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English World

Teacher's Guide

5



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English World 5 components

Pupil's Book

The Pupil's Book has twelve units. One unit can be taught in about two weeks. The Pupil's Book begins with a Welcome unit which revises the main grammar from the previous year.



CD/cassette

All Pupil's Book dialogues, reading texts, listening activities, songs and rhymes are recorded.



Dictionary

The Dictionary gives new vocabulary for each unit and helps with the practice of dictionary skills.



Workbook

Workbook exercises practise language skills taught in the Pupil's Book.



Grammar Practice Book

Further grammar exercises practise classroom and Workbook learning.



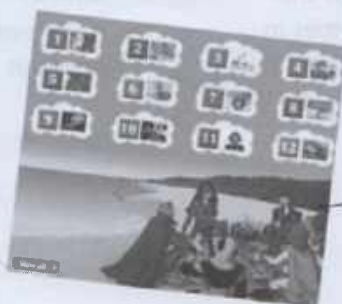
Teacher's Guide

The Teacher's Guide gives step-by-step notes for each lesson.



Posters

Twelve posters introduce new vocabulary and explain the key features of the reading text and writing task in each unit.



PDFs on the website

Downloadable pdfs provide further support material and printable resources.



DVD

The teacher's DVD contains model classroom lessons, material for interactive whiteboard use and test material.

Pupil's Book

The Pupil's Book has twelve units. A single unit requires eight teaching sessions and is designed to be covered over a two-week period. All units consistently cover the key skills of reading, writing, speaking and listening, underpinned by the firm foundation of the grammar syllabus. These elements are clearly presented in the book so that teachers have a clear objective for every lesson. A variety of well-illustrated stories, information texts, dialogues, songs and poems have been written to attract and motivate young learners.

Welcome unit

English World 5 begins with the Welcome unit which revises the key grammar and vocabulary that children learned in *English World 4*.

CD

All reading texts, dialogues, songs, rhymes, listening stories and listening comprehension activities are included on the CD, allowing children to listen again and practise as an independent activity at home.

Dictionary

For level 5 the new vocabulary is presented unit by unit. Words are listed alphabetically. The definition of the word as it is used in the unit is given. It is then shown in context in a short sentence to help make the meaning clear.

The Dictionary is designed to introduce children to the skills they will eventually need when using a standard dictionary. It is supplied with the Pupil's Book and may be kept in the flap at the back.

The words in each unit are in three classes: *key words* that children should learn as they go through the unit; *extension words* that children can learn to broaden their vocabulary; *special words* that children need to understand for the unit topic only and should not be expected to learn and remember.

Workbook

All the work covered in the Pupil's Book is reinforced by exercises in the Workbook. These are designed to be introduced and explained by the teacher and to be completed independently, either in the classroom or for homework. They allow children to work at their own pace and give teachers the opportunity to see what children can achieve when working alone.

Grammar Practice Book

Further exercises to consolidate classroom learning accompany every unit. These have been written for children to work on alone, at their own pace and level of ability.

Posters

Twelve posters, one for each unit, accompany the course. In levels 5 and 6 the posters are divided into two parts. The first part introduces new vocabulary with illustrations. These help the class to understand the words before they read the text where the words are used in context.

The second part of the poster presents the key stylistic features of the reading text. It explains

- the purpose of the type of text
- how the text is set out
- the kind of language that is used.

When children read the full text they are already aware of some its key features.

When children write the same text type themselves at the end of the unit, they do so having learned about the key features and seen them in a complete text which they have studied closely.

DVD

The DVD gives teachers advice on how to present lessons and shows a model lesson from *English World 5* being taught. It contains ready-made tests and questions for building custom-made tests.

It contains material from the course in a format designed for use on an interactive whiteboard. This material is also found in the printed books but using a whiteboard extends the opportunities for whole-class teaching and interaction.

Teacher's Guide

Each step of every lesson is supported by notes for teachers. These are arranged around facsimile pages of the learners' books, so that teachers can see quickly and easily how the pupil material is intended to be used. The guide also contains suggestions for warm-ups for every lesson, answers to activities and Workbook exercises, a list of classroom games and suggestions for different ways of carrying out the revision projects.

Classroom lessons in each unit

Poster, Reading

A journey to adventure

We are going to read an adventure story.

These are the people in the story:

Lucy, Robert's cousin
Grandad, an inventor
Mrs Green, Grandad's mother

Lucy is the girl who is going to stay with Grandad.

Robert is the boy who is going to stay with Grandad.

Grandad is the man who is going to stay with Grandad.

Mrs Green is the woman who is going to stay with Grandad.

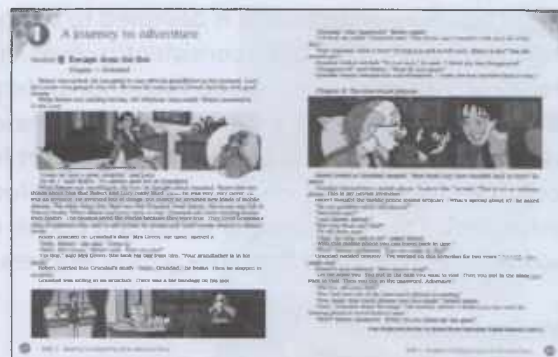
The first sentence is *Robert was excited*.

- It makes the reader think that something interesting is going to happen.
- It is a good beginning for an adventure story.

You are going to read the rest of Chapter 1 and the first part of Chapter 2.

The poster introduces new vocabulary and key features of the text.

Each unit begins with a different kind of text.



The PB contains fiction and non-fiction texts on a variety of topics.

The well-illustrated texts are chosen to interest young readers.

Examples of the target grammar for the unit are in the reading text.

Reading comprehension and vocabulary

A variety of activities help children to understand the reading texts. Different tasks with new words reinforce vocabulary learning.

Reading comprehension and vocabulary activities.

1. Look at the pictures and write the names of the people in the story.

2. Write a short story about the people in the story.

3. Write a short story about the people in the story.

4. Write a short story about the people in the story.

5. Write a short story about the people in the story.

The grammar structure is presented with a clear model. Children practise actively in class.

Grammar in conversation

Children listen to a model dialogue then practise their conversational skills, focusing on grammar structures used in everyday spoken English.

Grammar in conversation activities.

1. Listen to the model dialogue and write the names of the people in the story.

2. Write a short story about the people in the story.

3. Write a short story about the people in the story.

4. Write a short story about the people in the story.

5. Write a short story about the people in the story.

5 Spelling, Use of English

Spelling is presented systematically with model pronunciation. A song or a rhyme reinforces the language.

Use of English

Features of written English are presented and practised in the Workbook.

Pages with this symbol are recorded or have audio material for classroom use.

Use of English activities.

1. Listen to the model dialogue and write the names of the people in the story.

2. Write a short story about the people in the story.

3. Write a short story about the people in the story.

4. Write a short story about the people in the story.

5. Write a short story about the people in the story.

6 Writing

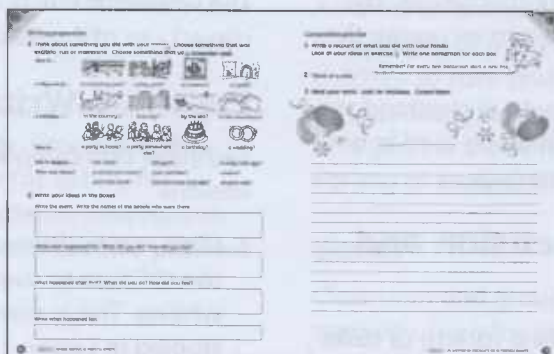
Session 1 Class composition

The teacher leads the class in composing a piece of writing.



Session 2 Writing preparation, Composition practice

These exercises are done using Workbook pages in class.



7 Listening

The children listen to an exciting episodic story, which develops their ability to listen productively for longer periods with a variety of oral comprehension questions, opportunities for discussion and acting out.

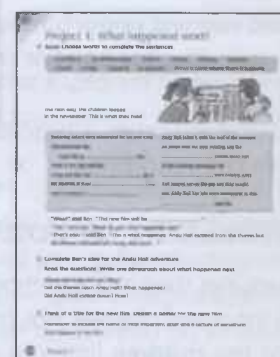
Every second unit: revision and consolidation of skills

A reading text after every second unit practises all the grammar and vocabulary.

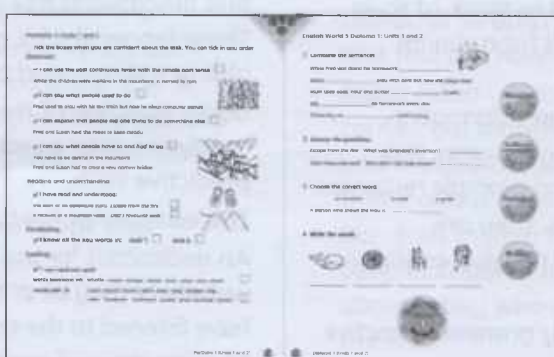
It leads directly into project work that consolidates writing skills and independent learning.



The children practise a variety of listening comprehension skills based on all the language and structures they have learned in the previous two units.



The children review and record their progress with teacher support and monitoring.



Teaching the course Class lessons

Lesson 1 Poster, Reading

Poster: new vocabulary that will appear in the Reading text is shown on the poster in context to help the children learn and remember the words when they read them in their PBs. The key features of the Reading text are demonstrated using words and illustrations from the Reading text itself.

Reading text: the children practise and develop their reading skills through different kinds of fiction and non-fiction texts. These texts have been chosen as models of the kinds of writing that children need to learn to write themselves; the variety in the Reading lessons helps children to recognise the ways in which texts differ.

New words that the children need to know to understand the text are included in Dictionary 5 and this may be used in any lesson for the children to check or find meanings.

Lesson 2 Reading comprehension and vocabulary

The text is read again, then the children do a variety of tasks which help them to understand the text thoroughly.

Vocabulary activities help and test understanding; they develop word skills and practise dictionary skills.

Workbook exercises practise additional reading comprehension skills.

Lesson 3 Grammar

Formal structures that the children need for reading and writing English are presented with a clear model and practised by the class.

The teacher's notes suggest opportunities for pair work and give guidance on activities for pairs or small groups in every Grammar lesson.

The new grammatical structure is practised independently in written exercises in the Workbook.

Lesson 4 Grammar in conversation

Grammatical structures that are common in everyday speech and many useful informal phrases are presented in the form of a dialogue that the children listen to as a model.

The dialogue introduces a topic or discussion appropriate to the age group. The children are invited to think of their own responses to the topic and note ideas for a similar conversation.

In pairs or small groups, the children exchange information, opinions, suggestions and comments. In the early units, this activity is supported by prompt questions and example responses.

As the children progress through the units, they are encouraged to speak more freely as they develop confidence and fluency.

The speaking work in class is supported by grammar practice in the Workbook.

Lesson 5 Spelling, Use of English

Spelling: Spelling patterns in English words are systematically presented. Example words are recorded on the audio to ensure correct pronunciation. The children practise the words in class by reading, writing and saying them accurately.

Use of English: A workbook page for classroom teaching presents rules for writing English correctly.

Workbook exercises give practise in spelling words containing the target pattern.

The Grammar Practice Book contains further practice in correct use of English.

Lesson 6 Writing

Technical and composition skills are taught in two teaching sessions:

- 1 *Class composition:* the teacher leads the session and helps the children to suggest ideas for the required piece of writing. This is always the same type of text as the one studied in Lesson 1 and this helps the children to learn to write for different purposes.
The teacher prompts ideas from the class, notes them and guides the children in composing sentences, and writes them on the board to create a complete piece of writing. The children read the composition and, with guidance from the teacher, look for ways of improving it before reaching a final version.
- 2 *Writing preparation, Composition practice:* the children practise aspects of written English that they need for their composition, such as punctuation, word choice and making notes, then, with some teacher support, they compose a piece of independent writing following the model they produced together in class in the first session.

Lesson 7 Listening

Each unit ends with an episode of a story specially written to interest the age group. There are four stories in *English World 5* and each is of a different type including adventure, real life and fantasy.

Children are supported in this listening activity by a page of illustrations with some text. These help the children to follow and understand what they are hearing.

These longer stories are designed to extend the children's ability to listen and concentrate on a longer audio piece.

Understanding of the story is checked and helped by comprehension questions and practising thinking and predictive skills.

The audioscript for the teacher is in the lesson notes.

An audioscript for use by the children is available from the website or may be printed from the DVD. After the children have listened to the story and worked on it in class, they may be given the audioscript to help them when listening again at home.

The class may also wish to act out the stories and may use the audioscripts in class for this purpose.

Revision activities

Grammar

After every Workbook unit there are two Check-up pages of grammar revision. The first page practises the structures; the second page gives learners the opportunity to do a longer piece of writing focusing on the target grammar structure.

Reading and speaking

After every two Pupil's Book units there is a Revision page for reading, comprehension and oral practice in the classroom. The reading text revises one of the text types from the previous two units.

Listening

Also after every two Pupil's Book units, a page of listening comprehension activities gives the children practice in the kind of tasks used in tests. Children listen for detail, for specific information and for gist using material that further practises the structures and vocabulary from the two previous units.

Writing

The Project page for each pair of units is found at the back of the Pupil's Book. The projects give opportunities for further consolidation of writing skills and allow children to make their own choices for content and illustration in the course of researching and writing independently about a given topic.

Assessment

The Workbook Check-up pages, along with the Pupil's Book revision activities and projects, should give teachers some measure of individual and class progress. In addition, the course includes resources to help learners and teachers record progress and they are intended to encourage children in their learning.

Portfolio and Diploma pages

The Portfolio and Diploma pages at the back of the Workbook are each child's own record of progress and achievement. They are not designed as a formal test. The Portfolio page is intended for assessment by the learner. Work covered every two units is presented on the page. The learner decides how much of the work he or she feels confident of and marks parts of the page accordingly. The teacher checks the page with the learner. When the teacher is satisfied that the assessment is accurate, the learner completes the token tasks on the Diploma page and receives stickers. This indicates the satisfactory completion of two units. These pages can be removed from the Workbook and included in a portfolio of work.

Creating a portfolio

During the year, teachers may help children to select their best work to put in their personal portfolio. This work can accompany the portfolio pages from the Workbook as part of the record of individual achievement. Much of the work will be in written form, as compositions, projects, grammar exercises, spellings or tests. Where appropriate, children make neat copies of their best work for inclusion in the portfolio. Work in other forms may be included, for example, recordings of individual or group reading, speaking, acting or singing. Photographs of performance work or of large posters/friezes may also be included as a record of activities. All children should keep portfolios, whether or not their work is regularly of a high standard. The portfolio encourages children to take pride in their best work, and increases confidence in reaching for a higher standard. Over a period of a year, it shows how the learner has progressed in a variety of tasks and activities.

Games

Classroom and group games are a useful and motivating method of reinforcing learning. A list of simple games using resources supplied with the course are found on page 214 of this Teacher's Guide.

Formal tests

Teachers may wish to carry out some formal testing, and tests for use after every three units are supplied on the website and DVD. These tests include tasks that children are likely to meet in formal examinations. DVD users are able to create their own tests to suit different purposes by using the bank of questions supplied in the test builder section.

Macmillan readers

Macmillan readers in the *Explorers* series are suitable for Primary 5 children as class readers or for independent reading.

Four readers, which are linked to characters, themes and topics in *English World 5*, may be read alongside the course. The titles and suggested points for reading are:

- *Escape from the fire* — Unit 1 begins with the first chapter of this book. Children could read on to find out what happens
- *The adventures of Odysseus* — Odysseus is featured as a character in Units 5 and 6. Children could read the book and find out how his adventures ended.
- *Robin Hood* — Stories about this legendary character, who carried out many daring rescues, are often shown on TV and made into films. Children could read about him from Unit 7 about a rescue or Unit 8 about TV.
- *Dan tries to help* — The last two units are about helping people. Children may enjoy this funny and exciting story about a boy who often makes mistakes but gets it right in the end.

Scope and Sequence

Unit number and theme	Poster and Unit title	Reading	Grammar	Grammar in conversation
1 Adventure	A journey to adventure	<i>Escape from the fire</i> text type: adventure story	past continuous / past simple <i>While Robert was packing his bag, the telephone rang.</i>	<i>used to</i> <i>I used to go to my grandmother's house every day.</i>
2 Adventure	In the mountains	<i>Dad's favourite walk</i> text type: a personal recount	infinitive of purpose <i>The family went to Switzerland to have a holiday</i>	<i>have to; had to; will have to</i> <i>I have to do a test. I had to go to school. I will have to study.</i>
Revision 1				
3 Engineering	Tunnels and bridges	<i>Building for travel</i> text type: information, explanation, diagram	present simple passive <i>This bridge is made of stone. Food is grown by farmers.</i>	adjectives with <i>ing, ed</i> <i>I'm interested in sports. Ballet is fascinating.</i>
4 Engineering	Astonishing structures	<i>Great places to visit</i> text type: leaflet and review	present perfect + <i>ever / never</i> <i>Has Ed ever been to Peru? No, he's never been to Peru.</i>	<i>Have you ever been abroad? Yes, I've been to England.</i>
Revision 2				
5 The ancient world	A story from the ancient world	<i>The voyage of Odysseus</i> text type: a play	present perfect + <i>just / yet</i> <i>The ship has just passed the cave. The men have not escaped.</i>	present perfect + <i>just / yet</i> <i>Have you done your Maths yet? I've just finished it.</i>
6 The ancient world	A legend from the ancient world	<i>The Trojan Horse</i> <i>Who is it?</i> text type: poems	defining relative clauses <i>They built a horse which / that was made of wood.</i>	exclamations <i>The film is so funny! It's such a funny film! They are such good actors.</i>
Revision 3				
7 The media	Newspapers	<i>Hold the front page!</i> text type: information and a newspaper article	present perfect + <i>for / since</i> <i>She's had a cat for two years. They've had a car since 2005.</i>	present perfect + <i>for / since</i> <i>We've lived here for ten years. We've been here since June.</i>
8 The media	Radio and television	<i>News and entertainment</i> text type: information and an interview	the definite / indefinite article <i>Paddy Riley has a chat show. The chat show is entertaining.</i>	result clauses <i>The film was so good that I saw it twice.</i>
Revision 4				
9 The deep ocean	Deep sea animals	<i>Deep sea discovery</i> text type: a story with descriptive narrative	past simple passive <i>Molly was fascinated by music. The books were written by him.</i>	<i>ought to; want to; need to</i> <i>I ought to revise. I need to study because I want to pass.</i>
10 The deep ocean	Deep sea exploration	<i>The land under the oceans</i> text type: information	second conditional <i>If they did not have light, the plants would not grow.</i>	gerunds <i>I enjoy running. What do you hate doing?</i>
Revision 5				
11 Silent heroes	Helping other people	<i>Mary Seacole</i> text type: biography	reported speech <i>The doctor said that Mary Seacole was a good nurse.</i>	reported speech <i>I said that I didn't like football.</i>
12 Silent heroes	Saving other people	<i>The great race of mercy</i> text type: a recount	countables / uncountables <i>more, less, fewer; the most, the least, the fewest</i>	round-up of idiomatic expression
Revision 6				


Spelling	Study skills (WB)	Use of English (WB)	Class composition Composition practice (WB)	Listening story
words with <i>wh</i> <i>whistle</i>	alphabetical order; definitions	spelling of adverbs, e.g. <i>noisy, noisily</i>	continuing an adventure story	<i>The skyscraper moneybox</i> Part 1
words with soft <i>ch</i> and hard <i>ch</i> <i>chip, ache</i>	guessing meanings from context; spelling	use of paragraphs	a personal recount	<i>The skyscraper moneybox</i> Part 2
suffix <i>ful</i> <i>careful</i>	nouns, dictionary abbreviation, <i>n.</i> ; definitions	adverbs of manner: <i>carefully</i>	explanation with a diagram	<i>The skyscraper moneybox</i> Part 3
prefix <i>un</i> <i>unhappy</i>	verbs, dictionary abbreviation, <i>v.</i> ; definitions	adverbs of place: <i>here,</i> <i>inside</i>	a scene of a play	<i>Uncle Bertie goes to the funfair</i> Part 1
prefix <i>dis</i> <i>disappear</i>	verbs, dictionary abbreviation, <i>v.</i> ; definitions	adverbs of place: <i>here,</i> <i>inside</i>	a scene of a play	<i>Uncle Bertie goes to the funfair</i> Part 2
suffix <i>er</i> <i>builder</i>	spelling; adverbs, dictionary abbreviation, <i>adv.</i>	adverbs of time: <i>now,</i> <i>yesterday</i>	an acrostic poem	<i>Uncle Bertie goes to the funfair</i> Part 3
compound words <i>supermarket</i>	making notes	possessive nouns	a newspaper article	<i>Tim v. Slug</i> Part 1
words ending <i>el</i>	alphabetical order; definitions	possessive adjectives <i>ice, island</i>	an interview	<i>Tim v. Slug</i> Part 2
words ending <i>le</i> <i>tentacle</i>	making notes	words for reporting direct speech	continuing a story with descriptive narrative	<i>Tim v. Slug</i> Part 3
words ending <i>ey</i> and <i>ire</i>	alphabetical order; spelling	phrases	information from notes and a labelled diagram	<i>Diamond quest</i> Part 1
words with soft <i>g</i> <i>giant</i>	making notes; definitions	possessive pronouns	a biography from notes	<i>Diamond quest</i> Part 2
silent letters, <i>k, w, b</i> <i>knife, when, lamb</i>	spelling: alphabetical order	collective nouns	writing a true story from notes and pictures	<i>Diamond quest</i> Part 3

Theme: Adventure

1 A journey to adventure

You are going to read an **adventure story**. The story has


- characters: the people in the story



Robert Lucy Robert's cousin Granddad an inventor Mrs. Green Granddad's maid

- a setting: the place where the story happens


The first part of the story happens in Grandad's study.



study library books

The adventure story has chapters. Something different happens in each chapter. This is the beginning of the story.

Chapter 1: Grandad



Robert was excited. He was going to stay with his grandfather at the weekend. Lucy, his cousin, was going to stay too.

The first sentence is *Robert was excited*.

- It makes the reader think that something interesting is going to happen.
- It is a good beginning for an adventure story.


You are going to read the rest of Chapter 1 and the first part of Chapter 2.

1 A journey to adventure

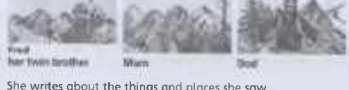
text type: adventure story

2 In the mountains

You are going to read about Susan's adventure in the mountains. It is a **personal recount**. The writer is Susan.




She writes about the people she went with.



Fred her twin brother Mum Dad

She writes about the things and places she saw.



waterfall cave cliff peak valley glacier


A personal recount uses the first person. Susan is the writer and she uses *I*.

I thought it was fantastic but it was a bit scary, too.

She uses **we** when she tells us what she did with Fred, Mum and Dad.

While we were walking, we heard a distant roar.

She tells us what happened in order.



First, we followed a narrow path through a meadow.

A personal recount does not usually contain direct speech. In Susan's recount she tells us

- what happened
- what she did
- what she thought

She begins with a short paragraph. She tells us where she was, why she was there and who was with her.

My dad used to live in Switzerland and he worked as a mountain guide. This summer Dad wanted to visit Switzerland again. In July I travelled to the mountains with Mum, Dad and my twin brother Fred.

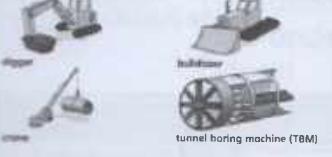
2 In the mountains

text type: a personal recount

Theme: Engineering


3 Tunnels and bridges

You are going to read an **explanation** of how tunnels are built by engineers. Engineers use these machines to help them.



TBM tunnel boring machine (TBM)

You are going to read an explanation of different kinds of bridge.



beam bridge arch bridge suspension bridge

The explanation begins with a diagram. Parts of the diagram have labels. The diagram has a **caption**. This explains in a few words what the diagram shows. The text below the diagram explains more about the bridge.

Beam bridge




Diagram labels: pier, beam, road, river, water, the weight of the bridge, the weight of the traffic.

Part caption: the weight of the bridge

The beam bridge is the simplest kind of bridge. A log or a plank across a stream is a short beam bridge. A long beam bridge is supported by piers at each end. This kind of bridge cannot cross a very wide river.


3 Tunnels and bridges

text type: information, explanation, diagram

4 Astonishing structures

You are going to read **leaflets** and **reviews** about famous structures.

Structures are different kinds of buildings designed by engineers.




palace wheel pyramid stadium green pool cylinder column gift shop exhibition

You are going to read about things that are part of them.

A **leaflet** gives you information. There is a title. This tells you what the information is about.

The Winter Palace - St Petersburg, Russia

There are pictures of the palace. They are colourful and interesting.



There are facts about the palace. The writer uses adjectives too.

What you can see

- great, glittering halls
- wide, marble staircases
- hundreds of rooms of paintings and treasure

The words and pictures on the leaflet make the palace seem exciting. The leaflet makes you want to go there.

A **review** tells you a person's opinion. This is part of Luke's review of his visit to the Winter Palace.

When I first saw the Winter Palace, I couldn't believe my eyes. It is huge (500 rooms) to go with the best. I made food for guests and the food was delicious with gold on the roof.

- Luke gives only a little information about the palace.
- Most of his writing is his opinion.
- He tells us his personal thoughts and ideas about what he saw.


4 Astonishing structures

text type: leaflet and review

Theme: The ancient world

5 A story from the ancient world


You are going to read a **play**, *The voyage of Odysseus*. The play tells the story of Odysseus. He lived in Greece a long time ago. There are several characters in the play:



Odysseus the sea captain sailors a monster with six heads a leatherhead monster Calypso Calypso's mother Calypso's father

1 A play is divided into scenes.

- Each scene has a setting, the place where things happen.
- The setting for the first scene of *The voyage of Odysseus* is on a ship like this:



Scene 1

setting: on Odysseus' ship near rocky cliffs

characters: Odysseus, the sea captain, sailors, a monster with six heads

- When something happens in a new place, a new scene starts.

2 In a play the characters take turns to speak.

- When you are a character in a play, you only read the words the character says.
- You do not read the name of the character who is speaking.

Odysseus: I speak, now. There are four lines in each verse. The first line is the first line, the second line is the second line, the third line is the third line, the fourth line is the fourth line. That's all. The play ends with a line.

Captain: That's all. The play ends with a line.


5 A story from the ancient world

text type: a play

6 A legend from the ancient world


You are going to read two poems.

The first poem is about two groups of people:




the Greek army the Trojan army

It is about a place and its people:



Troy the Trojans

It is about a Greek hero and a wooden horse:



Odysseus the Trojan horse

The first poem is a rhyming poem. It has verses. There are four lines in each verse. This is the first verse.

The Greeks fought the Trojans and year after year, Troy was surrounded, its people in fear.

In this verse the second line and the fourth line rhyme: year rhymes with fear.

All the verses in the poem have this pattern of rhyming lines.

The second poem is an acrostic poem.

- It does not have verses. The lines do not rhyme.
- The first letter of the first word in each line is important.
- All the first letters spell a word.

These are the first three lines of an acrostic poem:

*O*ne Greek hero,
*P*aring and brave,
*Y*oung and strong.

You will read the whole poem and see all the first letters.

6 A legend from the ancient world

text type: poems

Theme: The media

7 Newspapers

You are going to read about places where news appears.

newspapers
magazines

These people work on newspapers and magazines:

reporter
photographer
editor

The first paragraph must interest the reader.

The main part of the story is in these columns.

You are going to read a front page **newspaper** story.

The name of the newspaper is at the top of the page.

The story begins with a **headline**.
The headline tells you what the story is about. It is in big letters.
It is written to catch the reader's attention.

the headline
the newspaper's name
photo used in caption
the main part of the story is in these columns

Lucky to be alive!

A brave old explorer went on his last expedition to Antarctica. He was the first to reach the South Pole. He died on his way back.

7 Newspapers

text type: information and a newspaper article

8 Radio and television

You are going to read about radio and TV programmes.

radio studio
interview
interviewer
interviewee
TV studio
TV drama
chat show

Paddy is the interviewer. He asks questions.
The person he interviews is the interviewee. This week the interviewee is Danny Green. He answers the questions.

Look at part of the interview. It is set out like a play. The names of the speakers are on the left. The words they say follow.

Paddy: When did you enter your first competition?
Danny: When I was six.
Paddy: Did you win?
Danny: Yes.

Look again at the questions and answers. The interviewer asks a question then lets the interviewee answer.

8 Radio and television

text type: information and an interview

Theme: The deep ocean

9 Deep sea animals

You are going to read a story with descriptions of sea creatures. These things are in the story:

monoplane
exhibition
eel
squid
jellyfish
furry sponge
sea lily

The story contains **direct speech**. It begins like this:
"It's going to be boring," complained Jack. "I hate museums."

The story has a lot of **narrative**. The narrative tells you what happens when no one is speaking.

These sentences are narrative. They tell you about the exhibition.

It was dim in the Deep Sea Discovery room. There were some video screens with desks in front and some controls. Molly went to the nearest one and read the instructions.

The story has a lot of **description** in the narrative. It describes the sea creatures. This is part of one description.

A strange silver animal began to cross the screen. It was long and flat. It had lots of tiny tentacles along both sides of its narrow body.

Adjectives are important in description. Count the adjectives in the description of the fish.

9 Deep sea animals

text type: a story with descriptive narrative

10 Deep sea exploration

You are going to read about the land under the ocean and how scientists explore it.

The land has different parts:

slope
trench
plain

These things are found deep in the ocean:

deep sea chimney
tube worms

Scientists use these things to explore the land:

submersible
robot machine

Some of the information you are going to read is in a **diagram**.

The diagram has **labels**. Under each label there is extra information in a short note.

plane
tube is fixed
tube
to hold shell that protects the organs
anchor
holds the weight onto the chimney

- The note in coloured type is not a complete sentence.
- We use notes to give information in a few words.
- Notes do not need to be complete sentences.

10 Deep sea exploration

text type: information

Theme: Silent heroes

11 Helping other people

You are going to read about a woman who helped other people all her life.

She came from Jamaica. Jamaica is an island in the sea near America.

She helped these people:

patients
wounded soldiers

She gave out medicine and she worked in army camps.

The information about Mary Seacole is a **biography**. A biography is the story of somebody's life that is written by another person.

The events in a person's life are told in order.

This is the beginning of the biography of Mary Seacole. Mary Seacole was born in Jamaica in 1805.

The biography tells us about her life when she was older. She married Edwin Seacole in 1836.

The biography also tells us how Mary felt or what she thought at different times in her life.

Mary was very sad but she decided to work hard.

11 Helping other people

text type: biography

12 Saving other people

You are going to read a **true life story** about dogs and men who raced through snow and ice. They saved the lives of many people. It happened in Alaska in the north of America.

The story gives clear information in simple statements. Nome is a small town in the north of Alaska.

There is a map to show where the events happened.

The story describes where events happened:

It was a vast expanse of frozen sea more than 50 km across.

There is only a little direct speech to make the story interesting.

"I have the medicine!" Ivanoff shouted.

12 Saving other people

text type: a third person recount

Using the Teacher's Guide

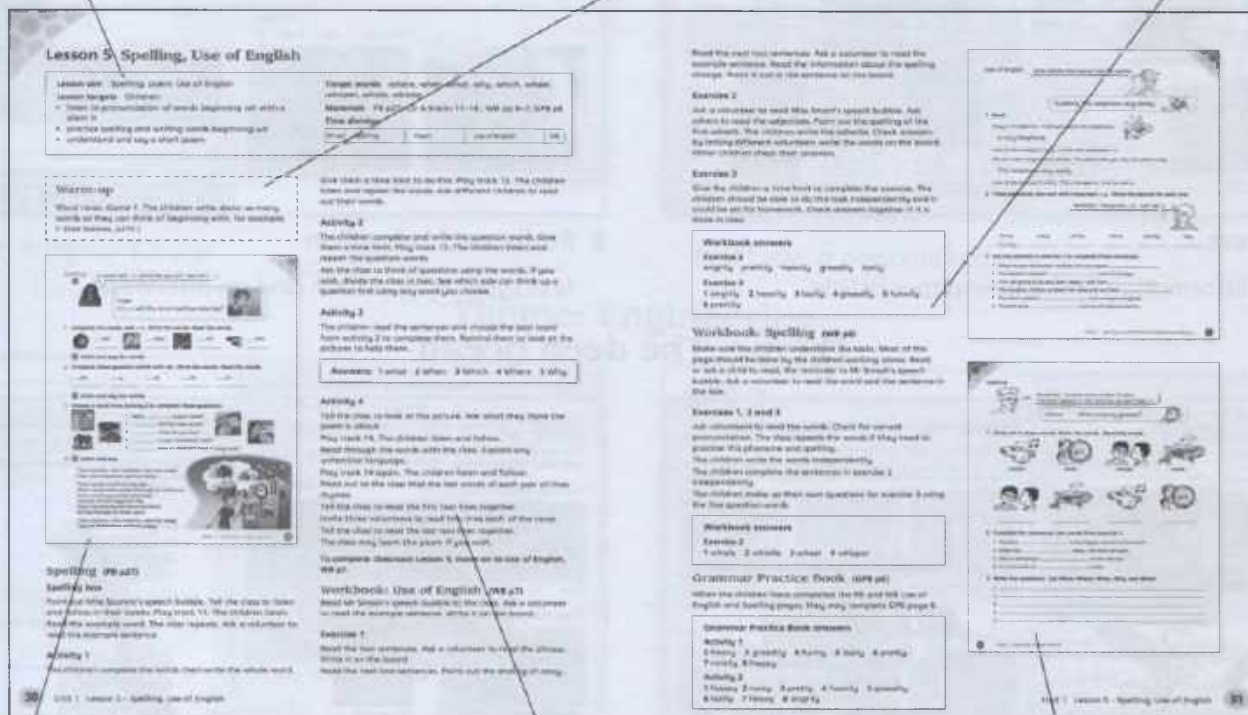
The notes for each lesson are arranged over two pages of the Teacher's Guide.

Lesson summary box

- explains the lesson aim and specific targets
- lists key language and structures
- lists materials needed for the lesson and any preparation required
- suggests how lesson time could be divided up

A Warm-up is suggested for every lesson.

Answers to PB activities and WB exercises are given on the page.



A Pupil's Book page facsimile shows the material for the lesson.

Detailed notes explain each step of the lesson.

A Workbook page facsimile shows the homework or independent tasks.

Unit structure

Teaching sessions	Classroom lessons	Reading	Workbook (or other homework tasks)
1	Lesson 1	Poster, Reading	<i>Study skills</i> (WB: Vocabulary List 1)
2	Lesson 2	Reading comprehension and vocabulary	<i>Reading comprehension and vocabulary</i> (WB: Vocabulary List 2)
3	Lesson 3	Grammar	<i>Grammar</i> (GPB: Grammar)
4	Lesson 4	Grammar in conversation	<i>Grammar in conversation</i> (GPB: Grammar in conversation)
5	Lesson 5	Spelling, <i>Use of English</i> (WB)	<i>Spelling</i> (WB: Vocabulary List 3) (GPB: Use of English)
6 7	Lesson 6	Session 1: Class composition Session 2: <i>Writing preparation</i> (WB)	(WB: Vocabulary List 4/Vocab revision) <i>Composition practice</i>
8	Lesson 7	Listening	<i>Check-up pages</i>

English World



Teacher's Guide

5

Welcome unit

PB pages 4–5

Meet the characters

Give the children a few moments to look at the characters on these pages.

Introduce them to the class and explain that these amazing people will help them to learn English during the year.

Read, or ask children to read, the speech bubbles.

PB pages 6, 7

Choose a child to read Mr Smash's speech bubble at the top of the page.

Activity 1

The children look at the pages. Ask children to say who each of the characters is.

Choose volunteers to say what each of them is doing.

Ask the children if they enjoy any of these activities. Tell them they are going to hear the characters talking about their hobbies.

Play CD A track 1. The children listen and follow in their books.

1 Look and listen.

- Mr Smash: Hi! I'm Mr Smash.
I like computers. Computers are great.
I play computer games every day.
I'm playing a computer game now. It's brilliant.
How many computer games have I got?
- Mrs Swift: Hello! My name's Mrs Swift.
My hobby is reading.
I read every afternoon.
I'm reading now. This story is very exciting.
How many books have I got on my shelf?
- Mr Flash: Hi! I'm Mr Flash.
- Superboots: And I'm Superboots.
- Mr Flash: We like music.
- Superboots: We sing and play every evening.
- Mr Flash: We like listening to music, too.
- Superboots: How many CDs have we got?
- Miss Sparkle: Hello! I'm Miss Sparkle and this is my friend, Miss Smart.
- Miss Smart: Our favourite sport is basketball.
- Miss Sparkle: We play three times a week.
- Miss Smart: And we're playing basketball now.
- Miss Sparkle: We're playing with our old brown ball.
- Miss Smart: But guess what I've got at home!
- Miss Sparkle: What is it?

Activity 2

Point out Mr Smash. Ask a child to read the first question. Elicit the answer. Continue with the other questions. The children can look back to the text to check the answers.

Point to the other characters in turn and ask the same set of questions.

When the activity has been completed with the whole class, the children practise again in pairs.

Exercise A

Ask around the class *What do you like?* Elicit several answers.

If you wish, go through this exercise orally before the children complete it independently in class or for homework.

If checking in class, ask different children to read their sentences. Other children listen and correct their own work.

Answers: 1 She likes swimming. 2 He likes football.
3 They like dancing. 4 Children's own answers.

Exercise B

Ask around the class *What are you doing now?* Elicit answers. If you wish to prepare the children, follow the procedure for Exercise A.

Alternatively, the children complete the exercise without any further help.

Answers: 1 He is running. 2 It is sleeping. 3 They are singing. 4 Children's own answers.

PB pages 8, 9

Choose a child to read Mrs Swift's speech bubble.

Activity 1

The children look at the pictures in the bubbles. Ask them to say as much as they can about what the person did.

Tell the children to listen and look at each of the pictures as the character speaks. Play track 2.

1 Look and listen.

- Mr Smash: At the weekend the weather was hot and sunny. I went to the beach. I swam in the sea. Then I sat under a big umbrella and ate an ice cream. Mmm! Delicious!
- Miss Sparkle: On Saturday evening I went to the theatre and saw a play. Miss Smart came with me. We sat very near the stage. There were some children in the play. They sang and danced. We had a great time.
- Mr Flash: Last weekend I visited Superboots because it was his birthday. Mrs Swift came, too. We travelled in my new car.
- Mrs Swift: It was very fast!
- Mr Smash: We took presents and cards. When we gave them to him, he was very happy.
- Mrs Swift: And I made a cake. It was lovely!

Activity 2

Point out Mr Smash. Ask a child to read the speech bubbles. Ask *Which is the correct answer? Yes, he did.*

Point out Miss Sparkle. Ask *Did she go to the beach?* Elicit **No, she didn't.**

Continue asking past tense questions about the other characters using the prompts. The children look back at the pictures to help them answer.

When the whole class has been through the activity together, they should practise in pairs.

Activity 3

Ask a pair to read the speech bubbles about Mrs Swift.

Continue by asking past tense questions about the other characters using the prompts.

Elicit answers.

When you have completed the activity with the class, the children practise in pairs.

Exercise A

The children complete the sentences in class or for homework. Remind them that they should use the past tense.

Answers: 1 went 2 saw 3 visited 4 took

Exercise B

The children write negative past tense sentences. They should be very familiar with this structure but go through the exercise orally before they write *if you* feel they need preparation.

PB pages 10, 11

Choose a child to read Superboots' speech bubble.

Activity 1

Give the children time to look at the picture. Explain that this is what the characters were doing at 12 o'clock on Saturday. Explain that they were doing different jobs.

Ask about each character: *Look at Mr Flash. What was he?* Elicit **Mr Flash was a sailor. Mrs Swift was a cook. Superboots was a dentist. Miss Smart was a pilot. Mr Smash was a doctor. Miss Sparkle was a nurse.**

Point out the speech bubbles. Ask different children to read them. Tell the class they are going to hear the story of what happened on Saturday. Play track 3.

1 Look and listen.

- Voice: It was Saturday. It was midday. Our heroes had important work to do.
What were they doing?
Mr Flash was sailing a small boat on the sea. There was a terrible storm.
- People: Help! Help!
- Mr Flash: Don't worry! I'm coming!
- Voice: Miss Smart was a pilot. She was flying a small plane.
- Miss Smart: Faster! Faster! I must fly faster!
- Voice: Mr Smash and Miss Sparkle were working in a hospital.
He was a doctor. She was a nurse. They were helping a small child.
- Miss Sparkle: Are you feeling better, dear?
- Child: Much better, thank you.
- Voice: Superboots was a dentist. He was pulling out a tooth. It wasn't easy!
- Lion: Grrr!
- Voice: Mrs Swift was a cook – a marvellous cook. She was making the most marvellous pizza in the world.
- Mrs Swift: Mmm! Marvellous!

Activity 2

Point out Mrs Swift. Ask a pair to read the speech bubbles.

Ask about each of the other characters.

When you have been through the activity with the whole class, the children should practise in pairs, taking turns to ask the same questions and giving answers.

Activity 3

Ask a volunteer to read the speech bubble.

Ask other questions, e.g. *While Mrs Swift was making a cake, what was Superboots doing?*

Elicit answers, e.g. *While Mrs Swift was making a cake, Superboots was pulling out a tooth.*

Ask several more questions, then the children practise in pairs, taking turns to point and say sentences.

Activity 4

Ask a pair to read the speech bubbles.
Play the game with the class all together. Make another statement, e.g. *I'm thinking of someone who makes pizza.*
Elicit *You're thinking of a cook.*
Ask questions about the other characters.
Ask different volunteers to make statements. Elicit answers.
The children practise the activity in pairs.

Exercise A

If necessary, go through all these sentences orally before the children write. Alternatively, the children complete them independently.

Answers: 1 was sleeping 2 was shining
3 were singing 4 Children's own answers

Exercise B

Point out the example and remind the children of the structure with other examples if you wish.
Go through the sentences with the class or let them complete the exercise independently if they are confident.

PB pages 12, 13

Choose a child to read Miss Sparkle's speech bubble.

Activity 1

Ask the class to name the objects they can see in the picture.
Tell them they are going to hear the characters talking about the picnic.
Play track 4. The children listen and look at the picture.

1 Look and listen.
Miss Sparkle: Today we're having a picnic on the beach.
We've got lots of sandwiches and lots of cakes.
Mrs Swift: I made the cakes!
Miss Sparkle: We've got fruit, too.
Superboots: I brought a few oranges and bananas.
Miss Smart: And I brought lots of grapes.
Mr Flash: Someone has drunk the water.
Look! There's only a little water in the bottle.
Mr Smash: And there isn't much juice in the jug.
Mrs Swift: Shall we start? Who wants a sandwich?
Superboots: I'd like a sandwich.
Miss Smart: Me, too!
Mr Flash: Me, too!
Mr Smash: And me!

Activity 2

Ask one or two pairs to read the speech bubbles. Tell the children to look at the picture and check the answers.

If necessary, remind them of the structures for asking about countable and uncountable nouns.
Ask, or let a volunteer ask, the question about the cakes.
Elicit the answer.
Continue with the other items.
When the children have been through the activity together, they should practise again in pairs.

Activity 3

Follow the same procedure as for Activity 2.

Exercises A and B

The children complete the questions and statements. They should be able to do this independently, but go through the exercises orally if appropriate.

Answers
A 1 many 2 much 3 much 4 many
B 1 a little 2 a few 3 a few 4 a little

PB pages 14, 15

Ask a volunteer to read Miss Smart's speech bubble.

Activity 1

Give the children time to look at the page.
Explain that the heroes often help people. They are going to hear what happened in these three different places.
Play track 5. The children listen and look at the pictures.

1 Look and listen.
Voice: Story number 1.
Mr Flash was in a bookshop. There was a little girl in the bookshop, too. She wanted a book on a high shelf but she couldn't reach it. She was too short.
Mr Flash: What's the matter, little girl?
Girl: I want that book but I can't reach it. I'm not tall enough.
Mr Flash: Let me help!
Girl: Oh!
Mr Flash: Here you are, little girl.
Girl: Thank you very much, Mr Flash!
Voice: Story number 2.
Look! A tree has fallen across the road in front of a car.
The driver of the car is trying to move the tree but she can't.
She isn't strong enough.
Mr Smash: What's happening here?
Lady: I can't move the tree. It's too heavy.
Mr Smash: Let me help!
Boy: Oh!
Miss Sparkle: Here you are, little boy.
Boy: Thank you very much, Miss Sparkle!

Activity 2

Ask a child to read out the first question.

Tell the children to look at the three stories. Elicit the answer ***The girl was too short.***

Continue with the other questions.

When the class has answered all together, the children repeat the activity in pairs, taking turns to ask and answer.

Activity 3

Ask each of the questions in turn. Elicit short answers from the class.

Exercises A and B

The children complete the sentences. They should be able to do this independently but go through the exercises orally if you feel it necessary.

Answers

- A 1 could ... move 2 could ... reach 3 could ... run
4 could help
B 1 too 2 enough 3 enough 4 too

PB pages 16, 17

Choose a child to read Mr Flash's bubble.

Explain that the heroes have done things. Some of them are good and some are not. Tell the class that they will find out what has happened.

Play track 6. The children listen and look at the pictures. Tell them to follow the lines when they hear the whistle.

1 Look and listen.

Voice: Look! There are some flowers on the table.
Who has picked the flowers?

Miss Sparkle! Miss Sparkle has picked the flowers.

Look at that plate. There's nothing on the plate.

Someone has eaten the sandwiches. Who has eaten them?

Mr Smash! He has eaten all the sandwiches.

Oh no! Look at that. Someone has broken the window. Who has broken it?

Mr Flash and Superboots. They have broken the window.

There's a lovely cake on the table. Who has made it?

Of course! Mrs Swift! She has made that lovely cake.

Oh, look! Someone has painted a picture. Who has painted it?

Miss Smart has painted it. She's a good painter.

Activity 2

Point out Mrs Swift. Ask a pair to read the speech bubbles.

Ask about each of the other characters. Elicit answers.

When you have asked about all the characters and the class has answered, the children should practise in pairs.

Activity 3

Read out the question. Say ***Look at Miss Sparkle. What should she do with the flowers?***

Prompt / Elicit ***She should put them in a vase / jug. She should put water in the vase / jug.***

Ask about Mr Smash. ***What should he do now?***

Prompt the children to think and make suggestions, e.g. ***He should make more sandwiches. He should wash the plate, etc.***

Ask about the other characters. Encourage the children to make as many suggestions as they can. There is more than one good answer for each question.

Exercise A

If necessary, remind the children of the structure. Point out the present tense for *have* and the past participles in the other box.

Remind them they must use one word from each box.

Answers: 1 have lost 2 has picked
3 have climbed 4 has cleaned

Exercise B

The children should be able to complete this exercise working independently. Make sure they understand the task.

Answers: 1 should eat 2 should take
3 should go 4 should wear

PB pages 18, 19

Choose a child to read Miss Smart's speech bubble.

Activity 1

Explain that the heroes are looking at the winner's list for each event on Sports Day.

Tell the class they are going to hear about the competitions. Give the class a few moments to look at the different competitions.

Tell them to listen and find each competition as it is mentioned, then to look at the list as they hear the name of each hero.

Play track 7.

1 Look and listen.

- Voice: The heroes had a Sports Day. There were six competitions.
The first competition was lifting heavy rocks. Miss Smart was stronger than Mr Flash but the winner was Mr Smash.
- Mr Smash: Hooray! I was the strongest!
- Voice: Next was the running competition. Miss Sparkle was the fastest.
- All: Hooray!
- Voice: And Mrs Swift was the slowest.
- Mrs Swift: Oh dear, oh dear, oh dear!
- Voice: Then it was time for the swimming competition. Mrs Swift was faster than Mr Flash.
- Mrs Swift: Well, well, well!
- Voice: But the fastest swimmer was Superboots!
- All: Hooray!
- Voice: The next competition was flying and Miss Smart was the winner.
- Miss Smart: Oh! Was I really the best?
- Superboots: Oh, yes. You were better than all of us.
- Voice: Then it was time for diving. Superboots was the worst.
- All: Oh!
- Miss Sparkle: You were worse than me, Superboots!
- Voice: The last competition was the most exciting. Who was the bravest hero and who was the most frightened hero? The most frightened was Mr Smash.
- Mr Smash: What? I don't believe it!
- Mr Flash: You were more frightened than me, Mr Smash!
- Voice: And the bravest hero was ... Mrs Swift!
- All: Hooray!
- Mrs Swift: Well, well, well. That's marvellous!

Activity 2

Read, or choose a child to read, the first question.
The children find the correct list and give the answer.
Go through all the questions and elicit answers.
The children practise all the questions and answers again in pairs or small groups.

Activity 3

Ask each question. Help the class to compose answers using short forms and short answers, e.g. **No, he wasn't. He was worse than Mr Smash.**
Continue with the other questions.

Activity 4

Ask different children to read out the phrases.

Ask a volunteer to make a true statement about a hero using one of the phrases.

Elicit a sentence for each phrase. Write them on the board if you wish.

The children practise in pairs, taking turns to point to a phrase and make up a sentence.

Exercise A

Remind the class of the structure for longer comparative adjectives.

If you wish, go through the irregular comparative forms.

The children complete the sentences. Remind them they will need to change the form of the adjective.

Answers: 1 stronger 2 better 3 worse
4 more frightened

Exercise B

Go through the regular and irregular superlative forms.

If you wish, complete the exercise orally with the class before they write.

Alternatively, let them complete the task independently if they are confident.

PB pages 20, 21

Choose a child to read Mrs Swift's speech bubble.

Activity 1

Point out the map and the compass directions. Ask *What is at the north side of the island?* **mountains**

Ask what is at the south, west and east sides of the island.

Ask children to name the animals.

Tell them they are going to hear the heroes talking about the map and what they might see.

Explain that the heroes are standing at the spot with *We are here* next to it.

Play track 8. The children listen and look at the map.

1 Look and listen.

- Voice: Our heroes are on an island. They are looking at the map.
- Mr Smash: If we go north, we will come to the mountain.
- Mrs Swift: Can we climb the mountain?
- Mr Smash: Oh yes. And we might see an eagle.
- Mrs Swift: Marvellous!
- Superboots: If we go west, we'll arrive at the forest.
- Miss Sparkle: What will we see there?
- Superboots: We might see bears.
- Miss Smart: We might hear wolves.
- Miss Sparkle: Oh dear.
- Miss Smart: If we go south, we'll reach this lake.
- Mr Flash: What will we see there?
- Miss Smart: We might see swans.

Mrs Swift:	Marvellous!
Mr Smash:	If we walk east, we'll come to this lovely sandy beach.
Mr Flash:	And what will we see there?
All:	We'll see the sea.

Activity 2

Tell the children to put their fingers on the spot in the middle. Ask the first question. Remind the class of the four compass directions. Tell the class to move their fingers towards the north and find what is there. **the mountains**
Continue with the other questions and elicit answers.

Activity 3

Ask a pair to read the first two speech bubbles. Tell the class to check that the eagle is in the mountains.

Ask *What else might they see on the island? What might they see at the lake?* The children look and answer.

Ask the other questions.

When the activity has been completed with the class working together, the children should practise in pairs. Give them a few minutes to speak together then ask a few pairs to ask and answer while the class listens.

Exercise A

Remind the class of the first conditional structure. Point out that the *If* clause can come at the beginning or the end of a conditional sentence.

Go through the first sentence with the class as an example if you wish.

Alternatively, go through the whole exercise orally before the children write.

Answers: 1 walk, will come 2 arrive, will see 3 will reach, go 4 will be, hears
--

Exercise B

Explain to the class that they should read each statement and try to think of what might come next.

Go around as they work and help with ideas.

Alternatively, go through the sentences with the class, eliciting one or more idea for each one.

Make sure the children realise they can still use their own ideas. They do not have to follow the ideas given in class.

Accept any ideas that make sense and which are grammatically correct.

1 A journey to adventure

Lesson 1 Poster 1, Reading

Lesson aim Reading

Lesson targets Children:

- (poster) read about the features of an adventure story
- follow and read the text
- understand the text and answer oral questions about it
- practise reading the text

Key structure *while* + past continuous with the past tense

Key language *used to*

Vocabulary story features; language of fiction

Materials poster 1; PB pp 22–23; CD A track 9; WB p2; Dictionary 5

Time division

W-up	Poster	Reading	WB
------	--------	---------	----

Warm-up

Ask the children to think of a character they like in a story or film. Listen to their answers. Ask the children why they like the character.

- 4 Read the two bullet points to the class. Do they agree it is good beginning?

Read the last sentence. Tell the class the story is in their Pupil's Books.

Reading (PB pp 22–23)

- 1 Give the class time to look at the story and the pictures.
Ask *Which characters are in the pictures? Robert, Grandad and Lucy*
What has happened to Grandad? He has hurt his leg.
Is the maid, Mrs Green, in the pictures? No, she isn't.
- 2 Play track 9. The children listen and follow in their books.
- 3 Use the Dictionary to help explain unfamiliar words.
- 4 Ask questions about each part of the story (see below).
- 5 Ask different children to read a few lines each of the story.
- 6 Play track 9 a final time.

Poster 1

1 A journey to adventure

You are going to read an adventure story.
The story has

- characters: the people in the story

Robert Lucy Robert's cousin Grandad an inventor Mrs Green Grandad's maid

- a setting: the place where the story happens

The first part of the story happens in Grandad's study.

Chapter 1 Grandad

Robert was excited. He was going to stay with his grandfather at the weekend. Lucy, his cousin, was going to stay too.

The first sentence is *Robert was excited.*

- It makes the reader think that something interesting is going to happen.
- It is a good beginning for an adventure story.

You are going to read the rest of Chapter 1 and the first part of Chapter 2.

Text type and vocabulary

- 1 Read the title and the next two lines. Ask a volunteer to come forward and read who the people are.
If necessary, the children check the meanings of *inventor* and *maid* in their Dictionaries.
- 2 Read the lines about a setting. Ask *Who is in the picture?*
Make sure the children understand the words around the picture. They may check in their Dictionaries if necessary.

Text type features

- 3 Read the first three lines in the coloured section. Ask a volunteer forward to read *Chapter 1 Grandad*.
Ask the class *Who is in the picture? Robert and Lucy*
Ask the volunteer to read the beginning of the story.
Tell the children to look at the first sentence again. Ask *Why do you think Robert is excited about staying with his grandfather?* Elicit some suggestions.

Reading text questions

Where are Robert and Lucy going at the weekend?

Grandfather's

Who is Lucy? Robert's cousin

What was Robert doing when Lucy phoned? packing his bag

What two things do Robert and Lucy like about Grandad? He's an inventor (and clever); He loves history.

What things does Grandad invent? mobile phones, mostly

What sort of books does Grandad have? history books

Who is Mrs Green? the maid

What has happened to Grandad? He has hurt his ankle.

What has happened to Lucy? She's disappeared, travelled back in time.

How did Lucy travel back in time? She used a mobile phone (Grandad's new invention).

What is the password for the phone? Adventure

Why does Grandad think Lucy has used a phone? One of them is missing.

1 A journey to adventure

Reading 1 Escape from the fire

Chapter 1: Grandad

Robert was excited. He was going to stay with his grandfather at the weekend. Lucy, his cousin, was going to stay too. She was the same age as Robert and they were good friends.

While Robert was packing his bag, the telephone rang noisily. Robert answered it. It was Lucy.



"I hope we have a great weekend," said Lucy.

"So do I," said Robert. "It's always good fun at Grandad's."

While Robert was travelling on the bus, he thought about Grandad. There were two things about him that Robert and Lucy really liked. First, he was very, very clever. He was an inventor. He invented lots of things, but mostly he invented new kinds of mobile phones. The other thing they liked was that Grandad loved history. His house was full of history books. When Robert and Lucy came to stay, Grandad told them exciting stories from history. The cousins loved the stories because they were true. They loved Grandad's tales of explorers who used to sail across the oceans and travel across deserts to distant lands.

Robert knocked on Grandad's door. Mrs Green, the maid, opened it.

"Hello, Robert," she said. "Come in."

"Hello, Mrs Green," Robert said. "How are you?"

"I'm fine," said Mrs Green. She took his bag from him. "Your grandfather is in his study."

Robert hurried into Grandad's study. "Hello, Grandad," he began. Then he stopped in surprise.

Grandad was sitting in an armchair. There was a big bandage on his foot.



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Unit 1 Reading: the beginning of an adventure story

"Grandad, what happened?" Robert asked.

"I've hurt my ankle," Grandad said. "The doctor says I mustn't walk on it for a few days."

"Poor Grandad. Does it hurt? I'll help you and so will Lucy. Where is she? Has she arrived yet?"

Grandad looked worried. "I'm not sure," he said. "I think she has disappeared."

"Disappeared?" said Robert. "What do you mean?"

Grandad leaned towards him and whispered, "I think she has travelled back in time."

Chapter 2: The time-travel phones



Robert looked at Grandad, amazed. "How could Lucy have travelled back in time?" he asked.

Grandad showed him a mobile phone. "Look at this," he said. "This is not an ordinary phone. This is my newest invention."

Robert thought the mobile phone looked ordinary. "What's special about it?" he asked.

"Do you promise not to tell anyone?"

"Not even Lucy?"

"Lucy knows already."

"Not even Mum and Dad?"

"I'll tell them soon."

"Okay. So what does it do?" asked Robert.

"With this mobile phone you can travel back in time."

"Wow!" Robert exclaimed. "Can you really do that?"

Grandad nodded proudly. "I've worked on this invention for two years," he said. "It's ready now."

Robert's eyes widened. "How does it work?"

"Let me show you. You put in the date you want to visit. Then you put in the place you want to visit. Then you put in the password, *Adventure*."

"Did you tell Lucy this?"

"Yes. And now one of the time-travel phones is missing."

"How many time-travel phones have you made?" Robert asked.

"Four," Grandad shook his head. "I'm worried, Robert. I think Lucy has used the missing phone to travel back in time."

"Wow!" Robert exclaimed. "Where do you think she has gone?"

From *Escape from the fire*, by Richard Brown (Macmillan English Explorers Level 4)

Unit 1 Reading: the beginning of an adventure story

23

Note: *Escape from the fire* is a Macmillan reader in the Explorers series. It is an exciting adventure which Year 5 children will enjoy as a class reader or for independent reading.

Workbook: Study skills (WB p2)

Make sure the children understand the tasks.

Exercise 1

Remind the children to look at the first letter of each word. Do the first set of words with the class if you wish.

Exercise 2

Tell the children to read all the words in the box first. They read the first definition and choose the best word to match with it.

Workbook answers

Exercise 1

1 armchair, cousin, history, inventor, maid 2 ankle, bandage, study, surprise, weekend 3 nod, promise, shake, travel, whisper 4 clever, great, ordinary, true, worried

Exercise 2

1 age 2 cousin 3 great 4 history 5 inventor 6 missing 7 ordinary 8 surprise

1 Study skills

Do you remember the abc?



a b c d e f g h i j k l m n o p q r s t u v w x y z

1 (abc) Write the words in the correct order.

1 cousin inventor history maid armchair

2 surprise bandage ankle weekend study

3 nod shake travel whisper promise

4 clever worried ordinary great true

2 Write the words in the box next to their definitions.

inventor surprise history cousin ordinary age missing great

- how old someone (or something) is: _____
- the son or daughter of your aunt or uncle: _____
- wonderful, excellent, fantastic: _____
- things that happened in the past: _____
- someone who thinks of (or makes) something new: _____
- not here, not there: _____
- usual, not special: _____
- something you did not think would happen: _____

Now check the words and their definitions in your Dictionary

2

Unit 1 Dictionary skills

Lesson 2 Reading comprehension and vocabulary

Lesson aim Reading comprehension; vocabulary

Lesson targets Children:

- re-read *Escape from the fire*
- answer literal and personal response comprehension questions
- practise vocabulary using dictionaries to check definitions

Key structure and language from Lesson 1

Vocabulary from Lesson 1

Materials PB p24; WB p3

Time division

W-up	Read again	Comp & vocab	WB
------	------------	--------------	----

Warm-up

Alphabetical order. Write on the board some words from the story that begin with the same letter, e.g. *history, house, hurried, happened, hurt, hello*. Give the children one or two minutes to write them in alphabetical order. (See Games, p215.)

Activity 1

Ask a volunteer to read the first sentence. Ask *Who said it, Lucy or Robert?* Elicit the answer. Check with the rest of the class. The children circle in their books. Continue with the other sentences.

Answers: 1 Lucy 2 Robert 3 Mrs Green
4 grandfather 5 Robert 6 grandfather

Activity 2

Ask a child to read the first question. Elicit an answer. Ask for reasons for the answer. Note a word or two on the board, e.g. *inventor, tells stories, knows a lot of history*, etc. Ask if anyone has a different answer.

Ask a child to read the second question. Elicit as many different ideas as you can, e.g. *It would be good fun because you could see what happened a long time ago; you would go to lots of new places; you could talk to the people. It would be too dangerous because you might go to the wrong place; you might not get back; you might meet someone dangerous.*

Note ideas on the board. Encourage the children to say as much as they can.

Tell the class to look back at the story title. Ask if they know of any big fires. Let them tell you about any they know of. They may remember the Great Fire of London from *English World 4*. Ask for suggestions about where Lucy might have gone.

Activity 3

Ask one or more children to read the words. Give the children a minute or two to label the picture. Check answers together.

Answers: 1 maid 2 ankle 3 bandage 4 inventor
5 armchair 6 study

Activity 4

Ask a child to read the five words. Give the class a short time to read the definitions silently. Tell the class to write the letters *a* to *e* next to the correct definition. They may use their Dictionaries to check if they are not sure. Ask for the first answer. Check everyone agrees.

Reading comprehension and vocabulary

1 Who said these words? Circle the answer.

- | | | |
|--|-------------|-------------|
| 1 I hope we have a great weekend. | Lucy | Robert |
| 2 It's always good fun at Grandad's. | Lucy | Robert |
| 3 Hello, Robert. Come in. | grandfather | Mrs Green |
| 4 I've hurt my ankle. | grandfather | Mrs Green |
| 5 What's special about it? | Robert | grandfather |
| 6 You put in the date you want to visit. | Robert | grandfather |

2 Talk about the answers to these questions.

- 1 Do you think Grandad is an interesting person? Why or why not?
- 2 Do you think time travel could be good fun or too dangerous? Why?
- 3 Look at the title of the story again. Do you know about any big fires? Where might Lucy have gone?

3 Label the picture. maid study inventor armchair ankle bandage



4 Match the verbs and the definitions.

- | | | | | |
|---|----------|---------|-----------|--------|
| a nod | b escape | c shake | d promise | e mean |
| 1 to say you will do something | | | | |
| 2 to move an object from side to side quickly | | | | |
| 3 to move your head up and down | | | | |
| 4 to explain an idea | | | | |
| 5 to get away from | | | | |

Reading comprehension and vocabulary (PB p24)

Read again

Re-read *Escape from the fire* to the class or ask different children to read aloud. Alternatively, play track 9 while the children listen and follow in their books.

Continue with the other definitions.

Answers: 1 d 2 c 3 a 4 e 5 b

Workbook: Reading comprehension and vocabulary (WB p3)

Check the children understand the tasks. They should be able to complete these exercises independently. They give an opportunity for the children to develop their own dictionary skills.

Exercises 1 and 2

Point out exercise 1 and remind the class that they must re-read the text before they try to answer exercise 2.

Exercises 3 and 4

Remind the class to use their Dictionaries to check definitions when they complete these exercises if they are not certain of the meanings.

Workbook answers

Exercise 2

2 story; history 3 aunt; maid 4 arm; leg 5 best; newest 6 special; ordinary 7 passenger; password 8 forty; four

Exercise 3

1 chapter 2 history 3 kind 4 proudly 5 surprise 6 cousin

Exercise 4

1 b 2 a 3 a 4 b

Reading comprehension and vocabulary

1 Read *Escape from the fire* again.

2 Read the sentences. Circle the word that is wrong. Write the correct word.

- 1 Robert was going to stay with his (grandmother). grandfather
- 2 Grandad's house was full of story books.
- 3 Mrs Green was Grandad's aunt.
- 4 There was a big bandage on Grandad's arm.
- 5 Grandad showed Robert his best invention.
- 6 Robert thought the mobile phone looked special.
- 7 Grandad told Robert about the passenger.
- 8 Grandad made forty time-travel phones.



3 Choose the correct word to complete each sentence.

cousin kind proudly history surprise chapter

- 1 The last _____ in the book was the most exciting.
- 2 I think _____ is a very interesting subject.
- 3 A penguin is a _____ of sea bird.
- 4 "This is my new baby brother," said Kate _____.
- 5 We are going to Spain on holiday! It's a big _____.
- 6 Fred plays basketball every day after school with his _____.

4 Choose and circle a or b.

- | | | |
|------------------------------|------------------------------|-------------------------|
| 1 A person who is missing is | a here | b not here |
| 2 An ordinary object is | a usual | b special |
| 3 "Poor Grandad!" means | a You are sorry for Grandad. | b Grandad has no money. |
| 4 A great film is | a very long | b very good |

Unit 1 Find the incorrect word; cloze; meanings

Lesson 3 Grammar

Lesson aim Grammar

Lesson targets Children:

- understand the composition of the key structure
- practise the key structure
- produce the key structure independently

Key structure *While* + past continuous with the past simple

Vocabulary from Lesson 1

Materials PB p25; WB p4; GPB p4

Time division

W-up	Presentation / practice	WB
------	-------------------------	----

Warm-up

Word chain. Team A writes a word on the board. Team B must write a word beginning with the last letter of Team A's word. (See Games, p214.)

Grammar (PB p25)

Activity 1

Remind the class of the story about Robert, Grandad and Lucy.

Tell them to look at the two pictures.

Let a volunteer read the first two sentences.

Ask *What was Robert doing?* **He was packing his bag.**

Ask *What happened?* **The telephone rang.**

Let a volunteer read the third sentence.

Write it on the board. Underline *While*. The class reads.

Activity 2

Give the children a few moments to look at the pictures and read the sentences.

Ask a volunteer to read the first sentence. Ask *Which picture matches the sentence?* Elicit an answer. Check everyone agrees. The children write in their books.

Continue with the other pictures.

Answers: 1 d 2 c 3 a 4 b

Activity 3

Give the children time to read the phrases and look at the pictures.

Tell them they will have to think of some words themselves to complete the sentences but the pictures will give them ideas.

Ask a volunteer to complete the first sentence. Different endings could be suggested, e.g. **met a friend, said hello to a friend, spoke to a friend, saw a friend**, etc. Accept any answer that is grammatically correct. Make sure the class realises that there is more than one correct answer. Encourage them to think of as many endings as they can. Write them on the board.

Continue with the other sentences. Encourage different answers. For number 3, remind them that the sentence must start with *While*. Remind them of the tense after *While*.

Answers:

- 2 met a bear / saw a bear / heard a bear / scared a bear
- 3 While the man was digging / working / in the garden ...
- 4 While we / they / were having dinner / lunch / eating ...

Grammar

1 Look and read.



Hi! It's time for some fantastic grammar!

Robert was packing his bag.
The telephone rang.

While Robert was packing his bag, the telephone rang.

2 Look, read and match. Write the letters.



- 1 While the boys were playing football, a dog took their ball. _____
- 2 While Jim was swimming, he saw a shark. _____
- 3 While we were having a picnic, it started to rain. _____
- 4 While Sue was watching TV, someone knocked on the door. _____

3 Complete the sentences. The pictures will help you.

1 While Meg was shopping, she ...



2 While the children were walking in the forest, they ...



3 ... he found a ring.



4 ... the telephone rang.



Unit 1 Grammar: *While* + past continuous, past simple

25

Workbook: Grammar (WB p4)

Exercise 1

Make sure the children understand the tasks.

If necessary, remind them of the tense following *While*. Point out the example.

The children should be able to complete these sentences independently.

Exercise 2

If you wish, go through the pictures. Check the children understand what is happening in each one.

Remind them to start their sentences with *While*.

Workbook answers

Exercise 1

2 was watching, rang 3 was making, knocked 4 were climbing, saw 5 was doing, arrived 6 was playing, hurt

Exercise 2

2 While the children were walking in the forest (wood) they heard (listened to) a wolf. 3 While the man was walking, the wind blew his hat away (his hat blew away / came off). 4 While the woman was in the supermarket (shopping) a man (thief) took (stole) her bag.

Grammar

I love grammar. Do you?



1 Complete the sentences with a verb from each box. Be careful to use the correct tenses.

do play make
walk climb watch

see knock hurt
begin ring arrive

- 1 While the children were walking to school, it began to rain.
- 2 While Rose was watching TV, the telephone rang.
- 3 While Mum was making a cake, someone knocked on the door.
- 4 While we were climbing the mountain, we saw an eagle.
- 5 While I was doing my homework, my friend arrived.
- 6 While Dan was playing football, he hurt his ankle.

2 Look at the pictures. Write sentences like the example.



- 1 While the boys were playing football, they broke a window.
- 2 _____
- 3 _____
- 4 _____



Unit 1 While + past continuous, past simple

Grammar Practice Book (GPB p4)

When the children have completed the PB and WB Grammar pages, they may complete GPB page 4.

Grammar Practice Book answers

Activity 1

2 were eating, saw 3 was crossing, rang 4 was taking, fell over 5 were carrying, dropped

Activity 2

1 While they were looking at the bananas, they found a spider. 2 While she was playing with her doll, she hurt her finger.

Lesson 4 Grammar in conversation

Lesson aim Grammar in conversation

Lesson targets Children:

- listen to a conversation
- think of their own ideas for a similar conversation
- hold a short conversation in pairs

Key language *used to + verb*

Vocabulary toys, childhood and family

Materials PB p26; CD A track 10; WB p5; GPB p5

Time division

W-up	Dialogue	Indiv prep	Pair/class speaking	WB
------	----------	------------	---------------------	----

Warm-up

Write on the board *While the sun was shining*. Put past tense verb cards below, e.g. *played, swam, went, arrived, opened*.

Teams take turns to make up sentences, e.g. *While the sun was shining, we played outside / in the garden / football*, etc.

Grammar in conversation (PB p26)

Activity 1

Point out the picture. Explain that the children are talking. The boy is thinking. Ask the class if they know what he is thinking about. Hear suggestions.

Tell the class they are going to hear what the children are talking about.

Play track 10. The children listen and follow in their books.

Ask who the boy, Sam, is thinking about: **his grandma and the things they used to do together when Sam was little**

Activity 2

Read the sentence and the question to the class.

Ask volunteers to read out the children's speech bubbles.

Make sure the class understands that *used to + verb* is used for something that happened in the past but doesn't happen now. The children in the photos are talking about things they did but do not do any more.

Tell the class to write down one or two things they did when they were little but they do not do now. Give them a minute or two to do this.

Ask the children to tell you things they used to do. Put some of their suggestions on the board. Ask extra questions as appropriate. Let other children ask questions if they can.

Activity 3

Ask a volunteer to read the phrases in the box. Remind the class they heard some of these in the dialogue.

The children talk in pairs about what they used to do when they were little.

Go around listening to them as they talk. Give them a few minutes to practise together.

Ask some pairs to repeat their conversations. The class listens.

Grammar in conversation

1 Listen and read.

Molly: Do you remember when you were little?

Sam: Yes, of course. I used to go to my grandmother's house every day.

Molly: Really? Why?

Sam: Because she used to look after me while Mum was at work.

Molly: Did you like going to her house?

Sam: It was great. Grandma used to read stories and sing songs.

And we used to make cakes together, too.

Molly: That sounds nice.

Sam: Yes, it was.

2 Think, write and say.

Think about when you were little. What happened then but not now?

I used to build castles with bricks.

I used to play with dolls.

I used to sleep in a tiny bed.

My mum used to read stories to me.

3 Let's talk!

Tell me about when you were little.

When I was little, I used to ...

Useful phrases

How about you? Really?

Why? That sounds nice.

Workbook: Grammar in conversation (WB p5)

Make sure the children understand the tasks.

Exercise 1

Explain that *used to* is in every sentence but the children must choose the best verb to add from the other box to complete each sentence.

Exercise 2

Make sure the children understand that they change the past tense verb to *used to + verb*.

Do the first example on the board with the class. The children do the rest of the exercise independently.

Workbook answers

Exercise 1

- 1 used to go 2 used to look after 3 used to read
4 used to make 5 used to play 6 used to sleep
7 used to drive 8 used to live

Exercise 2

- 2 used to go 3 used to play 4 used to swim 5 used to teach
6 used to ride 7 used to like 8 used to win

Grammar Practice Book (GPB p5)

When the children have completed the PB and WB Grammar in conversation pages, they may complete GPB page 5.

Grammar Practice Book answers

Activity 1

- 2 When Tom was little, he used to play with dinosaurs.
3 When Lucy was little, she used to play with dolls.
4 When Lucy was little, she used to have long hair.
5 When Tom and Lucy were little, they used to play in the garden.
6 When Tom and Lucy were little, they used to have bicycles.

Activity 2

- 2 They used to have bicycles but now they have cars.
3 Tom used to wear shorts but now he wears trousers.
4 Lucy used to play in the garden but now she works in a hospital.
5 They used to be short but now they are tall.

Grammar in conversation

1 Complete the sentences with words from each box.

used to

look after

sleep

live

read

play

go

drive

make

- 1 Sam _____ to his grandmother's house every day.
2 His grandma _____ him.
3 She _____ stories to him.
4 They _____ cakes together.
5 When she was little, Amy _____ with dolls.
6 When I was a baby, I _____ in a tiny bed.
7 Uncle Fred _____ an old car but now he has a new one.
8 He _____ in Canada but now he lives in France.

2 Change the underlined verbs to *used to + verb*.

- 1 Jenny had long hair but now her hair is short.
Jenny used to have long hair but now her hair is short.
2 Billy went to school by car but now he goes by bus.

3 Helen played the piano but now she plays the violin.

4 The boys swam every day but now they swim once a week.

5 Miss Fox taught French but now she teaches English.

6 My brother rode a motorbike but now he has got a car.

7 Billy liked ice cream but now he hates it.

8 The football team won every game but now they always lose.

Lesson 5 Spelling, Use of English

Lesson aim Spelling; poem; Use of English

Lesson targets Children:

- listen to pronunciation of words beginning *wh* with a silent *h*
- practise spelling and writing words beginning *wh*
- understand and say a short poem

Target words *where, when, what, why, which, wheel, whisper, whale, whistle*

Materials PB p27; CD A tracks 11–14 ; WB pp 6–7; GPB p6

Time division

W-up	Spelling	Poem	Use of English	WB
------	----------	------	----------------	----

Warm-up

Word races. Game 1. The children write down as many words as they can think of beginning with, for example, *f*. (See Games, p215.)

Spelling

In words with *wh*, sometimes you can't hear the *h*.



Where

Where will the time machine take me?



1 Complete the words with *wh*. Write the words. Read the words.



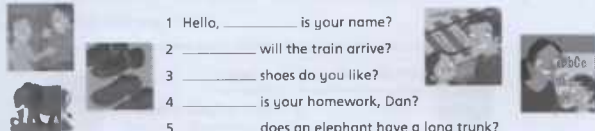
Listen and say the words.

2 Complete these question words with *wh*. Write the words. Read the words.

ere y at en ich

Listen and say the words.

3 Choose a word from Activity 2 to complete these questions.



- 1 Hello, _____ is your name?
- 2 _____ will the train arrive?
- 3 _____ shoes do you like?
- 4 _____ is your homework, Dan?
- 5 _____ does an elephant have a long trunk?

Listen and say.

Time machine, time machine, take me away!
Take me somewhere exciting today!

Show me the world of long ago
When mammoths walked through ice and snow.
Show me the pyramids rising high
Into the Ancient Egyptian sky.
Show me adventurers brave and bold
Sailing the seas for Aztec gold.

Time machine, time machine, take me away!
Take me somewhere exciting today!



Unit 1 Spelling: words with *wh*

27

Give them a time limit to do this. Play track 12. The children listen and repeat the words. Ask different children to read out their words.

Activity 2

The children complete and write the question words. Give them a time limit. Play track 13. The children listen and repeat the question words.

Ask the class to think of questions using the words. If you wish, divide the class in two. See which side can think up a question first using any word you choose.

Activity 3

The children read the sentences and choose the best word from activity 2 to complete them. Remind them to look at the pictures to help them.

Answers: 1 what 2 When 3 Which 4 Where 5 Why

Activity 4

Tell the class to look at the picture. Ask what they think the poem is about.

Play track 14. The children listen and follow.

Read through the words with the class. Explain any unfamiliar language.

Play track 14 again. The children listen and follow.

Point out to the class that the last words of each pair of lines rhymes.

Tell the class to read the first two lines together.

Invite three volunteers to read two lines each of the verse.

Tell the class to read the last two lines together.

The class may learn this poem if you wish.

To complete classroom Lesson 5, move on to Use of English, WB p7.

Workbook: Use of English (WB p7)

Read Mr Smash's speech bubble to the class. Ask a volunteer to read the example sentence. Write it on the board.

Exercise 1

Read the two sentences. Ask a volunteer to read the phrase. Write it on the board.

Read the next two sentences. Point out the ending of *noisy*.

Read the next two sentences. Ask a volunteer to read the example sentence. Read the information about the spelling change. Point it out in the sentence on the board.

Exercise 2

Ask a volunteer to read Miss Smart’s speech bubble. Ask others to read the adjectives. Point out the spelling of the first adverb. The children write the adverbs. Check answers by letting different volunteers write the words on the board. Other children check their answers.

Exercise 3

Give the children a time limit to complete the exercise. The children should be able to do this task independently and it could be set for homework. Check answers together if it is done in class.

Workbook answers

Exercise 2

angrily prettily heavily greedily lazily

Exercise 3

1 angrily 2 heavily 3 lazily 4 greedily 5 funnily
6 prettily

Workbook: Spelling (WB p6)

Make sure the children understand the tasks. Most of this page should be done by the children working alone. Read, or ask a child to read, the reminder in Mr Smash’s speech bubble. Ask a volunteer to read the word and the sentence in the box.

Exercises 1, 2 and 3

Ask volunteers to read the words. Check for correct pronunciation. The class repeats the words if they need to practise this phoneme and spelling.

The children write the words independently.

The children complete the sentences in exercise 2 independently.

The children make up their own questions for exercise 3 using the five question words.

Workbook answers

Exercise 2

1 whale 2 whistle 3 wheel 4 whisper

Grammar Practice Book (GPB p6)

When the children have completed the PB and WB Use of English and Spelling pages, they may complete GPB page 6.

Grammar Practice Book answers

Activity 1

2 heavy 3 greedily 4 funny 5 lazily 6 pretty
7 noisily 8 happy

Activity 2

1 happy 2 noisy 3 pretty 4 funnily 5 greedily
6 lazily 7 heavy 8 angrily

Use of English Some adverbs have special rules for spelling.

Suddenly the telephone rang noisily.

1 Read.

Noisy is an adjective. It tells you about the telephone:

a noisy telephone

Look at the ending of noisy. It ends with consonant + y

We can make noisy into an adverb. The adverb tells you how the phone rang:

The telephone rang noisily.

Look at the ending of noisily. The y changes to i and we add ly

2 These adjectives also end with consonant + y. Write the adverb for each one.

Remember. Change the y to i and add ly

funny

angry

pretty

heavy

greedy

lazy

funnily

3 Use the adverbs in exercise 2 to complete these sentences.

- When he saw the broken window, the man spoke _____.
- The elephant stepped _____ onto the bridge.
- "I'm not going to do any work today," said Tom _____.
- The naughty children grabbed the cakes and ate them _____.
- The clown walked _____ and everyone laughed.
- The bird sang _____ and we all listened silently.

Unit 1 Spelling of adverbs from adjectives ending y

Spelling

Remember! In some words a letter is silent.
The letter appears in the word but we don't hear it.

Where Where are my glasses?

1 Circle wh in these words. Write the words. Read the words.



whistle

wheel

whisper

whale



2 Complete the sentences. Use words from exercise 1.

- The blue _____ is the biggest animal in the world.
- When the _____ blows, the train will start.
- Dad is changing a _____ on his new car.
- It is not polite to _____ in class.

3 Write five questions. Use What, Where, When, Why, and Which.

- _____
- _____
- _____
- _____
- _____

6

Unit 1 Spelling: words with wh

Lesson 6 Class composition; Writing preparation, Composition practice

Lesson aim Writing

Lesson targets Children:

- compose paragraphs with teacher support (session 1)
- practise vocabulary and structures for independent writing (session 2)
- write a story chapter independently (session 2)

Key structure and language from the unit

Vocabulary from the unit

Materials PB p28; WB pp 8–9; word cards

Time division (session 1)

W-up	Discussion & notes	Writing	Editing, improving
------	--------------------	---------	--------------------

Time division (session 2)

W-up	Writing prep	Composition
------	--------------	-------------

Session 1 Warm-up

Play *Look, cover, write, check* with words from Lesson 5. (See Games, p215.)

Class composition

Do you remember Grandad's invention?
Here is the start of another adventure!

- 1 Look at the pictures.
Read the speech bubbles.

- 2 Write the story.

The Chinese inventors

Grandad was holding the time-travel phone. He put in 'China, 2000 years ago, Adventure'. Suddenly, they were standing in a large courtyard.



Unit 1 Class composition: continuing an adventure story

Tell the class to look at the first picture. Ask *Who is in the courtyard?* Elicit **Grandad, Lucy and Robert; some soldiers, some people.**

Ask *What are Grandad and the children are doing? looking around. What are the other people doing / wearing?* Write some notes on the board, e.g. **long coats**, etc.

Ask a volunteer to read the speech bubble. Check understanding of **fierce**. Ask *Do they look fierce? Why?* Write notes on the board, e.g. **spears, helmets, angry**, etc.

Do the same with the other pictures, writing notes for each.

Activity 2

Begin the story with the class. Read the opening paragraph again. Ask what the next sentence should be about. Point out the notes on the board for the first picture. Ask what the best ideas are. Help the class to make up two or three sentences using the best ideas.

Ask *What did Robert say?* Elicit his words and write them into the story. Show the class how to punctuate direct speech as you write. When the sentences for the first picture are complete, ask a volunteer to read them.

Continue in the same way with the other pictures.

When the writing is complete, ask the class whether any changes could be made to improve the story. *Does it make sense? Is it interesting? Should there be more adjectives and adverbs? Are there any better verbs?*

Make any changes that you and the class agree to. Let one or more volunteers read the story to the class.

Example class composition

See page 53 for an example story drawn from answers to suggested questions and given prompts. This example is given as a guide only.

Session 2 Warm-up

Play the *Adverb game*. (See Games, p214.)

Workbook: Writing preparation (WB p8)

Exercise 1

Revise punctuation of direct speech with the class. Write the example sentence on the board and show the children clearly what all the punctuation is.

Exercise 2

Revise the position of the reporting words. Ask different children to read each example sentence.

Exercise 3

Read the first two sentences to the class. Ask children to read out the words.

Give the class a time limit to complete the exercise independently. Check answers together.

Exercise 4

Explain the task.

Give the children time to read all the sentences.

While they are reading, write the sentences with blanks and no speech marks on the board.

You will need word cards showing the past tense of the verbs from exercise 3: *shouted, screamed, whispered, exclaimed, explained*. Put the cards on one side of the board.

Ask a volunteer to choose a word to complete any of the sentences. Ask the child to read the sentence to the class.

Continue with the other sentences. Ask if they all make sense. Ask if any words need to be changed over.

When the class agrees that all the sentences make sense, ask volunteers to write in the speech marks.

The children complete the exercise in their books.

Workbook: Composition practice (WB p9)

Explain to the class they are going to write the next chapter of the time-travel story. This is what happened after the explosion. Tell the children to look carefully at the pictures to see what happened. They read the speech bubbles to find out what people said.

Remind the class of the reporting words and other vocabulary on WB page 8. They can use these words to help them write the story.

The children write the story in their copy books.

Go around helping and monitoring as they work. Be ready to give extra vocabulary if they need it.

Encourage the children to use their own ideas to tell the story. Remind them to use adjectives, adverbs and interesting verbs.

When they have finished, tell them to re-read their work to look for mistakes they can correct or improvements they could make.

Ask volunteers to read parts of their stories to the class. They may complete and/or check the task for homework.

The children may make neat copies for their portfolios and illustrate their work.

Assessment

The children's work will vary according to ability. Some children will write basic sentences but still show understanding of the writing task.

In assessing their work, look for writing which:

- tells events in the correct order
- uses some direct speech
- uses some different reporting words.

Writing preparation

1 Do you remember direct speech? Look at this sentence and the punctuation.

speech marks speech marks
"Those soldiers look very fierce," said Robert.
a comma a full stop

2 Remember, the reporting words can come at the beginning of the sentence:

Grandad said, "This is a time-travel phone."

They can come at the end of the sentence:

"Where are we going?" asked Robert.

They can come in the middle of the sentence:

"Let's go somewhere exciting," said Lucy, "but it must be safe, too."



3 Read.

We often use *said* and *asked* as reporting words.

We can use other words that show how someone spoke:

shout scream whisper exclaim explain

Now match the words to the definitions. Check in your Dictionary if necessary.

- 1 to speak in a loud voice _____
- 2 to speak in a quiet voice _____
- 3 to give information to help someone understand _____
- 4 to speak loudly because of feeling angry or afraid _____
- 5 to speak loudly and in surprise _____

4 Choose words from exercise 3 to complete the sentences. Add the punctuation.

- 1 Look at the emperor's throne! _____ Lucy.
- 2 Chinese emperors always had beautiful gold thrones Grandad _____
- 3 The emperor looks very angry _____ Robert quietly.
- 4 A soldier _____ Stop whispering.
- 5 Suddenly something small and grey ran across the floor.
It's a mouse _____ a lady and jumped on a chair.



Unit 1 Direct speech and reporting words

Composition practice

1 Look at the pictures. Read the speech bubbles. Write the next chapter of the story. Use words from page 8. Think of a title for the chapter.

The Chinese inventors

Chapter 2



We did not attack the scientists.

This is what happened. I will put this powder in the bowl and light it.



While we were watching, the powder exploded.



Look out!

Help!

Don't be scared!



They are pretty!

Well done, Grandad! You are clever!

Unit 1 Story writing

Lesson 7 Listening

Lesson aim Listening

Lesson targets Children:

- understand the pictures and basic dialogue for a story
- listen to the narrative and complete dialogue for the story
- answer comprehension questions and discuss aspects of the story

Key structure and language from the unit

Vocabulary moneybox, skyscraper

Materials PB p29; CD A track 15

Time division

W-up	Pre-listen	Listening	Post-listen	Activities
------	------------	-----------	-------------	------------

Warm-up

Ask around the class *Where would you like to go with a time-travel phone?*

Elicit some answers. Find out if any ideas are popular with a lot of the class.

Ask different children to read the speech bubbles for each picture.

Ask *What did Uncle Bob bring for Jamie? a present / some money*

Who hasn't got any money? Jamie's brother

Who has got a lot of money? Jamie

What does Jamie want to buy? a guitar

Activity 2

Explain to the class they are now going to hear the whole story.

Tell them to look at each picture and follow the story.

Explain that the sound they hear tells them when to move on to the next picture.

Play track 15. The children listen and look.

Activity 3

Ask questions to check understanding:

Why did Uncle Bob bring money for Jamie? It was his birthday last week.

Why couldn't Uncle Bob stay? He was on his way to the airport.

What is his job? pilot

Whose moneybox looks like a skyscraper? Jamie's

Why hasn't Paul got any money now? He's spent it.

What kind of guitar does Jamie want to buy? an electric guitar

Where is Jamie going to buy his guitar? the mall

Ask questions about the story that require the children to think about their answers or give personal responses (see next page).

Ask the children what they think will happen in the next part of the story.

Optional

The children use the play script and act out the story.

Suggested homework task

The children complete Check-up 1.

Listening

1 Look and read. 2 Look, listen and read. 3 Talk about the story.

The skyscraper moneybox – Part 1



Unit 1 Listening 29

Listening (PB p29)

Activity 1

Read the title of the story to the class. Explain the new words or ask the children to look in their Dictionaries.

Give the class a minute or two to look at the whole page.

Ask *Who is in the story? Dad, Mum, two boys, Uncle Bob*

What are the boys and Mum and Dad doing at the beginning? watching TV

Listening audioscript: The skyscraper moneybox – Part 1

1 *It was eight o'clock in the evening. Mum, Dad, Jamie and his older brother Paul were in the living room. There was a good film on TV. While they were watching it, there was a knock at the door.*

2 Dad: Who's that?
Mum: Go and see, Jamie.
Jamie: OK, Mum.

3 Uncle Bob: Hello, Jamie!
Jamie: Uncle Bob! Hello!

4 *Jamie took Uncle Bob into the living room.*
Uncle Bob: Hello, everybody!
Mum: Bob! What a surprise!
Dad: What are you doing here?
Uncle Bob: I've brought a present for Jamie. It was your birthday last week, wasn't it?
Jamie: Yes, it was.
Uncle Bob: I forgot. Sorry, Jamie. Anyway, here you are. Happy birthday!

5 Jamie: Oh, thanks, Uncle Bob!
Wow! A twenty pound note! That's fantastic! Thank you very much.

6 *Uncle Bob was in a hurry. He was going to the airport.*
Uncle Bob: Sorry I can't stay.
Dad: Goodbye, Bob!

Mum: See you soon.
All: Bye! / Goodbye!

7 *Jamie went upstairs to his bedroom. He reached up to a shelf and took down his moneybox. It was like a New York skyscraper. There was lots of money inside.*
Jamie: Oh! It's heavy!

8 *Jamie emptied the moneybox onto his desk.*
Jamie: Let's see... How much money have I got now? Five ... ten ... fifteen ... twenty ...

9 *Suddenly, while Jamie was counting his money, he heard a voice. It was his brother, Paul. He was standing in the doorway.*
Paul: How much have you got?
Jamie: twenty-five ... thirty ... thirty-five ... forty...

10 Paul: I haven't got any money. I used to have lots.
Jamie: You spend your money. I save mine.

11 Paul: What for? What are you going to buy?
Jamie: I'm going to buy a guitar – an electric guitar.

12 Paul: Where are you going to buy that?
Jamie: In the mall. We're going to go to the mall next week. I've seen the one I want. It's fantastic!

Deductive questions

*Why do you think Paul watched Jamie counting his money?
Perhaps he wants to know how much Jamie has got.*

*Do you think Jamie is lucky to have this much money?
Children's own answers.*

*How do you think Paul feels?
Children's own answers. They might suggest that he is unhappy because Jamie has money and he does not.*

Personal response questions

*Would you like to have an uncle who is a pilot?
What would be good about it?
Would there be anything bad about it?*

Children's own answers. They might notice that Uncle Bob is always busy and he forgot about Jamie's birthday last week.

Ask the class Do you save your money or do you spend it?

2 In the mountains

Lesson 1 Poster 2, Reading

Lesson aim Reading

Lesson targets Children:

- (poster) read about the features of a personal recount
- follow and read the text
- understand the text and answer oral questions about it
- practise reading the text

Key structure infinitive of purpose

Key language *have to, had to, will have to*

Vocabulary mountain features

Materials poster 2; PB pp 30–31; CD A track 16; WB p12; Dictionary 5

Time division

W-up	Poster	Reading	WB
------	--------	---------	----

Warm-up

Word races. Game 4. Teams have one minute to write down as many adjectives as they can think of. Teams take turns to say adjectives. (See Games, p215.)

Poster 2

2 In the mountains

You are going to read about Susan's adventure in the mountains.

It is a **personal recount**.
The writer is Susan.

She writes about the people she went with.

Her twin brother, Mum, Dad.

She writes about the things and places she saw.

waterfall, cave, cliff, glacier, ravine, meadow.

A personal recount uses the first person.
Susan is the writer and she uses *I*.
I thought it was fantastic but it was a bit scary, too.
She uses **we** when she tells us what she did with Fred, Mum and Dad.
While we were walking, we heard a distant roar.
She tells us what happened in order.

First, we followed a narrow path through a meadow.

A personal recount does not usually contain direct speech.
In Susan's recount she tells us

- what happened
- what she did
- what she thought

She begins with a short paragraph. She tells us where she was, why she was there and who was with her.

My dad used to live in Switzerland and he worked as a mountain guide. This summer Dad wanted to visit Switzerland again. In July I travelled to the mountains with Mum, Dad and my twin brother Fred.

Text type and vocabulary

- 1 Read the title. Read the next three lines and point out Susan.
- 2 Read out the next line and let a volunteer come forward and read the names of the other people in the recount. The children look up *twin* in their Dictionaries if necessary.
- 3 Read out the next line. Point out the picture for each vocabulary item and read the word. Make sure the children have understood each new word. Use the Dictionary if necessary.

Text type features

- 4 Read the first two lines in the coloured section. Let a volunteer read Susan's words to the class. Make sure the class understands that 'I' is Susan. Continue with the rest of the information.
- 5 Read the sentence about direct speech. Ask *What kind of writing has direct speech?* The children should remember that stories usually do.

- 7 Read or ask a volunteer to read the opening paragraph. Explain that it introduces the recount and helps the reader to understand what the writer is going to include in it.

Reading (PB pp 30–31)

- 1 Give the class time to look at the photograph and the pictures. Explain that Switzerland is a very beautiful country that many tourists like to visit.
*Ask What things are they going to see in the mountains? **waterfall, ravine, a bridge***
*What are they going to do? **walk past a waterfall, cross a river / bridge***
- 2 Play track 16. The children listen and follow in their books.
- 3 Use the Dictionary to help explain unfamiliar words.
- 4 Ask questions about each part of the recount (see below).
- 5 Ask different children to read a few lines each of the recount.
- 6 Play track 16 a final time.

Reading text questions

*What job did Susan's dad use to do? **mountain guide***
*Where did the path go first? **through a meadow***
*Where did it go next? **through a forest***
*What did the forest remind Susan of? **Red Riding Hood***
*What did they hear while they were walking along the ravine? **a distant roar***
*What did they see when they walked round the boulder? **the most amazing sight / waterfall***
*What did it sound like? **an angry beast***
*Why was it a bit scary behind the waterfall? **It was dark and very noisy.***
*How did they get across the ravine? **by bridge***
*Why was Susan's mum frightened? **She doesn't like high places.***
*What did the glacier look like? **a frozen river of ice***
*What was there in the glacier? **an ice cave***
*What was unusual about it? **It had rooms with ice furniture in it.***
*How did they get back down the mountain? **by train.***

Reading

Dad's favourite walk

My dad used to live in Switzerland and he worked as a mountain guide. This summer Dad wanted to visit Switzerland again. In July I travelled to the mountains with Mum, Dad and my twin brother Fred. We stayed in a hotel in a little village and we had a great time.



One day Dad took us on his favourite walk. First, we followed a narrow path through a meadow. There were lots of flowers and there were goats with bells round their necks. They tinkled when the goats moved. After that, the path went through a forest. It was shady and quiet. It reminded me of Red Riding Hood but I didn't see a wolf! After the forest, the path climbed steeply towards the mountain peaks. It led between huge rocks and then the walk became a real adventure. Dad had some surprises for us.



We walked into a deep, narrow ravine. We could hear the river splashing over the rocks at the bottom. While we were walking, we heard a distant roar. Gradually, it got louder. We walked round a massive boulder and there was the most amazing sight. Water was falling straight down the mountain and crashing onto the rocks below us.

The sound was incredible. A waterfall really does roar. It sounded like an angry beast. We couldn't hear each other at all. Dad beckoned to us and we followed him. The path led behind the waterfall. It was amazing. On the left of the path was the mountainside and on the right was falling water. I thought it was fantastic but it was a bit scary, too. It was quite dark and very noisy.



The path came out from behind the waterfall but round the corner it stopped at the edge of a high cliff. There was a short wooden bridge with rope at the sides and it was swinging in the breeze. It looked terrifying but Dad knew it was safe. Anyway, it was the only way to cross the ravine. The bridge swayed even more when we walked on it. We walked slowly to keep steady. Fred and I thought it was fun but Dad had to help Mum. She is frightened of high places. She walked with her eyes shut!

We sat on the rocks and ate our lunch. Then we set off again. We climbed higher and higher. After an hour our legs were aching but at last we came to the best place on the whole mountain. It was a huge glacier and it looked like a frozen river of ice. There were lots of other people there too. There was a cave in the ice. There were rooms in the cave and ice furniture. Fred sat on the ice chair and played the ice piano. It was funny!

The last surprise of all was a ride down to the hotel on the little mountain train. We were exhausted but it was a brilliant walk.



Workbook: Study skills (WB p12)

Make sure the children understand the tasks.
They should be able to complete them independently.

Exercise 1

This exercise introduces the children to understanding new words by their context.

Explain that it is not necessary for them to learn these words. The task is to read the sentence carefully and try to guess which of the three meanings is correct.

Exercise 2

Emphasise to the class that they should attempt a correct spelling before checking.

Workbook answers

Exercise 1

1 c 2 b 3 c 4 a 5 c

Exercise 2

1 tinkled 2 shady 3 massive 4 incredible 5 peaks
6 exhausted



1 Read and guess the meaning of the underlined words.
Don't look in a dictionary! Circle your guesses.

- Joe grimaced when he tasted the lemon juice.
a He sat down. b He shouted. c He made a strange face.
- A huge black cormorant flew down onto the lake.
a a plane b a bird c a butterfly
- Susan unwrapped the present and found it was a book.
a She dropped the present.
b She put paper round the present.
c She took the paper off the present.
- The horse whinnied with happiness when it saw Meg.
a It made a noise. b It jumped in the air. c It lay down.
- Grandma looked lovely in a delectable pink hat.
a ugly b silly c beautiful

2 Can you remember the missing words? They were all in the Reading text.
Complete the words.

- The bells round the goats' necks t_____ when they moved.
- The forest was sh_____ and quiet.
- We saw a m_____ waterfall.
- The sound of the crashing water was in_____.
- The path climbed steeply towards the mountain p_____.
- After our long walk we were ex_____.

Now check the words in your Dictionary.

Were you right?



Lesson 2 Reading comprehension and vocabulary

Lesson aim Reading comprehension; vocabulary

Lesson targets Children:

- re-read *Dad's favourite walk*
- answer literal and inferential comprehension questions
- practise vocabulary

Key structure and language from Lesson 1

Vocabulary from Lesson 1

Materials PB p32; WB p13

Time division

W-up	Read again	Comp & vocab	WB
------	------------	--------------	----

Warm-up

Write on the board:

ravine passage bridge waterfall fountain street path ice cream

The children write down the words that belong with *mountain*: **ravine, bridge, waterfall, path.**

Answers:

- 1 Susan's dad 2 in July, this summer 3 Red Riding Hood 4 an angry beast 5 Susan's mum; She is afraid of high places. 6 There was an ice cave in it and it had ice furniture in it. 7 because Fred made her laugh when he pretended to play the piano 8 exhausted

Activity 2

If you wish, work with the whole class together. Ask the questions and elicit answers from one or more children. Alternatively, divide the class into groups. Let them discuss the answer to each question for a minute or two. Then ask a group to answer. The other groups listen and check. Ask them if they have anything else to add.

Questions 1 and 2 require the children to think about what they have read and to work out an answer. The exact answer cannot be found in the text itself and different answers may be equally correct.

Question 3 requires the children to give an opinion and to support their answer by referring to the text. Different answers may be equally correct.

Question 4 requires the children to give a personal response and answers should vary.

Answers:

- 1 Perhaps the forest looked like pictures in a story book of Red Riding Hood. The forest in Red Riding Hood is usually shady and quiet like the forest on the mountain.
- 2 She did not want to see the height of the bridge above the ravine, which scared her.
- 3 She probably liked the glacier and the ice cave best because she said it was 'the best place on the whole mountain'. She also liked the bridge over the ravine because she said 'Fred and I thought it was fun'.
- 4 Children's own answers.

Activity 3

The children work individually or in pairs. Ask a volunteer to read out the adjectives. Ask another to read out the definitions.

Elicit an answer to number 1. Check with the class. The children write in their books.

Reading comprehension and vocabulary

1 Answer the questions.

- 1 Who used to live in Switzerland?
- 2 When did Susan and her family travel to the mountains?
- 3 Which story did Susan think of in the forest?
- 4 What did the waterfall sound like?
- 5 Who did not like the bridge? Why not?
- 6 What was special about the glacier?
- 7 Why did Susan laugh inside the ice cave?
- 8 How did Susan feel at the end of the day?

2 Think about the answers to these questions.

- 1 Why do you think the forest reminded Susan of Red Riding Hood?
- 2 Why did Mum shut her eyes when she walked across the bridge?
- 3 Which part of the walk do you think Susan liked best? Why?
- 4 Which part do you think was the best? Why?

3 Match the adjectives and the definitions. Write the word.

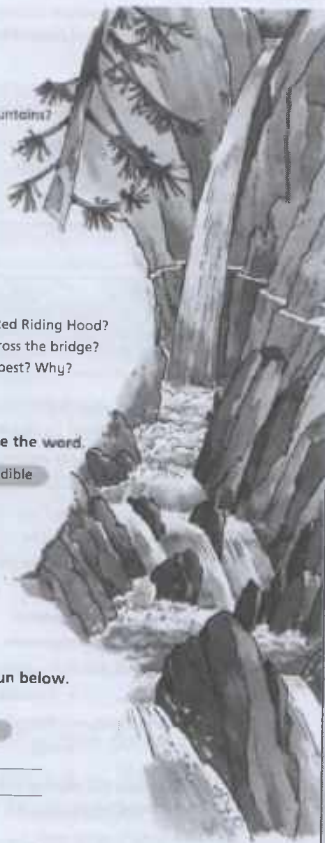
exhausted massive deep shady incredible

- 1 full of shadows _____
- 2 going a long way down _____
- 3 very big _____
- 4 not believable _____
- 5 very tired _____

4 Match an adjective from Activity 3 to each noun below.

Write phrases.

ravine children boulder forest sound



Read again

Re-read *Dad's favourite walk* to the class or let volunteers read it aloud. Alternatively, play track 16 while the children listen and follow in their books.

Activity 1

Ask each question and elicit an answer. Check with the rest of the class that it is correct. If there is disagreement or the class cannot answer, tell the children to look back at the text to find or check the answer.

If there is any disagreement or difficulty, they should check in their Dictionaries.

Answers: 1 shady 2 deep 3 massive
4 incredible 5 exhausted

Activity 4

Ask a volunteer to read out the nouns.
Ask for suggestions for each phrase. Remind them that phrases using these words were in the text and they should try to recall them. Check that the rest of the class agrees with the answers that are suggested.

Answers: 1 deep ravine 2 exhausted children 3 massive boulder 4 shady forest 5 incredible sound

Note: massive forest and shady ravine are sensible phrases but did not appear in the text.

Workbook: Reading comprehension and vocabulary (WB p13)

Check the children understand the tasks.

Exercises 1 and 2

Point out exercise 1 and remind the class that they must re-read the text before they try to answer exercise 2. Remind the children to look back to the text to check the order in exercise 2.

Exercise 3

Tell the class that all the words they need to complete the exercise are included in the sentences in exercise 2. They should check their spelling of the nouns by looking back at the sentences.

Workbook answers
Exercise 2
g f d k e h b i a c j
Exercise 3
1 waterfall 2 ravine 3 meadow 4 mountain peak
5 cave

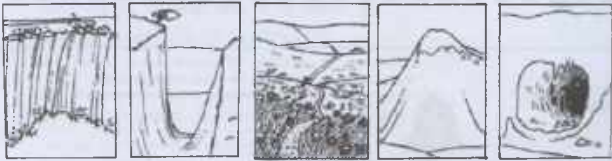
Reading comprehension and vocabulary

- 1 Read Dad's favourite walk again.
2 Read these sentences from Susan's recount. Number them in order.



- a ____ At last we came to the best place on the whole mountain.
b ____ The bridge swung even more when we walked on it.
c ____ There was a cave in the ice.
d ____ After the forest, the path climbed steeply towards the mountain peaks.
e ____ While we were walking we heard a distant roar.
f ____ After that, the path went through a forest.
g 1 First, we followed a narrow path through a meadow.
h ____ The path led behind the waterfall.
i ____ We sat on the rocks and ate our lunch.
j ____ The last surprise of all was a ride down to the village on the little mountain train.
k ____ We walked into a deep, narrow ravine.

- 3 Name the objects. Use exercise 1 to help you.



Lesson 3 Grammar

Lesson aim Grammar

Lesson targets Children:

- understand the components of the key structure
- practise the key structure
- produce the key structure independently

Key structure infinitive of purpose

Vocabulary from Lesson 1

Materials PB p33; WB p14; GPB p7

Time division

W-up	Presentation / practice	WB
------	-------------------------	----

Warm-up

Write on the board:

mountain beach

Ask the children which they think is best for a holiday.

Take a class vote. Ask a few children to give their reasons.

Grammar

Hello, my dears! It's time for some more grammar.

1 Look and read.



The family went to Switzerland to have a holiday.
They walked up a steep path to reach the waterfall.
To get past the waterfall they walked behind the water.

2 Finish the sentences. Write the letters.

- | | |
|---|---------------------------------------|
| 1 They walked through a meadow and a forest ... | A to eat their lunch. |
| 2 To reach the other side of the ravine ... | B they took a little mountain train. |
| 3 They walked slowly ... | C to reach the path to the waterfall. |
| 4 They sat on some rocks ... | D they crossed a wooden bridge. |
| 5 They climbed high into the mountains ... | E to keep steady. |
| 6 To get down to the village ... | F to see the glacier. |

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

3 Ask and answer. The words in the boxes can help you.

Why do you go to school?



We go to school to learn.



- Why do you do sports?
- Why do you go shopping?
- Why do you go to the cinema?
- Why do you have holidays?
- Why do you have mobiles?
- Why do you wear glasses?

Speak to our friends

see better

see films

rest and have fun

keep fit and strong

buy things

Unit 2 Grammar: infinitive of purpose

33

Ask a volunteer to underline the infinitive verb in the next sentence. Tell the children to look at the sentence. Write up *Why did they ... ?* Ask a volunteer to write the complete question *Why did they walk up a steep path?* Elicit the answer *to reach the waterfall.*

Point out that the infinitive can come at the beginning of the sentence. Ask a volunteer to underline the infinitive verb in sentence 3. Elicit the question and answer as for sentence 2. *Why did they ... walk behind the water? to get past the waterfall*

Activity 2

Give the class a minute or two to read all the sentence beginnings and endings.

Write the beginnings on the board. Ask a volunteer to read the first beginning and add an ending.

Check that the class agrees. If you wish, ask *Why did they walk through a meadow and a forest?* Elicit the answer *to reach the path to the waterfall.*

Continue with the other sentences.

Answers: 1 C 2 D 3 E 4 A 5 F 6 B

Activity 3

Ask volunteers to read out the speech bubbles.

Ask another to read out the phrases in the boxes.

Ask the first question. Elicit an answer. Check that the class agrees it is correct.

Continue with the other questions.

The children repeat the activity in pairs, taking turns to ask questions and answer them. Go around listening and check they use the infinitive form correctly.

Answers: 1 ... to keep fit and strong 2 ... to buy things 3 ... to see films 4 ... to rest and have fun 5 ... to speak to our friends 6 ... to see better

Grammar (PB p33)

Activity 1

Ask *Who is in the picture?* *Susan, Fred, mum and dad.* Read or ask volunteers to read the three sentences.

Write them on the board. Underline the infinitive in the first sentence. Ask *Why did the family go to Switzerland?* Elicit *to have a holiday.* Explain that this phrase tells the reader the purpose (or reason) for another action. The verb is in the infinitive form: *to + verb.*

Workbook: Grammar (WB p14)

Exercise 1

Make sure the children understand the tasks.

If necessary, remind them that the structure answers the question *Why...?*

The children should be able to write these sentences independently.

Point out the example. If you wish, do the next one together then ask the children to work alone.

Exercise 2

The children order the words to make correct sentences using the infinitive of purpose.

Point out the example.

Workbook answers

Exercise 1

2 Lucy went to the mall to buy a dress. 3 Grandma is buying eggs to make a cake. 4 The children are going to the station to meet Grandma. 5 Fred is climbing the tree to pick apples.

Exercise 2

2 The children are going to the beach to swim. 3 Sam went to the bathroom to wash his face. 4 Meg sat at the table to do her homework.

Grammar

Hooray! It's time for some grammar!



1 Answer the questions. Use the verbs in the box.

make pick play meet buy

1 Why did the boys go to the park?

The boys went to the park to play football.

2 Why did Lucy go to the mall?

3 Why is Grandma buying eggs?

4 Why are the children going to the station?

5 Why is Fred climbing the tree?



2 Write the sentences correctly.

1 scarf The to wearing keep is a warm. girl

The girl is wearing a scarf to keep warm.

2 the swim. going beach to children to are The

3 to went the wash his Sam to face. bathroom

4 her sat table do at homework. to Meg the

14

Unit 2 Infinitive of purpose

Grammar Practice Book (GPB p7)

When the children have completed the PB and WB Grammar pages, they may complete GPB page 7.

Grammar Practice Book answers

Activity 1

2 c 3 e 4 a 5 b

Activity 2

2 She bought some eggs to make some biscuits. 3 She took her camera to take photos. 4 He phoned his friend to invite him to his house.

Lesson 4 Grammar in conversation

Lesson aim Grammar in conversation

Lesson targets Children:

- listen to a conversation
- think of their own ideas for a similar conversation
- hold a short conversation in pairs

Key language *have to, had to, will have to*

Vocabulary school work and school subjects

Materials PB p34; CD A track 17; WB p15; GPB p8

Time division

W-up	Dialogue	Indiv prep	Pair/class speaking	WB
------	----------	------------	---------------------	----

Warm-up

Word classes. Write up nouns and verbs, e.g.
climb boulder hurry enjoy meadow glacier eat feel ice lunch

Give the children one minute to list the verbs and the nouns. (See Games, p216.)

Grammar in conversation (PB p34)

Activity 1

Explain that the boy and girl are talking in school. Tell the class they are going to hear their conversation.

Play track 17. The children listen and follow.

Check that they have understood any new words. Use the Dictionary to explain meanings if necessary.

Activity 2

Ask volunteers to read the questions and the answers in the speech bubbles.

Tell the class they need to think about their own work and what true answers they can give to the questions.

Point out the words for school subjects and the pictures.

Explain that these are there to help them with ideas but they could use their own ideas as well or instead.

Give the children a few minutes to note down answers to the three questions.

Ask some children to tell the class what their answers are.

Activity 3

Divide the class into pairs or small groups. Point out the phrases in the box. The children ask each other the questions and take turns to answer.

Go around listening as they work.

Give the class a few minutes for the conversation. All the children should have time to answer all three questions.

Ask a few pairs or groups to talk while the rest of the class listens.

Optional

Play track 17. The children raise their hands when they hear one of the useful phrases.

Grammar in conversation

1 Listen and read.

Daisy: Oh dear...
Ken: What's the matter? You look worried.
Daisy: I'm feeling nervous.
Ken: Why?
Daisy: I have to take my Science exam today.
Ken: Really?
Daisy: I had to study for hours last night.
Ken: Poor you!
Daisy: I'm sure I won't pass.
Ken: It'll be fine.
Daisy: If I fail, I'll have to take it again next month.
Ken: Don't worry! Just keep calm.
Daisy: Oh dear...



2 Think, write and say.

What do you have to do today? I have to take a test.
What did you have to do yesterday? I had to write a composition.
What will you have to do tomorrow? I'll have to finish my project.

These words and pictures can help you:



3 Let's talk!

Talk about today, yesterday and tomorrow.

Useful phrases

Oh dear... Really?
Why?
Poor you! Don't worry!

Workbook: Grammar in conversation (WB p15)

Make sure the children understand the tasks.

Exercise 1

The children complete the sentences using the correct tense of the verb.

Exercise 2

Remind the class to read the answer carefully in order to work out the correct question.

Exercise 3

If you wish, do the first sentence together orally.

Workbook answers

Exercise 1

1 had to 2 have to 3 will have to 4 has to

Exercise 2

1 Does she have to get up early every morning? 2 Will they have to take their exam next week? 3 Did you have to finish your projects yesterday? 4 Do they have to get to school on time?

Exercise 3

1 The children do not have to walk to school. 2 Susan will not have to go to hospital. 3 Fred does not have to study very hard. 4 The boys did not have to take a test.

Grammar in conversation

1 Complete the sentences with words from the box.

have to has to had to will have to

- 1 John _____ finish his project last night.
- 2 We always _____ wear our uniform to school.
- 3 Susie _____ get up early tomorrow.
- 4 Fred _____ practise the piano every day.

2 Write questions.

Start with these words:



- 1 _____ Yes, she has to get up early every morning.
- 2 _____ Yes, they will have to take their exam next week.
- 3 _____ Yes, we had to finish our projects yesterday.
- 4 _____ Yes, they have to get to school on time.

3 Change the sentences. Use *not*.

- 1 The children have to walk to school. _____
- 2 Susan will have to go to hospital. _____
- 3 Fred has to study very hard. _____
- 4 The boys had to take a test. _____

Unit 2 have to, had to, will have to: affirmative, interrogative and negative

15

Grammar Practice Book (GPB p8)

When the children have completed the PB and WB Grammar in conversation pages, they may complete GPB page 8.

Grammar Practice Book answers

Activity 1

2 have to 3 does not have to 4 do not have to 5 had to 6 did not have to 7 will have to 8 will not have to

Activity 2

2 Does she have to make a cake today? 3 Did he have to go to bed early yesterday? 4 Will they have to do their homework tomorrow?

Lesson 5 Spelling, Use of English

- Lesson aim** Spelling; poem; Use of English
- Lesson targets** Children:
- listen to pronunciation of words with soft *ch* and hard *ch*
 - practise spelling and writing words
 - understand and say a short poem

Target words *lunch, bunch, munch, catch, chop, chip, anchor, school, stomach, ache, headache, toothache*

Materials PB p35; CD A tracks 18–21; WB pp 16–17; GPB p9

Time division

W-up	Spelling	Poem	Use of English	WB
------	----------	------	----------------	----

Warm-up

Question game. Play the game in teams for a few minutes. (See Games, p214.)

Play track 19. The children listen and repeat.
Ask individuals to read words. If you wish, ask the whole class to read all the words together.

Activity 2

The children complete the words with *ch* sounding /k/. They write the complete word.
Play track 20. The children listen and repeat.
Ask the whole class to read the complete words together if you wish.

Activity 3

Give the children a moment to read the text. Either go through this a sentence at a time with the whole class, or give the children a time limit to fill the gaps then check answers together.

Answers: bunch, school, headache, toothache, lunch

Activity 4

Ask the class what they think the poem is about. Listen to their ideas.
Play track 21. The children listen and follow.
Read through the words with the class. They should find it quite easy.
Play track 21 again. The children join in.
The class may learn this poem if you wish.

To complete classroom Lesson 5, move on to Use of English, WB p17.

Workbook: Use of English (WB p17)

Read Superboots' speech bubble to the class.

Exercise 1

Read about what a sentence is and does.
Ask a volunteer to read the example sentence. Write it on the board.
Read the information about paragraphs.

Exercise 2

The children turn to pages 30–31 in their PBs and count the paragraphs.
Read about paragraph 1 and ask a volunteer to read it to

Spelling

In some words the letters *ch* make a soft sound.
In some words the letters *ch* make a hard sound like *k*.

lunch We sat on the rocks to eat our lunch.

aching After an hour our legs were aching.

1 Complete these words with *ch*. Write the words. Read the words.

lun____ bun____ mun____ cat____ op____ ip____

2 Listen and say the words.

2 Complete these words with *ch*. Write the words. Read the words.

an____ or____ s____ool____ stoma____ a____e____ heada____e____ toot____ha____e____

3 Listen and say the words.

3 Complete this text. Use words from Activities 1 and 2.

Mum was putting a _____ of flowers in a vase when Ben

came home from _____.

"Ben," said Mum. "You don't look well today.

Have you got a _____?"

"No, it's not my head," said Ben. "It's my tooth. I've got _____.

"I'll take you to the dentist," said Mum. "We will go after _____."

4 Listen and say.



Munch, munch, munch

On a bunch, bunch, bunch.

Munch on a bunch of bananas for lunch.

Unit 2 Spelling: words with soft *ch* and hard *ch*

35

Spelling (PB p35)

Spelling box

Point out Miss Sparkle's speech bubble. Tell the class to listen and follow in their books. Play track 18. The children listen. Read the example words. The class repeats. Ask a volunteer to read the example sentences.

Activity 1

The children complete the words with *ch* then write the complete words.

the class. Ask *What is the paragraph about?* Elicit ideas, e.g. *Susan's summer holiday*.

Exercise 3

Read the information and explain this task to the class. Give them time to skim through the text and to match each subject to a paragraph. Point out how a new paragraph is shown in handwriting. Tell the children to look at the example. Explain that in print, there are different ways of showing a new paragraph. Sometimes there is space between paragraphs. In handwritten work it should always be done as shown in the example.

Workbook: Spelling (WB p16)

Make sure the children understand the tasks. Most of this page should be done by the children working alone. Read, or ask a child to read, the reminder in Mr Smash's speech bubble. Ask a volunteer to read the words and sentences in the box.

Exercise 1

The children add the *ch* spelling pattern to each word beginning and write the whole word.

Exercise 2

The children underline then write complete words with *ch*.

Exercise 3

The children categorise the illustrated words into the correct list.

Workbook answers

Exercise 2
headache, anchor, choir, stomach, school, toothache

Exercise 3
chicken, chair, bunch, lunch; anchor choir school

Grammar Practice Book (GPB p9)

When the children have completed the PB and WB Use of English and Spelling pages, they may complete GPB page 9.

Grammar Practice Book answers

Activity 1
C, B, D, A

Activity 2
D, A, C, B

Use of English

We divide our writing into paragraphs. This makes it easier to read and understand.

1 Read.

A sentence is a group of words that makes sense. It tells a complete idea.
The path led behind the waterfall.

A long piece of writing is divided into paragraphs.
A paragraph is a group of sentences about the same subject.
Every new paragraph begins on a new line.

2 Look back at Susan's recount in the Pupil's Book.

How many paragraphs are there? _____

In paragraph 1 Susan told us where she was and who was with her when she went on the walk. These ideas belong together.

My dad used to live in Switzerland and he worked as a mountain guide. This summer Dad wanted to visit Switzerland again. In July I travelled to the mountains with Mum, Dad and my twin brother Fred. We stayed in a hotel in a little village and we had a great time.

3 Look at the rest of Susan's recount.

She wrote about different things in each paragraph:

the glacier the bridge the path up to the rocks the ravine

Find the things in the list above. Write them next to the correct paragraph.

Paragraph 2 _____ When you write, show a new paragraph by starting a new line. Write the first word 2 cm from the margin, like this.

Paragraph 3 _____

Paragraph 4 _____

Paragraph 5 _____

In paragraph 6 Susan wrote a short ending to her recount.

The last surprise of all was a ride down to the hotel on the little mountain train. We were exhausted but it was a brilliant walk.

Unit 2 Writing in paragraphs 17

Spelling

Remember. In some words the letters *ch* make a soft sound. In some words the letters *ch* make a hard sound like *k*. Read the sentences.

lunch We sat on the rocks to eat our lunch.

aching After an hour our legs were aching.

1 Write the words with soft *ch*.

mun bun lun cat ch munch _____

ch air op icken ip _____

2 Find the words with hard *ch*. Underline the words. Write them.

1 c v t h e a d a c h e r i t _____

2 b l a n c h o r i g w h e _____

3 k r e n a s c h o i r o n r _____

4 t u f a s t o m a c h t n _____

5 b u v s c h o o l d m e d _____

6 s u t o o t h a c h e i r s _____

3 Look at the pictures. Find the words in exercises 1 and 2. Write the words in the correct list.

soft *ch* words: _____

hard *ch* words: _____

16 Unit 2 Spelling: words with soft *ch* and hard *ch* sounding *k*

Lesson 6 Class composition; Writing preparation, Composition practice

Lesson aim Writing

Lesson targets Children:

- compose a personal recount with teacher support (session 1)
- think about and choose ideas for independent writing (session 2)
- write a personal recount of an event independently (session 2)

Key structure and language from the unit

Vocabulary from the unit

Materials PB p36; WB pp 18–19

Time division (session 1)

W-up	Discussion & notes	Writing	Editing, improving
------	--------------------	---------	--------------------

Time division (session 2)

W-up	Writing prep	Composition
------	--------------	-------------

Session 1 Warm-up

Say the poem from PB page 27.

Class composition

Read. Fred wrote about the holiday in the mountains, too.

When Susan, Fred, Mum and Dad were in Switzerland, they went to a lake. Afterwards, Fred drew pictures and wrote about their day. Look at his pictures and Dad's photo of the lake. Read Fred's captions.

We went to the lake by train.

We swam in the lake. It was freezing! We went across the lake by boat.

We all ate ice creams. I had chocolate and lemon. The train to our village was crowded.

2 Write Fred's recount of the day. Use the pictures and the captions to help you.

One day, we went to a very big lake. We went by

36 Unit 2 Class composition: a personal recount

Class composition (PB p36)

Activity 1

- Put up poster 2. Remind the class of Susan, her family and their holiday.
- The children look at page 36. Ask a volunteer to read out Mr Flash's speech bubble. Ask another to read the sentences.
- Give the class a moment to look at the pictures. Ask one or more children to read out the captions.
- Ask the class if they have ever been to a lake. Ask where it was and what it was like.
- Ask if anyone has been on a boat or a train like those Fred has drawn.
- Ask the class to look at each picture and suggest words

to help describe each one. Encourage them to think of adjectives and adverbs as well as the more obvious nouns. Note their ideas on the board.

Activity 2

- Explain the task and write the beginning of Fred's recount on the board.
- Ask a volunteer to read it aloud and complete the second sentence. Write the suggested sentence ending on the board.
- Ask for suggestions for one or two more sentences about the train and the view from the train. Remind them of the notes on the board.
- Continue in the same way with the photograph and the other pictures.
- When the writing is complete, ask the class whether any changes could be made to improve the recount. *Does it make sense? Is it interesting? Should there be more adjectives and adverbs? Are there any better verbs?*
- Make any changes that you and the class agree to. Let one or more volunteers read the complete recount to the class.

Example class composition

See page 53 for an example story drawn from responses to the suggested process and given prompts. The example is given as a guide only.

Session 2 Warm-up

- Find the word. Game 1. Play the game with Dictionary 5. (See Games, p215.)

Workbook: Writing preparation (WB p18)

Exercise 1

- Read the rubric and make sure that the class understands the task.
- Choose volunteers to read out the suggestions.
- Make sure the children understand that they could write about an event that is not included in any of the suggestions.
- When all the suggestions have been read out, ask the class what ideas they have.
- Let a few children tell the class what event they plan to write about.

Encourage a wide variety of ideas so that the children think of different events.

Note some or all of them on the board.

Exercise 2

Go through the task with the class.

Read out the subject for each paragraph. Point out to the class that the first paragraph introduces the event and that the next three paragraphs ask about events in the order that they happened.

The children should be able to complete this task working independently.

Encourage the children to make clear notes with some details in the boxes. Go around as they work and prompt them to note three or four ideas about the event in boxes 2 and 3.

Encourage the class to ask for new words that they may need. Write them on the board. Remind them to look in their Dictionaries and to use their word lists to help them find words they already know.

Workbook: Composition practice (WB p19)

Exercise 1

The children write their own recounts using their notes on WB page 18.

Go around as they write, helping and monitoring. Remind them about starting a new line for a new paragraph.

If necessary, they may continue on paper or in their copy books.

Exercise 2

The children write a title for their work. Explain that they may do this when the recount is finished if they wish.

Exercise 3

Remind the class of the importance of reading through their own work to look for mistakes.

Before the end of the lesson, ask two or three children to read out their first paragraph or two to the class.

They may complete and/or check the task for homework.

All the children should make a neat copy of their corrected work for their portfolios.

If you wish, choose two or three children to read their work to the class.

Assessment

In assessing the writing technique, look for writing which:

- recounts an event which the writer experienced
- is written in the first person
- is written in four paragraphs with events in the order that they happened.

The children's work will vary according to ability.

Some children will write basic sentences but still show understanding of the writing task.

Other children will complete the task using more interesting sentences with more detail and original ideas.

Writing preparation

1 Think about something you did with your family. Choose something that was exciting, fun or interesting. Choose something that you remember well.

Was it...



a day out at...

a swimming pool?

a play park?

a museum?

a castle?

a holiday...



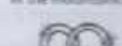
in the country?

in a city?

by the sea?

in the mountains?

Was it...



a party at home?

a party somewhere else?

a birthday?

a wedding?

Did it happen...

last week?

last year?

a long time ago?

Who was there?

brothers and sisters?

mum and dad?

cousins?

aunt and uncle?

Grandma and Grandpa?

anyone else?

2 Write your ideas in the boxes.

Write the event. Write the names of the people who were there.

Write what happened first. What did you do? How did you feel?

What happened after that? What did you do? How did you feel?

Write what happened last.

18

Unit 2 Ideas about a family event

Composition practice

1 Write a recount of what you did with your family.

Look at your ideas in exercise 2. Write one paragraph for each box.

Remember! For every new paragraph start a new line

2 Think of a title.

3 Read your work. Look for mistakes. Correct them.



Unit 2 A personal recount of a family event

Lesson 7 Listening

Lesson aim Listening

Lesson targets Children:

- understand the pictures and basic dialogue for a story
- listen to the narrative and complete dialogue for the story
- answer comprehension questions and discuss aspects of the story

Key structure and language from the unit

Vocabulary from previous units

Materials PB p37; CD A track 22

Time division

W-up	Pre-listen	Listening	Post-listen	Activities
------	------------	-----------	-------------	------------

Warm-up

Ask the class to tell you as much as they can remember about Part 1 of *The skyscraper money box*.

They may look back at Part 1 if they have forgotten.

Activity 2

Explain to the class they are now going to hear the whole story.

Tell them to look at each picture and follow the story.

Remind them of the sound that tells them when to move on to the next picture.

Play track 22. The children listen and look.

Activity 3

Ask questions to check understanding:

Who is Tim? a new boy at the school

What did Jamie's teacher ask him to do? look after Tim

Why couldn't Tim go home after school? His mother was at work and he lost his key.

How did Jamie feel about Tim? He felt sorry for him.

What did he invite Tim to do? to go to his house

What did they do at Jamie's house? watched TV, played computer games

What time did Tim go? six o'clock

What did Jamie think was wrong with his moneybox? It was too light.

What did Jamie realise when he opened the moneybox? It was empty.

Ask about events in the story:

Did Jamie look after Tim? How? He showed him round the school and he asked him to play football.

Were other boys friendly to Tim? No, they weren't.

What does Jamie think happened to his money? Someone took it.

Ask questions which require the children to think further about the story in order to answer. See the list on the next page.

Optional

The children use the play script and act out the story.

Suggested homework task

The children complete Check-up 2.

Listening

1 Look and read. 2 Look, listen and read. 3 Talk about the story.

The skyscraper moneybox – Part 2



Unit 2 Listening

37

Listening (PB p37)

Activity 1

Read the title of the story to the class. Explain the new words or ask the children to look in their Dictionaries.

Give the class a minute or two to look at the whole page.

Ask *Where does this part of the story happen? in school, in Jamie's home*

Listening audioscript: The skyscraper moneybox – Part 2

Do you remember? Uncle Bob came to Jamie's house and gave him £20 for his birthday. Jamie counted all the money in his skyscraper moneybox. With the £20 from Uncle Bob he had enough money to buy something he really wanted – an electric guitar!

1 *At school the next day there was a new boy in class.*

Miss J: Good morning, children. This is Tim. He's going to be in your class. Jamie, can you look after Tim today?

Jamie: Yes, of course, Miss Jackson. Hi, Tim!

2 *Tim looked nervous but he had a friendly smile. He wasn't wearing his school uniform. His trousers were a bit short, his shoes were old and there was a hole in his jumper. "Perhaps his family doesn't have much money," thought Jamie.*

3 *Jamie took Tim to all his lessons.*

Jamie: This is where we have Science.

Tim: Wow! Brilliant!

4 *At break time, Jamie took Tim into the playground.*

Jamie: Do you want to play football?

Tim: OK.

5 *The other boys weren't very friendly.*

Jamie: Sorry, Tim. They're very rude.

Tim: It's OK. It doesn't matter.

6 *After school Tim didn't go home.*

Jamie: Why aren't you going home, Tim?

Tim: My mum's at work and I've lost my key. I'll have to wait here and go home later. Mum'll be home at about six o'clock.

7 *Jamie felt sorry for Tim.*

Jamie: You can't stay here all alone. Do you want to come to my house?

Tim: Really? Thanks, Jamie. That'd be great.

8 *At Jamie's house they watched TV in the living room.*

Mum: Would you like a sandwich, Tim?

Tim: Oh! Thank you very much.

9 *They played computer games in Jamie's bedroom.*

Jamie: Be careful! Be careful!

Tim: Whoops! Oh no!

Jamie liked Tim. He was friendly and funny. They had a good time.

10 *At six o'clock it was time for Tim to go home.*

Tim: Thanks, Jamie. I had a good time.

Jamie: Me too. See you tomorrow.

Tim: Bye!

11 *Jamie went up to his bedroom. There was his skyscraper moneybox on the shelf. He reached up to get it. He wanted to count his money again. He picked the moneybox up – but something was wrong.*

Jamie: It's too light.

12 *He opened the box to shake out the money but the skyscraper moneybox was empty. His money was gone!*

Jamie: Oh no! Someone's stolen my money! ... And I think I know who the thief is ...

Inferential and deductive questions

Jamie's teacher asked him to look after Tim. What does that tell you about Jamie?

Jamie is kind and helpful.

Tim did not have a uniform and there was a hole in his jumper. Why do you think this is?

Tim's parents do not have much money.

Why do you think the other boys were not friendly to Tim? They did not like him because he was poor.

Who do you think Jamie believes took his money?

Children's own answers.

Who do you think took the money?

Children's own answers.

Revision 1

Revision 1; Listening skills round-up 1; Project 1

Aim Revision

Targets Children:

- listen to a story with key language and vocabulary from Units 1 and 2
- practise listening skills
- prepare for a story writing project

Materials PB p38–39, 130; CD A tracks 23–24

Work on the revision, project, portfolio and diploma sections may take one or more lessons. Projects can be completed at home.

Warm-up

Choose a poem, song or a game that the children have enjoyed. Alternatively, choose a new game from the list starting on page 214.

Play track 23. The children listen and follow in their books. All of the language should be familiar to the children. Check understanding of any words or phrases that might be less well known.

Ask questions about the story:

What were the children doing when they saw the black car? sitting by the river

Where did the car stop? in front of a building

What did the building use to be? a museum

What came across the bridge next? a fire engine

What was in the sky? a helicopter

Who was on the museum roof? a tall man

Where did the fire engine stop? at the museum

Was the man carrying something? maybe

While the firemen were climbing the ladder, what happened on the museum roof? The first two men ran onto the roof.

The tall man saw them.

What did the man from the helicopter have? a camera

What did the tall man do? ran to the edge of the roof and leaped

Who caught him? the firemen

What did the other men do? they clapped

Ask the children what they think was happening in this story. *Who were the men? What were they doing?* Let as many children as possible put forward ideas.

Tell them they will find out the answer later. (See Project 1.)

If you wish, play track 23 again and/or choose children to read out the story.

Listening skills round-up (PB p39)

Activity 1

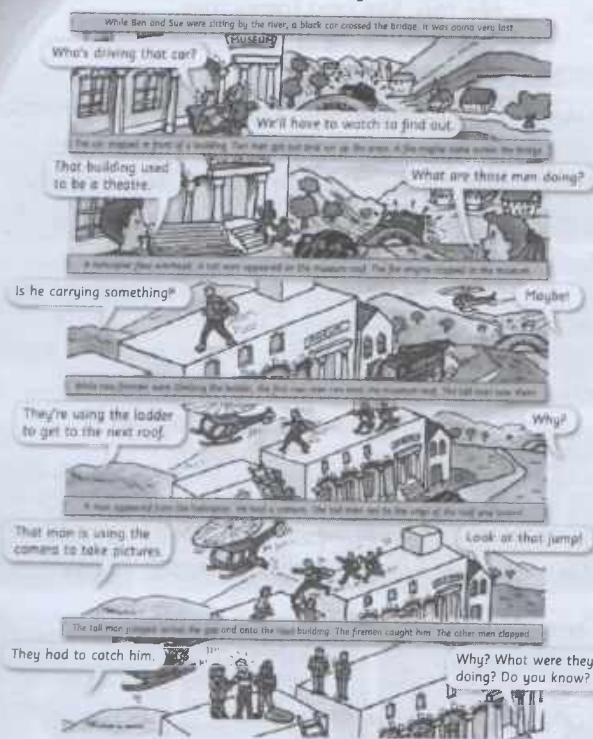
Give the children a few moments to look at the pictures. Ask if they know who any of the people are.

Ask different children to read out the sentences below. Give them a time limit to write the letters then check answers.

Answers: 1 C 2 A 3 D 4 F 5 B 6 E

Revision 1

1 Listen and read. 2 Talk about the story. 3 Act it.



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Revision 1

Revision 1 (PB p38)

Give the children time to look at the pictures.

Ask *What is the setting for this story? a building next to a bridge / river*

Who is in the story? a boy and a girl, some men, some firemen

What things do the men use in the story? a black car, a fire engine, a ladder, a helicopter, a camera

Listening

1 Talk about the pictures. Read and match. Write the letters in the boxes.



- A The men who arrived at the museum in a fast black car
- B The helicopter pilot
- C The two children, Ben and Sue
- D The tall man who was on the roof of the museum
- E The man with the camera
- F The firemen

2 Listen. Who is speaking? Write the letter.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___

3 Listen again. Listen for these words.



4 Choose one of the characters in the story. Imagine you are that character. Tell the story from your character's point of view.



When Ben and I were sitting by the river, we saw a car. It was going really fast over the bridge and ...

Now you can do the project on page 130

Listening for gist and detail

39

Activity 2

Tell the children to listen and think who is speaking. They should not write anything.

Play track 24. The children listen.

Play the track again. The children write letters.

Answers: 1 B 2 D 3 C 4 A 5 E 6 F

Activity 3

Play track 24. The children raise their hands when they hear the word. Elicit the sentence in which the word appeared.

Activity 4

The children say a few sentences as one of the characters. Other children guess who it is.

Project 1: What happened next? (PB p130)

Explain Project 1 to the children in the lesson. They may then complete Portfolio 1 and Diploma 1 in their Workbooks (see next page). Very able children may complete these tasks quite quickly and so can then begin Project 1 in class. Other children may need more time to complete the Portfolio and Diploma pages. All children may complete Project 1 for homework.

Activity 1

Explain that they may choose different words and phrases from the box and that there is more than one possible choice for each gap.

Audioscript, PB p39, Activities 2 and 3

Voice: Number 1.

Pilot: We're flying towards the museum now. I can see a tall man on the roof. Have you got your camera? Are you ready?

Voice: Number 2.

Man 1: OK. I'm on the roof. And there's the helicopter up there. And now ... oh dear ... now I have to jump. Can I do it? Well, I have to do it. Wish me luck! Here I go ...

Voice: Number 3.

Boy: Wow! Look at that car!

Girl: It's going really fast.

Boy: Who's driving it?

Girl: I don't know. We'll have to watch to find out.

Voice: Number 4.

Man 2: Is this the museum?

Man 3: Yes! Get out of the car!

Man 2: It used to be a theatre.

Man 3: Yes! Get out of the car!

Man 2: You don't have to shout.

Man 3: Get out of the car!

Voice: Number 5.

Man 4: Right ... We're above the museum and I can see the man on the roof. I've got to film him so down I go ... down I go ... Oops! I mustn't drop the camera. He's running ... he's jumping ... Wow! I've got some great pictures.

Voice: Number 6.

Fireman 1: We'll have to climb up onto the roof. Put the ladder against the building.

Fireman 2: I can see the man with the package. He's on the roof of the museum.

Fireman 1: Quick! He's going to jump! We've got to catch him!

Activity 2

The children use the questions to help them write. Tell the class how many sentences they should write.

Activity 3

Tell the children they may choose or make up the name of the most important actor.

If you wish, this project may be included in children's portfolio of written work.

Portfolio and Diploma 1: Units 1 and 2

Portfolio 1 (WB p129)

Portfolio 1: Units 1 and 2

Tick the boxes when you are confident about the task. You can tick in any order.

Grammar

☒ I can use the past continuous tense with the simple past tense. ☐
While the children were walking in the mountains, it started to rain.

☒ I can say what people used to do. ☐
Fred used to play with his toy train but now he plays computer games.

☒ I can explain that people did one thing to do something else. ☐
Fred and Susan held the ropes to keep steady.

☒ I can say what people have to and had to do. ☐
You have to be careful in the mountains.
Fred and Susan had to cross a very narrow bridge.

Reading and understanding

☒ I have read and understood:
the start of an adventure story *Escape from the fire* ☐
a recount of a mountain walk *Dad's favourite walk* ☐

Vocabulary

☒ I know all the key words in: Unit 1 ☐ Unit 2 ☐

Spelling

☒ I can read and spell:
words beginning with: whistle wheel whisper whale what when why which ☐
words with ch: lunch munch bunch catch chair chop chicken chip ☐
ache headache toothache anchor chair stomach school ☐

Portfolio 1 (Units 1 and 2)

When the children have completed all the work in Units 1 and 2, they turn to page 129 in their WB.

This page allows children to make their own assessment of what they have learned in Units 1 and 2.

Grammar

The children tick the boxes when they are confident of the tenses and structures.

Explain that this means all the work they have done, not just the sentences on this page.

Reading and understanding

The children should listen again and follow in their books.
Encourage them to read the texts aloud several times.
Remind them to check words they are unsure of.

Vocabulary

Tell the children to tick each box only when they are confident that they know the key words in each unit.

Spelling

The children tick the boxes when they can read and spell the words accurately.


Check through the completed Portfolio page with each child.
Tell children who are not entirely confident to revise the parts they are less certain of. They should use pages 1–4 of the Dictionary to help them learn and revise vocabulary.

It is preferable for all children to be reasonably confident of the work in Units 1 and 2 before moving on to Unit 3.



Diploma 1 (WB p130)

English World 5 Diploma 1: Units 1 and 2



1 Complete the sentences.

While Fred was doing his homework _____ 
Anna _____ play with dolls but now she plays chess.
Mum used eggs, flour and butter _____ a cake.
We _____ do homework every day.
Yesterday we _____ write a story.






2 Answer the questions.

Escape from the fire What was Grandpa's invention? _____ 
Dad's favourite walk Who didn't like high places? _____ 

3 Choose the correct word.

an inventor a maid a guide 
A person who shows the way is _____ 

4 Write the words.

Diploma 1 (Units 1 and 2)

When the children are confident with all the elements of the work on page 129, they may complete the Diploma page.

This contains a representative task from each field of work. This page is not a formal test. The children should complete it in their own time, working carefully and steadily.

The children receive a sticker for each task completed and one more when they have finished the page.

These pages may be taken out of the Workbook and kept in children's individual portfolios of work along with a few examples of their best work from Units 1 and 2.

Completed Diploma page

- the phone rang, used to, to make (to bake), have to, had to
- Escape from the fire*: a time-travel (mobile) phone
Dad's favourite walk: Mum (Susan's mum)
- a guide
- whale, wheel, chair, toothache

Answers to Check-ups 1, 2; Example writing Units 1, 2

Check-up 1 (WB p10–11)

(Alternative answers in brackets)

Exercise 1

- 2 While the boy was running, he fell down.
- 3 While the people (explorers) were walking in (through) the forest (rainforest, jungle), they heard (saw) a tiger.
- 4 While the girl was sleeping, her phone rang.

Exercise 2

1 were walking, began 2 was reading, heard 3 were playing, broke 4 was watching, knocked 5 was travelling, lost

Exercise 5 (example answer)

When Grandpa was a little boy he used to live in a small house by the sea. He loved swimming and he used to swim every day. One day while he was swimming, he saw a shark. He swam to the beach quickly. While he was running up the beach, a little girl shouted, "Look!" It was not a shark in the water. It was a dolphin.

Check-up 2 (WB pp20–21)

Exercise 1

1 Joe went to the music shop to buy CDs. 2 The children walked up the hill to visit the castle. 3 The farmer has got a cat to catch (the) mice. 4 Mum is buying that cloth to make a dress. 5 The men cut down the trees to build a house.

Exercise 2

1 had to 2 will have to 3 has to 4 have to 5 have to 6 have to

Exercise 5 (example answer)

Sam and Meg went to the supermarket. They went with Mum. They had to buy sandwiches and fruit. They walked to the park to have a picnic. They sat near the lake to look at the swans. While they were enjoying their picnic, it started to rain. They had to run (go) under a tree.

Example writing

This level of writing could be expected from a confident class. Classes may produce simpler sentences but still produce sensible, interesting work.

Encourage your class to produce ideas and sentences to the best of their ability. These examples should not be regarded as the 'correct' answer.

Unit 1 Class composition (example writing)

Grandad, Robert and Lucy looked around. There were lots of big buildings. Some people were walking through the courtyard. They were wearing long coats and trousers.

"Those soldiers look very fierce," whispered Robert.

The garden was quiet and there were birds and flowers in the trees. Two ladies were walking in the garden. They were wearing long dresses. They were carrying fans and umbrellas. The umbrellas were beautiful colours.

"Chinese ladies always used to carry umbrellas in the garden," Grandad said.

Near the garden they saw some men. There was a small fire. The men had lots of bottles and jars. One man was putting something into a bowl. The bowl was over the fire.

"These men are scientists," said Grandad, "and I think they are inventing ..."

Suddenly there was a loud explosion. The scientists jumped. Grandad, Lucy and Robert jumped too.

"... gunpowder!" exclaimed Grandad.

Just then, Robert saw the soldiers. "Look out!" he shouted. "The soldiers are coming!"

Unit 2 Class composition (example writing)

We went to the lake by train. The train was small but the windows were big. We could see the mountains all round.

The lake was enormous. There were lots of boats on it. There was a small beach at the side of the lake. We swam in the water. It was really cold! We went to a café for our lunch. I had a big fish. It came from the lake.

After lunch, we went on a boat. We went across the lake to a small village. It was very pretty. All the houses had steep roofs and there were flowers everywhere. Dad bought chocolate ice creams for everyone. They were delicious.

After that, we caught a train to our village. The train was crowded because lots of people were going home after work.

3 Tunnels and bridges

Lesson 1 Poster 3, Reading

Lesson aim Reading Lesson targets Children: • (poster) read about the features of explanation with a diagram • follow and read the text • understand the text and answer oral questions about it • practise reading the text Key structure present simple passive	Key language <i>I'm interested in sports. Ballet is fascinating.</i> Vocabulary machinery and bridge types Materials poster 3; PB pp40–41; CD A track 25; WB p22; Dictionary 5 Time division <table border="1"> <tr> <td>W-up</td> <td>Poster</td> <td>Reading</td> <td>WB</td> </tr> </table>	W-up	Poster	Reading	WB
W-up	Poster	Reading	WB		

Warm-up

Find the word. Game 4. The children look at page 3 of their Dictionaries and write down all the verbs. Ask how many they have found. Check them with the class. (See Games, p215.)

Poster 3

Tunnels and bridges

You are going to read an **explanation** of how tunnels are built by engineers. Engineers use these machines to help them.

Labels: digger, bulldozer, tunnel boring machine (TBM)

You are going to read an explanation of different kinds of bridge.

Labels: beam bridge, arch bridge, suspension bridge

The explanation begins with a **diagram**. Parts of the diagram have **labels**. The diagram has a **caption**. This explains in a few words what the diagram shows. The text below the diagram explains more about the bridge.

Beam bridge

Label: main, the weight of the bridge

Piers support the weight of the bridge

caption: The beam bridge is the simplest kind of bridge. A log or a plank across a stream is a short beam bridge. A long beam bridge is supported by piers at each end. This kind of bridge cannot cross a very wide river.

Text type and vocabulary

- Read the title to the class. Read the first sentence and check that the class understands **explanation: information that shows how something is done**.
- Read the next sentence and point out the different kinds of machines. Ask the children if they have seen any of these being used. Ask where. Use the Dictionary as necessary for children to understand what these machines do.
- Read out the next sentence. Point out and name the bridge types. Ask if they have seen or know any bridges that look like any of the pictures.

Text type features

- Read the sentences in the coloured section, pointing out the diagram, labels, caption and text for the beam bridge.
- Read all the text for the beam bridge. Make sure the class understands what each of these are: **diagram, label, caption**.

Reading (PB pp40–41)

- Give the class time to look at the photographs and the pictures.
Ask Are there any tunnels or bridges where you live? What are they like? Are they busy? Is there much traffic?
- Play track 25. The children listen and follow in their books.
- Use the Dictionary to help explain unfamiliar or new words.
- Ask questions about each part of the information (see below).
- Ask different children to read parts of the text.
- Play track 25 a final time.

Reading text questions

How do tunnels help travellers? They make journeys quicker.

What is special about a tube shape? It is very strong.

What shape is a tunnel? It is a tube.

Look at method 1. Which machine lowers the tubes? a crane

Look at method 2. What are the walls made of? concrete

When do the engineers use a Tunnel Boring Machine? When the tunnel is deep down.

What length can a Tunnel Boring Machine cut and clear in one day? 25–30 metres

How does the TBM move forwards? strong, thick rods push it forwards

Which two countries are joined by the Channel Tunnel? France and England

Is the Channel Tunnel a road tunnel? No, it is a railway tunnel.

What is the simplest kind of bridge? a beam bridge

What kind of river can a beam bridge cross? a river that is not very wide / that is narrow

Where is the Bridge of 33 arches? in Iran

How many levels does the bridge have? two

Which type of bridge can be the longest? suspension bridge

What can a suspension bridge cross? wide rivers and sea channels

3 Tunnels and bridges

Reading 1

Building for travel

Tunnels

People cross mountains by car or train and they cross water by boat but these journeys take time. Tunnels can go under mountains and under water. They make journeys much quicker.

A tunnel is an enormous tube and a tube is a very strong shape. When engineers build a tunnel, they make a tube shape in the ground. If the tunnel is not deep the work is easier. Engineers use two cut and cover methods.



The longest road tunnel in the world is in Norway. It is 24.5 km long.

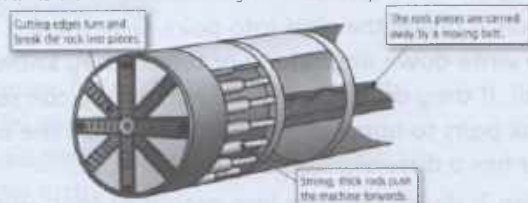
Method 1



Method 2



If the tunnel is deep the engineers must use another method. They use an enormous machine to bore into the earth and rock. It is called a Tunnel Boring Machine (TBM). It cuts rock and clears it away at the same time. It can cut and clear a 25-30 metre length of tunnel each day.



The Channel Tunnel joins England and France. It is a railway tunnel and it goes under the sea. Engineers used four TBMs at the same time to cut the tunnel.

40 Unit 3 Reading: information with explanation and labelled diagrams with captions

Bridges

People have built bridges across rivers for thousands of years. There are many different kinds of bridge.

Beam bridge



Piers support the weight of the bridge.

The beam bridge is the simplest kind of bridge. A log or a plank across a stream is a short beam bridge. A long beam bridge is supported by piers at each end. This kind of bridge cannot cross a very wide river.

Arch bridge



The shape of the arch helps to support a longer, heavier bridge.

An arch can support a lot of weight so it can hold up a longer bridge. Some bridges are made of more than one arch. Bridges made by people long ago often had many arches.

The Bridge of 33 Arches in Iran is four hundred years old. This fascinating bridge has arches on two levels. In summer, it is full of visitors and delighted children paddle in the shallow water underneath.

Suspension bridge



Strong cables can support a very long bridge.

This kind of bridge can be even longer. The bridge is supported by strong cables. The cables are supported by tall towers. Suspension bridges are designed by engineers to cross wide rivers and sea channels.

Unit 3 Reading: information with explanation and labelled diagrams with captions

Workbook: Study skills (WB p22)

Make sure the children understand the tasks.

Exercise 1

The children read the information about nouns and identify nouns in the sentences.

They find nouns in their Dictionaries.

Exercise 2

Remind the children to try to match correctly before they check their answers in the Dictionary.

Workbook answers

Exercise 1

1 cat, window 2 Lucy, father, London, train 3 John, brother, football, birthday

Exercise 2

1 B 2 C 3 E 4 F 5 A 6 D

3 Study skills

1 Read about nouns.

A noun is the name of a person, an animal, a thing or a place.

The engineers built a bridge across the river.

John rode a horse from Mexico to Canada.

Now underline the nouns in these sentences.

- 1 A black and white cat jumped through the open window.
- 2 Lucy and her father went to London by train.
- 3 John gave his brother a new football for his birthday.

In your Dictionary the abbreviation for a noun is n.

Look in your Dictionary and find nouns beginning with these letters. Write the words.

- 1 t _____
- 2 c _____
- 3 d _____
- 4 p _____

2 Match the words with their definitions. Write the letters.

- 1 bulldozer _____
- 2 crane _____
- 3 tunnel _____
- 4 lower _____
- 5 concrete _____
- 6 shallow _____

- A strong material which is used for building
- B a big machine which can move earth
- C a machine which can lift heavy things
- D not deep
- E a long tube which goes through hills or under rivers
- F to make something go down

Now check your answers in your Dictionary.

How many did you get right?

22 Unit 3 Dictionary skills

Lesson 2 Reading comprehension and vocabulary

Lesson aim Reading comprehension; vocabulary

Lesson targets Children:

- re-read *Building for travel*
- answer true/false and personal response comprehension questions
- practise vocabulary

Key structure and language from Lesson 1

Vocabulary from Lesson 1

Materials PB p42; WB p23

Time division

W-up	Read again	Comp & vocab	WB
------	------------	--------------	----

Warm-up

Play the *Memory game*. (See Games, p214.)

Answers: 1 true 2 false 3 false 4 false
5 false 6 true 7 false 8 true

Activity 2

These questions require the children to use their experience and judgement to give personal responses.

Question 1: divide the class into pairs. Give them a minute or two to write down any bridge or tunnel they know of, large or small. If they do not know the name they can say where it is. Ask pairs to name them and list them on the board until no pair has a different name to put forward.

Question 2: divide the class into groups of four. Give them a few minutes to discuss the question. Ask each group to write down how many of them prefer option a and how many prefer option b. Ask groups to give their results and the reasons for their choices.

Question 3: the children discuss the question in the same groups. After a few minutes, take a class vote to find out the preference. Ask groups and/or individuals to give their reasons.

Answers: Encourage children with opposite views to give the reasons for their answers so that all sides of the questions are discussed and different opinions are heard.

Activity 3

The children match the words to the different elements of the diagram.

Answers: 1 diagram 2 labels 3 caption

Reading comprehension and vocabulary

1 Read and write true or false.

- 1 The longest road tunnel in the world is in Norway. _____
- 2 If the tunnel is not deep the work is more difficult. _____
- 3 The tunnel boring machine cuts 25-30 metres of rock each hour. _____
- 4 The Channel Tunnel joins England and Paris. _____
- 5 A long beam bridge is supported by a pier in the middle. _____
- 6 An arch bridge can hold up a longer bridge than a beam bridge. _____
- 7 Suspension bridges are designed by engine drivers. _____
- 8 A suspension bridge can cross wide rivers and sea channels. _____

2 Talk about the answers to these questions.

- 1 What bridges and tunnels do you know? Make a list.
Which is your favourite bridge? Why?
- 2 Which journey do you think is better:
a a four hour car journey through the mountains?
b a one hour car journey through a tunnel?
Why?
- 3 Which do you like better:
a the old Bridge of 33 Arches? b the modern suspension bridge?
Why?



3 Write the words on the correct lines.

labels caption diagram



42

Unit 3 Reading comprehension and vocabulary: true/false; personal response; diagram vocabulary

Reading comprehension and vocabulary (PB p42)

Read again

Re-read *Building for travel* to the class or ask different children to read aloud. Alternatively, play track 25 while the children listen and follow in their books.

Activity 1

Ask a volunteer to read each sentence. Elicit answers. Check with the class that everyone agrees. The children should look back at the text if they are not sure or if there is disagreement.

Workbook: Reading comprehension and vocabulary (WB p23)

Exercises 1 and 2

Point out exercise 1 and remind the class that they must re-read the text before they try to answer exercise 2. Tell the children to look carefully at both diagrams in exercise 2 before they start to label the first one.

Exercise 3

Remind the class to read all the captions before choosing and writing.

Exercise 4

Remind the children to use their Dictionaries to check meanings if necessary.

Workbook answers

Exercise 2

Top diagram: (left side) bulldozer, tunnel; (right side) crane, trench, digger
Bottom diagram: (left side) plank, stream; (right side) arch

Exercise 3

- 1 Engineers use different machines to build tunnels.
- 2 An arch bridge can cross a wider river than a beam bridge.

Exercise 4

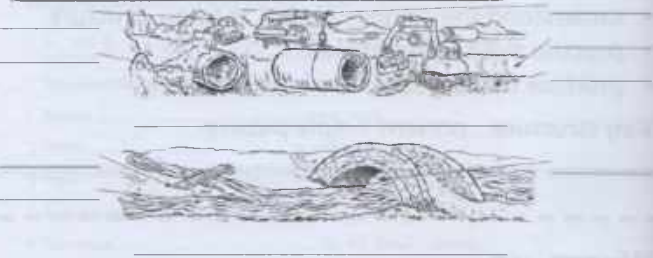
- 1 concrete 2 paddle 3 fascinating 4 shallow
- 5 forwards 6 covers

Reading comprehension and vocabulary

1 Read Building for travel again.

2 Use the words to label the diagrams.

digger plank tunnel stream bulldozer trench crane arch



3 Read the captions. Choose the best one for each diagram.

- Tunnels make journeys quicker.
- A suspension bridge can cross a wide channel or river.
- Tunnel Boring Machines can cut deep tunnels.
- Engineers use different machines to build tunnels.
- An arch bridge can cross a wider river than a beam bridge.
- A plank across a river is a simple beam bridge.

4 Choose the correct word to complete each gap.

forwards paddle shallow concrete covers fascinating

- 1 Modern buildings are often made of _____.
- 2 Fred likes to _____ in the sea.
- 3 "This butterfly is _____" said Fred. "Look at the pattern on its wings."
- 4 The water at the edge of the lake is _____.
- 5 The driver started the engine and the car moved _____.
- 6 In winter, snow _____ the mountains.

Lesson 3 Grammar

Lesson aim Grammar

Lesson targets Children:

- understand the composition of the key structure
- practise the key structure
- produce the key structure independently

Key structure present simple passive

Vocabulary from Lesson 1

Materials PB p43; WB p24; GPB p14

Time division

W-up	Presentation / practice	WB
------	-------------------------	----

Warm-up

Adverb game. The children do actions in the manner of the adverb they are given. Other children guess the adverb. (See Games, p214.)

Activity 2

Give the children time to read each sentence beginning and the endings.

Ask a volunteer to read the first sentence beginning and to suggest the ending.

Check the answer with the class.

If you wish, write the complete sentence on the board. Ask a volunteer to underline the present simple passive structure.

Continue with the other sentences.

Answers: 1 C 2 F 3 D 4 A 5 B 6 E

Activity 3

Ask a pair to read the example question and answer in the speech bubbles.

Ask a volunteer to say the first complete sentence and another to give the answer. If the class needs support, ask all the children to repeat the question and answer.

If you wish, go through all the sentences in the same way before the children practise again in pairs.

If your class is confident, let them work in pairs when the first question and answer have been done as examples.

Ask different pairs to ask and answer the questions while the class listens.

Answers

- 1 Where are bridges built? Bridges are built across rivers.
- 2 Who are bridges designed by? Bridges are designed by engineers.
- 3 What is a crane used for? A crane is used for lifting things.
- 4 Who are planes flown by? Planes are flown by pilots.
- 5 Who is food grown by? Food is grown by farmers.
- 6 Where is bread made? Bread is made in a bakery.

Grammar

1 Look and read.



It's grammar time again!



This bridge is made of stone.
Small bridges are built across streams.
Large bridges are designed by engineers.

2 Finish the sentences. Write the letters.

- 1 This is how a tunnel ...
 - 2 First a trench is dug ...
 - 3 Next huge tubes are lowered ...
 - 4 Finally the tubes are covered with earth ...
 - 5 Sometimes deep tunnels are built ...
 - 6 Enormous machines are used ...
- A ... by bulldozers.
B ... through mountains.
C ... is built.
D ... into the trench by cranes.
E ... to cut into the earth and rock.
F ... by diggers.

1 2 3 4 5 6

3 Ask and answer. The words in the box can help you.

Where are tunnels built?

Tunnels are built through mountains.

- 1 Where – bridges – built?
- 2 Who – bridges – designed by?
- 3 What – a crane – used for?
- 4 Who – planes – flown by?
- 5 Who – food – grown by?
- 6 Where – bread – made?

in a bakery
by pilots
for lifting things
across rivers
by farmers
by engineers

Unit 3 Grammar: present simple passive

43

Grammar (PB p43)

Activity 1

Ask *What is in the photo?* **a bridge.** Read or ask volunteers to read out the three sentences. Write them on the board. Underline or use coloured pens for the key structure in each sentence.

Point out that the structure is made up of the present tense of *to be* + the past participle.

Workbook: Grammar (WB p24)

Exercise 1

Make sure the children understand the tasks.
If necessary, remind them of the present simple passive structure.
The children should be able to complete these sentences independently.

Exercise 2

The children write complete sentences using the passive structure. Remind them that the person/people or thing/s that has/have the action done to it/them come/s first. The person/people or thing/s that do/does the action come/s last.
Point out the example and do the next one together.
If the children are finding this hard, go through the exercise orally before they complete the exercise in class time or for homework.

Workbook answers

Exercise 1

1 is made 2 are built 3 is used 4 are found
5 are grown 6 are picked

Exercise 2

2 Food is grown by farmers. 3 Bread is made by bakers.
4 Children are taught by teachers. 5 Planes are flown by pilots. 6 This cart is pulled by a horse. 7 The corn is eaten by mice.

Grammar Practice Book (GPB p14)

When the children have completed the PB and WB Grammar pages, they may complete GPB page 14.

Grammar Practice Book answers

Activity 1

2 is cleaned by Mrs Black. 3 are opened by Mr Brown.
4 is taught by Miss Green. 5 are sold by Tom. 6 are mended by Mr Brown.

Activity 2

2 Who is the school cleaned by? Mrs Black. 3 Who are the chairs mended by? Mr Brown. 4 What is taught by Miss Green? English. 5 Who are sandwiches sold by? Tom 6 What are painted by Mr Brown? The gates and windows

Grammar

Yippeee! It's time for grammar!

1 Complete the sentences with a word from each box.

is are

grown found built picked made used

1 This suspension bridge _____ of metal.

2 Bridges _____ across rivers.

3 Wood _____ to make some bridges.

4 Tigers _____ in India.

5 Fruit and vegetables _____ on this farm.

6 The apples _____ by the farmer's children.

2 Answer the questions. Use the words in the box.

teachers a horse bakers mice farmers pilots engineers


1 Who are bridges designed by? Bridges are designed by engineers.


2 Who is food grown by? _____

3 Who is bread made by? _____

4 Who are children taught by? _____

5 Who are planes flown by? _____

6 What is this cart pulled by? 

7 What is the corn eaten by? 

24 Unit 3 Present simple passive: by + agent

Lesson 4 Grammar in conversation

Lesson aim Grammar in conversation

Lesson targets Children:

- listen to a conversation
- think of their own ideas for a similar conversation
- hold a short conversation in pairs

Key language adjectives ending *-ing* and *-ed*: *I don't get bored by it. They're fascinating.*

Key vocabulary hobbies and activities

Materials PB p44; CD A track 26; WB p25; GPB p15

Time division

W-up	Dialogue	Indiv prep	Pair/class speaking	WB
------	----------	------------	---------------------	----

Warm-up

Team sentences. Divide the class into two or more teams. Give a team a word. They must make up a sentence using the word. (See Games, p214.)

Grammar in conversation (PB p44)

Activity 1

Point out the boy and girl. Ask the class if they know what the boy is thinking about: **stamps**. How many? *lots*. Explain that the boy collects stamps. Explain *stamp collecting* and *hobby*, if necessary.

Play track 26. The children listen and follow.

Activity 2

Ask different children to be the children in the photos.

Read the questions and let the children read the answers in the speech bubbles.

Give the class a few minutes to write down all the hobbies and activities they like and do and the things they don't like.

Activity 3

Ask a pair to read out the speech bubbles. Ask another to read the useful phrases.

Tell the children to use their notes to answer the questions in activity 2.

The children work in small groups or pairs, taking turns to ask each other about hobbies and activities.

Go around, listening as they speak. Encourage the children to talk to each other without reading sentences from their books.

Give the children several minutes to speak together.

Ask one or two groups or pairs to talk while the rest of the class listens.

Optional

Ask one or two volunteers to read out the useful phrases.

Play track 26 again. The children listen and raise their hands when they hear one of the phrases.

Grammar in conversation

1 Listen and read.

Molly: What are your hobbies, Sam?
 Sam: Well, I'm very interested in collecting stamps.
 Molly: Really? Isn't that rather boring?
 Sam: I don't get bored by it.
 Molly: I don't find stamps very interesting, I'm afraid.
 Sam: Nonsense! Take a look at these.
 They're fascinating.
 Molly: Hmm ... You may be fascinated by them, Sam. I prefer a more exciting hobby.
 Sam: Such as?
 Molly: Pop music!
 Sam: Oh! How boring!

2 Think, write and say.

What are your hobbies?
 I'm interested in sports.
 Ballet is fascinating.

What activities don't you like?
 I think computer games are very boring.
 I don't find football very interesting, I'm afraid.

3 Let's talk!

What are your hobbies?
 I'm very interested in reading.

Useful phrases
 Well ...
 Really?
 ... I'm afraid.
 Nonsense!
 I prefer ...

44 Unit 3 Grammar in conversation: adjectives ending in *ing* and *ed*

Workbook: Grammar in conversation (WB p25)

Make sure the children understand the tasks.

Exercise 1

The children choose the correct adjective to complete the sentences. If you wish, go through the exercise orally before they write.

Exercise 2

The children complete the dialogue. If possible, let one or two pairs read the completed dialogue to the class at a suitable time.

Workbook answers

Exercise 1

- 1 interested 2 boring 3 exciting 4 fascinated
 5 interesting 6 excited 7 bored 8 fascinating

Exercise 2

hobbies, interested, Really, boring, Nonsense, exciting, prefer, find, I'm afraid

Grammar Practice Book (GPB p15)

When the children have completed the PB and WB Grammar in conversation pages, they may complete GPB page 15.

Grammar Practice Book answers

Activity 1

- Across: 1 excited 5 interesting 6 fascinated 7 bored
 Down: 1 exciting 2 interested 3 fascinating 4 boring

Activity 2 (example answers)

- 1 I am interested in football. 2 I think animals are interesting. 3 I was bored because my friends were on holiday. 4 I think films are boring. 5 I think football matches are exciting. 6 I was excited because it was my birthday.

Grammar in conversation

1 Complete the sentences with the correct word in brackets.

- 1 Joe is very _____ in computers. (interested / interesting)
 2 Molly thinks that stamp collecting is _____. (bored / boring)
 3 My first trip in a plane was really _____. (exciting / excited)
 4 Harry is _____ by helicopters. (fascinated / fascinating)
 5 Our visit to the museum was very _____. (interested / interesting)
 6 When the boys saw the sea, they were very _____ (excited / exciting)
 7 I've got nothing to do. I'm _____. (bored / boring)
 8 Whales and dolphins are _____ animals. (fascinated / fascinating)

2 Complete the conversation. Use the words and phrases in the box.



- Julie: What are your _____, Pete?
 Pete: Well, I'm very _____ in football.
 Julie: _____? I think football is _____.
 Pete: _____! It's a very _____ game.
 Julie: I _____ ballet.
 Pete: I don't _____ dancing very interesting.

- boring
 interested
 prefer
 Nonsense
 exciting
 Really
 find
 hobbies
 I'm afraid

Lesson 5 Spelling, Use of English

Lesson aim Spelling; song; Use of English

Lesson targets Children:

- listen to pronunciation of words with the suffix *-ful*
- practise spelling and writing words
- understand and sing a short song

Key language a bridge and building materials

Target words *wonderful, careful, watchful, playful, useful, helpful*

Materials PB p45; CD A tracks 27–30; WB pp26–27; GPB p18

Time division

W-up	Spelling	Song	Use of English	WB
------	----------	------	----------------	----

Warm-up

What's the word? Write words from Units 1 and 2 with the vowels missing, e.g. wh_r_, wh_t, wh_n, ch_p, _ch_, _nch_r

The children write the complete word. (See Games, p215.)

Spelling

We can add *ful* to the end of some words to make adjectives. When we add *ful* to a word, we drop the final *l*.

care + full ⇒ careful
Be careful when you cross the road.

1 Add *ful* to these words. Write the words. Read the words.

wonder _____ care _____ watch _____ play _____ use _____ help _____

2 Listen and say the words.

Be careful when you spell this word.

beauty + full ⇒ beautiful
If the noun ends with consonant + *y*, we change the *y* to *i* then add *ful*.

2 Complete the sentences with words from Activity 1.

- 1 An object that you use often is _____
- 2 A person, place or thing that has beauty is _____
- 3 A person or animal that enjoys fun and games is _____
- 4 A person, place or object that you think is really good is _____
- 5 A person or animal that watches carefully is _____
- 6 A person who helps a lot is _____
- 7 A person who takes care in doing things is _____

3 Listen and sing.

London Bridge is falling down,
Falling down, falling down.
London Bridge is falling down,
My fair lady.
Build it up with wood and clay...
Wood and clay will wash away...
Build it up with stones so strong
Stones so strong, stones so strong.
It will last for ages long,
My fair lady.

Unit 3 Spelling: suffix *ful* 45

Play track 28. The children listen and repeat.

Ask individuals or the whole class to read words aloud.

Point out the spelling rule for *beautiful*.

Activity 2

Give the class a minute or two to read all the clues.

Ask a volunteer to read and complete the first statement. The other children listen and check.

Continue with the other sentences.

Answers: 1 useful 2 beautiful 3 playful
4 wonderful 5 watchful 6 helpful 7 careful

Activity 3

Tell the class to look at the picture. Ask *Do you recognise the bridge? It is the old London Bridge.*

Play track 29. The children listen and follow.

Read through the words with the class. Explain how the second and third verses repeat the final phrases in the third and fourth lines. Write these verses on the board if you wish. Explain any unfamiliar language.

Play track 29 again. The children join in.

Play track 30. The children sing along with the music by themselves.

They may learn this song if you wish.

To complete classroom Lesson 5, move on to Use of English, WB p27.

Workbook: Use of English (WB p27)

Read Miss Sparkle's speech bubble to the class. Read about making adjectives into adverbs. Point out the example word in the box and how it changes to an adverb. Ask a volunteer to read the example sentence. Write it on the board.

Spelling (PB p45)

Spelling box

Point out Miss Smart's speech bubble. Tell the class to listen and follow in their books. Play track 27. The children listen. Read the example word. The class repeats. Ask a volunteer to read the example sentence.

Activity 1

The children add the suffix *-ful* to each verb. They write the complete words.

Exercise 1

Ask a volunteer to say and spell the first word. Check that the class agrees. The children write in their books. Write the word on the board. The children check their spelling. Continue with the other words.

Exercise 2

Help the class to write the rule: *change y to i and add ly.*

Elicit the adverb *angrily*. The children write. Write it on the board. The children check.

Give the children a minute or so to write their own example sentence using the word. Ask several children to read out their sentences.

Elicit the adverbs *steadily, happily, scarily*. The children write. Write them on the board. The children check.

Exercise 3

The children underline. Check answers together by asking different children to say the verb and adverb for each sentence. Write the phrases on the board.

Answers: 1 ran powerfully 2 stood watchfully
3 walked steadily 4 held tightly

Exercise 4

Encourage the children to write something interesting using their own ideas.

Workbook: Spelling (WB p26)

Make sure the children understand the tasks. Most of this page should be done by the children working alone. If necessary, read, or ask a child to read, the reminder in Superboots' speech bubble. Ask a volunteer to read the word and the sentence in the box.

Exercise 1

The children write the complete words. If you wish, do the first one with the class. Remind them that there is only one 'l' at the end.

Exercise 2

Make sure the children realise that all the words they need are in exercise 1.

Remind them to check their spellings carefully before they decide the task is completed.

Answers: 1 playful 2 powerful 3 helpful 4 useful
5 careful 6 wonderful 7 watchful 8 beautiful

Grammar Practice Book (GPB p16)

When the children have completed the PB and WB Use of English and Spelling pages, they may complete GPB page 16.

Grammar Practice Book answers

Activity 1

2 beautifully 3 slowly 4 steadily 5 watchfully
6 happily

Activity 2

1 happily 2 quickly 3 beautifully
4 steadily / slowly 5 watchfully

Use of English



Remember! Adverbs tell you more about a verb. The adverbs on this page tell you **how** the action was done.

We can make adjectives ending *-ful* into adverbs. We add *-ly*.

careful + ly → carefully
Fred wrote his story carefully.



1 Make these adjectives into adverbs.

beautiful _____ helpful _____
powerful _____ playful _____
useful _____ careful _____

2 Write the spelling rule. Write the example. Write a sentence using the adverb.

For adverbs ending with consonant + y, we change _____ to _____ and add _____
angry _____

Now make these adjectives into adverbs.

steady _____ happy _____ scary _____

3 Read the sentences. Underline the verb and the adverb.

- The mountain guide ran up the hill powerfully.
- At the top, he stood watchfully.
- Then he walked steadily along the path.
- He held the rope tightly.



4 Choose three adverbs. Write three sentences of your own. Use an adverb in each one. You may use adverbs on this page or any others.

Unit 3 Adverbs of manner

Spelling



Remember! When we add *full* to a word, we drop the final *l*.

care + full → careful
Be careful when you cross the road.



1 Use the words below + full. Write -ful words in a list on the right.

help	watch	_____
	use	_____
wonder		_____
	play	_____
power		_____
	care	_____
beauty		_____

2 Use words from exercise 1 to complete the sentences.



- Our dog jumps and catches a ball. He is very _____.
- The Incas of South America were very _____ people.
- Amy does lots of things for Grandma. She is a very _____ girl.
- This dictionary is very _____ and I have found lots of new words in it.
- You must be _____ in the desert because you might get lost.
- Susan and Fred had a _____ holiday in the mountains.
- Falcons are hunting birds with _____ eyes.
- Some people think the albatross is the most _____ bird in the world.

Lesson 6 Class composition; Writing preparation, Composition practice

Lesson aim Writing

Lesson targets Children:

- write an explanation with teacher support (session 1)
- discuss information before independent writing (session 2)
- write information and an explanation independently (session 2)

Key structure and language from the unit

Vocabulary from the unit

Materials PB p46; WB pp28-29

Time division (session 1)

W-up	Discussion & notes	Writing	Editing, improving
------	--------------------	---------	--------------------

Time division (session 2)

W-up	Writing prep	Composition
------	--------------	-------------

Session 1 Warm-up

Sing the song from PB page 45.

Class composition

What facts can you find about the Channel Tunnel?
How does it work?



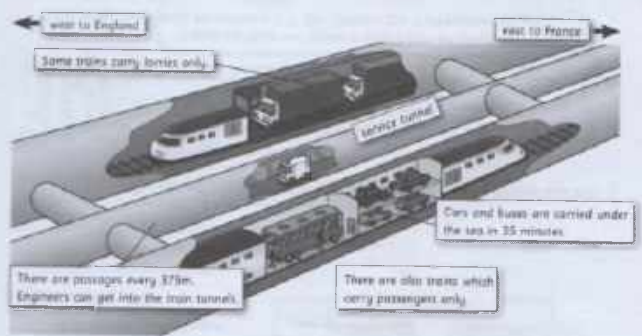
1 Look at the photographs and the diagram. Read the labels and captions.



London to Paris travel time by train: 2½ hours.



The Channel Tunnel joins England and France. Total length: 50.450 km; under the sea: 38 km.



There are three tunnels under the English Channel.

2 Write two paragraphs about the Channel Tunnel.

Paragraph 1: Write information about the tunnel.
Paragraph 2: Explain how the tunnel works.

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Unit 3 Class composition: explanation with a diagram

does it take for the train to pass through the tunnel? How many tunnels are there under the English Channel? etc.

Activity 2

Explain the task to the class. Make sure they understand that the writing is going to be in two paragraphs. The first has general information about the tunnel. The second explains in detail how transport through the tunnel works.

Use the first two pictures and the captions to prompt the class to compose sentences giving general information about the tunnel in any order. When they have suggested four to six sentences, write them on the board, asking the class to decide on the order of information.

Use the diagram to help the class compose sentences to explain how the tunnel works.

They should be able to use the labels to suggest most of the paragraph. When all the key information for the paragraph has been given, write the explanation on the board asking the class for the order of sentences.

When the writing is complete, ask volunteers to read each paragraph. Ask the class whether any changes could be made to improve them. *Is the information clear? Is the explanation easy to understand? Are sentences in the best order? Do any sentences need to be changed?*

Make any changes that you and the class agree to. Ask one or more volunteers to read the paragraphs to the class a final time.

Example class composition

See page 85 for writing drawn from the suggested questions and given prompts. This example is given as a guide only. Compositions may vary.

Class composition (PB p46)

Activity 1

Give the children a moment or two to look at the page.

Ask a volunteer to read Miss Smart's speech bubble. Remind the class that they read about how the Channel Tunnel was built on page 40.

Ask volunteers to read out the captions and labels for all the pictures. Ask a few questions to check the class has been following and has understood the information, e.g. *How long does it take to travel between London and Paris? How long*

Session 2 Warm-up

Word races. Game 4. Give teams 30 seconds to write down 10 adverbs. (See Games, p215.)

Workbook: Writing preparation (WB p28)

Exercise 1

Remind the children of the photograph on PB page 40.
Ask one or two volunteers to read the captions to the pictures in the WB.
If your class needs support, ask volunteers to read the labels for each picture. Check that the class has understood all the information.
Ask a few simple questions to check if you wish.

Exercise 2

In pairs, the children make up sentences about the tunnel.
Explain that they should begin with the first picture and work their way down the page.
If you wish, make up sentences about the first two pictures with the class working all together, then let them continue on their own.
Go around, listening and helping as they work. They should be able to make clear sentences using the information in the labels.
If you wish, let children work on their own for a few minutes, then go through the activity orally with the whole class, asking volunteers for sentences.
It should not be necessary to write anything on the board.

Workbook: Composition practice (WB p29)

Go through the task with the class.
Make sure they understand that all the information they need to label the diagram is in the text on WB page 28.
Remind them that they should write two paragraphs. The first has general information about the tunnel. The second paragraph explains how the tunnel works in more detail.
If your class needs support, give them a few minutes to label the diagram then check answers together before the children write about the tunnel.
Go around helping and monitoring as they work. Remind them to refer back to page 28 to check information, vocabulary and spelling.
Remind them to re-read their work when they have finished to look for mistakes and correct them.
They may complete and/or check their writing for homework.
The children should make neat copies of their writing for their portfolios.
Encourage them to look for other pictures of the Laerdahl tunnel on the internet and to use one or two to illustrate the final corrected piece of writing.

Assessment

- In assessing the task, look for writing which:
- uses two paragraphs
 - has general information first and explanation second
 - uses clear sentences in a logical order.

Writing preparation

1 Look at the pictures. Read all the information.

The Laerdal tunnel

2 Work with a partner. Make up sentences about the tunnel.

28 Unit 3 Reading information in a map, captions and pictures

Composition practice

1 Label the diagram. Use the words in the box.

cave safety lines white lights in tunnel
blue and yellow lights in cave to Aurland to Laerdal

2 Write about the Laerdal tunnel.

Paragraph 1: Introduce the tunnel. Use pictures 1 and 2 on page 28 to help you.

Paragraph 2: Explain how the tunnel works. Use pictures 3 and 4 to help you.

3 Read your work. Look for mistakes. Correct them.

Unit 3 Writing an informative and explanatory text

Lesson 7 Listening

Lesson aim Listening

Lesson targets Children:

- understand the pictures and basic dialogue for a story
- listen to the narrative and complete dialogue for the story
- answer comprehension questions and discuss aspects of the story

Key structure and language from the unit

Vocabulary words from this and previous units

Materials PB p47; CD A track 31

Time division

W-up	Pre-listen	Listening	Post-listen	Activities
------	------------	-----------	-------------	------------

Warm-up

Ask the class to tell you what happened in the second part of the story. They may check back to PB page 37 if necessary.

Activity 2

Explain to the class they are now going to hear the whole story.

Tell them to look at each picture and follow the story. Remind them that the sound they hear tells them when to move on to the next picture.

Play track 31. The children listen and look.

Activity 3

Ask questions to check understanding:

- What was Jamie angry and worried about? *his missing money*
- Who does he think took his money? *Tim*
- What did Tim want to do after school? *go to Jamie's house*
- Did Jamie agree? *No, he didn't.*
- Where did Jamie go on Sunday? *to the mall*
- What did Paul want to buy? *a CD*
- What did Jamie think? *He thought Paul had no money.*
- What fell out of Paul's pocket? *Jamie's £20 note*
- Who was angry with Paul? *Mum (and Jamie)*
- What did Jamie invite Tim to do the next day? *go to his house after school*

Ask about the story:

- Why was Jamie unfriendly to Tim in school? *because he thought Tim had taken his money*
 - How did Jamie know that the £20 note was his? *It said 'Happy birthday, Jamie! With love from Uncle Bob'.*
- Ask additional questions which require the children to think about their answers and to give personal opinion (see next page).

Optional

The children use the play script and act out the story.

Suggested homework task

The children complete Check-up 3.

Listening

1 Look and read. 2 Look, listen and read. 3 Talk about the story.

The skyscraper moneybox – Part 3



Unit 3 Listening

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Listening (PB p47)

Activity 1

- Read the title and the part number to the class.
- Give the class a minute or two to look at the whole page.
- Ask Which characters are in this part of the story? *Jamie, Tim, Paul, Mum*
- What settings are in this part of the story? *school, the mall*

Listening audioscript: The skyscraper moneybox – Part 3

Do you remember? Jamie wanted to buy an electric guitar. When Uncle Bob gave him £20 for his birthday, he had enough money to buy it. Jamie kept all his money in his skyscraper moneybox. There was a new boy at school. His name was Tim. He came to Jamie's house to play after school. When Tim went home, Jamie found that his moneybox was empty...

1 *The next day Jamie walked to school. He was angry and worried about the missing money.*

Jamie: What should I do? Should I tell Mum and Dad? I don't know if Tim took the money...

2 *In class Jamie didn't sit near Tim.*

3 *At break time, in the playground, Jamie didn't speak to Tim.*

4 *After school, Jamie was walking home when Tim ran up to him.*

Tim: Hey, Jamie. Can I come to your house?

Jamie: No. Not today. Sorry.

5 *On Sunday, Jamie went to the mall with his mum and his brother, Paul. They walked past the music shop.*

There were guitars and drums and CDs in the window.

Paul: I'm going to buy a CD.

Jamie: I'll come with you.

6 *Jamie's mother stayed outside the shop. She wasn't interested in pop music.*

Mum: I'll wait here. The music's too loud in that shop.

7 *While Paul was choosing his CD, Jamie was looking at the electric guitars.*

Jamie: Wow! These guitars are made in the USA. They look fantastic. Too expensive for me...

8 *Paul paid for his CD.*

Jamie: He said he had no money.

Just then something fell out of Paul's pocket and fell slowly to the ground. It was a piece of paper.

9 *Jamie picked up the piece of paper.*

Jamie: Paul, you've dropped something.

Jamie looked at the piece of paper. He couldn't believe his eyes.

Jamie: "Happy birthday, Jamie! With love from Uncle Bob." This is my £20 note!!

10 Jamie: It wasn't Tim who stole my money. It was you!

Paul: I didn't steal it. I just borrowed it. I planned to give it back.

Jamie: I don't believe you! And I'm going to tell Mum all about it. MUM!

11 Mum: Paul! This is terrible! What were you thinking? I'm very, very angry. I must speak to your father about this and I know that he will be very angry, too. Really, I can't believe it...

12 *At school the next day Jamie saw Tim in the playground. He was standing all alone and looked sad.*

Jamie: Poor Tim! I was awful to him.

13 *Jamie walked over to Tim.*

Jamie: Hey, Tim. Are you OK?

Tim: Yeah, I'm fine.

Jamie: Do you want to come to my house after school? We can play that computer game again.

Tim: Really? OK then.

Jamie: But I'm telling you now ... I'm going to win this time!

Tim: What? You'll never win.

Jamie: Oh yes, I will!

Tim: Oh no, you won't!

Jamie: I'm telling you I will.

Tim: I'm telling you you won't.

Jamie: I will.

Tim: You won't.

Jamie: Will.

Inferential questions

Why do you think Jamie thought that Tim was the thief? because he was poor; he was playing in Jamie's room so he could have taken it when Jamie wasn't looking; Jamie did not think his brother, Paul, would take his money.

Are Jamie and Tim going to be friends again? Why? Why not?

They are probably going to be friends again because Jamie has asked Tim to come to his house.

Personal response questions

Do you think Paul was going to return the money?

Children's own opinion.

Do you think Jamie was unfair to Tim?

Children's own opinion.

Lesson 1 Poster 4, Reading

Lesson aim Reading

Lesson targets Children:

- (poster) read about the features of a leaflet and a review
- follow and read the text
- understand the text and answer oral questions about it
- practise reading the text

Key structure present perfect

Key language Have you ever been abroad? Yes, I've been to ...

Vocabulary structures, building features

Materials poster 4; PB pp48–49; CD A track 32; WB p32; Dictionary 5

Time division

W-up	Poster	Reading	WB
------	--------	---------	----

Warm-up

Ask the children to name all the cities they know of.
List them on the board. Ask around the class: *Which city would you choose to visit?*

- 7 Explain that reviews are found in newspapers, magazines and on the internet. They tell readers someone's personal view of something. Visitors can find out what other people thought about it before they go there.
- 8 Let a child read the extract then read through the key features.

Poster 4

Astonishing structures
You are going to read leaflets and reviews about famous structures.

Structures are different kinds of buildings designed by engineers.

palace wheel pyramid staircase glass pool chamber columns gift shop exhibition

A leaflet gives you information.
There is a title. This tells you what the information is about.
The Winter Palace – St Petersburg, Russia

There are pictures of the palace. They are colour and very interesting.

There are facts about the palace. The writer uses adjectives too.

What you can see

- great, glittering halls
- wide, marble staircases
- hundreds of rooms of paintings and treasure

The words and pictures on the leaflet make the palace seem exciting. The leaflet makes you want to go there.

A review tells you a person's opinion. This is part of Luke's review of his visit to the Winter Palace.

When I first saw the Winter Palace, I couldn't believe my eyes. It is huge and it seems to go on for ever. I really liked the green walls and the tall white columns with gold at the top.

- Luke gives only a little information about the palace.
- Most of his writing is his opinion.
- He tells us his personal thoughts and ideas about what he saw.

Reading (PB pp48–49)

- 1 Give the class time to look at the two pages.

Ask *Which page has the leaflet about the Winter Palace? the left page*

Which page has the reviews? the right page

The right page has part of another leaflet. What is it about? The London Eye

- 2 Explain new words using the Dictionary as necessary.
- 3 Play track 32. The children listen and follow in their books.
- 4 Ask questions about each part of the text (see below).
- 5 Ask children to read aloud parts of the leaflets and review.
- 6 Play track 32 a final time.

Reading text questions

Where is the Winter Palace? in St Petersburg, Russia

What is the building like? It is very large with many tall windows.

What things can you see in the Winter Palace? paintings and treasure, marble staircases, hundreds of rooms

What places can you visit inside the palace? special exhibitions, the gift shop, the café

When is the palace closed? Mondays

Which countries do the review writers come from?

Canada, Spain

What does Luke say the palace looks like? a big sugary cake

What do the lights inside the palace do? make everything look shiny and new

What kind of shoes does Luke say visitors should wear? comfortable shoes

How old is the gold bull? 4,000 years

How many bulls were there in the chief's tomb? four

What were in the back of the bulls and what did they do? silver rods held up a canopy

Text type and vocabulary

- 1 Read the title to the class. Point out the first three pictures. Explain *These are different structures*. Ask the class what they think *astonishing* means. Elicit ideas. The children check in their Dictionaries.
- 2 Read out the first two sentences. Explain new words.
- 3 The children should be familiar with the different structures shown. Explain that a structure is anything that is built. Ask if they can think of any other structures, e.g. a tower, a city wall, an airport, etc.
- 4 Read the next line and the names of the parts.

Text type features

- 5 Read though all the information in the coloured section. Let different children read the title and extracts. If necessary, explain that St Petersburg is a very old and beautiful city in Western Russia.
- 6 Ask the children *Does the information about the palace makes it sound interesting? Is the photograph a good one? Why? / Why not? Would you like to visit this palace?*

4 Astonishing structures

Reading 1 Great places to visit

Special City Tours

Don't miss... The Winter Palace – St Petersburg, Russia



The Winter Palace is part of the famous Hermitage Museum.

What you can see:

- great, glittering halls
- wide, marble staircases
- hundreds of rooms of paintings and treasure
- 3,000 years of art and objects from Europe and Asia
- colourful gardens
- amazing views over the river Neva and St Petersburg

What visitors say:

- It took my breath away.
David, USA
- There is so much to see!
Isabelle, France
- I have never seen a building like it!
Joe, Australia
- It's a fantastic place to visit!
Maxine, Korea

Where to find it:



You can also visit:

- special exhibitions
- the gift shop
- the cafe

Open every day except Monday

Special City Tours

The Winter Palace – online reviews

When I first saw the Winter Palace, I couldn't believe my eyes. It is huge and it seems to go on for ever. I really liked the green walls and the tall white columns with gold at the top. There are even statues on the roof. It looks like a big sugary cake! You must go inside the palace because it is stunning. There is marble and gold everywhere, with huge chandeliers hanging from the ceilings. The lights make everything look shiny and new. It's amazing to think that for two hundred years people lived in it all the time. Now the Winter Palace is full of treasures from the past. Every room has something wonderful.

I really enjoyed my visit. Here are two tips for other visitors:

- 1 Wear comfortable shoes because you have to walk a lot.
- 2 Go in the morning, because there are long queues in the afternoon.

Luke, Canada

I wanted to see everything in the Winter Palace but you can't see everything in one day. There were rooms full of paintings but I liked the precious objects the best.

In one room there's a shiny gold bull from the tomb of a nomadic chief. It's hard to believe that it is more than 4,000 years old. It is unusual because there is a hole in its back. When the archaeologists opened the tomb they found four bulls. There was a silver rod in the back of each bull. The rods held a canopy over the body of the chief.

We're going to London with Special City tours next week. We're going on the London Eye. A ride on this huge wheel is called a flight. I hope it's good! It sounds really exciting in the leaflet.

After that we're going to the pyramids at Giza. We're going to go inside the great pyramid to the king's chamber. I think Special City Tours are great!

Carla, Spain

Special City Tours

Don't miss... The London Eye – London, England



What you can do:

- take a 30 minute flight on the tallest wheel in the world
- rise up in a glass pod to 135 metres above the ground
- study the engineering of this amazing structure

What you can see:

- famous London buildings, bridges, the river Thames
- 40 km across England on a clear day

48 Unit 4 Reading: promotional leaflet and review

Unit 4 Reading: promotional leaflet and review

49

Where is Carla going next week? **London**

What is she going to do? **go on the London Eye**

What do you ride in on the Eye? **a glass pod**

What can you see from the Eye? **famous London buildings, bridges, the river Thames**

Workbook: Study skills (WB p32)

Make sure the children understand the tasks.

Exercise 1

Remind the children to look at the second letter of words with the same initial letter.

Exercise 2

Point out the abbreviation *adj.* for *adjective*.

Workbook answers

Exercise 1

1 gold, marble, palace, statue, treasure 2 leather, pyramid, view, wheel, wood 3 amazing, colourful, exciting, great, wide 4 enjoy, find, ride, rise, study

Exercise 2

1 beautiful, black, old 2 young, new, old 3 silver, dark

4 Study skills

a b c d e f g h i j k l m n o p q r s t u v w x y z

1 (abc) Write the words in the correct order.

1 treasure statue marble palace gold

2 wood leather view pyramid wheel

3 great wide colourful exciting amazing

4 study find rise enjoy ride

2 Read about adjectives.

An adjective tells you more about a noun.

The palace is amazing.

I liked the green walls and the white columns.

The bright sun shone on the golden roofs.

Now underline the adjectives in these sentences.

1 A beautiful, black horse was standing in the old stable.

2 The young boy's jeans were new but his trainers were old.

3 Silver stars twinkled in the dark sky.

In your Dictionary the abbreviation for an adjective is *adj.*

Look in your Dictionary and find adjectives beginning with these letters. Write the words.

1 c _____

2 p _____

3 s _____

11

Unit 4 Dictionary skills

Lesson 2 Reading comprehension and vocabulary

- Lesson aim** Reading comprehension; vocabulary
- Lesson targets** Children:
- re-read *Great places to visit*
 - answer multiple choice and deductive comprehension questions
 - practise vocabulary

- Key structure and language** from Lesson 1
- Vocabulary** from Lesson 1
- Materials** PB p50; WB p33
- Time division**

W-up	Read again	Comp & vocab	WB
------	------------	--------------	----

Warm-up

Ask the children to think of all the words they can do with cities.

Encourage a wide vocabulary including adjectives, e.g. *streets, buildings, noisy, beautiful, people, crowded, busy*, etc.

Read again

Read *Great places to visit* to the class or ask children to read aloud. Alternatively, play track 32 while the children listen and follow in their books.

Activity 1

Give the class a minute or two to read all the sentences. Ask a volunteer to read the first statement and fill the gap. Check with the class. The children write. Continue with the other sentences.

Answers: 1 b 2 c 3 a 4 c 5 b 6 a

Activity 2

The answers to questions 1–3 are not directly in the text. The children are required to work out the answers using their experience, common sense and any clues in the text. Question 4 requires the children to give a personal response with reasons.

Answers

- 1 The children may suggest different reasons, e.g. more people like to visit in the afternoon; people are travelling to the city in the morning and they arrive at the palace in the afternoon.
- 2 The palace has hundreds of rooms full of objects so there is too much to see in a day.
- 3 It looks shiny and new.
- 4 Children's own answers. Encourage them to give clear reasons.

Activity 3

The children match the words and pictures. They may check in their Dictionaries if necessary. Ask different children to name each object. Other children listen and check.

Answers: 1 canopy 2 chandelier 3 leaflet
4 staircase 5 gift shop 6 column

Reading comprehension and vocabulary

1 Choose the correct answer.

- 1 The Winter Palace is on the river _____.
a Petersburg b Neva c Russia
- 2 The staircases are made of _____.
a gold b wood c marble
- 3 The palace contains art and culture from Europe and _____.
a Asia b America c Africa
- 4 Archaeologists found a gold bull in the _____ of a chief.
a tunnel b canopy c tomb
- 5 Carla is going to go into the king's _____ in the great pyramid.
a hall b chamber c palace
- 6 You can see 40 kilometres across _____ on the London Eye.
a England b London c the river Thames

2 Talk about the answers to these questions.

- 1 Why do you think there are long queues at the Winter Palace in the afternoon?
- 2 Why do you think you can't see everything at the Winter Palace in one day?
- 3 Why do you think Carla found it hard to believe that the bull was more than 4,000 years old?
- 4 Do you like old buildings? Why or why not?

3 Name the objects.

gift shop canopy staircase chandelier column leaflet



Workbook: Reading comprehension and vocabulary (WB p33)

Check the children understand the tasks.

Exercises 1 and 2

Point out exercise 1 and remind the class that they must re-read the text before they try to answer exercise 2.
 Remind the children to read through all the sentences in exercise 2 and to check back with the text if necessary.


Exercise 3

The children choose the correct form of the adjective for each sentence.

Workbook answers
Exercise 2
 Winter palace: 2, 4, 7, 8, 9; London Eye: 1, 3, 5, 6, 10
Exercise 3
 1 amazing 2 excited 3 astonishing 4 interested
 5 astonished 6 exciting

Reading comprehension and vocabulary
1 Read *Great places to visit* again.

2 Read the statements. Match them to the correct structure.



Sentences _____

Sentences 1 _____

- You can see 40 km from the top.
- It is next to the river Neva.
- You only need 30 minutes for a flight.
- You can walk up a big staircase.
- It is next to the river Thames.
- You go up in a glass pod.
- There are views over St Petersburg.
- You have to walk a lot.
- You need more than a day to see everything.
- There are views over London.

3 Complete the sentences with the correct word in brackets.

- The view from the top of the London Eye is _____. (amazing / amazed)
- The children were very _____ (exciting / excited) about their visit to London.
- Luke said, "The treasures in the Winter Palace are _____."
(astounding / astonished)
- Visitors are always _____ (interesting / interested) in the history of the Winter Palace.
- Carla said, "I was _____ (astounding / astonished) by the gold bull. It didn't look old at all."
- Luke said, "Our next visit is to Egypt. It's very _____!" (exciting / excited)

Unit 4 Sorting statements; adjectives ending in -ing and -ed

Lesson 3 Grammar

Lesson aim Grammar

Lesson targets Children:

- understand the composition of the key structure
- practise the key structure
- produce the key structure independently

Key structure present perfect with *ever* and *never*

Vocabulary from Lesson 1

Materials PB p51; WB p34; GPB p17

Time division

W-up	Presentation / practice	WB
------	-------------------------	----

Warm-up

Guess the word, version 1. Think of a word and draw that number of spaces on the board with the initial letter in place, e.g. (tunnel) t _ _ _ _ . The children try to guess the word. If they cannot, add the next letter until they guess. (See Games, p215.)

Grammar

1 Look and read.



Guess what! It's grammar again!



Ed Darcy is a famous explorer.
He has visited many countries in the world.
Has he ever been to Africa?
Yes, he's been to Africa.
Has he ever been to China?
No, he's never been to China.

2 Ask and answer.

Has Ed ever been to South America?

Yes, he's been to South America.

Ed's Visits

South America ✓	China X
Peru X	The Arctic ✓
North America ✓	The Antarctic X
Canada X	Russia X
Africa ✓	Australia ✓
Egypt ✓	

Has he ever been to Peru?



No, he's never been to Peru.

- 1 Africa 2 North America 3 Russia 4 The Arctic 5 Canada 6 China 7 Australia
8 The Antarctic 9 Egypt

3 Ed always wears the same boots. Ask and answer.

Have Ed's boots been to China?

No, they've never been to China.



Have they been to the Arctic?



Yes, they've been to the Arctic.

- 1 Australia 2 Russia 3 Africa 4 The Antarctic 5 South America 6 Egypt 7 Peru 8 Canada

Unit 4 Grammar: present perfect with *ever* and *never*

51

Grammar (PB p51)

Activity 1

Point out that the children are looking at a photograph of a man.

Ask two volunteers to read the children's conversation.

Write the sentences on the board. Underline the key structure or write them in colour. Point out the structure: present tense of *have* + past participle.

Activity 2

Point out the list of places that Ed Darcy has or has not visited.

Ask two pairs to read out the questions and answers in the bubbles.

If you wish, ask other children, groups or the whole class to repeat them.

Ask a volunteer to ask the question about Africa. Help the child to ask correctly.

Elicit the answer. Check that the class agrees.

Continue with the other places.

If you wish, ask some or all of the class to repeat the questions and answers.

Activity 3

Explain that Ed Darcy always wears strong boots for exploring. He always wears the same pair so they have travelled a lot, too.

Ask two pairs to read the example questions and answers.

Ask a volunteer to ask the question about Australia. Check with the class that the question is correct.

Tell the children to look back at the list of places. Elicit the answer. Check with the class.

Continue with the other sentences.

Ask some or all of the class to repeat questions and answers if the class needs a lot of practice.

Workbook: Grammar (WB p34)

Make sure the children understand the tasks.

Exercise 1

Remind the class of the structure of the present perfect.
 Point out that they must choose one word from each box.
 The children should be able to complete these sentences independently.

Exercise 2

Go through the example question with the class.
 Check that the children remember the past participle for each verb.
 Remind them that the past participles are in the box in exercise 1. If you wish, do one more question together before they write.
 If your class needs a lot of support, go through the whole exercise orally.

Exercise 3

Go through the example sentence with the class.
 Check that they know the past participles of the verb for each sentence.
 If you wish, do one more sentence with the class before they write.
 Alternatively, do the complete exercise orally as preparation.

Workbook answers

Exercise 1

1 has visited 2 Has ... been 3 have ... eaten 4 has ... seen 5 Have ... heard 6 have ... played.

Exercise 2

2 Has she ever seen the Winter Palace? 3 Have they ever eaten English food? 4 Has he ever played tennis?

Exercise 3

2 He has never made a cake. 3 They have never heard an orchestra. 4 She has never flown in a plane.

Grammar

It's time for some more grammar!

1 Complete the sentences with a word from each box.

have has

eaten heard visited played seen been

1 Ed Darcy _____ many countries.

2 _____ he ever _____ to China?

3 We _____ never _____ Chinese food.

4 Linda _____ never _____ the sea.

5 _____ the children ever _____ this story?

6 These girls _____ never _____ football.

2 Make questions. Use *ever*.

1 be - Russia Has he ever been to Russia?

2 see - the Winter Palace _____

3 eat - English food _____

4 play - tennis? _____

3 Make sentences. Use *never*.

1 visit - London She has never visited London.

2 make - a cake _____

3 hear - an orchestra _____

4 fly - in a plane _____

34

Unit 4 Present perfect with *ever* and *never*

Grammar Practice Book (GPB p17)

When the children have completed the PB and WB Grammar pages, they may complete GPB page 17.

Grammar Practice Book answers

Activity 1

1 has never played 2 has eaten 3 have never been 4 have listened 5 has never been 6 has seen

Activity 2

2 Has she ever heard Egyptian music? Yes, she has.
 3 Have they ever seen the pyramids? Yes, they have.
 4 Has he ever eaten shark soup? No, he hasn't.
 5 Has she ever played an ice piano? No, she hasn't.

Lesson 4 Grammar in conversation

Lesson aim Grammar in conversation

Lesson targets Children:

- listen to a conversation
- think of their own ideas for a similar conversation
- hold a short conversation in pairs

Key language *Have you ever ... ? I have never ...*

Key vocabulary continents, countries and cities

Materials PB p52; CD A track 33; WB p35; GPB p18

Time division

W-up	Dialogue	Indiv prep	Pair/class speaking	WB
------	----------	------------	---------------------	----

Warm-up

Find the word. Game 2. The children look at a page or two pages of Dictionary 5. Give them a definition. The children tell you what the word is. (See Games, p215.)

Grammar in conversation

1 Listen and read.

Ken: Have you travelled much, Daisy?
Daisy: Yes, a bit.
Ken: Have you ever been abroad?
Daisy: Yes, I have.
Ken: Where have you been?
Daisy: I've been to England, Spain and America.
Ken: Wow! Lucky you! Have you ever been to Africa?
Daisy: No, I've never been there.
Ken: How about you? Have you travelled much?
Daisy: No, not much. And I've never been abroad.
Ken: Never mind. You'll go one day.



2 Think, write and say.

Which countries have you been to? Which towns or cities have you visited?

I've been to America.
I've visited New York.



I've been to Russia.
I've visited St Petersburg.



Which places would you like to visit?

I'd like to go to Dubai.
I've never been there.



I've never been to America.
I'd like to go to there.



3 Let's talk!

Have you travelled much?



Yes, a bit.



Useful phrases

abroad
Lucky you!
Wow!
Never mind!

Unit 4 Grammar in conversation: *Have you ever ... ? I've never ...*

Grammar in conversation (PB p52)

Activity 1

Ask the class *What do you think the two children are talking about?* **places in the world**

Tell the class to listen to their conversation. Play track 33. The children follow in their books.

Activity 2

Read out the questions and let volunteers read the children's answers.

Give the class a few minutes to write down the names of places they have been to.

The children may write down the names of places and cities that they have really been to. Alternatively, they can imagine they are great world travellers and note down places they know something about and say they have been there.

They also write down some places they have not been to but would like to.

Activity 3

Divide the class into small groups or pairs. The children ask and tell each other where they have been and would like to go.

Go around, listening to children as they work. Encourage them to talk without reading sentences from their PBs or copy books.

Ask one or two groups or pairs to talk while the class listens.

Workbook: Grammar in conversation (WB p35)

Make sure the children understand the tasks.

Exercise 1

Point out to the class that they must put each verb into the correct form. Remind them of the structure for the present perfect if necessary.

Exercise 2

Remind the children to read the complete conversation and all the words in the box before they start to fill in the gaps. At a suitable time, now or in another lesson, let one or two pairs read the completed conversation to the class.

Workbook answers

Exercise 1

1 Have ... been 2 Have ... played 3 have ... taken
4 have ... had 5 Have ... seen 6 have ... climbed

Exercise 2

visited, never, ever, Lots, been, fly, Wow, Lucky, abroad, mind

Grammar Practice Book (GPB p18)

When the children have completed the PB and WB Grammar in conversation pages, they may complete GPB page 18.

Grammar Practice Book answers

Activity 1

3 I have made octopus soup in Spain. 4 I have never seen the Taj Mahal in India. 5 I have climbed a mountain in Japan. 6 I have never been to the desert in Australia.

Activity 2

2 Have you ever seen the Taj Mahal in India? No, I haven't. 3 Have you ever taken a photo of a tiger in India? No, I haven't. 4 Have you ever made octopus soup in Spain? Yes, I have.

Grammar in conversation

1 Complete the sentences with the verbs in the box. Be careful to use the correct form of the verbs.

take see be climb have play

- 1 _____ you ever _____ abroad?
- 2 _____ you ever _____ chess?
- 3 I _____ never _____ a good photograph.
- 4 I _____ never _____ a holiday abroad.
- 5 _____ you ever _____ the London Eye?
- 6 I _____ never _____ a mountain.

2 Complete the conversation. Use the words in the box.

Jamie: How many countries have you _____, Uncle Bob?

Uncle Bob: I don't know Jamie. I've _____ counted.

Jamie: Have you _____ been to America?

Uncle Bob: Oh, yes. _____ of times.

Jamie: Have you ever _____ to Australia?

Uncle Bob: No, but I'm going to _____ there next week.

Jamie: _____ I _____ you?

I've never been _____.

Uncle Bob: Never _____.

You've got lots of time for travelling.



Wow fly ever never Lots
visited abroad mind been Lucky

Unit 4 Present perfect with ever and never

35

Lesson 5 Spelling, Use of English

- Lesson aim** Spelling; poem; Use of English
- Lesson targets** Children:
- listen to pronunciation of words with the prefix *un-*
 - practise spelling and writing words
 - understand and say a short poem
- Key language** (poem) *I've never*

Target words *untrue, unfriendly, unusual, unhappy, unkind, undo, uncover, unwrap, unfold*

Materials PB p53; CD A tracks 34–37; WB pp36–37; GPB p19

Time division

W-up	Spelling	Poem	Use of English	WB
------	----------	------	----------------	----

Warm-up

Word race. Game 2. Give the children two minutes to make as many words as they can from *Winter Palace*. (See Games, p215.)

Spelling

We can add *un-* to the beginning of some words.
We make a new word with the opposite meaning.

usual — unusual

It is unusual because there is a hole in its back.



1 Add *un-* to these adjectives to make opposites. Write the words.

— kind — happy — true — friendly — usual

2 Listen and say the words.

2 Use words from Activity 1 to complete the sentences.

- 1 Dan was _____ because he couldn't do his homework.
- 2 Mr Brown never says hello to us. He is very _____.
- 3 You must never be _____ to little children.
- 4 The story of *Jack and the Beanstalk* is _____. It did not really happen.
- 5 This bird is _____ because it makes its nest under the ground.

3 Add *un-* to these verbs to make opposites. Write the words.

— wrap — do — cover — fold

4 Listen and say the words.

4 Listen and say.

I've never crossed a desert
In the burning sun.
I've never watched the Northern Lights
Hanging in the sky.
I've never climbed a mountain
To its snowy top.
I've never seen an eagle
Or heard its lonely cry.
I've never swum with dolphins



In the clear blue sea,
But one day I will, I will,
I will — just wait and see!

Unit 4 Spelling: prefix *un-*

53

Play track 35. The children listen and repeat.
Ask different children to read the words aloud.

Activity 2

Give the children a minute or two to look at all the sentences.
Ask a volunteer to say the complete first sentence. Ask another volunteer to spell the word beginning with *un-*. Continue in the same way with the other sentences.

Activity 3

The children add the prefix *un-* and then write the complete verb.
Play track 36. The children listen and repeat.
Check that they understand the meanings of the verbs.

Activity 4

Point out the picture. Ask *Where do you think he is? on a mountain. Where do you think he is going?* Children's own ideas, e.g. *to the top, across the mountains to another country*, etc. Play track 37. The children listen and follow.
Read through the poem and check understanding. Ask if they can remember (from EW4) what the Northern Lights are: ***brilliant colours that flood across the northern sky and are seen best at night in the winter.***

Play track 37 again. The children read along with the audio.
Ask the class what things they have never done that they would like to do in the future. Write some new lines for the poem on the board, e.g. *I've never been to ... ; I've never seen ... ; I've never flown ...* They may learn the poem if you wish.

To complete classroom Lesson 5, move on to Use of English, WB p37.

Workbook: Use of English (WB p37)

Read Mr Smash's speech bubble to the class. Ask a volunteer to read the example sentence. Write it on the board.

Exercise 1

Read, or ask volunteers to read, the lists of proper nouns.

Exercise 2

The children write the sentences correctly. While they do so, write them without capitals on the board.
Ask a volunteer to correct a sentence. The other children check their work.

Spelling (PB p53)

Spelling box

Point out Miss Smart's speech bubble. Tell the class to listen and follow in their books. Play track 34. The children listen. Read the example words. The class repeats. Ask a volunteer to read the example sentence.

Activity 1

The children write the prefix *un-* for each word and then write the whole word.

Exercise 3

Read, or ask volunteers to read, the categories and lists.
The children write the capitals correctly in the sentence.
Write it without capitals on the board and let a volunteer correct it.

Exercise 4

Read Mrs Swift's speech bubble and ask a volunteer to read the example.
The children write the two sentences correctly. Write them on the board and ask a volunteer to correct them. The other children check their work.

Workbook: Spelling (WB p36)

Make sure the children understand the tasks. This page should be done by the children working alone. Read, or ask a child to read, the reminder in Superboots' speech bubble. Ask a volunteer to read the word and the sentence in the box.

Exercises 1–4

The children practise spelling and writing words beginning with the prefix *un-*: in exercise 1 they identify the words and write them; in exercise 2 they categorise them into verb/adjective word classes; in exercise 3 they use them to complete sentences; in exercise 4 they write words from the page with opposite meanings.

Workbook answers

Exercise 1

1 untrue 2 unfriendly 3 undo 4 unusual 5 uncover
6 unwrap 7 unhappy 8 unkind 9 unfold

Exercise 2

verbs: undo, uncover, unwrap, unfold; adjectives: untrue, unfriendly, unusual, unhappy, unkind

Exercise 3

1 undo 2 unwraps 3 uncover 4 unfold

Exercise 4

1 unhappy 2 kind 3 unfriendly 4 true

Grammar Practice Book (GPB p19)

When the children have completed the PB and WB Use of English and Spelling pages, they may complete GPB page 19.

Grammar Practice Book answers

Activity 2

Joe: What are you reading?

Matt: *Adventure in Egypt*. It's about an explorer. His name is Tim. He travels to Cairo, in Egypt, and he goes on a boat on the Nile.

Joe: Did you buy it?

Matt: No, I didn't. It was a birthday present from Mum. She bought it in a bookshop in London on Tuesday.

Joe: When's your birthday?

Matt: On September 21st.

Use of English

In writing we use capital letters for some words.
A proper noun always begins with a capital letter.



One Saturday in January, Luke went to the Winter Palace.



1 Read these lists of proper nouns.

The names of people: Luke, Carla, Joe
The months of the year: January, February
The days of the week: Tuesday, Wednesday
The names of countries: Russia, England, Egypt

2 Write these sentences using capital letters correctly.

it is cold in london in december.
anna is going to france on monday.

3 These are also proper nouns. Read, then write the sentence correctly.

The names of cities: St Petersburg, London, Giza
The names of places: Winter Palace, London Eye, Great Pyramid
The names of rivers: Thames, Neva, Nile
The thames is the longest river in england.

4 Read. Write the sentences correctly.

In writing we use capital letters for titles of books.



Have you ever read *The Snow Queen*?



susan read the *ugly duckling* to her little sister.

uncle jim bought a copy of *little red riding hood* for his granddaughter.

Unit 4 Proper nouns

37

Spelling



Remember! We can add *un-* to the beginning of some words.
We make a new word with the opposite meaning.

usual ———> unusual

In one room there were some unusual treasures from Asia.



1 Circle the words beginning with *un-*. Write the words. Read the words.

1 c r u v u n t r u e f o l e _____
2 b d u n f r i e n d l y a p _____
3 v o u t u n d o r y w c a v _____
4 d u n u s u a l t a m h o r _____
5 r e f g u n c o v e r n d u _____
6 p u n w r a p l e d s o t s _____
7 l o d v u n h a p p y t o d y _____
8 b t o a u n k i n d e n i m _____
9 l u n f o l d y g e p r a s _____

2 Write the words in the correct list.

Verbs _____
Adjectives _____

3 Use verbs from exercise 2 to complete the sentences.

1 My little brother can't _____ his coat, so I help him.
2 When Anna gets a present, she _____ it as quickly as she can.
3 The archaeologists will _____ the ruins very carefully.
4 Let's _____ the cloth and cover the table with it.



4 Write the word with the opposite meaning.

1 happy _____ 2 unkind _____ 3 friendly _____ 4 untrue _____

36

Unit 4 Spelling: prefix *un-*

Lesson 6 Class composition; Writing preparation, Composition practice

Lesson aim Writing

Lesson targets Children:

- write a review with teacher support (session 1)
- complete a leaflet (session 2)
- write a review independently (session 2)

Key structure and language from the unit

Vocabulary from the unit

Materials PB p54; WB pp38–39			
Time division (session 1)			
W-up	Discussion & notes	Writing	Editing, improving
Time division (session 2)			
W-up	Writing prep	Composition	

Session 1 Warm-up

Word races. Game 3. Give teams 30 seconds to write as many adjectives as they can think of. (See Games, p215.)

Class composition

1 Read the leaflet.

Special City Tours Don't miss... The Pyramids – Giza, Egypt

The tallest pyramid is 138.8 m high

steep and narrow steps

Hold on tight!

Where to find the pyramids

What you can see

- the three great pyramids
- the smaller queens' pyramids
- a king's boat

What visitors say:

- Everyone should go to the pyramids – they're fantastic!
- The pyramids are huge. The ancient Egyptians were amazing engineers.
- The boat is wonderful – it doesn't look old at all.
- Ride on a camel, it's fun but be careful when it gets up!
- You'll enjoy everything at Giza. We had a great day out.

What you can do

- go inside the Great Pyramid to the king's chamber
- walk all round the king's boat in the museum
- ride on a camel

2 Imagine you

- went in the Great Pyramid
- saw the king's boat
- rode on a camel.

Write a review of your visit.

54 Unit 4 Class composition: a review of a visit

Activity 2

Some children may have visited the pyramids. Ask them to say what they remember about their visit.

Tell the class to look at the photographs and to imagine a visit in which they see and do all these things.

Remind the class of the reviews they read on PB page 49. If you wish, put up poster 4 and remind the class of the style and content of a review.

Ask what information should be included in the review. Note it on the board.

Ask the class to think what they would say about a visit to the pyramids. Tell them to write down three words that they would use to give their opinion.

Ask around the class, collecting all the different words and noting them on the board.

Begin the review with the class. Ask what information needs to be included at the beginning. Continue the review with a paragraph about each activity in the visit.

Encourage the children to give their opinion of what each activity was like as well as what they did.

When the review is complete, ask a volunteer to read it aloud. Ask the class whether any changes could be made to improve it. *Is it interesting? Should there be more adjectives and adverbs? Does it give enough opinion about the visit?*

Make any changes that you and the class agree to. Let one or more volunteers read the review to the class.

Example class composition

See page 85 for an example story drawn from answers to suggested questions and given prompts. This example is given as a guide only.

Homework task

Ask the children to find pictures of the London Eye in books or on the internet.

Ask them to bring their pictures or drawings to the next lesson (Session 2).

Session 2 Warm-up

Say the poem from PB page 53.

Class composition (PB p54)

Activity 1

Ask a volunteer to read Mr Smash's speech bubble. Give the class time to look at the page.

Ask different children to read all the information on the leaflet.

Ask questions to check the children have been following and have understood all the information, e.g. *Where are the pyramids? How old is the boat? Where was it found?*

Workbook: Writing preparation (WB p38)

Exercise 1

The children complete the leaflet working alone or in pairs. They may stick their pictures onto the leaflet or make drawings from them to fit into the space.

Use a world map or atlas to explain where London is. The children may use the map on PB page 48 to help them draw a map of England and mark the position of London.

If you wish, the children may work in pairs to think of what visitors might say about a visit to the Eye. They should try to think of three or four different ideas.

Remind them to read the *What you can do* section before they write what visitors say.

If your class needs support, you may wish to prepare them for writing *What visitors say*. Ask the children to tell you what they think it would be like to go so high above the river and the city. Ask them to think of words to express how they would feel and what they would think. Write some of the words on the board.

The children write some visitors' remarks.

Make sure they understand that the more they think and talk about a visit, the easier it will be to write a review of it.

Workbook: Composition practice (WB p39)

Exercise 1

The children write their own reviews of a visit to the Eye.

Remind them to use all the information on WB page 38 and their pictures to help them to answer the questions and to think of ideas for answers to the questions.

Encourage them to think of their own ideas for tips for visitors.

They may make notes for writing in their copy books.

If you wish, this preparation for writing may be done in pairs.

Exercise 2

The children write four paragraphs, one for each set of questions.

They should complete the review and/or check it for homework.

The children make neat copies of their corrected reviews and keep them for their portfolios.

Encourage them to use pictures and photographs to illustrate their work.

Assessment


- In assessing the task, look for writing which:
- gives brief factual information about the Eye
 - gives opinion about the place
 - gives opinion about the activities at the place
 - gives advice to other visitors.

Writing preparation

Finish the leaflet for the London Eye.

- Add more pictures – draw them or look on the internet.
- Draw a map to show where the Eye is – look in a book or find it on the internet.
- Write what visitors say about the Eye – it should make people want to go!

Special City Tours Don't miss... The London Eye – London, England




What you can do:

- take a 30 minute flight on the tallest wheel in the world
- rise up in a glass pod to 135 metres above the ground
- study the engineering of this amazing structure

What you can see:

- famous London buildings, bridges, the River Thames
- 40 km across England on a clear day

Where to find the London Eye:



What visitors say:


38 Unit 4 Completing a leaflet with visitors' comments and pictures

Composition practice

1 You went on the London Eye. Look at your leaflet on page 38 and think about these questions.

- What did the London Eye look like? What did you think about it?
- Did you enjoy the flight? What did you see? What was good about the flight? Why?
- Was there anything you didn't like about your visit to the Eye? Why?
- Have you got any tips for other visitors?

2 Write a review of your visit. Write four paragraphs.



Unit 4 Writing a review of a visit to a structure

Lesson 7 Listening

Lesson aim Listening

Lesson targets Children:

- understand the pictures and basic dialogue for a story
- listen to the narrative and the full dialogue for the story
- answer comprehension questions and discuss aspects of the story

Key structure and language from the unit

Vocabulary treat n., rifle range, shot n., roller coaster, ride n.

Materials PB p55; CD A track 38

Time division

W-up	Pre-listen	Listening	Post-listen	Activities
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Warm-up

Say a list of nouns, including some names of people, months, cities, etc.

The children raise their hands when they hear a proper noun.

What kind of story do you think this is? Let children suggest, e.g. *an adventure story, a mystery story, a funny story*, etc.

Activity 2

Explain to the class they are now going to hear the whole story.

Tell them to look at each picture and follow the audio.

Remind them that the sound they hear tells them when to move on to the next picture.

Play track 38. The children listen and look.

Activity 3

Ask questions to check understanding:

Why were Lisa and Uncle Bertie at the funfair? *for Uncle Bertie's birthday treat*

What did the old lady do at the rifle range? *won a prize*

What prize did she choose? *a doll in a blue dress*

What did Sid tell Ricky to do? *get the doll back*

Where did Uncle Bertie and Lisa go next? *on the roller coaster*

Who else was sitting in front of them? *the old lady*

What happened when they were on the roller coaster? *She dropped her bag.*

Who picked up the bag and ran off with it? *Ricky*

What did the old lady want? *Lisa and Uncle Bertie to help her get it back*

Ask about the story:

What was surprising about the old lady? *She was a good shot.*

Why couldn't Ricky get on the roller coaster? *It was full.*

Who is the doll for? *the old lady's granddaughter*

Ask the children deductive questions (see next page).

Optional

The children use the play script and act out the story.

Suggested homework task

The children complete Check-up 4.

Listening

1 Look and read. 2 Look, listen and read. 3 Talk about the story.

Uncle Bertie goes to the funfair – Part 1

Unit 4 Listening 55

Listening (PB p55)

Activity 1

Read the title of the story to the class.

Give the class a minute or two to look at the whole page.

Explain the new words or ask the children to look in their Dictionaries.

Ask *What is the setting for the story? a funfair*

Who is the story about? *Uncle Bertie*

Listening audioscript: Uncle Bertie goes to the funfair – Part 1

1 *Lisa and Uncle Bertie arrived at the funfair: Fabulous Fun World. It was Uncle Bertie's birthday and this was his birthday treat.*

Lisa: Here we are, Uncle Bertie! Fabulous Fun World.

UB: Wonderful! Marvellous! Thank you for coming with me, Lisa.

Lisa: It's a pleasure, Uncle Bertie.

2 UB: This is the best birthday treat ever! I love funfairs!

Lisa: Come on! Let's go inside.

3 Lisa: Look at that old lady at the rifle range.

UB: She's a good shot.

Lisa: She certainly is!

Lisa: Oh! She's won a prize!

4 Ricky: Well done, Madam. What prize would you like?

Old lady: I want that doll. The doll in the blue dress.

Ricky: Certainly, Madam. Here you are.

Old lady: Thank you very much. Goodbye.

5 *Suddenly, Big Sid appeared. He spoke angrily to the boy.*

Big Sid: Ricky! Did you give the blue doll to that old lady?

Ricky: Yes, Sid. She wanted it.

Big Sid: Well, she can't have that doll! Quick! Run after her. Get that doll and bring it back – NOW!

Ricky: Yes, Sid. OK, Sid.

6 UB: That's very strange. Why can't the old lady have that doll?

Lisa: Don't worry about that, Uncle Bertie. It's your birthday. We're here to have some fun.

UB: Yes, indeed, Lisa. Come along!

7 *First they went on the roller coaster.*

Lisa: I've never been on a roller coaster.

UB: Really? Oh, I love roller coasters. This is very exciting!

Lisa: Look, Uncle Bertie! It's the old lady. She's sitting in front of us.

UB: Where's the doll?

Lisa: It must be in her bag.

8 *The gate closed. No more people could go on the roller coaster.*

Attendant: Sorry! You'll have to wait for the next ride. *Ricky was too late. He couldn't reach the old lady and get the doll.*

9 UB: Here we go!

10 Old lady: Oh! My bag!

11 UB: Well, that was wonderful! Wonderful!

Old lady: My bag! He's got my bag. Stop, thief! Stop, thief!

12 Old lady: Oh dear, oh dear, oh dear! My bag! It's got my money inside. All my money! And that beautiful doll! A present for my little granddaughter. Can you help me to get it back? Please, can you help me?

Deductive questions

The answers to these questions are not in the audioscript or on the page. The children must give their own ideas as answers.

If you wish, let them discuss in pairs or small groups before taking answers from the class as a whole or from the groups.

Why do you think Sid wanted the doll back?

Why did Ricky take both the bag and the doll?

Why didn't Ricky ask the old lady if she would give the doll back and take a different one as her prize?

Revision 2

Revision 2; Listening skills round-up 2; Project 2

Aim Revision

Targets Children:

- listen to an information text with key language and vocabulary from Units 3 and 4
- practise listening skills
- prepare for an information writing project

Materials PB pp56–57, 131; CD A tracks 39–40

Work on the revision, project, portfolio and diploma sections may take one or more lessons. Projects can be completed at home.

Warm-up

Choose a poem, song or game that the children have enjoyed. Alternatively, choose a new game from the list starting on page 214.

Revision 2

1 Listen and read. 2 Talk about the castle. 3 Read again.

A castle in Scotland



Have you ever been to a castle? If you visit this old castle in Scotland you will find lots of surprises.

A fascinating ruin

The castle is a ruin. Stones have fallen from the walls and the roof has disappeared. Nobody lives in it now but a long time ago, Scottish kings lived here and the castle used to be full of people. There were soldiers and horses, maids and servants. Many powerful men lived and worked in the castle.

castle. Many important people visited it. Five tall, square towers stood inside the castle walls. There were big guns inside the towers. Soldiers fired the guns and they kept the castle safe.

Tunnels under the walls

Four hundred and fifty years ago an army attacked the castle. The walls were high and strong and they could not get inside. They dug a deep, wide tunnel under the castle walls. The soldiers inside the castle heard the noise. They dug another tunnel and caught the attackers underground. If you visit the castle you will see the tunnels. You can climb down the tunnels but you have to go carefully. They are lit but the floors are rough and rocky.



A room under the ground

When the soldiers caught somebody they put him in a room deep under the ground. If you visit the castle, you will see this room, too. It is shaped like a bottle. The walls are made of rock. Nobody has ever climbed them. There is a small opening in the roof, like the top of a bottle. It is the only way in. There are no windows. Once a person was in the room, he could not get out. People are not put in here now, of course, but visitors can easily imagine what it was like inside – cold, dark and very, very scary!

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Revision 2

Play track 39. The children listen and follow in their books.

All of the language should be familiar to the children. Check understanding of any words or phrases that might be less well known.

Ask questions about the text:

In which country is this castle? Scotland

Who used to live in the castle? Scottish kings and other powerful men; soldiers, maids, servants

Who visited it? many important people

How many towers did it have? five

What were in the towers? big guns

When was the castle attacked? 450 years ago

Why could the army not get in at first? the walls were high and strong

How did they try to get in next? They dug a tunnel under the castle.

How did the soldiers in the castle know there was something happening underground? They heard a noise.

What happened to the attackers underground? They were caught by the soldiers from the castle.

Can you see these tunnels now? Yes.

Can you go in them? Yes, but you must be careful.

Why must you be careful? The floors are rough and rocky.

What did the soldiers do with people they caught? put them in a room deep under the ground

What is the room like? It is shaped like a bottle. The walls are made of rock. There is a small opening in the roof. It is the only way in and there are no windows.

Are people put in here now? No.

If you wish, play track 39 again and/or choose children to read out the text.

Listening skills round-up 2 (PB p57)

Activity 1

Give the children time to look at the pictures.

Ask them what they think the story might be. Explain that the pictures can be in any order. Let children put forward their ideas.

Revision 2 (PB p56)

Give the children time to look at the pictures.

Is this castle being used now? No.

What was it built from? rocks/stones

Is it in the mountains? No, it is by the sea.

What shape is the tower? square

What do you think happened to the castle? Children's own ideas. They might have some suggestions from looking at the picture below.

Listening

- 1 Talk about the pictures. They are in the wrong order. Can you make a story from them?



- 2 Listen to the story. Point to the pictures.

- 3 Listen again. Write the letters.

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____

- 4 Listen again. Fill in the gaps.

The old stone castle was _____. It stood on an island with _____ all around it. The castle was _____ but the people who lived there were not _____. A year ago their _____ left the castle to fight a battle in a _____ far away. He never returned. One day a boy was standing at the top of one of the _____. In the distance he could see a great _____. Soldiers were coming to the castle! The people were very _____. Quickly they closed the huge _____ doors. The _____ arrived at the castle and stopped at the _____ bridge. "Open the doors!" shouted a _____. "Do not be frightened!" The people _____ the castle knew that voice. It was the prince! The prince was back and the people were happy _____.

- 5 Cover the text in Activity 4 above. Tell the story in your own words.

Now you can do the project on page 131

Sequencing; cloze

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Audioscript, PB p57, Activities 2, 3 and 4

Voice: The old stone castle was huge. It stood on an island with water all around it. The castle was beautiful but the people who lived there were not happy. A year ago their prince left the castle to fight a battle in a country far away. He never returned. One day a boy was standing at the top of one of the towers. In the distance he could see a great army. Soldiers were coming to the castle! The people were very scared. Quickly they closed the huge wooden doors. The army arrived at the castle and stopped at the narrow bridge. "Open the doors!" shouted a voice. "Do not be frightened!" The people inside the castle knew that voice. It was the prince! The prince was back and the people were happy again.

Project 2: Bridges and tunnels (PB p131)

Explain Project 2 to the children in the lesson. They may then complete Portfolio 2 and Diploma 2 in their Workbooks (see next page). Very able children may complete these tasks quite quickly and so can then begin Project 2 in class. Other children may need more time to complete the Portfolio and Diploma pages. All children may complete Project 2 for homework.

Activity 1

Explain that they may choose any bridge or tunnel. These pictures are to help them with ideas.

Activities 2, 3

The children may find their information in books, from leaflets, from the internet or anywhere else. Go through the choice with them.

Activity 4

Remind them to give their personal responses and to explain their opinions.

Activities 5 and 6

Encourage the children to find or draw pictures to make their work look interesting when they show it and talk about it. Explain that visual information such as a map or diagram can help people to understand the facts.

If you wish, this project may be included in the children's portfolio of written work.

Activity 2

Tell the class they are going to hear the story now. They must listen and point to the picture that matches what they hear. Play track 40.

Activity 3

Play track 40 again. The children write the letters of the pictures in the order that matches what they hear.

Answers: 1 E 2 C 3 A 4 F 5 B 6 D

Activity 4

Play track 40 again. This time, the children listen for individual words and write them.

Play the track again for children to check.

Answers: huge, water, beautiful, happy, prince, country, towers, army, scared, wooden, army, narrow, voice, inside, again

Portfolio and Diploma 2: Units 3 and 4

Portfolio 2 (WB p131)

Portfolio 2: Units 3 and 4

Tick the boxes when you are confident about the task. You can tick in any order.

Grammar

✓ I can say what is done to someone or something by someone or something else. ☐

Anna is taken to school by her father every day.

Trees are sometimes hit by lightning.

✓ I can use adjectives with *-ing* and *-ed* correctly. ☐

Pete is interested in planes. "Planes are fascinating," he says.

✓ I can use the present perfect with *ever* and *never*. ☐

Have you ever been to London?

Fred has never ridden a camel.

Reading and understanding

✓ I have read and understood:
information about tunnels and bridges. *Building for travel* ☐
leaflets and reviews of buildings. *Great places to visit* ☐

Vocabulary

✓ I know all the key words in: Unit 3 ☐ Unit 4 ☐

Spelling

✓ I can read and spell:

words ending <i>-ful</i>	careful	watchful	helpful	useful	wonderful	
	playful	powerful	beautiful			<input type="checkbox"/>
words beginning <i>un-</i>	untrue	unfriendly	undo	unusual	uncover	
	unwrap	unhappy	unkind	unfold		<input type="checkbox"/>

Portfolio 2 (Units 3 and 4)

Diploma 2 (WB p132)

English World 5 Diploma 2: Units 3 and 4

1 Complete the sentence. Use the present passive.

Helicopters _____.

2 Choose the correct adjective.

"I've not seen _____ in space," (interested, interesting)
said Joe, "but this film is really _____." (excited, exciting)

3 Write the sentences. Use the present perfect.

you - ever - ride - horse _____
Sam - never - see - sea _____

4 Answer the questions.

Building for travel Circle the arch bridge.

Great places to visit Where is the Winter Palace? _____

5 Choose the correct word.

a builder an inventor an engineer

A person who designs tunnels and bridges is _____.

6 Write the words.

not friendly _____ and _____

Diploma 2 (Units 3 and 4)

Workbook: Portfolio and Diploma pages

When the children have completed all the work in Units 3 and 4 they turn to page 131 in their WB.

This page allows the children to make their own assessment of what they have learned in Units 3 and 4.

Grammar

The children tick the boxes when they are confident of the tenses and structures.

Remind them that this means all the work in the units, not just the sentences on this page.

Reading and understanding

The children should listen again and follow in their books.

Encourage them to read the texts aloud several times.

Remind them to check words they are unsure of.

Vocabulary

The children tick only when they are confident that they know the key words in each unit.

Spelling

The children tick the boxes when they can read and spell the words accurately.

Check through the completed Portfolio page with each child. Tell children who are not entirely confident to revise the parts they are less certain of. They should use pages 4-8 of the Dictionary to help them learn and revise vocabulary.

It is preferable for all children to be reasonably confident of the work in Units 3 and 4 before moving on to Unit 5.

When the children are confident with all the elements of the work on page 131, they may complete the Diploma page.

This contains a representative task from each field of work. This page is not a formal test. The children should complete it in their own time, working carefully and steadily.

The children receive a sticker for each task completed and one more when they have finished the page.

These pages may be taken out of the Workbook and kept in children's individual portfolios of work along with a few examples of their best work from Units 3 and 4.

Completed Diploma page

- 1 Helicopters are flown by pilots.
- 2 interested, exciting
- 3 Have you ever ridden a horse?
Sam has never seen the sea.
- 4 *Building for travel*: The children circle the middle picture.
Great places to visit: St Petersburg, Russia
- 5 an engineer
- 6 helpful, powerful; unfriendly, unhappy

Answers to Check-ups 3, 4; Example writing

Units 3, 4

Check-up 3 (WB pp30–31)

Exercise 1

2 are taken 3 is sold 4 are built 5 is grown 6 is used
7 is sold 8 are taught

Exercise 2

1 English is spoken by many people. 2 The children are taught by excellent teachers 3 The carts are pulled by horses or donkeys.

Exercise 3

1 interesting 2 fascinated 3 bored 4 exciting
5 interested 6 excited

Exercise 6 (example answer)

Oranges are grown on the farm. The fruit is picked by Mr Finn and his wife. They are helped by their children. The oranges are put into baskets. The baskets are put onto a lorry. The fruit is taken to the town by lorry. The oranges are sold in the market. They are sold by Mrs Finn.

Check-up 4 (WB pp40–41)

Exercise 1

2 have, seen 3 has, heard 4 Have, flown 5 has, eaten
6 have, played

Exercise 2

2 Has she ever had a pet? 3 Has he ever made a cake?
4 Have they ever been abroad? 5 Has it ever caught a mouse? 6 Have they ever taken photographs?

Exercise 3

2 She has never read that book. 3 They have never arrived late. 4 He has never washed his car. 5 We have never been to the theatre. 6 It has never snowed here.

Exercise 6 (example answer)

Aunt Jane, Jack and Jim are explorers. Aunt Jane has visited Australia and Egypt. She has never been to China or Russia. Jack and Jim have travelled to China and Russia. They have never been to Australia or Egypt. Aunt Jane has sailed to America. Jack and Jim have climbed a mountain. I think Aunt Jane, Jim and Jack ... (children's own ideas).

Example writing

The example writing below is a guide only. Different classes will have different ideas and work to differing levels of ability. Encourage them to work to their best level. Accept suggestions that are sensible and help them to form sentences that are grammatically correct. Encourage children to add detail and improve the writing as much as they can when it has been read through for the first time.

Class composition Unit 3 (example writing)

The Channel Tunnel is under the English Channel. It joins England and France. It is 50.450 km long. The part that goes under the sea is 38 km long. Passenger trains travel through the tunnel. The travel time from London to Paris is 2½ hours. Cars and vans are carried in special trains. Lorries have their own trains. Passengers stay in their cars or they can get out and walk about. Their journey from England to France takes 35 minutes.

There are three tunnels. One tunnel carries trains going east to France. One tunnel carries trains going west to England. In the middle is a service tunnel. It is a road tunnel and it carries small vehicles. They are used by engineers. They travel along the service tunnel. The three tunnels are joined by small passages every 375 m. The engineers use the passages to get to different parts of the railway tunnels. They check the tunnels and they do repairs.

Class composition Unit 4 (example writing)

The pyramids are on the edge of the desert near the big city of Cairo. They are very tall. The tallest is 138.8 metres high. I went inside the Great Pyramid. There are steep stairs and they are narrow. It is not easy to climb down. The stairs lead to the king's chamber. You can also go into/look at the smaller queen's pyramids.

Near the pyramid there is a boat in a museum. The boat was in the sand near the great pyramid. It is made of wood and ropes. I walked all round the boat. It is huge and it doesn't look old. I couldn't believe it is 4,500 years old.

Next I rode on a camel. You must hold on tight and be careful when it gets up! It's great to ride over the sand on a camel.

Tips for other visitors:

It is very hot and sunny in the desert so take water/wear a hat/wear sunglasses.

Lots of people visit the pyramids so go early when there are not many people.

Lesson 1 Poster 5, Reading

Lesson aim Reading

Lesson targets Children:

- (poster) read about the features of a play
- follow and read the play
- understand the play and answer oral questions about it
- practise reading the play

Key structure present perfect with *just* and *yet*Key language *Have you finished yet? I've just finished.*

Vocabulary school work

Materials poster 5; PB pp58–59; CD B track 1; WB p42; Dictionary 5

Time division

W-up	Poster	Reading	WB
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Warm-up

Word chain. Play this game in teams. (See Games, p214.)

Poster 5


5 A story from the ancient world

You are going to read a play, *The voyage of Odysseus*. The play tells the story of Odysseus. He lived in Greece a long time ago. There are several characters in the play:



1 A play is divided into scenes.

- Each scene has a setting, the place where things happen.
- The setting for the first scene of *The voyage of Odysseus* is on a ship like this:



Scene 1

setting: on Odysseus' ship near rocky cliffs
characters: Odysseus, the sea captain, sailors, a monster with six heads

- When something happens in a new place, a new scene starts.

2 In a play the characters take turns to speak.

- When you are a character in a play, you only read the words the character says.
- You do not read the name of the character who is speaking.

Odysseus: Listen, men. There are two terrible sea monsters nearby. The first one has twelve legs, six necks and six heads, with three sets of teeth in each one!

Captain: That's terrible! We have never seen such a thing!

Text type and vocabulary

- 1 Read the title to the class. Explain *ancient* or ask the children to look in their Dictionaries.
- 2 Read the next four lines and introduce the characters. Tell the class that Odysseus was a well-known hero of the ancient world. Many stories were told about him.
- 3 Explain that many old Greek stories include monsters of many different kinds. Some of them are people or animals. Others are in nature like the whirlpool monster in this story.

Text type features

- 4 Read the information about scenes. Point out the information for scene 1. Ask a volunteer to read out the details in the box. Read the last line.
- 5 Read the information about characters and their lines. Ask two volunteers to read the words of Odysseus and the captain.

Reading

- 1 Give the class time to look at the pictures.
Ask What bad things do you think happen in this play? There are monsters. There is a storm.
What is the six-headed monster like? angry, dangerous, ugly, powerful
- 2 Play CD B track 1. The children listen and follow in their books.
- 3 Explain new words using the Dictionary as necessary.
- 4 Ask questions about each part of the play (see below).
- 5 Choose children to be the characters and read the play.
- 6 Play track 1 a final time.

Reading text questions

*Who was Odysseus? a Greek hero**Where did he come from? Greece**Where was he trying to go to? his home**What is the setting for scene 1? Odysseus' ship near rocky cliffs**Where did the monster with six heads live? in a cave**What happened to the boat when it came to the whirlpool monster? It went round and round.**What did the monster with six heads do to the sailors? It attacked and ate them.**What happened to the ship? It turned over.**What is the setting for scene 2? on the beach of a small island**Which characters are in the scene? Odysseus and Calypso**For how many days was Odysseus in the sea? ten**What happened to all the other sailors? They drowned.**Where did Calypso invite Odysseus to go? to her home**Who will look after Odysseus? her parents**How does Odysseus feel after ten days in the sea? exhausted*

Note: *The adventures of Odysseus* is a Macmillan Reader in the Explorers series. It tells the story of what happened to Odysseus on his voyage home and how he eventually returned safely. It is suitable for Primary 5 children as a class reader or for independent reading.

5 A story from the ancient world

Reading

Odysseus was a famous Greek hero. He lived in Greece but for many years he was away from his wife and his son. He was fighting in a long war. At last the war ended and Odysseus began his voyage home. On the way he met many strange creatures.

The voyage of Odysseus

Scene 1

Setting: on Odysseus' ship near rocky cliffs

Characters: Odysseus; the sea captain; sailors; a monster with six heads

Odysseus: Listen, men. There are two horrifying sea monsters nearby. The first one has twelve legs, six necks and six heads, with three sets of teeth in each one!

Captain: That's awful! We have never seen such a terrifying creature!

Odysseus: If a ship sails too near, the monster will ...

Sailors: Help! The ship is rocking!

Odysseus: Row, row as fast as you can! The monster lives in the cave under those cliffs. He may be sleeping now but I will fight him if I have to.

Sailors: Row! Row!

Captain: We have just passed the cave. We are safe!

Sailor 1: No! Look at the water! We haven't escaped yet.

Sailor 2: The ship is spinning round and round. What is happening?

Odysseus: It is the other monster! It is a giant whirlpool. It will pull us under the sea!

Sailors: We must row!

Monster: Grrr!



Sailor 1: What is that?

Captain: It's a giant dog!

Odysseus: No, it is the monster with six heads!

Sailor 2: Look, it is rising out of the water!

Monster: Grrr!

Sailor 1: Help! It is attacking us.

Captain: It is grabbing the sailors. It is eating them! Row! Row!

Odysseus: Now a storm is coming! The waves are getting higher and higher.

Captain: The wind is tearing the sail.

Sailor 2: The mast has broken!

Captain: The ship is turning over! Help! Help!

Scene 2

Setting: on the beach of a small island

Characters: Odysseus; Calypso (a girl)



Odysseus: I was in the sea for ten days. Now I have reached an island. But is this a safe place? I don't know.

Calypso: Hello. My name is Calypso. What has happened to you?

Odysseus: I have just swum to this island. My name is Odysseus. I am travelling to my home.

Calypso: Where is your ship?

Odysseus: There was a terrible storm. My ship disappeared under the water and all the sailors drowned.

Calypso: That is dreadful. Come to my home. My parents will look after you.

Odysseus: Thank you. You are very kind. I am exhausted, it's true.

Rewritten from *The adventures of Odysseus*, a Greek legend adapted by Gill Munton (Macmillan English Education, 2004)

Workbook: Study skills (WB p42)

Make sure the children understand the tasks.

They should be able to complete them independently.

Exercise 1

Remind the children to have their Dictionaries with them for this exercise.

Exercise 2

Encourage the children to write answers before they look in their Dictionaries.

Workbook answers

Exercise 1

1 was shining 2 rang, answered 3 began, cry, was

Exercise 2

1 tear 2 whirlpool 3 rock 4 wife 5 hero 6 row

5 Study skills

A verb tells you what happens in a sentence.

1 Read about verbs.

The ship sailed near the rocks.
The men saw a terrible monster.
The monster was watching the sailors.

Now underline the verbs in these sentences.

- The moon was shining on the water.
- When the phone rang, Linda answered it.
- The little girl began to cry because she was lost.

In your Dictionary the abbreviation for a verb is **v**.

Choose a page in your Dictionary. How many verbs can you find? Write the words.

2 Write the words in the box next to their definitions.

wife rack row whirlpool tear hera

- to pull into pieces _____ (v)
- a dangerous place in a river or sea where water spins round and round _____ (n)
- to move from side to side _____ (v)
- a married woman _____ (n)
- a very brave man _____ (n)
- to move a boat by pulling on oars (long pieces of wood) _____ (v)

Now check your answers in your Dictionary.

Did you get them right?

Lesson 2 Reading comprehension and vocabulary

Lesson aim Reading comprehension; vocabulary

Lesson targets Children:

- re-read *The voyage of Odysseus*
- answer literal and personal response comprehension questions
- practise vocabulary

Key structure and language from Lesson 1

Vocabulary from Lesson 1

Materials PB p60; WB p43

Time division

W-up	Read again	Comp & vocab	WB
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Warm-up

Alphabetical order. Use words from the play. Choose some that begin with the same first two letters, e.g. *storm, sailor, sea, ship, spin, swum, safe, sleep, see, strange, small*. Give the children a time limit to order them. (See Games, p215.)

Reading comprehension and vocabulary

1 Answer the questions.

- 1 Which country did Odysseus come from?
- 2 Why was he away from his wife and son for many years?
- 3 How was Odysseus travelling home?
- 4 Who were travelling with him in the ship?
- 5 Where did the monster with six heads live?
- 6 What did the six-headed monster sound like?
- 7 Why did the ship turn over?
- 8 How long was Odysseus in the sea?
- 9 What place did he reach?
- 10 Who helped him?



2 Talk about the answers to these questions.

- 1 Do you think Odysseus was brave? Why or why not?
- 2 Why did the ship spin round and round?
- 3 What do you think was the most frightening:
a the six-headed monster? b the whirlpool monster? c the storm?
Why?
- 4 Why do you think Odysseus was the only one who did not drown?

3 Read these words from the play. Match them with the words below.

horrifying dreadful exhausted attack voyage creature

- 1 tired _____
- 2 journey _____
- 3 fight _____
- 4 animal _____
- 5 terrifying _____
- 6 awful _____

Some words have meanings that are nearly the same as other words.



60 Unit 5 Reading comprehension and vocabulary: literals, personal response; synonyms

Reading comprehension and vocabulary (PB p60)

Read again

Choose children to play the parts and read the two scenes from *The voyage of Odysseus*. Alternatively, play track 1 while the children listen and follow in their books.

Activity 1

Read, or ask a volunteer to read, each question. Remind the children they may look back to find the answer if they are not sure. Elicit the answer. Check with the class.

If there is any disagreement, the children must look back at the text and find the correct answer.

Answers: 1 Greece 2 He was fighting in a war. 3 by ship 4 sailors and the captain 5 in a cave 6 a giant dog 7 because the waves were getting higher in the storm then the mast broke 8 ten days 9 an island 10 Calypso

Activity 2

For questions 1 and 2, the children should look carefully at the text and work out answers from it.

For questions 3 and 4, the children give their own opinion. In question 3, encourage them to give reasons for their views.

Answers: 1 Children could point out that he said he would fight the monster if he had to. 2 The whirlpool monster made it spin. 3 Children's own answers. 4 Children could suggest that Odysseus could swim and was strong. They might also say that he was not afraid so he did not give up.

Activity 3

Explain to the class that the words in the box are new but they mean almost the same as some words they already know.

Ask different children to read each list.

Ask for suggestions as to which word *horrifying* matches. Hear their ideas. If you wish, tell them to check in the Dictionary.

When the class agrees, tell them to write the word on the correct line.

Answers: 1 exhausted 2 voyage 3 attack 4 creature 5 horrifying 6 dreadful

Workbook: Reading comprehension and vocabulary (WB p43)

Check the children understand the tasks.

Exercises 1 and 2

Point out exercise 1 and remind the class that they must re-read the text before they try to answer exercise 2. Tell the children to look at the text again if they find exercise 2 difficult.

Exercise 3

Remind the class to use their Dictionaries to check definitions if they are not certain of the meanings.

Workbook answers

Exercise 2

1 d 2 i 3 j 4 f 5 c 6 g 7 h 8 a 9 e 10 b

Exercise 3

1 horrifying 2 escape 3 nearby 4 mast 5 sail

Reading comprehension and vocabulary

- 1 Read *The Voyage of Odysseus* again.
- 2 Match the sentence beginnings and endings.



- | | |
|-------------------------|---------------------------------|
| 1 Odysseus was | a pulled down by the whirlpool. |
| 2 Odysseus' boat passed | b Calypso. |
| 3 The first monster had | c the ship's sail. |
| 4 The other monster was | d a famous Greek hero. |
| 5 The wind tore | e an island. |
| 6 The ship's mast broke | f a giant whirlpool. |
| 7 The sailors were | g in the storm. |
| 8 The ship was | h eaten by the monster. |
| 9 Odysseus swam to | i the monster's cave. |
| 10 The girl's name was | j six heads. |

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10 _____

- 3 Read the words and the definitions. Write the word next to the correct definition.

mast nearby sail escape horrifying

- 1 very frightening _____
- 2 to get away from _____
- 3 not far from _____
- 4 the tall piece of wood in the middle of a sailing boat _____
- 5 the big piece of cloth that hangs from the mast of a sailing boat _____

Lesson 3 Grammar

Lesson aim Grammar

Lesson targets Children:

- understand the composition of the key structure
- practise the key structure
- produce the key structure independently

Key structure present perfect with *just* and *yet*

Vocabulary from Lesson 1

Materials PB p61; WB p44; GPB p24

Time division

W-up	Presentation / practice	WB
------	-------------------------	----

Warm-up

Word races. Game 3. Divide the class into pairs or small groups. Give the children one minute to write down as many words as they can that end with *-ful*. (See Games, p215.)

idea that an event has not happened but it could happen soon or it is expected to happen soon.

Activity 2

Give the children a minute or two to look at the pictures. Ask different children to read out the sentences. Ask a volunteer to read the first sentence and say which picture it matches. Check with the class that they agree. If necessary, go over the meaning of *just* and *yet*.

Answers: 1 f 2 a 3 e 4 c 5 b 6 d

Activity 3

Point out the face of the boy. Ask *How is he feeling?* **scared**. Point out the verb. Ask a pair to read the speech bubbles. Point out picture 1. Ask *How is she feeling?* **She is scared, too**. Ask a volunteer to ask the question using *just*. Help the child as necessary to ask *What has she just heard?* Point out Miss Sparkle's speech bubble and tell the class to think what the girl might have heard to make her scared. Elicit some different ideas. Continue with the following pictures and verbs. If necessary, ask how the children in the pictures are feeling to help the children think of sentences. When the activity has been done with the whole class, the children practise again in pairs. Remind them they can use their own ideas. They do not have to be the same as before.

Answers: These depend on the children's ideas. The questions they should say and answer are: 1 What has she just heard? 2 What has he just eaten? 3 What have they just seen? 4 What have they just found? 5 What has he just hurt?

Grammar

1 Look and read.



I love grammar. Do you?

The ship has just passed the cave.
The men have not escaped yet.
They have not seen the monster yet.



They have just seen the monster!

2 Look, read and match. Write the letters.

- 1 The monster has not grabbed a sailor yet.
- 2 The monster has just grabbed a sailor.
- 3 The ship has not disappeared yet.
- 4 The ship has just disappeared.
- 5 Odysseus has not reached the island yet.
- 6 Odysseus has just reached the island.



1 _____ 2 _____ 3 _____
4 _____ 5 _____ 6 _____

3 Ask and answer.

Use your own ideas!

What has he just seen?

He's just seen a monster.



Unit 5 Grammar: present perfect with *yet* and *just*

61

Grammar (PB p61)

Activity 1

Point out the pictures. Ask *Is the boat near the cave?* **Yes, it is.** *How are the sailors feeling?* **terrified / scared / frightened, etc.**

Ask different children to read each sentence. Write them on the board and underline the structure or write it in colour. Explain that using *just* with the present perfect expresses the idea that something happened a very short time ago. Using *yet* with the negative present perfect expresses the

Workbook: Grammar (WB p44)

Make sure the children understand the tasks.

Exercise 1

If necessary, remind them again of the meanings of *just* and *yet* with the present perfect.

The children should be able to complete these sentences independently.

Remind them that the pictures can help them.

Exercise 2

Go through the example with the class.

If you wish, go through the other sentences orally. If necessary, ask prompt questions, e.g. for number 2: *Have the children seen the monster? Yes, they have.* Prompt / Elicit *They have just seen the monster.*

Workbook answers

Exercise 1

1 yet 2 just 3 yet 4 just 5 yet 6 yet

Exercise 2

2 They / The children have just seen the monster.

3 She / Grandma has not made the cake yet. 4 He / The boy has just eaten the apple. 5 He / The clown has not dropped the balls yet.

Grammar Practice Book (GPB p24)

When the children have completed the PB and WB Grammar pages, they may complete GPB page 24.

Grammar Practice Book answers

Activity 1

2 has not climbed, yet 3 has just climbed 4 has not walked, yet 5 have just walked 6 have not run, yet






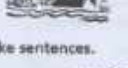
Activity 2

3 They have just swum across the river. 4 They have not climbed the mountain yet. 5 She has just walked for 10 kilometres. 6 She has not run for 5 kilometres yet.



Here's some grammar for you!


Grammar


1 Complete the sentences with *yet* or *just*.


-  Billy has not finished his homework _____.
-  The plane has _____ landed at the airport.
-  Has Coco found his glasses _____?
-  The boys have _____ eaten all the cake.
-  The girls have not put on their shoes _____.
-  Has the ship disappeared _____?

2 Make sentences.

-  not - see - monster - yet
The children have not seen the monster yet.
-  just - see - monster

-  not - make - cake - yet

-  just - eat - apple

-  not - drop - balls - yet

44 Unit 5 Present perfect with *just* and *yet*

Lesson 4 Grammar in conversation

Lesson aim Grammar in conversation

Lesson targets Children:

- listen to a conversation
- think of their own ideas for a similar conversation
- hold a short conversation in pairs

Key language *Have you done your Maths yet? I've just finished it.*

Key vocabulary school work

Materials PB p62; CD B track 2; WB p45; GPB p25

Time division

W-up	Dialogue	Indiv prep	Pair/class speaking	WB
------	----------	------------	---------------------	----

Warm-up

Play *Guess the word, version 2*. (See Games, p215.)

Grammar in conversation (PB p62)

Activity 1

Ask the class *What are the children are talking about? work they are doing at school*

Play track 2. The children listen and follow in their books.

Activity 2

Ask the questions and choose volunteers to read the speech bubbles.

Give the class a few minutes to note down their own answers to the questions. They may use ideas on the page but encourage them to think of answers that are true for themselves.

Activity 3

Divide the class into small groups or pairs.

Ask a volunteer to read out the useful phrases in the box. They ask each other questions about their work and answer. Go around listening to them as they speak. Encourage them to talk to each other without reading sentences from their PBs or copy books.

Note: It is not necessary for them to use *just* or *yet* in every sentence nor the useful phrases. The important thing in this activity is for the children to practise natural conversation and to develop their fluency. As they probably all have work they are supposed to be doing for all their school subjects, they should find that they have plenty of ideas to talk about.

Note: As the children become more familiar with this conversation task and their confidence grows, you may wish to record some pairs or groups speaking. The recordings may be included in their portfolios of work as evidence of conversation skills.

Grammar in conversation

1 Listen and read.

Molly: Have you done your Maths homework yet?
Sam: No, not yet. It's really hard. Have you done yours?
Molly: Yes, I've just finished it.
Sam: How about English?
Have you written that composition yet?
Molly: Yes, I've just handed it in. Have you done yours?
Sam: No, not yet.
And I haven't started my Art project yet.
Molly: What about our Science homework?
Have you started that?
Sam: No, not yet. And I haven't revised for the test.
Molly: Test? What test?
Sam: Don't worry! I'm only joking ... Or am I ...?



2 Think, write and say.

What school work do you have to do this week?

I have to write a composition.

We have to revise for a test.

Have you finished your work yet?

I've written my composition.

I've just done my Maths homework

3 Let's talk.

Have you done your Science homework yet?

No, not yet.
How about you?

Useful phrases

done written started
revised finished handed in
What/How about ...? Don't worry!

Workbook: Grammar in conversation (WB p45)

Make sure the children understand the tasks.

Exercise 1

If necessary, remind the class of the key structure with *just* and *yet*.

Exercise 2

Tell the children to read all the sentences in the dialogue and the words in the box before they start to fill the gaps.

At a suitable time, now or in another lesson, let one or two pairs read their completed dialogues to the class.

Encourage them to read with good expression.

Note: These short dialogues and the PB dialogues could also be recorded and included in children’s portfolios as evidence of ability to speak with good pronunciation and intonation.

Workbook answers

Exercise 1

1 Have you finished your homework yet? 2 I have just started my Maths homework. 3 I have not written my composition yet. 4 Meg has just finished her art project. 5 Have the children revised for their Maths test yet?

Exercise 2

yet, just, started, yet, How about, given, revised, What, worry, joking

Grammar Practice Book (GPB p25)

When the children have completed the PB and WB Grammar in conversation pages, they may complete GPB page 25.

Grammar Practice Book answers

Activity 1

2 I haven’t put my hat on yet. 3 He has just dropped a cake. 4 He has not made a salad yet. 5 They have just seen the fire. 6 They have not made a salad yet.

Activity 2

2 Have you eaten a biscuit yet? Yes, I have. 3 Has Jack seen the fire yet? No, he hasn’t.

Grammar in conversation

1 Make sentences.

1 your yet? finished Have homework you

2 started I homework. my just Maths have

3 composition have my written I yet. not

4 Art finished has project. Meg just her

5 test children yet? revised their for Maths the Have

2 Complete the conversation. Use the words in the box.

started handed What joking yet
just worry How about revised yet

Pippa: Have you done all your homework _____?

Jon: Well, I've _____ finished my composition.

Pippa: Really? I haven't _____ mine _____

Jon: _____ our Science project?

Pippa: I've just _____ it in.

Jon: Have you _____ for our Maths test?

Pippa: Maths test? _____ Maths test?

Jon: Don't _____ I'm only _____

Pippa: Phew!

Unit 5 Present perfect with just and yet

Lesson 5 Spelling, Use of English

Lesson aim Spelling; poem; Use of English

Lesson targets Children:

- listen to pronunciation of words beginning with the prefix *dis-*
- practise spelling and writing words
- understand and say a short poem

Key language (poem) present perfect + *yet*

Target words *dislike, disappear, disobey, disagree, distrust*

Materials PB p63; CD B tracks 3–5; WB pp46–47; GPB p26

Time division

W-up	Spelling	Poem	Use of English	WB
------	----------	------	----------------	----

Warm-up

Play *Look, cover, write, check* with target words from Units 3 and 4. (See Games, p215.)

Activity 2

Ask a volunteer to read the first definition. Elicit the word from the class.

The children write the word. Continue in the same way with the other definitions.

Answers: 1 disappear 2 dislike
3 disagree 4 distrust 5 disobey

Activity 3

Give the children a minute or two to read the sentences.

Ask a volunteer to complete each sentence. Check with the class before they write.

Answers: 1 dislike 2 disagree
3 disobey 4 disappear

Activity 4

Tell the class to look at the picture. Ask what they think the poem is about. Listen to their ideas.

Play track 5. The children listen and follow.

Read through the words with the class. Ask *Who do you think is asking the girl to do these things? Why is she cross?*

Play track 5 again. The children join in.

They may learn this poem if you wish.

To complete classroom Lesson 5, move on to Use of English, WB p47.

Workbook: Use of English (WB p47)

Read Mrs Swift's speech bubble to the class. Ask a volunteer to read the example sentence. Write it on the board.

Exercise 1

Tell the children to read the sentences silently and to decide which word is the verb and which is the adverb. While they do so, write the sentences on the board.

Ask a volunteer to circle and underline the first sentence on the board. Check with the class. The children circle and underline in their books.

Spelling

We can add *dis* to the beginning of some words.
We make a new word with the opposite meaning.

appear → disappear

The ship disappeared under the water.

1 Add *dis* to these words to make opposites. Read the words.

_____ like _____ obey _____ appear _____ agree _____ trust

2 Listen and say the words.

2 Write each word in Activity 1 next to the correct definition.

- 1 to go from view _____
- 2 to feel that someone or something is not nice _____
- 3 to have a different opinion about something _____
- 4 to feel that someone or something is not good or true _____
- 5 to not do what someone has asked you to do _____

3 Choose a word from Activity 2 to complete each sentence.

- 1 "That pink dress is awful. I really _____ it."
- "I _____, I think it's very pretty."
- 2 You should never _____ your teacher.
- 3 In the spring the snow will _____ from the mountains.

4 Listen and say.

- Have you made your bed yet?
- Have you phoned your dad yet?
- Have you walked the dog yet?
- Have you found my phone yet?
- Have you read that book yet?
- Have you done the dishes yet?

Why don't you
all disappear?

Unit 5 Spelling: prefix *dis*

63

Spelling (PB p63)

Spelling box

Point out Mrs Swift's speech bubble. Tell the class to listen and follow in their books. Play track 3. The children listen. Read the example words. The class repeats. Ask a volunteer to read the example sentence.

Activity 1

The children write the prefix *dis-* for each verb. They write the complete words. Play track 4. The children listen and repeat. Ask individuals or the whole class to read words.

Exercise 2

Give the children a moment or two to look at the pictures.

Ask different children to read the adverbs.

Explain that these words express directions of movement.

Exercise 3

Ask a volunteer to read the adverbs.

Ask volunteers to read and complete the sentences. Check with the class.

Workbook answers

Exercise 1

1 swam out 2 sailed by 3 rose up 4 fell down

5 leaned over

Exercise 2

1 outside 2 forwards 3 away 4 over 5 upwards

Workbook: Spelling (WB p46)

Make sure the children understand the tasks. Most of this page should be done by the children working alone. Read, or ask a child to read, the reminder in Mr Smash's speech bubble. Ask a volunteer to read the words and the sentence in the box.

Exercise 1

The children write the prefix and the complete words. Remind them to read the words.

Exercise 2

The children circle the words they find. Point out Miss Sparkle's speech bubble.

Exercise 3

Make sure the children realise that all the words they need are in exercise 1.

Workbook answers

Exercise 2

across: line 1, distrust; line 4, disappear; line 7, disobey; line 10, dislike; down: column 10, disagree

Exercise 3

1 disobey, disappear 2 dislikes 3 distrust 4 disagree

Grammar Practice Book (GPB p26)

When the children have completed the PB and WB Use of English and Spelling pages, they may complete GPB page 26.

Grammar Practice Book answers

Activity 1

2 The hat is falling down. 3 The rocket is flying by. 4 The car is going forwards. 5 The car is going backwards. 6 The rocket is falling over. 7 The man is running away. 8 The woman is going outside.

Use of English



Remember! Adverbs tell you more about a verb. The adverbs on this page tell you **where** the action was done.

The monster looked out.



1 Read these sentences. Circle the verb. Underline the adverb.

- The monster swam out.
- The ship sailed by.
- The monster rose up.
- The mast fell down.
- The ship leaned over.



2 Read these adverbs.



backwards



forwards



upwards



downwards

3 Choose an adverb to complete these sentences.

away upwards outside forwards over

- At break time the children went _____.
- The whistle blew and the train went _____.
- The boy was scared so he ran _____.
- The plane flew _____.
- Everyone heard the plane and looked _____.

Unit 5 Adverbs of place

47

Spelling



Remember! We can add **dis** to the beginning of some words. We make a new word with the opposite meaning.

appear → disappear

The ship disappeared under the water.



1 Write **dis**. Write the words.

like obey appear agree trust

2 Find the words in the word search. Circle them.

b	d	i	s	t	r	u	s	t	d
a	v	s	r	o	i	a	w	i	
i	j	i	o	k	a	p	b	v	s
d	i	s	a	p	p	e	a	r	a
i	s	f	y	u	r	a	i	g	
c	x	a	d	j	m	i	n	x	r
n	a	d	i	s	o	b	e	y	e
g	r	e	p	o	v	z	y	r	e
i	a	h	i	s	o	v	x	p	i
d	i	s	i	k	e	n	w	u	

One word goes down!



Come here, Billy!

3 Choose a word from exercise 1 to complete each sentence.



- "Does your dog always _____?" asked Fred.
"No, but sometimes he _____ into the woods!" answered Ben.
- Susan likes bananas but she _____ oranges.
- "That man is wearing a wig! I _____ him!" said Fred.
- "Fred says Paris is in Spain but I _____" said Susan.

46

Unit 5 Spelling: words beginning **dis**

Lesson 6 Class composition; Writing preparation, Composition practice

Lesson aim Writing

Lesson targets Children:

- write a scene of a play with teacher support (session 1)
- discuss ideas for writing a scene independently (session 2)
- write a scene of a play independently (session 2)

Key structure and language from the unit

Vocabulary from the unit

Materials PB p64; WB pp48–49

Time division (session 1)

W-up	Discussion & notes	Writing	Editing, improving
------	--------------------	---------	--------------------

Time division (session 2)

W-up	Writing prep	Composition
------	--------------	-------------

Session 1 Warm-up

Play *Team sentences*. (See Games, p214.)

Class composition

What happened at Calypso's house?
Who was there?

1 Look at the pictures. Talk about them.



2 Write the third scene of the play. Start like this

Scene: _____

Setting: _____

Characters: _____

Calypso: Mother, Father, this is _____

64

Unit 5 Class composition: writing a scene of a play

Class composition (PB p64)

Activity 1

Ask a volunteer to read Mr Smash's speech bubble.

Give the class a few moments to look at the pictures. Ask what they remember about the story of Odysseus and his meeting with Calypso.

Tell the children to look back at pages 58–59. Remind them of how a play is set out. If you wish, put up Poster 5 and go through the features of a play script.

Ask the class to look at each picture in turn and to say what is happening.

Ask what they think the characters are saying in each one.

Activity 2

Help the class to write the third scene of the play. Begin by prompting them to complete the information.

Write the name of the first character to speak (Calypso) and the beginning of her line. Ask a volunteer to complete it.

Let the class suggest as many speakers and lines for each picture as they think appropriate. Some pictures may only have two speakers even though more people are shown in the picture. Some pictures may only need one speaker.

When the writing is complete, choose four children to play each part and another to read out the scene, setting and characters.

Ask the class whether any changes could be made to improve the scene. *Does it make sense? Do the characters talk like real people? Are any extra lines needed?*

Make any changes that you and the class agree to. Choose another group of children to read the scene again.

Example class composition

An example of a play scene is shown on p117. Children's suggestions for acceptable lines may vary.

Session 2 Warm-up

Say the poem from PB page 63.

Workbook: Writing preparation (WB p48)

Exercise 1

Ask a volunteer to read out the sentences at the top of the page.

Give the children a few moments to look at all the pictures.

Exercise 2

If you wish, give the children a few minutes to talk in pairs about what is happening in each picture before working together as a whole class.

Ask about what is happening in each picture. Elicit answers then ask children to suggest what each character is saying. The children can suggest different ideas. Encourage them to say as much as they can, even if they repeat an idea in different words.

It is important that the children do not think that there is only one way of writing the scene.

Make sure they understand that they can write the same ideas or different ideas using their own words.

Exercise 3

The children write the scene number, complete the setting and list the characters for the scene.

Tell them to look at the pictures to check what they should write.

The children complete Calypso's first question then continue with the rest of the scene.

Remind them to keep looking back at the pictures for ideas about who speaks next and what they say.

Workbook: Composition practice (WB p49)

Remind the children to check their spelling and punctuation. Tell them to read their work through and make sure it makes sense.

Let one or two groups of four read out their finished scenes. The children make neat copies of their corrected scenes for their portfolios.

As a class activity, for another class or for parents, the children could perform all four scenes from the story of Odysseus.

Assessment

In assessing this task, look for writing which:

- is correctly set out in play script form
- makes a coherent dialogue
- follows the sequence of events in the pictures.

Writing preparation

1 Read and look at the pictures.

Odysseus stayed with Calypso and her parents. Soon he felt stranger. One day they found him standing on the beach. He was looking sadly out to sea.



2 Talk about the pictures. What are the characters saying?

3 Write the fourth scene of the play.

48

Unit 5 Writing dialogue for pictures; writing a play scene

Composition practice

Scene _____

setting: _____

characters: _____

Calypso: _____

Why: _____



Unit 5 Writing the next scene of a play

Lesson 7 Listening

Lesson aim Listening

Lesson targets Children:

- understand the pictures and basic dialogue for a story
- listen to the narrative and full dialogue for the story
- answer comprehension questions and discuss aspects of the story

Key structure and language from the unit

Vocabulary *hall, mirror, dragon*

Materials PB p65; CD B track 6

Time division

W-up	Pre-listen	Listening	Post-listen	Activities
------	------------	-----------	-------------	------------

Warm-up

Ask the children to tell you as much as they can about Part 1. They may look back at PB page 55 if necessary.

Listening (PB p65)

Activity 1

Read the title and part number to the class.

Give them a minute or two to look at the whole page.

Explain the new words or ask the children to look in their Dictionaries.

Ask What places are Lisa and Uncle Bertie going to go to in this part of the story? **the hall of mirrors, the roundabout, Dragon river**

Activity 2

Explain to the class they are now going to hear the whole story.

Tell them to look at each picture and follow the story.

Remind them that the sound they hear tells them when to move on to the next picture.

Play track 6. The children listen and look.

Activity 3

Ask questions to check understanding:

Where did they look for Ricky first? in the **Hall of Mirrors**

Who enjoyed the hall of mirrors? **Lisa and Uncle Bertie**

Who wanted to leave and catch Ricky? **the old lady**

Was Ricky on the roundabout? No, he wasn't.

Where did they go next? to Dragon river

What were the people in the boats wearing? **yellow raincoats with hoods**

Who could run fast? the old lady

What did she do next? **jumped into a boat**

What happened to Ricky? He fell in the water.

Where did the old lady go? **She sailed away in her boat.**

Ask about the story:

Who had an idea for how to find Ricky's boat? **Uncle Bertie**

What was his idea? to find a boat with one person in it

What choices do Lisa and Uncle Bertie have at the end? go after the old lady or help Ricky

Optional

The children use the play script and act out the story.

Suggested homework task

The children complete Check-up 5.

Listening

1 Look and read. 2 Look, listen and read. 3 Talk about the story.

Uncle Bertie goes to the funfair – Part 2



Unit 5 Listening

65

Listening audioscript: Uncle Bertie goes to the funfair – Part 2

Do you remember? Uncle Bertie loved funfairs so on his birthday Lisa went to Fabulous Fun World with him. At the rifle range a strange old lady won a beautiful doll but the owner of the rifle range, Big Sid, did not want her to have it. Ricky, the boy who worked at the rifle range, ran after the old lady to get the doll back. The old lady was on the roller coaster with Uncle Bertie and Lisa. She dropped her bag and Ricky ran away with it. The old lady asked Uncle Bertie and Lisa to help her get the bag back.

1 Ricky was running away with the old lady's bag. Uncle Bertie, Lisa and the old lady tried to run after him but there were lots of people at the funfair. It was difficult to follow him.

Old lady: Where's he going?
UB: I don't know.
Lisa: He's trying to lose us.

2 They arrived at the Hall of Mirrors.

Lisa: I'm sure he's just gone in there.
Old lady: Quick! After him!

3 UB: Oh ho ho! Look at me! I'm so short and fat!
Lisa: Ha ha ha! Look at me! I'm so tall and thin!
Old lady: Come on! Come on! We must catch that boy!

4 But they didn't catch Ricky in the Hall of Mirrors. They ran outside. Where was that boy?

Lisa: There he is! I can see him!
Old lady: He's running towards the roundabout!

5 But he wasn't on the roundabout.

Lisa: He isn't here.
Old lady: We've lost him.

6 Suddenly Lisa saw him.

Lisa: There he is! He's running towards Dragon river.

7 There were lots of small boats on Dragon river. The people in the boats were wearing yellow raincoats with hoods. It was difficult to see their faces.

Old lady: Have you seen him yet?
Lisa: He must be here somewhere.

8 UB: Wait! Who comes to the funfair? Friends come. And families. But usually people don't come to the funfair alone.

Lisa: Yes, you're right, Uncle Bertie! We must look for a boat with one person in it.

UB: Exactly!
Old lady: There's a boat with one person in it. There he is!

9 There was a bridge across the river. The old lady started to run towards it.

UB: Where's she going?
Lisa: I don't know. She's an old lady but she can run very fast.

10 Lisa: Wow! What's she doing?
UB: She's jumping into the boat!

11 The old lady wanted her bag. The boy didn't want to give it to her.

Ricky: OH!
The boy fell in the water.

12 The old lady sailed away in her boat.

Old lady: Yes! Yes! I've got it! I've got it!
Lisa: There's something very strange about that old lady.
UB: Shall we go after her?
Lisa: Or shall we help the boy in the water?

Inferential questions

What surprising things did the old lady do?

She ran very fast, she jumped into the boat, she got her bag from Ricky and pushed him out of the boat.

Do you think she was strong? Why? / Why not?

She must have been strong because she could run fast, jump, got her bag from Ricky and pushed him over.

Personal response questions

Lisa thinks there is something strange about the old lady? Do you agree? Why? / Why not?

Children's own answers

What do you think Uncle Bertie and Lisa should do next?

Children's own answers

Lesson 1 Poster 6, Reading

Lesson aim Reading

Lesson targets Children:

- (poster) read about the features of poems
- follow and read the poems
- understand the poems and answer oral questions about them
- practise reading the poems

Key structure defining relative clauses

Key language used to

Vocabulary *It's so funny. It's such a sad film.*

Materials PB pp66–67; CD B track 7; WB p52; Dictionary 5

Time division

W-up	Poster	Reading	WB
------	--------	---------	----

Warm-up

Ask the class what they remember about Odysseus. Ask *Which country did he come from? Greece. How was he travelling home? by ship*


Explain to the class that before Odysseus sailed home, he was a soldier. They are going to read about things he did when he was in the army.

Poster 6


A legend from the ancient world

You are going to read two poems.

The first poem is about two groups of people.




the Greek army




the Trojan army

It is about a place and its people:




Troy




the Trojans

It is about a Greek hero and a wooden horse:



Odysseus



the Trojan Horse

1 The first poem is a rhyming poem.
It has verses. There are four lines in each verse.
This is the first verse.

The Greeks fought the Trojans
and gave the war.
They were surprised
its people in fear.

In this verse the second line
and the fourth line rhyme:
fear rhymes with fear.

All the verses in the poem have this pattern of rhyming lines.

2 The second poem is an acrostic poem.
• It does not have verses. The lines do not rhyme.
• The first letter of the first word in each line is important.
• All the first letters spell a word.

These are the first three lines of an acrostic poem:

One Greek hero,
Daring and brave,
Young and strong,

You will read the whole poem and see all the first letters.

Text type and vocabulary

- 1 Read the title to the class. Explain *legend* using the Dictionary as necessary.
- 2 Point out the pictures and names of the people and the place that are in the poem.
Explain that Troy was a famous city that no longer exists but archaeologists have found the place where it stood.

Text type features

- 3 Read about the rhyming poem. Read the first verse and point out the rhyming words.
- 4 Explain the acrostic poem: read the three main features.
- 5 Read the first three lines of the acrostic poem.
Point out the first three initial letters in colour.
Some children may suggest what the complete word is but it is not necessary at all for them to do this before they read the poems.

Reading (PB pp66–67)

- 1 Give the class time to look at the poems and the pictures. Explain that at the beginning of the poem the Greek army was all round the city of Troy. Every day the two armies fought outside the city. The Greeks could not get into the city but the Trojans could not make them go away.
- 2 Play track 7. The children listen and follow in their books.
- 3 Use the Dictionary as necessary to explain new words.
- 4 Ask questions about each part of the story (see below).
- 5 Ask different children to read a few lines each of the poems.
- 6 Play track 7 a final time.

Reading text questions

The Trojan horse

Which people were fighting each other? the Greeks and the Trojans

Where were the Greek soldiers? all round the city

What did the Greeks do one night? packed their ships and sailed away

What did the Trojans think? that the Greeks had run away

What did the Greeks leave behind? a big wooden horse

What did the Trojans think of it? It was magnificent.

They thought they had won the war. They wanted to capture the horse.

What did they do with it? took it into the city

What did they do that evening? danced until late in the evening

What happened in the night? The horse opened and Greek soldiers jumped out.

Who was leading them? Odysseus

What did they do? silenced the guards and opened the gate to let the Greek army into Troy

What did the Trojans realise? that the Greeks had used the horse to get into the city

Who is it?

What adjectives describe Odysseus? daring, brave, young, strong

What did he see? hideous monsters

Why did he leave Calypso? He was unhappy away from his home.

6 A legend from the ancient world

Reading 1

The Trojan Horse

The Greeks fought the Trojans
and year after year,
Troy was surrounded,
its people in fear.

But in darkness one night,
without any warning,
the Greeks packed their ships
and were gone by the morning.

The Trojans walked out
of their city next day
and laughed in amazement,
"The Greeks ran away!"

But something was left.
In silence it stood,
vast and intriguing,
a horse made of wood.

Nobody knew
just why it was there.

Some wondered and worried
but most didn't care.

"It's so magnificent!"
"It's such a size!"
"We are victorious!"
"This is our prize!"



They dragged it through
the tall city gate.
"This horse that we've captured
will never escape!"

The war-weary people
felt only joy.
Till late in the evening
they were dancing in Troy.

Night fell. All slept.
None heard the faint sound.
The wooden horse opened.
Greeks leapt to the ground.



Odysseus, the hero,
led his men out.
They silenced the guards
before they could shout.
Then they opened the gate
and their army rushed past.
The Trojans despaired,
the truth clear at last:
"The Greeks never left!"
"Their horse was a ploy!"
"With their horse they have captured
our city of Troy!"

Who is it?

One Greek hero,
Daring and brave,
Young and strong,
Sailed across the sea.
Saw hideous monsters,
Escaped from a whirlpool,
Unhappy away from home,
Said goodbye to Calypso and left.



66 Unit 6 Reading: rhyming poem; acrostic poem

Unit 6 Reading: rhyming poem; acrostic poem

67

Workbook: Study skills (WB p52)

Make sure the children understand the tasks.
They should be able to complete these exercises
independently.

Exercise 1

Remind the children to think of the spelling patterns and
spelling rules they have learned.

Exercise 2

Tell the children to read the information carefully.

Workbook answers

Exercise 1

1 legend 2 amazement 3 wondered 4 dragged
5 warning 6 surrounded

Exercise 3

1 brightly 2 happily 3 quietly, inside

6 Study skills

1 Can you remember the missing words? They were all in the Reading text. Complete the words.

- We read the l_____ about the wooden horse of Troy.
- The people shouted in a _____.
- The Greeks w_____ what the horse was.
- They d_____ the horse through the gate.
- The soldiers attacked without any w_____.
- The army s_____ the city.

Now check the words in your Dictionary.

2 Read about adverbs.

An adverb tells you more about a verb.
It answers the questions When? Where? or How?



Today the birds are singing beautifully.
Jenny writes well but she draws badly.
The boy jumped quickly down the steps and ran home.

Now underline the adverbs in these sentences.

- Yesterday the sun was shining brightly.
- The children were playing happily in the garden.
- The boy opened the cupboard door quietly and looked inside.

In your Dictionary the abbreviation for an adverb is *adv.*

Look through the pages of your Dictionary and find adverbs.
Write the words.

52 Unit 6 Dictionary skills

Lesson 2 Reading comprehension and vocabulary

Lesson aim Reading comprehension; vocabulary

Lesson targets Children:

- re-read *The Trojan horse* and *Who is it?*
- answer multiple choice and literal comprehension questions
- practise vocabulary

Key structure and language from Lesson 1

Vocabulary from Lesson 1

Materials PB p68; WB p53

Time division

W-up	Read again	Comp & vocab	WB
------	------------	--------------	----

Warm-up

Rhyming words, version 1. Write pairs of rhyming words on the board in scattered order. The children find the matching pairs. Begin this game with words with the same spelling pattern. (See Games, p214.)

Reading comprehension and vocabulary

1 Circle the correct answer a or b.

The Trojan Horse

- | | | |
|---|-------------------------|-----------------------|
| 1 The Greeks surrounded ... | a the Trojans | b the city of Troy |
| 2 The Greek army was gone ... | a by the morning | b in the night |
| 3 The Greeks left behind ... | a a ship | b a horse |
| 4 The horse stood ... | a in silence | b in a wood |
| 5 The Trojans dragged the horse through ... | a the city | b the gate |
| 6 Odysseus and his men ... | a shouted at the guards | b silenced the guards |
| 7 Odysseus and his men opened the gates for ... | a the Greek army | b the Trojan army |
| 8 The Greek army rushed ... | a into Troy | b out of Troy |
| <i>Who is it?</i> | | |
| 9 Odysseus saw hideous ... | a creatures | b monsters |
| 10 Odysseus was unhappy away from his ... | a home | b house |

2 Talk about the answers to these questions.

- 1 Where did the Trojans think the Greeks had gone?
- 2 Where do you think the Greeks went?
- 3 Who were in the wooden horse?
- 4 What two things did Odysseus and his men do after they got out of the horse?

3 Read these words from the poems. Match them with the opposite word below.

darkness vast hideous silence drag

- 1 light _____
- 2 tiny _____
- 3 beautiful _____
- 4 noise _____
- 5 push _____

Some words have the opposite meaning to other words.



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Unit 6 Reading comprehension: choose the correct ending; deductive questions; antonyms

Activity 1

Tell the children to look at the first sentence with the two alternative endings.

Ask a volunteer to say the complete sentence. Check with the class that everyone agrees. If there is disagreement, the children should go back to the text to find the exact words that give the answer.

Continue in the same way with the other sentences.

Answers: 1 b 2 a 3 b 4 a 5 b
6 b 7 a 8 a 9 b 10 a

Activity 2

The answers to questions 1 and 2 are not directly in the text so the children have to work out answers from what the poem tells them. They can discuss answers in pairs or groups. The answer to question 3 can be inferred from the poem. The answer to question 4 is in the poem.

Answers: 1 They thought they had run away so they probably thought they had sailed back to Greece.
2 Children's own ideas: they could say, e.g. They sailed a little way so the Trojans could not see them.
3 Odysseus and some of the Greek soldiers 4 They silenced the guards and they opened the gate.

Activity 3

Ask a child to read out the new words from the poem.

Ask another to read the numbered words. Remind the class that they already know all these words.

Ask a child to match the first pair. The children may use their Dictionaries to help them with this activity. Check the answer with the class.

The children write the correct answer.

Answers: 1 darkness 2 vast
3 hideous 4 silence 5 drag

Reading comprehension and vocabulary (PB p68)

Read again

Read the poems to the class, or ask the children to read aloud. Alternatively, play track 7 to the class while they listen and follow in their books.

Workbook: Reading comprehension and vocabulary (WB p53)

Check the children understand the tasks.

Exercises 1 and 2

Point out exercise 1 and remind the class that they must re-read the poems before they try to answer exercise 2.

Exercise 3

The children may use their Dictionaries to help them as necessary.

Workbook answers

Exercise 1

10, 4, 9, 6, 3, 7, 2, 1, 5, 8

Exercise 2

wooden horse: vast, magnificent

Trojan people: victorious, war-weary

Odysseus: daring, brave

Reading comprehension and vocabulary

1 Read the poems in your Pupil's Book again.

2 Number these sentences in order.



- _____ The Greek army rushed into Troy.
- _____ Some people wondered why it was there.
- _____ They opened the city gate.
- _____ The Trojan people danced till late in the evening.
- _____ They saw the wooden horse.
- _____ The wooden horse opened.
- _____ The Trojans walked out of their city.
- _____ 1 The Greeks packed their ships.
- _____ They dragged it through the city gate.
- _____ The Greeks leaped to the ground.

3 Read the words. Match two words to each picture.

victorious brave magnificent daring vast war-weary



Lesson 3 Grammar

Lesson aim Grammar

Lesson targets Children:

- understand the composition of the key structure
- practise the key structure
- produce the key structure independently

Key structure defining relative clauses

Vocabulary from Lesson 1

Materials PB p69; WB p54; GPB p27

Time division

W-up	Presentation / practice	WB
------	-------------------------	----

Warm-up

Word races. Game 3. Give the children a time limit to write down as many words beginning with *dis-* as they can think of. (See Games, p215.)

Grammar

1 Look and read.



Hi! Let's look at some grammar!

The Greeks have built a horse. It is made of wood.
 The Greeks have built a horse *which* is made of wood.
 The Greeks have built a horse *that* is made of wood.
 This horse will never escape. We've captured it.
 This horse *that* we've captured will never escape.
 This horse *which* we've captured will never escape.

2 Complete the sentences. Write the letters.

- | | |
|---------------------------------|--------------------------------------|
| 1 The sailors saw a monster ... | A ... that Uncle Bob drives. |
| 2 My aunt has got a parrot ... | B ... that his grandfather gave him. |
| 3 Meg likes music ... | C ... that are found in deserts. |
| 4 That is the kind of car ... | D ... which had six heads. |
| 5 Camels are animals ... | E ... which she can dance to. |
| 6 John has lost the watch ... | F ... which can talk. |

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

3 Make one sentence.

- 1 The test was very hard. ... which we had last week.



The test *which* we had last week was very hard.

- | | |
|-----------------------------------|----------------------------------|
| 2 The trainers were expensive. | ... which Sam bought ... |
| 3 The cakes are always delicious. | ... which Grandma makes ... |
| 4 The wooden horse was huge. | ... that the Greeks built ... |
| 5 The monster had six heads. | ... that lived in the cave ... |
| 6 The snakes are not dangerous. | ... that live on this island ... |

Unit 6 Grammar: Relative clauses with *which* and *that*

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written as one sentence using *which* or *that* to introduce the extra information in the second sentence.

Ask a child to read the next four sentences and write them on the board.

Explain that the information in the first two sentences can be written as one sentence using *which* or *that*.

Point out that in the next two sentences, the extra information comes in the middle of the sentence.

Make sure that the children understand that *which* and *that* have the same meaning and the same use in these sentences.

Activity 2

Ask different children to read the numbered statements.

Ask other children to read out the clauses on the right.

Ask a volunteer to read the first statement and match it to a clause. Check with the rest of the class. The children write in their books.

Answers: 1 D 2 F 3 E 4 A
5 C 6 B

Activity 3

Explain that in this exercise the extra information goes in the middle of the sentence. The extra information comes straight after the object/s it describes.

Ask a child to read the first statement. Ask another child to read the extra information. Ask *What is the extra information about?* Elicit *the test*.

Ask another child to read the example sentence in Miss Sparkle's speech bubble.

Continue with the other sentences.

Answers: 2 The trainers *which* Sam bought were very expensive. 3 The cakes *which* Grandma makes are always delicious. 4 The wooden horse *that* the Greeks built was huge. 5 The monster *that* lived in the cave had six heads. 6 The snakes *that* live on this island are not dangerous.

Grammar (PB p69)

Activity 1

Ask *What does the picture show?* *the Trojans and the wooden horse*

Explain that the sentences next to the picture are what the Trojans are saying to each other.

Ask different children to read the first four sentences. Write them on the board with the key words in colour or underlined.

Explain that the information in the first two sentences can be

Workbook: Grammar (WB p54)

Make sure the children understand the tasks.

If necessary, remind them how the extra information comes after the object/s it describes.

The children should be able to complete these sentences independently.

Exercise 1

Remind them that *which* and *that* have the same meaning.

Exercise 2

Point out Superboots' speech bubble about where the extra information comes.

Workbook answers

Exercise 1

- 2 Uncle Bob has got a car which is very fast.
- 3 Tom bought some trainers that were very expensive.
- 4 Lucy likes the clothes that are sold in this shop.
- 5 We saw the wolves which live in the forest.

Exercise 2

- 2 The cake that Grandma is making will taste delicious.
- 3 The film which I saw last week is very exciting.
- 4 The box which Grandpa is carrying is very heavy.
- 5 The museum that the children visited was very interesting.

Grammar

It's Grammar time again!



1 Make one sentence. Use the word in brackets.

- 1 The Greeks built a horse. It was made of wood. (which)
The Greeks built a horse which was made of wood.
- 2 Uncle Bob has got a car. It is very fast. (which)

- 3 Tom bought some trainers. They were very expensive. (that)

- 4 Lucy likes the clothes. They are sold in this shop. (that)

- 5 We saw the wolves. They live in the forest. (which)

2 Make one sentence. Use the word in brackets.

Remember! Put the **which/that** clause in the middle of the sentence.



- 1 This horse will never escape. We have captured it. (that)
This horse that we have captured will never escape.
- 2 The cake will taste delicious. Grandma is making it. (that)

- 3 The film is very exciting. I saw it last week. (which)

- 4 The box is very heavy. Grandpa is carrying it. (which)

- 5 The museum was very interesting. The children visited it. (that)

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Unit 6 Clauses with *which* and *that*

Grammar Practice Book (GPB p27)

When the children have completed the PB and WB Grammar pages, they may complete GPB page 27.

Grammar Practice Book answers

Note: *which* can be replaced with *that* in all the sentences in this lesson.

Activity 1

- 2 Susan had an ice cream which her mother bought for her.
- 3 Jack sat at a table which was near the door.

Activity 2

- 3 Susan watched a film which was very long.
- 4 The film which Susan watched was very long.

Lesson 4 Grammar in conversation

Lesson aim Grammar in conversation

Lesson targets Children:

- listen to a conversation
- think of their own ideas for a similar conversation
- hold a short conversation in pairs

Key language *such a good film, so incredible, such scary monsters*

Key vocabulary films

Materials PB p70; CD B track 8; WB p55; GPB p28

Time division

W-up	Dialogue	Indiv prep	Pair/class speaking	WB
------	----------	------------	---------------------	----

Warm-up

Play a *Find the word* game using one or more columns, pages or spreads of the Dictionary. (See Games, p215).

Grammar in conversation

1 Listen and read.

Sam: Have you seen any good films recently?
Molly: Yes, I have. I've seen *Journey into space*.
Sam: Oh, wow! What's it like?
Molly: Oh, it's such a good film! I really enjoyed it.
Sam: Do you think I'd like it?
Molly: Yes! It's brilliant! The story is wonderful and the actors are great.
And the special effects! They're so incredible!
Sam: It sounds amazing.
Molly: It is. And there are such scary monsters!
Sam: Really? Hmm ... Maybe I'll give it a miss ...

2 Think, write and say.

What films have you seen recently?

I've seen *Shrek*.

What's it like?

It's such a good film! It's so funny!

These words can help you:

brilliant awful exciting boring good
incredible amazing terrible bad
fantastic

3 Let's talk!

Have you seen any films recently?

Yes, I have. I've seen ...

Useful phrases

Oh, wow!
Really?
It sounds ...
Maybe

Grammar in conversation (PB p70)

Activity 1

Point out the children in the photograph. Ask the class what they think they are talking about. Listen to their suggestions. Play track 8. The children listen and follow in their books.

Activity 2

Ask the questions and choose children to read the example answers.

Give the class a few minutes to write down two or three films they have seen and what they thought of them.

Point out the words. The children may use any of these or any others of their own.

Activity 3

Divide the class into small groups. Ask a volunteer to read out the useful phrases.

The children ask each other the questions and discuss films. Make sure they realise that it does not matter if they have all seen the same film/s. They should still say what they thought of the film and other children can agree or disagree with their opinion.

Go around listening as they speak. Encourage them to talk to each other without reading from their PBs or from their copy books. Most children have seen and enjoyed films so they should be able to join in the conversation.

Encourage the children to use the key structure. If you wish, write some phrases on the board, e.g. *so fantastic, such a funny film, such brilliant effects*.

It is not necessary, however, for children to use the structure to have a good and sensible conversation in which they exchange opinions and ideas. If they are engaged in a fluent conversation do not make them repeat sentences just to make them use the key language. They will practise the key language in the WB.

Workbook: Grammar in conversation (WB p55)

Make sure the children understand the tasks.

If you wish, go through the structures:

so + adjective

such a/an + adjective + singular noun

such + adjective + plural noun

+ adjective + uncountable noun

Exercises 1 and 2

If you wish, go through these exercises orally with the class before they start to write.

Exercise 3

The children read then write similar complete sentences. If you wish, ask some children to suggest ideas before they write.

Workbook answers

Exercise 1

1 such a 2 so 3 such an 4 so 5 so 6 such a

Exercise 2

1 such a 2 such 3 such 4 such an 5 such a 6 such

Grammar Practice Book (GPB p28)

When the children have completed the PB and WB Grammar in conversation pages, they may complete GPB page 28.

Grammar Practice Book answers

Activity 1

2 This is such a fantastic game. 3 I'm so thirsty. 4 He's wearing such horrible clothes. 5 The music is so loud.

Activity 2

1 This game is so exciting! 2 This is such an interesting game! 3 I was so scared when I had to answer. 4 The other girl's dress is so beautiful.

Grammar in conversation

1 Complete the sentences with *so*, *such a* or *such an*.

- 1 I love *Journey into Space*. It is _____ good film!
- 2 The special effects are _____ amazing!
- 3 I'm reading _____ interesting book!
- 4 The pictures are _____ beautiful!
- 5 Uncle Bob's car is _____ fast!
- 6 We had _____ fantastic day at the beach!

2 Complete the sentences with *such*, *such a* or *such an*.

- 1 It was _____ dark night! We were scared.
- 2 There were _____ good actors in the film!
- 3 We had _____ delicious ice creams at the beach!
- 4 Meg got _____ amazing computer for her birthday!
- 5 Fred scored _____ fantastic goal!
- 6 We saw _____ interesting things at the museum!

3 Read about Picture 1.

Write three sentences about Picture 2. Use *so*, *such a/an* and *such*.



This clown is so funny!
He has got such a tiny hat!
He has got such huge shoes!



Lesson 5 Spelling, Use of English

Lesson aim Spelling; song; Use of English

Lesson targets Children:

- listen to pronunciation of words with the -er suffix
- practise spelling and writing words
- understand and sing a short song

Key language (song) dancer, singer

Target words singer, fighter, painter, builder, dancer, baker, rider, runner, swimmer, winner

Materials PB p71; CD B tracks 9–12; WB pp56–57; GPB p29

Time division

W-up	Spelling	Song	Use of English	WB
------	----------	------	----------------	----

Warm-up

What's the word? Play this game using target words from previous units. (See Games, p215.)

We can add *er* to the end of some verbs.
The new word is a noun.
The noun is the person who does the action.

fight + er = fighter
Odysseus was a fighter in the Greek army.

1 Add *er* to these verbs. Write the nouns.

2 For some verbs ending in *e*, we just add *r* to make a noun.

3 If the verb ends with a short vowel + consonant, double the final consonant. Add *er*.

4 Listen and say the words.

5 Listen and sing.

Unit 6 Spelling: the *er* suffix

Activity 2

Go through the spelling rule for verbs ending e. The children complete the verbs with *r* and write the complete nouns.

Activity 3

Go through the spelling rule for verbs ending with a short vowel + consonant. The children complete the verbs to make nouns then write the complete nouns.

Play track 10. The children listen and repeat the words from activities 1–3.

Say different verbs from the page. Ask individuals or the whole class to say the nouns.

Ask individuals to spell the words without looking in their books.

Activity 4

Tell the class to look at the picture. Ask who they think the song is about. Ask what she is doing.

Play track 11. The children listen and follow.

Read through the words with the class. Explain any unfamiliar language if necessary

Play track 11 again. The children join in.

Play track 12. The children sing along with the music by themselves.

They may learn this song if you wish.

To complete classroom Lesson 5, move on to Use of English WB p57.

Workbook: Use of English (WB p57)

Read Superboots' speech bubble to the class. Ask a volunteer to read the example sentence. Write it on the board.

Spelling (PB p71)

Spelling box

Point out Mr Smash's speech bubble. Tell the class to listen and follow in their books. Play track 9. The children listen. Read the example words. The class repeats. Ask a volunteer to read the example sentence.

Activity 1

The children add the suffix -er to the verbs then write the complete nouns.
Give them a time limit to do the task.

Exercise 1

Ask a child to read the first sentence.
Remind the class that the adverbs on this page tell the reader when something happened.
Ask a volunteer to identify the adverb. Check with the rest of the class. The children underline.
Continue with the other sentences.

Exercise 2

Ask a child to read the adverbs. Give the class a few moments to read all the sentences.

Ask a volunteer to read and complete the first sentence. Check with the class. The children write.

Workbook answers

Exercise 1

- 1 First 2 Then 3 afterwards 4 next 5 Later
6 Finally

Exercise 2

- 1 soon 2 yesterday 3 now 4 never 5 always
6 sometimes

Workbook: Spelling (WB p56)

Make sure the children understand the tasks. Most of this page should be done by the children working alone. Read, or ask a child to read, the reminder in Mr Smash's speech bubble. Ask a volunteer to read the word and the sentence in the box.

Exercise 1

Point out the spelling rule reminders.

Exercise 2

Remind the class that the answers will only fit if they spell them correctly. Remind them to check the words they write.

Workbook answers

Exercise 1

teacher, builder, winner, singer, painter, baker

Exercise 2

1 rider 2 dancer 3 runner 4 singer 5 swimmer

Grammar Practice Book (GPB p29)

When the children have completed the PB and WB Use of English and Spelling pages, they may complete GPB page 29.

Grammar Practice Book answers

Activity 1 (example answer)

First we went to the centre in a bus. Then we went to the museum. Afterwards we visited the souvenir shop. Next we ate our sandwiches. Later we took some photos. Finally we went home in a bus.

Activity 2 (example answer)

- 1 I never go to bed late. 2 I sometimes get up late.
3 I went to school yesterday. 4 I am at school now.
5 I always have breakfast. 6 I am going to go home soon.

Use of English



Remember! Adverbs tell you more about a verb. The adverbs on this page tell you **when** the action was done.

Then they opened the gate.



1 Read these sentences. Underline the adverb in each sentence.

- 1 First, the Trojans saw the horse.
- 2 Then they dragged it into the city.
- 3 They danced afterwards.
- 4 Everyone slept next.
- 5 Later, the Greeks leaped out of the horse.
- 6 Finally, they opened the city gate.

2 Read these adverbs. Choose the best one to complete the sentences.

never sometimes yesterday now always soon



- 1 The sun is going down and it will be dark _____.
- 2 We visited Grandma and Grandpa _____.
- 3 It isn't raining _____ so let's go to the park.
- 4 I don't like pizza so I _____ eat it.
- 5 We _____ go to school by bus because we haven't got a car.
- 6 It is _____ windy in March.

Unit 6 Adverbs of time

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Spelling

We can add **er** to the end of some verbs. The new word is a noun. It is the person who does the action.



fight + er → fighter

Odysseus was a fighter in the Greek army.



1 Make these words into nouns. Write the words.

Remember the spelling rules.



Double the last consonant.

teach _____

build _____

win _____

sing _____

point _____

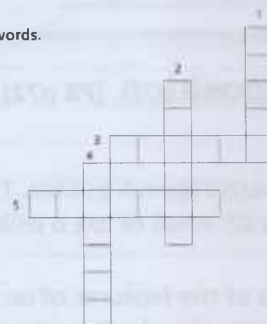
bake _____

Just add 'r'.



2 Read the clues. Write the words.

- 1 A person who rides a is a ...
- 2 A person who dances is a ...
- 3 A person who runs is a ...
- 4 A person who sings is a ...
- 5 A person who swims is a ...



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Unit 6 The suffix **er**

Lesson 6 Class composition; Writing preparation, Composition practice

Lesson aim Writing

Lesson targets Children:

- write an acrostic poem with teacher support (session 1)
- practise words and phrases for independent writing (session 2)
- write an acrostic poem independently (session 2)

Key structure and language from the unit

Vocabulary from the unit

Materials PB p72; CD B track 13; WB pp58–59

Time division (session 1)

W-up	Discussion & notes	Writing	Editing, improving
------	--------------------	---------	--------------------

Time division (session 2)

W-up	Writing prep	Composition
------	--------------	-------------

Session 1 Warm-up

Sing the song from PB page 71.

Class composition

Do you remember?
You read an acrostic poem about Odysseus on page 67.

The lines of an acrostic poem do not have to rhyme.
The first letter of the first word in each line is important.
All the first letters spell a word.

1 Read this acrostic poem.

Moving forwards,
Old and angry,
Nose twitching,
Smoke rising.
Terrifying!
Everyone,
Run!

Look carefully at the lines.
Notice the words in the lines.

Lines are not complete sentences.
Some lines have several words.
Some lines are one word only.

Moving forwards,
Old and angry,
Terrifying!

2 Write an acrostic poem about sailors.

Think of ideas for each letter.
Write them on the board.
Choose the best ideas.

72 Unit 6 Class composition: writing an acrostic poem

Ask *What word is spelled by the initial letters?* **monster**

Read Miss Smart’s speech bubble. Write the three lines on the board. Ask *Is each line a complete sentence?* Elicit the answer and write the first feature.

Point out that the second line has several words and write the second feature.

Ask *How many words are in the last line?* **one**. Write the third feature.

Activity 2

Explain the task. Ask a volunteer to read Superboots’ speech bubble.

Give the class a moment to look at the picture.

Elicit suggestions for a word or phrase for each letter. If there is more than one suggestion write up both or all.

When each letter has at least one suggestion, ask a volunteer to read out all the ideas on the board.

Write up the letters in a list, then with the class choose the best suggestions for each line.

When the writing is complete, ask a volunteer to read it to the class. Ask whether any changes could be made to improve the poem. *Does it make sense? Are there any better words or phrases that could be used?*

Make any changes that you and the class agree to. Let one or more volunteers read the story to the class.

No example is given as poems will vary according to the ability of the class. However, see the guidance notes on page 117. Help them to choose the best words they can think of. Remind them they may make changes after the first read through.

Class composition (PB p72)

Activity 1

Read out Mr Smash’s speech bubble. Tell the class to look back to PB page 67. Read or ask a child to read the acrostic poem.

Remind the class of the features of an acrostic poem. Ask *What word is spelled by the first letter of each line in the poem you just read?* **Odysseus**

Point out the short acrostic poem and the illustration. Play track 13. The children listen and follow.

Session 2 Warm-up

Play *What’s the object?* (See Games p215.)

Workbook: Writing preparation (WB p58)

Ask volunteers to read out Miss Sparkle’s speech bubble and the information about the features of an acrostic poem.
Read Mr Smash’s speech bubble.
Explain to the class that they are going to read two short name acrostic poems.

Exercise 1

Ask a child to read the first poem.
Ask *Who is the writer?* **Peter**
Do the same with the second poem. **Susan**

Exercise 2

Read the rubric. Ask a volunteer to read out all the phrases in the box, whether crossed out or not.
Explain that Henry has already made some choices for his poem.
Ask *Which letters has Henry had two ideas for?* **h, n, y**
Ask which ideas he has left out and which he has kept.
The children complete the poem in their books. Remind them that the first word of each line must begin with the letter they have been given.
Ask a volunteer to read the completed poem.

Workbook: Composition practice (WB p59)

Exercise 1

The children write out the letters of their names in capitals.

Exercise 2

The children think of words and phrases for each letter that describe them and their interests / hobbies.
Make sure they understand they should have more than one suggestion for most letters.
They then choose their best idea for each letter, crossing through the ideas they do not want to use.

Exercise 3

The children write out the poem.
Remind them to write all the letters of their name down the left side first, to make sure they haven’t left any out.
Let as many children as possible read their completed poems to the class.
The children make neat copies of their poems. If possible, display the work and encourage the children to look at each other’s acrostic poems. Alternatively, or as well, let each child read their name poem to the class before it is included in their portfolios.

Assessment

- In assessing this task, look for writing in which:
- the initial letter of each line spells the child’s name
 - words and phrases are used that describe the writer.

Writing preparation

Remember these things about an acrostic poem.

The lines of an acrostic poem:

- start with a letter that spells a word
- do not have to rhyme
- do not have to be complete sentences
- can have several words
- can be just one word

Do you remember the poem about Odysseus?
The first letter of each line spelled his name.

1 Look at these two acrostic poems. Who wrote them? Write the names.

Pizza is my favourite food.

Edward is my favourite name.

Tennis is my favourite sport.

English is my favourite subject.

Red is my favourite colour.

Standing in the garden

Under the trees

Singing to the birds

And

Never stopping.

Henry wrote some words about himself.

He chose the ideas that he liked best.

Help him finish his poem with his best ideas.

having fun

excellent at football

never late

ready to run

you can't catch me

happy all the time

neatly dressed

your friend

H ~~happy all the time~~

E _____

N _____

R _____

Y _____

58 Unit 6 The acrostic form

Composition practice

1 Write the letters of your name

2 Write some ideas for each letter of your name. Write them in the box.

3 Write your acrostic name poem. Choose your best ideas from the box.

Unit 6 Writing an acrostic poem

Unit 6 Lesson 6 – Class composition; Writing preparation, Composition practice

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Lesson 7 Listening

Lesson aim Listening

Lesson targets Children:

- understand the pictures and basic dialogue for a story
- listen to the narrative and full dialogue for the story
- answer comprehension questions and discuss aspects of the story

Key structure and language from the unit

Vocabulary *bald, wig*

Materials PB p73; CD B track 14

Time division

W-up	Pre-listen	Listening	Post-listen	Activities
------	------------	-----------	-------------	------------

Warm-up

Ask the class what they can remember about the last part of the story. They may look back to p65 to check if necessary.

Activity 2

Explain to the class they are now going to hear the whole story.

Tell them to look at each picture and follow the story.

Remind them to move on to the next picture when they hear the sound.

Play track 14. The children listen and look.

Activity 3

Ask questions to check understanding:

Did Uncle Bertie and Lisa follow the old lady or did they help Ricky? They helped Ricky.

What did the old lady do when she was on the Big Wheel? looked at the doll

Who called the police? Why? Lisa called them because they all thought the old lady was unusual and there was something strange going on.

What did Ricky do? stopped the Big Wheel

Who arrived in a car? the police

Who knew who the old lady was? one of the policemen

Was she really an old lady? No, she wasn't.

Who was she? a man called Ernie Scruggs

What was inside the doll? jewellery

What happened to Ernie Scruggs? The police took him away.

Ask about the story:

Why do you think Ernie Scruggs pretended to be an old lady? so that he could get the doll

Who didn't want the doll to be given as a prize? Big Sid

See the additional questions on the next page.

Optional

The children use the play script and act out the story.

Suggested homework task

The children complete Check-up 6.

Listening

1 Look and read. 2 Look, listen and read. 3 Talk about the story.

Uncle Bertie goes to the funfair – Part 3



Unit 6 Listening

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Listening (PB p73)

Activity 1

Read the title of the story to the class.

Give the class a minute or two to look at the whole page.

Explain the new words or ask the children to look in their Dictionaries.

Ask *Where did the old lady go next? on the Big Wheel*

Did Lisa and Uncle Bertie go on the wheel, too? No, they didn't.

Listening audioscript: Uncle Bertie goes to the funfair – Part 3

Do you remember? While Lisa, Uncle Bertie and the old lady were having a ride on the roller coaster, the old lady dropped her bag. Ricky, the boy from the rifle range, picked it up and ran away with it. They followed him through the fairground. At the Dragon river, the old lady jumped into Ricky's boat, pushed him into the water and sailed away with her bag – and with the doll which was in the bag.

1 Lisa and Uncle Bertie pulled Ricky out of the water.

- UB: Now, young man. We have a few questions to ask you.
- Lisa: Why did you take the old lady's bag?
- Ricky: Because of the doll. She mustn't get Big Sid's doll.
- UB: Big Sid's doll??!! Why has Big Sid got a doll?
- Lisa: Why is it such a special doll?
- UB: There's something strange going on here. We must find the old lady! We must find the doll!

2 They walked through the funfair. They looked for the old lady but they couldn't see her anywhere.

- Lisa: It's so crowded. We'll never find her.
- Ricky: Wait! Look! Up there on the Big Wheel!
- UB: Well done, Ricky! It's our old lady.
- Lisa: What is she doing up there?

3 Old lady: Hello, my dear! What a beautiful doll you are! I've got you! I've got you at last!

4 Lisa: We must call the police. I've got my mobile.

5 UB: We must stop the Big Wheel! Ricky: I can do that! Look! That's where the engine is! OK. Here we go! I'm going to press the red button.

6 Voices: Why have we stopped? Help! Let us down. What's happened? Help!

7 UB: She's up there! Can you see her? Policeman: Yes, sir, I can see her. Let's bring her down. Start the wheel, please!

8 The police were waiting for the old lady when she came down to the ground.

- Policeman: Come with us, please, Madam. Don't try to run away.
- Old lady: Let me go! I haven't done anything.

9 Policeman: Wait a minute! I know you ... Let's have your glasses, Madam. And your hat, please, Madam. And now ... let's have your wig! Well, well, well! Ernie Scruggs!

10 UB: You should look in her bag. I mean, *his* bag. Well, anyway, you should look in the bag. Lisa: Yes, you should look at the doll.

11 Policeman: Aha! What have we here? UB: Allow me ... Policeman: Well, well, well. That's very interesting. I think you should come with us Ernie Scruggs.

12 Policeman: Get in the car, Ernie. Old lady/Ernie: It wasn't me. I didn't steal anything. It was Big Sid. He stole the jewellery. I didn't steal anything, really I didn't. Policeman: Big Sid, eh? I think we should go and see Big Sid. Lisa: Oh, Uncle Bertie! What a terrible birthday! I'm sorry ... UB: Don't be sorry, my dear. It was marvellous! It was wonderful! It was so exciting! In fact, that was the best birthday ever!

Personal response questions

Where do you think the jewellery came from?

Who put it in the doll? Why?

Who did the doll really belong to?

Write the three questions above on the board. If you wish, let the children think about the answers in pairs or small groups. Give them time to think and note some ideas. Some children may be able to think of a complete and detailed story about the jewellery. Others may simply think of one answer to each question.

Ask different groups or individuals to tell the class their ideas.

Revision 3

Revision 3; Listening skills round-up 3; Project 3

Aim Revision

Targets Children:

- listen to a dialogue with key language and vocabulary from Units 5 and 6
- practise listening skills
- prepare for an information writing project

Materials PB pp73–74, 132; CD B tracks 15–16

Work on the revision, project, portfolio and diploma sections may take one or more lessons. Projects can be completed at home.

Warm-up

Choose a poem, song or game that the children have enjoyed. Alternatively, choose a new game from the list starting on page 214.

What do you think his job is? **archaeologist** (do not tell the class if they do not know)

What do you think the last picture shows? **a horse**

Play track 15. The children listen and follow in their books.

All of the language should be familiar to the children. Check understanding of any words or phrases that might be less well known.

Ask questions about the dialogue:

What has Dad just found? **part of a bowl**

Has he ever found a complete bowl? **No.**

Why not? **because the people that lived there only threw broken things into the trench**

Has Dad ever found something that wasn't broken? **No, he hasn't.**

Why did Dad uncover the part of the bowl slowly? **If he didn't do it slowly the piece might break again.**

What was under the piece of bowl? **a little clay horse**

What did Dad think it was? **a child's toy**

Did Dad think there were lots of toy horses like this? **No, he said it was very rare.**

What question could they not answer? **why the child had left the horse there**

What did Ben think? **Ben thought perhaps the child threw it away.**

What did Meg think? **She said it was not broken so perhaps the child did not throw it away.**

What does Ben want to be? **an archaeologist**

Ask the children for their ideas of how the horse came to be in the ground under the broken bowl.

If you wish, play track 15 again and/or choose children to read the dialogue.

Revision 3

1 Listen and read. 2 Talk about the story. 3 Act it.

Digging in the ruins

Ben Have you found anything yet, Dad?
Dad Yes, I've just found part of a bowl ...
Meg Isn't it a whole bowl?
Dad No, I've never found a complete bowl here.
Meg Why not?
Dad Because the people that lived here threw things away into this trench. They only threw away broken things.
Ben Have you ever found something that wasn't broken?
Dad No, I haven't yet. If I find a complete bowl here, I will be very lucky.
Meg It's taking a long time to uncover it.
Ben You have to do it slowly. If you don't do it slowly, the piece might break again.
Dad That's right. Look I'm going to lift it out now, very carefully ... Here it is.
Ben Look Dad, there's something underneath.
Dad So there is. I'll brush it gently to get the sand off.
Meg What is it?
Dad Hmm ... I think it's a little clay horse.
Ben A horse?
Dad Yes, look. I think it was a child's toy.
Meg It's so pretty!
Ben Have you just discovered a great treasure, Dad?
Dad It's certainly very rare.
Meg I wonder why the child left it here.
Ben Perhaps he threw it away.
Meg But it isn't broken. What do you think, Dad?
Dad I don't know. There are questions that you can never answer.
Ben Archaeology is such an interesting job! I'm going to be an archaeologist, too.



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Revision 3

Revision 3 (PB p74)

Give the children time to look at the pictures.

Ask *Where do you think the people are? in the countryside, a hot country*

What are the girl and boy doing? *watching the man*

What is the man doing? *digging in the ground*

Listening skills round-up 3

Activity 1

Read the short paragraph to the class.

Tell them to look at the picture and think what questions the reporter might ask.

Encourage the class to suggest ideas and write them on the board.

Listening

1 Look, read and say.

Sarah Day is a reporter. She is going to interview Professor Stephen Jones. He is an archaeologist. What questions do you think she will ask him?



2 Listen to the interview and answer the questions.

- 1 When did Professor Jones first become interested in archaeology?
- 2 Does he travel very much to do his work?
- 3 What can't the professor do?

3 Listen again and choose the best answer.

- 1 Professor Jones found a gold ring
 - a in the sea.
 - b under a sandcastle.
 - c on the beach.
- 2 The most interesting thing that the professor has ever found was
 - a a mask.
 - b a statue.
 - c a ship.
- 3 The professor found a huge statue
 - a in a desert in Peru.
 - b in Egypt.
 - c in South America.
- 4 The Esmeralda is
 - a a ship.
 - b a treasure.
 - c a woman.
- 5 The professor wants to find the Esmeralda because
 - a it is four hundred years old.
 - b it was carrying a great treasure.
 - c it sank in a terrible storm.

4 Act out the interview with Professor Jones.

Now you can do the project on page 132

An interview; multiple choice questions

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Activity 2

Tell the children that while they listen to the interview there are three questions they must try to answer.

Ask volunteers to read out the questions.

Play track 16. The children listen.

Elicit the answers to the three questions.

Answers: 1 when he was nine 2 yes
3 swim

Activity 3

Ask volunteers to read out the questions and different answers.

Play track 16 again. The children listen and circle the answer.

Play the track again for them to check.

Answers: 1 c 2 a 3 b 4 a 5 b

Activity 4

Choose pairs of children to read.

Audioscript, PB p75, Activities 2 and 3

Sarah D: Professor Jones, when did you first become interested in archaeology?

Prof J: I was nine years old and I was on holiday at the seaside. I was making a sandcastle on the beach, and suddenly I saw something in the sand. It was a gold ring.

Sarah D: How exciting!

Prof J: Yes, it was very exciting. And I later discovered that the ring was more than 2,000 years old.

Sarah D: Amazing!

Prof J: Yes, it was!

Sarah D: What's the most interesting thing that you've ever found?

Prof J: Well, a few years ago I was working in Peru in South America and I found a gold mask covered in jewels. It was so beautiful!

Sarah D: Do you often travel abroad?

Prof J: Yes, I do. In fact I've just come back from Egypt. It was such an interesting trip! We found a huge statue in the desert.

Sarah D: What are you going to do next?

Prof J: Well, I'm going to learn to swim.

Sarah D: Really?

Prof J: Yes! I'm 60 years old and I can't swim. Isn't that terrible?

Sarah D: Why do you want to learn to swim?

Prof J: Have you heard of a ship called the Esmeralda?

Sarah D: No, I haven't.

Prof J: Four hundred years ago the Esmeralda sank in a terrible storm. The ship was carrying a great treasure: silver, gold and jewels. No one has ever found the ship. But I think I know where it is!

Sarah D: So you're going to try and find the treasure?

Prof J: I am indeed!

Project: People from long ago (PB p132)

Explain Project 3 in the lesson. They may then complete the WB Portfolio and Diploma pages. Some children may complete these tasks quickly and can then begin Project 3 in class. Other children may need more time to complete the Portfolio and Diploma pages. All children complete Project 3 for homework.

Activities 1 and 2

Tell the children they can write about any people from long ago. Explain that the questions in activity 2 are to help them get started but they can add in more detail or write about different things, e.g. what the soldiers were like.

Activities 3 and 4

Remind the children to illustrate their work to make the information interesting and easier to understand.

If you wish, this project may be included in children's portfolio of written work.

Portfolio and Diploma 3: Units 5 and 6

Portfolio 3 (WB p133)

Portfolio 3: Units 5 and 6

Tick the boxes when you are confident about the task. You can tick in any order.

Grammar

✓ I can use the present perfect with *just*. ☐
Grandma and Granpa have just arrived.

✓ I can use the present perfect negative with *yet*. ☐
Fred hasn't finished his homework yet.

✓ I can use *that* and *which* to give extra information. ☐
We visited the old palace that is next to the river.
We went on the bus which goes past the museum.

✓ I can use expressions with *so*, *such a* and *such*. ☐
It is such a horrible monster! It's so scary!
Such claws!

Reading and understanding

✓ I have read and understood:
a play *The Voyage of Odysseus* ☐
poems *The Trojan horse*, *Who is it?* ☐

Vocabulary

✓ I know all the key words in: Unit 5 ☐ Unit 6 ☐

Spelling

✓ I can read and spell:
words beginning *dis-* disagree disobey disappear distrust dislike ☐
words ending *-er* teacher builder winner singer painter baker ☐

Portfolio 3 (Units 5 and 6)

When the children have completed all the work in Units 5 and 6 they turn to page 133 in their WB.

This page allows the children to make their own assessment of what they have learned in Units 5 and 6.

Grammar

The children tick the boxes when they are confident of the tenses and structures.

Explain that this means all the work they have done, not just the sentences on this page.

Reading and understanding

The children should listen again and follow in their books. Encourage them to read the texts aloud several times. Remind them to check words they are unsure of.

Vocabulary

The children tick only when they are confident that they know the key words in each unit.

Spelling

The children tick the boxes when they can read and spell the words accurately.

Check through the completed Portfolio page with each child. Tell children who are not entirely confident to revise the parts they are less certain of. They should use pages 8–11 of the Dictionary to help them learn and revise vocabulary.

It is preferable for all the children to be reasonably confident of the work in Units 5 and 6 before moving on to Unit 7.

Diploma 3 (WB p134)

English World 5 Diploma 3: Units 5 and 6

1 Write sentences. Use the present perfect.
Mum – just – make – cake
Susan – not go – bed – yet

2 Write one sentence. Use *that* or *which*.
Fred has a bike. It is red.
Dad has found a toy horse. It is made of clay.

3 Complete the sentences. Use *so*, *such a* or *such*.
This book is interesting.
It has fantastic pictures.
It is fascinating story.

4 Answer the questions.
The Voyage of Odysseus
How many heads did the first monster have?
The Trojan horse Who were inside the horse?

5 Choose the correct word.
voyage flight queue
A journey by sea is a

6 Write the words.
not obey to go from sight
a person who paints is a person who wins is

134 Diploma 3 (Units 5 and 6)

When the children are confident with all the elements of the work on page 133, they may complete the Diploma page.

This contains a representative task from each field of work. This page is not a formal test. The children should complete it in their own time, working carefully and steadily.

The children receive a sticker for each task completed and one more when they have finished the page.

These pages may be taken out of the Workbook and kept in children's individual portfolios of work along with a few examples of children's best work from Units 5 and 6.

Completed Diploma page

- Mum has just made a cake.
Susan has not gone to bed yet.
- Fred has a bike that/which is red.
Dad has found a toy horse that/which is made of clay.
- so, such, such a
- The voyage of Odysseus*: six
The Trojan horse: (Odysseus and) the Greek soldiers/army
- voyage
- disobey, disappear; painter, winner

Answers to Check-ups 5, 6; Example writing

Units 5, 6

Check-up 5 (WB pp50–51)

Exercise 1

1 just 2 yet 3 just 4 yet 5 yet 6 just

Exercise 2

2 He has just found a ring. 3 The plane has not landed yet. 4 The film has just finished. 5 They have not eaten the sandwiches yet.

Exercise 5 (example answer)

Coco has put on his trousers but he has not put on his shoes yet. Jojo has just sat down. He has broken the chair. Toto is throwing six balls in the air. He has not dropped any yet. Bobo has just fallen down. He is laughing.

Check-up 6 (WB pp60–61)

Exercise 1

1 Linda spent all the money which was in her money box. 2 Pete wants the bike that is in the window of the sports shop. 3 Grandma picked all the flowers that were in the garden. 4 The book which I am reading is very exciting. 5 The computer that Dad bought was expensive. 6 The film which Mum wants to see is starting now.

Exercise 2

1 such a 2 so 3 such 4 such an 5 such a 6 so

Exercise 4 (example answer)

Jimmy likes the puppy which is on the right. It has such big eyes! It has such tiny ears! It has such a long tail! It has such a big, black nose! It is so ... Its name is ...

Example writing

The example writing below is a guide only. Different classes will have different ideas and work to differing levels of ability. Encourage them to work to their best level. Accept suggestions that are sensible and help them to form sentences that are grammatically correct. Encourage children to add detail and improve the writing as much as they can when it has been read through for the first time.

Class composition Unit 5 (example writing)

Scene: Three
Setting: Calypso's house
Characters: Calypso, Odysseus, Calypso's mother, Calypso's father

Calypso: Mother, Father, this is Odysseus. I found him on the beach.

Father: Please, come in. Sit down. You look very tired.

Odysseus: Thank you. I am very tired.

Mother: We are going to eat now. Are you hungry?

Odysseus: Yes, I am very hungry. I have not eaten for ten days.

Calypso: Here is a bowl of soup.

Odysseus: Thank you. It is delicious.

Father: What happened to you? Can you tell us?

Odysseus: Our ship was attacked by a six-headed monster. It ate many of our sailors.

Father: That is terrible.

Odysseus: The mast broke and the ship disappeared under the water.

Mother: That is very frightening!

Calypso: Please sleep here.

Odysseus: You are very kind. Thank you.

Class composition Unit 6 (example writing)

The poem that the class composes will depend entirely on the children's ideas.

Each line can consist of several words, e.g.

Sea, sky, sails

or it could be several words that form a complete phrase, e.g.
Singing songs happily,

It could be a short phrase, e.g.

Sea and waves,

The line can also consist of a single word, e.g. *Sea* or *Sky*

Some lines can be short and others can be longer.

Work with the class on finding interesting words and phrases, not necessarily the first idea or two which are suggested.

Lesson 1 Poster 7, Reading

Lesson aim Reading

Lesson targets Children:

- (poster) read about the features of a newspaper article
- follow and read the text
- understand the text and answer oral questions about it
- practise reading the text

Key structure present perfect with *for* and *since*Key language *We've lived here for ten years/since June*

Vocabulary newspapers; parts of a newspaper article

Materials poster 7; PB pp76–77; CD B track 17; WB p62; Dictionary 5

Time division

W-up	Poster	Reading	WB
------	--------	---------	----

Warm-up

Show the class one or more national or local newspapers.

Tell the class or ask them to look at the headline and say what the top story is.

Show the class a news magazine.

See what the top story is about.

Poster 7

Newspapers

You are going to read about places where news appears.

newspapers

magazines

These people work on newspapers and magazines:

reporter

photographer

editor

You are going to read a front page newspaper story.

The name of the newspaper is at the top of the page.

The story begins with a headline. The headline tells you what the story is about. It is in big letters. It is written to catch the reader's attention.

The headline: **Lucky to be alive!**

The first paragraph is the most important. The main part of the story is in three columns.

photo and caption

Text type and vocabulary

- 1 Read the title to the class.
Point out the newspapers and magazines. Explain that some newspapers have magazines with extra news inside them.
- 2 Read out the names of the people who work on newspapers and magazines.

Text type features

- 3 Read the first two lines in the coloured section. Point out the name of the newspaper. Ask a volunteer to come forward and read it.
- 4 Read the next line and point out the headline on the newspaper page. Ask another volunteer to read it.
Read the information about the headline.
Ask the class what they think this news story might be about from the headline. Listen to some suggestions.

- 5 Point out the first photo and caption and read it.

- 6 Read the label on the first paragraph.

Ask a volunteer to read the first paragraph. Ask the class *Do you want to know what happened?*

Explain that all the detail is in the main story. Point out how it is in smaller print and set out in three columns.

Reading (PB pp76–77)

- 1 Give the class time to look at both pages and the pictures.
Ask *How were newspapers made a long time ago?*
Children may remember from *English World 4* that printing was done with ink and a press. Ask *How many photos were used in the news story? four*
- 2 Play track 17. The children listen and follow in their books.
- 3 Explain new words using the Dictionary as necessary.
- 4 Ask questions about each part of the text (see below).
- 5 Ask different children to read a few lines each of the newspaper article.
- 6 Play track 17 a final time.

Reading text questions

How did people get news 2,000 years ago? someone told them about events

How long did it take to get news? days or weeks

What did the Chinese government use to write news on? silk

When did the first newspapers appear? 400 years ago

How often did they print newspapers? once a week

When were newspapers sold on the streets every day? two hundred years ago

When do newspapers appear now? every day of the week

What is sometimes inside a newspaper? a separate magazine

What do reporters do? find out what happened at the scene and write about it

What does the photographer do? takes pictures

What does the editor do? decides what will go in the paper

News story:

Who was Joe Carver? a climber

7 Newspapers

Reading

Hold the front page!

Two thousand years ago

There were no newspapers. When something important happened, people told each other about it. News travelled slowly. Sometimes it was weeks before people heard about a battle or the death of a king.



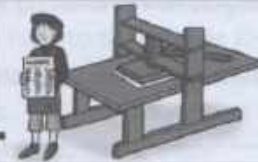
More than a thousand years ago

The Chinese government wrote news on silk. It was news about what the government was doing. It did not tell people about other things that were happening.



Four hundred years ago

The first newspaper appeared in Germany. It was printed every week. It took a long time to print all the copies.



Two hundred years ago

The new printing presses could print much more quickly and newspapers were sold on the streets every day.



Now

We have newspapers in the morning and in the evening every day of the week and millions of papers are sold all over the world. Some newspapers have lots of pages and sometimes there is a separate magazine inside it, too.

Reporters go to the scene of a news story and find out what happened. They write about it and photographers take pictures. The editor reads the reporters' work and decides what will be in the paper. If there are mistakes, the editor will change some words. Sometimes an editor says, "Hold the front page!" This means a story is very good and will appear on the front page instead of something else. It is very exciting for the reporter who wrote it. The story on the next page was written by a young reporter. It is front page news!



Blackdown Daily News

Lucky to be alive!



Joe Carver, rescued yesterday from the Blackdown Hills

A father and daughter saved the life of an injured climber yesterday. "Their quick actions prevented a terrible disaster," said Bill Day of the Search and Rescue Team.



Jenny Brown found the phone that saved the climber's life.

Jenny Brown and her father were walking in the Blackdown Hills yesterday. They found rock climber, Joe Carver, lying at the bottom of Blackdown Cliff. Jenny said, "We haven't got a

mobile phone, so we couldn't call anyone. The man was unconscious and he had bad injuries."

While her father was putting a blanket over the man, Jenny noticed a mobile phone under his body. When she pulled it from under him, she realised it was connected to the Search and Rescue Team.

Team leader Bill Day said, "Joe Carver phoned us but then he suddenly stopped speaking. We didn't know where he was. We waited for a long time. Then we heard Jenny's voice."

The rescue helicopter went straight to the cliffs and picked up the climber. Pilot Fred Hall said, "I have been in the rescue team for twenty years and Joe Carver is the luckiest man I know. Snow was starting to fall and he almost died of cold."

Last night Joe Carver was recovering in hospital. He said, "I have climbed mountains since 2001. I have never fallen before but I won't climb alone next time."



Blackdown Cliff where Joe Carver fell



The Search and Rescue Team helicopter picked up the injured man

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Unit 7 Reading: information; a newspaper article

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Unit 7 Reading: information; a newspaper article

What happened to him? He fell down a cliff.
Who helped to save him? Jenny Brown and her father
How did Jenny call for help? She used Joe Carver's phone.
Why is Joe Carver lucky to be alive? It was very cold and he could have died.

Workbook: Study skills

Make sure the children understand the tasks.

If possible, go through this page with the class before they do the exercises.

Exercises 1 and 2

Ask volunteers to read the story and notes.

Exercise 3

Go through this exercise orally. If you wish, write words on the board. The children look and listen, then write for homework.

In turn, ask the children to tell you all the nouns, verbs, adjectives and adverbs.

Ask them to tell you which words are not in the notes (B). Write some of these little words on the board.

Ask the last question. The children should recognise and say that the missing words do not give important information.

7 Study skills

Let's learn about making notes

1 Read.

Joe Carver was climbing in the Blackdown Hills yesterday. He fell on some steep rocks and injured his legs badly. A man and his daughter found the climber. They covered the man with a warm blanket and called the Search and Rescue Team. They saved the man's life.



2 Now look at these notes about the story.

- B**
- Joe Carver climbing - Blackdown Hills - yesterday
 - fell - steep rocks - injured legs badly
 - man and daughter found climber
 - covered man - warm blanket - called Search and Rescue Team
 - saved man's life.

3 Think about the story and the notes.

Do you understand the story in A? Do you understand the story in B?

The words in the notes (B) are important words. They give you information.

In B you can find nouns.

Write two nouns from the notes:

In B you can find verbs.

Write two verbs from the notes:

In B you can find adjectives.

Write two adjectives from the notes:

In B you can find adverbs.

Write two adverbs from the notes:

Which words are missing from the notes, little words or big words?

Write some of the missing words:

Do these words give you important information?

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Unit 7 Making notes

Lesson 2 Reading comprehension and vocabulary

Lesson aim Reading comprehension; vocabulary

Lesson targets Children:

- re-read *Hold the front page!*
- answer true/false and personal response comprehension questions
- practise vocabulary

Key structure and language from Lesson 1

Vocabulary from Lesson 1

Materials PB p78; WB p63

Time division

W-up	Read again	Comp & vocab
------	------------	--------------

WB

Warm-up

Alphabetical order. Include some words with the first three letters the same: *reporter, read, recover, reply, rescue, realise*. Give the children a time limit to list them in alphabetical order. (See Games, p215.)

is disagreement, the children should look back at the text to check. Ask what is wrong with the statement and elicit the correct sentence.

Continue with the other sentences, asking children to correct false sentences.

Answers: 1 false: News travelled slowly, not newspapers. 2 false: The Chinese government wrote on silk. 3 true 4 false: They were printed every week not every day. 5 true 6 false: The editor decides what will go in the paper. 7 false: They were walking yesterday not last week. 8 false: She used Joe Carver's phone because she did not have one. 9 true 10 false: He has never fallen before.

Activity 2

The children answer questions 1 and 2 from their own experience. If some children do not look at the sports page, ask if they have ever looked at a front or other page.

Question 3 requires a personal opinion but the children should be able to explain their reasons for their view.

Question 4 requires the children to deduce an answer from the story.

If you wish, do the first two questions as a whole-class discussion then let the children discuss in pairs or small groups before you listen to their answers.

Alternatively, the whole activity can be done with pair/group work before whole-class discussion.

Answers: 4 It is safer to climb with another person. If one person is injured the other one can get help. Joe Carver was rescued because he was found by luck.

Activity 3

Ask a child to read the words.

Give the class a minute or two to read all the sentences.

Ask a volunteer to read and complete the first sentence.

Check with the class. The children write.

Continue with the other sentences.

Answers: 1 magazine 2 rescue 3 decided 4 search 5 editor 6 mistake

Reading comprehension and vocabulary

1 Read the sentences. Write true or false.

- Two thousand years ago newspapers travelled slowly. _____
- The Chinese government wore silk. _____
- The first newspaper appeared in Germany. _____
- Four hundred years ago newspapers were printed every day. _____
- Sometimes there is a separate magazine inside a newspaper. _____
- The reporter decides what will go in the paper. _____
- Jenny Brown and her father were walking in the Blackdown Hills last week. _____
- Jenny used her phone to speak to the Search and Rescue Team. _____
- The helicopter took the injured man to hospital. _____
- Joe Carver has fallen several times before. _____



2 Talk about the answers to these questions.

- How many newspapers can you name?
- Do you ever look at the sports page in a newspaper?
- Which word do you think describes Jenny best? Why?
a brave b clever c kind
- Why do you think Joe Carver said:
"I won't climb alone next time."



3 Choose the best word to complete these sentences.

mistake search magazine editor decided rescue

- Ben's favourite _____ is all about planes.
- A helicopter went to _____ the sailors from the sinking ship.
- Anna _____ to join the basketball club.
- Mum lost her ring and we had to _____ for it everywhere.
- The _____ put the news story about the fire on the front page.
- Always correct a _____ when you notice it.

Reading comprehension and vocabulary (PB p78)

Read again

Read the text to the class or ask children to read aloud. Alternatively, play track 17 while the children listen and follow in their books.

Activity 1

Ask a child to read the first statement. Ask whether it is true or not. Elicit an answer. Check that the class agrees. If there

Extension

Vocabulary practice: ask questions about new vocabulary.

Workbook: Reading comprehension and vocabulary (WB p63)

Check the children understand the tasks.

Exercises 1 and 2

Point out exercise 1 and remind the class that they must re-read the text before they try to answer exercise 2.

Point out the first sentence in exercise 2 to the class. Read it and ask *When did that happen?* Elicit **two hundred years ago**. Point out number 1 in the box next to that time.

The children read the other sentences and decide which time in the past each statement matches.

Remind them to check back to the text to check their answers.

Exercise 3

Remind the children to check in their Dictionaries as necessary.

Workbook answers

Exercise 2

- Two thousand years ago: 4, 7
- More than a thousand years ago: 2, 6
- Four hundred years ago: 3, 8
- Two hundred years ago: 1, 5

Exercise 3

- 1 notice 2 realise 3 connect 4 recover 5 injure

Reading comprehension and vocabulary

- 1 Read *Hold the front page!* again.
- 2 Write the number of each sentence in the correct place below.



- 1 Newspapers were sold on the streets every day.
- 2 The news was about the government.
- 3 The first newspaper was printed every week.
- 4 People told each other the news.
- 5 New printing presses printed the newspapers more quickly.
- 6 The Chinese government wrote news on silk.
- 7 The news travelled slowly.
- 8 The first newspaper appeared in Germany.

two thousand years ago more than a thousand years ago

four hundred years ago two hundred years ago

3 Match the words and the definitions.

injure connect realise notice recover

- 1 to see something among other things _____
- 2 to think and understand _____
- 3 to join _____
- 4 to get better after being ill _____
- 5 to hurt badly _____

Lesson 3 Grammar

Lesson aim Grammar

Lesson targets Children:

- understand the composition of the key structure
- practise the key structure
- produce the key structure independently

Key structure present perfect with *for* and *since*

Vocabulary from Lesson 1

Materials PB p79; WB p64; GPB p34

Time division

W-up	Presentation / practice	WB
------	-------------------------	----

Warm-up

Word classes. Write verbs, adverbs and nouns on the board. Children volunteer to underline verbs, circle adverbs and draw a box round nouns. (See Games, p216.)

Grammar

1 Look and read.

It's time for grammar again!

I have been in the rescue team for twenty years.
I have lived in Blackdown for thirty years.

Joe Carver has climbed mountains since 2001.
He has been in hospital since yesterday evening.

2 Answer the questions. Use *for* or *since*.

1  2  3  4  5  6 

two weeks ten years 2004 a long time April Saturday

- How long has she had her cat?
- How long has he had that car?
- How long have they been friends?
- How long has she been in hospital?
- How long have they lived in their house?
- How long has he lived in New York?

She's had her cat for ten years.



3 Read, ask and answer. Use *for* or *since* in the answer. Use the verbs in brackets.

- Fred came to Blackdown thirty years ago. (live)

How long has Fred lived in Blackdown?



He's lived in Blackdown for thirty years.

- Sam started playing the guitar six months ago. (play)
- Miss Brown came to this school in 2007. (be)
- Grandpa bought his car twenty years ago. (have)
- People first arrived on this island hundreds of years ago. (live)
- The children began to study French in September. (study)

Unit 7 Grammar: present perfect with *for* and *since*

79

Tell the class that *for* and *since* are both used with time words and phrases.

Explain that *for* is used with a length of time; *since* is used with a point in time (a named day, month, year, etc.) Write this on the board if you wish.

Activity 2

Give the children a few moments to look at the pictures.

Ask one or more children to read the time words and phrases. If you wish, ask if each one is a length of time or a point in time.

Read the first question and let a child read the answer.

Ask the next question and elicit an answer. If the children make mistakes, remind them to think whether the time phrase means a length of time or a point in time.

Continue with the other sentences.

When the activity has been completed with the class working together, the children should practise asking and answering the questions in pairs. Listen to pairs speaking.

Answers: 2 He has had that car since Saturday.

3 They have been friends for a long time. 4 She has been in hospital for two weeks. 5 They have lived in their house since 2004. 6 He has lived in New York since April.

Activity 3

Go through the example with the class.

Explain that every question must begin with *How long* and use the verb in brackets. The sentences give the information for the answer.

Go through the activity orally with the whole class, then let children practise in pairs.

Answers: 2 How long has Sam played the guitar? He has played the guitar for six months. 3 How long has Miss Brown been at this school? She has been at this school since 2007. 4 How long has Grandpa had his car? He has had his car for twenty years. 5 How long have people lived on this island? People have lived on this island for hundreds of years. 6 How long have the children studied French? They have studied French since September.

Grammar (PB p79)

Activity 1

Ask *Who are the two people in the pictures? What did they do? Fred Hall flew the rescue helicopter; Joe Carver fell at Blackdown Cliff.*

Ask different children to read the speech bubble and the sentences.

Write the sentences on the board and underline the structure or write it in colour.

Remind the class of the present perfect: present tense of *have* + past participle.

Workbook: Grammar (WB p64)

Make sure the children understand the tasks.

The children should be able to complete these exercises independently.

Exercise 1

If necessary, remind them of when to use *for* and *since* before they begin.

Exercise 2

Do the first question together as preparation if you wish.

Workbook answers

Exercise 1

1 for 2 since 3 for 4 since 5 since 6 for

Exercise 2

1 Grandpa has worn his hat for years. 2 Mandy has had that kitten since her birthday. 3 Miss Morgan has worked as a dentist since 2005. 4 They have lived in their house for six weeks. 5 There have been swings in the playground since April. 6 She has taught at this school for eighteen months.

Grammar Practice Book (GPB p34)

When the children have completed the PB and WB Grammar pages, they may complete GPB page 34.

Grammar Practice Book answers

Activity 1

1 for 2 since 3 since 4 for 5 since 6 since

Activity 2

2 He has lived in London since 2002. 3 He has had a headache for three hours. 4 He has studied Spanish for three months. 5 He has been friends with Joe for two years. 6 He has had a bicycle since June.

Grammar


Grammar is brilliant!





1 Complete the sentences with *for* or *since*.


- Aunt Sally has lived in Paris _____ a long time.
- Jimmy has been in this class _____ last September.
- Lily has had her puppy _____ three months.
- Billy has played in the football team _____ 2008.
- Susie is ill. She has not eaten anything _____ yesterday morning.
- Grandma has kept chickens in her garden _____ many years.


2 Answer the questions. Use *for* or *since* and the words in brackets.


-  How long has Grandpa worn his hat? (years)

-  How long has Mandy had that kitten? (her birthday)

-  How long has Miss Morgan worked as a dentist? (2005)

-  How long have they lived in their house? (six weeks)

-  How long have there been swings in the playground? (April)

-  How long has she taught at this school? (eighteen months)

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Unit 7 Present perfect with *for* and *since*

Lesson 4 Grammar in conversation

Lesson aim Grammar in conversation

Lesson targets Children:

- listen to a conversation
- think of their own ideas for a similar conversation
- hold a short conversation in pairs

Key language *How long have you lived here? I've lived here for ten years / since June.*

Key vocabulary homes and houses

Materials PB p80; CD B track 18; WB p65; GPB p35

Time division

W-up	Dialogue	Indiv prep	Pair/class speaking	WB
------	----------	------------	---------------------	----

Warm-up

Play the *Question game*. (See Games p214.)

Grammar in conversation (PB p80)

Activity 1

Ask the class *What do you think the children are talking about? the places where they live*

Play track 18. The children listen and follow in their books.

Explain that the last sentence is another way of saying *We've lived there since August*.

Activity 2

Read, or ask children to read, the questions. Choose other children to read each speech bubble answer.

Give the children a few minutes to note their answers to all the questions. Remind them to write just a word or two, not complete sentences.

Activity 3

Choose children to read the speech bubbles and the useful phrases.

Divide the class into pairs or small groups. They talk about where they live by asking all the questions in activity 2 and using their notes to remind them of their answers.

If your class is confident, encourage them to speak to each other without referring to their answer notes. They may need to refer to the questions.

Go around listening as they speak. All pairs/groups should use the question *How long have you lived there?*

Encourage the children to find out as much from each other as they can. Tell them they may ask each other extra questions, e.g. *Do you like your apartment/house? Is it noisy? Is it near our school?* etc.

Grammar in conversation

1 Listen and read.

Molly: Have you always lived in Blackdown?
Sam: No. When I was little, we lived in a village in the country.
Molly: So how long have you lived here?
Sam: We've lived here for eight years.
Molly: Do you live in a house or an apartment?
Sam: We've got an apartment in Sun Street. It's on the top floor.
Molly: Lucky you! We're on the ground floor.
Sam: Where do you live?
Molly: In that new apartment block in Park Road. We've been there since August.

2 Think, write and say.

Where do you live?
Do you live in a house or an apartment?
Is it big or small?
Has it got a garden?
How long have you lived there?

I live in Hill Street.
I live in a house.
My family lives in an apartment.
Which floor do you live on?
Have you got a balcony?
We've lived there for ages.

3 Let's talk!

Where do you live?

I live in River Lane.

Useful phrases

How long...? since for
Which floor...? Lucky you!

Workbook: Grammar in conversation (WB p65)

Make sure the children understand the tasks.

Exercise 1

Remind the class that their answers must be true answers about themselves.

Exercise 2

Tell the children to read the complete conversation and all the words in the box before they begin to fill the gaps.

Remind them to re-read the completed dialogue and to check that it makes sense.

If this work is done in class, or at another suitable time, let the children work in pairs and read through the dialogue together.

Ask a pair to read while the rest of the class listen and check their work.

Workbook answers

Exercise 1

Children's own answers.

Exercise 2

house, apartment, block, How long, for ages, floor, top, balcony, Lucky, ground

Grammar in conversation

1 Answer these questions about you.

- 1 Which town or city do you live in? _____
- 2 How long have you lived there? _____
- 3 Which school do you go to? _____
- 4 How long have you been a pupil there? _____
- 5 Who is your teacher? _____
- 6 How long has he or she taught you? _____
- 7 Who is your best friend? _____
- 8 How long have you been friends? _____

2 Complete the conversation. Use the words in the box.

How long	top	floor	house	balcony
ground	Lucky	for ages	apartment	block

Fred: Do you live in a _____ or an apartment?
Alice: We live in an _____.
It's in that old _____ near the park.
Fred: _____ have you lived there?
Alice: We've lived there _____.
Fred: Which _____ is your apartment on?
Alice: It's on the _____ floor.
Fred: Does it have a _____?
Alice: Yes, it does.
Fred: _____ you! We haven't got one
because we're on the _____ floor.



Grammar Practice Book (GPB p35)

When the children have completed the PB and WB Grammar in conversation pages, they may complete GPB page 35.

Grammar Practice Book answers

Activity 1

2 since 10 o'clock 3 for two days 4 since 9 o'clock
5 for four hours

Activity 2

2 How long have you had a dog? 3 How long have you played football? 4 How long have you lived in this town? 5 How long have you had a computer in your room?

Lesson 5 Spelling, Use of English

Lesson aim Spelling; poem; Use of English

Lesson targets Children:

- learn the spelling of compound nouns
- practise spelling and writing words
- understand and say a short poem

Key language (poem) houses and homes

Target words newspaper, snowman, football, sunglasses, toothache, supermarket

Materials PB p81; CD B tracks 19–21; WB pp66–67; GPB p36

Time division

W-up	Spelling	Poem	Use of English	WB
------	----------	------	----------------	----

Warm-up

Play *Rhyming words, version 2*. (See Games, p214.)

Spelling

Compound nouns are made from two words put together.



news + paper = newspaper



1 Write these compound nouns. Read the words.

snow + man = _____ news + paper = _____
 foot + ball = _____ sun + glasses = _____
 tooth + ache = _____ super + market = _____

2 Listen and say the words.

2 Write the words.



3 Listen and say.



Big house, small house.
 Very, very tall house.
 Castle, cottage,
 Hole-in-the-wall house.
 Houseboat, boat house,
 Snow house, tree house.
 Palace, penthouse.
 Dog house, greenhouse,
 Home!

Unit 7 Spelling: compound words

81

Activity 2

Give the class a moment to look at the pictures.

Ask a child to say the first word. Check the class agrees.

Ask a volunteer to write the word on the board. Check everyone agrees with the spelling before they write in their books.

Answers: 1 toothache 2 football 3 sunglasses
 4 snowman 5 supermarket 6 newspaper

Activity 3

Tell the class to look at the picture. Ask what they think the poem is about. Listen to their ideas.

Play track 21. The children listen and follow.

Read through the words with the class. Explain any unfamiliar language.

Play track 21 again. The children join in.

They may learn this poem if you wish.

To complete classroom Lesson 5, move on to Use of English, WB p67.

Workbook: Use of English (WB p67)

Read out Miss Smart's speech bubble. Ask a volunteer to read the example sentence. Write it on the board. Circle the 's.

Exercise 1

Tell the children to look at the sentence, find and circle the 's. While they do this, write the sentence on the board.

Ask a child to circle on the board. The other children check their work.

Ask the question. Elicit *the reporter*. The children write.

Give the children time to circle 's in the four phrases and write the owner. Meanwhile, write the phrases on the board.

Ask volunteers to circle on the board. Ask who the owner is in each phrase. The children check their work.

Exercise 2

Tell the children to look at the first picture. Ask *Whose bottle is it?* Elicit *It's the baby's bottle*. The children complete the phrase in their books. While they do this write *the _____ bottle* on the board.

Spelling (PB p81)

Point out Mr Smash's speech bubble. Tell the class to listen and follow in their books. Play track 19. The children listen. Read the example word. The class repeats.

Activity 1

Give the children a minute or two to write the words.

Play track 20. The children listen and repeat.

The class reads the words together.

Ask a volunteer to complete it. The children check their work. Go through the sentence and phrases with objects as owners.

Workbook answers

Exercise 1

1 the butterfly 2 the baker 3 the climber 4 the swan

Exercise 2

1 baby's 2 bird's 3 boy's 4 man's

Workbook: Spelling (WB p66)

Make sure the children understand the tasks. This page should be done by the children working alone. Read, or ask a child to read, the reminder in Mr Smash's speech bubble. Ask a volunteer to read the word in the box.

Exercise 1

Point out the example and where to write the complete word.

Exercise 2

Explain that there are many words in English that are made by putting two words together. Tell the class they already know these compound words and they should be able to match the two parts and write them under the correct pictures.

Workbook answers

Exercise 1

1 snowman 2 toothache 3 sunglasses 4 newspaper
5 football 6 supermarket

Exercise 2

1 motorbike 2 candlelight 3 woodcutter 4 jellyfish

Grammar Practice Book (GPB p36)

When the children have completed the PB and WB Use of English and Spelling pages, they may complete GPB page 36.

Grammar Practice Book answers

Activity 1

3 It is the boy's notebook. 4 the boy 5 It is the bird's wing. 6 the bird 7 It is the girl's hair. 8 the girl

Use of English



A possessive noun shows the owner of something. It ends with 's.

Jenny Brown helped to save the climber's life.



1 Read and answer the questions.

Look at this sentence: The editor read the reporter's work. Circle the 's. Who was the owner of the work? _____

Circle the 's. Write the owner.



1 the butterfly's wing _____



2 the baker's bread _____



3 the climber's rope _____



4 the swan's nest _____

2 Complete these phrases.



1 the _____ bottle



2 the _____ egg



3 the _____ bike



4 the _____ hat

An object can be the owner, too.

the chair's leg



the car's wheel



Unit 7 Possessive nouns

67

Spelling

Compound nouns are made from two words put together.



news + paper = newspaper



1 Match the words. Write the words.

super
foot
snow
sun
tooth
news

man
ache
glasses
paper
ball
market

1 _____
2 _____
3 _____
4 _____
5 _____
6 supermarket

2 Match and write the words under the correct picture.

wood
jelly
motor
candle

bike
cutter
light
fish



1 _____



2 _____



3 _____



4 _____



Unit 7 Compound nouns

Lesson 6 Class composition; Writing preparation, Composition practice

Lesson aim Writing

Lesson targets Children:

- compose a newspaper article with teacher support (session 1)
- note ideas for writing a report independently (session 2)
- write a newspaper report independently (session 2)

Key structure and language from the unit

Vocabulary from the unit

Materials PB p82; WB pp68–69

Time division (session 1)

W-up	Discussion & notes	Writing	Editing, improving
------	--------------------	---------	--------------------

Time division (session 2)

W-up	Writing prep	Composition
------	--------------	-------------

Session 1 Warm-up

Play one of the Find the word games. (See Games, p215.)

Class composition (PB p82)

Read Miss Sparkle’s speech bubble. Ask the class what they can remember about Jenny.

Activity 1

The children look back at PB page 77. Ask one or more volunteers to read out the article.

Activity 2

Ask different children to read what happened next and the sentences under the pictures.

Activity 3

Help the class to compose the newspaper report.

Ask them to think what the report is about and to suggest a headline. Accept several ideas if there is more than one good one. Write them on the board for choosing later.

Ask the class what important information should be included in the first paragraph. Remind them that the first paragraph gives more detail about the events. It makes them sound interesting so that the reader continues to read the report.

Help the class to write the rest of the report in two or three paragraphs.

Ask the children to suggest what each of the people said about the visit. Show the class how to include some direct speech in the report.

Ask for suggestions for a photograph and a caption.

When the writing is complete, ask a volunteer to read it to the class. Ask whether any changes could be made to improve the report. *Is the first paragraph interesting? Does the report make sense? Is the caption correct?*

Make any changes that you and the class agree to. Let one or more volunteers read the story to the class.

Example class composition


See page 149 for an example report drawn from answers to suggested questions and given prompts. This example is given as a guide only.

Class composition


1 Read the newspaper report on page 77 again.

2 Read what happened next.

The rescue team wanted to thank Jenny Brown. She was invited to the Search and Rescue Centre. She went with her father and she met the team leader, Bill Day, and the helicopter pilot, Fred Hall. Jenny and her father went up in the rescue helicopter. They flew over Blackdown Cliff.



The rescue team showed how they picked up the Caver. One of the team went down on a rope. It was very exciting.




Do you remember Jenny Brown? She helped to save a man's life.

3 Write the story for the Blackdown Daily News.


1 Write a headline. This tells the reader what the story is about. It is usually only a few words.

2 Write a short first paragraph. This tells the reader a little more about the story. Try to make it interesting so that the reader wants to read the whole report.


3 Write the report of Jenny's visit to the Search and Rescue Centre. Write what happened. Write what these people said about the visit.



Jenny



Bill Day



Fred Hall

4 Think of a photo to put with the report. Write a caption for the photo.

82 Unit 7 Class composition: a newspaper report

Session 2 Warm-up

Play *Look, cover, write, check* with words from Lesson 5. (see Games, p215.)

Workbook: Writing preparation (WB p68)

Exercise 1

Read out Mr Smash's speech bubble. Ask a volunteer to read the narrative about what happened next.

Ask other children to read the rest of the information.

Exercise 2

Explain the task to the class. The children write ideas of what people said in the boxes. If you wish, this exercise could be done in pairs.

Ask several pairs to tell you some of the ideas they have written in the boxes.

Exercise 3

Explain to the class that they are going to use their ideas to write the complete report on the facing page.

Go through the list of what they must include. Make sure the children understand what all these items are.

Explain that they can think of several ideas for a headline and choose one of them. They may do this when they have finished the rest of the report if they wish.

Workbook: Composition practice (WB p69)

The children write the newspaper story.

Go around helping and monitoring as they work.

Make sure they remember to write a caption under the photograph.

Remind them to read through their work when they have finished and to correct any mistakes.

If there is time, ask a few children to read out the headline and first paragraph.

They may complete the task for homework.

The children make neat copies of their reports for their portfolios. Encourage them to make them look realistic, using large writing for the headline, for example. If possible, children should key in their work, choosing appropriate style and size of fonts for the article.

Assessment

In assessing this task, look for writing which:

- contains all the elements of a newspaper report
- is written in the third person
- recounts events in a clear order that is easy to follow and understand.

Writing preparation

This is what happened when the injured climber, Joe Carver left hospital.



1 Read.

Joe Carver phoned the *Blackdown Daily News*. He had a present for Jenny Brown. The editor invited Jenny to visit the *Blackdown Daily News*. Jenny Brown and her family went to the big building in the middle of the town.

Jenny met ...



the reporter



the editor



the photographer

Joe Carver gave Jenny Brown a mobile phone.



2 What did these people say about Jenny? What did Jenny say about the present? Write your ideas in the boxes.



Joe Carver



Jenny's mum and dad



Jenny

3 Write the news story of Jenny's visit to the newspaper on the next page.

- 1 the headline
- 2 a short first paragraph
- 3 a photograph and a caption
- 4 the rest of the report

Remember to include all the parts of the news story. You can draw your idea for the photograph.



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Unit 7 Writing notes for a newspaper report

Composition practice

the headline

a short first paragraph

a photograph

caption line

the rest of the report

Unit 7 Writing a newspaper report

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Lesson 7 Listening

- Lesson aim** Listening
- Lesson targets** Children:
- understand the pictures and basic dialogue for a story
 - listen to the narrative and complete dialogue for the story
 - answer comprehension questions and discuss aspects of the story

Key structure and language from the unit

Vocabulary *bully, leave alone, jealous, kit, fair, fed up, revenge*

Materials PB p83; CD B track 22

Time division

W-up	Pre-listen	Listening	Post-listen	Activities
------	------------	-----------	-------------	------------

Warm-up

Say the poem from PB page 81.

Listening

1 Look and read. 2 Look, listen and read. 3 Talk about the story.

Tim v Slug – Part 1

Don't worry about him. He's just jealous.

You're a bully, Slug! Leave him alone!

Excellent work, Tim!

Very bad work, Kevin.

Where's my lunch?

On Monday...

On Tuesday...

On Wednesday...

Where's my English homework?

Where's my sports kit?

You must stay after school and do it again.

After school...

That evening...

I'm fed up with Slug and Snail.

It's not fair.

We'll get our revenge.

Unit 7 Listening 83

Listening (PB p83)

Activity 1

Read the title of the story to the class. Give the class a minute or two to look at the whole page.

Ask the class if they remember the characters, Tim and Jamie.

Ask *How did they become friends?*

Explain the new words or ask the children to look in their Dictionaries.

Ask *What is the setting for this story?* **school**

Activity 2

Explain to the class that they are now going to hear the whole story.

Tell them to look at each picture and follow the story.

Explain that the sound they hear tells them when to move on to the next picture.

Play track 22. The children listen and look.

Activity 3

Ask questions to check understanding:

What names do the school children call the two bullies? **Slug and Snail**

What is Slug's real name? **Kevin Brown**

Why does Jamie think Slug doesn't like Tim? **because he is jealous**

What things is Tim good at? **sports, maths, having lots of friends**

Is Kevin good at anything? **He is not good at sports, maths and having friends.**

What unkind thing did Slug and Snail do to Tim on Monday? **hid his lunchbox**

... Tuesday? **threw his sports kit out of the window**

... Wednesday? **made paper planes out of his English homework**

What did Tim have to do? **stay in and do his homework again**

Ask about the story:

What is Tim's only problem at school? **Slug and Snail**

How do they usually treat Tim? **they bully him**

What did Jamie tell Tim they would do? **get their revenge**

Ask deductive and personal response questions (see next page).

Suggested homework task

The children complete Check-up 7.

Listening audioscript: Tim versus Slug – Part 1

1 *Jamie and Tim were good friends. They were in the same class at school and they spent time together after school, too. They both loved playing computer games.*
Jamie: Ha ha! I win!

2 *There was only one problem. At school there was a boy called Kevin Brown. Everyone called him Slug. And Slug was a bully.*

Slug: Come here, you!

Jamie: You're a bully, Slug! Leave him alone!

3 *Slug just didn't like Tim. Why not?*

Tim: Why doesn't he like me? He's hated me since I arrived at this school.

Jamie: Don't worry about him. He's just jealous.

4 *Perhaps Slug was jealous. Tim was good at sports...*

Boys: Goal!!

Slug was not...

Slug: Oh!

5 *Tim was very clever. He was especially good at Maths...*

Teacher: Excellent work, Tim! Well done!

Slug was not...

Teacher: Very bad work, Kevin. Do it again!

6 *The other boys liked Tim but they didn't like Slug. Slug had only one friend and his name was Snail.*

Slug: Hello, Snail.

Snail: Hello, Slug.

7 *Slug and Snail were horrible to Tim. On Monday, they hid his lunchbox.*

Tim: Where's my lunch? I'm sure it was in my bag.

Slug and Snail: Hee hee hee!

8 *On Tuesday they took his sports kit and threw it out of the window.*

Tim: Where's my sports kit? I know I put it in my bag this morning.

Slug and Snail: Ha ha ha!

9 *On Wednesday they took his English homework and made paper planes with it.*

Tim: Where's my English homework? It was in my bag. I know it was.

10 *Mrs Thomson, the English teacher, was very angry with Tim.*

Mrs Thomson: This is not good enough, Tim. You *must* do your homework. It's very important.

Tim: I did do it, Mrs Thomson. Really I did.

Mrs Thomson: Well, where is it?

Tim: I don't know.

Mrs Thomson: Well, you must stay after school and do it again.

Tim: Yes, Mrs Thomson.

11 *So Tim stayed at school and wrote his English homework again. He was really angry.*

Tim: It's not fair. I did my homework but somebody took it. I had my sports kit but somebody took it. I had my lunchbox but somebody took it. And I know who that "somebody" is...

12 *That evening Tim went to Jamie's house. They talked in Jamie's room.*

Tim: I'm fed up with Slug and Snail.

Jamie: I know.

Tim: They're horrible bullies.

Jamie: Don't worry. We'll get our revenge.

Tim: Really? How can we do that?

Deductive questions

Why do you think Slug only had one friend?

Children's own ideas. They might point out that Slug was a bully and people do not like bullies. He was unkind to Tim so perhaps he was often unkind to other people, too.

Was Jamie being a good friend to Tim? Why? / Why not?

The children should say that Jamie was being a good friend. They should be able to point out that Jamie helped Tim when Slug spoke unkindly to him. Jamie told Slug to leave Tim alone. He told Tim not to let Slug upset him. He talked with Tim about what they could do.

Personal response questions

If you wish, let the children discuss some or all of the following questions in groups before you ask for responses from around the class.

Before they discuss the first question, make sure they understand 'to get revenge'.

Is getting revenge a good idea? Why? / Why not?

What do you think Jamie is planning to do?

What would you do if you were Jamie?

Lesson 1 Poster 8, Reading

Lesson aim Reading

Lesson targets Children:

- (poster) read about the features of an interview
- follow and read the text
- understand the text and answer oral questions about it
- practise reading the text

Key structure definite/indefinite article; zero article

Key language result clauses: *It was so sad that I cried.*

Vocabulary TV and radio; news and entertainment

Materials poster 8; PB pp84–85; CD B track 23; WB p72; Dictionary 5

Time division

W-up	Poster	Reading	WB
------	--------	---------	----

Warm-up

Play *Simon says*. (See Games, p215.)

Poster 8

Radio and television
You are going to read about radio and TV programmes.

radio studio
interviewer interviewee

TV studio
audience host guest

news
interview
microphone
TV show
chat show

You are going to read a TV interview.
The interviewer is Paddy Riley. He is the host of a chat show called *Paddy's People*.

Paddy is the interviewer. He asks questions.
The person he interviews is the interviewee. This week the interviewee is Danny Green. He answers the questions.

Look at part of the interview. It is set out like a play. The names of the speakers are on the left. The words they say follow.

Paddy: When did you enter your first competition?
Danny: When I was six.
Paddy: Did you win?
Danny: Yes.

Look again at the questions and answers. The interviewer asks a question then lets the interviewee answer.

Text type and vocabulary

- 1 Read the title to the class.
- 2 Read the types of programme. For each one, read the words for objects and for people involved in the programmes.
To help the children understand, ask or tell them about examples of these programmes that are on TV now.
- 3 Ask if anyone in the class has ever seen a news reporter working on the street or been in a TV studio for a programme recording.

Text type features

- 5 Read out the information about the interview.
To help children understand, mention a popular chat show host on TV at the present time, if there is one.
- 6 Read about the interviewee and point out the picture.
Ask the class to suggest what the boy does and why he is being interviewed.
- 7 Read the information about how an interview is written.
- 8 Ask a pair to read the lines.
- 9 Read the last sentence. Explain that the interviewer

should not talk a lot. The interviewer's job is to help the interviewee feel confident and to encourage him or her to give interesting answers.

Reading (PB pp84–85)

- 1 Give the class time to look at the text and the pictures.
Ask *How many different kinds of programme are shown on page 84? 5*
Ask the children what they think the interviewee does. They may be able to say that he skates on ice.
- 2 Play track 23. The children listen and follow in their books.
- 3 Explain new words using the Dictionary as necessary
- 4 Ask questions about each part of the text (see below).
- 5 Ask different children to read a few lines each of the information text and interview.
- 6 Play track 23 a final time.

Reading text questions

Where did people use to find out the news? *in newspapers*

When could they hear the news? *when radio was invented*

Do lots of people watch the news on TV? *yes, news programmes are popular*

When you listen to a play, what can help you to imagine the scene? *sound effects*

What makes a TV drama entertaining? *settings, beautiful costumes, fast action*

Who interviews people on a chat show? *the host*

Who does Paddy Riley include in his guest list every week? *a young person*

Who is the interviewee this week? *an ice skater, Danny Green*

What will Danny do at the next Olympics? *represent his country*

How long has Danny been skating? *since he was four*

Who did he start skating with? *his sister*

How long did his sister go skating? *She went skating for a couple of years.*

How old was Danny when he won his first competition? *six*

Reading

News and entertainment

People used to read the news only in the newspapers. When radio was invented, they heard the news. When television was invented, they saw it, too. News programmes are popular, with lots of interviews and reports. Some channels show news and nothing else.

As well as news, there is a lot of entertainment on radio and television. You can hear plays on the radio. The actors are in a studio. They speak into a microphone. You can't see them so you have to imagine the scene for yourself. A sound engineer adds sound effects. They help you to imagine the scene.



People enjoy chat shows in a TV studio. The guests are interviewed by the show's host and their conversations are usually interesting and entertaining. Paddy Riley hosts the chat show, *Paddy's People*. He invites several different people onto his show every week and he always includes a young person. This week he is interviewing an ice skater.



Everything is shown to you in a TV drama and you don't need to imagine the scene or what people look like. Sometimes the settings are fascinating places and the costumes are often beautiful. They make the programme very entertaining, especially when there is fast action, too.



Unit 8 Reading: information; an interview

Paddy: My young guest this week is a champion skater who will represent his country at the next Olympics. He's only thirteen years old.

Let me introduce you to Danny Green! (Audience applauds) Welcome to the show, Danny.

Danny: Thanks, Paddy.

Paddy: Tell us about your skating, Danny. When did you start?

Danny: When I was four. I went with my sister. We were such noisy children that Mum wanted to get rid of us both on Saturday mornings! (Audience laughs)

Paddy: Did you always like it?

Danny: Yes I did, right from the beginning. My sister gave up after a couple of years but I carried on.

Paddy: When was your first competition?

Danny: When I was six.

Paddy: Did you win?

Danny: Yes.

Paddy: So a winner from the start?

Danny: Well ...

Paddy: You're a very modest boy, Danny.

Danny: Oh, ... am I?

Paddy: You've won five gold medals!

Danny: Well, ... that's true ...

Paddy: And that's just in the last three years, ladies and gentlemen! We've got a picture of you, Danny, winning at the international competition last month.

There it is, isn't that fantastic? (Audience applauds) How does it feel to be all alone out there with all eyes on you, Danny? Does it make you nervous?

Danny: I'm always nervous before I start, but as soon as I hear the music and start moving, I love it.

Paddy: And we can see why, Danny, you're obviously a born champion. Good luck for the future.

Danny: Thanks very much.

Paddy: Danny Green, ladies and gentlemen, a star to watch. (Audience applauds)

Next week I'll talk to a very special young lady. The young lady is a violinist. She's the youngest solo violinist with the City Orchestra. Her name is Meg Thorp. Till then, goodbye and thanks for watching!



How many gold medals has Danny won? **five**
When did he win the international competition? **last month**
Is Danny ever nervous? **He is always nervous before he starts skating.**
Who is Paddy Riley going to interview next week? **a young lady violinist**

Workbook: Study skills (WB p72)

Exercise 1

Remind the children to look at the second letter of words beginning with the same letter and the third letter of words with the first two letters the same.

Exercise 2

Workbook answers

Exercise 1

1 audience, conversation, radio, studio, television
2 drama, guest, host, news, show 3 entertaining, fantastic, fascinating, interesting, special 4 invent, invite, skate, watch, win

Exercise 2

1 conversation 2 imagine 3 popular 4 audience
5 obvious 6 guest

Let's have fun with some new words!



a b c d e f g h i j k l m n o p q r s t u v w x y z

1 (abc) Write the words in alphabetical order

1 studio radio conversation television audience

2 news drama show host guest

3 fantastic interesting special entertaining fascinating

4 invite win watch invent skate

2 Write the words in the box next to their definitions.

popular audience imagine guest conversation obviously

1 chat, talking: _____ (n)

2 to have an idea or a picture in your head: _____ (v)

3 well-liked by many people: _____ (adj)

4 the people who watch a show: _____ (n)

5 clearly: _____ (adv)

6 a person who is invited: _____ (n)

Now check your answers in your Dictionary.

Were you right?



Lesson 2 Reading comprehension and vocabulary

Lesson aim Reading comprehension; vocabulary

Lesson targets Children:

- re-read *News and entertainment*
- match parts of sentences; answer personal response questions
- practise vocabulary

Key structure and language from Lesson 1

Vocabulary from Lesson 1

Materials PB p86; WB p73

Time division

W-up	Read again	Comp & vocab	WB
------	------------	--------------	----

Warm-up

Play the *Memory game*. (See Games, p214.)

Reading comprehension and vocabulary

1 Match the sentence beginnings and endings.

- | | |
|--------------------------------|---------------------------|
| 1 People used to read the news | a in a TV drama. |
| 2 Some channels show news | b on the radio. |
| 3 You can hear plays | c in a TV studio. |
| 4 The actors are | d fascinating places. |
| 5 Everything is done for you | e by the show's host. |
| 6 Sometimes the settings are | f in a studio. |
| 7 People enjoy chat shows | g only in the newspapers. |
| 8 The guests are interviewed | h and nothing else. |

2 Think about the answers to these questions.

- 1 Which do you like better, radio or television? Why?
- 2 What kind of programmes do you like?
- 3 What is your favourite programme?
- 4 Do you think that Danny is modest? Why or why not?



3 Complete these sentences about Danny Green.



Danny's sport is _____. He is a _____ skater. He will represent his country at the next _____. He started skating when he was _____. He won his first _____ at the age of _____. He has won five _____ medals in the last _____ years. He always feels _____ before he starts skating but when he hears the _____ and starts moving, he _____ it.

Reading comprehension and vocabulary (PB p86)

Read again

Read *News and entertainment* to the class or ask different children to read aloud. Alternatively, play track 23 to the class while they listen and follow in their books.

Activity 1

Give the children time to read the sentence beginnings and endings.
Ask a child to read the first sentence beginning. Tell the children to draw a line to the correct ending and read the

complete sentence silently. Tell them to check that it makes sense.

Ask a volunteer to say the complete first sentence. Check that the class agrees. Children write *g* next to number 1.

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

Activity 2

The first three questions depend on personal response and individual opinion.

Ask the whole class to think about question 1. Take a vote. Ask a few children to give reasons for their choice. Ask if anyone has a different reason. Elicit any other points that have not yet been made.

For question 2 divide the class into small groups. Give them one minute to note down three different kinds of programmes that they like. Ask the first group their choices and write them on the board. Ask the other groups, adding any new types and putting a mark beside those that have already been listed.

At the end it will be possible to see which kind of programme most children like.

Ask different children around the class to answer question 3. Write a list on the board. Take a vote if you wish.

For question 4, make sure the children understand *modest*.

If you wish, the children discuss first in groups. Ask for answers then hold a short class discussion about them.

Activity 3

Give the children a minute or two to read the text. Encourage them to try to think of the words without looking back. If they cannot remember or need to check spelling they should look back at the text.

Ask the children to write their answers in pencil.

Ask one or more children what word completes the first sentence. Other children check their work. Ask if anyone has a different answer.

If there is disagreement, tell the class to look back and check the exact words in the text.

Answers: skating, champion, Olympics, four, competition, six, gold, three, nervous, music, loves

Workbook: Reading comprehension and vocabulary (WB p73)

Check the children understand the tasks.

Exercises 1 and 2

Point out exercise 1 and remind the class that they must re-read the text before they try to answer exercise 2. Remind the children to look back at the text carefully if they are not sure in exercise 2.

Exercises 3 and 4

Children may use their Dictionaries as necessary to help them or to check answers.

Exercise 4

Remind the children that the numbered words should be familiar. They must find which new word has a similar meaning.

Workbook answers

Exercise 2

- 1 TV drama 2 chat show 3 news programme 4 chat show 5 news programme 6 radio play

Exercise 3

(clockwise from top of image) microphone, guests, sound engineer, host, audience

Exercise 4

- 1 applaud 2 couple 3 champion 4 carry on 5 nervous

Reading comprehension and vocabulary

- 1 Read News and entertainment in the Pupil's Book again.
- 2 Write the kind of programme each sentence tells you about.
 - news programme radio play TV drama chat show
 - 1 The costumes are often beautiful.
 - 2 The conversations are usually interesting and entertaining.
 - 3 There are lots of interviews and reports.
 - 4 The host interviews the guests.
 - 5 These programmes are popular.
 - 6 The actors are in a studio.

3 Label the picture.

sound engineer host guests microphone audience TV studio



4 Look at these words from the interview. Write the matching word.

Remember! Some words have meanings that are nearly the same as other words.

nervous champion applaud couple carry on

- 1 clap 2 two
- 3 winner 4 continue
- 5 worried



Lesson 3 Grammar

Lesson aim Grammar

Lesson targets Children:

- understand the composition of the key structure
- practise the key structure
- produce the key structure independently

Key structure articles: *a, an, the* and zero article

Vocabulary from Lesson 1

Materials PB p87; WB p74; GPB p37

Time division

W-up Presentation / practice

WB

Warm-up

The children think of all the words they know to do with the media (newspapers, television and radio).

Grammar (PB p87)

Activity 1

Ask *Who are the people in the picture?* **Paddy Riley and Danny Green**

Ask different children to read the sentences. Write them on the board and underline the key words or write them in colour.

Point out that in the first pair of sentences, the indefinite article is used the first time the chat show is mentioned. The second time it is mentioned the definite article is used because we know which chat show is being talked about: Paddy Riley's show on TV.

In the second pair, the definite article is used in the second sentence because we know which ice skater is being talked about: the one that Paddy is interviewing.

Point out in the fifth sentence that there is no article before a plural noun the first time it is mentioned.

Activity 2

Give the children a minute or two to look at the pictures. Check that they know what each of them is: **ice skater, singer, guitarist, photographer, actor, painter.**

Ask a pair to read the speech bubbles. Point out that in the first question the indefinite article is used when there is no certain object. In the second question the definite article is used to talk about the singer who is on the show.

Ask volunteers to make up questions following the example, using *a* in the first question and *the* in the second question. Other children answer.

Activity 3

Ask different children to read the six notes. Read the first question and ask a child to read the answer in Miss Smart's speech bubble. Point out that there is no article in the first sentence but *the* in the second sentence – the second time the plural objects are mentioned.

Answers: 2 They sit on chairs. The chairs are comfortable. 3 There are flowers on the table. The flowers are not real. 4 Dancers perform on the show. The dancers are entertaining. 5 Musicians perform too. The musicians are excellent. 6 Danny tells jokes. The jokes are funny.

Grammar

1 Look and read.



Guess what! More grammar!

Look! No article!

Paddy Riley has a chat show on TV.
The chat show is called *Paddy's People*.
Today he is interviewing an ice skater.
The ice skater is called Danny Green.
Paddy likes talking to people.
The people on his show are always interesting.

2 Look, ask and answer.



May Owen Danny Green Ellie Marks Jan West Rosanna Lucky Lee

Is there a singer on the show?

Yes, there is.

What's the singer called?

The singer's called Rosanna.

1 singer 2 photographer 3 ice skater 4 guitarist 5 painter 6 actor

3 Talk about *Paddy's People*.

- 1 Who does Paddy interview?
- 2 Where do they sit?
- 3 What are there on the table?
- 4 Who performs on the show?
- 5 Who else performs?
- 6 What does Danny tell?

He interviews guests. The guests are interesting.

- 1 guests – interesting
- 2 chairs – comfortable
- 3 flowers – not real
- 4 dancers – entertaining
- 5 musicians – excellent
- 6 jokes – funny



Unit 8 Grammar: *a, an, the* and zero article

87

Workbook: Grammar (WB p74)

Make sure the children understand the tasks.
 If necessary, remind them.
 The children should be able to complete these exercises independently.

Exercise 1

Remind the class that the indefinite article is used when an object/or person is mentioned the first time and is not identified in any way.
 When the same object is mentioned the second time the definite article is used.
 Point out that the definite article is also used when a particular object is mentioned and identified. Point out sentence 3 and go through it with the class.

Exercise 2

Remind the class that no article is used the first time plural objects are mentioned.


Workbook answers
Exercise 1
 1 a, a, the, the 2 a, a, the, the 3 The, a, a 4 The, a, a
Exercise 2
 1 /, the 2 /, the 3 /, the or / 4 a, the, /, a 5 an, /, /, a, The





Grammar Practice Book (GPB p37)


When the children have completed the PB and WB Grammar pages, they may complete GPB page 37.

Grammar Practice Book answers
Activity 1
 2 a 3 The 4 --- 5 --- 6 a 7 The
Activity 2
 2 a T-shirt, The T-shirt, T-shirts 3 Computers, a computer, The computer 4 a mobile phone, The mobile phone, Mobile phones

Grammar

Hooray! It's time for some grammar!
 

1 Complete the sentences with a or the.
 1 Look! There is _____ cow and _____ sheep.
 _____ cow is black. _____ sheep is white.

 2 Look! There is _____ dog and _____ cat.
 _____ cat is tiny. _____ dog is huge.

 3 _____ horse in this photo is beautiful. Is that
 _____ girl or _____ boy on its back?

 4 _____ castle on that hill is very old. Is that
 _____ bird or _____ plane up there?


2 Complete the sentences with a, an or the.
 If no article is needed, cross out the line. ()
 1 Miss Pink loves _____ cakes but _____ cakes in this bakery are not very nice.
 2 Henry collects _____ stamps. _____ stamps on his desk are very pretty.
 3 I like _____ birds but I don't like _____ noisy birds in our garden. Listen to them!
 4 We have got _____ new mall just outside town. Yesterday Jack and Mia went to
 _____ mall. Jack bought _____ CDs and Mia bought _____ book.
 5 There is _____ enormous butterfly in our garden. It has got
 _____ long legs and _____ big wings. It has got _____
 big spot on each wing. _____ spots are black.


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 Unit 8 a, an, the and zero article

Lesson 4 Grammar in conversation

Lesson aim Grammar in conversation

Lesson targets Children:

- listen to a conversation
- think of their own ideas for a similar conversation
- hold a short conversation in pairs

Key language ... *so fantastic that* ... , *such a funny story that* ... , *such good stories that* ...

Key vocabulary books and stories

Materials PB p88; CD B track 24; WB p75; GPB p38

Time division

W-up	Dialogue	Indiv prep	Pair/class speaking	WB
------	----------	------------	---------------------	----

Warm-up

Brainstorm different kinds of books. Write them on the board. Keep this list for activity 2.

Grammar in conversation

1 Listen and read.

Daisy: I've just read a fantastic book.
In fact, it was so fantastic that I read it twice.
Ken: Really? What's the name of this amazing book?
Daisy: Millie Mason – girl reporter.
Ken: Tell me about it.
Daisy: Well, it's about a girl – Millie Mason.
The police can't solve a crime but she can.
Ken: Is it funny?
Daisy: Oh yes! It's such a funny story that I was laughing out loud.
Ken: Who's it by?
Daisy: It's by Henry Jones. He writes such good stories that I only read books by him at the moment.
Ken: Can I borrow it?
Daisy: Of course you can.



2 Think, write and say.

What sort of books do you like?



I like science fiction.

Who is your favourite author?

Roald Dahl.

What's your favourite book?
What's it about?

Matilda: It's about a little girl and how she finds happiness.

3 Let's talk!

What sort of books do you like?

I like books about animals.

Useful phrases

an exciting story
interesting characters
a happy ending
Who's it by?
What's it about?

Grammar in conversation (PB p88)

Activity 1

Ask the class *What are the boy and girl talking about? a book*

Play track 24. The children listen and follow in their books. Explain any unfamiliar vocabulary using the Dictionary as necessary.

Activity 2

Read the questions and ask different children to read the example answers in the speech bubbles.

Ask the children what authors they know. Write some on the board. Ask if they know the author of their favourite book.

Give the children a few minutes to note down the kind of books they like, their favourite author, favourite book and what it is about.

Activity 3

Ask a pair to read the speech bubbles and another child to read the useful phrases.

The children work in small groups or pairs.

Go around listening as they speak. Encourage them to talk without reading sentences straight from their PBs or copy books.

Remind them of the key language when appropriate but if their conversation is lively and accurate, do not make them repeat sentences just to get the key language into it.

Ask two or three groups to speak while the class listens.

If you wish, ask questions of other children around the class who you have not heard speak.

Workbook: Grammar in conversation (WB p75)

Make sure the children understand the tasks.

Exercise 1

If necessary, remind the class of the use of the words:

so + adjective

such a/an + adjective + noun

such + adjective + plural noun

such a/an + adjective + uncountable noun

Remind them to read the complete sentences to check they make sense.

Exercise 2

Go through the first example with the class.

If you feel they need extra support, you may wish to go through the whole exercise orally before the children write.

When the children are working independently, remind them to re-read the sentences in exercise 1 to be reminded of the complete structure with the clauses beginning with *that*.

Workbook answers

Exercise 1
 1 such a 2 so 3 such 4 so 5 such an 6 such

Exercise 2
 2 It was such a wide river that the explorers could not cross it. 3 This author writes such wonderful stories that all children love them. 4 The girl was so clever that she solved the crime. 5 It was such an exciting film that I didn't want it to end. 6 They were such sweet kittens that we had to buy them. 7 The weather was so cold that we had to wear hats and gloves. 8 It was such a difficult exam that no one could pass it.

Grammar Practice Book (GPB p38)

When the children have completed the PB and WB Grammar in conversation pages, they may complete GPB page 38.

Grammar Practice Book answers

Activity 1 (example answers)
 2 such a, I could not answer the questions 3 so, she started to sing 4 such an, it did not start 5 so, we decided to go again 6 such a, I could not understand the rules

Activity 2
 1 It was such a heavy bag that I could not lift it. 2 The ship was so old that it moved very slowly. 3 It was such a beautiful bridge that we all took pictures of it. 4 It was such a small T-shirt that I could not wear it. 5 The horse was so fast that it always won. 6 The chair was so comfortable that I slept in it. 7 The clowns were so funny that we all laughed and clapped.

Grammar in conversation

1 Complete the sentences with *such a/an, such or so*.
 1 It was _____ steep hill that they could not reach the top.
 2 The film was _____ good that we watched it three times.
 3 These are _____ good stories that you will read them again and again.
 4 The grapes were _____ delicious that the children ate them all.
 5 It was _____ enormous pizza that we couldn't finish it.
 6 Billy told _____ funny jokes that we couldn't stop laughing.
 7 It was _____ hot day that we went to the beach.
 8 It was _____ interesting book that I read it twice.

2 Make one sentence. Use the words in brackets.
 1 The mountain was high. The climbers could not reach the summit. (so)
 The mountain was so high that the climbers could not reach the summit.
 2 It was a wide river. The explorers could not cross it. (such a)

 3 This author writes wonderful stories. All children love them. (such)

 4 The girl was clever. She solved the crime. (so)

 5 It was an exciting film. I didn't want it to end. (such an)

 6 They were sweet kittens. We had to buy them. (such)

 7 The weather was cold. We had to wear hats and gloves. (so)

 8 It was a difficult exam. No one could pass it. (such a)

Unit 8 so ... that such a/an ... that 75

Lesson 5 Spelling, Use of English

Lesson aim Spelling; song; Use of English

Lesson targets Children:

- listen to pronunciation of words ending -el
- practise spelling and writing words
- understand and sing a short song

Target words tunnel, hotel, travel, channel, camel, label

Materials PB p89; CD B tracks 25–28; WB pp76–77; GPB p39

Time division

W-up	Spelling	Song	Use of English	WB
------	----------	------	----------------	----

Warm-up

Give the children a time limit to make as many words as they can from the word *newspapers*.

Activity 2

Ask different children to name each of the objects. The class writes the words.

Remind them to check their spelling by looking back at activity 1.

Answers: 1 camel 2 channel 3 hotel
4 tunnel 5 label 6 travel

Activity 3

Ask a volunteer to read the first definition and another to give the word. Check with the class. The children write.

Remind them to check their spelling.

Answers: 1 channel 2 tunnel 3 label
4 hotel 5 camel 6 travel

Activity 4

Tell the class to look at the picture. Ask *What do you think the song is about?* a dog. Explain that it is about a particular kind of dog called a spaniel.

Note: If you wish, explain that these dogs are popular family pets in the UK as they are known for their obedience and friendly nature.

Play track 27. The children listen and follow.

Read through the words with the class. Explain that *Mackaracka* and *Dominacker* are made-up names.

Play track 27 again. The children join in.

Play track 28. The children sing along with the music by themselves.

They may learn this song if you wish.

To complete classroom Lesson 5, move on to Use of English, WB p77.

Workbook: Use of English (WB p77)

Read Mr Flash's speech bubble to the class. Ask a volunteer to read the example sentence. Write it on the board. Read the explanation of *His*.

Exercise 1

Ask different children to read the words. Remind them that they are all possessive adjectives. They show who owns things.

Spelling

Some words end with the letters el.

channel

Some channels show news and nothing else.

1 Add the letters *el* to complete these words. Write the words. Read the words.

tunn _____ hot _____ trav _____ chann _____ cam _____ lab _____

2 Listen and say the words.

2 Write the words in Activity 1 next to the correct picture.



3 Write the words in Activity 1 next to the correct definition.

- 1 a pathway for sending out programmes on TV _____
- 2 a large tube under the ground that things can travel through _____
- 3 a short note that is put on something to explain what it is _____
- 4 a large building with a lot of bedrooms where people can stay _____
- 5 a large animal that can live in areas where there is little water _____
- 6 to go on a journey _____

4 Listen and sing.

His name is Daniel and he's a spaniel.
It's such a perfect name you must agree.
He is a spaniel whose name is Daniel
And Daniel's the spaniel for me.
It's not Buster, Bob or Bill, not Tommy,
Toots or Ted,



It's not Cracker, Mackaracka, Dominacker,
Finn or Fred.
It's Daniel, his name is Daniel
And Daniel's the spaniel for me.

Unit 8 Spelling: words ending in el

89

Spelling (PB p89)

Point out Mr Smash's speech bubble. Tell the class to listen and follow in their books. Play track 25. The children listen. Read the example word. The class repeats. Ask a volunteer to read the example sentence.

Activity 1

The children write the -el ending for each word. They write the whole word.

Play track 26. The children listen and repeat.

Ask individuals and/or the whole class to read all the words.

Exercise 2

Ask a child to read the first sentence. Ask a volunteer *Tell me the possessive adjective. My.* Ask *Whose sister was she?* Elicit *Danny's*. Point out the given answer.

Continue in the same way with the other sentences. Ask questions as necessary to help the children identify the owner, e.g. *Whose picture was it? Whose hands were they?* etc. The children underline and write.

Exercise 3

Give the children a minute to look at the sentences. Ask volunteers to complete the sentences. Check with the class. The children write.

Workbook answers

Exercise 2

2 Your, Danny 3 their, the people 4 My, Paddy
5 her, Danny's mother 6 Our, Danny and Nina 7 his, the actor 8 its, the TV drama

Exercise 3

1 its 2 our 3 her 4 their 5 his

Workbook: Spelling (WB p76)

Make sure the children understand the tasks. Most of this page should be done by the children working alone. Read, or ask a child to read, the reminder in Mrs Swift's speech bubble. Ask a volunteer to read the sentence in the box.

Exercise 1

The children find and write words.

Exercise 2

Remind the class that the words they need are in exercise 1. They must spell them accurately to fit them into the crossword.

Workbook answers

Exercise 1

label, travel, hotel; channel, tunnel, camel

Exercise 2

1 tunnel 2 travel 3 hotel 4 label 5 channel
6 camel

Grammar Practice Book (GPB p39)

When the children have completed the PB and WB Use of English and Spelling pages, they may complete GPB page 39.

Grammar Practice Book answers

Activity 1

1 girl 2 boy 3 boy and girl 4 boy 5 boy and girl
6 girl

Activity 2

1 Her, Its 2 Their 3 His

Use of English



Remember! An adjective tells us more about a noun.
A possessive adjective tells us who owns (possesses) something.

Paddy Riley hosts a chat show. His show is called Paddy's People.

His is a possessive adjective.
It tells you more about the show.
It tells you who owns it.



1 Read these possessive adjectives.

my your his her its our their

2 Read the sentences. Underline the possessive adjective. Write the owner.

- Danny said, "My sister gave up after a couple of years." Danny
- Paddy told Danny, "Your picture is fantastic!" Danny
- The people in the audience laughed and clapped their hands. the people
- Paddy said, "My guest this week is a champion skater." Paddy
- Danny's mother took her children skating on Saturday mornings. Danny's mother
- "Our mum wanted to get rid of me and Nina!" Danny told Paddy. Danny and Paddy
- The actor stood next to the microphone and read from his script. the actor
- The TV drama was popular and its stars were famous. the TV drama

3 Choose the correct possessive adjective to complete the sentences.

- The cat cleaned behind its ears. (its / their)
- We put on our coats before we went out. (your / our)
- My sister played with her toys all morning. (his / her)
- The children did their homework very well. (our / their)
- Pete took his football to school. (its / his)



Unit 8 Possessive adjectives

11

Spelling

Some words end with the letters el.



Some channels show news and nothing else.

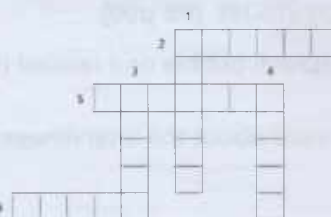


1 Find the words ending el in the snakes. Circle them. Write them.



2 Read the clues. Write the words.

- You can travel under a mountain through one of these.
- You can use a car, a train, a plane or a ship to do this.
- People sometimes stay in this when they go on holiday.
- People put one of these on their bags when they go on a plane.
- When you watch TV you can change this to get different programmes.
- This animal can go without water for a long time.



76

Unit 8 Words ending -el

Lesson 6 Class composition; Writing preparation, Composition practice

- Lesson aim** Writing
- Lesson targets** Children:
- compose a TV interview with teacher support (session 1)
 - choose ideas and make notes for independent writing (session 2)
 - write a TV interview independently (session 2)
- Key structure and language** from the unit

Vocabulary from the unit

Materials PB p90; WB pp78–79

Time division (session 1)

W-up	Discussion & notes	Writing	Editing, improving
------	--------------------	---------	--------------------

Time division (session 2)

W-up	Writing prep	Composition
------	--------------	-------------

Session 1 Warm-up

Word races. Game 3. The children think of words beginning with *un-*. (See Games, p215.)

Class composition

Paddy Riley is the host of the chat show, *Paddy's People*.

This week his interviewee is Meg Thorp. She is 14 years old. She is a very good violinist. She has just made a CD recording with the City Youth Orchestra.

1 What does Paddy Riley say to introduce Meg Thorp?
Think of one or two sentences.

2 What questions could Paddy ask Meg?
1 Write your ideas in the box.

2 Share your ideas. Choose 4 or 5 of the best questions.

3 What does Meg reply?
Write answers to the questions.

4 Talk about these questions. Discuss and decide.
Does Paddy show the audience a picture of Meg?
Does he play part of the CD recording?
Does Meg play her violin during the interview?
What does the audience do during the interview: applaud? laugh?

5 What does Paddy say at the end of the interview?
Write one or two sentences.

6 Write the interview.
Set it out like a play. Write the names on the left. Write the words they say.
Begin like this: *Paddy: Hello, everyone. My young guest this week is*

90 Unit 8 Class composition: an interview

Class composition (PB p90)

Read Miss Smart’s speech bubble and remind the class about the chat show.

Ask a volunteer to read about the interviewee.

Activity 1

Encourage the children to suggest how Paddy Riley should introduce Meg Thorp.

Note their ideas.

Activity 2

Ask the children to think of questions for the interview. Ask them to think what they would like to know about Meg Thorp. They note ideas in the box.

Ask several children to read out their questions. Note them on the board. Ask if there are any more different questions. Note any more that are suggested.

With the class, decide on the four that are the most interesting.

Activity 3

Ask the children to suggest what the answers to these questions would be. Make notes.

Activity 4

Read about the other things that might be included in the interview. Help the class to agree on one or, if necessary, take a class vote.

Activity 5

Ask how the interview ends. Note suggestions.

Activity 6

Help the class to compose the complete interview using the notes on the board and beginning with the suggested opening line.

When the writing is complete, ask the class whether any changes could be made to improve it. *Does it make sense? Is it interesting? Are the answers long enough?*

Make any changes that you and the class agree to.

Let two volunteers read the interview to the class, one taking the part of Paddy Riley and the other Meg Thorp.

No example is given for this activity as the dialogue will depend on children’s suggestions and choices. Make sure that steps 1–5 are followed and completed. These should guide the class towards producing an interesting interview.

Session 2 Warm-up

Sing the song from PB page 89.

Workbook: Writing preparation (WB p78)

Explain the task to the class. The children should be able to think of ideas independently. If your class needs support, you may wish to do exercise 1 with all the class together.

Exercise 1

Read Miss Smart’s speech bubble then explain the task. Go through the suggestions with the class. Make sure they understand that it could be someone made up, or it could be someone they know or have heard about. The children write who the person is and their name. The children should be able to complete exercises 2 to 6 working independently. Go around helping and monitoring as they work. Make sure the children realise they must complete each exercise before moving on to the next one. Check that the children have decided who their interviewee is and what special thing he or she has done, before they try to think of questions and answers. Ask the children to show you their completed preparation page before they write the interview as they will not be able to do this without completing the preparation properly.

Workbook: Composition practice (WB p79)

Exercise 1

The children write the complete interview using all their ideas and notes from WB page 78. Remind the class how an interview is set out. If necessary they should look back at PB page 85. Go around helping and monitoring as they work. If they have completed page WB page 78 properly, they should find the task quite straightforward. If there is time before the end of the lesson, let one or two children read out their interview with a partner. The children may complete and/or check their interview as a homework task. Remind them to look for mistakes and to correct them. The children make neat copies of their interviews for their portfolios. Let as many children as possible read out their interviews with a partner. If you have the facilities, you may wish to record some of these interviews as part of the children’s portfolios of work.

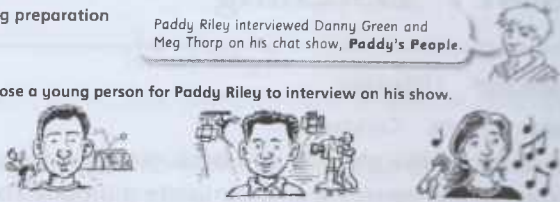
Assessment

In assessing this task, look for writing which:

- is set out in play script form
- interviews a young person
- contains an introduction, four questions and answers and closing remarks.

Writing preparation

Paddy Riley interviewed Danny Green and Meg Thorp on his chat show, Paddy's People.



1 Choose a young person for Paddy Riley to interview on his show.

a footballer?

an actor?

a singer?

someone brave?

someone clever?

someone kind?

Write your idea here. Think of a name.

2 What special thing has this person done?

3 How does Paddy Riley introduce the person? Think of one or two sentences.

4 Write four questions that Paddy asks.

5 Think of answers. Write notes in the box.

6 What does Paddy Riley say at the end? Think of one or two sentences.

78

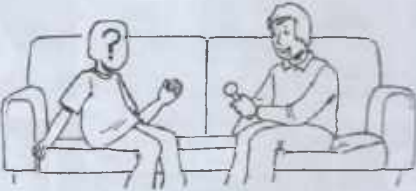
Unit 8 Ideas for an interview

Composition practice

1 Write the interview with Paddy Riley.

Remember to:

- set it out like a play.
- write the names on the left.
- write the words they say.



Unit 8 Writing an interview

Lesson 7 Listening

Lesson aim Listening

Lesson targets Children:

- understand the pictures and basic dialogue for a story
- listen to the narrative and complete dialogue for the story
- answer comprehension questions and discuss aspects of the story

Key structure and language from the unit

Vocabulary mess, plan, twice, nonsense

Materials PB p91; CD B track 29

Time division

W-up	Pre-listen	Listening	Post-listen	Activities
------	------------	-----------	-------------	------------

Warm-up

Ask the class to tell you as much as they can about Part 1. They may look back at PB page 83 if necessary.

Listening

1 Look and read. 2 Look, listen and read. 3 Talk about the story.

Tim v Slug – Part 2



Unit 8 Listening

91

Listening (PB p91)

Activity 1

Read the title of the story to the class.

Give the class a minute or two to look at the whole page. Explain the new words or ask the children to look in their Dictionaries.

Activity 2

Tell the class they are now going to hear the whole story.

Remind them to move on to the next picture when they hear the sound.

Play track 29. The children listen and look.

Activity 3

Ask questions to check understanding:

Why did Slug want Tim's homework? so that he could copy it out

What did Slug do to Tim's homework? He spilled juice on it. Who was the teacher pleased with? Why? She was pleased with Slug because his homework was good.

Who was the teacher cross with? Why? She was cross with Tim because his homework was a mess.

What did Jamie and Tim do after school? They did their homework twice.

Why did Tim do the homework twice? so that he could give the teacher the good homework and give the homework with lots of mistakes in it to Slug

What did Slug do the next day? He copied the bad homework.

What did the French teacher say? She said it wasn't French, it was nonsense.

What did the Maths teacher tell Slug to do? stay in and do it again

How did Slug feel about this? very angry

Ask about the story:

Did Slug do any homework himself? No, he copied Tim's.

Did Jamie's plan work? Yes, because Slug copied the work with mistakes in and got into trouble for doing bad work.

Suggested homework task

The children complete Check-up 8.

Listening audioscript: Tim versus Slug – Part 2

Do you remember? At Jamie and Tim's school there was a boy called Slug. He was a horrid bully. Nobody liked him. He only had one friend, a boy called Snail. Slug and Snail were horrible to Tim. They stole his lunchbox and they threw his sports kit out of the window. They took his English homework and made paper planes with it. Mrs Thomson, the English teacher was so angry with Tim that he had to stay behind after school and do his homework again. Tim was really fed up with Slug and Snail but what could he do?

- 1 *Slug was a bully and he was lazy. He didn't like doing school work. At school the next morning, Slug came up to Tim.*
 Slug: Have you done your Science homework?
 Tim: Yes. Why?
 Slug: Can I borrow it for a few minutes?
 Tim: No, you can't.
 Slug: Give it to me, little boy! Thank you very much.
- 2 *Slug copied Tim's homework onto a piece of paper. It took him a long time. He wrote very slowly.*
- 3 Slug: Oops!
There was orange juice all over Tim's homework.
- 4 *Slug handed the piece of paper back to Tim.*
 Slug: Sorry, little boy. It's a bit wet.
- 5 *Later that day the Science teacher gave them back their homework.*
 Teacher: Excellent work, Kevin. Well done! But Tim ... What is this? Look at it! I can't read it. What a mess!
- 6 *After school Jamie and Tim went back to Jamie's house to do their homework together. They had homework for French and for Maths.*
 Jamie: I've got a plan. We're going to do our homework twice.

Tim: Twice? Why?
 Jamie: You'll see. It's time to get our revenge.

- 7 *So they did their homework twice. One copy for them and one copy for Slug.*

Tim: Oh dear! I think I've made a lot of mistakes in this Maths homework!
 Jamie: And my French is terrible this evening.
 In fact, I'm not sure if it *is* French!
 Tim and Jamie: Ha ha ha!

- 8 *The next morning Slug came up to Jamie and Tim.*

Slug: Hello. Have you done your homework?
 Tim: Yes, of course.
 Slug: Let's see it then.
 Tim: Here you are, Slug.

- 9 *Very, very slowly Slug copied the French homework and then very, very slowly he copied the Maths homework.*

- 10 *Later their French teacher handed back their homework.*

Teacher: Kevin, tell me, what is this?
 Slug: It's my homework, Miss. My French homework.
 Teacher: French? French? This isn't French. It's nonsense!
 Jamie and Tim: Ha ha ha.

- 11 *Then it was time for Maths. The teacher was not pleased.*

Teacher: Kevin Brown! This is terrible! Terrible!
 In fact it is so terrible that you must stay after school and do it again.
 Jamie and Tim: Ha ha ha.

- 12 Slug: This is your fault, little boy. Just you wait. I'll get you for this!

Personal response questions

Let the children discuss some or all of the following questions in groups before you ask for responses from around the class. Ask them to make notes in answer to each question. If you wish, tell all the children in the group to make notes so that you can ask different children in the class for their answers.
Do you think Jamie's plan was a good one? Why? / Why not?
What do you think Slug means by "I'll get you for this"?
What do you think he is going to do?

Revision 4

Revision 4; Listening skills round-up 4; Project 4

Aim Revision

Targets Children:

- listen to dialogue with key language and vocabulary from Units 7 and 8
- practise listening skills
- prepare for a news writing project

Materials PB pp92–93, 133; CD B tracks 30–31

Work on the revision, project, portfolio and diploma sections may take one or more lessons. Projects can be completed at home.

Warm-up

Choose a poem, song or game that the children have enjoyed. Alternatively, choose a new game from the list starting on page 214.

Revision 4 (PB p92)

Read the title. Give the children time to look at the whole page.

Ask the class *Who can you see in the pictures? firemen, reporters, policeman, people*

Ask *Why do you think they are there?* e.g. *The firemen are there to put out the fire. The reporters are there to get the story. The policeman is there to help the firemen and to sort out any problems. The people are there because they want to know what's happening.*

Play track 30. The children listen and follow in their books.

All of the language should be familiar to the children. Check understanding of any words or phrases that might be less well known.

Ask questions about the story:

Who does the factory belong to? **Mr Green**

How long has he owned the factory? **for ten years**

How did the fire start? a burning firework landed on the roof

How long have the firemen been at the fire? **six hours**

Did they go inside the building? Yes, they did.

Why did they go in it? **to make sure that there was no one in it**

Why did Mr Green say the firemen were brave? **because they went in while the factory was burning**

Who is Mr Green speaking to? a TV reporter

How long have the Day family lived near the factory? since 2006

Who heard the firework? Harry

How far away did people see the flames? **ten kilometres**

If you wish, play track 30 again and/or choose children to act out the story.

Revision 4

1 Listen and read. 2 Talk about the story. 3 Act it.

In the news



62

Revision 4

Listening

1 Look, read and say.

Sally Morgan is a TV presenter. She presents a TV programme for children called "What do you know?" Look at the pictures. What is the programme going to be about today?



Marco Polo 1294-1324



New Year, London, 2002

2 Listen and point to the pictures.

3 Listen again and write T (true) or F (false).

- 1 The Chinese made the first fireworks. ____
- 2 The Chinese first discovered gunpowder 1,000 years ago. ____
- 3 Marco Polo was an explorer. ____
- 4 Marco Polo brought fireworks to China from Italy. ____
- 5 The Italians did not like the fireworks. ____
- 6 Fireworks are bright and noisy. ____
- 7 A small crowd of people watched the fireworks at New Year in London. ____
- 8 The fireworks started at twelve o'clock. ____

4 Listen again. Number these words in the order you hear them.

explode gunpowder colourful midnight fireworks start history

5 Talk about it.

Do you like fireworks? Why? Why not? When and where did you last see fireworks?

Now you can do the project on page 133

Listening for gist and detail; true or false

93

Listening skills round-up 4 (PB p93)

Activity 1

Read about Sally Morgan and her TV programme. Ask the question. Ask children for their ideas.

The children look at the pictures. They may remember from *English World 4* that the Chinese invented gunpowder.

Point out Marco Polo and when he lived. Explain that he was a famous explorer from Italy. Point out the Italian people watching fireworks a long time ago.

Ask the children if they recognise the clock in London.

Activity 2

Tell the children to listen and point to each picture in turn as Sally Morgan speaks about them. Play track 31.

Activity 3

Play track 31 again. The children listen and write. Play it again for them to check if necessary.

Answers: 1 T 2 F 3 T 4 F 5 F 6 T
7 F 8 T

Activity 4

Play track 31. The children write numbers.

Answers: 5, 2, 4, 6, 1, 7, 3

Activity 5

Hold a class discussion or children speak in pairs or small groups for a few minutes before you ask for their ideas.

Audioscript, PB p93, Activities 2, 3 and 4

Female presenter: Do you like fireworks? Of course, you do. We all like fireworks. But how much do you know about them?

Who made the first fireworks? Do you know? Well, the Chinese made the first fireworks. In China, about 2,000 years ago they discovered gunpowder, which their armies used when they were fighting battles, and about 1,000 years later they made the very first fireworks. So fireworks have a very long history.

About 700 years ago an explorer called Marco Polo travelled from Italy all the way to China. When he returned to Italy many years later, he brought with him lots of interesting things from that country and one of those things was – yes, you've guessed it – fireworks! The Italians loved the fireworks. They loved them so much that they made them bigger and better and louder and more colourful.

Today, we still love fireworks. At special times we love to watch them. Rockets fly up into the sky and explode. Hundreds of shining stars fall from the sky. Wheels of fire spin round and round. Flash! Bang! Pop!

At New Year people all over the world watch fireworks. In London on 31st December, 400,000 people stood by the river Thames. When they heard Big Ben strike midnight, everybody cheered and thousands of fireworks lit up the dark sky. It was a very cold night but everyone was happy. It was the start of a new year.

Project 4: This is what happened (PB p133)

Explain Project 4 to the children in the lesson. They may then complete Portfolio 4 and Diploma 4 in their Workbooks (see next page). Very able children may complete these tasks quite quickly and so can then begin Project 4 in class. Other children may need more time to complete the Portfolio and Diploma pages. All children may complete Project 4 for homework.

Activity 1

Remind the children to write as if they were Harry. Encourage them to imagine all the details of what happened.

Activity 2

Remind the children to look back at PB page 77 to help them write this report.

Activity 3

The children can look page at PB page 85 to check how an interview is laid out. Remind them that an interviewer asks questions and the interviewee replies.

If you wish, this project may be included in children's portfolio of written work.

Portfolio and Diploma 4: Units 7 and 8

Portfolio 4 (WB p135)

Portfolio 4: Units 7 and 8

Tick the boxes when you are confident about the task. You can tick in any order.

Grammar

✓ I can use the present perfect with *for* and *since*. ☐
We have lived in our apartment for three years.
Fred has collected stamps since 2006.

✓ I understand when to use the definite and the indefinite articles. ☐
There was a man and a car in the street.
The man was tall and the car was white.

✓ I can explain how one thing makes something else happen. ☐
Fred was so tired that he went to sleep in front of the TV.

Reading and understanding

✓ I have read and understood:
information about newspapers: a newspaper article. *Hold the front page!* ☐
information about TV and radio: an interview. *News and entertainment* ☐

Vocabulary

✓ I know all the key words in: Unit 7 ☐ Unit 8 ☐

Spelling

✓ I can read and spell:
compound nouns: supermarket football snowman sunglasses toothache newspaper ☐
words ending -el: channel tunnel travel hotel label camel ☐

When the children have completed all the work in Units 7 and 8 they turn to page 135 in their WB.

This page allows the children to make their own assessment of what they have learned in Units 7 and 8.

Grammar

The children tick the boxes when they are confident of the tenses and structures.

Explain that this means all the work they have done, not just the sentences on this page.

Reading and understanding

The children should listen again and follow in their books.
Encourage them to read the texts aloud several times.
Remind them to check words they are unsure of.

Vocabulary

The children tick only when they are confident that they know the key words in each unit.

Spelling

The children tick the boxes when they can read and spell the words accurately.

Check through the completed Portfolio page with each child.
Tell children who are not entirely confident to revise the parts they are less certain of. They should use pages 11–16 of the Dictionary to help them learn and revise vocabulary.

It is preferable for all the children to be reasonably confident of the work in Units 7 and 8 before moving on to Unit 9.

When the children are confident with all the elements of the work on page 135, they may complete the Diploma page.

Diploma 4 (WB p136)

English World 5 Diploma 4: Units 7 and 8

1 Write the sentences. Use the present perfect.
Anna – learn – English – for four years _____
Uncle Jim – live – London – since 2003 _____

2 Complete the sentences. Use *a, an* or *the*.
There was _____ plate and _____ cup on the table.
_____ plate was blue and _____ cup was yellow.
There was _____ cake on the plate.

3 Complete the sentences. Use *such a/an, such* or *so*.
It was _____ exciting book that I couldn't stop reading it.
We had _____ fun at the beach!
It was _____ hot that we stayed in the tent.

4 Answer the questions.
Hold the front page! Who declares what is in a newspaper? _____
News and entertainment: Who was the chat show host? _____

5 Choose the correct word.
Interviewer _____ Interviewer _____ Interviewer _____
A person who asks someone questions is an _____.

6 Write the words.
_____ _____ _____ _____ _____
_____ _____ _____ _____ _____

This contains a representative task from each field of work.
This page is not a formal test. The children should complete it in their own time, working carefully and steadily.

The children receive a sticker for each task completed and one more when they have finished the page.

These pages may be taken out of the Workbook and kept in the children's individual portfolios of work along with a few examples of their best work from Units 7 and 8.

Completed Diploma page

- 1 Anna has learned/learnt English for four years.
Uncle Jim has lived in London since 2003.
- 2 There was a plate and a cup on the table.
The plate was blue and the cup was yellow.
There was a cake on the plate.
- 3 such an, such, so
- 4 *Hold the front page!* the editor
News and entertainment: Paddy Riley
- 5 interviewer
- 6 newspaper, island, camel, tunnel

Answers to Check-ups 7, 8; Example writing

Unit 7

Check-up 7 (WB pp70–71)

Exercise 1

1 for 2 since 3 since 4 for 5 for 6 since 7 since 8 for

Exercise 2

1 Uncle Fred and his wife have lived in America for eight years. 2 Miss Jones has taught here since last October. 3 Harry has felt ill for three days. 4 The girls have not eaten sweets since last weekend. 5 The children have been at school since eight o'clock. 6 The farmer has kept sheep and goats for many years. 7 James has worked at the hospital for ten weeks. 8 Grandpa has been driving his old car since 1968.

Exercise 5 (example answer)

Mr and Mrs Lamb live on the top floor. They have lived there for five years. Mr Johns lives on the second floor. He is standing on the (his) balcony. He has had his apartment since July. Miss Pym lives on the ground floor. She has lived there since 1998. Her cat is in the garden. Miss Pym has had her cat for four years.

Check-up 8 (WB pp80–81)

Exercise 1

1 a, a, The, the 2 /, /, The, the 3 The, a, a 4 the, the, /, an

Exercise 2

2 It was such a beautiful dress that Mum bought it at once. 3 It was such an interesting story that I read it three times. 4 Jimmy felt so ill that he did not go to school. 5 They were such difficult sums that the children could not do them.

Exercise 5 (example answer)

Billy was in a café. The waiter brought him a huge (large, tall, enormous) ice cream. It was such a huge (large, tall, enormous) ice cream that Billy had to stand on his chair to eat it. Billy asked for a ladder. He put the ladder against the ice cream and climbed up. When he was at the top it was so high that he was scared. Billy fell off the ladder. When he woke up, he was on the floor in his bedroom. It was all a dream.

Example writing

Encourage your class to produce ideas and sentences to the best of their ability. This example should not be regarded as the 'correct' answer.

Unit 7 Class composition (example writing)

(Headline: children's choice) (paragraph 1) Jenny Brown is a helpful girl. She called the rescue team to an injured climber at Blackdown Cliff last week. Yesterday she visited the team at the Search and Rescue Centre. She had a great day there and a big surprise.

First Jenny and her father met the Team leader, Bill Day. Then they met the helicopter pilot, Fred Hall. Jenny and her father went up in the helicopter. They flew over Blackdown Cliff. "It was brilliant!" said Jenny. "I've never been in a helicopter before." When they went back to the Centre, Bill Day presented a certificate to Jenny. It was a certificate of thanks to Jenny for her help in the rescue. "We wanted to thank Jenny because she helped to save the climber's life," said Bill. Fred Hall said, "Jenny enjoyed her visit to the Rescue Centre. She liked the helicopter best. Now, she wants to be a helicopter pilot."

9 Deep sea animals

Lesson 1 Poster 9, Reading

Lesson aim Reading

Lesson targets Children:

- (poster) read about the features of descriptive narrative
- follow and read the text
- understand the text and answer oral questions about it
- practise reading the text

Key structure past simple passive

Key language *ought to, want to, need to*

Vocabulary deep sea animals

Materials poster 9; PB pp94–95; CD B track 32; WB p82; Dictionary 5

Time division

W-up	Poster	Reading	WB
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Warm-up

Ask the children if they have been to the sea. Ask what sea creatures they have seen themselves. Ask what sea creatures they can name. Ask what they know about any of them.

Poster 9

Text type and vocabulary

- 1 Read the title to the class.
- 2 Read about the story and point out the objects that are in it. Explain that these creatures are not usually seen by people as they live very deep in the ocean.

Text type features

- 3 Explain that most stories contain some direct speech, even if only a little. Read about the direct speech in the story. Ask a child to read the example line from the story.
- 4 Read about narrative. Explain that in the story the narrative sentences tell you about the setting and what people did without the characters speaking.
- 5 Ask a child to read the sentences about the exhibition.
- 6 Read about description in the narrative. Explain that detailed description helps the reader to imagine scenes and objects.
- 7 Ask a volunteer to read the sentences about the fish.
- 8 Read the sentences about adjectives.

- 9 Ask one or two children to count the adjectives and tell the class what they are. Write them on the board and check with the class: *strange, silver, long, flat, tiny, narrow*.

Reading (PB pp94–95)

- 1 Give the class time to look at the pictures. Ask the children if they have seen any creatures like these. Where? Ask the children if they have ever visited an aquarium or gone diving. Ask what kind of fish they saw.
- 2 Play track 32. The children listen and follow in their books.
- 3 Use the Dictionary to explain new words as necessary.
- 4 Ask questions about each part of the text (see below).
- 5 Ask different children to read a few lines each of the story.
- 6 Play track 32 a final time.

Reading text questions

Why didn't Jack want to go to the aquarium? He thought it would be boring.

Where did Molly want to go first? to the new exhibition / Deep Sea Discovery

Who was the new exhibition designed by? scientists

What was it like in the Deep Sea Discovery room? dim; there were video screens and desks

What colour was the first creature they saw? red

What did it look like? a Chinese lantern

What colour was the second creature? silver

What did it have on both sides of its body? lots of tiny tentacles

What did the crabs look like? giant spiders

What did the eel look like? It had a long thin tail and an enormous head and mouth.

What did the squid do? They shone like little flashing stars.

What did the jellyfish look like? a plastic bag, a cushion

What did the incredible creature look like? a flower

What were the parts that looked like leaves and a flower? tiny tentacles

What did it use the tentacles for? picking up food

Where was its mouth? in the middle of the flower

9 Deep sea animals

Reading

Deep Sea Discovery

"It's going to be boring!" complained Jack. "I hate museums."

"It's not a museum, it's an aquarium," Dad explained.

"Same thing," muttered Jack. "It'll be boring anyway."

"There's a new exhibition," said Molly. "It's called Deep Sea Discovery. It was designed by scientists. You can operate a camera that is deep in the sea. I'd like to go there first."

"Good idea," said Dad.

"Huh!" grunted Jack.

It was dim in the Deep Sea Discovery room. There were some video screens with desks in front and some controls. Molly went to the nearest desk and read the instructions. Then she began to work the controls. The black screen turned dark blue.

"There aren't any animals," said Jack. "Come on. This is boring ... oh!"

At that moment an astonishing creature swam across the screen. It was red but the colour glowed warmly. It looked like a Chinese lantern. Suddenly, flashes of colour ran up its tentacles. It was as bright as an electric sign in the street.



"That's so beautiful," whispered Molly.

"Wow!" exclaimed Jack, pointing at the screen. "Look at that!" A strange silver animal began to cross the screen. It was long and flat. It had lots of tiny tentacles along both sides of its narrow body. It flapped gently up and down as it moved through the water. It looked like a long silver wave.

"This control turns the camera," said Molly and she turned it away from the silver creature that was already disappearing into the gloom.

"Can I have a go?" asked Jack.

"Of course," replied Molly and she got up to let Jack sit down.

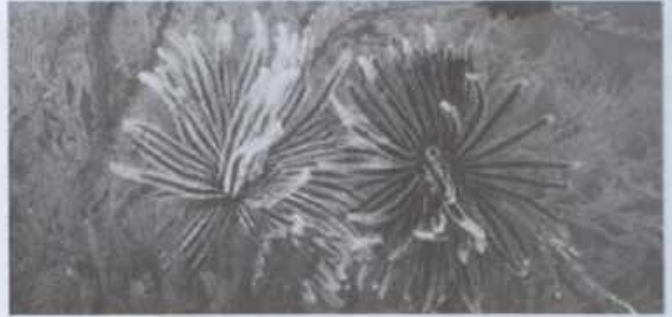
For the next hour they watched one strange creature after another. There were crabs with such small bodies and such long thin legs that they looked like giant spiders. There was an eel with a long thin tail and an enormous head and mouth. Its mouth was so big that it could eat fish as big as itself.

There were tiny squid that made light in their own bodies. They shone like little flashing stars. There was a small furry sponge. There were big squid and jellyfish that you could nearly see right through. Some of them had long hairy tentacles. They floated around picking up bits of food. One jellyfish looked like a plastic bag with eyes. Another one looked like a big round cushion.

There was an incredible creature that looked like a flower. It was called a sea lily but it was an animal. The parts of it that looked like leaves and a flower were actually tiny tentacles. They picked up food and passed it to the animal's mouth in the middle of the flower.

After two hours, Dad said, "Do you want to go soon?"

Jack looked round in surprise. "You're not bored already, are you, Dad?" he asked.



94 Unit 9 Reading: a story with descriptive narrative

Unit 9 Reading: a story with descriptive narrative

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Workbook: Study skills (WB p82)

Exercise 1

Remind the class that notes use the most important words and leave out the rest.

Exercise 2

Remind the children they must make complete sentences.

Workbook answers

Exercise 1

2 Jack, Molly, went, aquarium 3 children, watched, video screens 4 Molly, operated, controls 5 Jack, liked, strange creatures 6 stayed, aquarium, two hours 7 enjoyed, visit, very much 8 Molly, bought, souvenir, gift shop

Exercise 2

2 The sea creatures were filmed by a camera deep in the sea. 3 One creature was called a sea lily. 4 It was not a flower. It was an animal. 5 The children did not want to leave the exhibition. 6 They wanted to visit the aquarium again. 7 They had a fantastic visit. 8 They both dreamed of sea creatures that night.

9

Study skills

Let's practise making notes!



1 Read the sentences. Underline the important words (nouns, adjectives, verbs).

- 1 A new exhibition opened at the aquarium.
- 2 Jack and Molly went to the aquarium.
- 3 The children watched the video screens.
- 4 Molly operated the controls.
- 5 Jack liked the strange creatures.
- 6 They stayed at the aquarium for two hours.
- 7 They enjoyed their visit very much.
- 8 Molly bought a souvenir at the gift shop.

2 Read the notes. Write sentences.

- 1 children taken to aquarium by father
The children were taken to the aquarium by their father.
- 2 sea creatures filmed by camera deep in sea

- 3 one creature called sea lily

- 4 not flower – animal (two sentences)

- 5 children not want leave exhibition

- 6 wanted visit aquarium again

- 7 fantastic visit

- 8 both dreamed sea creatures that night

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Unit 9 Making notes

Lesson 2 Reading comprehension and vocabulary

Lesson aim Reading comprehension; vocabulary

Lesson targets Children:

- re-read *Deep Sea Discovery*
- answer *Who said it?* and deductive comprehension questions
- practise vocabulary

Key structure and language from Lesson 1

Vocabulary from Lesson 1

Materials PB p96; WB p83

Time division

W-up	Read again	Comp & vocab	WB
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Warm-up

Play Guess the word, version 1 with new vocabulary.

(See Games, p215.)

words. The children tick the box.
Continue with the other sentences.

Answers: 1 Dad 2 Molly 3 Dad 4 Jack 5 Molly
6 Jack 7 Molly 8 Jack 9 Dad 10 Jack

Activity 2

For questions 1 and 2 the children must deduce their answer from the story. If they are not sure what to say, ask what each character does and says in the story.
Question 3 requires a personal response. Encourage the children to give clear and detailed reasons.

Answers

- 1 Children might suggest that Molly is older because she was interested in the idea of the exhibition before she saw it. She knew how to work the controls so perhaps she has been to exhibitions before. She stopped using the controls so that Jack could have a turn.
- 2 Children's own answers.
- 3 Yes. You can tell that Jack changed his mind about the aquarium because he got very interested and did not want to leave when Dad suggested it.

Activity 3

Ask one or more children to read the words.
Give them time to look at the pictures.
Ask a volunteer to name the first creature. Check with the class. The children write. They may use their Dictionaries if necessary.

Answers: eel, squid, jellyfish, tentacle, cushion, star, lily, lantern

Reading comprehension and vocabulary

1 Who said it? Tick the correct box.

- 1 It's not a museum, it's an aquarium.
- 2 It was designed by scientists.
- 3 Good idea.
- 4 There aren't any animals
- 5 That's so beautiful.
- 6 Look at that!
- 7 This control turns the camera.
- 8 Can I have a go?
- 9 Do you want to go now?
- 10 You're not bored already, are you?

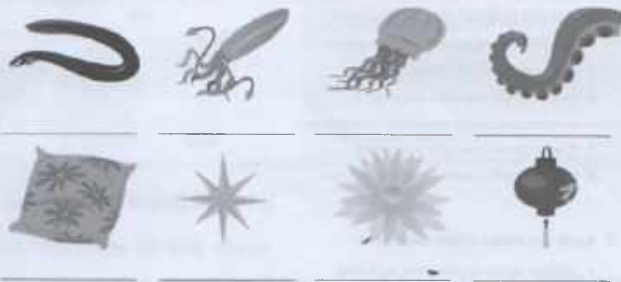
Molly	Dad	Jack
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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2 Think about the answers to these questions.

- 1 Who do you think is older, Jack or Molly? Why?
- 2 Which do you think is more interesting, an aquarium or a museum? Why?
- 3 Did Jack change his mind about the aquarium? How do you know?

3 Label the animals and objects from the story.

cushion squid tentacle lantern sea lily jellyfish star eel



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Unit 9 Reading comprehension and vocabulary: Who said it? deduction; word/picture match

Reading comprehension and vocabulary (PB p96)

Read again

Read the text to the class or ask children to read aloud.
Alternatively, play track 32 while the class listens and follows.

Activity 1

Give the children a minute or two to look at all the sentences.
Ask a child to read the first sentence. Ask *Who said it?* Elicit an answer. Check with the class. If there is disagreement, the children should look back to the text and find the exact

Workbook: Reading comprehension and vocabulary (WB p83)

Check the children understand the tasks.

Exercises 1 and 2

Point out exercise 1 and remind the class that they must re-read the text before they try to answer exercise 2.

Exercises 3 and 4

Remind the class they may use their Dictionaries to help them complete these exercises if they are not certain of the meanings.

Workbook answers

Exercise 2

1 exhibition 2 instructions 3 lantern 4 turns 5 hairy
6 bag 7 flower 8 soon

Exercise 3

1 complain 2 explain 3 exclaim

Exercise 4

1 D 2 A 3 C 4 B

Reading comprehension and vocabulary

1 Read *Deep sea discovery* in your Pupil's Book again.

2 Complete the sentences with the correct word in brackets.

- 1 "There's a new _____." (exhibition / exclamation) said Molly.
- 2 Molly went to the nearest desk and read the _____ (information / instructions).
- 3 It looked like a Chinese _____ (lantern / emperor).
- 4 "This control _____ (turns / lifts) the camera," said Molly.
- 5 Some of them had long _____ (furry / hairy) tentacles.
- 6 One jellyfish looked like a plastic _____ (toy / bag) with eyes.
- 7 There was an incredible creature that looked like a _____ (plant / flower).
- 8 After two hours, Dad said, "Do you want to go _____ ?" (now / soon).

3 Write the verbs next to the correct definitions.

explain exclaim complain

- 1 to say something does not please you _____
- 2 to make something clear _____
- 3 to speak loudly or in surprise _____

4 Match the sentences to the pictures.

- 1 There was a small furry sponge. _____
- 2 The creature flapped gently up and down. _____
- 3 The jellyfish looked like a plastic bag. _____
- 4 The jellyfish had long hairy tentacles. _____



A _____



B _____



C _____



D _____

Lesson 3 Grammar

Lesson aim Grammar

Lesson targets Children:

- understand the composition of the key structure
- practise the key structure
- produce the key structure independently

Key structure past simple passive

Vocabulary from Lesson 1

Materials PB p97; WB p84; GPB p44

Time division

W-up	Presentation / practice	WB
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Warm-up

Play *Team sentences*. (See Games p214.)

Grammar

1 Look and read.



Yippeel! It's grammar time again!

Jack and Molly were taken to the aquarium by their father.
The exhibition was called Deep Sea Discovery.
The exhibition was designed by scientists.

2 Finish the sentences. Write the letters.

- | | |
|-------------------------------------|---------------------------------------|
| 1 The aquarium was visited ... | A ... by the wonderful sea creatures. |
| 2 The sea creatures were filmed ... | B ... by visitors in the aquarium. |
| 3 The cameras were placed ... | C ... with special cameras. |
| 4 The controls were worked ... | D ... by lots of children. |
| 5 The sea creatures were shown ... | E ... on video screens. |
| 6 Molly was fascinated ... | F ... deep in the sea. |

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

3 Ask and answer.



Who were the books written by?

The books were written by Roald Dahl.

- | | | |
|------------------------|--------------------------|-------------------------------|
| 1 the books – written? | 2 the pyramids – built? | 3 the sea creatures – filmed? |
| 4 silk – invented? | 5 the picture – painted? | 6 the pot – made? |

Unit 9 Grammar: past simple passive + by

Grammar (PB p97)

Activity 1

Ask *Who are in the picture? What are they doing? Molly and Jack are at the aquarium. They are looking at sea creatures.*

Ask different children to read out the sentences. Write them on the board and underline the key structure or write the words in colour.

Remind the class that in the passive structure the person or thing that does the action comes after the verb and is less important in the sentence. The person/s or object/s that has/have the action done to it/them come/s before the verb and are more important in the sentence.

Point out the past passive structure: past tense of *to be* + past participle.

Activity 2

Ask different children to read out the sentence beginnings on the left and the endings on the right.

Give the children a moment to match the first beginning with its ending. They draw a line. Ask a child to tell you the complete sentence. Check with the class. The children write the letter.

Continue in the same way with the other sentences.

Answers: 1 D 2 C 3 F 4 B 5 E 6 A

Activity 3

Give the children a moment to look at the pictures. Read out the names in the boxes.

Point out the prompt words for the first question. Ask a pair to read the speech bubbles.

Ask/Help a volunteer to say the next question. Elicit the answer.

Continue with the other sentences.

When you have gone through the activity with the whole class, let the children practise again in pairs. Go around listening as they speak.

Answers: 2 The pyramids were built by the Ancient Egyptians. 3 The sea creatures were filmed by scientists. 4 Silk was invented by the Chinese. 5 The picture was painted by Picasso. 6 The pot was made by an African potter.

Workbook: Grammar (WB p84)

Make sure the children understand the tasks.

The children should be able to complete these exercises independently.

Exercise 1

If necessary, remind the children of the past passive structure.

Exercise 2

Remind them to check any past participles they are not sure of.

Workbook answers

Exercise 1

1 were taken 2 were discovered 3 was built 4 were written 5 was made 6 were broken

Exercise 2

2 The Great Wall was built by the Chinese. 3 The film was seen by many people. 4 The strange sea creatures were discovered by American scientists. 5 These beautiful pictures were painted by a Russian. 6 This photo was taken by a boy of eleven.

Grammar Practice Book (GPB p44)

When the children have completed the PB and WB Grammar pages, they may complete GPB page 44.

Grammar Practice Book answers

Activity 1

2 The clothes were made by their mothers. 3 The castle was painted by the art teacher. 4 The music was played by the school orchestra. 5 The songs were written by the music teacher. 6 The tickets were printed by the computer teacher.

Activity 2

2 Who was the castle painted by? The art teacher
3 Who were the tickets printed by? The computer teacher
4 Who were the clothes made by? The mothers

Grammar

Yippee! It's time to practise grammar!



1 Complete the sentences with a word from each box.

was were built broken written taken made discovered

- 1 Molly and Jack _____ to the aquarium yesterday.
- 2 Strange creatures _____ deep in the ocean.
- 3 That castle _____ eight hundred years ago.
- 4 These poems _____ by a young girl.
- 5 This beautiful silk _____ in China.
- 6 Those windows _____ by the storm.



2 Change the sentences.

- 1 Harry's mother wrote those books.
_____ Those books were written by Harry's mother.
- 2 The Chinese built the Great Wall.

- 3 Many people saw the film.

- 4 American scientists discovered the strange sea creatures.

- 5 A Russian painted these beautiful pictures.

- 6 A boy of eleven took this photo.

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Unit 9 Past simple passive + by

Lesson 4 Grammar in conversation

Lesson aim Grammar in conversation

Lesson targets Children:

- listen to a conversation
- think of their own ideas for a similar conversation
- hold a short conversation in pairs

Key language *I want to watch a football match. I ought to go to my Grandma's. I need to tidy my bedroom.*

Key vocabulary *free time activities: stadium n., miss v., tidy v., mess n.*

Materials PB p98; CD B track 33; WB p85; GPB p45

Time division

W-up	Dialogue	Indiv prep	Pair/class speaking	WB
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Warm-up

Play the *Adverb game*. (See Games, p214.)

Grammar in conversation

1 Listen and read.

Molly: What are you going to do at the weekend?

Sam: Well, I want to watch a football match.

Molly: On TV or at the stadium?

Sam: At the stadium. The trouble is I don't think I can.

Molly: Why not?

Sam: Because I ought to go to my grandma's birthday party.

Molly: You can't miss that.

Sam: No. How about you? What are you going to do?


Molly: Well, I want to go shopping but I'm not sure if I will.

Sam: Why not?

Molly: Because I need to tidy my bedroom. It's in a terrible mess.

Sam: And anyway I haven't got any money.

Molly: Well, that's that then!



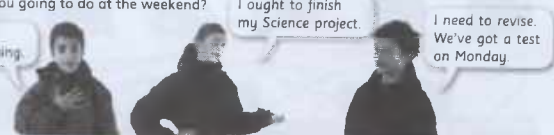
2 Think, write and say.

What are you going to do at the weekend?

I want to go swimming.

I ought to finish my Science project.

I need to revise. We've got a test on Monday.



3 Let's talk!

What are you going to do at the weekend?

Well...


Useful phrases

Well ...

The trouble is ...

I'm not sure.

Anyway ...



Grammar in conversation (PB p98)

Activity 1

Ask the class what they think the boy and girl are thinking about and talking about.

Play track 33. The children listen and follow.

Check any new vocabulary with the class. Use the Dictionary as necessary.

Write the key phrases on the board. *Ask What does Sam want to do at the weekend? What does Sam say he ought to do? What does Molly need to do?* Elicit answers.

Activity 2

Ask the question. Choose different children to read the speech bubbles.

Explain that *want to* is for things we would like to do; *ought to* is for things we know would be a good idea to do; *need to* is for things that are very important to do.

Give the children time to note down things they want to, ought to, need to do.

Tell them to think of things that are true for them.

Activity 3

Ask the children to read the speech bubbles and the useful phrases.

The children talk in small groups or pairs. Encourage them to tell each other about their plans and to use the key language. The children may use other similar language with the same meaning, e.g. *I must revise for the test*. If their conversation is fluent and accurate, do not stop them in order to include the key language as they are going to practise it in the WB exercises.

Let two or three groups speak while the rest of the class listens.

Note: If possible, record one or two groups speaking for inclusion in their portfolio of work.

Workbook: Grammar in conversation (WB p85)

Make sure the children understand the tasks.

Exercise 1

Go through the example with the class. The children should be able to complete this exercise independently, but if your class needs support, you may wish to go through it orally. Read out the speech bubbles and point out there is no *s* on the third person singular of *ought*.

Exercise 2

Tell the children they should think of things that are true for them.

Workbook answers

Exercise 1

2 She needs to go to bed. 3 He wants to become a pilot. 4 They ought to revise. 5 She ought to take an umbrella.

Exercise 2

Children's own answers.

Grammar Practice Book (GPB p45)

When the children have completed the PB and WB Grammar in conversation pages, they may complete GPB page 45.

Grammar Practice Book answers

Activity 1

1 plays 2 play 3 study 4 study 5 go

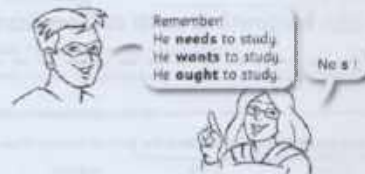
Activity 2

(Accept any reasonable alternatives) 2 He needs to study. 3 She wants to watch television. 4 She ought to make lunch. 5 They want to swim. 6 They need to tidy their rooms.

Grammar in conversation.

1 Circle the best answer to the questions. Then write a sentence.

- Tom has got a toothache. What does he need to do?
A go to bed B have a drink C go to the dentist.
He needs to go to the dentist.
- Lucy is tired. What does she need to do?
A watch TV B go to bed C do her homework
- Joe loves planes. What does he want to do?
A become a teacher B become a doctor C become a pilot
- The boys are going to have an exam tomorrow. What ought they to do?
A play a computer game B revise C go shopping
- It's starting to rain and Nina is going out. What ought she to do?
A wear her sandals B have a sandwich C take an umbrella



2 Answer the questions.

- What do you need to do today? _____
- What do you want to do today? _____
- What ought you to do today? _____

Lesson 5 Spelling, Use of English

Lesson aim Spelling; poem; Use of English

Lesson targets Children:

- listen to pronunciation of words ending *-le*
- practise spelling and writing words
- understand and say a short poem

Key language (poem) *double, trouble*

Target words *table, battle, cable, bubble, stable, apple*

Materials PB p99; CD B tracks 34–36; WB pp86–87; GPB p46

Time division

W-up	Spelling	Poem	Use of English	WB
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Warm-up

Word races. Game 3. The children think of as many words as they can beginning with *c*. (See Games, p215.)

Spelling

Some words end with the letters *le*.

tentacle
Some jellyfish have very long tentacles.

1 Add the letters *le* to complete these words. Write the words.

tab ____ batt ____ cab ____ bubb ____ stab ____ app ____

2 Listen and say the words.

2 Write the words. Read the words.

3 Listen and say.

Billy-Jo and Joby-Lee –
Naughty twins, the age of three.
Visitors say, "Aren't they sweet?"
I say, "Yes, when they're asleep!"
But when they run and scream and shout
And fight and throw their food about
And break their toys and tease the cat
And make a boat with Grandpa's hat
And jump in the mud and splash in a puddle,
They're not sweet. They're double trouble!

Unit 9 Spelling: words ending *le* 99

Ask individuals and/or the whole class to read all the words together.

Activity 2

The children write the words next to the correct picture. Remind them to check their spelling using activity 1.

Ask different children to tell you the word. Ask another to spell the word. Other children listen and check.

Activity 3

Tell the class to look at the picture. Ask what they think the poem is about. Listen to their ideas.

Play track 36. The children listen and follow.

Read through the words with the class. Explain any unfamiliar language.

Ask the class if there are any little children like this in their families.

Play track 36 again. The children join in.

They may learn this poem if you wish.

To complete classroom Lesson 5, move on to Use of English, WB p87.

Workbook: Use of English (WB p87)

Read Mrs Swift's speech bubble to the class. Ask a volunteer to read the example sentences. Write them on the board. Ask *How was Jack feeling – happy or unhappy?* Elicit *unhappy*. Ask *What does complain mean?* The children check in their Dictionaries if necessary. *to say that something does not please you*. Explain that the reporting verb in direct speech can tell the reader how a character is feeling and how they are speaking.

Exercise 1

Read Mr Flash's speech bubble. Remind the class that the verb they are looking for can be in different places.

Ask a child to read the first sentence. Elicit the answer: children underline *said*. Remind them that this reporting word is used very often but there are many others.

Continue with the exercise asking children to read and find the verb.

Exercise 2

Read the information. Elicit answers. Write the correct words on the board.

Spelling (PB p99)

Spelling box

Point out Mr Flash's speech bubble. Tell the class to listen and follow in their books. Play track 34. The children listen. Read the example word. The class repeats. Ask a volunteer to read the example sentence.

Activity 1

The children write the *-le* ending. They write the complete words underneath.

Play track 35. The children listen and repeat.

Exercise 3

The children's answers should show some understanding of the whole sentence.

Workbook answers

Exercise 1

1 said 2 asked 3 replied 4 explained 5 told 6 answered

Exercise 2

loudly: exclaim, shout; quietly: whisper, mutter

Workbook: Spelling (WB p86)

Make sure the children understand the tasks. Most of this page should be done by the children working alone. Read, or ask a child to read, the reminder in Superboots' speech bubble. Ask a volunteer to read the word and the sentence in the box.

Exercise 1

Remind the class to read the words to themselves when they have written them.

Workbook answers

Exercise 1

1 battle 2 bubble 3 table 4 apple 5 stable 6 cable

Exercise 2

1 bubble 2 stable 3 battle 4 table 5 cable 6 apple

Grammar Practice Book (GPB p46)


When the children have completed the PB and WB Use of English and Spelling pages, they may complete GPB page 46.

Grammar Practice Book answers

Activity 1

2 "I'm going to tell you a secret," he whispered. 3 "This cheese tastes horrible," he complained. 4 "What time is it?" he asked. 5 "It's five past three," she answered. 6 "I'm going out to buy some food," she explained.

Use of English

When we write direct speech we use different words to report the person's words.

"It's going to be boring!" complained Jack. "I hate museums."
"It's not a museum, it's an aquarium," explained Dad.

1 Underline the reporting words in these sentences.

Remember! The reporting words can go
• at the beginning of the sentence
• at the end of the sentence
• in the middle of the sentence

1 "There's a new exhibition," said Molly.
2 "Can I have a go?" asked Jack.
3 "Of course," replied Molly.
4 Dad explained, "This fish is very unusual."
5 Molly told Dad, "We'd like to stay a bit longer."
6 "We must leave soon," answered Dad, "but you can have ten more minutes."

2 Read more about reporting words.

The reporting words can tell us how someone spoke. Read these words:
exclaim whisper shout mutter


Which ones tell you the person spoke loudly? _____
Which ones tell you the person spoke quietly? _____

3 Choose a reporting verb from this page to complete these sentences.

1 Fred _____, "Be quiet. We mustn't make a sound."
2 "Come here, Sam!" Fred _____ across the playground.
3 Anna _____, "I'm cold and I want to go home."

Unit 9 Reporting verbs in direct speech 87

Spelling

Remember! Some words end with the letters le.

tentacle Some jellyfish have very long tentacles.

1 Circle the words ending le. Write the words.

1 h o b b a t t l e f i h _____
2 b a s b u b b l e c k a _____
3 c a r g j a t a b l e v o _____
4 p a r a p p l e t r f w n _____
5 l y r s t a b l e d b o k _____
6 g t n s t o c a b l e t _____

2 Read the clues. Complete the crossword.

1 a round shape full of air
2 the place where a horse is kept
3 a fight between two armies
4 a flat piece of furniture with four legs
5 a long, strong piece of rope or metal
6 a round fruit that grows on a tree

3 Choose four words from exercise 1. Use them in sentences of your own.

1 _____
2 _____
3 _____
4 _____

86 Unit 9 Words ending le

Lesson 6 Class composition; Writing preparation, Composition practice

Lesson aim Writing

Lesson targets Children:

- continue a descriptive story with teacher support (session 1)
- think of ideas and make notes for independent writing (session 2)
- complete a descriptive story independently (session 2)

Key structure and language from the unit

Vocabulary from the unit

Materials PB p100; WB pp88–89

Time division (session 1)

W-up	Discussion & notes	Writing	Editing, improving
------	--------------------	---------	--------------------

Time division (session 2)

W-up	Writing prep	Composition
------	--------------	-------------

Session 1 Warm-up

Say the poem from PB page 99.

Class composition



Molly and Jack were amazed by the creatures they saw in the Deep Sea Discovery exhibition.



1 Look at the picture. Molly and Jack saw this creature, too.

2 Talk about the picture:

What colours is it?

What shape is it?

What does it look like?

How do you think it moves?

Write your ideas on the board.

3 Think of adjectives to describe the creature. Write them on the board.

4 Continue the story.

- Jack and Molly wanted to stay in the Deep Sea Discovery exhibition a bit longer.

Begin like this:

"Alright," said Dad, "We can stay a bit longer."

Then another fantastic creature swam across the screen. It was ...

- Finish the paragraph describing the creature. Use interesting adjectives in your description.
- What did Molly and Jack say about it? Write their words as direct speech.

100

Unit 9 Class composition: continuing a story with descriptive narrative

Class composition (PB p100)

Read Mrs Swift's speech bubble. Remind the class of Molly and Jack and the exhibition they went to.

Activity 1

Give the children time to look at the photograph.

Activity 2

Prompt the class to say as much as they can about the creature. Use all the suggested questions and note ideas, words and phrases on the board. Ask any other questions as may be appropriate.

Activity 3

Elicit as many adjectives to describe the creature as the class can think of.

Activity 4

Help the class to continue the story, beginning as suggested. Use all the notes that you have written on the board, prompting the class to make complete sentences.

Ask for suggestions for direct speech to include in the story after the description.

If necessary, remind the class how to punctuate direct speech. Ask a volunteer to write the punctuation if you wish.

When the writing is complete, ask a volunteer to read it to the class. Ask whether any changes could be made to improve it. *Does it make sense? Is it interesting? Should there be more adjectives and adverbs? Are there any better verbs?*

Make any changes that you and the class agree to. Let one or more volunteers read the story to the class.

Example class composition

See page 181.

Session 2 Warm-up

Play *Hands up!* using possessive adjectives. Read the interview on PB page 85. (See Games, p215.)

Workbook: Writing preparation (WB p88)

Read Miss Smart's speech bubble to the class.

Exercise 1

Explain that the picture shows a kind of crab.

Exercise 2

The children colour then note answers to the questions. Encourage them to think carefully and use as many different adjectives as they can think of.

Exercise 3

The children think of a sentence for each character in the story. Remind them that what Jack and Molly say should be included in direct speech in the story.

Exercise 4

The children think of answers to the questions. Remind them to think of the exact words that the character said and to include it in the story as direct speech.

Workbook: Composition practice (WB p89)

Exercises 1 to 3

The children continue the story using the beginning that is given on the page.

Remind them to use their notes to help them with ideas for descriptive writing.

The story should include some direct speech following the detailed description.

Go around helping and monitoring as they write.

Be ready to give new words on the board. Remind them to use their Dictionaries to check vocabulary and spelling.

The children should complete and/or check their writing as a homework task.

If there is time before the end of the lesson, let one or two children read a paragraph from their story.

The children make neat copies of their corrected stories.

Encourage them to illustrate their work with drawings or with pictures from the internet.

Assessment

In assessing this task, look for writing which:

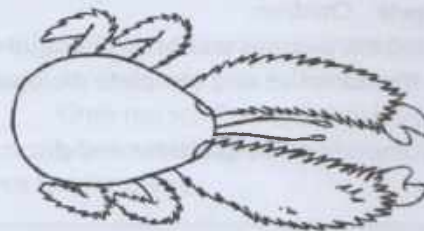
- contains a detailed description of the crab
- contains some direct speech
- has a clear and sensible ending.

Writing preparation

Molly and Jack wanted to look at one more creature in the Deep Sea Discovery exhibition.



1 Look at the picture. This is what they saw.



2 This is a yeti crab. It is pale yellow. Colour it. Look at all the parts of the crab. Think about these questions. Write notes in the boxes. Use adjectives.

What shape is its body?

How many legs does it have?

What are its claws like?

What does the yeti crab look like?

How do you think it moves?
Write some adverbs.

3 What did the children say about it? Write one sentence for Jack and one for Molly.

4 Think of an ending to the story.

What did Dad say after they saw the crab?

What did the children say?

What did they do?

88

Unit 9 Noting ideas for a descriptive narrative

Composition practice

1 Continue the story. Use your notes on page 88. Write a description of the creature.

2 Write what Jack and Molly said about it. Remember to write it as direct speech.

3 Write an ending to the story.

Begin like this:

"We really must go soon," said Dad.

"Let's just look at one more," said Molly.

"Look at that!" exclaimed Jack.

A very strange creature was on the screen. It was

Unit 9 Continuing a story with a descriptive narrative

89

Lesson 7 Listening

Lesson aim Listening

Lesson targets Children:

- understand the pictures and basic dialogue for a story
- listen to the narrative and complete dialogue for the story
- answer comprehension questions and discuss aspects of the story

Key structure and language from the unit

Vocabulary keep off, fence

Materials PB p101; CD B track 37

Time division

W-up	Pre-listen	Listening	Post-listen	Activities
------	------------	-----------	-------------	------------

Warm-up

Ask the class to tell you as much as they can about Part 2. They may look back to PB page 91 if necessary.

Listening (PB p101)

Activity 1

Read the title of the story and the part number to the class. Explain the new words or ask the children to look in their Dictionaries.
Give the class a minute or two to look at the whole page.
Ask *Are the boys in school today? No, they are near a river. Is there danger? Yes, the old wooden bridge is dangerous.*

Activity 2

Tell the class to look at each picture and follow the story, moving on to the next picture when they hear the sound. Play track 37. The children listen and look.

Activity 3

Ask questions to check understanding:
Who did Tim and Jamie see on the path in front of them? Slug
Who was behind them? Snail
What were the boys carrying? big sticks
How does Slug look? very angry
What did Jamie and Tim want to do? escape
Which way did they go? over the fence and across the bridge
Who followed them? Slug
What happened to the bridge? Why? The bridge broke because Slug was slower and heavier and it broke because of his weight.
Why did Slug call out to Tim and Jamie? because he could not swim
How did Tim try to rescue him? with his scarf
How did he rescue him in the end? with a lifebelt

Ask about the story:
Why did Jamie and Tim have to escape across the dangerous bridge? because Slug and Snail were going to hit them
How did Tim help Slug? saved him from drowning
Ask the personal response discussion questions on the next page.

Suggested homework task

The children complete Check-up 9.

Listening

1 Look and read. 2 Look, listen and read. 3 Talk about the story.

Tim v. Slug – Part 3



Unit 9 Listening

101

Listening audioscript: Tim versus Slug – Part 3

Do you remember? Slug, the bully, didn't like Tim and he was always horrible to him. Tim and Jamie got their revenge. They did their homework twice: once for them and once for Slug. The homework for Slug had lots of mistakes in it. Slug copied the homework as usual. It was so bad that the teachers were angry and Slug had to stay behind after school to do it again. Slug was very, very angry.

1 *The next day Jamie and Tim were walking by the river. It was a very cold day.*

2 *Suddenly Slug jumped out in front of them. He looked angry and he was holding a big stick.*

Slug: Hello, boys.

3 *Tim and Jamie turned round but there was no escape. There behind them on the path was Slug's friend, Snail. He was carrying a big stick, too.*

Snail: Hello, boys.

4 *Slug in front of them and Snail behind them! Tim and Jamie needed to run away along the path but they couldn't. Their only escape was the old wooden bridge across the river.*

Jamie: Quick! The bridge! Come on!

5 *Jamie was on the bridge first.*

Jamie: Climb over the fence, Tim! Then run!

6 *Slug followed the boys onto the bridge but he was slower than Tim and Jamie. He was heavier, too ...*

Slug: Help!

7 *Slug was in the river.*

Slug: Help! Help! I can't swim!

8 *Tim took off his scarf and threw one end of it out towards Slug.*

Tim: Grab my scarf! If you hold on, I'll pull you to the bank.

But Slug was too far away.

9 *Tim saw that there was a lifebelt on the river bank.*

Tim: Jamie! Get the lifebelt! Quick!

10 *Jamie got the lifebelt and threw it out to Slug.*

11 *Slug grabbed the lifebelt and put it on. Then the two boys started to pull him towards the bank:*

Tim and Jamie: Pull ... pull ...

Soon Slug was sitting safely on the riverbank. He was saved.

12 *After that Tim and Jamie had no more problems with Slug and Snail.*

Slug: All right, Tim?

Tim: All right, Slug?

Snail: All right, Jamie?

Jamie: All right, Snail?

They were friendly – but they weren't best friends...

Personal response questions

If you wish, let the children discuss these questions in pairs or small groups first. Then elicit answers from around the class or from each group in turn.

The answers to all these questions rely on children's own understanding of and response to the story and the characters in it.

Do you think Tim was brave? Why? / Why not?

Why do you think the boys are not best friends now?

Do you think Jamie and Tim want to be best friends with Slug and Snail?

Do you think Slug and Snail want to be best friends with Jamie and Tim?

Optional

Children act the story using the play script.

10 Deep sea exploration

Lesson 1 Poster 10, Reading

Lesson aim Reading

Lesson targets Children:

- (poster) read about the features of a diagram with notes
- follow and read the text
- understand the text and answer oral questions about it
- practise reading the text

Key structure second conditional

Key language gerunds

Vocabulary underwater features and creatures

Materials poster 10; PB pp102–3; CD C track 1; WB p92; Dictionary 5

Time division

W-up	Poster	Reading	WB
------	--------	---------	----

Warm-up


Play *Word chain*. (See Games p214.)

Poster 10


Deep sea exploration

You are going to read about the land under the ocean and how scientists explore it.


The land has different parts:



These things are found deep in the ocean:




Scientists use these things to explore the land:



Some of the information you are going to read is in a diagram.

The diagram has labels. Under each label there is extra information in a short note.



- The note in coloured type is not a complete sentence.
- We use notes to give information in a few words.
- Notes do not need to be complete sentences.

Text type and vocabulary

- 1 Read the title to the class. Read the first sentence then about the land and its parts.
- 2 Use the pictures to help the children understand new words.
Refer to the Dictionary if necessary.

Text type features

- 3 Read the first sentence and point out the diagram.
- 4 Read the next two sentences and point out the labels and the notes.
- 5 Point to the picture of the tube worm. Explain that the diagram shows how the tube worm lives.
Read the labels and notes.
Read the information under the diagram.
- 6 Ask the class *Can you think of reasons for using notes on diagrams? They take less space. They are quicker to read.*

Reading (PB pp102–3)

- 1 Give the class time to look at the diagram and the pictures. Ask them to name anything they recognise.
Ask What do you think it would be like in a submersible? Interesting? Scary?
- 2 Play CD C track 1. The children listen and follow in their books.
- 3 Explain new words using the Dictionary as necessary.
- 4 Ask questions about each part of the text (see below).
- 5 Ask different children to read a few lines each of the information text.
- 6 Play track 1 a final time.

Reading text questions

What helps plants to grow underwater? light from the sun

What is in the water below 150 metres? animals, no plants

What is the water like at 300 metres? dark and cold

How deep are the world's oceans? 3,000 metres

How deep is the deepest trench? 11,000 metres

Why is it difficult to explore the deep ocean? Water is heavy and it can crush a diver's body.

How can people explore the deep ocean? in a submersible

Why does a submersible have lights on it? because the ocean is dark below 1,000 metres but people can see the creatures when the submersible lights are on

How much can a chimney grow by in one year? 6 metres

What protects the worm? the tube, which is a hard shell

How tall can a tube worm grow? 2.4 metres

What other animals live near the chimneys? crabs, octopuses, shellfish

What is strange about the tube worm? It has no mouth or stomach.

What are the difficulties of exploring in a submersible? It takes a long time to go down and it is uncomfortable.

10 Deep sea exploration

Reading

The land under the oceans

Light from the sun helps plants to grow underwater. Sunlight can go down through water to about 100 metres. In the water near beaches there are many plants and animals. Below 150 metres there are no plants, only animals. At 300 metres it is already quite dark and the water is very cold.



The world's oceans are about 3,000 metres deep.

Out in the oceans there are mountains under the water just like there are mountains on land. In some parts of the ocean there are deep trenches. The deepest trench goes down 11,000 metres. Much of the ocean floor is a plain. It continues for thousands of kilometres but there are few animals there. It is difficult to explore the deep ocean. Water is heavy. If a diver was in water 900 metres deep, the weight of the water above him would crush his body.

One way to explore the deep ocean is to go down in a submersible. Deeper than 1,000 metres there is no sunlight at all. The submersible has lights so the people inside can see what is outside. We can look at pictures of the animals that live in the deep ocean because they are lit up by the machine. If the lights were not on, there would be complete darkness.



This submersible can go down to 3,000 metres.



A chimney can grow by 6 metres in a year.

With a submersible, scientists can look at chimneys. Very hot water escapes into the ocean from below the ocean floor. It is so hot that it looks like smoke from a fire. It has tiny bits of rock in it. Gradually, the tiny pieces build a tall chimney. Many animals like living near these chimneys. There are crabs, octopuses and shellfish but one of the strangest is the tube worm.



Tube worms can grow to 2.4 metres tall.



A tube worm has no mouth or stomach. It takes food from the water through the top of its body. The top of a tube worm looks like a red feather. It is called a plume, which is another word for a feather. The worm is protected by its tube which is a hard shell. The bottom of the worm is an anchor that holds the worm onto the chimney.

It takes a long time to go down to 4,000 metres in a submersible and the journey is not comfortable. Scientists are looking for other ways of exploring the ocean floor. Robot machines can go deeper. They do not carry people but they can record a lot of information about the ocean and they can take pictures. One day it may be possible to explore the oceans on a computer screen.



Robot machines are operated from a ship.

Unit 10 Reading: information with a labelled diagram and notes

Unit 10 Reading: information with a labelled diagram and notes

Workbook: Study skills (WB p92)

Make sure the children understand the tasks.

Exercise 2

Tell the children to try to complete the exercise before they look at the text.

Workbook answers

Exercise 1

2 chimney crab octopus water worm

3 creature feather fire plant shell

4 dark deep heavy strange tall

5 build dive escape explore protect

6 anchor cliff journey trench weight

Exercise 2

1 plain 2 chimneys 3 comfortable 4 stomach

5 octopus 6 bottom

10 Study skills

Words, words, words... I love them!



a b c d e f g h i j k l m n o p q r s t u v w x y z

1 (abc) Which word is in the wrong place?

Circle the word and show the correct place.

1 beach	mountain	<u>sunlight</u>	ocean	plain
2 chimney	water	crab	octopus	worm
3 creature	shell	feather	fire	plant
4 deep	heavy	strange	dark	tall
5 build	dive	escape	protect	explore
6 anchor	cliff	trench	weight	journey

2 Can you remember the missing words? They were all in the Reading text. Complete the words.

- Much of the ocean floor is a p_____.
- That old house has six tall ch_____.
- Grandpa's chair is very c_____.
- A tube worm has no mouth or st_____.
- An o_____ has eight arms.
- Strange creatures live at the b_____ of the sea.

Now check the words in your Dictionary.

Were you right?



92 Unit 10 Dictionary skills

Lesson 2 Reading comprehension and vocabulary

Lesson aim Reading comprehension; vocabulary

Lesson targets Children:

- re-read *The land under the ocean*
- answer multiple choice and personal response questions
- practise vocabulary

Key structure and language from Lesson 1

Vocabulary from Lesson 1

Materials PB p104; WB p93

Time division

W-up	Read again	Comp & vocab	WB
------	------------	--------------	----

Warm-up

The children think of as many words as they can to do with the ocean.

Reading comprehension and vocabulary



1 Underline the correct answer.

- | | | | |
|--|----------------|----------------|----------------------|
| 1 Sunlight can go down through water | a 10 metres | b 100 metres | c 1,000 metres |
| 2 The deepest trench goes down | a 110 metres | b 1,100 metres | c 11,000 metres |
| 3 There is no sunlight at all deeper than | a 1,000 metres | b 150 metres | c 300 metres |
| 4 Animals at 3,000 metres live | a in darkness | b in trenches | c on the ocean floor |
| 5 In a year, a chimney can grow by | a 0.6 metres | b 6 metres | c 16 metres |
| 6 The top of a tube worm looks like a red | a feather | b flower | c firework |
| 7 Robot machines can be operated from | a a computer | b a ship | c a submersible |
| 8 Scientists are looking for other ways of exploring | a chimneys | b the oceans | c the ocean floor |

2 Think about the answers to these questions.

- Would you like to travel down to the ocean floor? Why or why not?
- Do you think tube worms are fascinating, ugly, beautiful or horrible? Why?
- What information in "The land under the oceans" did you know? What didn't you know?

3 Choose the correct word to complete each sentence.

bottom light up comfortable pile up submersible

- The scientist went down to 2,000 metres in a _____.
- When fireworks explode they _____ the sky.
- The teacher said, "Please _____ your books on my desk."
- This chair is very _____.
- There was a river at the _____ of the hill.

Unit 10 Reading comprehension and vocabulary: multiple choice; personal response, cloze

Reading comprehension and vocabulary (PB p104)

Read again

Read *The land under the sea* to the class again or ask children to read aloud. Alternatively, play track 1 while the children listen and follow in their books.

Activity 1

Ask a child to read the first sentence beginning and the three endings. Ask a volunteer to choose the correct ending. Check with the class. If the children are not sure, tell them to look back at the text and find the exact sentence that gives the answer. The children underline in their books.

Continue with the other sentences. The children look back as necessary and underline.

Answers: 1 b 2 c 3 c 4 a 5 b 6 a
7 b 8 c

Activity 2

These questions depend on children's personal responses. If possible, use at least one of the questions to give the class some small group or pair work. Question 2 would be suitable for this.

Questions 1 and 3 could also be discussed in small groups or pairs but are also suitable for whole-class work.

Question 1 could involve a debate for and against and a class vote between those who would travel down and those who would not.

Question 3 could involve recording some or all new facts that the class has learned from reading the text.

Activity 3

Ask one or more children to read the words.

Give the class a minute to look at the sentences.

Ask a child to read and complete the first sentence.

Check with the class. The children write.

Answers: 1 submersible 2 light up 3 pile up
4 comfortable 5 bottom

Workbook: Reading comprehension and vocabulary (WB p93)

Check the children understand the tasks.

Exercises 1 and 2

Point out exercise 1 and remind the class that they must re-read the text before they try to answer exercise 2. Tell the class to read all the descriptions in exercise 2 before they match.

Exercise 3

Remind the class to use their Dictionaries to check definitions when they complete this exercise if they are not certain of the meanings.

Workbook answers

Exercise 2

1 D 2 A 3 B 4 C

1 60 metres 2 4,000 metres 3 the water around it
 4 information about the ocean

Exercise 3

1 trench 2 anchor 3 plain 4 plume 5 slope

Reading comprehension and vocabulary

1 Re-read *The land beneath the ocean* in your Pupil's Book again.

2 Match the descriptions to the pictures. Answer the questions.

A

B

C

D

It can go down to 4,000 metres.
 It has lights that light up the ocean.
 It carries people.

It can go deeper than 4,000 metres.
 It can be operated from a ship.
 It can record information about the ocean.

1 _____
 It grows on the ocean floor.
 Lots of animals live on it.
 It can be 60 metres high.

2 _____
 It can be 2.4 metres tall.
 It lives on a chimney.
 It gets food from the water around it.

3 _____
 1 How tall can a deep sea chimney be? _____
 2 How deep can a submersible go? _____
 3 Where does a tube worm get its food from? _____
 4 What can the robot machine record? _____

3 Match the words and the definitions.

plain slope trench plume anchor

1 a deep channel _____
 2 an object that holds something steady _____
 3 a large flat area of land _____
 4 a large feather _____
 5 where the land goes up or down _____

Unit 10 Matching descriptions to pictures and words to definitions

93

Lesson 3 Grammar

Lesson aim Grammar

Lesson targets Children:

- understand the composition of the key structure
- practise the key structure
- produce the key structure independently

Key structure second conditional

Vocabulary from Lesson 1

Materials PB p105; WB p94; GPB p47

Time division


W-up	Presentation / practice	WB
------	-------------------------	----

Warm-up

Play Find the word. Game 1. (See Games, p215.)


Grammar

Isn't grammar marvellous?




1 Look and read.


These plants have light. They are growing.
If they did not have light, they would not grow.





In deep oceans, there is not any light.
If you dived very deep, you would not find plants.
Animals can live without light.
If you went down very deep, you would find animals.





2 Find the endings. Write the letters.

1  This plant has not got any water.
If the plant had water, ... ☐

2  Ned has not got any money.
If Ned had some money, ... ☐

3  It is not sunny.
If it was sunny, ... ☐

4  He is not wearing a jacket.
If he was wearing a jacket, ... ☐

5  She is not tired.
If she was tired, ... ☐


A ... we would go to the beach.
B ... she would sleep.
C ... it would grow.
D ... he would not be cold.
E ... he would buy a computer game.

3 Finish these sentences. Talk with your friends.

1 If I had a lot of money, I would ...

2 If I could go on holiday, I would ...

3 If I was twenty-one years old, I would ...



Unit 10 Grammar: second conditional

105

Grammar (PB p105)

Activity 1

Point out the photos. Ask *What is in the photos? a plant, a deep sea creature*

Ask different children to read out the sentences. Write them on the board. Underline the key structure or write the key words in colour.

Look at the first group of sentences. Explain that the third sentence tells us about something that could happen but is not happening at the moment because the plants have light. Explain the other pairs of sentences in the same way: we could dive deep and if we did, we would not find plants – but we would find animals.

Make sure the children understand the structure of the second conditional:

If + past tense / would + verb

Activity 2

Give the class a few moments to look at the pictures. Ask different children to read the sentences and beginnings. Ask other children to read the endings on the right. Tell the children to look at number 1 again. Ask a volunteer to read the statement and to complete the second sentence. Write the second sentence on the board. Ask the class if it makes sense. Children write the letter in their books.

Answers: 1 C 2 E 3 A 4 D 5 B

Activity 3

Point out the picture. Ask *What is the child is thinking about? drums, an island, a fast car*

Ask different children to read the sentence beginnings. Tell the children to think for a moment. Divide the class into groups or pairs and give them a few minutes to tell each other what they would do in each situation. Encourage them to think of different ideas from those illustrated. Ask as many children as possible to say a sentence about one of the situations.

Workbook: Grammar (WB p94)

Make sure the children understand the tasks.

Exercise 1

If necessary, remind the class of the structure of the second conditional:

If + past tense / would + verb

Go through the first example with them.

If you wish, go through the exercise orally before the children write.

Exercise 2

You may wish to do the first example with the class, go through the complete exercise orally or just check with the class which verbs to use for each sentence.

Workbook answers

Exercise 1

2 could, would go 3 went, would have 4 was, would play 5 lived, would speak

Exercise 2

1 If John had money, he would buy a guitar. 2 If the weather was good, she would go to the beach. 3 If they lived at the beach, they would swim every day. 4 If the girls studied, they would pass their exams.

Grammar Practice Book (GPB p47)

When the children have completed the PB and WB Grammar pages, they may complete GPB page 47.

Grammar Practice Book answers

Activity 1


2 had, would ride 3 liked, would swim
4 had, would go 5 was, would watch

Activity 2

2 If her best friend was not on holiday, she would phone her. 3 If she was not tired, she would go to the sports centre. 4 If the television was working, she would watch it. 5 If her room was untidy, she would tidy it. 6 If she understood her homework, she would do it.

Grammar




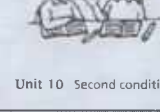
I love grammar. Do you?



1 Complete the sentences with the correct form of the verbs in brackets.

- Lucy hasn't got a cat.
If she had a cat, she would call it Lucky. (have - call)
- Fred can't go on holiday this summer.
If he could go on holiday, he would go to the mountains. (can - go)
- Fred won't go to the mountains.
If he went to the mountains, he would have a good time. (go - have)
- The weather is terrible today.
If the weather was fine, the children would play outside. (be - play)
- Mr and Mrs Smith don't live in Paris and they don't speak French.
If they lived in Paris, they would speak French. (live - speak)

2 Look at the pictures. Read and write sentences.

-  John has not got any money.
If he had money, he would buy a guitar.
-  The weather is not good.
If the weather was good, she would go to the beach.
-  The boys don't live at the beach. They don't swim every day.
If they lived at the beach, they would swim every day.
-  The girls don't study. They don't pass their exams.
If the girls studied, they would pass their exams.

94 Unit 10 Second conditional

Lesson 4 Grammar in conversation

Lesson aim Grammar in conversation

Lesson targets Children:

- listen to a conversation
- think of their own ideas for a similar conversation
- hold a short conversation in pairs

Key language *I enjoy swimming. I'm looking forward to seeing ...*

Key vocabulary activities at home and leisure

Materials PB p106; CD C track 2; WB p95; GPB p48

Time division

W-up	Dialogue	Indiv prep	Pair/class speaking	WB
------	----------	------------	---------------------	----

Warm-up

Play *What's the object?* (See Games, p215.)

Grammar in conversation (PB p106)

Activity 1

Ask the children what they think the boy and girl are talking about. Listen to some suggestions.

Play track 2. The children listen and follow in their books. Point out the phrases in colour.

Activity 2

Ask the four questions and ask four children to read each speech bubble answer.

Give the children a few minutes to write down one or more answers for each question.

Encourage them to try to think of more activities than those that have already been mentioned.

Activity 3

Ask a pair to read the speech bubbles and another to read the useful phrases.

Divide the class into pairs. The children take turns to interview each other.

Go around listening as they speak.

They will have to use the key language in order to answer the questions. Encourage them to use the useful phrases if they can but they can also use others that they have learned.

Ask several pairs to say their conversation while the rest of the class listens.

If you have time, ask questions of individual children around the class if you have not heard their conversation.

Grammar in conversation

1 Listen and read.

Daisy: Excuse me, I'm doing a survey.
Would you mind answering a few questions?

Ken: Not at all.

Daisy: OK. My first question is:
What do you enjoy doing?

Ken: Let me think ... I enjoy sleeping.

Daisy: Thank you. And what do you hate doing?

Ken: That's easy. I hate getting up early.

Daisy: Hmm ... What do you avoid doing?


Ken: That's tricky ... I avoid running.

Daisy: What? Well, here's my last question.
What are you looking forward to doing?

Ken: I'm looking forward to lying on the sofa
and watching TV.

Daisy: Honestly! You're so lazy!

Ken: I love teasing you!




2 Think, write and say.

What do you enjoy doing?
I enjoy swimming.

What do you hate doing?
I hate playing football.

What do you avoid doing?
I avoid washing the dishes.

What are you looking forward to doing?
I'm looking forward to going on holiday.



3 Let's talk!

I'm doing a survey. Will you answer my questions?


Useful phrases

Would you mind ... ? Not at all.

Let me think ... That's easy.

That's tricky. Honestly!

Sure.



Workbook: Grammar in conversation (WB p95)

Make sure the children understand the tasks.

Exercise 1

Point out the example. Remind them they must put the verb into the correct form.

Exercise 2

Remind the children to read the complete dialogue and all the words in the box before they start to fill the spaces.
 Now, or at another suitable time, let one or two pairs read the completed dialogue to the class.

Workbook answers

Exercise 1
 2 walking 3 helping 4 playing 5 reading
 6 collecting 7 eating 8 seeing 9 teasing

Exercise 2
 Excuse, mind, Not at all, favourite, tricky, Let me, sports, hate, food, easy, love, Me too

Grammar Practice Book (GPB p48)

When the children have completed the PB and WB Grammar in conversation pages, they may complete GPB page 48.

Grammar Practice Book answers

Activity 1
 2 He prefers playing computer games. 3 He hates watching television. 4 He is looking forward to performing in the school concert. 5 He avoids going to the mall.

Activity 2
 2 She is interested in using computers. 3 She is looking forward to performing in the school play. 4 She does not mind doing homework. 5 She prefers playing tennis. 6 She hates walking to school.

Grammar in conversation

1 Complete the sentences with the verbs in the box. Use the -ing form of the verbs.
 walk collect read play tease listen see help eat

1 I like reading adventure stories. How about you?
 2 Johnny is so lazy! He always avoids _____ to school.
 3 These bags are heavy. Would you mind _____ me?
 4 The boys enjoy _____ computer games.
 5 The girls prefer _____ to pop music.
 6 Henry is interested in _____ stamps.
 7 My brother hates _____ vegetables.
 8 I'm looking forward to _____ my grandparents.
 9 Peter is very naughty. He loves _____ his sister.

2 Complete the dialogue with the words in the box.
 favourite Me too mind easy tricky Excuse
 food sports Not at all Let me love hate

Ann: _____
 Would you _____ answering a few questions?
 Tom: _____
 Ann: What's your _____ hobby?
 Tom: Hmm ... That's _____ think ...
 Ann: Do you like _____ ?
 Tom: No, I don't. I _____ playing football and basketball.
 Ann: What's your favourite _____ ?
 Tom: Oh, that's _____ I _____ eating pizza.
 Ann: Really? _____ I

Unit 10 Verbs and phrases + gerund

Lesson 5 Spelling, Use of English

Lesson aim Spelling; song; Use of English

Lesson targets Children:

- listen to pronunciation of words
- practise spelling and writing words
- understand and sing a short song

Target words chimney, journey, valley, key, donkey

Materials PB p107; CD C tracks 3–8; WB pp96–97; GPB p49

Time division

W-up	Spelling	Song	Use of English	WB
------	----------	------	----------------	----

Warm-up

Play *Rhyming words, version 2*. (See Games, p219.)

Spelling

Some words end with the letters *ey* sounding *ee*.



chimney

This is a deep sea chimney.



1 Complete the words with *ey*. Write the words under the correct picture.

journ_____ chimn_____ vall_____ k_____ donk_____



Only a few words end with the letters *ire*.



fire

The hot water looks like smoke from a fire.



2 Listen and say the words.

2 Read these words. Check you understand them.

fire



wire



umpire



3 Listen and sing.

Lazy Daisy, sleeping by the road,
Doesn't want to carry that heavy load,
No sir, no mam, doesn't want to go
Down to the marketplace.

Lazy Daisy, sleeping in the sun,
Doesn't want to walk, doesn't want to run,
No sir, sir mam, doesn't want to go
Down to the marketplace.



Unit 10 Spelling: words ending *ey* and *ire*

107

Read the word. The class repeats. Ask a volunteer to read the example sentence.

Activity 2

The class reads the words. They should look up any new words in their Dictionaries.

Ask questions to check understanding, e.g. *What does fire do? It burns. What is wire made of? metal. What does an umpire do? makes the players in a game obey the rules*

Play track 6. The children listen and repeat.

Activity 3

Tell the class to look at the picture. Ask what they think the song is about. Listen to their ideas.

Play track 7. The children listen and follow.

Read through the words with the class. Explain any unfamiliar language.

Play track 7 again. The children join in.

Play track 8. The children sing along with the music by themselves.

They may learn this song if you wish.

To complete classroom Lesson 5, move on to Use of English, WB p97.

Workbook: Use of English (WB p97)

Read Miss Smart's speech bubble to the class. Ask a volunteer to read the example sentence. Write it on the board. Underline the phrase.

Exercise 1

Read the information about phrases to the class. Ask different children to read the example phrase and sentence. Remind the class that a sentence tells us a complete idea and a complete action. Ask *What was missing from the phrase?* Prompt / Elicit *It did not say who or what was doing the action. It did not say what the action was.*

Exercise 2

Ask different children to read the phrases in the box. Give them a moment to look at the sentence beginnings. Choose children to say the complete sentences. Check with the class. The children write.

Spelling (PB p107)

Point out Miss Smart's speech bubble. Tell the class to listen and follow in their books. Play track 3. The children listen. Read the example word. The class repeats. Ask a child to read the example sentence.

Activity 1

The children write the *-ey* ending then the complete word under the correct picture.

Play track 4. The children listen and repeat.

The class reads the words all together.

Point out Superboots' speech bubble. Play track 5. The children listen.

Exercise 3

Give the children time to look at the words. Ask about each set. Check the class agrees. The children write the letters then the sentences. Write them on the board.

Workbook answers

Exercise 2

- 1 down to 4,000 metres 2 near the chimney
3 in complete darkness 4 the top of the tube worm

Exercise 3

1 P 2 P 3 S 4 S 5 P 6 S

The sun was shining. We went to school yesterday.
Our bus was late.

Workbook: Spelling (WB p96)

Make sure the children understand the tasks. This page should be done by the children working alone. Read, or ask a child to read, the reminder in Mrs Swift's speech bubble. Ask a volunteer to read the sentence in the box. Do the same with the *-ire* spelling pattern.

Exercises 1, 2 and 3

Remind the children to read the words when they have written them.

Workbook answers

Exercise 2

- 1 key 2 chimney 3 valley 4 donkey 5 journey

Exercise 3

- 1 wire 2 fire 3 umpire

Grammar Practice Book (GPB p49)

When the children have completed the PB and WB Use of English and Spelling pages, they may complete GPB page 49.

Grammar Practice Book answers

Activities 2 and 3

Sentences: This is a good book. They walk to school every day. We went to the aquarium yesterday.

Phrases: (example answers) Yesterday I watched a very exciting film. There is a park near my house. I went to the cinema on Tuesday.

Use of English

A phrase is a group of words that are part of a sentence.



The fish swam through the tube worms.



1 Read.

A phrase does not make sense on its own.
through the tube worms

This is a phrase.
It does not tell us a complete idea.

The fish swam through the tube worms.

This is a sentence. It makes sense.
It tells us a complete idea.

2 Complete the sentences with phrases from the box.

the top of the tube worm

in complete darkness

down to 4,000 metres

near the chimney

- 1 The submersible travelled _____
- 2 The scientists saw the octopus _____
- 3 Deep sea creatures live _____
- 4 The fish ate _____

3 Read. Write P for a phrase and S for a sentence.

There are three sentences. Write them with correct punctuation.

- 1 in the morning _____
- 2 walking along the road _____
- 3 the sun was shining _____
- 4 we went to school yesterday _____
- 5 after our English lesson _____
- 6 our bus was late _____

Unit 10 Phrases

97

Spelling

Remember! Some words end with the letters ey sounding ee.



This is a deep sea chimney.



1 Complete the words with ey. Write the words.

vail_____ chimn_____ journ_____ donk_____

Now read the words.

2 Read the clues. Write the word.

- 1 You use this to open a door. _____
- 2 a tall tube where smoke from a fire escapes _____
- 3 the low land between mountains _____
- 4 an animal with large ears that is used for carrying things _____
- 5 travel to a place _____

Remember! Only a few words end with the letters ire.



The water looks like smoke from a fire.



3 Complete these words with ire. Complete the sentences using the words.



- 1 The broken gate was held together with _____
- 2 People used to cook over a _____
- 3 The _____ told the players to stop the game.

96

Unit 10 Words ending ey and ire

Lesson 6 Class composition; Writing preparation, Composition practice

Lesson aim Writing

Lesson targets Children:

- write information from notes with teacher support (session 1)
- label a diagram and read notes for independent writing (session 2)
- write information from notes independently (session 2)

Key structure and language from the unit

Vocabulary from the unit

Materials PB p108; WB pp98–99

Time division (session 1)

W-up	Discussion & notes	Writing	Editing, improving
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Time division (session 2)

W-up	Writing prep	Composition
------	--------------	-------------

Session 1 Warm-up

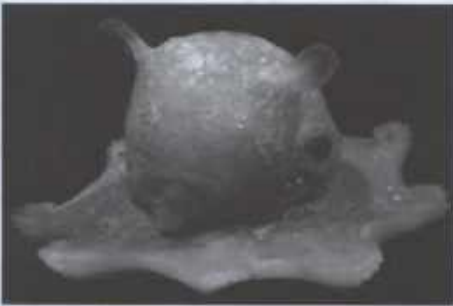
Play *Look, cover, write, check* with target words from Units 9 and 10. (See Games, p215.)

Class composition

Many animals live on the chimneys deep in the ocean. Scientists have seen this octopus near chimneys.

1 Look at this picture. Talk about it.

- What colour is it? What shape is it? How big are its eyes?



2 Read the notes.

has two large fins – fins look like big ears

is known as the dumbo octopus – Dumbo the elephant in a Disney film

fins help it to swim – moves slowly

lives in deep sea 100–5,000 m – can grow to 20 cms

eats shellfish, snails, worms – finds these on chimneys

has a strong bite – small, but scientists watched it attack their submersible

3 Write a paragraph about the octopus.

Remember that notes are often phrases. You need to add other words to make complete sentences.

4 Draw a diagram. Label it. Use these words.

body fin eye tentacle

Write a caption for the diagram.

Unit 10 Class composition: writing information from notes; labelling a diagram

Class composition (PB p108)

Read Mr Smash’s speech bubble. Remind the class of the deep-sea chimneys and the creatures they have already learned about.

Activity 1

Give the children time to look at the photograph. Ask a child to read out the questions.

You may wish to let the children discuss and note their ideas in groups. Alternatively, work with the whole class at once.

Ask each question and elicit suggestions. Note the different answers on the board.

Activity 2

Ask a volunteer to read out the notes in the box, clearly and slowly.

Activity 3

Prompt the class to help you write a complete description of the animal.

Use the children’s ideas on its general appearance and the notes in the box.

Activity 4

Draw, or ask a child to draw, a diagram of the animal. Let volunteers label the parts.

Ask for a suggestion for a caption for the diagram.

When the writing is complete, ask the class whether any changes could be made to improve the information. *Does it make sense? Does it include all the information? Does it give the reader a clear idea about the animal?*

Make any changes that you and the class agree to. Let one or more volunteers read the story to the class.

Example class composition

See page 181.

Session 2 Warm-up

Play *Guess the word, version 1*. (See Games, p215.)

Workbook: Writing preparation (WB p98)

These WB writing pages practise writing information in complete sentences using given notes and information contained in captions and labels.

The children should be able to do this work independently and accurately if they complete the tasks systematically.

Exercise 1

The children look at the picture and read the caption.

Most items contained in the picture should be familiar.

Exercise 2

The children read the given words and use them to label the diagram accurately.

Workbook: Composition practice (WB p99)

Exercise 1

The children read the notes in the box.

If you wish, go through the notes orally, prompting the class to compose complete sentences.

Exercise 2

The children write about deep sea chimneys using the notes and the diagram and labels to help them.

Go around helping and monitoring as they work.

Ask one or more children to read their information to the class.

They should complete and/or check their writing as a homework task.

The children can make neat copies of their corrected information, including the labelled diagram from WB page 98.

Assessment

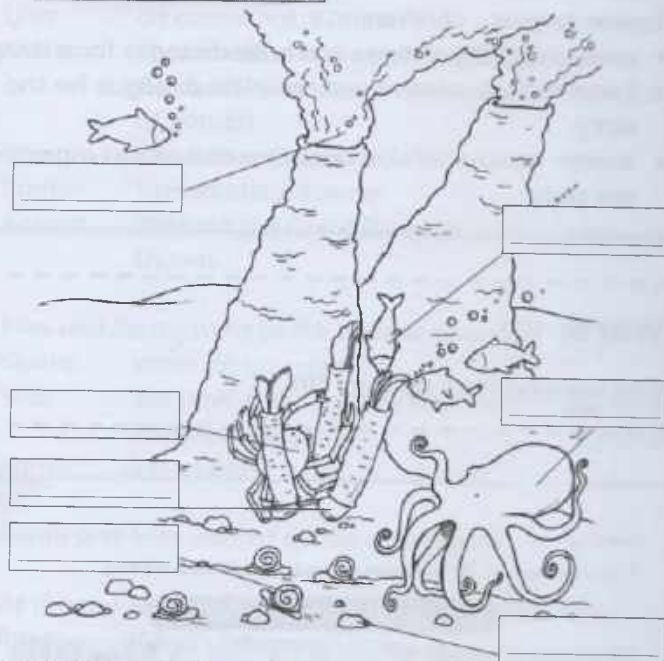
In assessing this task, look for writing which:

- gives clear information in paragraphs
- gives information in each paragraph in a logical order
- uses complete sentences.

Writing preparation

1 Look at the picture. Read the caption.

Chimneys can grow up to 60 metres tall.



2 Label the picture. Use these words.

hot water rock tube worm spider crab fish snail octopus

98

Unit 10 Labelling a picture

Composition practice

1 Read these notes.

chimneys in deep ocean – 1000 m

how a chimney is made:

- hot water escapes from under ocean floor
- tiny bits of rock in hot water
- tiny bits of rock pile up
- chimney grows taller

some chimneys 100 years old

many animals live on chimneys

Remember! Notes are often phrases. You may need to add other words to make complete sentences.



2 Write about deep sea chimneys.

Use the notes. Use the picture, the labels and the caption to help you.

Unit 10 Writing information from notes

99

Lesson 7 Listening

Lesson aim Listening

Lesson targets Children:

- understand the pictures and basic dialogue for a story
- listen to the narrative and complete dialogue for the story
- answer comprehension questions and discuss aspects of the story

Key structure and language from the unit

Vocabulary *diamond, quest*

Materials PB p109; CD C track 9

Time division

W-up	Pre-listen	Listening	Post-listen	Activities
------	------------	-----------	-------------	------------

Warm-up

Sing the song from PB page 107.

Listening (PB p109)

Activity 1

Read the title of the story to the class. Give the class a minute or two to look at the whole page.

Explain the new words or ask the children to look in their Dictionaries.

Ask *What is the setting for this part of the story?* **a castle (in the Kingdom of Zarula)**

Ask *Is it a real place?* Children should answer **No**. Explain that this kind of story is a fantasy. This means that the people and the places are a bit like real people and places but they do not actually exist. The characters' adventures are not events that happen in the real world. Fantasy stories are usually exciting because surprising things happen.

Activity 2

Remind the class to look at each picture and follow the story, moving on to the next picture when they hear the sound.

Play track 9. The children listen and look.

Activity 3

Ask questions to check understanding:

What happened to the old king of Zarula? **He died.**

Who is going to be the next queen? **Karina**

Who are Karina's friends? **Silas, Banto and Lilia**

What did Karina ask Banto and Silas to do? **to fetch the Great Diamond of Zarula**

Did they find the diamond? Why not? **They did not find the diamond because someone had stolen it.**

Who thinks he will soon be king? **Prince Torgan**

Ask about the story:

Why did Karina want the Great Diamond? **because she cannot be queen without it**

Why does Prince Torgan want it? **so he can be king**

Suggested homework task

The children complete Check-up 10.

Listening

1 Look and read. 2 Look, listen and read. 3 Talk about the story.

Diamond Quest – Part 1



Unit 10 Listening

109

Listening audioscript: Diamond quest – Part 1

1 *The Kingdom of Zarula was a beautiful land with mountains, lakes, rivers, dark forests and old castles.*

2 *The King of Zarula was King Olaf. He was a kind man and a good king but he was very old. King Olaf and his beautiful daughter, Princess Karina, lived in a magnificent white castle on a hill.*

3 *There was another castle in Zarula. It was huge and dark – a scary place. In this castle lived Prince Torgan – a very bad man.*

4 *In the white castle everybody was unhappy. Some people were crying.*

Lilia: This is a sad day – a very sad day.

Banto: Is the king dying? I can't believe it.

Silas: It's true. He is very ill.

5 *Princess Karina sat by her father's bed.*

King Olaf: Don't cry, my dear. Don't cry. You will be a very good queen.

Karina: Oh, father! I love you very much!

King Olaf: I know, my dear. I know ...

6 *When the old king died, Princess Karina was very sad. Her friends came to her and put their arms around her.*

Lilia: We love you, Karina.

Banto: Please don't cry.

Silas: We can help you.

Lilia: You are not alone, Karina.

7 Karina: Silas! Banto! Dear Lilia! You are all very kind. If I didn't have such good friends, what would I do?

8 Karina: Lilia, my dear, would you mind staying here with me?

Lilia: Of course not, Karina.

Karina: Silas and Banto, I want you to go to the Golden Tower. Bring me the Great Diamond of Zarula!

Silas: Of course, Karina.

Banto: Immediately, Karina.

Karina: Without the Great Diamond I cannot be Queen.

9 *Silas and Banto went to the Golden Tower.*

Guard: What do you want?

Silas: We have come to take the Great Diamond to Princess Karina.

Banto: Let us pass!

10 *Banto and Silas walked up the stone steps.*

11 *At the top of the tower they went into a small room.*

Banto: What's happened here?

Silas: Someone has stolen the Great Diamond of Zarula!

Banto: Oh no! This is a disaster!

12 *In the dark forest below the white castle a small monkey was swinging through the trees. And far away in his dark, gloomy castle Prince Torgan was laughing.*

Torgan: Ha ha ha! Soon the diamond will be mine. Soon I will be King! Ha ha ha!

Deductive questions

Where is the diamond at the end of the story?

Children could suggest that it is in the bag that the monkey is carrying.

How was the diamond stolen?

Children could suggest that the monkey climbed up into the tower and stole it.

If you wish, ask extra questions, e.g. *How did the monkey open the box? Who sent the monkey to steal the diamond?*

Personal response questions

Let the children discuss the following questions in groups before you ask for responses from around the class. Ask them to make notes in answer to each question. If you wish, tell all the children in the group to make notes so that you can ask different children in the class for their answers.

Do you think Karina will be a good queen? Why? / Why not?

What do you think Karina will do when she finds out that the diamond is missing?

Revision 5

Revision 5; Listening skills round-up 5; Project 5

Aim Revision

Targets Children:

- listen to a story with key language and vocabulary from Units 9 and 10
- practise listening skills
- prepare for a story writing project

Materials PB pp110–111, 134; CD C tracks 10–11

Work on the revision, project, portfolio and diploma sections may take one or more lessons. Projects can be completed at home.

Warm-up

Choose a poem, song or game that the children have enjoyed. Alternatively, choose a new game from the list starting on page 214.

All of the language should be familiar to the children. Check understanding of any words or phrases that might be less well known.

Ask questions about the story:

*What does the scientist like doing? **diving in the submersible and finding out about things***

*Who found the octopus? **a diver***

*How deep was it? **100 metres***

*What else did the diver see? **two new crabs***

*What does the pilot like about his job? **He enjoys working with machines and he loves travelling to oceans all over the world.***

*How deep can the submersible go? **4,000 metres***

*What do you do to hear the people talk about their work? **press the button***

*What would Ben do if he worked in the ocean? **be a pilot***

*What did Ben say about the pilot's job? **It sounded fantastic.***

*Why do you think Sue said Ben was lazy? **because he didn't listen to the recording himself***

*What did Sue say Ben would do if he was a pilot? **He would go to the bottom and never come back up.***

If you wish, play track 10 again and/or choose children to read out the story.

Listening skills round-up (PB p111)

Activity 1

Give the children time to look at the pictures. Ask children to read out the jobs.

Elicit who each person is. Check everyone agrees. The children write.

Answers: A musician B animal trainer C footballer
D scientist E sports photographer F costume designer

Activity 2

Tell the children they are going to hear the people speaking about their work. They must listen and match them to the pictures.

Revision 5

1 Listen and read. 2 Talk about the story. 3 Act it.

I like my work because I like diving in the submersible and I like finding out about things. This octopus was found by a diver at 100 metres. Two new crabs were seen by the same diver.

I control this submersible. I enjoy working with machines and I love travelling to oceans all over the world. This submersible can go down to 4,000 metres. My job is fantastic!

sea life scientist

underwater pilot

Press the button to hear the people talking about their work

Ben What's this all about?
Sue You press this button, then you hear these people.
Ben Have you listened to them?
Sue Yes. They talked about their work.
Ben Was it interesting?
Sue Yes. Well, I thought so, anyway.
Ben Does the scientist go diving?
Sue Yes, she does but the submersible is controlled by the pilot.
Ben If I worked in the ocean I would be a pilot. Does he go down deep?
Sue Yes, down to 4,000 metres.

Ben Amazing!
Sue And he loves travelling to oceans all over the world.
Ben It sounds a fantastic job!
Sue If you listened to the recording, Ben, you would hear it all yourself.
Ben That's OK, you've just told me.
Sue You are so lazy, Ben! If you were a pilot you would go to the bottom and never come back up.
Ben That's so unfair! I would come back up and then stay in bed for a day.
Sue Really, Ben! You are terrible!

110

Revision 5

Revision 5 (PB p110)

Give the children time to look at the pictures.

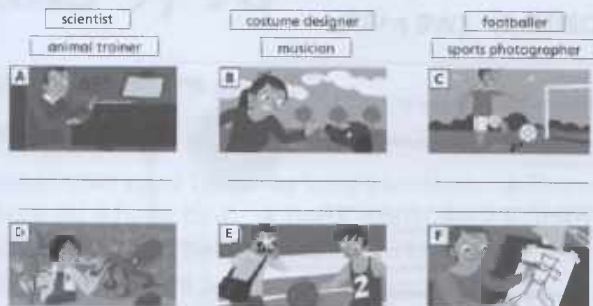
Ask *What work do you think the scientist does?* The children suggest ideas, e.g. *She goes underwater. She finds sea creatures. She studies them.*

Ask *What work do you think the pilot does?* *He controls a submersible. He helps scientist to find new creatures.*

Play track 10. The children listen and follow in their books.

Listening

1 Talk about these people. Write the names of their jobs.



2 Listen and write the people's names under their jobs.

Pam Bob Joe Sue Ed Ann Nina

3 Listen again and answer the questions.

- 1 Who won a prize? _____
- 2 What animal did Ann train recently? _____
- 3 What does Bob usually do? _____
- 4 Why isn't he working now? _____
- 5 What sports does Joe play? _____
- 6 What is Pam studying? _____
- 7 What does she say about them? _____
- 8 What would Ed like to do? _____

4 Talk about it.

Would you like to do any of these jobs? Why?
Which of these jobs would you not like to do? Why?

Now you can do the
project on page 134

Identifying speakers; listening for gist and detail

111

Play track 11, twice if necessary.

Answers: A Bob B Ann C Ed D Pam E Joe F Nina

Activity 3

Play track 11 again. The children write answers. Play the track again for the children to check, if necessary.

Answers: 1 Nina 2 tiger 3 plays the violin 4 He's been ill. 5 football, tennis 6 octopuses 7 interesting, intelligent 8 be in the first team

Activity 4

The children speak in pairs or small groups for a few minutes, then elicit replies from the class.

Project 5: The job that I would like (PB p134)

Explain Project 5 to the children in the lesson. They may then complete Portfolio 5 and Diploma 5 in their Workbooks (see next page). Very able children may complete these tasks quite quickly and so can then begin Project 5 in class. Other children may need more time to complete the Portfolio and Diploma pages. All children may complete Project 5 for homework.

Audioscript, PB p111, Activities 2 and 3

Man 1: Hi. My name's Joe. I've been interested in sport since I was a young boy. I enjoy playing football and tennis but I'm not very good at them. I work for a newspaper. I take photos at football matches, basketball matches, tennis matches ... It's a great job. I love it.

Woman 1: Hello. I'm Ann. I've always loved animals so my job is perfect for me. When people have problems with their pets – maybe their dog makes too much noise or their cat is frightened of people – I help them. I also train animal actors – animals which appear in films. The last animal I trained was a young tiger. That was great.

Woman 2: I'm interested in animals, too, but not tigers! They're much too dangerous. I'm interested in sea creatures. At the moment I'm studying octopuses. They're very interesting animals – so intelligent. My name's Pam by the way.

Man 2: I'm Ed. I love my job because I love sport. I train very hard – six days a week usually and I have to be very careful about what I eat and drink. I play for my town, which is great, but I'm in the second team. If I could play in the first team, I'd be so happy.

Woman 3: Hi. My name's Nina. I've always been interested in art and also in clothes so I really couldn't have a better job. At the moment I'm working on some costumes for a film, which is great fun. Last year my costumes were used in a play in a theatre in London and I won a prize for them. That was so exciting!

Man 3: Hi, I'm Bob. I usually play the violin in an orchestra but I've been ill recently so I have to stay at home. I hate doing nothing – I get very bored – so I've started to write some songs. I think they're good. Do you want to hear one?

Activities 1, 2 and 3

Encourage the children to add as much detail and extra ideas into the paragraph as they can. Remind the children to write clear information in sentences that are easy to understand.

Activities 4 and 5

If necessary, tell the class to find the information they need from a real person, from the internet, the library or another suitable source.

If you wish, this project may be included in the children's portfolio of written work.


Portfolio and Diploma 5: Units 9 and 10

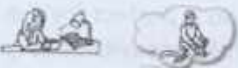
Portfolio 5 (WB p137)


Portfolio 5: Units 9 and 10


Tick the boxes when you are confident about the task. You can tick in any order.

Grammar

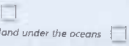
✓ I can use the past simple passive. ☐ 
The scientist was interviewed by the reporter.

✓ I can say what people ought to, want to or need to do. ☐ 
I ought to do my homework today.
My teacher wants to see it tomorrow.
I need to hurry up!

✓ I can use the second conditional. ☐ 
If Fred had a bike, he would ride it in the park.

✓ I can say what people enjoy and like doing. ☐ 
Susan enjoys painting pictures. Fred likes playing chess.


Reading and understanding


✓ I have read and understood: ☐ 
a descriptive story. Deep sea discovery.
information about the ocean floor. The land under the oceans ☐

Vocabulary

✓ I know all the key words in: Unit 9 ☐ Unit 10 ☐

Spelling

✓ I can read and spell: ☐ 
words ending in *le*: tentacle bubble table apple stable cable
words ending *ey* and *ire*: valley chimney journey donkey key
fire wire umpire ☐

Portfolio 5 (Units 9 and 10) 

When the children have completed all the work in Units 9 and 10 they turn to page 137 in their WB.

This page allows the children to make their own assessment of what they have learned in Units 9 and 10.

Grammar

The children tick the boxes when they are confident of the tenses and structures.

Explain that this means all the work they have done, not just the sentences on this page.

Reading and understanding

The children should listen again and follow in their books.

Encourage them to read the texts aloud several times.

Remind them to check words they are unsure of.

Vocabulary

The children tick only when they are confident that they know the key words in each unit.

Spelling

The children tick the boxes when they can read and spell the words accurately.

Check through the completed Portfolio page with each child. Tell children who are not entirely confident to revise the parts they are less certain of. They should use pages 16–19 of the Dictionary to help them learn and revise vocabulary.

It is preferable for all the children to be reasonably confident of the work in Units 9 and 10 before moving on to Unit 11.



Diploma 5 (WB p138)



English World 5 Diploma 5: Units 9 and 10


1 Write the sentence. Use the past simple passive.
picture – paint – Fred






2 Complete the sentences. Use ought to, want to or need to.
Do you _____ come swimming tomorrow?
I _____ buy a new pen because this one is broken.
We _____ check our homework before we give it to our teacher.


3 Write the sentence. Use the second conditional.
If Sam _____ (have) a computer, he _____ (play) computer games.

4 Write the sentences.
Anna likes _____. 
Sam likes _____. 

5 Answer the questions.
Deep sea discovery 
Are there plants below 200 m in the sea? _____
The land under the oceans 
How many metres down can a submersible go? _____

6 Choose the correct word.
exhibition entertainment aquarium
The place where fish are kept is an _____. 

7 Write the words.
 _____  _____  _____  _____  _____

Diploma 5 (Units 9 and 10) 

- When the children are confident with all the elements of the work on page 137, they may complete the Diploma page.
- This contains a representative task from each field of work. This page is not a formal test. The children should complete it in their own time, working carefully and steadily.
- The children receive a sticker for each task completed and one more when they have finished the page.
- These pages may be taken out of the Workbook and kept in children's individual portfolios of work along with a few examples of their best work from Units 9 and 10.

Completed Diploma page

- The picture was painted by Fred.
- want to, need to, ought to
- had, would play
- Anna likes playing the/her piano.
Sam likes riding his bike.
- Deep sea discovery: No
The land under the oceans: 4,000
- aquarium
- tentacle, bubble/s, donkey, fire

Answers to Check-ups 9, 10; Example writing Units 9, 10

Check-up 9 (PB pp90-91)

Exercise 1

2 These photos were taken by Lucy's brother. 3 This nest was built by a huge bird. 4 These words were written by a famous person. 5 The corn was eaten by hungry mice. 6 These pictures were painted by a French artist.

Exercise 2

1 He should revise (look at his books, go to bed early, etc.).
2 She wants to buy some trainers. 3 They need to go to bed (go to sleep).

Exercise 5 (example answer)

Before children do this writing exercise, remind them how to combine the answers to two questions into one sentence.
The statue was made in China. It was made 900 years ago. It was found in 1920 by an explorer. It was stolen by thieves in 1922. It was hidden in a cave. It was found by children in 2008. It was sold for £50,000 in 2009.

Check-up 10 (PB pp100-101)

Exercise 1

1 had, would ride 2 went, would learn 3 got up, would ... be 4 trained, would play 5 was, would stay 6 studied, would pass 7 knew, would speak 8 could, would have

Exercise 2

1 shutting 2 visiting 3 writing 4 dancing 5 playing
6 going 7 eating 8 swimming

Exercise 5 (example answer)

Rosie has not got a pet. If she could have a pet, she would choose a cat. If she had a cat, she would call it Tabby. She would enjoy having a cat. Sam has never been to America. If he visited America, he would go to New York. If he went to New York, he would see skyscrapers (tall/lots of buildings). He would enjoy visiting America.

Example writing

Encourage your class to produce ideas and sentences to the best of their ability. The examples below should not be regarded as the 'correct' answers.

Unit 9 Class composition (example writing)

"Alright," said Dad. "We can stay a bit longer."

Then another fantastic creature swam across the screen. It was round and it had spikes all over it. It did not look like a fish. It looked like a funny ball. It was white. It had black spots on the top of its body. It had small black eyes and a small red mouth. It did not move like other fish. It moved very slowly and it turned round and round. The spikes looked hard and sharp. It did not have lots of pretty colours on its body but it had a friendly face. It was not the ugliest fish in the water but it was definitely the strangest fish.

Unit 10 Class composition (example writing)

This octopus is orange. Its body is round and it has eight tentacles. Its eyes are small. It has two large fins. They look like big ears. It is known as the Dumbo octopus. Dumbo was the elephant in a Disney film. The fins help the octopus to swim. It lives in the sea from 100 to 5,000 metres deep. Scientists have found it near deep sea chimneys. It can grow to 20 cms. It eats shellfish, snails and worms. It can find this food near chimneys. It has a strong bite. The dumbo octopus is a small animal but scientists watched one (a Dumbo octopus) attack their submersible.

11 Helping other people

Lesson 1 Poster 11, Reading

- Lesson aim** Reading
- Lesson targets** Children:
- (poster) read about the features of a biography
 - follow and read the text
 - understand the text and answer oral questions about it
 - practise reading the text
- Key structure** reported speech

Key language *They said that she was a good nurse.*

Vocabulary nursing, personal events

Materials poster 11; PB pp112–113; CD C track 12; WB p102; Dictionary 5

Time division

W-up	Poster	Reading	WB
------	--------	---------	----

Warm-up

- Ask the children if they have a hero or heroine.
- Ask a few volunteers to say who the person is. Ask why the person is a hero or heroine for them.

Poster 11

11 Helping other people

You are going to read about a woman who helped other people all her life.

She came from Jamaica. Jamaica is an island in the sea near America.

She helped these people:

patients

wounded soldiers

She gave out medicine and she worked in army camps.

medicine

army camp

The information about Mary Seacole is a **biography**. A biography is the story of somebody's life that is written by another person.

The events in a person's life are told in order.

This is the beginning of the biography of Mary Seacole. Mary Seacole was born in Jamaica in 1805.

The biography tells us about her life when she was older. She married Edwin Seacole in 1836.

The biography also tells us how Mary felt or what she thought at different times in her life.

Mary was very sad but she decided to work hard.

Text type and vocabulary

- 1 Read the title to the class.
Read the information about Mary Seacole.
Point out to the class where Jamaica is.
- 2 Read about the people she helped. Introduce the new words and check the children understand them.
- 3 Read about what she did and introduce the new words.
Use the Dictionary if necessary.

Text type features

- 4 Read the first sentence then the explanation of a biography.
- 5 Read the sentences about the order of events in a biography.
- 6 Ask children to read the sentences from the biography of Mary Seacole.
Use the pictures to explain any new words.

Reading (PB pp112–113)

- 1 Give the class time to look at the biography and the pictures.
Ask Do you think Mary Seacole travelled to different places? Do you think she went to dangerous places?
- 2 Play track 12. The children listen and follow in their books.
- 3 Explain new words using the Dictionary as necessary.
- 4 Ask questions about each part of the text (see below).
- 5 Ask different children to read a few lines each of the biography.
- 6 Play track 12 a final time.

Reading text questions

- Where was Mary Seacole born? in Jamaica*
- How long ago was she born? more than/about/two hundred years ago*
- What did her father do? He was a soldier.*
- Who came to her mother's hotel? soldiers from the British army*
- What did her mother do? She looked after the soldiers.*
- Where did Mary help sometimes? in the army hospital*
- What happened in 1843? The hotel burned down.*
- What did Mary do after her husband and her mother died? She decided to work hard.*
- Where was the war that Mary heard about? in the south of Russia*
- What did Mary take to London? a letter from the doctors in Jamaica*
- Why did Mary think the government would not send her to the war? They did not like her brown skin. They only wanted English nurses.*
- Who did Mary visit when she travelled to the war? Florence Nightingale, another nurse*
- What did Mary build near the British Army's camp? her own hotel*
- What did she do there? She looked after sick and wounded soldiers.*
- When did Mary Seacole die? 1881*
- How do people think of Mary Seacole now? a real heroine*

11 Helping other people

Reading 1

Mary Seacole

Her early life

Mary Seacole was born in Jamaica in 1805. Her father was a soldier in the British army. Her mother owned a hotel. Many soldiers from the British army stayed there. They were often ill with diseases that are found in hot countries. Mary's mother looked after the soldiers and she made medicines for them. When she was a young girl, Mary watched her mother and learned from her. When she was older she helped her mother to look after the people in the hotel. Sometimes she helped in the British army hospital, too.



Working as a nurse

Mary married Edwin Seacole in 1836. Over the next few years she had many difficulties. The hotel burned down in 1843 and had to be rebuilt. Her husband died in 1844 and her mother died very soon afterwards. Mary was very sad but she decided to work hard. The hotel was now hers. She continued to nurse sick people and she became well-known. She travelled to Central America and nursed many patients there, too. More and more people knew about her work.



A war far away

In 1854 Mary heard about a war far away in the south of Russia. British soldiers were fighting Russian soldiers. Many men were dying in battle. They were dying in the hospitals because of germs and diseases. Mary wanted to help. The doctors in Jamaica said that Mary Seacole was a good nurse. They wrote a letter to the British Government. Mary took it to London but the government would not send her to the war. Mary thought that they did not like her brown skin. She thought they wanted only English nurses.

Helping wounded soldiers



Mary travelled to the war on her own. She visited the hospital of Florence Nightingale, another famous nurse. Florence Nightingale did not want Mary, either. Mary travelled closer to the war. She built her own hotel near to the British Army's camp. She looked after sick and wounded soldiers. She worked hard until the end of the war in 1856.

The return to London

Mary returned to London but she had no money. Many important people knew about her work in the war. There were stories about her in the newspapers. People gave her money. She wrote her autobiography and she recounted all her travels and adventures. She died in 1881.



A heroine at last

People forgot about her for nearly a hundred years. Everyone knew about Florence Nightingale but Mary Seacole's work was not remembered. Recently, that has changed. Now children learn about her in school. New buildings in universities are named after her. When she faced difficulties in her life, she tried harder. She travelled across the world to help other people. She had little money and she was not important but she still helped. Now people think of her as a real heroine.

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Unit 11 Reading: a biography

115

Unit 11 Reading: a biography

Workbook: Study skills (WB p102)

Make sure the children understand the tasks.

Exercise 1

Remind the class that the important words are in the notes. They need to add small words to make complete sentences. They should write before checking the PB text.

Exercise 2

Remind the children to read the words in the box and think about the word class of each one. Point out that the word class of the correct answer is given in brackets at the end of each line.

Tell them to complete the exercise first and check afterwards.

Workbook answers

Exercise 1

2 Her father was a soldier in the British army. 3 Her mother owned a hotel. 4 Sick soldiers from the army stayed in the hotel. 5 Mary and her mother looked after the soldiers. 6 She married Edwin Seacole in 1836 but eight years later her husband died.

Exercise 2

1 patient 2 nurse 3 wounded 4 ill 5 disease 6 medicine

11 Study skills

I can do it! Can you?



1 Read the notes. Write sentences.

- Mary Seacole born Jamaica 1805
Mary Seacole was born in Jamaica in 1805.
- father soldier British army
- mother owned hotel
- sick soldiers from army stayed in hotel
- Mary and mother looked after soldiers
- married Edwin Seacole 1836 - 8 years later husband died

2 Write the words in the box next to their definitions.

ill disease medicine patient nurse wounded

- a person who is not well in hospital: _____ (n)
- to look after a patient: _____ (v)
- hurt or injured: _____ (adj)
- sick, not well: _____ (adj)
- an illness which makes a person very sick: _____ (n)
- something which makes a sick person better: _____ (n)

Now check your words in your Dictionary.

How many did you get right?



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Unit 11 Making notes: dictionary skills

Lesson 2 Reading comprehension and vocabulary

- Lesson aim** Reading comprehension; vocabulary
- Lesson targets** Children:
- re-read *Mary Seacole*
 - answer literal comprehension and personal response questions
 - practise vocabulary

- Key structure and language** from Lesson 1
- Vocabulary** from Lesson
- Materials** PB p114; WB p103
- Time division**

W-up	Read again	Comp & vocab	WB
------	------------	--------------	----

Warm-up

Play *Guess the word, version 2* with new vocabulary.
(See Games, p215.)

Reading comprehension and vocabulary (PB p114)

Read again

Read *Mary Seacole* to the class or ask children to read aloud. Alternatively, play track 12 while the children listen and follow in their books.

Activity 1

Ask the first question. Elicit an answer. Check with the class. If there is disagreement, the children should look back to find the exact words. Encourage them to make sure of answers by checking the text as this improves their scanning skills. Continue with the other questions.

Answers:

Note: You may wish the children to write complete sentences in their copy books. The brief oral answer is given here.

1 Jamaica 2 She married Edwin Seacole. 3 1844
4 Central America 5 They said that she was a good nurse. 6 Florence Nightingale's hospital 7 her travels and adventures 8 as a real heroine

Activity 2

Questions 1 and 3 require a personal opinion from the children and their reasons for their view. You may wish the children to discuss these questions in pairs or small groups before finding out the class view.

To answer question 2, the children may need to deduce from the text. Possible answers are that she was poor, she was not as famous as Florence Nightingale, and she was not English.

Activity 3


Ask one or more children to read out the words. Give the class a few minutes to list the words. They may use their Dictionaries to check meanings. If you wish, they could do this task in pairs.

Answers:

hospital: disease, sick, germ, ill, patient
army: soldier, war, fight, battle, camp

Reading comprehension and vocabulary

1 Answer the questions.



1 Where was Mary Seacole born?
2 What happened in 1843?
3 When did her husband die?
4 Where did she travel to after 1844 and nurse patients?
5 What did the doctors in Jamaica say about Mary Seacole?
6 Which hospital did Mary Seacole visit?
7 What did she write about in her autobiography?
8 How do people think of Mary Seacole now?

2 Think about the answers to these questions.

1 Do you think Mary Seacole was brave? Why or why not?
2 Why do you think people forgot about Mary Seacole after she died?
3 Do you agree that Mary Seacole was a real heroine? Why or why not?

3 Write the words in the correct lists.

disease soldier sick germ war ill fight battle patient camp

hospital

army

Unit 11 Reading comprehension and vocabulary: literals; personal response; categorising

Workbook: Reading comprehension and vocabulary (WB p103)

Check the children understand the tasks.

Exercises 1 and 2

Point out exercise 1 and remind the class that they must re-read the text before they try to answer exercise 2. Tell the children to check back to the text to make sure of the order in exercise 2. All these sentences are in the text. Tell the children to scan the text to find the exact sentences.

Exercise 3

The children should try to guess the word first. Encourage them to try to match, then they may check in their Dictionaries as necessary to complete this exercise.

Workbook answers

Exercise 2

a 7 b 5 c 10 d 2 e 3 f 8 g 4 h 1 i 9 j 6

Exercise 3

1 autobiography 2 medicine 3 heroine
4 government 5 university

Reading comprehension and vocabulary

- 1 Read *Mary Seacole* in your Pupil's Book again.
- 2 Read the sentences. Number them in order.



- a ____ Mary returned to London but she had no money.
- b ____ Mary travelled to the war on her own.
- c ____ Now people think of her as a real heroine.
- d ____ She travelled to Central America and nursed many patients there, too.
- e ____ She married Edwin Seacole in 1836.
- f ____ She died in 1881.
- g ____ In 1854 Mary heard about a war far away in the south of Russia.
- h 1 ____ When she was a young girl, Mary watched her mother and learned from her.
- i ____ Now children learn about her in school.
- j ____ She looked after sick and wounded soldiers.

3 Write the words next to the correct definitions.

medicine government autobiography university heroine

- 1 a book a person writes about their own life _____
- 2 a liquid given to a sick people to make them better _____
- 3 a woman who other people look up to _____
- 4 the people who make rules and organise a country _____
- 5 a place where students go to learn _____

Lesson 3 Grammar

Lesson aim Grammar

Lesson targets Children:

- understand the composition of the key structure
- practise the key structure
- produce the key structure independently

Key structure reported speech

Vocabulary from Lesson 1

Materials PB p115; WB p104; GPB p54

Time division

W-up	Presentation / practice	WB
------	-------------------------	----

Warm-up

Play the *Question game*. (See Games, p214.)

Grammar

1 Look and read.

Mary Seacole is a good nurse.

There is a war in Russia.

Some nice grammar for you!

The British army hospitals are dirty.

The soldiers are ill.

The doctor said that Mary Seacole was a good nurse.
He said that there was a war in Russia.
Mary said that the British army hospitals were dirty.
She said that the soldiers were ill.

2 Match the speech bubbles and the sentences. Write the letters.

The nurses are kind.

She is from Jamaica.

The doctors are very busy.

The hospital is dirty.

Mary is a good woman.

There are sick soldiers in the hospital.

1 The doctor said that she was from Jamaica. ____

2 He said that Mary was a good woman. ____

3 Mary said that the hospital was dirty. ____

4 She said that there were sick soldiers in the hospital. ____

5 She said that the nurses were kind. ____

6 She said that the doctors were busy. ____

3 What did Mary say?

She said that...

The war is terrible.

The nurses are tired.

The diseases are awful.

The hospital is old.

The soldiers are brave.

Unit 11 Grammar: reported speech: to be changing from present to past

115

Grammar (PB p115)

Activity 1

Ask *Who are the people in the picture? a doctor and Mary Seacole*

Ask different children to read out the speech bubbles. Write them on the board.

Explain that the sentences under the picture tell us what the people said but there are no speech marks.

Explain that it is called reported speech: the writer of the sentences tells the reader what someone else said. There are some extra words in reported speech and the words the person said are changed a little.

Ask other children to read out the sentences below the picture.

Write them on the board. Underline the key words or write them in colour.

Point out the extra words and the tense change from present to past.

Activity 2

Ask different children to read out the speech bubbles.

Ask other children to read the sentences.

Ask which speech bubble matches the first sentence. Check that the class agrees. The children write the letter.

Continue with the other sentences.

When the activity is complete, ask pairs of children to read the lettered speech bubble then the sentence that matches it so that the children hear the two together.

Answers: 1 B 2 E 3 D 4 F 5 A 6 C

Activity 3

Ask the class *What did Mary say?*

Prompt/Elicit complete sentences. Remind the class to change the tense.

Alternatively, or as well, bring a child forward to be Mary Seacole. The child says the first speech bubble. Ask *What did Mary say?* Prompt the reported speech. If you wish, do this with every speech bubble.

Go through all the sentences with the class then let the children practise in pairs, taking turns to say complete sentences.

Workbook: Grammar (WB p104)

Make sure the children understand the tasks.

Exercise 1

The children should be able to complete these sentences independently.

Tell them to read the complete sentence again when they have written the verb.

Exercise 2

Go through the examples with the class. Remind them that each sentence must begin with either *He said* or *She said*.

Remind them of the tense change. Complete the second example with the class if you wish. If your class needs support, go through all the sentences orally before they write.

Workbook answers

Exercise 1

1 was 2 were 3 were 4 was 5 were 6 was

Exercise 2

2 She said that the school was beautiful. 3 He said that the lessons were interesting. 4 She said that the teachers were kind. 5 He said that the food was good. 6 She said that the children were noisy

Grammar Practice Book (GPB p54)

When the children have completed the PB and WB Grammar pages, they may complete GPB page 54.

Grammar Practice Book answers

Activity 1

1 was 2 were 3 was 4 were 5 was

Activity 2

2 She said that the tapes were in the old men's hats.
3 She said that there were two policemen in the street.
4 She said that the young woman was a policewoman.
5 She said that there was a camera in the tree.

Grammar

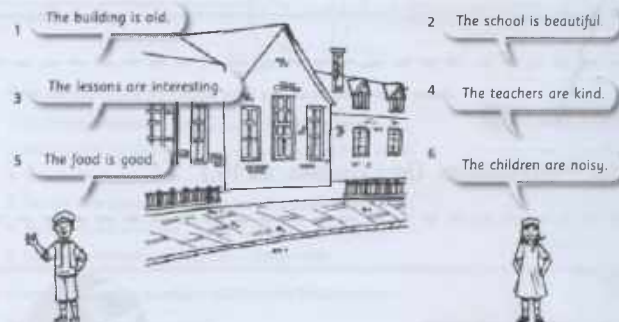
Grammar! My favourite!



1 Complete the sentences with *was* or *were*.

- 1 Mary Seacole said that she _____ from Jamaica.
- 2 She said that the hospitals _____ dirty.
- 3 She said that the diseases _____ very bad.
- 4 The soldiers said that Mary Seacole _____ a good woman.
- 5 They said that the nurses _____ very kind.
- 6 They said that the war _____ terrible.

2 Look at what the boy and the girl said about their school.



- 1 He said that the school was old.
- 2 She said that _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

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Unit 11 Reported speech: changing *be* from present to past

Lesson 4 Grammar in conversation

Lesson aim Grammar in conversation

Lesson targets Children:

- listen to a conversation
- think of their own ideas for a similar conversation
- hold a short conversation in pairs

Key language *He said that he lived under my bed.*

Key vocabulary dreams; alien, crazy

Materials PB p116; CD C track 13; WB p105; GPB p55

Time division

W-up	Dialogue	Indiv prep	Pair/class speaking	WB
------	----------	------------	---------------------	----

Warm-up

Play *Word classes*. (See Games, p216.)

Grammar in conversation (PB p116)

Activity 1

Ask *What are the children are talking about?* **some kind of monster or creature**

What was the creature thinking about? **a sandwich**

Play track 13. The children listen and follow.

Write the reported speech sentences on the board. Remind the class of the words the sentence begins with and the tense change.

Activity 2

Read the questions to the class. Ask one or more children to read the girl's speech bubbles.

Give the class a few minutes to write down a funny or strange dream. Tell them to write down something that somebody said in the dream even if they can't remember exact words.

Activity 3

Ask a pair to read out the speech bubbles and another to read the useful phrases.

The children work in pairs or small groups. They tell each other what happened in their dream and what people said. Remind the children that they can ask questions about the dream and they can say what they think about it. Point out the useful phrases again.

Go around listening to them as they work.

Ask one or two groups/pairs to talk while the rest of the class listens.

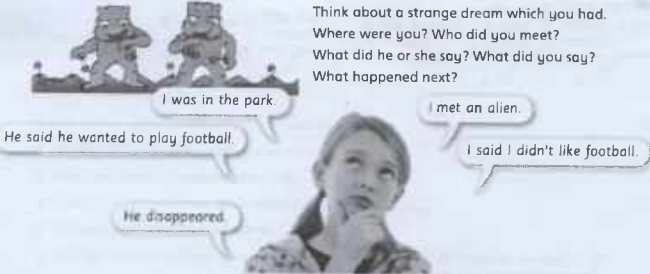
Grammar in conversation

1 Listen and read.

Sam: I met an alien last night.
Molly: Don't be silly!
Sam: It's true! He said that he lived under my bed.
Molly: Don't be ridiculous!
Sam: He said that he was hungry.
He said that he wanted a sandwich.
Molly: Really? And what did you say?
Sam: I said that I couldn't make him a sandwich.
Molly: Why not?
Sam: I said that I had to go to China.
Molly: What? You're crazy!
Sam: No, I'm not. But it was a crazy dream!

2 Think, write and say.

Think about a strange dream which you had.
Where were you? Who did you meet?
What did he or she say? What did you say?
What happened next?



3 Let's talk!

Guess what! I had a very strange dream last night.

Really? What happened?

Useful phrases
Guess what! Really?
Wow! That's crazy!

Workbook: Grammar in conversation (WB p105)

Make sure the children understand the tasks.

Exercise 1

Remind the class of the tense change. Point out that there are different verbs in this exercise.

Tell them to read their completed sentences again when they have finished the exercise.

Exercise 2

Remind the class to read the whole conversation and all the words in the box before they write.

Now, or at another convenient time, ask one or two pairs to read their completed dialogue to the class.

Workbook answers

Exercise 1

2 looked 3 lived 4 had 5 could 6 liked

Exercise 2

Guess, crazy, Really, met, elephant, Wow, could, silly, dream

Grammar Practice Book (GPB p55)

When the children have completed the PB and WB Grammar in conversation pages, they may complete GPB page 55.

Grammar Practice Book answers

Activity 1

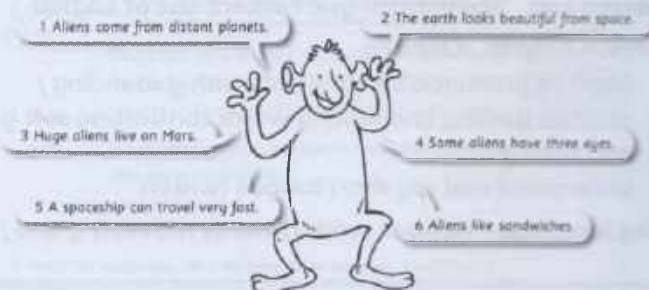
2 read 3 played 4 wrote 5 had

Activity 2

- 2 She said that they loved singing.
- 3 She said that they phoned their parents every night.
- 4 She said that they wanted to make a film next year.
- 5 She said that they went to bed early.
- 6 She said that they gave concerts in the school holidays.

Grammar in conversation

1 Here is the alien from Sam's dream. Look at what he said.



Now complete the sentences with a verb in the correct tense.

- 1 He said that aliens came from distant planets.
- 2 He said that the earth was beautiful from space.
- 3 He said that huge aliens lived on Mars.
- 4 He said that some aliens had three eyes.
- 5 He said that a spaceship could travel very fast.
- 6 He said that aliens liked sandwiches.

2 Complete the conversation with words from the box.

- Kate: Really what!
- Fred: What?
- Kate: I had a dream last night.
- Fred: Silly!
- Kate: I met a huge, talking elephant.
- Fred: Crazy! What did it say?
- Kate: It said that all elephants could talk.
- Fred: And can they?
- Kate: Don't be stupid! It was only a dream.

Really
could
silly
Guess
dream
met
elephant
crazy
Wow

Unit 11 Reported speech: simple verbs changing from present to past

105

Lesson 5 Spelling, Use of English

Lesson aim Spelling; tongue twisters; Use of English

Lesson targets Children:

- listen to pronunciation of words with *g* sounding *j*
- practise spelling and writing words contrasting soft *g* and hard *g*
- understand and say short tongue twisters

Key language (tongue twister) words with soft *g* and *j*

Target words *germ, giant, gymnast, message, large, vegetable, engine, giraffe, orange, huge, gull, game, guest, gone*

Materials PB p117; CD C tracks 14–16; WB pp106–107; GPB p56

Time division

W-up	Spelling	Tongue twister	Use of English	WB
------	----------	----------------	----------------	----

Warm-up

Play *What's the word?* (See Games, p215.)

Spelling

The letter *g* sometimes sounds soft. It sounds like *j* in jump.

germs
Soldiers were dying because of germs and disease.

1 The soft *g* sound can be made by:

g followed by *e* germ *g* followed by *i* giant *g* followed by *y* gymnast

2 Soft *g* can be inside a word. Read these words.
message large vegetable

Write words with hard *g* in box 1. Write words with soft *g* in box 2.

engine gull game giraffe orange guest huge gone

1 _____

2 _____

1 Listen and check your answers.

3 Listen and say.

Can you say these tongue twisters?

George the giant juggles huge jellybeans.

Green engine, orange engine,
green engine, orange engine,
green engine, orange engine.

Unit 11 Spelling: words with the soft *g* contrasted with the hard *g*

Activity 2

Give the class a few minutes to write the words.

Play track 15. The children listen and repeat. Play track 15 again. The children check their answers.

Ask a volunteer to say all the words in the hard *g* box.

Tell the class to raise their hands if they think a word has been said incorrectly.

Do the same with the other box.

Answers: 1 gull, game, guest, gone 2 engine, giraffe, orange, huge

Activity 3

Tell the class to look at the pictures. Ask what they think the tongue twisters are about. Listen to their ideas.

Play track 16. The children listen and follow.

Read through the words with the class. Explain any unfamiliar language.

Play track 16 again. The children join in.

They may learn these tongue twisters if you wish.

To complete classroom Lesson 5, move on to Use of English, WB p107.

Workbook: Use of English (WB p107)

Read Mrs Swift's speech bubble to the class. Ask a volunteer to read the example sentences. Write them on the board.

Exercise 1

Read about the possessive pronoun.

Ask the question and elicit the answer. The children write: **Mary.**

Ask different children to read out the other possessive pronouns.

Exercise 2

Ask different children to read the sentences.

Tell the children to look back at the first sentence and underline. Ask different children for their answer. Check with the class.

Spelling (PB p117)

Point out Mr Smash's speech bubble. Tell the class to listen and follow in their books. Play track 14. The children listen. Read the example word. The class repeats. Ask a volunteer to read the example sentence.

Activity 1

Read out the rules for the soft *g* sound. Write the words on the board and point out the following letter.

Exercise 3

Go through the example with the class.

Ask a child to read the second sentence. Ask a volunteer to say what the possessive pronoun is. Check that the class agrees. The children write.

Continue with the other sentences.

When the exercise is complete, ask different children to read the sentences using the possessive pronoun in place of the underlined words.

Workbook answers

Exercise 2

1 mine 2 yours 3 his 4 ours 5 theirs 6 hers

Exercise 3

2 hers 3 theirs 4 ours 5 his 6 yours

Workbook: Spelling (WB p106)

Make sure the children understand the tasks. Most of this page should be done by the children working alone. Read, or ask a child to read, the reminder in Mr Smash's speech bubble. Ask a volunteer to read the sentence in the box.

Exercise 1

Remind the class to read the complete words.

Exercise 2

Tell the class that the words they need are on PB page 117. They can look at this to help them order the letters if necessary.

Exercise 3

Remind the class to check the spelling of the words they write with exercise 1.

Workbook answers

Exercise 2

germ, giraffe, engine, giant

Exercise 3

1 page 2 engine 3 giraffes

Grammar Practice Book (GPB p56)

When the children have completed the PB and WB Use of English and Spelling pages, they may complete GPB page 56.

Grammar Practice Book answers

Activity 1

underline: his, hers, theirs, yours, mine, ours;
circle: boy and girl, boy, boy, girl, boy and girl, boy

Activity 2

1 His, Hers 2 Theirs 3 Hers, His 4 Theirs

Use of English



We can use a possessive pronoun to show who owns something. Read the sentence in the box.

Mary was very sad but she decided to work hard.
The hotel was now hers.



1 Read.

hers is a possessive pronoun. It tells us who owned the hotel now.
Who owned the hotel now? _____

These are possessive pronouns:

mine yours his hers ours theirs

2 Read the sentences. Find the possessive pronoun. Underline it.



- This big bag is mine.
- This small bag is yours.
- John said that the ball was his.
- "The ball is ours!" said Peter and Fred angrily.
- The teacher pointed to the boys. "These books are theirs," she said.
- Anna thought the books were hers.

3 Use a possessive pronoun in place of the underlined words.

- Jim said, "This expensive computer is my computer." mine
- Candy said that the new book was her book. _____
- Milly pointed to the boys and said, "That red ball is their ball." _____
- The children said, "This friendly dog is our dog." _____
- Peter said that the red pen was his pen. _____
- Fred said, "This blue pen is your pen." _____

Unit 11 Possessive pronouns

107

Spelling



Remember! The letter g sometimes sounds soft. It sounds like j in jump.

Soldiers were dying because of germs and disease.



1 Write the g in these words. Write the word.

oran_e pa_e umnat ve etable

Now read the words.

2 Arrange the letters. Write the words.



mgre



iragelf



negain



tinag

3 Choose a word on this page to complete these sentences.

- You must use every _____ in your copy book.
- The _____ pulled the train into the station.
- _____ have long necks so they can reach the high leaves.

106

Unit 11 Soft g sound

Lesson 6 Class composition; Writing preparation, Composition practice

Lesson aim Writing

Lesson targets Children:

- write biographic information from notes with teacher support (session 1)
- read notes for independent writing (session 2)
- write biographical information independently (session 2)

Key structure and language from the unit

Vocabulary from the unit

Materials PB p118; WB pp108–109

Time division (session 1)

W-up	Discussion & notes	Writing	Editing, improving
------	--------------------	---------	--------------------

Time division (session 2)

W-up	Writing prep	Composition
------	--------------	-------------

Session 1 Warm-up

Say the tongue twisters from PB page 117.

Class composition

When Mary Seacole went to help in the war she had to build a hotel herself.



1 Read the notes about Mary Seacole during the war. Look at the pictures.



found place for hotel near British Army camp – called it Spring Hill
workmen helped build it – found materials
used: pieces of wood, wooden boxes, metal sheets, old doors, windows from village
hotel had one big room for eating, kitchen, two buildings for sleeping, stable yard
name – the British Hotel – at hotel Mary sold meals, coffee, useful objects
looked after sick people, wounded soldiers



visited wounded soldiers at army camp – men called her 'Mother Seacole'
took food to army camp
helped wounded soldiers at the place of the battle – British and Russian soldiers

2 Write two paragraphs about Mary Seacole during the war. Begin like this:

Mary Seacole found a place for her hotel near the British Army camp.

Class composition (PB p118)

Read Miss Sparkle's speech bubble. If necessary, remind the class about Mary Seacole.

Activity 1

Give the children time to look at the pictures.

Ask a volunteer to read out the notes under each picture.

Activity 2

Explain the task to the class. Ask a volunteer to read the note for the first sentence. Write up the complete first sentence. If you wish, divide the class into small groups or pairs. Tell the children to look at the next note, *called it Spring Hill*. Ask a group to suggest the second sentence. Write it on the board. Ask the other groups if they agree that it is a correct sentence.

Alternatively, work with the whole class together, eliciting sentences from individuals and checking with the rest of the class.

Remind the class if necessary that a sentence expresses a complete idea.

If you wish, elicit or point out that in the notes the subject, pronouns and articles are often left out.

Continue in the same way with the second set of notes for the second paragraph.

When the writing is complete, ask one or two individuals to read the paragraphs to the class. Ask the class whether any changes could be made to improve the paragraphs. *Do they make sense? Is the information clear? Is it all written in complete sentences?*

Make any changes that you and the class agree to. Let one or more volunteers read the paragraphs to the class.

Example class composition

See page 213.

Session 2 Warm-up

Play *Hands up!* using proper nouns. (See Games, p215.)

Lesson 7 Listening

Lesson aim Listening

Lesson targets Children:

- understand the pictures and basic dialogue for a story
- listen to the narrative and complete dialogue for the story
- answer comprehension questions and discuss aspects of the story

Key structure and language from the unit

Vocabulary *without*

Materials PB p119; CD C track 17

Time division

W-up	Pre-listen	Listening	Post-listen	Activities
------	------------	-----------	-------------	------------

Warm-up

Ask the class to tell you what they remember about Part 1. They may look back to PB page 109 if necessary.

Listening

1 Look and read. 2 Look, listen and read. 3 Talk about the story.

Diamond Quest – Part 2

Without the diamond I cannot be Queen.

I can think of only one person.

We'll go to Prince Torgan's castle.

Who has stolen it?

Take Wogan with you!

Look! There it is!

How can we get in?

How beautiful it is!

Keep it safe, my fierce little friend!

Let's get some sleep.

We can do no more tonight.

What will tomorrow bring?

Unit 11 Listening

119

Listening (PB p119)

Activity 1

Read the title of the story and the part number to the class. Give the class a minute or two to look at the whole page. Explain the new word or ask children to look in their Dictionaries.

Ask *Where have the friends decided to go? to look for the diamond (in Prince Torgan's castle)*

Activity 2

Remind the class to follow the pictures, moving on to the next one each time they hear the sound. Play track 17. The children listen and look.

Activity 3

Ask questions to check understanding:

Which friends said they would go to Torgan's castle? Lilia, Banto, Silas

Who are they going to take with them? Wogan

What is Wogan? a large dog

Whose dog is he? Karina's

How did they travel to the castle? They rode horses.

Did they get into the castle? No, they climbed up the side of the tower and looked through a window.

Who did they see through the window? Prince Torgan

What was he doing? looking at the diamond

What did he do with the diamond? He put it in a small bag.

Who was going to look after the bag? the monkey

Where did the friends go to sleep? at the bottom of the tower

When will they try to get the diamond? tomorrow

Ask about the story:

Is the castle going to be easy to get into? Why? / Why not? It will be hard because the walls are high and there are guards at the front.

Ask the discussion questions on the next page.

Suggested homework task

The children complete Check-up 11.

Listening audioscript: Diamond quest – Part 2

Do you remember? King Olaf, the King of Zarula, died. His daughter, Princess Karina was very sad. She asked her friends, Banto and Silas, to bring her the Great Diamond of Zarula from the Golden Tower. Without the Great Diamond she could not be Queen. Banto and Silas went to the Golden Tower but the Great Diamond was gone! Far away in his dark castle Prince Torgan was laughing...

1 Karina: What can we do? Without the diamond I cannot be Queen.

Banto: Who has stolen it? Who?

2 Karina: I can think of only one person. Prince Torgan!

3 Silas: We'll go to Prince Torgan's castle.

Lilia: We'll find the diamond.

Banto: We'll bring it back to you.

Lilia: Don't worry, Karina.

4 *Immediately, Lilia, Banto and Silas jumped on their horses and set off for Prince Torgan's castle. Princess Karina's favourite dog went with them.*

Karina: Take Wogan with you! He'll protect you.

Good luck, my friends! Goodbye!

L, S and B: Goodbye, Karina! Goodbye!

5 *The three friends rode all day, through forests, over rivers, up and down steep and narrow paths. Wogan ran by their side.*

6 *At last, late in the evening, they arrived.*

Lilia: Look! There it is!

7 *In front of them was Prince Torgan's castle, huge, dark and gloomy.*

Silas: There are guards at the door.

Banto: How can we get in?

Lilia: Look up there! There's a light in that window.

Silas: Who is in that room?

Banto: Come on!

8 *The three friends climbed up the tower.*

Banto: Ooh! This is hard!

Silas: Ssh! Be quiet!

Lilia: We're nearly there.

9 *At last they reached the window and – very carefully – looked inside. There was Prince Torgan and he was looking at – the diamond!*

Prince T: How beautiful it is! And it's mine – all mine!

10 Prince T: Come here! Take it! Keep it safe, my fierce little friend!

11 *Lilia, Banto and Silas climbed quietly down the tower.*

Silas: What do we do now?

Banto: We can do no more tonight.

Lilia: Good! I'm tired. Come on! Let's get some sleep.

12 *Back in the forest, they made a fire. Silas and Banto were soon asleep. Lilia sat with Wogan, looking into the flames.*

Lilia: Well, Wogan, what do you think? Prince Torgan said that the diamond was his. Is he right? Or are we going to get it back for Princess Karina? What will tomorrow bring? I wonder ...

Personal response questions

If you wish, let the children discuss answers in pairs or small groups first. Then elicit answers from around the class or from each group in turn.

How do you think the three friends will try to get into the castle?

Children's own ideas.

How would you try to get into the castle?

Children's own ideas.

He/We

12 Saving other people

Lesson 1 Poster 12, Reading

Lesson aim Reading

Lesson targets Children:

- (poster) read about the features of a third person recount
- follow and read the text
- understand the text and answer oral questions about it
- practise reading the text

Key structure *more/less, fewer; the most, the least/fewest*

Key language idiomatic expression

Vocabulary travel in the north

Materials poster 12; PB pp120–121; CD C track 18; WB p112; Dictionary 5

Time division

W-up	Poster	Reading	WB
------	--------	---------	----

Warm-up

Use a world map. Ask volunteers to point out the continents. Ask volunteers to name a country and point to it on the map.

Poster 12

Alaska
People travelled with dogs.

The story gives clear information in simple statements.
Nome is a small town in the north of Alaska.
There is a map to show where the events happened.

The story describes where events happened.

There was a great expanse of frozen sea more than 50 km across.

There is only a little direct speech to make the story interesting.
"I have the medicine!" Ivanoff shouted.

to the north there is snow and ice

Miscellaneous

Text type and vocabulary

- 1 Read the title to the class.
Read the first three sentences to the class. Make sure the children understand that the recount they are going to read is about true events.
- 2 Point out Alaska on the map and make sure the children understand where it is in the world.
- 3 Read out the words and sentences. Make sure the children understand what all these things are.

Text type features

- 4 Read the first sentence. Ask a child to read the sentence from the text. Explain that this recount is written by someone who knows what happened but who did not play an active part in the events.
- 5 Read about the map and explain that it shows where the men and the dogs travelled.
- 6 Read the next sentence and ask a child to read the words below the picture. Point out the adjectives and explain that these details help the reader to imagine the situation.

- 7 Read about direct speech and ask a child to read the line.

Reading (PB pp120–121)

- 1 Give the class time to look at the story and the pictures. Ask the children if they have ever been to a cold, snowy place like this. Ask if they know other work that dogs do apart from pulling a sledge. The children may know that some dogs help farmers and blind people.
- 2 Play track 18. The children listen and follow in their books.
- 3 Explain new words using the Dictionary as necessary.
- 4 Ask questions about each part of the text (see below).
- 5 Ask different children to read a few lines each of the story.
- 6 Play track 18 a final time.

Reading text questions

Where did the events in this recount take place? Alaska, North America

What happened in Nome in January 1925? Some children became ill and died.

Why did the doctor send for medicine? because it was a terrible disease and everyone could die

Why could the plane not take off? because the weather was too bad

How could the medicine be taken to Nome? by dog sledge

How many teams of dogs were in the race? twenty

How long did the relay go on for? four days and nights

When did the medicine arrive at the coast? January 31st

What happened to Henry Ivanoff's team? They ran into a reindeer.

What was the name of Seppala's lead dog? Togo

How far did Togo have to jump across freezing water? 1.5 metres

How old was Balto? three years old

When did the medicine arrive at Nome? the next morning (February 2nd)

Where did Balto live eventually? in a zoo

How many dogs died on the journey? six

How old was Togo when he died? sixteen

12 Saving other people

Reading

The great race of mercy



This is the true story of how twenty mushers and one hundred and fifty dogs saved the lives of 10,000 people in the winter of 1925.

Nome is a small town in the north of Alaska. In January 1925 some children in the town became ill and died. The doctor realised it was a terrible disease. It could quickly infect and kill everybody in the town. Immediately, he sent for medicine. A plane was ready to fly the medicine more than 1,000 km to Nome but the weather was too cold and it could not take off. Only a dog-sledge could take the medicine but everyone asked, "Can the dogs reach Nome in time?"

Twenty teams of husky dogs and mushers ran as a relay. The first team left Nenana on 27 January in a gale and a snowstorm. The dogs raced through the night in -52 C. The next day a new team carried on. The relay continued for four days and nights through thick snow and ice. The newspapers and radio carried the story. They called it The Great Race of Mercy. Everyone wanted the dogs to succeed.



On 31 January the medicine arrived at the coast. The quickest route to Nome was across the bay. It was a vast expanse of frozen sea more than 50 km across. Henry Ivanoff set off with his team but almost at once they ran into a reindeer and got tangled up. Just then Leonard Seppala arrived from the north. He was the most famous and fastest musher. "I have the medicine!" Ivanoff shouted. Seppala took the medicine and turned back towards the north into a raging blizzard.



His lead dog was twelve-year-old Togo. Crossing the frozen sea was the most difficult and dangerous part of the journey. The ice was breaking up. Once, the whole team was stranded on an ice floe. Togo had to jump 1.5 m across freezing water. The harness broke but Togo jumped into the water, took the harness in his mouth and pulled the ice together until it was safe for the rest of the team to jump. They reached the next team on 1st February. The medicine was quickly carried to the last team which was led by Balto.

Balto was not usually a lead dog and he was only three years old. The musher was not sure that Balto had the strength and obedience of a lead dog. Balto led his team bravely all night and they arrived in Nome early next morning. The medicine was safely delivered. The doctor treated his patients and no more people died.



Afterwards Balto was a hero for a few months. Later he was sold and shown around America but he was badly looked after. Eventually he was rescued and lived in a zoo. All the dogs who ran were heroes. Six of them froze to death on the journey. Togo lived to the age of sixteen. All the husky dogs in America today are descendants of Togo and the other brave runners of 1925.

Unit 12 Reading: a true life story

Unit 12 Reading: a true life story

121

Workbook: Study skills (WB p112)

Make sure the children understand the tasks.

Exercise 1

Remind the children to try first and check afterwards.

Exercise 2

The children may wish to do this in pencil first so that they can correct as they work through the list.

Workbook answers

Exercise 1

1 infect 2 immediately 3 route 4 coast 5 blizzard 6 succeeded

Exercise 2

Alaska, blizzard, coast, disease, heroes, husky, ice, medicine, reindeer, route, sled, snowstorm

12 Study skills

Let's have fun with words!



1 Can you remember the missing words? They were all in the Reading text *The great race of mercy*. Complete the words.

- The terrible disease could in _____ many people.
- The doctor sent for medicine imm _____.
- The r _____ to Nome was more than 1,000 km long.
- The sea was frozen at the c _____.
- They went through a terrible b _____.
- The dogs s _____ in delivering the medicine.

Now check the words in your Dictionary.

Were you right?



2 Write the words in *abc* order.

ice	_____	route
reindeer	_____	coast
Alaska	_____	snowstorm
sled	_____	blizzard
disease	_____	medicine
heroes	_____	husky

121

Unit 12 Dictionary skills

Lesson 2 Reading comprehension and vocabulary

Lesson aim Reading comprehension; vocabulary

Lesson targets Children:

- re-read *The great race of mercy*
- match sentence beginnings/endings; give personal responses
- practise vocabulary

Key structure and language from Lesson 1

Vocabulary from Lesson 1

Materials PB p122; WB p113

Time division

W-up	Read again	Comp & vocab	WB
------	------------	--------------	----

Warm-up

Play *Find the word, version 2* with new vocabulary.
(See Games, p215.)

Ask different children to read the sentences beginnings on the left and others to read the endings on the right.

Ask a volunteer to say the complete first sentence. Check with the class. If the children are not sure or disagree, tell them to look back to the text to check. The children write the letter.

Continue with the other sentences.

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

Activity 2

Questions 1 and 2 require the children to give personal responses with reasons.

Question 3 requires the children to use their own knowledge and experience.

If you wish, divide the class into small groups or pairs and let them discuss each question before you ask for responses from around the class.

Remind them to give their reasons for the first two questions.

Answers

3 The children may know that dogs are used in hunting, herding animals and for guiding blind people. They may also know that dogs' sense of smell enables them to find people who are lost and to find objects. Dogs are used in police work all over the world. Talk with your class about all this work if they do not mention it.

Activity 3

Ask different children to read the words on the left and others to read the words on the right.

If you wish, let them work on the matching in pairs. They may use Dictionaries to check the meanings of the new words.


Elicit the answers from different pairs. Other children check their work.

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

Reading comprehension and vocabulary

1 Match the sentence beginnings and endings.

1 Name is a small town	on an ice floe.
2 The doctor realised	it was a terrible disease.
3 Everyone hoped	and no more people died.
4 The quickest route to Nome was	from the north.
5 Just then Leonard Seppala arrived	twelve-year-old Togo.
6 His lead dog was	across the bay.
7 Once the whole team was stranded	in the north of Alaska.
8 The doctor treated his patients	the dogs would succeed.




2 Talk about the answers to these questions.

- 1 Would you like to ride in a dog-sledge? Why or why not?
- 2 Which place do you think is more dangerous, the Arctic or the desert? Why?
- 3 What other animals help people? What do they do?

3 Match the words from the story on the left with their opposite meanings.

1 difficult	easy	a live
2 dangerous		b tiny
3 immediately		c wonderful
4 vast		d easy
5 die		e fail
6 terrible		f thin
7 thick		g later
8 succeed		h safe



A word with the opposite meaning to another word is an antonym.

Unit 12 Reading comprehension and vocabulary: sentence matching; personal response; definitions

Reading comprehension and vocabulary (PB p122)

Read again

Read the text to the class or ask children to read aloud. Alternatively, play track 18 while the children listen and follow in their books.

Activity 1

Tell the children to scan over the sentence beginnings and endings for a moment or two.

Workbook: Reading comprehension and vocabulary (WB p113)

Check the children understand the tasks. They should be able to do these exercises independently. Remind them to have their Dictionaries with them for exercise 2.

Exercises 1 and 2

Point out exercise 1 and remind the class that they must re-read the text before they try to answer exercise 2. Tell the children they should check back with the text if they are not sure of the answer in exercise 2.

Exercise 3

Encourage the children to try to match without looking at the Dictionary first, but remind them to check definitions afterwards if they are not certain of the meanings and make their own corrections.

Workbook answers

Exercise 2

1 b 2 a 3 a 4 b 5 b 6 a 7 a 8 b

Exercise 3

a blizzard b coast c route d expanse e succeed
f realise g immediately h mercy

Reading comprehension and vocabulary

1 Read *The great race of mercy* in your Pupil's Book again.

2 Choose the best word to complete each sentence.



- 1 Nome is a small town in the north of a America b Alaska
- 2 Twenty teams of husky dogs and mushers ran as a a relay b race
- 3 The newspapers and radio carried a the story b the information
- 4 On January 31st the medicine arrived at a the sea b the coast
- 5 The quickest route to Nome was across the a sea b bay
- 6 The medicine was quickly carried to the last team which was led by a Balto b Togo
- 7 Afterwards Balto was a hero for a few a months b years
- 8 Eventually he was rescued and lived in a a park b zoo

3 Write the words next to the correct meanings.

- a very heavy snow falling _____
- b where the land meets the sea _____
- c pathway of a journey _____
- d very large area _____
- e to do something that you planned to _____
- f understand _____
- g at once _____
- h kindness _____

succeed
mercy
realise
immediately
coast
blizzard
expanse
route

Unit 12 Choose the correct ending; definitions

Lesson 3 Grammar

Lesson aim Grammar

Lesson targets Children:

- understand the composition of the key structure
- practise the key structure
- produce the key structure independently

Key structure and language *more than, less than, fewer than, the most, the least, the fewest*

Vocabulary from Lesson 1

Materials PB p123; WB p114; GPB p57

Time division

W-up	Presentation / practice	WB
------	-------------------------	----

Warm-up

Word races. Game 3. Give the children a time limit to think of as many words as they can beginning with *d*. (See Games, p215.)

Activity 2

Talk about the pictures with the class. Ask how many dogs there are in each team. Ask whether the dogs are big or small, and whether they look strong or weak. Ask *What are the sledges carrying?* **passengers and luggage**. (Remind the children if necessary that *luggage* means lots of different bags and suitcases.)

Ask a pair to read out the speech bubbles. Ask if the answer is correct.

Ask a volunteer to say the next question. Elicit the answer. Continue in the same way, helping the class as necessary.

For number 3, you may need to remind them that *strength* means how strong something is.

Answers

1 Team A has more luggage. 2 Team A has fewer passengers. 3 Team B has less strength. 4 Team B has fewer dogs. 5 Team B has less luggage. 6 Team B has more passengers.

Activity 3

Give the children a few moments to look at the pictures. If you wish, ask them to tell you how many trees and houses there are in each one and whether the sun is shining or not. Choose a pair to read the speech bubbles. Write them on the board. Underline *the most* in each sentence or write it in colour. Ask if the statement is true. The children look and check.

Choose a child to ask the next question. Elicit an answer. Write the statement on the board.

For number 3, write the question and answer on the board. Underline *the least* in both sentences.

Do the same with number 4, underlining *the fewest* or writing the words in colour.

Answers

1 Picture B has the most sunshine. 2 Picture A has the most trees. 3 Picture A has the least snow. 4 Picture B has the fewest trees. 5 Picture C has the least sunshine. 6 Picture A has the fewest houses.

Grammar (PB p123)

Activity 1

Ask what is in the picture. Ask *What is happening to the ice?* Ask different children to read out the sentences. Write them on the board. Underline the key structures or write them in colour.

Point out the structures with the plural nouns and the uncountable nouns.

Workbook: Grammar (WB p114)

Make sure the children understand the tasks.

Exercise 1

If necessary, remind them of the structure for countable and uncountable nouns.

The children should be able to complete these sentences independently but if your class needs support, go through the sentences orally before they write.

Exercise 2

Ask about picture 1. *Who has got more cakes, the boy or the girl? the girl.* Go through the example sentence with the class.

Ask questions about the other two pictures to prepare the class, e.g. *Who has got more juice, the boy or the girl? Who has got more sweets, the boy or the girl?* The children then write the answers independently. Alternatively, elicit the correct answers orally before the children write.

Exercise 3

Remind the children to read the complete sentence carefully before answering. They should be able to complete this task independently.

Workbook answers

Exercise 1

1 fewer 2 less 3 less 4 less 5 fewer 6 less

Exercise 2

2 The boy has more juice than the girl. 3 The girl has more sweets than the boy.

Exercise 3

1 the most 2 the fewest 3 the least 4 the most
5 the fewest 6 the least

Grammar Practice Book (GPB p57)

When the children have completed the PB and WB Grammar pages, they may complete GPB page 57.

Grammar Practice Book answers

Activity 1

2 Sea Road 3 Green Street 4 Green Street 5 Central Avenue 6 Central Avenue

Activity 2

2 the most 3 the least 4 the most 5 more 6 fewer

Grammar

Guess what? More grammar!



1 Complete the sentences with *fewer* or *less*.

- 1 Today there are _____ children in our class.
- 2 Can I have _____ ice in my orange juice, please?
- 3 We have had _____ rain this year than last year.
- 4 This test is easier but we have _____ time to do it.
- 5 _____ boys than girls are interested in ballet.
- 6 The baker sells _____ bread these days.

2 Make sentences with *more than*.

1



The girl has more cakes than the boy.

2



3



3 Complete the sentences with the correct word in the brackets.

- 1 We always have _____ sunshine in August. (the most / the fewest)
- 2 Meg always has _____ mistakes in her work. (the fewest / the least)
- 3 Of all the boys Bertie made _____ noise. (the fewest / the least)
- 4 Of all the girls Susie ate _____ sweets. (the most / the least)
- 5 Freddie had _____ books on his desk. (the fewest / the least)
- 6 Molly had _____ money to spend at the mall. (the fewest / the least)

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Unit 12 more than, less than, fewer than; the most, the least, the fewest

Lesson 4 Grammar in conversation

- Lesson aim Grammar in conversation
- Lesson targets Children:
- listen to a conversation
 - think of their own ideas for a similar conversation
 - hold a short conversation in pairs

Key language useful phrases from the book

Key vocabulary holiday plans

Materials PB p124, CD C track 19; WB p115; GPB p58

Time division

W-up	Dialogue	Indiv prep	Pair/class speaking	WB
------	----------	------------	---------------------	----

Warm-up

The children choose a favourite song to sing.

Grammar in conversation (PB p124)

Activity 1

Read, or ask different children to read, the phrases in the box.

The children work in pairs. Tell them to choose a phrase they both recognise and to think of what either one or both of them could say that uses the phrase.

Tell them to do this with as many phrases as they can.

Give them a few minutes to do this then ask volunteers to say sentences using the phrases.

Activity 2

Ask *What are the children talking about? holidays, the summer, the beach*

Play track 19 while the children listen and follow in their books.

Activity 3

Give the children a minute or two to write down things they are going to do during the holidays.

Activity 4

The children talk in small groups or pairs. Encourage them to talk as much as they can without referring to notes or reading sentences from their book.

Go around listening to them as they speak.

Ask one or two groups to speak while the class listens.

Grammar in conversation

1 Look at the useful phrases. How many can you use? Work with a friend.

Useful phrases

Well, ... Really? Wow! That sounds nice / brilliant / fantastic. Lucky you!
How about you? What about you? Poor you! Oh dear ... Don't worry!
Never mind! Nonsense! ... I'm afraid. Maybe The trouble is ... Anyway

2 Listen and read.

Ken: What are you going to do in the holidays?
Daisy: Well, I'm going to the seaside.
My aunt has a house right on the beach.
Ken: Wow! That sounds fantastic. Lucky you!
Daisy: How about you? What are you going to do?
Ken: Nothing. I'm going to stay at home.
Daisy: Oh dear.
Ken: The trouble is my dad's very busy and he can't get away.
Daisy: Well, never mind.
Ken: It's going to be so boring.
Daisy: Nonsense! You'll have a good time.
Ken: Maybe ...
Daisy: Anyway, I must go. Mum's waiting for me.
Ken: OK. Bye!



3 Think about it!

What are you going to do in the holidays? Make notes.

4 Let's talk!

What are you going to do in the holidays?

Well, ...



Workbook: Grammar in conversation (WB p115)

Make sure the children understand the task.

Exercise 1

Explain that these are all different statements. The children must choose a good response from the box. Tell them to choose a different response for each statement.

Remind them to read all the speech bubbles before they start to write.

Explain that there is more than one possibility for most answers. The choice of answer depends on what the second person thinks of what the first person said.

If possible, check answers by asking different pairs to read out the statements/question and the reply.

Workbook answers

(Where there is a more likely answer it is given in bold but the others are also possible. For number 2 all the given answers are equally valid.)

- 1 Oh dear ... Don't worry! Never mind! Really?
- 2 Lucky you! Wow! Really? That sounds nice/brilliant/fantastic.
- 3 Nonsense! Really? Wow!
- 4 Poor you! Oh dear...
- 5 Well ...

Grammar Practice Book (GPB p58)

When the children have completed the PB and WB Grammar in conversation pages, they may complete GPB page 58.

Grammar Practice Book answers

Activity 1

1 b 2 c 3 a 4 f 5 d 6 e

Activity 2






2 Don't worry. 3 Maybe. 4 Poor you! 5 Brilliant!
6 Oh dear!

Grammar in conversation.

1 Look at these phrases.

Really?	Wow!	That sounds nice / brilliant / fantastic.	
Lucky you!	Poor you!	Oh dear...	Well...
Don't worry!	Never mind!	Nonsense!	

Now choose good phrases to respond to the following statements.

- 1  I've forgotten to do my homework.
- 2  I'm going to America for a holiday.
- 3  Cats can speak! I read it in a magazine.
- 4  I've got the most terrible toothache.
- 5  Can I borrow some money from you?

Unit 12 Useful phrases round-up

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Lesson 5 Spelling, Use of English

Lesson aim Spelling; song; Use of English

Lesson targets Children:

- listen to pronunciation of words with silent letters
- practise spelling and writing words
- understand and sing a short song

Target words *knew, knife, knee, know, kneel, wreck, wrap, write, wrong, lamb, climb, comb, thumb*

Materials PB p125; CD C tracks 20–27; WB pp116–117; GPB p59

Time division

W-up	Spelling	Song	Use of English	WB
------	----------	------	----------------	----

Warm-up

Play *Spelling challenge* in teams. (See Games, p215.)

Spelling

Some words begin with silent letters.
We cannot hear the silent letters when we say the words.

knew
The doctor **knew** he needed more medicine.
We cannot hear the **k** in **knew**.

1 Read these words. Check the meanings.
Listen and say the words.

wrapped
The musher **wrapped** blankets round his dogs.
We cannot hear the **w** in **wrapped**.

2 Read these words. Check the meanings.
Listen and say the words.

Some words end with a silent **b**.

climb
In the great race, the dogs had to **climb** hills.
We cannot hear the **b** at the end of **climb**.

3 Read these words. Check the meanings.
Listen and say the words.

4 Listen and sing.

The sun is shining.
The sky is blue.
Are we nearly there yet?
I love driving in the car with you
But are we nearly there yet, please?

Where's the sand?
Where's the sea?
Are we nearly there yet?
A golden beach is waiting for me.
Are we nearly there yet, please?

Unit 12 Spelling: silent letters k, w, b

Activity 2

The class reads all the words. Check understanding of *wreck* (v.) **to damage something so badly that it cannot be repaired**; wreck (n.) **a damaged ship that can never be repaired**.

Play track 23. The children listen and repeat.
Point out Mrs Swift's speech bubble and the box. Play track 24. The children listen and follow. Proceed as for the first box.

Activity 3

The class reads all the words. They should be familiar with these meanings but check understanding.
Play track 25. The children listen and repeat.

Activity 4

Tell the class to look at the picture. Ask what they think the song is about. Listen to their ideas.
Play track 26. The children listen and follow.
Read through the words with the class. Explain any unfamiliar language.
Play track 26 again. The children join in.
Play track 27. The children sing along with the music by themselves.
They may learn this song if you wish.

To complete classroom Lesson 5, move on to Use of English, WB p117.

Workbook: Use of English (WB p117)

Read Mr Smash's speech bubble to the class. Ask a volunteer to read the example sentence. Write it on the board.

Spelling (PB p125)

Point out Mr Smash's speech bubble and the first box. Tell the class to listen and follow in their books. Play track 20. The children listen. Write *knew* on the board. Ask a volunteer to circle the silent letter. The class reads the word.

Activity 1

The class reads all the words together.
Check that they understand the meanings of all the words: the children may not know *kneel to go down on both knees*.
Play track 21. The children listen and repeat.
Point out the next box. Play track 22 and proceed as for the first box.

Exercises 1–4

Ask different children to read out the phrases in exercise 1. Ask volunteers to say which is the collective noun in each phrase. The children underline.
In exercise 2, ask what animals/objects/people are in each picture. The children write the phrases.
Ask children to read out the words in exercise 3. Give them a time limit to circle collective nouns. Read out each word. Ask the children to put their hands up if they think it is a collective noun. The children correct their own work.
Give the children a time limit to write the complete phrases in exercise 4.

Workbook answers

Exercise 1

1 team 2 bunch 3 herd 4 shoal 5 pack 6 flock

Exercise 2

1 a pack of wolves 2 a herd of cows 3 a flock of birds 4 a bunch of flowers 5 a shoal of fish 6 a team of footballers

Exercise 3

bunch, team, pack, flock, herd, shoal

Exercise 4

1 a flock of birds 2 a herd of cows 3 a team of footballers 4 a pack of wolves 5 a bunch of flowers 6 a shoal of fish

Workbook: Spelling (WB p116)

Make sure the children understand the tasks. Most of this page should be done by the children working alone. Read, or ask a child to read, the reminder in Mrs Swift's speech bubble.

Exercise 1

If necessary, remind the class of the silent letters they studied: *k*, *w* and *b*.

Exercises 2, 3 and 4

The children write the words. Tell them to try first then to check carefully with words on the page or in the PB.

Workbook answers

Exercise 1

1 knew 2 wrapped 3 climb 4 wrong

Exercise 2

1 wreck 2 knee 3 knife 4 write 5 kneels

Exercise 3

lamb, comb, thumb

Exercise 4

1 knee 2 wrong 3 knife 4 lamb

Grammar Practice Book (GPB p59)

When the children have completed the PB and WB Use of English and Spelling pages, they may complete GPB page 59.

Grammar Practice Book answers

Activity 1

bunch, team, pack, flock, herd, shoal

Activities 2 and 3

1 pack 2 flock 3 herd 4 team 5 shoal 6 bunch

Use of English



A collective noun is a group of people, animals or things.

The dog-sledge passed a herd of reindeer.



1 Read the phrases. Underline the collective noun.

- 1 a team of footballers 2 a bunch of flowers 3 a herd of cows
4 a shoal of fish 5 a pack of wolves 6 a flock of birds

2 Match the phrases in exercise 1 with the pictures. Write the phrases.



3 Read the words. Circle the words that are collective nouns.

- hat bunch house train team pack
flock bird herd wolf flowers shoal

4 Match and write the collective noun phrase.

- pack birds 1 _____
bunch cows 2 _____
flock footballers 3 _____
herd wolves 4 a pack of wolves
shoal flowers 5 _____
team fish 6 _____

Unit 12 Collective nouns

Spelling

Some words begin with silent letters. We cannot hear the silent letters when we say the words.



1 Read. Underline the words with a silent letter. Circle the letter.



- 1 The doctor knew he needed more medicine.
2 The musher wrapped blankets round his dogs.



- 3 On the great race, the dogs had to climb hills.
4 Fred's sums are often wrong.



2 Write the words under the correct picture.

- kneel write knee knife wreck



3 Write the words.



m a b l

o b m c

m h b u t

4 Write the correct word in the space.

- 1 Sam fell down and hurt his _____.
2 The opposite of right is _____.
3 Be careful when you use a sharp _____.
4 A baby sheep is called a _____.



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Unit 12 Silent letters *k*, *w*, *b*

Lesson 6 Class composition; Writing preparation, Composition practice

Lesson aim Writing

Lesson targets Children:

- write part of a true life story from notes with teacher support (session 1)
- read and understand notes for independent writing (session 2)
- complete a true life story from notes independently (session 2)

Key structure and language from the unit

Vocabulary from the unit

Materials PB p126; WB pp118–119

Time division (session 1)

W-up	Discussion & notes	Writing	Editing, improving
------	--------------------	---------	--------------------

Time division (session 2)

W-up	Writing prep	Composition
------	--------------	-------------

Session 1 Warm-up

Sing the song from PB page 125.

Class composition

Look at what happened when Balto was leading the team.
The driver of Balto's team was Gunaar Kaarson.

- 1 Talk about the pictures. Make sentences.
Use the notes to help you. Use your own ideas, too.



1 dogs running fast
— prowling so hard that Kaarson

2 Balto — led — brave
— strong — blizzard

3 suddenly the scene blew



4 sledge — turned over — medicine fell

5 Kaarson — turned right way up
— dogs waited

6 horrified — medicine gone



7 searched — bare hands

8 found

9 Balto led again
— last part of journey to ...

- 2 Write this part of the story.

- Write clear information.
- Describe the setting of the events.
- Explain what happened in simple statements.



Remember!
Use a little direct
speech in your story.

Unit 12 Class composition: writing a true story from notes

Class composition (PB p126)

Read Superboots' speech bubble. Remind the class of the true life story that they read. If you wish, tell them to look back at PB pages 120–121 to remind them of the events.

Activity 1

Give the class a minute or two to look at all the pictures and to read the notes under each one.

Ask the children to look at the first picture and notes. Elicit sentences about the picture.

Remind the class to use both the picture and the notes to help them tell the story.

Continue in the same way with the other pictures.

Activity 2

Go through the task with the class. Remind them to include interesting detail in their sentences.

Read Miss Sparkle's speech bubble. Remind the class that a little direct speech makes the story more interesting and exciting.

Elicit sentences from the class. Encourage them to improve them as you write. Remind them that adjectives and adverbs can help the reader to imagine the scene more clearly.

When the writing is complete, ask the class whether any changes could be made to improve the story. *Does it make sense? Is it interesting? Should there be more adjectives and adverbs? Are there any better verbs?*

Make any changes that you and the class agree to. Let one or more volunteers read the story to the class.

Example class composition

See page 213.

Session 2 Warm-up

Let the class choose a favourite game.

Lesson 7 Listening

Lesson aim Listening

Lesson targets Children:

- understand the pictures and basic dialogue for a story
- listen to the narrative and complete dialogue for the story
- answer comprehension questions and discuss aspects of the story

Key structure and language from the unit

Vocabulary from this and previous units

Materials PB p127; CD C track 28

Time division

W-up	Pre-listen	Listening	Post-listen	Activities
------	------------	-----------	-------------	------------

Warm-up

Ask the class to tell you what they can remember from Part 2. They may look back to PB page 119 if necessary.

Listening (PB p127)

Activity 1

Read the title of the story and the part number to the class. Give the class a minute or two to look at the whole page.

Ask *What is the setting for this part of the story?* **the forest, a lake**

Activity 2

Tell the class to follow the story, moving on to the next picture when they hear the sound

Play track 28. The children listen and look.

Activity 3

Ask questions to check understanding:

What was the prince doing early in the morning? **He was hunting.**

Did the friends need to get into the castle? **No, because the monkey was carrying the diamond in the small bag.**

What happened to the monkey? **It fell off its horse.**

What did it do then? **It swung through the trees.**

Where did it go? **onto a high rock**

What was it holding? **the diamond**

What did it do with the diamond? **dropped it into the lake**

What did Lilia do? **dived into the lake**

Did she find the bag with the diamond? **Yes, she did.**

Where was Lilia when she came out of the water? **in a cave**

What was in the cave? **treasure**

Whose was it? **King Olaf's**

Who had stolen it? **Prince Torgan**

Ask about the story:

What did the friends do with the treasure? **took it to Karina**

Why is Prince Torgan not happy? **He has lost the treasure and the diamond, and he is not the King.**

Ask some inferential questions (see next page).

Suggested homework task

The children complete Check-up 12.

Listening

1 Look and read. 2 Look, listen and read. 3 Talk about the story.

Diamond Quest – Part 3



Unit 12 Listening

127

Listening audioscript: Diamond quest – Part 3

Do you remember? Prince Torgan stole the Great Diamond of Zarula from Princess Karina's castle. Without the diamond Princess Karina could not become Queen. Lilia, Silas and Banto – and Wogan, Princess Karina's dog – travelled to Prince Torgan's castle. They climbed the tower and looked through the window. They saw Prince Torgan and he was holding the diamond. They climbed down the tower, went back into the forest and slept.

1 Silas: Oh! What was that?

Banto: What's that terrible noise?

2 Lilia: It's Prince Torgan. He's hunting.

3 *The three friends jumped on their horses.*

Banto: Quick! Quick!

Silas: After them!

Lilia: Now's our chance!

They raced through the forest.

4 *In front of them they saw the monkey on his little pony. Suddenly the pony fell down and the monkey fell off its back.*

5 *The monkey was swinging away through the trees. There were fewer trees in this part of the forest so it was easy for the three friends to follow the monkey on their horses.*

Lilia: There he goes!

Silas: After him!

Banto: Quick! Quick!

6 *Suddenly there were no more trees and the three friends found themselves on a high rock above a lake. The monkey was standing on the edge of the rock. The bag with the diamond was in his hand.*

Banto: What's he doing?

Silas: Don't drop the bag!

L, S and B: NO!!!

The bag dropped from the monkey's hand and dropped down, down, down into the water below.

7 *Immediately Lilia dived off the high rock.*

Silas: Lilia! Be careful!

Banto: No!

Down she went into the icy water of the lake. Lilia was a good swimmer. She swam with her eyes open, looking for the bag. And she found it!

8 *Lilia came up out of the water. Where was she?*

Lilia: Oh! I'm in a cave.

Yes. Lilia was in a big, dark, gloomy cave. A little sunlight was coming in from the roof and the light fell on something – something shiny and bright.

Lilia: What's this? Is it treasure? "King Olaf's gold. King Olaf's jewels. King Olaf's crowns." Well, well, well ... Prince Torgan didn't just take the diamond. He took a lot more.

9 *There were steps in the rock in the side of the cave. Lilia ran up them quickly.*

10 *Suddenly Lilia was on the high rock above the lake and there were Silas, Banto and Wogan. They were very pleased to see her.*

Silas: There you are!

Banto: We were so worried about you.

Wogan: Woof! Woof!

Lilia: Look I've got the diamond. And there's a cave down there full of treasure – King Olaf's treasure.

11 *The next day Lilia, Silas, Banto and Wogan arrived back at the white castle. Princess Karina was waving to them from the balcony.*

Karina: Welcome home! Welcome home!

Silas: We've got the diamond!

Banto: And treasure, too!

12 *A few days later Princess Karina became Queen Karina of Zarula. The happy crowds clapped and cheered! But there was one person who was not happy. In his dark castle far away Prince Torgan was thinking and planning.*

Prince Torgan: I'll get my revenge. Just wait and see!

Inferential and deductive questions

If you wish, ask the children to discuss their answers in pairs or small groups first. Then elicit answers from around the class or from each group.

*Why did the monkey drop the diamond into the lake?
because it did not want the people to get the diamond*

Is Prince Torgan a bad person? Why? / Why not?

Children's own answers

What do you think Prince Torgan is planning to do?

Children's own answers

Optional

Children act the story using the play script.

Revision 6

Revision 6; Listening skills round-up 6; Project 6

Aim Revision

Targets Children:

- listen to a story with key language and vocabulary from Units 11 and 12
- practise listening skills
- prepare for a biographical writing project

Materials PB pp128–129, p135; CD C tracks 29–30

Work on the revision, project, portfolio and diploma sections may take one or more lessons. Projects can be completed at home.

Warm-up

Choose a poem, song or game that the children have enjoyed. Alternatively, choose a new game from the list starting on page 214.

Revision 6 (PB p128)

Read the title. Give the children time to look at the pictures.

Ask *When she was young, did Florence Nightingale learn at home or in a school? in a school*

Do you think she came from a rich family or a poor family? Children should be able to work out from the pictures that she came from a rich family.

When she was older, did she live in the city or the country? *in the city*

When she was a grown-up, where did she work? *in a hospital*

Play track 29. The children listen and follow in their books.

All of the language should be familiar to the children. Check understanding of any words or phrases that might be less well known.

Ask questions about the story:

Who said that Florence was a clever girl? *her teacher*

What did she learn when she was young? *Maths*

Where did Florence see poor people? *in the city streets*

What did Florence tell her parents about the poor people? *She told them that they needed help.*

What did Florence think was the reason that more people were ill? *Their homes were dirty.*

What did Florence want to be? *a nurse*

What did her father want her to do? *marry and stay at home*

What did her father do in the end? *He let her become a nurse.*

What were her hospitals like? *always clean*

What did she tell her nurses? *Fewer people died when everything was washed well.*

If you wish, play track 29 again and/or choose children to read out the story.

Listening skills round-up 6 (PB p129)

Activity 1

Give the children a moment to look at the picture. Read out the words around the picture and the questions below.

Ask a pair to read the speech bubbles.

Encourage the class to suggest something for each word or phrase.

Revision 6

1 Listen and read. 2 Talk about the story. 3 Act it.

Florence is a clever girl.



When Florence was young, she learned Maths. Her teacher said that Florence was a clever girl.

More people are ill because their homes are dirty.



Florence met an important man. She told him that more people were ill because their homes were dirty.

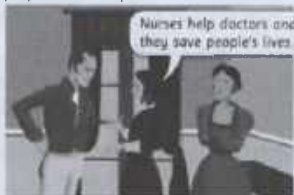
Ladies have to marry and stay at home.



Florence's father told her that ladies had to marry and stay at home. Later he let Florence become a nurse.



When she was older, she saw many poor people. She told her parents that the poor people needed help.



Florence wanted to be a nurse. She told her father that nurses helped doctors and they saved people's lives.



Her hospitals were always clean. She told her nurses that fewer people died when everything was washed well.

Revision 6

Listening

1 Look, read and say.

Mecca Morocco
twenty-eight years
the Sahara desert



Sultan
Iran Turkey
Ibn Juzayy

What does this information tell you about Ibn Batuta? Can you guess?

Talk about it like this:

I think he was born in Morocco.

Perhaps Ibn Juzayy was a friend of his.

2 Listen and answer these questions.

- 1 Was Ibn Batuta a traveller or a writer?
- 2 Look at these scenes from his life. What can you say about them?



3 Listen again and write T (true) or F (false).

- 1 Ibn Batuta was born in Morocco. ____
- 2 He was not a good student. ____
- 3 After his visit to Mecca he went home. ____
- 4 After he had been to Russia, he travelled to India. ____
- 5 He stayed in China for a short time. ____
- 6 His first journey lasted twenty-eight years. ____
- 7 He did not travel in Africa. ____
- 8 Ibn Juzayy wrote down his stories. ____
- 9 During his life he travelled more than 120,000 kilometres. ____
- 10 He died at the age of 68. ____

4 Talk about it.

Work in pairs. One of you is Ibn Batuta.
The other is Ibn Juzayy. Talk about Ibn Batuta's travels.

Now you can do the
project on page 135

Predicting; listening for gist and detail

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Audioscript, PB p129, Activities 2 and 3

Ibn Batuta was born in Morocco in 1304. He was a clever boy and he studied very hard at school.

When he was 21 he decided to leave Morocco and go on a journey to Mecca. After this journey he did not return home but travelled further to Iran and Turkey. He was very interested in the people and places that he saw.

He travelled north to Russia but the weather became so bad that he had to return south again. He travelled over the mountains to Northern India, where he worked for the Sultan for eight years. Then the Sultan asked Ibn Batuta to go to China. He planned to travel by ship but there was a terrible storm and his ship sank. Ibn Batuta lost almost everything in that storm. Finally he arrived in China and he stayed there for six years. Then he returned home to Morocco. He had been away for 28 years!

He was not happy in Morocco. After only a few days he knew that he wanted to travel again. This time he went to Spain and then to Africa. He crossed the Sahara desert and visited West Africa. When he returned to Morocco, he worked with a young man called Ibn Juzayy, who was a writer. Ibn Batuta spoke about his wonderful journeys and Ibn Juzayy wrote it all down. It took three years to write down all his stories.

Ibn Batuta was one of the greatest travellers in the history of the world. He always said that he did not want to travel along the same road twice. On his journeys he travelled more than 120,000 kilometres. After a fascinating life, Ibn Batuta died in 1368.

Activity 2

Tell the children they are going to hear about Ibn Batuta. Read the questions and point out the pictures. Tell the children they will hear about these events.

Play track 30.

Ask the children to say as much as they can about the three scenes. Prompt them with questions as necessary.

Activity 3

Play track 30 again. The children write.

Play it again for them to check if necessary

Answers: 1 T 2 F 3 F 4 T 5 F 6 T 7 F 8 T
9 T 10 F

Activity 4

The children playing Ibn Juzayy ask their partners playing Ibn Batuta about their travels. Remind these children to answer in the first person.

Project 6: A biography (PB p135)

Explain Project 6 to the children in the lesson. They may then complete Portfolio 6 and Diploma 6 in their Workbooks (see next page). Very able children may complete these tasks quite quickly and so can then begin Project 6 in class. Other children may need more time to complete the Portfolio and Diploma pages. All children may complete Project 6 for homework.

Activity 1

The children may already know of people who interest them. If other children find it hard to come up with ideas, list famous people the class can think of, remind the class of some yourself or tell them to look in the library.

Activity 2

Make sure the children understand that they must write about the person's life from birth and tell events in their life in the order they happened up to the present or until the person died.

Activity 3

Encourage the children to find or draw illustrations. If you wish, this project may be included in the children's portfolio of written work.

Portfolio and Diploma 6: Units 11 and 12

Portfolio 6 (WB p139)

Portfolio 6: Units 11 and 12

Tick the boxes when you are confident about the task. You can tick in any order.

Grammar

✓ I can say what someone said. ☐
Those animals are amazing.
She said that those animals were amazing.

✓ I can use *more than*, *fewer than* and *less than*. ☐
Mary Seacole travelled in more than twenty countries.
Fewer than a hundred nurses went to help the injured men.
After the war, Mary Seacole had less money than before.

✓ I can use *the most*, *the fewest* and *the least*. ☐
A hot desert has the most sunlight, the fewest animals and the least water.

Reading and understanding

✓ I have read and understood:
a biography *Mary Seacole* ☐
a true life story *The great race of mercy* ☐

Vocabulary

✓ I know all the key words in: Unit 11 ☐ Unit 12 ☐

Spelling

✓ I can read and spell:
words with the soft g sound: germ orange page gymnast vegetable engine
giraffe giant
words with silent letters, k, w, l: kneel knee knife write wreck wrap wrong
climb lamb comb thumb

Diploma 6 (WB p140)

English World 5 Diploma 6: Units 11 and 12

That bridge is very old.

1 Report the speech.

2 Complete the sentences. Use *more than*, *fewer than* or *less than*.
Fred is _____ ten years old. I think he's twelve.
There used to be twenty shops in the town. Now there are _____ than ten.
The jug of juice was full this morning. Now there is _____ half a jug of juice.

3 Complete the sentences. Use *the most*, *the fewest* or *the least*.
"This is not fair," said Fred. "I've got _____ ice cream."
"I've got _____ biscuits," complained Anna.
"I'm happy," said Sam. "I've got _____ biscuits!"

4 Answer the questions.
Mary Seacole: Where was Mary Seacole born? _____
The great race of mercy: In which year did the race happen? _____

5 Choose the correct word.
gale storm germ
A very strong wind is a _____

6 Write the word.

6

When the children have completed all the work in Units 11 and 12 they turn to page 139 in their WB.

This page allows the children to make their own assessment of what they have learned in Units 11 and 12.

Grammar

The children tick the boxes when they are confident of the tenses and structures.

Explain that this means all the work they have done, not just the sentences on this page.

Reading and understanding

The children should listen again and follow in their books.
Encourage them to read the texts aloud several times.
Remind them to check words they are unsure of.

Vocabulary

The children tick only when they are confident that they know the key words in each unit.

Spelling

The children tick the boxes when they can read and spell the words accurately.

Check through the completed Portfolio page with each child.
Tell children who are not entirely confident to revise the parts they are less certain of. They should use pages 19–22 of the Dictionary to help them learn and revise vocabulary.

When the children are confident with all the elements of the work on page 139, they may complete the Diploma page.

This contains a representative task from each field of work. This page is not a formal test. The children should complete it in their own time, working carefully and steadily.

The children receive a sticker for each task completed and one more when they have finished the page.

These pages may be taken out of the Workbook and kept in the children's individual portfolios of work along with a few examples of their best work from Units 11 and 12.

Completed Diploma page

- 1 He said that that bridge was very old.
- 2 more than, fewer than, less than
- 3 the least, the fewest, the most, the most
- 4 *Mary Seacole:* Jamaica
The great race of mercy: 1925
- 5 gale
- 6 engine, giraffe, knife, write, thumb

Answers to Check-ups 11, 12; Example writing Units 11, 12

Check-up 11 (PB 110–111)

Exercise 1

1 Archie said that football was great. 2 The girls said that Maths was hard. 3 Sally said that boys were noisy. 4 The parrot said that cats were dangerous. 5 The man said that the castle was old. 6 The girl said that monsters were scary.

Exercise 2

2 flew 3 crossed 4 came 5 could

Exercise 5 (example answer)

Dad was carrying a big box. He said that it was a present for Mum. He said it was a big frog. Beth and Jimmy were surprised. Beth said that Mum hated frogs. She said that Jimmy hated them too. Dad laughed. He said that it was not real. He said it was for the pond in the garden. When mum saw the frog she said it was lovely.

Check-up 12 (PB 120–121)

Exercise 1

1 The girl has got more books than the boy. 2 The man has got more luggage than the woman. 3 The boy has got more balloons than the girl.

Exercise 2

1 less 2 fewer 3 fewer 4 less 5 fewer 6 less

Exercise 3

1 the fewest 2 the least 3 the most 4 the most 5 the most 6 the fewest

Exercise 6 (example answer)

Coco had one cake. Jojo had three cakes. Bobo had four cakes. Coco had the fewest cakes. Bobo had more cakes than Jojo. Jojo took a cake from Bobo's plate. Bobo was angry. He had fewer cakes than Jojo. Bobo and Jojo started to argue. While they were arguing, Coco took all their cakes. Coco had the most cakes. Coco ate all the cakes.

Example writing

This level of writing could be expected from a confident class. Classes may produce simpler sentences but still produce sensible, interesting work.

Unit 11 Class composition (example writing)

Mary Seacole found a place for her hotel near the British Army camp. She called it Spring Hill. Lots of workmen helped her to build it. They found materials nearby. They used pieces of wood, wooden boxes, metal sheets, old doors and old windows from the village. The hotel had one big room for eating. It had a kitchen, two buildings for sleeping in and a stable yard.

Mary Seacole called it the British Hotel. At the hotel she sold meals, coffee and useful objects. She looked after sick people and wounded soldiers at the hotel. She visited wounded soldiers at the army camp. The men called her 'Mother Seacole'. She took food to the army camp. She helped wounded soldiers at the place where the battle was happening. She helped British soldiers and she helped Russian soldiers, too.

Unit 12 Class composition (example writing)

Kaarson and the dog team travelled across the deep snow. The sky was grey and it was nearly dark. The dogs were running very fast. It was snowing so hard that Kaarson could not see them very well. Balto was leading the dog team. He ran bravely and strongly through the blizzard. Suddenly the gale blew very hard. It blew so hard that the sledge turned over. Kaarson fell into the snow and the medicine fell into the snow, too. Kaarson turned the sledge the right way up while the dogs waited quietly. Kaarson was horrified. The medicine was gone. "I must find the medicine," Kaarson said. He searched in the snow with his bare hands. He found the medicine. He got onto the sledge and Balto led the team again on the last part of the journey to Nome.

Games

Class games

Memory game

Begin the game by saying this sentence beginning: *I'm going to the market and I'm going to buy a ...* then say an object, e.g. *a hat*.

The next player says the same beginning, the object and adds their own object: *I'm going to the market and I'm going to buy a hat and an apple*. The next player repeats and adds another object: *I'm going to the market and I'm going to buy a hat, an apple and a CD*.

Continue in the same way with each player repeating the sentence beginning, saying all the objects and adding another. The game goes on until someone cannot remember all the objects correctly. Then start the game again.

Variations:

- The first person says an object beginning with *a*, the next players add objects beginning with *b*, *c*, *d*, etc.
- Only one type of object is named, e.g. animals, food, things for the house, etc.
- Players say the colour of the object as well, e.g. *a red car*, *a yellow banana*, etc.

Adverb game

Write some adverbs on cards, e.g. *quickly, slowly, quietly, noisily, happily, sadly, angrily, carefully, tiredly, nervously*. Write the words on the board.

Choose a volunteer to take a card, read it and give it back to you.

Give a simple instruction e.g. *clean the board*. The child must do the action in the manner of the adverb that was on the card. The other children watch and try to guess what the adverb was. Give two or three more instructions until the class guesses the word.

Choose suitable actions for your class and classroom, e.g. *walk to the window, open the door, close the door, pick up the book/pencil/paper, stand on one leg, turn around, clap your hands, etc.*

Word chain

Divide the class into two teams. A child from team A writes a word on the board, e.g. *dog*. A child from team B must write a word beginning with the last letter of the word, e.g. *grass*. Team A must add a word beginning with *s*.

Continue in the same way until the chain is the width of the board,

e.g. *dog green nine engine elephant train, etc.*

If you wish, give them a time limit in which to think of the next word.

Word storm

The children work in pairs or small groups. Given them a time limit to think of as many words as they can that are connected to a particular place or object, e.g. mountain: *high, snow, steep, rocky, ravine, glacier, waterfall, boulder, stream, etc.*

Other groups could be: animals, city, ocean.

Rhyming words

Version 1:

Think of pairs of rhyming words that have the same spelling pattern, e.g.

goat, coat; down, down; snail, tail; house, mouse, etc.

Write the words in scattered order on the board. The children tell you the matching pairs.

Version 2:

Play in teams.

Say a word. The first team to say a rhyming word wins a point. Give them simple words that are easy to rhyme, e.g. *sea, blue, hat, play, etc.*

Question game

Play in two teams.

Teams take turns to ask questions using any question word. They can make up any question they like, easy or difficult, e.g. *What day is it today? Who is our Maths teacher? What is our next lesson? What is the capital city of France?*

The other team answers the question for one point and asks the next question.

Teams must know answers to their own questions. If the other team cannot answer, the team that asked the question must say the correct answer or lose a point.

You may wish to give teams a time limit of 5 or 10 seconds for asking the next question.

Team sentences

Play in small groups.

Give the class a word. The first child to use it in a correct sentence wins a point for his or her team. If the sentence is incorrect, the rest of the team can try to correct it. If they cannot, another team can correct it for one point.

What's the object?

Play with the whole class or in teams scoring points.

Describe an object in clear, simple statements, e.g. *It's wooden, it has a sail. It goes on the sea.* Children guess: **a boat** (or ship).

Hands up!

Choose a word class and write it on the board, e.g. possessive adjective, possessive pronoun, verb, noun, etc. Read a text or several sentences. The children raise their hands when they hear a word belonging to the word class written on the board.

Simon says

Write a list of instructions for actions the class can do in your classroom, e.g. *stand up, turn around, sit down, clap your hands, count to three, say "Hello", stand on one leg, close your eyes*, etc. When you say *Simon says* before the instruction, the class must do the action. When you say just the instruction, they must not do it. Children who do it are out of the game.

Spelling games

Spelling challenge

The children work in small groups or pairs.

Say a word that the children have studied in the Spelling pages of the PB. The teams write the word. Correct answers win a point.

What's the word?

Write up a word that the children have studied in the Spelling pages of the PB, leaving blank lines in place of the vowels.

The teams try to work out what the word is and write it.

They get a point if they say the correct word and another point if they spelled it correctly.

Guess the word

If you wish, choose words that the children have studied in their spelling work. Alternatively, make this a vocabulary game and choose new words from the unit.

Version 1:

Write on the board blank lines for the number of letters in a word.

Write the first letter on the first line. The children guess a word.

Write the next letter and let them guess again. Continue writing in the letters until a team guesses correctly. They score the number of blanks left to be filled. The sooner the word is guessed, the more points the team gains.

Version 2:

Write on the board blank lines for the number of letters in a word.

Let a child say a letter. If the letter is in the word, write it in the correct place (or places if it appears in the word more than once). If it is not in the word say "No" and let another child choose a different letter.

Look, cover, write, check

Write a word on the board that children have studied in their spelling work.

The children look. Cover the word with a large piece of paper. The children write the word. Uncover the word. The children check their own spelling.

Word races

Play in pairs or small groups. Set a time limit.

Game 1:

The children think of and write down as many words as they can beginning with a particular letter.

Game 2:

The children think of and write down as many words as they can made out of the letters of another word, e.g. *creature*.

Game 3:

The children think of and write down as many words as they can with particular spelling patterns, e.g. *ou, ea, ee, igh*; ending *-ful*, beginning *dis-*.

Game 4:

The children think of and write down as many of a class of word as they can, e.g. adjectives, verbs, adverbs.

Dictionary skills

Alphabetical order

Write words on the board beginning with:

- different letters
- the same letter
- the first two letters the same
- the first three letters the same.

The children write the words in alphabetical order.

Find the word

Choose a dictionary page or spread of two pages.

Game 1:

Say a word entry. The children scan the page and find it. Ask for the definition.

Game 2:

Give a definition. The children scan the page to find the correct word and tell you what it is.

Game 3:

Write up a spelling pattern from this level or from previous levels. The children scan the page and find the word/s with that spelling pattern.

Game 4:

Give a word class, e.g. verb. The children scan the page and find all the verbs.

Use of English games

These games can be done as whole-class activities or in teams scoring points.

Adjectives to adverbs

Write up adjectives. The children change them to adverbs.

Adverb types

Write up adverbs of manner, place and time, e.g. *happily*, *inside*, *yesterday*, etc.

The children volunteer to tell you which they are.

Proper nouns

Write a mixture of nouns and proper nouns without capital letters on the board.

The children find the proper nouns and change the small letters to capitals.

Word classes

Write a mixture of verbs, adverbs and nouns on the board. The children volunteer to underline verbs, circle adverbs and draw a box round nouns.

You may change the word classes to include possessive pronouns and/or possessive adjectives.

Grammar games

These games can be done as whole-class activities or in teams scoring points.

Verb tenses

Say a verb. The children give the past tense.

Say a verb. The children give the past participle.

Mime

Make and keep a set of cards with actions on. Choose actions that are suitable for miming by one child at a time in your classroom, e.g. *clean your teeth*, *brush your hair*, *kick a ball*, *throw a ball*, *watch TV*, *play a computer game*, *swim*, *play tennis*, *ride a horse*, etc.

Choose a child to do a mime. The other children guess the action. Ask the class about the action at a suitable point in order to practise a particular tense, e.g.

What is he/she doing now? (while the child continues the action)

What was he/she doing? (when the action has just ceased)

What did he/she do? (after the action has ceased)

Actions

Make and keep a set of actions that are suitable for one or two children to do in the classroom, e.g. *open the door*, *close the door*, *walk to the window/cupboard/door/desk*, *clean the board*, *pick up the book*, *jump up and down*, *hop on one leg*, *stand on one leg*, *sing a song*, *count to ten*, etc.

The children do the action. Ask questions as for Mime (above) to prompt tenses.

Ask also e.g. *What has he/she just done?*

Word list: alphabetical

(The number is the unit where the word first appears.)

abroad (4)	burn down (11)	culture (4)	fear (6)
ache (2)		daring (6)	fed up (7)
action n. (7)	cable (3)	darkness (6)	fence (9)
actually (9)	calm (2)	decide (7)	fiction (8)
afterwards (11)	camp (11)	deep (2)	flap v. (9)
age (1)	canopy (4)	deliver (12)	flight (4)
ages (7)	caption (3)	descendents (12)	forever (4)
Alaska (12)	carry on (8)	design v. (3)	freezing (12)
alien (11)	care (not bothered) (6)	despair (6)	front (7)
already (9)	cave (2)	diagram (3)	full (3)
amazement (6)	ceiling (4)	diamond (10)	funfair (4)
anchor (10)	Central America (11)	difficulty (11)	furry (9)
ancient (5)	chamber (4)	dig (3)	future (8)
ankle (1)	champion (8)	digger (3)	
anyway (2)	born champion (8)	discovery (9)	gale (12)
apartment (7)	chance (12)	disease (11)	gentlemen (8)
applaud (8)	chandelier (4)	drag (6)	germ (11)
aquarium (9)	change (11)	dragon (5)	get rid of (8)
arch (3)	channel (3)	dreadful (5)	gift (4)
armchair (1)	chapter (1)	dug (3)	gift shop (4)
Asia (4)	chat show (8)	early (10)	give up (8)
astonishing (4)	chief (4)	earth (3)	glacier (2)
audience (8)	chimney (10)	editor (7)	glass (4)
autobiography (11)	clear (6)	eel (9)	glass pod (4)
avoid (10)	clear adj. (4)	electric (9)	gloom (9)
	clear away (3)	engineering (4)	government (7)
balcony (7)	cliff (2)	entertaining (8)	Grandad (1)
bandage n. (1)	climber (7)	entertainment (8)	great (good) (1)
bay (12)	closer adv. (11)	escape n. (1)	Greece (5)
beam n. (plank) (3)	cold n. (7)	escape v. (5)	Greek (5)
beginning (1)	collect (3)	especially (8)	ground floor (7)
biography (11)	column (4)	event (1)	grunt (9)
bit (a bit) (4)	comfortable (4)	eventually (12)	guide (2)
blanket (7)	complain (9)	exam (2)	guest (8)
blizzard (12)	concrete (3)	except (4)	
block (flats) (7)	connect (7)	exclaim (9)	hairy (9)
body (7)	control n. (9)	exhausted (2)	hand in (work) (5)
bore v. (3)	conversation (8)	exhibition (4)	happiness (8)
bored (3)	country (rural area) (7)	expanse (12)	harness (12)
boring (cutting) (3)	couple (8)	explain (9)	hate v. (9)
borrow (3)	cousin (1)	express (1)	hero (5)
boulder (2)	cover v. (3)	face v. (11)	heroine (11)
bravely (12)	crane (3)	fail (an exam) (2)	hideous (6)
break up (12)	crash (2)	faint (6)	history (1)
breath (4)	crazy (11)	fair (7)	hit (1)
breeze (2)	creature (5)	fascinating (3)	hobby (3)
British (11)	crime (8)		holiday (12)
bulldozer (3)	cross v. (2)		horrifying (5)
bully (7)	crush (10)		host n. (8)

host v. (8)	marble (4)	pier (3)	roller coaster (4)
hotel (2)	massive (2)	plain (10)	route (12)
husband (11)	mast (5)	plan (8)	row v. (5)
husky (12)	maid (1)	plank (3)	
	maybe (6)	ploy (6)	sail (5)
ice floe (12)	meadow (2)	plume (10)	same (1)
ill (11)	mean v. (1)	police (5)	save (money) (1)
imagine (8)	medicine (11)	poor (unfortunate) (1)	scene (5)
immediately (12)	meet v. (5)	pop music (3)	science fiction (8)
include (8)	mercy (12)	popular (8)	search (7)
incredible (2)	mess (8)	possible (10)	seaside (12)
infect (12)	met (5)	precious (4)	sentence (1)
information (10)	method (3)	prefer (3)	separate (7)
injure (7)	million (7)	press n. (7)	setting (1)
injury (7)	miss v. (9)	prevent (7)	shady (2)
instead (7)	mistake (7)	promise (1)	shallow (3)
instruction (9)	modest (8)	proudly (1)	shut adj. (2)
interview n. (8)	moment (8)		shake (1)
interview v. (8)	at the moment (8)	queue n. (4)	shook (1)
interviewee (8)	moneybox (1)	quite (2)	shot n. (4)
interviewer (8)	mountainside (2)	quest (10)	shut adj.
intriguing (6)	musher (12)		sick (11)
introduce (8)	mutter (9)	radio (8)	sign (9)
inventor (1)		radio studio (8)	silence v. (6)
invite (8)	name v. (11)	race v. (12)	simple (3)
Iran (3)	nearby (5)	raging (12)	size n. (6)
	news (7)	railway (3)	skate (8)
jealous (7)	noisily (1)	ravine (2)	skater (8)
joke v. (5)	nonsense (8)	reach (arrive) (5)	skyscraper (1)
	note (money) (1)	real adj. (11)	slope (10)
keep off (9)	notice v. (7)	realise (7)	smoke (10)
keep out (6)	nurse v. (11)	rebuild (11)	snowstorm (12)
kind (type) (1)		recently (6)	solo (8)
kingdom (10)	obedience (12)	record v. (10)	solve (8)
kit (7)	object (4)	recount v. (11)	sound n. (8)
	obviously (8)	recover (7)	sound v. (sounds amazing) (6)
label (3)	octopus (10)	relay (12)	special effects (6)
lane (7)	Olympics (8)	remind (2)	spend (1)
lead dog (12)	on-line (4)	reporter (7)	splash (2)
leaflet (4)	operate (9)	represent (8)	sponge (9)
legend (6)	ordinary (1)	rescue v. (7)	squid (9)
length (3)	out loud (8)	rest n. (remainder) (12)	stadium (9)
level n. (3)	own (on her own) (11)	revenge (7)	staircase (4)
lifebelt (9)	own v. (11)	review (4)	stamp (3)
light (opposite of heavy) (2)	own adj. (11)	revise (5)	star (person) (8)
light up (10)		ride n. (4)	steady (2)
lily (9)	paddle v. (3)	rifle range (4)	steeply (2)
look forward (10)	parents (5)	ring v. (1)	stomach (10)
lower (3)	pass (an exam) (2)	rise v. (5)	stranded (12)
lucky (7)	password (1)	roar n. (2)	strength (12)
	patient (11)	robot (10)	structure (4)
magazine (7)	peak (2)	rock v. (5)	studio (8)
magnificent (6)	photographer (7)	rod (3)	study n. (1)

study v. (2)
 stunning (4)
 submersible (10)
 succeed (12)
 sugary (4)
 surprise n. (1)
 suspension (3)
 support (3)
 surrounded (6)
 survey (10)
 swing v. (2)
 Switzerland (2)
 take v. (2)
 take place (1)
 tangle up (12)
 tear (5)
 tease v. (10)
 tentacle (9)
 tidy v. (9)
 tinkle (2)
 tip (advice) (4)
 tomb (4)
 tonight (11)
 top floor (7)
 tour n. (4)
 treat (4)
 treat v. (medical) (12)
 trench (3)
 tricky (10)
 Troy (6)
 Trojan (6)
 trouble (9)
 truth (6)
 tube (3)
 tunnel (3)
 twice (8)
 twin (2)
 unconscious (7)
 underneath adv. (3)
 university (11)
 unusual (4)
 vast (6)
 verse (6)
 victorious (6)
 view n. (4)
 violinist (8)
 voyage (5)
 walk (2)
 warning (6)

waterfall (2)
 wave n. (5)
 weary (6)
 war-weary (6)
 weight (3)
 well-known (11)
 whirlpool (5)
 whole (2)
 widen (1)
 wife (5)
 without (10)
 wonder (6)
 worm (10)
 tubeworm (10)
 wounded adj. (11)

Word list: unit by unit

The words are listed alphabetically for each unit. The words shown in **bold** are the 20 key words in Vocabulary lists 1 and 2. These lists are on the website and at the back of the Workbook. It is recommended that all children learn these words.

Unit 1

age
ankle
armchair
bandage n.
beginning
chapter
cousin
escape n.
event
express
Grandad
great (good)
history
hit
inventor
kind (type)
maid
mean v.
moneybox
noisily
note (money)
ordinary
password
poor (unfortunate)
promise
proudly
ring v.
sentence
setting
same
save (money)
shake
shook
skyscraper
spend
study n.
surprise n.
take place
widen

Unit 2

ache
anyway
boulder

breeze
calm
cave
cliff
crash
cross v.
deep
exam
exhausted
fail (an exam)
glacier
guide
hotel
incredible
light (opposite of heavy)
massive
meadow
mountainside
pass (an exam)
peak
quite
ravine
remind
roar n.
shady
shut adj.
splash
steady
steeply
study v.
swing v.
Switzerland
take v.
twin
tinkle
walk
waterfall
whole

Unit 3

arch
beam n. (plank)
bore v.
bored
boring (cutting)

The words in plain type are additional words which are also listed on the website and at the back of the Workbook as lists 3 and 4. The children should learn as many of these words as possible.

The words in grey type are for understanding only and the children only need to understand these words and use them in the unit in which they appear. They should not be expected to reproduce or re-use them in subsequent units.

borrow
bulldozer
cable
caption
channel
clear away
collect
concrete
cover v.
crane
design v.
diagram
dig
digger
dug
earth
fascinating
full
hobby
Iran
label
length
level n.
lower
method
paddle v.
pier
plank
pop music
prefer
railway
rod
shallow
simple
stamp
suspension
support
trench
tube
tunnel
underneath adv.
weight

Unit 4

abroad

Asia
astonishing
bit (a bit)
breath
canopy
ceiling
chamber
chandelier
chief
clear adj.
column
comfortable
culture
engineering
except
exhibition
flight
forever
funfair
gift
gift shop
glass
glass pod
leaflet
marble
object
on-line
precious
queue n.
review
ride n.
rifle range
roller coaster
shot n.
staircase
structure
stunning
sugary
tip (advice)
tomb
tour n.
treat
unusual
view n.

Unit 5

ancient
creature
dragon
dreadful
escape v.
Greece
Greek
hand in (work)
hero
horrifying
joke v.
mast
meet v.
met
nearby
parents
police
reach (arrive)
revise
rise v.
rock v.
row v.
sail
scene
setting
tear
voyage
wave
whirlpool
wife

Unit 6

amazement
care (not bothered)
clear
daring
darkness
despair
drag
faint
fear
hideous
intriguing
keep out
legend
magnificent
maybe
ploy
recently
silence v.
size n.
sound v. (sounds amazing)

special effects

surrounded
Troy
Trojan
truth
vast
verse
victorious
warning
weary
war-weary
wonder

Unit 7

action n.
ages
apartment
balcony
blanket
block (flats)
body
bully
climber
cold n.
connect
country (rural area)
decide
editor
fair
fed up
front
government
ground floor
injure
injury
instead
jealous
kit
lane
lucky
magazine
million
mistake
news
notice v.
photographer
press n.
prevent
realise
recover
reporter
rescue v.
revenge

scene

search
separate
top floor
unconscious

Unit 8

applaud
audience
carry on
champion
born champion
chat show
conversation
couple
crime
entertainment
entertaining
especially
fiction
future
gentlemen
get rid of
give up
guest
happiness
host n.
host v.
imagine
include
interview n.
interview v.
interviewee
interviewer
introduce
invite
mess
modest
moment
at the moment
nonsense
obviously
Olympics
out loud
plan
popular
radio
radio studio
represent
science fiction
skate
skater
solo

solve

sound n.
star (person)
studio
twice
violinist

Unit 9

actually
already
aquarium
complain
control n.
discovery
eel
electric
exclaim
explain
fence
flap v.
furry
gloom
grunt
hair
hate v.
instruction
keep off
lifebelt
lily
miss v.
mutter
operate
sign
sponge
squid
stadium
tentacle
trouble n.
tidy v.
wave n.

Unit 10

anchor
avoid
chimney
crush
diamond
early
information
kingdom
light up
look forward
octopus

plain
plume
possible
quest
record v.
robot
slope
smoke
stomach
submersible
survey
tease v.
tricky
without
worm
tubeworm

Unit 11

afterwards
alien
autobiography
biography
British
burn down
camp
Central America
change
closer adv.
crazy
difficulty
disease
face v.
germ
heroine
husband
ill
medicine
name v.
nurse v.
own (on her own)
own v.
own adj.
patient
real adj.
rebuild
recount v.
sick
tonight
university
well-known
wounded adj.

Unit 12

Alaska
bay
blizzard
bravely
break up
deliver
descendents
chance
eventually
expanse
freezing
gale
harness
holiday
husky
ice floe
immediately
infect
lead dog
mercy
musher
obedience
race v.
raging
relay
rest n. (remainder)
route
seaside
snowstorm
stranded
strength
succeed
tangle up
treat v. (medical)