Summary

Mike gets a new job and moves to Boston. He’s happy there, but he hasn’t met many people. Mike’s sister, Kerry, goes to visit. She is worried about him. On Saturday, they go out and Kerry sees a sign for a fortune teller. They go inside but Mike isn’t happy because he doesn’t believe in this kind of thing. Kerry sees the woman, Rosie, first and then Mike goes in. Rosie tells him that she can see a black cat, a yellow dog and a white bird and to be very careful. They leave and see a black cat in the street. Then a bucket of water falls on Mike’s head outside The Black Cat Café. Next they see a yellow dog, but it just runs past Mike. Then Mike buys a hot dog and accidently walks into a little boy, who drops his toy. The toy is a yellow dog and it breaks. Mike gives the boy’s mother some money for the toy. Mike is beginning to get worried about the fortune teller when the owner of The Black Cat Café, Sally, runs after him. She is beautiful and Mike asks her to go to a movie that evening. He discovers her surname is Swan. Kerry is worried because it’s the name of a white bird, but then a white seagull flies down and takes Mike’s hot dog. As the fortune teller’s prediction is complete, Mike can go to the movie with Sally. Kerry then tells Mike that Rosie told her it was a good day for him because he was going to find love.

Background and themes

Destiny: The fortune teller predicts three things and although her predictions are not easy to interpret, it seems as if Mike is destined to fall in love with Sally.

Friendship and love: Mike’s sister is worried about him because he hasn’t any friends in Boston. In the end, he’s very happy because he meets a beautiful girl.

Discussion activities

Pages 1–5

Before reading

1. Game: Put students in pairs and give them five minutes to look at the pictures on pages 1–5. Tell them to make a list of all the things they can see. The group with the longest list wins.

While reading (p. 1, after, “Do you have many new friends here?”)

2. Pair work: Put students in pairs and ask them to discuss the following questions: Do you have many friends? Are they boys or girls? What do you do with your friends? Do they go to your school? How can you meet new friends?

After reading

3. Write and ask: Write Who is Kerry? on the board and elicit the answer (Mike’s sister). Ask students to write another question about something from pages 1–5. Check their work as they do this. Now have students stand up and interact with each other, asking and answering each other’s questions.

Pages 8–13

After reading

4. Write and guess: Put the students in pairs and ask one of them to look at the pictures on pages 8 and 9 and the other to look at the pictures on pages 10 and 11. Tell them they must write a sentence about each of the pictures. They then read those sentences while their partner looks at the pictures and identifies which one the sentence is describing.

5. Pair work: Write the following words on the board: bucket, food, toy, money, home. In pairs, students make sentences including these words to reflect how they were important on pages 8–13, without looking back at the book. Get feedback.

Pages 16–19

After reading

6. Write and guess: Write Sally’s brother is working at the café today. on the board. Elicit from the students what is wrong with this sentence (friend not brother). Now students in pairs choose one sentence from pages 16–19 and write it again changing one of the words. Students then interact, reading out their sentences to other students who must listen and spot the mistake.

7. Game: Remind students that the colors black, yellow and white are important in the book. Put them in teams and give them five minutes to think of all the things they know in English that are black, yellow or white. The team with the most words at the end wins.