterday.
Boy: What’s your dad’s job then?
Girl: He’s a businessman. He works in an office.
Boy: Really? Is his office in the city centre?
Girl: Yes, that’s right.

Can you see the tick? Now you listen and tick the box.

One. When did he start work this morning?
Boy: Does your dad start work at nine o’clock?
Girl: He usually does, but he’s really busy these days, so he arrived at his office at 8:00 today.
Boy: Wow, that’s really early.
Girl: Yes. It was so early that he couldn’t give me a lift to school at half eight.
Boy: So, how did you get there?
Girl: It was OK. My mum drove me there in her car.

Two. What does he enjoy doing most in his job?
Boy: So, does your dad work on a computer all day?
Girl: Well, he spends a lot of time on his computer, but he doesn’t like it.
Boy: Why not?
Girl: Well, he prefers talking to people. He likes talking to other workers on the phone and most of all he likes sitting in meetings.
Boy: Really? My dad says they’re really boring!
Girl: Not for my dad!

Three. Who is Sophia?
Boy: Does your dad have an office on his own or does he work with other people?
Girl: He works with two women – Emma and Sophia.
Boy: Have you ever met them?
Girl: Yes, of course. Emma’s very quiet and wears jackets and skirts. She’s got long blonde hair.
Boy: And Sophia?
Girl: She laughs all the time and likes wearing jeans. She had long blonde hair too, but she cut it short last week.

Four. How will Anna get to the office tomorrow?
Girl: Actually, tomorrow after school, I’m going to visit Dad at his office.
Boy: That’s nice. How will you get there?
Girl: Well, my mum’s busy so she can’t drive me. I guess I’ll take a taxi.
Boy: Why don’t you take the bus? It’s much cheaper.

Girl: You’re right, but there isn’t a stop near my dad’s office.
Boy: Oh, there’s nothing else you can do, then.

Five. Where is Anna’s dad going to go at the weekend?
Boy: Does your dad play golf at weekends?
Girl: No. My dad hates golf. His favourite sport is football.
Boy: Does he play often?
Girl: Not at all. A few years ago he played with friends in the park, but now he just watches games.
Boy: Really? Is he going to watch the game at the stadium on Saturday?
Girl: Yes, of course! It’s a really important match!

Now listen to Part Four again.

That is the end of Part Four.

Part 5  Listen and look at the picture. There is one example.

Boy: This is a nice chemist’s. It’s got lots of different kinds of medicine, just like the one in my town.
Woman: Would you like to colour some of this picture?
Boy: All right. There’s a woman who’s buying lots of things. Can I colour her scissors?
Woman: Fine. Colour them black.
Boy: OK.

Can you see the black scissors? This is an example. Now you listen and colour and write.

One

Boy: What else can I colour?
Woman: How about an umbrella? You could colour one of those.
Boy: Which one? The one next to the door on the step?
Woman: Yes, please.
Boy: Can I make it orange?
Woman: Yes, that’s a wonderful colour!

Two

Woman: I’d like you to write something here too, please.
Boy: OK. It’s not difficult, is it?
Woman: Don’t worry! Write a word on the front of the middle shelf for me.
Boy: OK. What do you want me to write?
Woman: ‘Shampoo’ … that shelf has got everything for washing your hair, I think.
Boy: All right. I’ll write that now.
Three
Boy: I’d like to do some more colouring now. Is that OK?
Woman: Of course! Can you see the chemist? He’s the man behind the box of soap. He’s looking at a computer.
Boy: Shall I colour that, then?
Woman: Only the back of its screen, nothing else. Make it pink. I love that colour.
Boy: Yes, it’s nice. All right. I can do that.

Four
Woman: Can you please write another word now? We need a name on the calendar.
Boy: OK. That’s a good idea.
Woman: Well, can you see the space between the picture of the beach and the days of the week? Write it there.
Boy: All right.
Woman: We’ll call it ‘Summer’ calendar – it’s when people go on holidays!

Five
Woman: And to finish, why don’t you colour one of the bins?
Boy: The one below the mirror?
Woman: No, the other one. It’s near the wall by the fire exit.
Boy: OK. What colour?
Woman: You’ve got a blue pencil, I think. Why don’t you use that?
Boy: OK. There! I’ve finished!
Woman: Great!

Now listen to Part Five again.
That is the end of Flyers 2, Unit 5.

READING & WRITING

KEY

Part 1
1 a bandage  5 a tour  9 a suitcase
2 a view  6 medicine  10 an exit
3 a stream  7 channels
4 pyjamas  8 a score

Part 2
1 E  2 B  3 D  4 H  5 F

Part 3
1 metal  4 light
2 explained  5 collect
3 extinct  6 A lesson from an alien

Part 4
1 because  5 by  9 to
2 have  6 where  10 cleverest
3 for  7 hides
4 them  8 after

Part 5
1 a (text) message  5 playing (their instruments)
2 a (noodle) restaurant  6 inside her pocket
3 was delicious  7 win a prize
4 the (school) gym

Part 6
1 match/game  3 went  5 lot
2 after/when  4 until

Part 7
An answer that would receive full marks might be:
One day, Lisa and her dad went to a stadium to watch a tennis match. Two of her favourite players were playing. Then, one player hit the ball to Lisa. Lisa caught it and kept it. The next day, she put it on a bookcase in her bedroom.

Key words: stadium, tennis, match, players, hit, ball, caught, kept, bookcase, bedroom
### SPEAKING SCRIPT

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| 1    | • Greets the S and asks for name  
     • Asks for surname  
     • Asks how old the S is  
     • Shows both sides of the FIND THE DIFFERENCES card (pp. 121 – 122)  
     • Describes one element of the picture as an example.  
     • Describes six more elements that are different | Hello. What's your name?  
What's your surname?  
How old are you?  
Here are two pictures. My picture is nearly the same as your picture, but some things are different. For example, in my picture there is a fire engine in the back, and in your picture there is an ambulance. OK? I'm going to say something about my picture. You tell me how your picture is different. All right?  
• In my picture the players in green have stars on their T-shirts.  
• In my picture a player has hurt his elbow.  
• In my picture the player scoring a goal is wearing black gloves.  
• In my picture there aren't many empty seats in the stadium.  
• In my picture the prize on the table is a gold cup.  
• In my picture the man is selling snacks. | (I'm/My name's) Sophia.  
It's Brown/Hill, etc.  
I'm 11/12 (years old). | Are you Sophia?  
What's your family name? Is it Brown/Hill, etc.?  
Are you 11/12 years old? |
| 2    | • Briefly shows S the INFORMATION EXCHANGE cards (pp. 123 – 124) for the Teacher and the S, and points to the tables on both  
     • Refers to TEACHER’S COPY to ask FIVE questions about the missing information  
     • Refers to TEACHER’S COPY and answers questions about the missing information | This is William and this is Holly. They've designed a building each. I don't know anything about Holly's building, but you do. So, I'm going to ask you some questions.  
• Where did she build it?  
• How many floors does it have?  
• How long did it take to build?  
• What's it called?  
• Has it got round or square windows?  
Now, you don't know anything about William's building, so ask me some questions.  
• (It's called) Sky View.  
• (It's got) fifty floors.  
• (He built it) in the city centre.  
• (It took) three years.  
• (It's got) square windows. | [Refers to STUDENT'S COPY to answer the questions.]  
• (She built it) on a hill.  
• (It's got) four (floors).  
• (It took) a/one year.  
• (It's called) Forest View.  
• (It's got) round windows. | [If necessary, Teacher points to relevant difference, repeats statement, or asks back-up questions.]  
• What do the players in green have on their T-shirts?  
• What has happened to a player?  
• What kind of gloves is the player scoring a goal wearing?  
• Are all the seats empty?  
• What is the prize on the table?  
• What is the man selling? |
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| 3    | • Shows S the 'PICTURE STORY' card (p. 125) and allows him/her time to look at it  
        • Indicates the sequence by pointing | These pictures tell a story. It's called 'The trip'. Just look at the pictures first. Emma and her parents are in a taxi. They're going on a trip. Emma's dad is looking at his watch. He's worried because they're a little late. Now you tell the story. | S says at least one thing about each picture:  
• The taxi has stopped outside the airport. Emma and her parents are taking their suitcases, but they have forgotten a rucksack inside the taxi.  
• Inside the airport, Dad is asking Emma for the tickets. The tickets. They were in her rucksack, but she hasn't got it now. She's lost it.  
• Everyone is worried and they are searching for the missing tickets/rucksack.  
• The taxi driver has come to the airport. He gives them back the rucksack. They are all happy again. | [If necessary, Teacher points to the pictures and asks questions.]  
• Where is the taxi now?  
What are the people taking? What can you see in the taxi?  
• What does Dad want?  
Where were the tickets?  
Where are the ticket/is the rucksack now?  
• How do the family feel?  
What is everyone doing?  
• Who has come to airport now? What is he giving them? How do the family feel now? |
| 4    | • Puts away all cards  
Now, Sophia, let's talk about your family.  
1 How many people are in your family?  
2 Do you have any cousins?  
3 What do you like to do with your family?  
4 Who's the oldest person in your family?  
5 Tell me about the hobbies of the people in your family?  
That's all Sophia. Thank you. Goodbye! | Three, my parents and me./Six. I have a brother, and my mum and dad and my grandparents, etc.  
Yes/No. I have a lot/six/only one, etc.  
Watch TV/Play computer games with my sister/Go walking in the park, etc.  
My grandma, she's 80./My grandfather, he's 70, etc.  
My dad plays football and my sister loves roller-skating./We all love skiing, etc.  
Bye! | • Do you have a brother/aunt/grandparents?  
• How many cousins do you have?  
• What things do you like to do with your family?  
• How old are your grandparents?  
• What do the people in your family like doing? |