



STORM HAWKS™

Best Friends Forever - Extra

Starter Level

This level is suitable for beginner-level students who have been learning English for less than a year. It precedes the Common European Framework level A1. Suitable for users of CLICK magazine.

SYNOPSIS

The Storm Hawks are a team of teenage warriors whose enemies are the evil Cyclonians. The story opens as the Storm Hawks are searching through the Cyclonians' rubbish, hoping to find a clue revealing their latest plans. Piper discovers a map, but a strong wind blows it out of her hands. She retrieves the map, but falls from her scooter. A mystery girl, Lark, saves Piper's life. Piper and Lark share an interest in crystals and become best friends.

The Storm Hawks fly to Terra Tundras, the place shown on the map, and Piper and Lark go to investigate. On Terra Tundras, Piper discovers the Cyclonians are mining for powerful crystals that can make people invisible. She realises that Lark is really the leader of the Cyclonians – Master Cyclonis – in disguise.

When Piper refuses to join the Cyclonians, Master Cyclonis makes her army invisible and orders them to attack the Storm Hawks. At first the Storm Hawks are powerless against the invisible army, but then they come up with the idea of shooting their breakfast of sticky porridge at their attackers. Now the Cyclonians are visible, Aerrow and the other Storm Hawks swiftly defeat them. Meanwhile, Master Cyclonis swears that Piper is not her friend, but Piper is convinced that Master Cyclonis is lonely and that their friendship, however brief, was real. Master Cyclonis attempts to defeat Piper, but when this fails, she disappears, warning Piper that she will be watching her.

THE BACK STORY

Storm Hawks is an animated TV series made by Nerd Corps Entertainment in Canada. The show first came out in 2007. The stories have also been turned into graphic novels.

The story is set in a fictional world called the Atmos, a group of mountaintop kingdoms known as *terras*. The main power source in the Atmos comes from energy-generating crystals. Sky Knights (various groups of warriors, including the Storm Hawks) protect the Atmos against their enemies.

The Storm Hawks are led by one of the best warriors in the Atmos, Aerrow, and each member of his team has special abilities and/or weapons to help them in their defence of the Atmos. They live on a flying ship called the Condor and ride motorcycle-like vehicles that transform into flying machines.

MEDIA LINKS

DVD: The TV shows are available on DVD, produced by Sony Pictures Home Entertainment.

CD: A recording of *Storm Hawks: Best Friends Forever* is available to accompany the Scholastic Reader.

Internet: For more information visit the official website for the TV show at www.stormhawks.com. The website for the graphic novels is www.stormhawkscomics.com.

HOW TO USE YOUR SCHOLASTIC READER

Choosing and motivating

Is this the right story for your class? Have they watched any episodes of *Storm Hawks* on TV? Motivate them with background information (see The Back Story above) and by reading aloud the first page of the story with dramatic atmosphere.

Organising

Plan a class reading schedule. Decide how many pages to set for reading each week. Select exercises from the Self-Study Activities at the back of the reader and extra activities from this resource sheet to go with each chunk of reading. (All answers on page 4.)

Using the CD

Students can listen and follow in their books. They can listen and then read. They can read and then listen. All these activities will improve their reading speeds and skills.

Using the DVD

Storm Hawks: Best Friends Forever is episode 6 on Volume 1 of the first season of the series. Select the English language option on the DVD. The episode is around 22 minutes in length. You could show it in chunks of, say, 5 minutes in parallel with the class reading schedule. Alternatively, show it as a reward when the class have finished the book. Explain that the show is American and that all the characters have American accents and use some American expressions. The dialogue is fast so students

shouldn't be disheartened if they find it difficult to follow at first. There are other ideas for using the DVD on page 4 of this resource sheet.

Glossary

Go to 'New Words' at the back of the reader. Translate the words with the class or get students to find meanings at home. The Vocabulary Builder on page 3 of this resource sheet practises the new words in a different context.

Casual language

Introduce the informal expressions used in *Storm Hawks: Best Friends Forever*. (See Vocabulary Builder on page 3 of this resource sheet.) Put them into context. Ask students to look out for them as they read.

Fact Files

Set these as self-study or use for whole class work. These provide background information about the show (the role of crystals, the setting, the characters), a debate about whether girls and boys can be true friends, and a quiz about what makes a true friend.

What did they think?

Get everyone to do a written or spoken review of *Storm Hawks: Best Friends Forever*. Compare opinions. Did you like it? Let us know at readers@link2english.com.

RESOURCE SHEET STUDENT ACTIVITIES

2 Look at these sentences from the story. Put the words in the right order.

- a) Yorga Juice / My / fly! / can
My Yorga Juice can fly!.....
- b) something! / telling / He's / us
.....
- c) because / invisible / Radarr / Lark! / is / of
.....
- d) with / Storm Hawks / or / dead! / are / Work / the / me
.....
- e) the / - forever! / with / I'm / Storm Hawks
.....

3 Talk to a partner. What do you think? Why does Master Cyclonis want to work with Piper?

Pages 22–25

1 Circle the correct words in *italics*.

- a) Aerrow / *Finn* flies out of the Condor.
- b) Piper and Master Cyclonis fight on *the Condor / Terra Tundras*.
- c) Oblivion crystals don't work on *friends / Storm Hawks*.
- d) Master Cyclonis is watching *Piper / Radarr*.
- e) *Finn / Stork* wants to do Piper's hair.

2 Complete the sentences with these words.

angry funny great ~~invisible~~ powerful sad true

- a) Aerrow can't see the Cyclonians because they are *invisible*...
- b) Finn has a idea!
- c) Master Cyclonis is with Piper.
- d) Piper knows the story about Master Cyclonis.
- e) The Oblivion crystal is very
- f) After the fight with Master Cyclonis, Piper is
- g) Piper thinks Finn is

3 Talk to a partner. What do you think? Why does Finn say 'I don't understand girls!?' What things don't you understand about girls or boys? Write a list!

FINAL TASKS

- 1 Speaking.** You are one of these characters: Piper, Lark / Master Cyclonis, Aerrow, Finn. Tell a partner what happens to you in the story. Example: *Piper: I am looking through the Cyclonians' rubbish with Finn and Aerrow. A storm is coming. I find a map ...*
- 2 Writing.** Work with a partner. Imagine you have three powerful crystals. What are their names? What power(s) does each crystal have? What happens when you use them?
- 3** Write a new *Storm Hawks* story. Work in small groups and think about the following questions: *Where does the story happen? Who are the main character(s) in the story? What is the problem for the Storm Hawks? How do the Storm Hawks win in the end?*
- 4 Writing.** Imagine you have a new best friend! Describe your new friend. What is he/she into? What do you like about this person?

VOCABULARY BUILDER

1 Look at the list of 'New Words' at the back of *Storm Hawks: Best Friends Forever*. There's a wrong word in these sentences. Find the right word.

- 1. I can't see the houses. They're ~~funny~~. *invisible*.....
- 2. Never drink and drive. It's very boring.
- 3. Can I look at your car? I can't find the school.
- 4. I don't know him. He's a father.
- 5. It's very dark. A terrible teenager is coming.
- 6. Finn and Aerrow are very good teachers.

2 Unjumble the letters to make words from the 'New Words' list.

- 1. She's the STEB sportswoman in our country. *best*.....
- 2. They're going from England to Spain by PISH.
- 3. That SCALRYT is very beautiful and expensive.
- 4. My boyfriend runs in the evenings. His legs are very GRONST.
- 5. Sometimes I GIFTH with my brother.
- 6. That's EAGTSRN! Where's Alex? She's always here at 9.00.

3 Complete the sentences with words from the 'New Words' list.

- 1. Do you want to buy *something* from that shop?
- 2. She wants to to India for her holidays.
- 3. Don't leave your in the street!
- 4. Do you want to live in this country ?
- 5. The president is a very person.

Casual language

- 'guys' (p.10 and p.17). 'guys' = people. You can say this to a group of friends. For example, you can say, 'Hey, guys' or 'Listen, guys' before you tell your friends something interesting or important.
- 'be into' (p.11 and p.12). Piper says that Lark is 'into crystals'. She means that Lark is interested in crystals.

Choose the right expression to complete the dialogues below.

- 1. A: What music are you ?
B: I don't really listen to music.
- 2. A: Where are you going, ?
B & C: We're going to the Internet café. Do you want to come?
- 3. A: Listen, ! I'm not going to school today.
B & C: Why not?
A: I'm going to the doctor's.
- 4. A: Who's your best friend?
B: My sister. We're the same things.

MEET THE STORM HAWKS! (pages 26–7)

Create a new character

Divide the class into small groups. Ask each group to invent a new teenage warrior to join the Storm Hawks. They should think about:

- personality and appearance
- vehicles, weapons, special talents
- a name

Each group can then present their ideas to the rest of the class. The class votes for the best new character.

Design a flying machine

Ask students to work in pairs to design a new flying machine for one of the Storm Hawks. The students discuss their ideas then write a description of their flying machine. They design a poster advertising this flying machine.

BOYS OR GIRLS: WHO ARE THE BEST FRIENDS? (page 28)

Interview

Divide the class into small groups. Ideally, each group should have a mixture of boys and girls. The students interview each other about whether they think boys or girls make the best friends. They then write a magazine article summarising their findings.

Brainstorm

Ask students to work in pairs to write down as many examples as they can of boy-girl friendships in films, TV programmes, comic books or novels. They should focus on platonic friendships rather than romantic relationships. Give a time limit then ask the students to share their best examples with the class.

ARE YOU A TRUE FRIEND? (page 29)

Discussion

In pairs, ask the students to write a list of three qualities that make a true friend. Write their best suggestions on the board. In small groups, students rank the qualities that make a true friend in order of importance. Give them a time limit, then compare answers with the class as a whole.

A good friend

Students write a description of a good friend of theirs. Ask them to write about the qualities that make that person a friend.

DVD/CD FOLLOW-UP

Scriptwriters (DVD)

Choose a short scene and show it to the class twice without the sound. Students imagine what the characters are saying and write a possible script in groups. Now watch the scene a third time. Students use their script to 'dub' the scene. Finally play the sequence with the sound so they can compare their ideas with the original. This comparison is only for fun – the scripts are not meant to be identical. More confident students can act out their scripts in front of the class.

Observation (DVD or CD)

Choose a scene from the DVD or CD. Watch or listen to the scene with your students twice. In pairs, the students watch very carefully, noting down details about the action, the characters, any objects, etc. Students write ten questions using their notes to help them. They then ask their questions to another pair. They watch or listen to the scene a third time to check answers.

Reviewing (DVD or book)

Students write a short review of the reader or the episode on DVD, commenting on the action, characters and storyline. They give the episode a star-rating.

ANSWER KEY

Self-Study Activities (pages 30–2)

- 1 a) map b) storm c) fly d) rubbish e) forever f) crystal
- 2 a) Piper b) Finn c) Master Cyclonis d) the Atmos e) the Condor
- 3 The correct order is: d, b, e, a, f, c, g.
- 4 a) Piper – the map b) Aerrow – Piper c) Lark – Terra Tundras d) Aerrow – Terra Tundras
- 6 a) stranger b) strange c) best d) invisible e) powerful f) dangerous g) strong h) Something
- 7 a) F. Radarr doesn't like Lark. b) T c) T d) T e) F. Lark doesn't have many friends. f) F. Lark and Piper fly down to Terra Tundras. g) T
- 8 a) Finn b) Radarr c) Piper d) Lark e) Master Cyclonis f) Aerrow
- 11 a) iv b) vi c) ii d) iii e) i f) v
- 12 a) Fight – Master Cyclonis b) Something – Stork c) true – Piper d) Storm Hawks – Piper e) hair – Finn f) understand – Finn

Resource Sheet Activities

People and places

- Aerrow c) Finn d) Radarr is Aerrow's best friend. e) Stork
- Junko's g) Master Cyclonis h) Lark is Piper's new best friend.
- The Storm Hawks

Pages 6–8

- T c) T d) F. Piper finds a map in the Cyclonians' rubbish.
- F. The Storm Hawks fly to the Condor without Piper.
- T g) F. Stork wants to close the doors because of the storm.

Pages 9–11

- 1 b) He sees a light. c) They find Piper's heliscooter. d) Piper is talking to Lark. e) They're into crystals. f) Because the Cyclonians are doing something there.

Pages 12–16

- 1 b) Aerrow c) Piper d) Lark e) Lark f) Aerrow g) Piper
- 2 a) green b) blue c) It can stop the power of a crystal. d) Open answer.

Pages 17–21

- 1 The correct order is: a, e, f, c, b, d.
- 2 b) He's telling us something!
c) Radarr is invisible because of Lark!
d) Work with me or the Storm Hawks are dead!
e) I'm with the Storm Hawks – forever!

Pages 22–25

- 1 b) Terra Tundras c) friends d) Piper e) Finn
- 2 b) great c) angry d) true e) powerful f) sad g) funny

Vocabulary Builder

- 1 2. boring > dangerous 3. car > map 4. father > stranger
5. teenager > storm 6. teachers > fighters
- 2 2. ship 3. crystal 4. strong 5. fight 6. strange
- 3 2. fly 3. rubbish 4. forever 5. powerful

Casual language

1. into 2. guys 3. guys 4. into

