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English World

Teacher's Guide



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Introduction

English World is designed for children and young people learning English as a first foreign language.

In the lower levels, grammar and vocabulary are introduced at a steady pace and then practised and recycled systematically. This approach is designed to give all learners, whether they have daily exposure to English or not, a sound knowledge of structures and meaning, and the ability to use language actively from the start.

The methodology of the course encourages communication in the classroom, backed up by a wide variety of practice exercises to reinforce reading and writing skills. It aims to give learners confidence in speaking natural English fluently, and in writing with accuracy and appropriately for the purpose. The course offers not only essential activities in the key language skills but also includes practice of study skills which assist children in developing their proficiency as individual learners.

Teachers will find this course practical and useable because

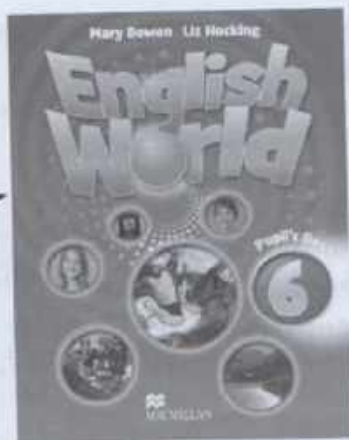
- the methodology is clear and easy to follow
- teaching materials are provided so that extensive preparation is not required
- step by step guidance is given for every lesson
- built-in flexibility makes the course appropriate for a variety of different teaching situations
- grammar for foreign learners is a key element which is presented clearly and taught actively to build confidence and develop accuracy
- classroom activities, including songs, games and rhymes, are designed to engage children whilst developing their skills in reading, writing, listening and speaking
- each level begins with a Welcome unit that revises the previous year's work.



English World 6 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.



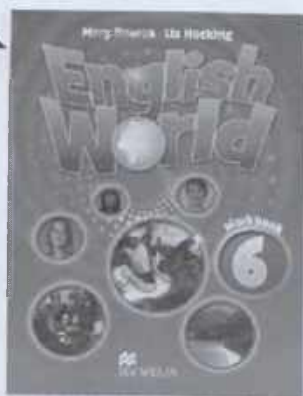
Dictionary

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

CD

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

Dictionary

For level 6 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.

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

When the children write the same text type themselves at the end of the unit, they do so having learned about the key features and having 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* 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.

Continue the adventure with English Advantage!

English Advantage is a four-level secondary course from the same authors as English World and Macmillan English. It picks up where English World finishes, building upon students' knowledge with rigorous skills, grammar and vocabulary work. Students will improve their English through extensive reading and listening, using authentic texts and real dialogues, and wide-ranging speaking and writing practice.

English Advantage components include Student's Book, Workbook, Teacher's Guide, Exam Practice Book and Dictionary.

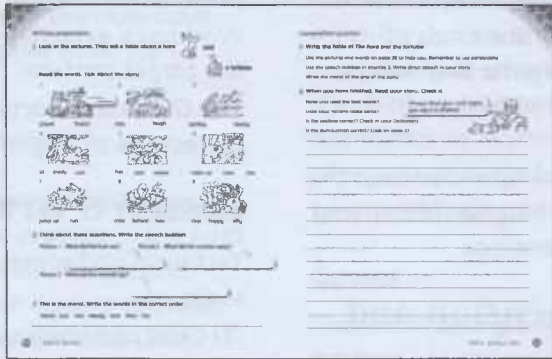
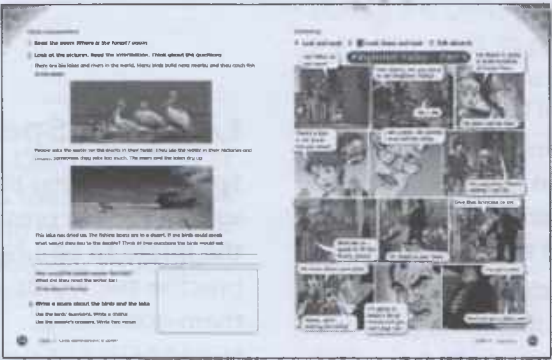
6 Writing

Session 1
Class composition

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

Session 2
Writing preparation, Composition practice

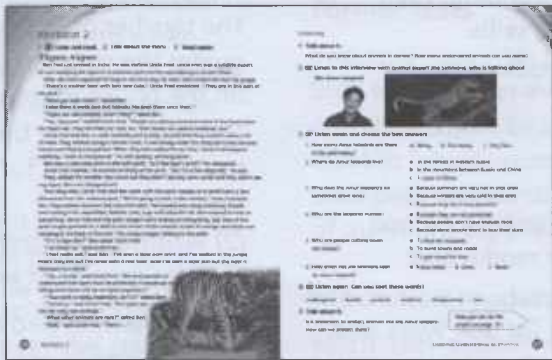
These exercises are done using Workbook pages in class.



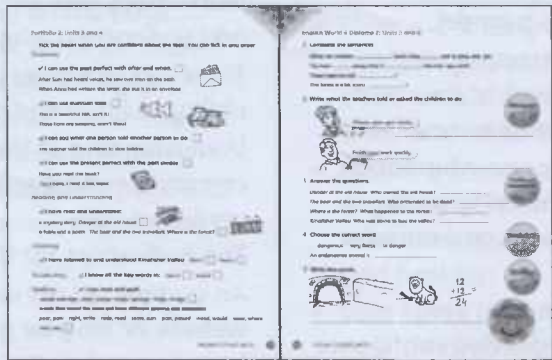
Every second unit: revision and consolidation of skills

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.

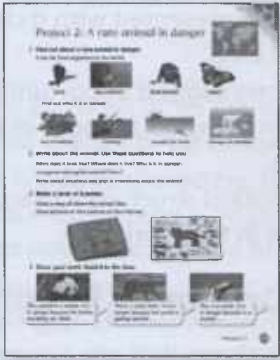


The children review and record their progress with teacher support and monitoring.



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.



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 the children need to learn to write themselves; the variety in the Reading lessons helps the 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 6 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 practice 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 two stories in *English World 6*. 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 play script to help them when listening again at home.

The class may also wish to act out the stories and may use the play scripts 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 the 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 a record of individual achievement. Much of the work will be in written form, as compositions, projects, grammar exercises, spellings or tests. Where appropriate, the children can 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 the 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 pages 214–217 of this Teacher's Guide.

Formal tests

Teachers may wish to carry out some formal testing, and tests for use after every two 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 6 children as class readers or for independent reading. Four readers which are linked to characters, themes and topics in *English World 6* may be read alongside the course. The titles and suggested points for reading are:

- Unit 1–3 *The bronze bust mystery*
Two children use their grandfather's invention to travel in time and natural energy helps them to travel back again. The class read about these two children in *English World 5*.
- Units 4–6 *A fishy business*
Unit 3 begins with Chapter 3 of this story. Over the next three units children can read the beginning of the story then read on to find out what happens.
- Unit 7–9 *The secret garden*
A girl travels from India to England where she discovers how nature can help sad and sick people to feel happy and healthy.
- Unit 10–12 *Five children and it*
Four children and their baby brother get some unexpected wishes and find out what happens when their wishes come true.

Scope and sequence

Unit number and themes	Poster and Unit title	Reading	Grammar	Grammar in conversation
1 Energy	Heat in the Earth	<i>The land of fire and ice</i> text type: diary	present continuous with future meaning <i>Andy is going on holiday tomorrow.</i>	<i>What a / an ... ! What ... ! What an amazing photo! And what beautiful snow!</i>
2 Energy	Energy from nature	<i>Energy is all around us</i> text type: information; explanation of a process	reported speech <i>He said that he was a scientist. They said that they were engineers.</i>	reported speech <i>What did Alex say? He said he played the guitar really well.</i>
Revision 1				
3 Wildlife in danger	What is going to happen next?	<i>Danger at the old house</i> text type: a mystery story	past perfect with <i>after / when</i> <i>After the children had fished for a while, they went for a walk upstream.</i>	question tags: present tense <i>He's so sweet, isn't he? You're bored, aren't you?</i>
4 Wildlife in danger	Forest animals in danger	<i>The bear and the two travellers; Where is the forest?</i> text types: fable; poem	reported commands <i>He told his companion not to worry. The timid man asked the brave man to travel with him.</i>	present perfect and past simple <i>I've been to Australia. When did you go there? I went there last year.</i>
Revision 2				
5 Design	Patterns	<i>The meanings of patterns</i> text type: factual information	past perfect in relative clauses <i>The boy drew a condor that he had seen in the mountains</i>	expressing opinions <i>I think it's brilliant! I agree with Lucy. I disagree completely.</i>
6 Design	What is in a play?	<i>The most amazing fashion show</i> text type: play	future passive <i>The show will be put on in the school hall.</i>	present simple and present continuous <i>But you never read plays! Why are you reading a play?</i>
Revision 3				
7 Native people	Let's visit Tahiti	<i>An island in the South Pacific</i> text type: leaflet	indirect pronouns <i>He showed us his island. She made me a crown.</i>	making requests <i>Can I / Could I / May I borrow your ruler, please?</i>
8 Native people	Two heroes	<i>How peace came to the people of the Great Lakes</i> text type: legend	present perfect continuous <i>He has been travelling for days. They have been walking since yesterday.</i>	agreeing and disagreeing <i>I like Animal World. So do I. I don't like it at all. Neither do I.</i>
Revision 4				
9 Medicine	Doctors then and now	<i>The first doctors</i> text type: information and instructions	reflexive pronouns <i>I've cut myself. I've hurt myself badly.</i>	past continuous and past simple with <i>when</i> <i>I was coming to school when I saw an elephant.</i>
10 Medicine	Forest plants and trees	<i>Plants in medicine</i> text type: information; a description of a process	present perfect passive <i>Plants have been used for medicine for a long time.</i>	wish + past tense <i>I wish I had long hair. I wish I could have a pet.</i>
Revision 5				
11 Extreme sports	Find out about sports	<i>Extreme sports!</i> text type: information; information in a chart	relative clauses with <i>who, which, that, when, where</i> <i>That is the man that won.</i>	question tags: <i>do</i> <i>He likes reading, doesn't he? They sell everything there, don't they?</i>
12 Extreme sports	I saw the race!	<i>Formula 1!</i> text type: a story from a point of view	tense round-up	conversation round-up
Revision 6				

Spelling	Study skills (WB)	Use of English (WB)	Class composition Composition practice (WB)	Listening story
plurals of words ending o <i>volcano</i>	dictionary skills	abstract nouns	a diary entry	<i>Kingfisher Valley</i> Part 1
one- and two-syllable words <i>sea, river</i>	dictionary skills	adding suffixes to nouns to make adjectives, <i>wireless, wavy</i>	an explanation of a process	<i>Kingfisher Valley</i> Part 2
words ending dge <i>edge</i>	dictionary skills	revision of direct speech	a mystery story	<i>Kingfisher Valley</i> Part 3
homophones	making notes	synonyms	a poem	<i>Kingfisher Valley</i> Part 4
silent letters within words	dictionary skills	simple and compound sentences	factual information	<i>Kingfisher Valley</i> Part 5
prefix re	dictionary skills; making notes	subject, verb, object word order	a scene of a play	<i>Kingfisher Valley</i> Part 6
two-syllable words with double consonant <i>hidden</i>	correction techniques; dictionary skills	apostrophe of possession with plural nouns	a persuasive leaflet	<i>Adventure in Zarula</i> Part 1
o sounding u <i>son</i>	correction techniques; dictionary skills	apostrophe of omission	a narrative story	<i>Adventure in Zarula</i> Part 2
three-syllable words <i>ambulance</i>	making notes	homonyms	instructions	<i>Adventure in Zarula</i> Part 3
words beginning or ending with al	correction techniques; dictionary skills	separating sentence tags with a comma	factual information with labels and captions	<i>Adventure in Zarula</i> Part 4
words ending or	correction techniques; making notes	compound sentences with no subject in the second clause	information from a chart	<i>Adventure in Zarula</i> Part 5
words ending tion <i>direction</i>	correction techniques; dictionary skills	more on synonyms	a story from a point of view	<i>Adventure in Zarula</i> Part 6

Theme: Energy

1 Heat in the Earth

In Unit 1 you are going to read a **diary**. The diary is written by Andy Scott. Andy is on holiday with his father. They are visiting a small country.

There are many interesting things to see.

These people know about Iceland.

A diary is written in the **first person**. The writer uses *I* and *we*. Andy uses *I* when he writes about himself.

I am really looking forward to this holiday. I'm going to write everything down in this diary.

He uses *we* when he writes about what he did with his dad.

When we were flying over the island we could see the volcanoes and the glaciers.

Each day, Andy writes about what happened. He starts with the day of the week and the date.

Sunday 19th June
He writes about the days in order. The next day he writes about it ...

Monday 20th June
In his diary, Andy tells us:

- what he did
- what he saw
- what he thought about it
- what he felt about it.

The information in a diary is **personal**. It gives us the writer's point of view.

A diary does not usually contain direct speech.

1 Heat in the Earth

text type: diary

2 Energy from nature

You are going to read an **explanation**. The explanation tells you how wind, water and sun can make electricity.

- It explains where the electricity is made.

at the coast at a power station

- It explains things that are needed to make electricity.

An explanation often uses **diagrams with labels and captions**.

Solar power stations are built in hot, sunny places.

An explanation is written in the **present tense**.

The mirrors **reflect** sunlight onto the top of the tower.

An explanation often uses the **passive voice**.

The hot liquid is **used** to make steam.

Sentences in an explanation are short and clear.

The turbine turns a generator. The generator makes electricity.

2 Energy from nature

text type: information; explanation of a process

Theme: Wildlife in danger

3 What is going to happen next?

You are going to read a **mystery story**. In this kind of story lots of strange things happen. The story has characters:

The story has a setting: It is a **mysterious house**.

In a **mystery story** the characters are often **puzzled**. Sometimes the characters **do not understand** what is happening.

Jack, Mary and Uncle Ted went fishing but they could not catch any fish.

"I can't understand it," said Uncle Ted. "The stream should be full of fish this early on in the season. I've never known it so empty."

Sometimes something happens that the characters **do not expect**.

Mary looked under the old building.

Suddenly she let out a gasp of horror. "Jack! Jack! Come quickly. Look at this. It's awful!"

Sometimes characters have questions they **cannot answer**.

What has happened to the ...

The strange and unexpected events make the reader think: *What is going to happen next?*

You are going to find out what happened at the old house.

3 What is going to happen next?

text type: a mystery story

4 Forest animals in danger

You are going to read a **fable** and a **poem**.

A fable is a short story that teaches you something. This fable is about:

a bear a fearful traveller a fearless traveller

The poem is about:

forest stream forest path forest clearing forest fire

You are going to read two fact files.

The first fact file is about bears. One of the bears is **endangered**.

The second fact file is about disappearing forests.

Many **fables** were told by Aesop. He lived two thousand years ago.

Fables sometimes use language from a long time ago.

"I am a fearless fellow," he said.

A fable often ends with a **moral**. The moral is one sentence. It tells the reader what the story teaches.

Moral: When you have a problem, you find out how good your friend is.

Many poems **rhyme** but poems do not always rhyme. Some poems have **repeated** language.

Sometimes a few lines are repeated. It is a **chorus**. This chorus uses two questions that are nearly the same.

Where is the forest? cried the animals. Where are the trees?

There is a **verse** after the chorus. Then the chorus is repeated again. This gives the poem a **rhythm**. Poets often use **rhythm** instead of rhyming words.

Fact files often have numbers and figures. They give information in very few words. The reader can find out facts quickly.

4 Forest animals in danger

text type: fable; poem

Theme: Design

5 Patterns

You are going to read some **facts** about patterns. The information is about patterns on cloth and on objects. The people who make these things come from different parts of the world.

The Aran islanders live off the coast of Ireland. The Russians live in the north.

The Quechua people come from South America.

These different people make patterns:

in cloth on a shirt in a pillow

The title of the information is *The meanings of patterns*. It is divided into three parts. Each part has a heading. The headings tell the reader what each part is about. The heading of the first part is:

Ancient patterns

There is one **paragraph** of information about ancient patterns.

The next paragraph has a **sub-heading**.

The meanings of Quechua patterns

The paragraph:

- gives more information about ancient patterns
- explains their meanings.

There are pictures and photographs with the information.

Some pictures have labels. The labels name what is in the picture.

The pictures have captions. The captions give extra information about the object in the picture.

In Peru, toads croak just before the rainy season.

5 Patterns

text type: factual information

6 What is in a play?

In Unit 6 you are going to read a **play**.

The play has **characters**:

Miss Pye Anna Lisa Fred Ben

The children have learned about clothes from around the world.

a skirt from India a kimono from Japan a skirt from Scotland a sarong from Malaysia

The play has a **plot**. The plot is what happens.

Miss Pye and the children plan a fashion show. There is a problem with the clothes for the show. The children and Miss Pye must solve the problem.

The play is divided into parts. The parts are called **scenes**.

Scene 1 is in the Primary 6 classroom.

There are **stage directions** in the play.

- They tell the actors what to do.
- They are written in the present tense.

The play begins with this stage direction: *[Miss Pye is talking to the class. The children are sitting at their desks.]*

The lines of a play begin with the name of the character who speaks. The words that the character says come next.

Miss Pye: We are nearly at the end of our project about clothes. Have you enjoyed learning about clothes from around the world?

6 What is in a play?

text type: play


Theme: Native people

7 Let's visit Tahiti

You are going to read a **leaflet**.

The leaflet is about an island in the South Pacific Ocean. The island is called Tahiti.

People can do lots of interesting water activities around the island.



It is easy to read.

There are not many words but the words are carefully chosen.

'... a sparkling green jewel in a glittering blue ocean'

The words are chosen to have an effect on the reader. They try to make the reader:

- think that the place is good
- want to read more
- want to do the things in the leaflet.

The information is clear. It is arranged under headings.

Get active!
Try these amazing water activities:

- swim in the clear blue ocean
- surf 10-metre waves

7 Let's visit Tahiti

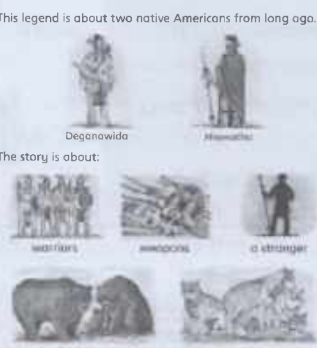
text type: leaflet

8 Two heroes


You are going to read a **legend**. A legend is a traditional story.

It is often about a well-known person or a hero.

This legend is about two native Americans from long ago.



The story is about:



In a **legend** the events are important. Events are things that happen. They are told in a clear order.

Her daughter had a son. They named him Degonawida. He grew up to be a brave, wise and gentle boy.

Sometimes many events can be told in just a few words.

During a long and dangerous journey, Hiawatha fought wild bears and wolves.

There is not much direct speech. What people say is often reported.

When he became a man, he talked to his grandmother and his mother. He told them that he wanted to bring peace to the five nations. They agreed to let him go.

Full forms are used even in direct speech.

'I have been dreaming bad dreams for many months,' he said. 'I cannot sleep at night but I do not know why.'

8 Two heroes

text type: legend

Theme: Medicine

9 Doctors then and now


You are going to read **factual information** about the first doctors.

The information is divided into **paragraphs**.

The paragraphs have **headings**.

There are **illustrations**. These have **captions** and **labels**.

The information introduces some new words.



The information includes **instructions**.

The instructions tell nurses how to look after patients.

Instructions must:

- be clear
- use simple words that are easy to understand
- be written in order.

They are divided up into **short sentences**.

Usually the sentences do not use many words.

The sentences use the **imperative form** of the verb. Often they begin with the verb.

Clean the floor of the ward.

Change the sheets on the bed.

Wash the sheets.

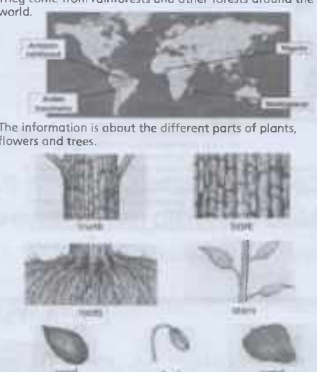
9 Doctors then and now

text type: information and instructions

10 Forest plants and trees

You are going to read **factual information** about plants and trees.

They come from rainforests and other forests around the world.



The information is about the different parts of plants, flowers and trees.

The information includes a description of a **process** in nature.

A **process** explains how something begins, changes and ends.

The sentences are written in **order**.

The description is written in the **present tense**.

The seed lies on the earth.

It gives facts in clear language.

The sentences are:

- simple
- easy to understand
- do not use many words
- do not use many adjectives or adverbs.

The seed cracks open. Tiny shoots appear.


10 Forest plants and trees

text type: information; a description of a process

Theme: Extreme sports

11 Find out about sports

You are going to read information about unusual sports.



Some of the information is in a **chart**.

The chart has columns. There is a title for each column. The same information is in each column.

This is the beginning of the first column of the chart.

The chart has rows. There is different information in each row.

The information can be:

- a word or words
- a number
- a picture.

This is the first row of the chart.

It tells you information about canoe slalom.


Canoe slalom takes place on water. The equipment needed is a canoe and paddles. The protective clothing needed is a helmet and a life jacket. Canoe slalom has been in the Olympic Games since 1972.

11 Find out about sports

text type: information: information in a chart

12 I saw the race!

You are going to read a **story**. There are three children in it.



The setting is a motor racing track with a grandstand.

Todd's father is a champion racing driver. He drives a very fast car.

In the story, Russ and Tara watched the race from a viewing box in the grandstand.

The story is told from **Russ's point of view**. Russ is the story teller.

Russ tells the story in the **first person**.

I left the viewing box and walked down the stairs.

He tells the reader how he felt.

The sun was hot and I was getting a headache.

Russ tells the reader his thoughts.

With their engines running, I thought that they sounded like angry bees.

Russ does not say what other people thought or felt. He tells the reader what they said and did and how they looked.

'I'm Todd Tunes,' said Todd. Tara stared at him.

12 I saw the race!

text type: a story from a point of view

Using the Teacher's Guide

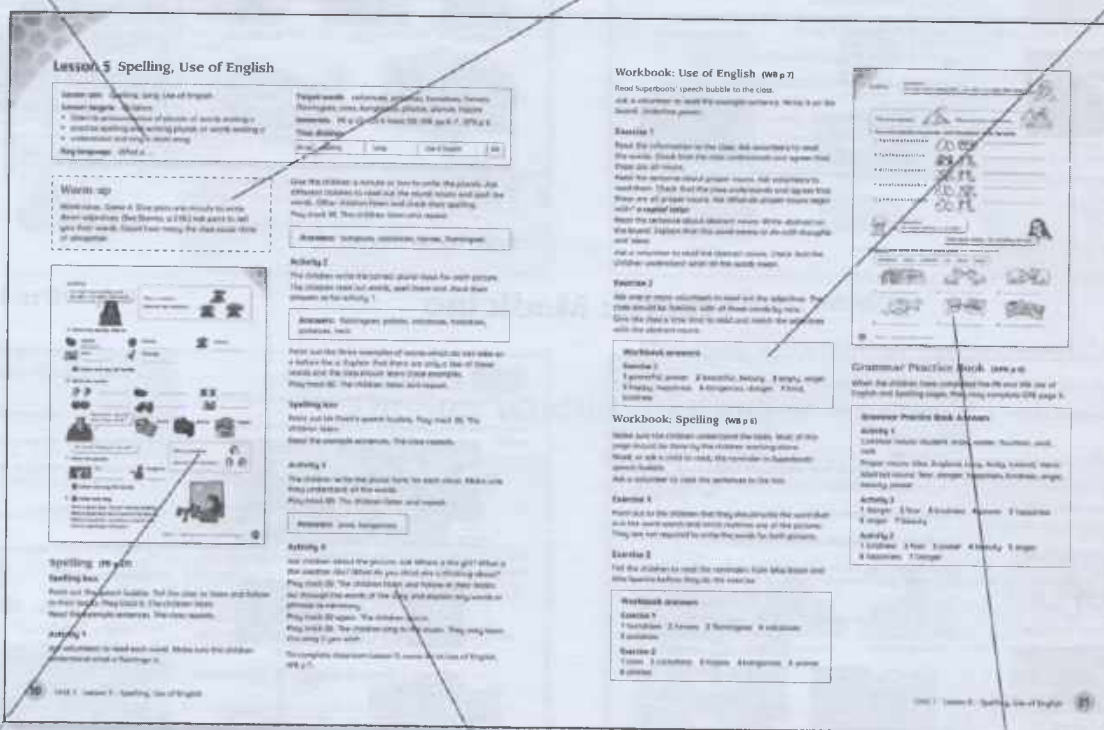
The notes for each lesson are arranged over two pages of the Teacher's Guide.

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	Lesson 6	Session 1: Class composition	(WB: Vocabulary List 4/Vocabulary revision) <i>Composition practice</i>
7		Session 2: <i>Writing preparation</i> (WB)	
8	Lesson 7	Listening	<i>Check-up pages</i>

Welcome unit

PB pages 4–5

Hello again!

The class should remember these characters from *English World 5*.

Ask different children to read out their names.

Ask about the characters in the pictures: *Who is it? What is he/she doing?*

Ask children to tell you anything they can remember about the characters.

PB pages 6–7

Activity 1

Give the class a few moments to look at the two pages. Ask who they can see. The children should be able to name all the superhero characters.

Ask the class *What can you see in the other pictures?* The children should be able to say, for example, *There's a boy in the river*. Encourage them to say more, for example, *He's shouting. Perhaps he can't swim. There's a thief. He's taking Mrs Swift's purse. Mr Smash and Superboots are playing football*, etc.

When the class has talked about as many things as they can, play CD A track 1. The children listen and follow the pictures as they hear the people speaking.

Make sure the children understand that they start at the top left and follow the sequence of pictures down the page. After the fourth picture, prompt them to go to the top of the page again. Pause the recording, if necessary, to make sure the class is following correctly.

1 Look and listen.

Voice:

It was a lovely sunny day so Mr Flash went for a walk. While he was walking by the river, he heard a shout.

Boy:

Help!

Voice:

There was a boy in the water. Mr Flash dived into the water to save the boy. He carried him out of the water and onto the river bank.

Mr Flash:

You must learn to swim, young man.

Boy:

Yes, Mr Flash. Thank you, Mr Flash.

Voice:

Mrs Swift went to town. While she was shopping in the market, a thief took her money. He ran away with it. He ran very fast but Mrs Swift was faster than him. She flew through the air to catch the thief. He was very surprised.

Mrs S:

Give that to me, young man!

Man:

Yes, Mrs Swift. Sorry, Mrs Swift.

Voice:

Superboots was in bed. He was very tired. While he was sleeping, the phone rang. It was his friend, Mr Smash.

Mr Smash:

Hey, Superboots! Come to the park! Let's play football!

Voice:

So Superboots put on his big boots and ran to the park to play football.

Superboots:

This is grrrrrreat!

Voice:

Miss Sparkle and Miss Smart were have a quiet evening at home. While they were watching TV, someone knocked at the door. It was Mr Flash!

Mr Flash:

Come on, ladies! Let's go to Mrs Swift's house! It's her birthday!

Voice:

So they all jumped into Mr Flash's car and they drove to Mrs Swift's house to have a party.

All:

Happy birthday! Cheers! Hooray!

Activity 2

Go through the sequence of questions with the class, eliciting answers from different children. Tell them to look back at the pictures, if necessary, to find the answers.

Activity 3

If you wish, go through the same sequence of questions about the other characters. This should give the opportunity to hear every child in the class speak.

When the class has answered about all the characters, let them work in pairs. They ask and answer the questions again about two or three of the characters.

Go around listening to them as they talk.

Exercise A

These sentences may be completed in class time or for homework.

If you wish, go though them orally as preparation. The children should then be able to complete them working independently. Answers may vary a little. Accept sentences that make sense and are grammatically correct using the past continuous in the first clause and the past simple in the second.

Answers

1

While Mr Flash was walking by the river, he heard a shout (a boy) / he saw a boy in the water.

2

While Mrs Swift was shopping in the market, a thief took her money (purse).

3

While Superboots was sleeping, the phone rang.

4

While Miss Sparkle and Miss Smart were watching TV, someone knocked (there was a knock) at the door.

Exercise B

Go through all the sentences orally, if you wish.
Alternatively, point out the example and ask a volunteer to complete it before the children begin to write.
The children complete the sentences independently.

Answers

1 ... save (help) the boy. 2 Mrs Swift flew through the air to catch the thief. 3 Superboots ran to the park to play football. 4 Miss Sparkle and Miss Smart drove to Mrs Swift's house to have a party

PB pages 8-9

Activity 1

Give the class time to look at the two pages.

Ask *Which superheroes are in the pictures? What are they doing? Mr Flash and Miss Smart are watching TV.*

Ask questions about what is on the TV screens. Elicit: **a farm**.
Ask the class to tell you what animals they can see and what the people are doing in each picture.

Play track 2. The children listen and follow the pictures as they listen to the people speaking.

1 Look and listen.

Mr Flash: What are you watching?

Miss Smart: I'm watching a lovely programme about an old farm.

Mr Flash: Oh! How boring!

Miss Smart: Oh, no! It's fascinating!

1 Voice: *Hill Top Farm is owned by Tom Martin.*

Farmer: I'm Tom Martin. This is my farm and this is my family.

2 Voice: *The Martin family keeps sheep, goats and hens on their farm.*

3 Voice: *The hens are looked after by Tom's daughter. She feeds them and collects the eggs.*

4 Voice: *The sheep and goats are looked after by Tom's son. His dog helps him.*

5 Voice: *The milk from the sheep and the goats is used to make cheese. The cheese is made by Tom's wife.*

6 Voice: *Every week the family takes the cheese to the market.*

7 Voice: *The cheese is bought by lots of people because it's so delicious.*

Mr Flash: This isn't very exciting, is it?

Miss Smart: I think it's very interesting.

Mr Flash: I'm bored ... I'm bored ... I'm bored ...
I know! Let's watch some football!

Miss Smart: But I'm not interested in football. It's so boring!

Activity 2

Point out the first prompt words. Ask a pair to read the speech bubbles.

Ask a child to read the second set of prompt words. Ask a volunteer to say the complete sentence.

Continue in the same way with the other prompts and sentences.

Give extra practice by dividing the class into pairs and letting them repeat the activity. Go around listening to them as they speak.

Alternatively, repeat the activity, asking different children to answer.

Answers

2 The sheep and goats are looked after by Tom's son.

3 The eggs are collected by Tom's daughter. 4 The cheese is made by Tom's wife. 5 The tractor is driven by Tom.

6 The cheese is sold by Tom's wife and daughter.

Activity 3

Ask a volunteer to read the first question and another to answer it. Check with the class that the answer is correct.

Answers

1 Miss Smart thinks the TV programme is very interesting.

2 Mr Flash thinks it isn't very exciting / is boring.

3 Mr Flash is bored by the programme. 4 Miss Smart is fascinated by it. 5 Mr Flash thinks football is exciting.

6 Miss Smart is not interested in football.

Exercises A and B

Go through these orally as preparation, if you wish, before the children write.

They should then be able to complete them independently in class or for homework.

Answers

A 1 are fed 2 is helped 3 is used 4 is taken

B 1 fascinating 2 bored 3 interested 4 exciting

PB pages 10-11

Give the class time to look at the two pages.

Ask *Who is in this story? a boy and a girl*

What is the boy doing? getting ready for school

What is the girl doing? She is waiting for him.

Play track 3. The children listen and follow the story in their books.

1 Look and listen.

Voice: *Slow Joe and his sister, Flo. This is a story about a boy called Joe and his big sister who is called Flo. Joe is very slow in the mornings when it's time to go to school. Flo shouts at him.*

Flo: Joe! Hurry up! It's time to go to school. Oh! You're so slow! Have you washed your face yet?

Joe: Yes, I've just washed it.

Flo: Have you got dressed yet?

Joe: Yes, I've just got dressed.

Flo: Have you brushed your hair yet?

Joe: Yes, I've just brushed it.

Flo: Have you packed your schoolbag yet?

Joe: Yes, I've just packed it.

Flo: Are you ready to go to school?

Joe: Yes, I'm ready. Come on! Let's go!

Flo: Joe! You haven't put your shoes and socks on yet!

Flo: Have you ever arrived at school on time?

Joe: No, never! I'm always late.

Flo: And why is that? Because you're SO SLOW!

Activity 2

Read the prompt words to the class. Tell them to look back at picture 1 then ask a pair to read the speech bubbles.

Read the prompt words for number 2. Elicit the question *Has he got dressed yet?* from the class. Let a volunteer answer. Continue in the same way with the other pictures.

Repeat the activity with the whole class working in pairs. Go around listening to them as they speak.

Activity 3

Go through the activity with the whole class, then let them practise in pairs.

If you wish, ask one or two pairs to ask the question and answer while the class listens.

Activity 4

Go through the first example, asking volunteers to read the speech bubbles.

Ask the question again around the class and find out if anyone has been to America.

Do the same with the other questions before the children practise in pairs.

Exercises A and B

Go through the sentences orally with the whole class before they write.

The children complete the work independently in class time or for homework.

Answers

- A** 1 Have ... done 2 Has ... written 3 have ... eaten
4 has ... made
- B** 1 have ... heard 2 Have ... been 3 Has ... arrived
4 have... seen

PB pages 12-13

Give the class time to look at the two pages.

Ask *Do the picture stories on the page go down or across?*
across

Ask *How many different stories are there?* **three**

Who is in them all? **Superboots**

Ask *Who else is in each story?* **a boy, an old lady, Miss Sparkle**

Play track 4. The children listen and follow the stories.

1 Look and listen.

1 Voice: *It was a bright, windy day and Superboots was walking in the park. He saw a little boy. The boy was pointing up into a tree.*

Boy: The kite is in the tree. I can't get it.

Voice: *The little boy was so sad that he started to cry.*

Superboots: Don't worry, young man. Let me help!

Voice: *Superboots jumped up. Up, up, up he went. He grabbed the kite and landed back on the ground.*

Boy: Oh! Thank you! That was amazing!

2 Voice: *While Superboots was walking past the station, he saw an old lady. She had such a heavy suitcase that she couldn't carry it.*

Superboots: Can I help you, madam?

Old lady: Oh, thank you. My suitcase is very heavy.

Voice: *Superboots picked up the suitcase with one hand, took the old lady's arm and helped her to her taxi.*

Old lady: Thank you very much. You've been so kind!

3 Voice: *While Superboots was walking through the town, he stopped outside a flower shop. There were some lovely flowers in the window. They were such beautiful flowers that he went into the shop and bought a big bunch. He gave them to Miss Sparkle. It was her birthday.*

Superboots: Happy birthday, Miss Sparkle!

Miss Sparkle: Thank you, Superboots! They're beautiful!

4 Voice: *Everyone likes Superboots.*

Old lady: He's a nice man.

Miss Sparkle: He's very kind.

Boy: He's amazing!

Activity 2

Explain the activity.

Ask two volunteers to read the first sentence and the speech bubble.

Continue with the second sentence. Prompt/Elicit the correct sentence from the class.

Complete the activity with the whole class, then let the children practise in pairs. Go around listening to them as they speak.

Activity 3

Tell the children to look at the first sentence. Ask a volunteer to say the complete sentence. If necessary, tell the children to look at picture 2. Ask *What did the boy do when he couldn't get his kite? He cried.* Elicit the complete sentence from the class.

Continue with the other sentences.

Activity 4

Go through this reported speech activity. Ask volunteers to read the first sentence and the speech bubble. Point out the tense change.

Remind the class that a reported speech sentence always begins with the reporting words *He / She said that*, etc.

Let volunteers tell you the correct reported speech sentences. If necessary, write the sentences on the board.

If the class has forgotten the structure, go through each sentence on the board with the whole class. They read each sentence.

Exercise A

Make sure the class understands the task.

If you wish, go through one example orally and invite different suggestions for the ending before the children complete them in class or for homework.

Make sure they understand that they must use their own ideas for completing the sentences.

Answers: 1 so 2 such a 3 such 4 such an

Activity B

Go through this activity orally with the class before they write, if you wish.

Point out the sentence beginning for number 1 and remind them that all their sentences must begin with the reporting words.

Answers

1 She said that the boys were asleep. 2 He said that she played the piano. 3 I said that I couldn't swim. 4 They said that it was time to go.

PB pages 14–15

Give the class time to look at the two pages.

Ask the class to tell you as much about the superheroes in these pictures as they can.

Elicit statements from around the class. Ask questions, if necessary, for example: *Who has got a trumpet? new car? puppy?* etc.

Play track 5. The children listen and follow.

1 Look, listen and read.

- 1 Voice: Miss Sparkle bought a new car yesterday. It's a beautiful car but she doesn't know how to drive. What must she do?
- 2 Voice: Mr Smash is in bed. He is ill. He's had a headache for two days and his stomach hurts, too. What ought he to do?
- 3 Voice: Miss Smart and Mrs Swift have studied French for eighteen months. They can read and write but they can't speak French very well. What do they need to do?
- 4 Voice: In April Superboots started to learn to play the trumpet but he doesn't practise very often. He can't play well. What should he do?
- 5 Voice: Mr Flash moved to a new house one week ago. It's a lovely house but the garden is in a mess. The grass is too long and there are no flowers. If he wants a nice garden, what will he have to do?
- 6 Voice: Mrs Swift bought a puppy on Saturday. It's fun to have a dog and it's important to look after it well. What does Mrs Swift have to do every day, do you think?

If you wish, let volunteers read the paragraphs to the class again while the other children follow in their books.

Activity 2

Read the first prompt words and ask a pair to read the speech bubbles.

Read the next prompt words and elicit the answer. Remind the class to check back to the text for the correct answer. Elicit the sentence.

If necessary, remind the class that *for* is used with a period of time; *since* is used with a specific day, date or time in the past.

Activity 3

Go through these questions with the whole class and elicit answers from different children before they work in pairs.

Give them a time limit to talk about the questions.

Ask different pairs to answer each question while the others listen.

Invite several different pairs to answer question 3.

Exercise A

Go through this activity orally before the children write, if you wish.

Answers: 1 for 2 since 3 since 4 for

Exercise B

Make sure that the class realises they must think of their own endings for these sentences.

Example answers
1 You should ask your teacher. 2 You must be quiet.
3 You ought to clean them. 4 You need to wash them.

PB pages 16–17

Give the class time to look at the two pages.
Ask the children to say who is in the different pairs of pictures.
Ask a few questions, for example: *Who has made a cake?*
Who has got a book? Who is walking on a bridge? etc.
Play track 6. The children listen and follow.

- 1 Look, listen and read.
- 1 Voice: Mr Flash lives on an island in a river. There used to be no bridge and Mr Flash used to swim across the river when he wanted to go to town. Last year a bridge was built. Now he can walk across.
- 2 Voice: Miss Sparkle used to own a wonderful bicycle. She used to love riding it. Two weeks ago her bike was stolen. Now she's got a wonderful car!
- 3 Voice: Mr Smash didn't use to be a good cook but he was taught how to cook by Mrs Swift and now he cooks very well.
- 4 Voice: Can you believe it? When he was a boy, Superboots used to have tiny feet and he used to wear tiny boots. These days his feet are huge and his boots are huge, too! These red boots were made in America.
- 5 Voice: When she was a girl, Miss Smart didn't use to like school and she used to hate reading. Now she loves reading and she's very clever! This book was given to her on her birthday by Miss Sparkle.
- 6 Voice: Mr Smash used to be very thin and weak but he trained hard and now he is very fit and strong. Last week he won a prize. His picture was taken by a photographer and it appeared in the newspaper.

If you wish, let volunteers read the paragraphs to the class again while the other children follow in their books.

Activity 2

Ask different children to read each sentence. Elicit *true* or *false*.
Ask volunteers to correct the false sentences.

Answers
1 true 2 false (Superboots used to have tiny feet.)
3 false (Miss Sparkle used to love riding a bike.) 4 true
5 false (Miss Smart used to hate reading.) 6 true

Activity 3

Read the first prompts to the class and ask a pair to read the speech bubbles.
Read the second prompts and elicit the complete question. If necessary, remind the class that the passive structure uses the verb *to be* so they need to think of the past tense of the verb. Elicit the answer.
Continue with the other questions and answers.
Repeat the exercise if necessary before the whole class practises in pairs.

Exercise A

Go through the sentences orally with the class before they write.
Make sure the class understands that *used to* means something happened in the past but does not now. Remind them to think of the sense of the sentences before they rewrite them using *used to*.

Answers
1 Jane used to have a cat when she was little. 2 Grandpa used to be a pilot years ago. 3 Aunt Lucy used to eat meat but not any more. 4 Mrs Jones used to go to work on foot but now he drives there.

Exercise B

Remind the class that a passive sentence begins with the object or person that has the action done to it.
Go through the sentences orally, if you wish.

Answers
1 A bridge was built over the river. 2 This cake was made by Joe's sister. 3 My camera was taken by somebody.
4 Our class was taught by an excellent teacher.

PB pages 18–19

Give the class time to look at the pages.
Ask if they remember this boy from pages 10–11. Ask *What is his name?* **Joe**
What did Joe always do? **arrived late for school**
Ask *Who is he talking to?* **his teacher**
How does his teacher look? **cross**
Play track 7. The children listen and follow. Make sure they realise that the sequences go down the page.

1 Look and listen.

Voice: *Joe is at school and he is talking to his teacher.*

Teacher: Joe! You're late again!

Joe: Yes, sir. Sorry, sir!

Teacher: Do you enjoy arriving late?

Joe: No, sir

Teacher: Why are you late?

Joe: I got up late, sir.

Teacher: Well, if you got up earlier, you wouldn't be late!

Joe: No, sir. Sorry, sir.

Teacher: Where's your homework?

Joe: I forgot to do it.

Teacher: You forgot to do it? Joe! Aren't you interested in learning?

Joe: Yes, but ...

Teacher: Your marks are terrible.

Joe: Yes, sir.

Teacher: If you did your homework, you would get better marks.

Joe: Yes, sir.

Teacher: You've failed your maths exam.

Joe: Oh ...

Teacher: Don't you like doing maths?

Joe: Well ...

Teacher: You don't study hard enough. If you studied harder, you would pass your exams.

Joe: Yes, sir.

Teacher: You talk too much in class.

Joe: Yes, sir.

Teacher: Would you mind not talking in class, please?

Joe: Yes, sir. I mean, no, sir.

Teacher: If you didn't talk so much, you would learn something.

Joe: Yes, sir. Sorry, sir.

Activity 2

Explain to the class that they must think for themselves how to complete these sentences and there is more than one correct way of answering them.

Read the first statement and prompt one or more answers from the class, for example: **Joe doesn't enjoy going to school / doing his homework / doing maths.**

Continue with the other sentence beginnings and elicit as many true sentences as possible.

Activity 3

Ask a volunteer to read the first sentence beginning. If the class has remembered the structure, ask another volunteer to complete the sentence.

If necessary, revise *If + past tense + would + verb*.

Write the sentence beginning on the board. Elicit the correct ending. The class reads.

Continue with the other sentences. Revise the structure where the sentence begins with the main clause with *would* first.

Give extra practice if needed by letting children work in pairs taking turns to read and complete the sentences.

Exercise A

Go through the sentences orally if necessary before the children write.

Remind them to think about their spelling when they complete the sentences.

Answers: 1 closing 2 going 3 swimming
4 learning

Exercise B

Remind the class of the structure. Go through the sentences orally before the children complete them independently if you wish.

Answers: 1 studied, would pass 2 had, would buy
3 would be, got 4 would speak, lived

PB pages 20–21

Give the class time to look at the two pages.

Ask *Where are the heroes? at the park*

What are they doing? having a picnic / eating their lunch

Ask what food and drink they have. Let the class name everything they can see.

Play track 8. The children listen and look at the pictures in their books.

1 Look, listen and say.

Voice: It's a lovely sunny day and Superboots has invited his friends to a picnic. They've got lots of good things to eat and drink. Look at all the delicious things that Superboots has brought! They've got sandwiches and cakes and they've got lots of fruit, too: apples, bananas and grapes. To drink they've got lemonade and orange juice.

Voice: Who has got the most sandwiches? Who has got the fewest sandwiches?

Has Miss Sparkle got more cakes than Mr Smash? No, she's got fewer cakes.

Who has got the most fruit? Who has got the least fruit?

Has Mrs Swift got more juice than Mr Flash? No, she's got less juice.

Voice: The cakes which they are eating are delicious. Mrs Swift made them.

The orange juice that they are drinking is sweet and cold.

Voice: What a wonderful picnic!

Activity 2

Read the first prompt and ask a pair to read the speech bubbles. The children check in the picture that the statement is right.

Ask about the other items, or let volunteers ask the questions. The children look at the picture to find the answers.

Answers

2 Who has the most fruit? Mr Flash has the most fruit.

3 Who has the most lemonade? Superboots has the most lemonade. 4 Who has the most apples? Miss Sparkle has the most apples. 5 Who has the most sandwiches? Superboots has the most sandwiches.

Activity 3

Encourage the class to make as many true statements using these prompts as they can, for example: *Mr Flash has more cakes than Miss Smart ... more juice than Miss Sparkle*, etc.

Elicit several sentences then let the class work in pairs, taking turns to make correct statements.

Activity 4

Read the first prompt and ask a volunteer to read the complete sentence in the speech bubble.

Explain to the class that all the answers are nearly the same.

Read the next prompt and elicit the ending.

Do the same with the other sentences. Make sure the class remembers that *which* and *that* mean the same in this activity.

If you wish, write the sentences on the board and point out the different positions of the clause: in some sentences it is in the middle; in others it is at the end. Make sure the class understands that the clause always follows the object that it tells you about.

Let the class practise again in pairs.

Exercise A

Go through this orally and check that the class remembers the rules for countables and uncountables with *fewer*, *the fewest*, *less*, *the least*.

The children complete the sentences independently.

Answers: 1 fewer 2 less 3 least 4 fewest

Exercise B

Go through the sentences orally before the children write. Remind them that they can use either *which* or *that*.

Remind them that the clause does not always come at the end when the two sentences are put together.

Answers

1 We ate all the cakes that / which were on the plate.

2 The children loved the songs that / which Grandma sang.

3 The stories that Grandpa told were funny. 4 The ring that Mum lost was made of gold.

1 Heat in the Earth

Lesson 1 Poster 1, Reading

Lesson aim Reading

Lesson targets Children:

- (poster) read about the features of a diary
- follow and read the diary
- understand the diary entries and answer oral questions about them
- practise reading the diary

Key structure present continuous with future meaning

Key language *What a / an ... ! What ... !*

Vocabulary volcanoes and volcanic features

Materials poster 1; PB pp 22–23; CD A track 9; WB p 2; Dictionary 6; world map/globe (optional)

Time division

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

Warm-up

Show the class an apple or another round fruit. Tell them to think of it as the Earth. Explain that the outside of the Earth, the skin, is cool. Cut the fruit in half. Explain *The Earth we live on has a skin like the apple. Under the skin the Earth is hot.* Point to the centre. Explain *The centre of the Earth is very, very, hot. This heat keeps the Earth under its skin hot all the time.* Tell the class they are going to find out more about the heat inside the Earth.

Poster 1

Heat in the Earth

Unit 1 you are going to read a diary. The diary is written by Andy Scott.

Andy is on holiday with his father. They are visiting a small country.

There are many interesting things to see.

volcano hot spring geyser mud pot glacier

These people know about Iceland.

geyser geyser

A diary is written in the first person. The writer uses *I* and *we*. Andy uses *I* when he writes about himself.

I am really looking forward to this holiday. I'm going to write everything down in this diary.

He uses *we* when he writes about what he did with his dad.

When we were flying over the island we could see the volcanoes and the glaciers.

Each day, Andy writes about what happened. He starts with the day of the week and the date.

Sunday 19th June
He writes about the days in order. The next day he writes about is ...

Monday 20th June
In his diary, Andy tells us:

- what he did
- what he saw
- what he thought about it
- what he felt about it.

The information in a diary is *personal*. It gives us the writer's point of view.

A diary does not usually contain direct speech.

Text type and vocabulary

- 1 Read the title. Give the class time to look at the pictures. Read the first two sentences and point out Andy on the other side of the poster.
- 2 Read the next two sentences and point out Iceland. If you have a world map or a globe, show the class where Iceland is. Tell the class that underneath Iceland the Earth's skin is very thin and sometimes the hot rocks under the Earth's skin come up to the surface.
- 3 Read the final sentence and the labels of the pictures. Tell the class they will find out more about these things and the people.

Text type features

- 4 Read the first three sentences and point out Andy again. Read, or ask a volunteer to read, the two sentences written by Andy.
- 5 Continue to read the information, inviting volunteers to read what Andy wrote.
- 6 After the date, read the list. Point out the picture of Andy writing. Point out that he is thinking of himself and what he saw during his holiday.
Make sure the class understands the meanings of *personal: to do with one person* and *point of view: the way a person (or people) sees and thinks about things.*
- 7 Read the last sentence.

Reading (PB pp 22–23)

- 1 Give the class time to look at the diary and the pictures. Ask them if they can name any of the things they see illustrated. Check they understand the labels on the diagrams.
Ask them to look at the pages. Ask *How many days has Andy written about? five: Sunday, Monday, Tuesday, Wednesday, Thursday*
- 2 Play track 9. The children listen and follow in their books.
- 3 Read the diary to the class in short sections. Pause at the end of each section to check meanings as necessary. The children should check or find meanings of words in their Dictionaries as you go through the sections.
- 4 Ask questions about each part of the diary (see next page or use questions of your own). Note: short answers are given below as the aim of the activity is to check understanding or help the children to gain understanding if they currently do not. The children may choose to answer with a complete sentence but a one- or two-word answer or a phrase can also show correct understanding.
- 5 Ask different children to read a few lines each of the diary, or a paragraph, or the entry for one day.
- 6 Play track 9 a final time.
- 7 Remind the class to learn some of the new words. Suggested lists are at the back of the WBs. If you prefer to download the lists and give each child one list at a time, they are available from the *English World* website.

1 Heat in the Earth

Reading 1 The land of fire and ice

Sunday 19th June

Dad and I have just arrived in Iceland — the land of fire and ice! I am really looking forward to this holiday. I'm going to write everything down in this diary.

When we were flying over the island we could see the volcanoes and the glaciers. None of the volcanoes was erupting. I would like to see an eruption — it would be thrilling — but active volcanoes are dangerous. It's safer when they're quiet. Tomorrow we're going to Hekla. It's an active volcano but it hasn't erupted for several years.

Monday 20th June

Today we climbed to the top of Hekla. We didn't go into the crater, though. There was snow on the ground but in some places the rocks were warm. The snow was melting and the rocks were steaming. Our guide picked up a small rock and told us about it. When the volcano erupts, the rock from deep under the ground comes out of the volcano. The rock is so hot that it is liquid. It runs down the sides of the volcano, then it cools and goes hard. It's called lava. It isn't smooth at all. It feels very rough and a bit sharp. You can easily cut yourself on it.

Our guide's name is Ari. In the hotel this evening he drew a diagram of what Hekla looks like inside. Now I understand why the ground was hot. There is liquid rock down there — now!



Ari showed us pictures of Hekla erupting. He let me keep this one. He is very nice. He's a student at the moment but he's going to be a geologist. He knows a lot about rocks and everything about the volcanoes in Iceland.



Tuesday 21st June

Today we saw a geyser — that's a kind of hot spring. About every ten minutes hot water went shooting up from the ground like a huge fountain. It was fantastic. The water underground is heated by the hot rocks. First it bubbles then when it gets really hot it suddenly goes up about 10 metres high. Whoosh! What incredible power!

Dad took this picture.



Wednesday 22nd June

We went to a really strange place today. We went to the top of a volcano, then we went down inside. The ground was steaming and there were lots of hot springs. Sometimes these springs are boiling hot so you must be careful. There were noisy pools of hot bubbling mud, too! They're called mud pots. What weird sounds! A long time ago people believed in dragons and monsters. They thought they lived in volcanoes and now I know why. The noises sounded like terrifying monsters under our feet. What a peculiar place!



Monsters under the ground



Thursday 24th June

Today was terrific! We went to a geothermal pool outside. I thought the water would be freezing cold but it was like being in a warm bath! It was brilliant. A hot spring feeds the pool. It's like having a hot tap running all the time so the pool never goes cold. I wanted to stay all day. Tomorrow Ari's taking us to a glacier. This is the best holiday ever!



Me and dad in the warm pool

Unit 1 Reading: a diary

Unit 1 Reading: a diary

Reading text questions

What two things could Andy see from the plane?
volcanoes, glaciers

Where are Andy and his dad going tomorrow?
(a volcano called) Hekla

What did the guide show to Andy and his dad? **a small rock**

What is surprising about the rock deep under the ground? **It is so hot that it is liquid.**

What is the hard rock called? **lava**

What is Ari going to be? **a geologist**

What is he at the moment? **a student**

What did Andy see on Tuesday? **a geyser**

How high does the water go? **10 m**

What was the ground like inside the crater? **steaming, and there were hot springs**

What was making weird sounds? **the mud pots**

What did people believe about volcanoes? **dragons and monsters lived inside them**

Where did Andy and his father swim? **in an outdoor pool**

Where was Andy going to go on Friday? **to a glacier**

Workbook: Study skills (WB p 2)

Make sure the children understand the tasks.

Exercise 1

This alphabetical order exercise practises dictionary skills and the children should be familiar with the task.

If necessary, remind them that when words begin with the same letter they must look at the second letter to find the correct order for the words.

Remind the class to check their work before they consider it finished. They may use their Dictionaries to do this.

Exercise 2

Remind the class that they should try to complete the exercise without using their Dictionaries first, then they should use their Dictionaries to check their answers.

Workbook answers

Exercise 1

- 1 active dangerous rough thrilling weird
- 2 fire Iceland island spring tap
- 3 bubble climb cut erupt heat
- 4 dragon pool power rock student
- 5 brilliant incredible rough sharp smooth
- 6 boil cool freeze melt steam

Exercise 2

- 1 fountain 2 volcano 3 glacier 4 crater 5 peculiar
- 6 guide 7 lava 8 shoot

Lesson 2 Reading comprehension and vocabulary

Lesson aim Reading comprehension; vocabulary

Lesson targets Children:

- re-read *The land of fire and ice*
- answer multiple choice, deductive and personal response questions
- practise vocabulary using dictionaries to check definitions

Key structure and language from Lesson 1

Vocabulary from Lesson 1

Materials PB p 24; CD A track 9 (optional); WB p 3

Time division

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

Warm-up

Ask the class to answer these questions in pairs:

What is the word for a mountain formed by hot rock from inside the Earth? **volcano**

What is the word for hot water coming from under the ground and shooting up high? **geyser**

What is the word for a frozen river of ice? **glacier**

The pairs write the answers. Check answers together.

Activity 1

Give the class a moment to read the first phrase and the possible endings. Ask a volunteer to say the complete sentence.

Check with the rest of the class that it is correct. If there is disagreement, tell them to look back to the text to check. The children circle the correct answer.

Continue with the other sentences.

Answers: 1 b 2 a 3 b 4 a 5 a 6 b 7 b 8 b
9 b 10 a

Activity 2

The answers to questions 1 and 2 are not found directly in the text. The children must think of the answer from what they have read. Tell them to look back at the text if necessary.

For questions 3–5 the children may give their own answers. They should be able to explain their answer by referring back to the text and answering the question *Why?* or *Why not?* as appropriate.

Answers:

1 by plane: Andy says *When we were flying over the island ...*

2 He explained what a volcano is and what it does; he took them to two volcanoes and he is going to take them to a glacier.

Activity 3

Ask one or more volunteers to read the words to the class. Give the class a minute or two to check in the Dictionary any words they are not sure of.

Ask a child to read and complete the first sentence, using one of the words in the list.

Ask the class if the sentence is correct. If there is disagreement, tell the class to check the meaning of the word again.

The children complete the sentence.

Continue in the same way with the other sentences.

Answers: 1 guide 2 eruption 3 weird 4 thrilling
5 dragon 6 rough

Reading comprehension and vocabulary

1 Read. Choose the correct ending.

- | | | |
|---|----------------|---------------|
| 1 Andy and his father arrived in | a Ireland. | b Iceland. |
| 2 An active volcano is | a dangerous. | b thrilling. |
| 3 Hekla is a | a mountain. | b volcano. |
| 4 Lava rock is | a rough. | b smooth. |
| 5 Ari is going to be a | a geologist. | b student. |
| 6 A geyser is a kind of | a fountain. | b hot spring. |
| 7 The underground water is heated by | a the volcano. | b hot rocks. |
| 8 The bubbling pools of mud are called | a mud springs. | b mud pots. |
| 9 On Thursday Andy and his dad went in a hot | a bath. | b pool. |
| 10 Tomorrow Ari is taking Andy and his dad to a | a glacier. | b geyser. |

2 Think about your answers to these questions.

- 1 How did Andy and his father travel to Iceland? How do you know?
- 2 How did Ari help Andy and his father?
- 3 Which place do you think Andy liked best? Why?
- 4 Which place would you like to visit? Why?
- 5 Do you think Iceland is a good place to visit? Why or why not?

3 Choose the best words to complete these sentences.

thrilling guide rough eruption weird dragon

- 1 When you visit a new place, a _____ can show you around.
- 2 The _____ of a volcano is very noisy.
- 3 My uncle's inventions always look very _____ – and they never work!
- 4 This adventure story is really _____ and it is full of surprises.
- 5 There is often a _____ in old Chinese stories.
- 6 Some shells have spines on them and they feel _____.

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Unit 1 Reading comprehension and vocabulary: correct ending; deductive/personal response; cloze

Reading comprehension and vocabulary (PB p 24)

Read again

Re-read *The land of fire and ice* or play track 9 again.

Workbook: Reading comprehension and vocabulary (WB p 3)

Check the children understand the tasks. Remind them to use their Dictionaries to check meanings of words as necessary.

Exercise 1

If the children are doing the exercises for homework, remind them to have their PBs with them so that they can re-read the text and check their answers.

If the children are completing this work in class time, they should re-read the text silently again before they begin and refer to the text to check their answers.

Exercise 2

Point out that the sentences are not in the order of events in the diary. The children must scan the text to find or check answers.

Exercise 3

The children read the phrases above the pictures and decide which phrase best describes each picture. Remind them to check words in their Dictionary if they need to.

Workbook answers

Exercise 2

- 2 Thursday 3 Tuesday 4 Sunday 5 Wednesday
6 Monday 7 Wednesday 8 Monday

Exercise 3

- 1 c 2 e 3 d 4 f 5 b 6 a

Reading comprehension and vocabulary

1 Read The land of fire and ice again.

2 Read the sentences. When did these things happen? Write the day.

- 1 Ari drew a diagram of Hekla. Monday
2 Andy and his father swam in a hot spring. _____
3 Andy's father took a picture of a geyser. _____
4 Andy and his father flew over the island. _____
5 Ari, Andy and his father went inside a volcano. _____
6 Ari talked about lava rock. _____
7 Andy heard strange sounds from the mud pots. _____
8 Ari gave Andy a picture of Hekla erupting. _____

3 Match the phrases to the pictures.

- 1 rough and sharp 2 thrilling and noisy
3 active and dangerous 4 bubbling and hot
5 hot and high 6 huge and warm



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 continuous with future meaning

Vocabulary from Lesson 1

Materials PB p 25; WB p 4; GPB p 4

Time division

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

Warm-up

Ask the class *Can you name all the things that Andy saw in Iceland?* **volcano, glacier, geyser, lava, hot spring, mud pot, hot pool**

Alternatively, give the class definitions for each word from the Dictionary. The children tell you the word.

Point out *tomorrow* in the first sentence. Explain that the present continuous can be used to talk about future events. Point out the second sentence. Explain that the sentence does not have to have a future time phrase because it is clear from the previous sentence that flying to Iceland is a future event.

Activity 2

Point out the first prompt words in the box. Ask a pair to read out the example question and answer.

Ask each question yourself, eliciting answers, or let volunteers ask each question while other children answer.

Repeat the activity with the class working in pairs at their desks. Go around listening to them as they work.

Ask a few pairs to ask questions and answer while the class listens.

Activity 3

Read out the names of the children in the pictures. Tell the class to follow the line from Sue and find the object: **a basketball net.**

Activity 4

Ask a pair to read the example question and answer.

Let different volunteers ask about each person in the pictures and elicit the answers.

Repeat the activity in pairs as for activity 2.

Answers: Ned is going to the dentist. Kim is going shopping (to the mall). Dan is playing football. Lottie is doing a test. Jon is going swimming.

Activity 5


Give the class a few moments to talk to each other in pairs or small groups.

Ask as many children as possible around the class *What are you doing tomorrow?* Individuals tell the class about their plans for tomorrow, using the present continuous.

Note: If you wish, ask the children to bring in their own photos of interesting places and landscapes (see activity 3, page 28).

Grammar

1 Look!



Andy is going on holiday tomorrow.
He is flying to Iceland with his father.
They are leaving early tomorrow morning.
They are travelling by plane.

2 Ask and answer.

What are they doing on Sunday?


On Sunday they're flying to Iceland.

Our holiday plans

- Sunday – fly – Iceland
- Monday – climb – a volcano
- Tuesday – see – a geyser
- Wednesday – look – mud pots
- Thursday – swim – a hot pool
- Friday – ride – horses
- Saturday – visit – waterfall

3 Look!

Sue, Ned, Kim, Dan, Lottie, Jon



4 Ask and answer.

What's Sue doing tomorrow?

She's playing basketball.

5 What are you doing tomorrow? Talk with your friends.

Unit 1 Grammar: Present continuous with future meaning 25

Grammar (PB p 25)

Activity 1

Give the class a moment to look at the picture. Ask *What is Andy doing now?* **He's packing his bag.**

Ask one or more volunteers to read out the sentences. Write them on the board and underline the verbs. Ask the class to tell you the tense: **present continuous.**

Workbook: Grammar (WB p 4)

Go through the tasks on the page with the class. They should be able to complete these tasks working independently.

Exercise 1

Check that the children understand all the verbs in the box. Point out the example sentence.

Exercise 2

If you wish, do the first example orally with the class as preparation.

Workbook answers

Exercise 1

2 is flying 3 Are ... taking 4 am ... spending 5 are performing 6 is leaving

Exercise 2

- 1 He is playing football on Monday.
- 2 Joe is seeing the dentist on Tuesday (at 10 o'clock.)
- 3 On Saturday morning, Grandma and Grandpa are arriving.
- 4 They are having a party on Saturday evening.
- 5 On Friday, Joe and Bob are going to the school play.

Grammar Practice Book (GPB p 4)

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

Grammar Practice Book answers

Activity 1

- 2 On Monday he's buying a new guitar.
- 3 On Thursday they're playing a concert in Moscow.
- 4 On Friday he's having lunch with a friend in Moscow.

Activity 2

- 1 When, On 2 Where, they, Russia 3 What, are packing 4 Are, taking, I am 5 Are, buying, I'm not.

Grammar

1 Complete the sentences with the words in the box. Use the present continuous.

take leave go spend fly perform

- 1 We are going to the mall tomorrow afternoon.
- 2 Uncle Joe is leaving to America on Sunday.
- 3 Are you taking your exams next week?
- 4 I am spending my next holidays in the city.
- 5 The children are performing their play tomorrow.
- 6 Our train is going at three o'clock.

2 Look at Joe's list. Answer the questions.

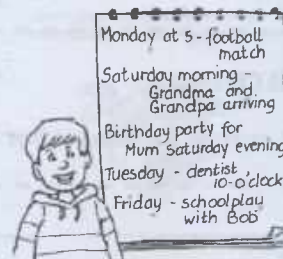
- 1 When is he playing football?

- 2 Who is Joe seeing on Tuesday?

- 3 What is happening on Saturday morning?

- 4 When are they having a party?

- 5 Where are Joe and Bob going on Friday?



3 How about you? Write about your plans. Use the present continuous.

- 1 Tomorrow _____
- 2 On Friday _____
- 3 Next week _____
- 4 At the weekend _____
- 5 Next year _____



Unit 1 Present continuous with future meaning

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 *What a / an ... ! What ... !*

Vocabulary from Lesson 1

Materials PB p 26; CD A track 10; WB p 5; GPB p 5

Time division

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

Warm-up

Ask around the class *What are you doing this weekend?*

Grammar in conversation (PB p 26)

Activity 1

Point out Alex and Lucy. Ask *What are they looking at?* Ask the class what country this could be. Elicit as many suggestions as the class can think of. Explain that Alex and Lucy are talking about the photo. Play track 10. The children listen and follow the dialogue in their books.

Activity 2

Remind the class of the pictures on PB pages 22–23. Tell them to turn back and look for a moment. Ask different children to read the speech bubbles. Tell children to look at pages 22–23 again. Ask them to think of adjectives to describe some of the things in the pictures, for example *funny* (dragon). Elicit the exclamation *What a funny dragon!* Continue in the same way with other objects, for example *sharp* (rock), *fascinating* (diagram), *enormous* (volcano), *noisy* (mud pots), etc. If the class does not mention an uncountable or a plural noun, find examples of these yourself, such as *water*, *heat*, *ice*, *rocks*, *springs*, etc. Write all of the adjectives on the board.

Activity 3

The children talk about the pictures on pages 22–23 in pairs. Encourage them to discuss them, ask each other questions about them and say as much about them as they can. Alternatively, or as well, let children who have brought in their own photos talk about them in pairs. Point out the phrases in the box and read them to the class. Explain that they may use these expressions if they wish. Go around listening to pairs as they talk. Remind the children of the adjectives on the board as necessary. When all pairs have had a few minutes to speak together, ask one or two pairs to speak while the rest of the class listens. Ask children who brought in their own photos to show them to the class and say where the photo was taken and what it shows.

Grammar in conversation

1 Listen and read.

Alex: Hey! Look at this!

Lucy: Wow! What an amazing photo!

Alex: Where is it? Do you know?

Lucy: Well, I'm not sure. It might be Switzerland.

Alex: You could be right.


Lucy: What fantastic mountain peaks!

Alex: And what beautiful snow!

Lucy: Brrr! I bet it's cold in those mountains.

Alex: Would you like to go there?

Lucy: Definitely. What a spectacular country!



2 Think, write and say.


Look at the photos on pages 22 and 23.
Make sentences like this:

What a peculiar place!

What an interesting country!

What strange mud!

What weird pools!



3 Let's talk!

Hey! Look at this!

Wow! What an incredible place!

Useful phrases

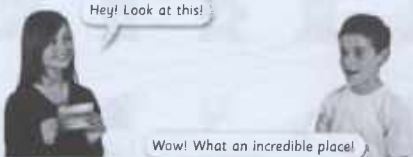
Wow!

I'm not sure.

You could be right.

I bet ...

Definitely.



Workbook: Grammar in conversation (WB p 5)

Make sure the children understand the tasks before they begin.

Exercise 1

If necessary, go through the rule for constructing these exclamations:

What a / an + adjective + singular noun

What + adjective + uncountable noun

What + adjective + plural noun

Exercise 2

Point out Mrs Swift's speech bubble. Check that the children can name everything in the pictures: **house, flowers, dragon, fruit.**

The children answer with their own choice of adjective. Check for the correct structure. The answers below are examples only and other adjectives/nouns are possible.

Workbook answers

Exercise 1

1 What a 2 What an 3 What 4 What 5 What

6 What an 7 What 8 What a

Exercise 2

1 What an enormous house!

2 What beautiful flowers!

3 What a scary dragon!

4 What delicious fruit!

Grammar Practice Book (GPB p 5)

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 What an 3 What 4 What a 5 What 6 What

Activity 2

2 What delicious food! 3 What a beautiful bird! 4

What loud music! 5 What tall skyscrapers! 6 What an old book!

Grammar in conversation

1 Complete the exclamations with *What*, *What a* or *What an*.

- 1 _____ beautiful beach!
- 2 _____ exciting film!
- 3 _____ lovely music!
- 4 _____ clever children!
- 5 _____ interesting photos!
- 6 _____ old house!
- 7 _____ freezing water!
- 8 _____ weird noise!

2 Write an exclamation under each picture. Start with *What*, *What a* or *What an*.

Don't forget the exclamation marks!

1



2



3



4



Unit 1 Exclamations: What a / an ... / What ...

5

Lesson 5 Spelling, Use of English

Lesson aim Spelling; song; Use of English

Lesson targets Children:

- listen to pronunciation of plurals of words ending o
- practise spelling and writing plurals of words ending o
- understand and sing a short song

Key language What a ...

Target words volcanoes, potatoes, tomatoes, heroes, flamingoes, zoos, kangaroos, photos, pianos, hippos

Materials PB p 27; CD A tracks 11–17; WB pp 6–7, GPB p 6

Time division

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

Warm-up

Word races. Game 4. Give pairs one minute to write down adjectives. (See Games, p 216.) Ask pairs to tell you their words. Count how many the class could think of altogether.

Give the children a minute or two to write the plurals. Ask different children to read out the plural nouns and spell the words. Other children listen and check their spelling. Play track 12. The children listen and repeat.

Answers: tomatoes, volcanoes, heroes, flamingoes

Activity 2

The children write the correct plural noun for each picture. The children read out words, spell them and check their answers as for activity 1.

Answers: flamingoes, potato, volcanoes, tomatoes, potatoes, hero

Point out the three examples of words which do not take an e before the o. Explain that there are only a few of these words and the class should learn these examples. Play track 13. The children listen and repeat.

Spelling box

Point out Mr Flash’s speech bubble. Play track 14. The children listen. Read the example sentences. The class repeats.

Activity 3

The children write the plural form for each noun. Make sure they understand all the words. Play track 15. The children listen and repeat.

Answers: zoos, kangaroos

Activity 4

Ask children about the picture. Ask *Where is the girl? What is the weather like? What do you think she is thinking about?* Play track 16. The children listen and follow in their books. Go through the words of the song and explain any words or phrases as necessary. Play track 16 again. The children join in. Play track 17. The children sing to the music. They may learn this song if you wish.

To complete classroom Lesson 5, move on to Use of English, WB p 7.

Spelling

For most nouns ending with o, we add es to make them plural.

This is a volcano.
Here are two volcanoes.

1 Write the plurals. Add es.

potato _____
potatoes
hero _____
heroes
tomato _____
tomatoes
flamingo _____
flamingoes
volcano _____
volcanoes

Listen and say the words.

2 Write the words.

Remember, say and learn these words.

For nouns ending oo, we add s.

3 Write the plurals.

Listen and say the words.

4 Listen and sing.

What a great day! The sun's shining brightly.
What a great day! Not a cloud in the blue sky.
What a wonderful, marvellous, magical day
And I'm spending it with you!

Unit 1 Spelling: plurals of words ending o 27

Spelling (PB p 27)

Spelling box

Point out the speech bubble. Tell the class to listen and follow in their books. Play track 11. The children listen. Read the example sentences. The class repeats.

Activity 1

Ask volunteers to read each word. Make sure the children understand what a flamingo is.

Workbook: Use of English (WB p 7)

Read Superboots' speech bubble to the class.
Ask a volunteer to read the example sentence. Write it on the board. Underline *power*.

Exercise 1

Read the information to the class. Ask volunteers to read the words. Check that the class understands and agrees that these are all nouns.
Read the sentence about proper nouns. Ask volunteers to read them. Check that the class understands and agrees that these are all proper nouns. Ask *What do proper nouns begin with? a capital letter*
Read the sentence about abstract nouns. Write *abstract* on the board. Explain that this word means *to do with thoughts and ideas*.
Ask a volunteer to read the abstract nouns. Check that the children understand what all the words mean.

Exercise 2

Ask one or more volunteers to read out the adjectives. The class should be familiar with all these words by now.
Give the class a time limit to read and match the adjectives with the abstract nouns.

Workbook answers

Exercise 2

1 powerful, power 2 beautiful, beauty 3 angry, anger

5 happy, happiness 6 dangerous, danger 7 kind, kindness

Workbook: Spelling (WB p 6)

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 sentences in the box.

Exercise 1

Point out to the children that they should write the word that is in the word search and which matches one of the pictures. They are not required to write the words for both pictures.

Exercise 2

Tell the children to read the reminders from Miss Smart and Miss Sparkle before they do the exercise.

Workbook answers

Exercise 1

1 tomatoes 2 heroes 3 flamingoes 4 volcanoes

5 potatoes


Exercise 2

1 zoos 2 cockatoos 3 hippos 4 kangaroos 5 pianos


6 photos

Use of English

Some nouns name things that you cannot see.




Look at the geyser.
What incredible power!




1 Read.


Remember: a noun is a naming word. These nouns name objects:




volcano



geyser




geologist




rock


Proper nouns name people and places.




Iceland



Ari



Andy



Hekla

Some nouns name things you cannot see, hear, touch, taste or smell.

You can feel and think these things. They are nouns, too. They are abstract nouns.

fear danger happiness kindness anger beauty power

2 Match the adjectives and the abstract nouns. Write the words.

frightened	power	1	
dangerous	beauty	2	
happy	anger	3	
kind	fear	4	frightened fear
angry	happiness	5	
beautiful	danger	6	
powerful	kindness	7	

Unit 1 Abstract nouns

7

Grammar Practice Book (GPB p 6)

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

Common nouns: student, snow, water, fountain, pool, rock

Proper nouns: Alex, England, Lucy, Andy, Iceland, Hekla

Abstract nouns: fear, danger, happiness, kindness, anger, beauty, power

Activity 2

2 fear 3 kindness 4 power 5 happiness 6 anger

7 beauty

Activity 2

1 kindness 2 fear 3 power 4 beauty 5 anger

6 happiness 7 Danger

Lesson 6 Class composition; Writing preparation, Composition practice

Lesson aim Writing

Lesson targets Children:

- compose two diary entries with teacher support (session 1)
- practise vocabulary and choose ideas for independent writing (session 2)
- write two diary entries independently (session 2)

Key structure and language from the unit

Vocabulary from the unit

Materials PB p 28; WB pp 8–9

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 *Verb tenses*. (See Games, p 216.) Write up some irregular verbs on the board, such as *think, write, draw, see, fly, stand, hear, feel*. The children tell you the past tenses.


Class composition

1 Andy and his father went to places in Iceland. Look at the pictures. Talk about them.

Friday



Saturday



2 Think about these questions.
How did they travel?
What did they see? What did it look like? How did it feel? How did it sound?

3 Write Andy's diary for Friday and Saturday.

28 Unit 1 Class composition: diary entries

Class composition (PB p 28)

Activity 1

Read the task to the class. Tell them to look at Andy's picture of what they did on Friday. Ask questions about it: *What / Who is in the picture? What are they doing?* etc. Ask about the place they went to on Saturday. *What is it? Is it high up in the mountains? Is it easy to get to?*

Activity 2

- 1 Discuss each of the questions with the class and make notes on one side of the board.
For the last three questions, encourage the class to look carefully at the first picture and to think about the sights and sounds. Encourage them to think of adjectives to describe them. Note the words.
Encourage them to think what Andy felt when he put his hand in the water. *What did he think while he was at the lake?* Note their ideas.
- 2 Add extra questions as you wish. For example: *What time did they start their ride up to the lake? How long did it take? Was it fun? difficult? uncomfortable?*
- 3 Do the same with the second picture. Tell them to imagine being Andy and standing right next to the waterfall. Ask *What do you think Andy saw and heard? How did he feel, standing close to it? What did he think?*

Activity 3

- 1 Help the class to make the notes on the board into complete sentences and create a diary entry for each day. Remind them that they must write as if they were Andy and use the first person.
The length and quality of the entries will depend on the extent and level of detail in the notes.
Prompt sentences from the class and write them on the board to make a paragraph for each day. Encourage the class to create a piece of writing that is equal to their ability. This will vary between different classes.
- 2 When the entries are complete, ask two volunteers to read them to the class.
Ask if there are any changes that should be made to improve the writing. *Should there be more adjectives? Are there enough adverbs or better verbs to use?*
Make any changes that you and the class agree to. Let one or more volunteers read the entries to the class.
- 3 The finished piece of writing will vary between different classes. The example shown on page 53 is above the average level that should be expected.
Point out to the class that the entries
 - are written in the first person
 - tell events in the sequence they happened
 - tell some of the writer's thoughts and feelings.

Session 2 Warm-up

Play *Look, cover, write, check* with singular and plural nouns from Lesson 5. (See Games, p 216.)

Workbook: Writing preparation (WB p 8)

Explain to the class that the exercises on this page will help them with vocabulary and ideas for their writing on WB page 9. Tell them that the aim is not to put down answers as quickly as possible. Explain that they must think about each question and complete the tasks carefully. If they do that, they will find the writing easier.

Exercise 1

The children write the words and answer the first question. Remind them to think about each place and decide which they think would be the most interesting and exciting to see or visit.

They should choose the means of travel that best matches the places they have chosen.

Exercise 2

Tell the children to look carefully at the pictures. They choose one or other of the boat trips then give the reason why Andy and his dad chose it.

Go around looking at the children's work as they complete the page. Check that they have reasons for their answers and choices as necessary. If you wish, give them a time limit to complete the page. Those who finish early should go on to exercise 1 on page 9.

Workbook: Composition practice (WB p 9)

Exercise 1

The children read the words and check meanings as necessary.

Tell them to read the words and circle those that they think fit best with the activities they chose on page 8.

Exercise 2

The children write the two entries. Point out the prompt questions. Tell the children to use these to help them with ideas for things to write about. They do not need to write an exact answer to every question.

Remind them that are continuing Andy's diary and they are writing from Andy's point of view. Point out Mr Flash's reminder.

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 diaries 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.

Writing preparation

1 Read.

On Sunday Andy and his dad visited some different places. Write the words.

volcano mud pot cave glacier geyser waterfall hot spring



Which places do you think are the most interesting and exciting?

Choose three places. Note them here.

How did they travel to the place?

Choose one. Note it here.



2 Read.

On Monday Andy and his dad went in a boat. Look at these pictures. Choose which trip they did.



Why did they choose the trip? Write the reason here.

8

Unit 1 Selecting ideas and making notes

Composition practice

1 Read this word bank. Check any new words in your Dictionary.

peculiar	noisy	thrilling	funny	dangerous	freezing
boiling	rough	quiet	smooth	warm	cool
weird	terrific	wonderful	gigantic	strange	scary

2 Write Andy's diary for the next two days.

What did he see? What was it like? What did he hear? feel? think? do?
Use the pictures on page 8 for ideas. Use your notes and the word bank.

Sunday _____

Remember! A diary is written in the first person. Use I and we.



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

- is written in the first person
- tells events in the order that they happened
- tells some of the writer's thoughts and feelings.

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 nature and wildlife

Materials PB p 29; CD A track 18

Preparation Listen to track 18 before the lesson

Time division

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

Warm-up

The class sings the song on PB page 27, track 16.

Who lives at Hawkwood House? *a lady called Miss Havers*
What is there outside the house? *a fantastic car*
What does Meg say about Miss Havers? *she is afraid of her*

Activity 2

Tell 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 18. The children listen and look at the page.

Activity 3

Ask questions to check understanding:
Who had got a new puppy? Meg. What is the puppy called? Patch. What did Mum tell her to do? take Patch for a walk
What sort of programme was Dan watching? a nature programme, about elephants
Where did Dan and Meg go? to Kingfisher Valley. What did Dan see? a kingfisher. What did he do? took a photo. What did the children see next? a lynx
Why was Dan surprised? because a lynx is a very rare animal
Why doesn't Meg like Miss Havers? because she is scary
What did Patch see? two birds
What did he do? ran after them
What must the children do now? go into the garden and catch him
Who is scared to go into the garden? Meg. Why? because it's scary

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

Optional

- 1 Ask the children what they think is going to happen next.
- 2 Choose one of the following:
 - The children use the play script and act out the dialogue. This could be done in groups of four with children taking each role and reading quietly.
 - Choose four children to read and act out the story while the others follow.
 - Play the track again. The class listens and follows again.

Suggested homework task: Children complete Check-up 1.

Listening

1 Look and read. 2 Look, listen and read. 3 Talk about it.

Kingfisher Valley – Part 1

Meg! Please take Patch for a walk!

Meg is taking Patch for a walk. Can you go with her, please?

But I can't go on my own.

It's Tom Winter, the wildlife expert.

Look! A kingfisher!

Wow!

Let's walk through the wood.

Look! What's that?

It's a lynx! It's very, very rare!

Look! Hawkwood House

That's where Miss Havers lives.

What a fantastic car!

Patch! Come back

We must catch him.

But I'm afraid of Miss Havers!

Unit 1 Listening 29

Listening (PB p 29)

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 the story about? a boy and a girl
What else is in this story? animals, a big house
Ask different children to read the speech bubbles.
Ask these questions or any of your own:
What kind of animals are in the story? a kingfisher; a lynx; the children's dog, Patch

Listening audioscript: Kingfisher Valley – Part 1

1 *Meg had a new puppy. His name was Patch and he was very noisy!*

Meg: Come on, Patch! Jump! Jump for the ball! Come on! You can do it!

Mum: Stop! Stop! What a terrible noise!

Meg: Sorry, Mum. We're only playing.

Mum: That puppy is too noisy. Meg! Please take Patch for a walk! Please, take him out!

Meg: OK, Mum. But I can't go on my own.

2 *Meg's brother, Dan, was in the sitting room.*

Mum: What are you doing, Dan?

Dan: I'm watching TV. Look! It's Tom Winter, the wildlife expert. He's talking about elephants. It's really interesting.

3 Mum: Oh, Dan. I know you like Tom Winter's programmes but can you help me? Meg is taking Patch for a walk. Can you go with her, please? She can't go on her own.

Dan: But this is my favourite programme, Mum!

Mum: Please, Dan. That dog is so noisy! Please?

Dan: (grudgingly) OK.

Mum: Thanks, Dan.

4 *Dan, Meg and Patch walked to Kingfisher Valley. Dan took his camera. He loved taking photos of animals and birds. They walked along a path by the river. Suddenly, Dan stopped.*

Dan: Look! A kingfisher!

Meg: Where?

Dan: On that branch over there!

5 Meg: Oh, yes! Take a photo, Dan!

Dan: Wow! Look at that!

Meg: It's lovely! What beautiful colours!

6 *They walked along the riverbank in the sunshine and came to an old bridge.*

Dan: Shall we cross the bridge?

Meg: Yes, let's walk through the wood. Patch will like it there.

Dan: And I might see some more interesting animals.

7 *They walked through the trees for a few minutes. It was cool and quiet in the wood. Suddenly, Dan stopped.*

Dan: (whispering) Look! What's that?

Meg: What?

Dan: Between the trees. Over there.

Meg: Oh! What is it? Is it a cat?

8 *Dan took one picture of the animal but then it disappeared silently into the wood.*

Meg: What was that?

Dan: Let's have a look. Oh, wow! I don't believe it!

Meg: What is it?

Dan: It's a lynx!

Meg: A lynx?

Dan: Yes, a lynx. And it's very, very rare!

Meg: Wow!

9 *Dan was really excited about the lynx. They walked through the wood and he told Meg all about it. Suddenly, they were at the edge of the wood and in front of them they could see a big old house with a wall around it.*

Dan: Look! Hawkwood House.

Meg: That's where Miss Havers lives. I don't like her. She's scary.

10 *Dan, Meg and Patch walked out of the wood towards the house. The big gates were open and there was a car in front of the house.*

Dan: What a fantastic car!

11 *Suddenly, Patch saw two birds in front of the house. He ran towards them.*

Meg: Patch! Come back! You naughty dog! Come here!

12 Meg: What shall we do?

Dan: We must go into the garden. We must catch him.

Meg: But I'm afraid of Miss Havers! I don't want to go in there. It's scary ...

Deductive questions

Why do you think there is a rare animal living in Kingfisher Valley? Children's own answers, for example **There are no people there so the animal is not scared away. There are lots of trees so it has lots of places to live.**

Who do you think owns the car? The children can suggest answers, for example **Miss Havers; a visitor**

Personal response questions

Do you like wildlife programmes?

Have you ever seen a rare animal? What was it?

2 Energy from nature

Lesson 1 Poster 2, Reading

Lesson aim Reading

Lesson targets Children:

- (poster) read about the features of an explanation of a process
- follow and read the explanation
- understand the explanation and answer oral questions about it
- practise reading the explanation

Key structure reported speech

Key language *What did Alex say? He said he played the guitar really well.*

Vocabulary energy sources and machines

Materials poster 2; PB pp 30–31; CD A track 19; WB p 12; Dictionary 6

Time division

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

Warm-up

Ask the class to tell you all the things they can think of that run on electricity. If you wish, do this in groups and make it a competition to think of the most.

Poster 2

Energy from nature
You are going to read an **explanation**.
The explanation tells you how wind, water and sun can make electricity.

- It explains where the electricity is made.
or the coast
at a power station
- It explains things that are needed to make electricity.
turbine
generator
mirrors
solar panels

An explanation often uses diagrams with labels and captions.
Solar power stations are built in hot, sunny places.
An explanation is written in the **present tense**.
The mirrors **reflect** sunlight onto the top of the tower.
An explanation often uses the **passive voice**.
The hot liquid **is used** to make steam.
Sentences in an explanation are short and clear.
The turbine turns a generator. The generator makes electricity.

Text type and vocabulary

- 1 Read the title. Give the class time to look at the pictures. Ask if they recognise any of the objects.
Read the first two sentences. Ask *What kind of energy are wind, water and the sun?* **natural energy**
- 2 Read the first bullet point and indicate the illustrated places. If you wish, let a volunteer read the phrases under the pictures. Make sure the children understand what a power station is: **a place where energy is made**.
Read the next bullet point. Indicate the objects and read the words. Explain to the class that they will find out how the machines work when they read the explanation.

Text type features

- 3 Read the first sentence. Point out the picture and read the labels and captions. Make sure the class understands what a diagram is: **a simple picture used to explain something**.

Make sure they understand the difference between a label and a caption: **a label names something in the diagram; a caption gives information about the diagram or picture.**

- 4 Read the sentence about tense and the example sentence. Explain that the present tense is used because the information is about facts that are true all the time.

Read the sentence about the passive voice and the example sentence. Tell the class that in an explanation of a process, what happens is more important than who does the action.

Read about sentences and read the examples. Point out to the class that new information with new words can be difficult to understand. It is easier if the sentences do not have a lot of words.

Reading (PB pp 30–31)

- 1 Give the class time to look at the pictures and diagrams. Ask *What energy from nature can you see?* The class should be able to recognise: **water (river and sea), wind and sun**.
Ask the class if any of them have seen any of the objects or places shown on the pages. Ask whether they saw them in a book, on TV or in real life.
- 2 Play track 19. The children listen and follow in their books.
- 3 Read sections of the text to the class. Pause at the end of each section to check meanings as necessary.
The children check or find meanings of words in their Dictionaries as you go through the text.
- 4 Ask questions about each part of the information. Use the questions in the box on the next page or any of your own.
- 5 Ask different children to read sections of the information.
- 6 Ask the class to tell you what information they already knew and what they have learned from the text.
- 7 Play track 19 a final time.
- 8 Remind the class to learn some of the new words. Suggested lists are at the back of the WBs. If you prefer to download the lists and give each child one list at a time, they are available from the *English World* website.

2 Energy from nature

Reading 1 Energy is all around us

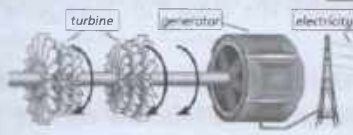
Power from the Earth

The Earth has natural energy. This energy is renewable. It never runs out. The rocks under the ground are hot and liquid. They make heat. The water in the oceans, rivers and seas is moving all the time. Winds blow around the planet.

Using natural energy

Natural energy can turn a turbine. People have used turbines for thousands of years. Windmills and waterwheels are simple turbines.

A turbine is a machine that is turned by wind or liquid. When it turns, it makes energy. A generator makes this energy into electricity.



Wind

The wind turns the blades. These turn the turbine. The generator makes electricity and sends this power along the lines.

Tides



The sea moves around coasts. It moves towards the land then it moves away from the land. These movements are called tides. When the tide moves towards the land, the sea water moves some way up wide rivers. Sometimes, a barrier is built across the river. When the tide moves up the river, the energy in the water turns turbines and makes electricity. When the tide goes out again, more energy is produced.

Water moves in many different ways on our planet. The waves in the sea and the water in rivers and lakes can give us natural energy, too.



Power from the sun

The sun gives us heat and light. Every minute enough energy arrives at the Earth to give us all as much power as we need for a whole year. We have only learned how to use a tiny amount of it.

Solar cells

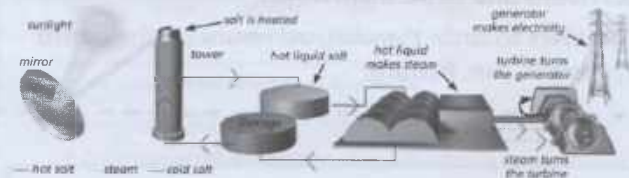
Solar cells make sunlight into electricity. They power satellites. Many calculators are powered by solar cells. Solar cells can put power into batteries.



Solar power stations



Solar power stations are built in hot, sunny places. This one is in California, USA.



Hundreds of mirrors are arranged around a tall tower. As the sun moves across the sky, the mirrors turn so that they are always facing the sun. The mirrors reflect sunlight onto the top of the tower. It gets very, very hot. Liquid salt at the top of the tower is heated by the sunlight. The hot liquid is used to make steam. The steam turns a turbine. The turbine turns a generator. The generator makes electricity. Solar power stations are very expensive to build but the energy they use – sunlight – costs nothing at all.

Unit 2 Reading: information with diagrams, labels, captions: explanation of a process

Reading text questions

What are the rocks under the ground like? **hot and liquid**

What does the water on the Earth do? **moves all the time**

What do the winds do? **blow around the planet**

What are two simple turbines? **a waterwheel and a windmill**

How is a turbine turned? **by wind or liquid**

What does it make? **energy**

What turns this energy into electricity? **a generator**

What energy turns the blades? **wind**

What do we call the movement of the sea away from the land and towards the land? **tides**

What is inside the barrier across the river? **turbines**

What makes them turn? **the tide coming in and going out**

What do we get from the sun? **heat and light**

What can solar cells do? **make electricity, power satellites, calculators and batteries**

Where are solar power stations built? **hot, sunny places**

What objects reflect the sunlight in a solar power station? **mirrors**

What does the hot liquid at the top of the tower make? **steam**

Workbook: Study skills (WB p 12)

Make sure the children understand the tasks.

Both of these exercises encourage the children to guess words from their context in different ways. The tasks build children's confidence with new language and vocabulary.

Exercise 1

This exercise practises guessing the likely meaning of a word from its context and from other clues in the text.

If this work is done in class, the children may work in pairs and discuss the best answers.

Exercise 2

Encourage the children to try to remember or guess the words without looking back to the Reading text.

They may check their answers in the Dictionary then look back to the PB text if necessary.

Workbook answers

Exercise 1

1 c 2 b 3 c 4 a 5 b 6 a

Exercise 2

1 battery 2 amount 3 face 4 reflecting 5 blade
6 coast 7 natural 8 run out

Lesson 2 Reading comprehension and vocabulary

Lesson aim Reading comprehension; vocabulary

Lesson targets Children:

- re-read *Energy is all around us*
- answer true/false, deductive 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 p 32; CD A track 19 (optional); WB p 13

Time division

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

Write some nouns on the board, including abstract nouns, for example *power, fire, student, danger, fun, ice, beauty*. In pairs, the children decide which are the abstract nouns and write them down.

Ask volunteers to circle the abstract nouns on the board: *power, danger, fun, beauty*.

false? Elicit an answer. Check with the class that everyone agrees.

If there is disagreement, tell the children to find the sentence in the text and check. Ask a volunteer to read the correct sentence from the text if necessary.

The children write the answer.

If a statement is incorrect, ask a volunteer to tell you the correct sentence.

Continue with the other sentences.

Answers: 1 false (Renewable energy never runs out.)
2 true 3 true 4 false (Wind is a kind of natural energy.) 5 false (Solar cells make sunlight into electricity.) 6 true 7 false (The mirrors are around the tower.) 8 false (The top of the tower gets hot.)
9 true 10 false (Solar power stations are expensive to build.)

Activity 2

The answers to these questions are not in the text and require the children to give either a personal response or to use their common sense and knowledge to think of an answer. Encourage the children to put forward suggestions and continue to help them to express ideas until they have explored the answer as best they can.

Example answers

- 1 Children's own opinions. They may be able to say that renewable energy does not cost anything to produce. They may know that other resources can run out and can spoil the land when they are taken, for example wood from forests and oil from the ground.
- 2 The children should be able to work out that it would be very cold and plants would not grow. Without plants there would be no animals and no people.
- 3 Children's own answers. They may have batteries or calculators, for example.
- 4 Children's own answers. If you wish, make a class list and see how many items the children can think of altogether.
- 5 The children may be able to work out that they need a lot of land and mirrors. They are built away from towns and cities so everything has to be taken by lorries to the place.

Reading comprehension and vocabulary

1 Read the sentences. Write true or false.

- 1 Renewable energy always runs out. _____
- 2 Windmills and waterwheels are simple turbines. _____
- 3 A generator makes energy into electricity. _____
- 4 Wind is not a kind of natural energy. _____
- 5 Solar cells make sunlight into satellites. _____
- 6 Solar power stations use mirrors. _____
- 7 The mirrors are under the tower. _____
- 8 The top of the tower stays cool. _____
- 9 The hot liquid is used to make steam. _____
- 10 Solar power stations are cheap to build. _____

2 Think about the answers to these questions.

- 1 Is renewable energy a good thing? Why or why not?
- 2 What would happen to our planet if we did not have sunlight?
- 3 Do you have anything powered by solar cells?
- 4 What things do you have that use electricity?
- 5 Why do you think solar power stations are expensive to build?

3 Choose the best word to complete each sentence.

barrier windmills calculator energy waterwheels

- 1 Wind, water and sunlight are all renewable forms of _____.
- 2 In our maths exam we are allowed to use a _____.
- 3 People used to use _____ and _____ as simple turbines.
- 4 The power of the tide can be used by building a long _____.



32 Unit 2 Reading comprehension and vocabulary; true/false; deductive/personal response; choice

Reading comprehension and vocabulary (PB p 32)

Read again

Re-read *Energy is all around us* or play track 19 again.

Activity 1

Ask a volunteer to read the first sentence. Ask *Is that true or*

Activity 3

Ask one or more children to read the words in the box.
 Give the class a minute or two to read the sentences silently.
 Remind them they may use their Dictionaries to check any words they are unsure of.
 Ask a volunteer to read the first sentence and complete it with the missing word.
 Check that the rest of the class agrees. If necessary, direct the class to the word in the Dictionary.
 The children write the correct answer.
 Continue with the other sentences.

Answers: 1 energy 2 calculator
 3 windmills, waterwheels 4 barrier

Workbook: Reading comprehension and vocabulary (WB p 13)

Check the children understand the tasks. Remind them to use their Dictionaries to check meanings of words as necessary.

Exercise 1

If the children are doing the exercises for homework, remind them to have their PBs with them so that they can re-read the text and check their answers.

Exercise 2

Remind the class to read all of the sentences before they try to order them.
 Encourage the children to try to order the sentences first and then look back to check.

Exercise 3

Remind the class to read all the words before they begin to write.

Workbook Answers:

Exercise 2

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

Exercise 2

A steam, tide, wave

B generator, turbine, calculator

C nature, energy, power

Reading comprehension and vocabulary

1 Read *Energy is all around us* again.



2 Read the sentences. Number them in order.

- The turbine turns a generator.
- The liquid at the top of the tower gets very hot.
- Hundreds of mirrors are arranged around a tall tower.
- The hot liquid is used to make steam.
- The mirrors reflect the sunlight onto the top of the tower.
- The generator makes electricity.
- The steam turns a turbine.
- Sunlight shines onto the mirrors.

3 Read the words.

steam	nature	generator	tide	turbine
energy	wave	calculator	power	

A Find three nouns that name things to do with water.

1 _____ 2 _____ 3 _____

B Find three nouns that name machines.

1 _____ 2 _____ 3 _____

C Find three nouns that name things you cannot see, hear, smell or touch.

1 _____ 2 _____ 3 _____

Unit 2 Ordering sentences; categorising nouns

13

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 p 33; WB p 14; GPB p 7

Time division

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

Warm-up

Ask the class individually, in pairs or groups to write down as many jobs as they can think of in 30 seconds. Write the list on the board.

appropriate speech bubble with words underlined or in colour, as in the book.

Point out the reporting phrase, the change to the pronoun and the tense change for each sentence.

Do the same with the next picture.

Ask other children to read first the speech bubble, then the reporting sentence for each person/people.

Activity 2

Ask different children to read the speech bubbles and the reported sentences.

Ask a volunteer to read sentence 1 again and say which person/people it matches and read the speech bubble.

Check everyone agrees. The children write the letter.

Continue with the other sentences.

Answers: 1 e 2 c 3 f 4 b 5 a 6 d

Activity 3

Ask a pair to read the two example speech bubbles.

Point out the reporting sentence. Remind the class again of the reporting phrase, the change of the first person pronoun to the third person and the present tense to the past.

Ask a child to read the first speech bubble. Elicit the reported speech sentence, helping and prompting the class as necessary to produce the correct structure.

Write it on the board. The class reads.

Continue in the same way with the other sentences.

Answers: 1 He said that he was angry. 2 They said that they were sleepy. 3 She said that she was busy. 4 They said that they were actors. 5 She said that she was a doctor. 6 He said that he was an explorer.

Grammar

1 Look!

I am a scientist.

More marvellous grammar!

He said that he was a scientist.

She said that she was a scientist, too.

They said that they were engineers.

2 Read and match. Write the letters.

a I am a geologist.

b I am a pilot.

c We are students.

d We are busy.

e I am tired.

f I am hungry.

1 She said that she was tired. ____

2 They said that they were students. ____

3 He said that he was hungry. ____

4 He said that he was a pilot. ____

5 She said that she was a geologist. ____

6 They said that they were busy. ____

3 What did they say?

I am thirsty.

She said that she was thirsty.

1 I am angry.

2

We are sleepy.

3

I am busy.

4 We are actors.

5

I am a doctor.

6

I am an explorer.

Unit 2 Grammar: Reported speech

33

Grammar (PB p 33)

Activity 1

Ask a volunteer to read out Mrs Swift's speech bubble.

Point out the first two people. Ask two children to read their speech bubbles.

Draw a man's head and a woman's head on the board. Write the speech bubbles next to the heads. Underline or write the verbs in colour.

Ask two more volunteers to read the sentences about what the scientists said. Write each sentence next to the

Workbook: Grammar (WB p 14)

Go through the tasks on the page with the class. They should be able to complete these tasks working independently. If you wish, go through them orally together first.

Exercise 1

Point out the example and remind the class of the reporting phrase, the change of the pronoun from first person to third person and the tense from present to past.

Exercise 2

Point out the example. Make sure the class understands they change the same things in reverse: third person pronoun to first person; past tense to present tense. Go through the exercise orally if you wish.

Workbook answers

Exercise 1

2 They said that they were friends.
 3 He said that he was funny.
 4 They said that they were cousins.
 5 He said that he was a teacher.
 6 She said that she was twelve years old.

Exercise 2

2 I am busy.
 3 We are eleven.
 4 I am a teacher.
 5 I am ill.
 6 We are sisters.

Grammar Practice Book (GPB p 7)

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

Grammar Practice Book answers

Activity 1


1 was 2 She, she 3 was 4 He, he 5 were
 6 They, were

Activity 2

2 She said that she was busy. 3 He said that he was thirty-two. 4 He said that he was thirsty. 5 They said that they were happy. 6 They said that they were twenty-five.







Grammar

1 Look, read and answer the questions.



1 Look at A. What did she say? She said that she was a dentist
 2 Look at B. What did they say? _____
 3 Look at C. What did he say? _____
 4 Look at D. What did they say? _____
 5 Look at E. What did he say? _____
 6 Look at F. What did she say? _____

2 Read the sentences. Write the speech bubbles.

1 He said that he was a pilot.  I am a pilot.
 2 She said that she was busy. 
 3 They said that they were eleven. 
 4 She said that she was a teacher. 
 5 He said that he was ill. 
 6 They said that they were sisters. 

Unit 2 Reported speech

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 he played the guitar.*

Key vocabulary hobbies, personal information

Materials PB p 34; CD A track 20; WB p 15; GPB p 8

Time division

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

Warm-up

Ask around the class *What are you doing this evening / tomorrow / at the weekend?*

Grammar in conversation (PB p 34)

Activity 1

Point out Jack and Alex in the first picture and Mel and Jack in the second picture.

Ask *What Alex is playing? a guitar (an electric guitar)*

Explain to the class that they are going to hear a conversation between Alex and Jack. Then they will hear Jack talking to Mel about Alex and what he said.

Play track 20. The children listen and follow in their books.

Activity 2

Explain that the task is to make up some questions. Ask different children to read out the example speech bubbles. Ask children to think about some different questions they could ask about the same topics, for example: *What do you do at the weekend? What is your favourite sport? How many cousins have you got? How old are you? etc.*

Prompt some extra questions and write them on the board.

Activity 3

The children speak to each other in pairs and note their partner's answers.

Give them a time limit to do this if you wish. Each child should ask at least two questions and note the answer.

Activity 4

The children work in groups of four. They take turns to ask the other pair about what each of them said in answer to the questions.

Demonstrate with a pair first if you wish.

Grammar in conversation

1 Listen and read.

Jack: So, Alex ... You play the guitar.
 Alex: Yes, I play really well.
 I can sing, too. I've got a great voice.
 Jack: Really?
 Alex: And I write songs. They're fantastic.
 Jack: Hmm ... Can I hear one?
 Mel: OK. What did Alex say?
 Jack: He said he played the guitar really well.
 Mel: Right. What else did he say? Can he sing?
 Jack: Well, he said he could sing.
 He said he wrote fantastic songs, too.
 Mel: And?
 Jack: I heard one. It was terrible!
 Mel: OK. So we don't want him in our band.
 Jack: Definitely not!



2 Think of some questions

about hobbies

What do you do in your spare time?

What are your hobbies?

or about family.

How many brothers and sisters have you got?

Where do you live?

3 Ask and answer. Make notes.

4 Let's talk!

OK. What did Andy say?

He said he liked computer games.

Useful phrases

Really?

Wow!

That's interesting.

What else ...?

And?

34

Unit 2 Grammar in conversation: Reported speech

Workbook: Grammar in conversation (WB p 15)

Make sure the children understand the tasks.

Exercise 1

Remind the class to read all the speech bubbles and all the sentences before they write.

Exercise 2

The children write reported speech sentences. Point out the beginning of the first sentence. Remind them of the changes they need to make.
Go through the exercise orally before the children write if your class needs support.

Workbook answers

Exercise 1

1 No 2 Yes 3 No 4 Yes 5 No 6 Yes

- 1 He said he played the piano.
- 3 They said they felt sad.
- 5 She said she wrote poems.

Exercise 2

- 1 He said he could swim.
- 2 She said she played football.
- 3 They said they had a cat.
- 4 She said she made lovely cakes.

Grammar Practice Book (GPB p 8)

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

1 got 2 could 3 felt 4 liked 5 went 6 could

Activity 2

2 They said they worked in a school. 3 He said he liked pizza. 4 They said they wrote funny stories. 5 She said she could dance.

Grammar in conversation

1 Look and read. Write Yes or No.

Grammar in conversation

1 Look and read. Write Yes or No.

1 I work in a hospital. I can run fast.

2 I play the piano. We feel sad.

3 We go to a good school. I write poems.

1 He said he played the guitar. _____

2 She said she worked in a hospital. _____

3 They said they felt happy. _____

4 They said they went to a good school. _____

5 She said she wrote stories. _____

6 He said he could run fast. _____

Correct the sentences which are wrong.

2 What did they say? Write sentences.

2 What did they say? Write sentences.

1 I can swim. He said _____

2 I play football. _____

3 We have a cat. _____

4 I make lovely cakes. _____

Lesson 5 Spelling, Use of English

Lesson aim Spelling; song; Use of English

Lesson targets Children:

- listen to pronunciation of words with one and two syllables
- practise identifying one- and two-syllable words
- practise spelling and writing words with one and two syllables where *y* takes the place of a vowel
- understand and sing a short song

Key language (song) *sun goes down, cool winds blow*

Target words *sea, river, Earth, turbine, coast, tower, steam, mirror; sky, lady, baby, fly, puppy, cry, boy, lorry*

Materials PB p 35; CD A tracks 21–26; WB pp 16–17; GPB p 9

Time division

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

Warm-up

Ask simple questions around the class. For example:
What is your favourite school subject? What sports do you like? How many brothers/sisters have you got?
After each question ask another child *What did he/she say?*

Read the second example. Point out that it has two vowel sounds (river) /i/ and /ə/ so it is a two-syllable word. The class repeats the words.

Activity 1

Play track 22. The children listen and say the words. Ask a child to read the first word. Ask the class how many syllables it has. Remind them that every syllable has a vowel sound. If there is only one vowel sound, the word only has one syllable.

Spelling box

Point out Mr Flash’s speech bubble. Play track 23. The children listen.
Read the example words. Point out how *y* takes the place of the vowel sound /aɪ/ in the one-syllable word and /i/ in the two-syllable word. The class repeats the words.

Activity 2

Play track 24. The children listen and repeat. Ask volunteers to read the words. The class listens.

Activity 3

The children write the words. Tell them to read the words again silently if they are not sure.

Answers: one-syllable – fly, cry, boy; two-syllable – baby, puppy, lorry

Activity 4

Ask the children about the picture. Ask *What time of day is it? evening* *What is the sun doing? going down*
Explain that Grandpa is playing an instrument called a banjo, which has strings like a guitar.
Play track 25. The children listen and follow in their books. Go through the words of the song and explain any words or phrases as necessary: a porch is the open part of a house at the front where it is pleasant to sit on a warm day.
Play track 25 again. The children join in.
Play track 26. The children sing to the music. They may learn this song if you wish.

To complete classroom Lesson 5, move on to Use of English, WB p 17.

Spelling

We can divide words into parts. The parts are called syllables. Each syllable has a vowel sound.

sea
one-syllable word

river
two-syllable word

1 Listen and say these words. How many syllables are there?

Earth turbine coast

tower steam mirror

Sometimes the letter *y* can take the place of a vowel.

sky
one-syllable word

lady
two-syllable word

2 Listen and say these words.

baby fly puppy cry boy lorry

3 Write the words in Activity 2 in the correct list.

one-syllable

two-syllable

4 Listen and sing.

When the sun goes down and it's time to rest,
That's the time that I like best,
Sitting on the porch, sitting on the porch,
Sitting on the porch with Grandpa.
When the sun goes down and the cool winds blow,
And Grandpa's playing on his old banjo,
And we're singing songs sweet and low,
Sitting on the porch with Grandpa.

Unit 2 Spelling: one- and two-syllable words

Spelling (PB p 35)

Spelling box

Point out Miss Sparkle’s speech bubble. Tell the class to listen and follow in their books. Play track 21. The children listen. Read the first example word. Check the class understands it has one vowel sound /i:/ and is a one-syllable word.

Workbook: Use of English (WB p 17)

Read Mr Smash's speech bubble to the class.
Write the two parts of the word on the board, as in the book,
then write the word.
Ask a volunteer to read the example word.

Exercise 1

Give the class a time limit to write the words. Ask volunteers
to read them out.
Point out how in *beautiful* the *y* in *beauty* changes to *i*
before *-ful* is added.

Exercise 2

Demonstrate how the ending *-less* is added to *care*. Write it
on the board with the word. Write the complete word. Ask a
volunteer to read it.
Ask volunteers to read each adjective and the suffix *-less*.
Given the children a time limit to write the complete words.
Ask different children to read the words aloud.

Exercise 3

Do the same as for exercise 2.
Point out how nouns that end consonant, vowel, consonant,
double the last consonant and then add *y*.
Words that end with magic e, drop the e and then add *y*.

Workbook: Spelling (WB p 16)

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 Miss Smart's
speech bubble.
Ask a volunteer to read the words in the box.

Exercise 1

If your class needs support, read the words through with the
class.

Exercise 2


The children write then count and write the number of
syllables in each word.

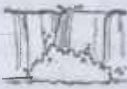
Exercise 3

The children read and circle. If your class needs support, read
all the words together first.


Exercise 4


The children choose two words, one with one syllable and
one with two. They use each word in a sentence of their own.
Encourage them to make their sentences interesting.

Use of English  We can add different endings to nouns to make adjectives.



ful power + ful ————— powerful 



1 Read these words and the ending *ful*. Write the words.
1 care + ful _____ 2 help + ful _____
2 colour + ful _____ 4 use + ful _____


Be careful! beauty + ful ————— beautiful 

less care + less ————— careless 

2 Read these words and the ending *less*. Write the words.

 1 power + less _____  2 use + less _____

 3 fear + less _____  4 tooth + less _____

y hair + y ————— hairy 

3 Read these words and the ending *y*. Write the words.
1 dirt + y _____ 2 sand + y _____ 3 rock + y _____

Be careful! sun + y ————— sunny wave + y ————— wavy

Unit 2 Adding endings to nouns to make adjectives **17**

Workbook answers

Exercise 1

one-syllable: coast, Earth, steam
two-syllable: turbine, tower, mirror

Exercise 2

1 sun (1) 2 boat (1) 3 river (2) 4 windmill (2)
5 rock (1)

Exercise 3

Circle: heat, light, dry, lake, hot

Grammar Practice Book (GPB p 9)

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

2 colourful / colourless 3 careful / careless 4 powerful /
powerless 5 helpful / helpless
6 fearful / fearless

Activity 2

1 dirty 2 sunny 3 helpful 4 careless 5 rocky
6 sandy 7 powerful 8 useful 9 wavy

Lesson 6 Class composition; Writing preparation, Composition practice

Lesson aim Writing

Lesson targets Children:

- compose information and explanation with teacher support (session 1)
- practise vocabulary and structures for independent writing (session 2)
- write an explanation independently (session 2)

Key structure and language from the unit

Vocabulary from the unit

Materials PB p 36; 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

In pairs or groups, the children write down all the words to do with volcanoes that they can think of. Remind them that they can include adjectives and abstract nouns in their lists.

for question 1: hot rocks under Iceland, hot water under ground, hot springs, geysers

for question 2: clean, new, shiny metal

for question 3: cold water pushed down into hot rocks, water heated by hot rocks, hot water pushed up, makes steam, steam turns turbine, turbine turns generator, generator makes electricity

for question 4: heating, lights, hot water, electricity

Activity 2

1 Help the class to make complete sentences from the notes and to write four paragraphs. If you wish, write the title on the board first: Natural energy in Iceland.

Begin Iceland has a lot of natural energy. Prompt the class to use the notes from question 1 to say what that energy is and where it comes from. Write the sentences they suggest on the board.

Ask a volunteer to read the sentences to the class. Ask Does the paragraph make sense? Is the information clear? Help the class to make changes if necessary.

Help the class to use the notes from question 2 to describe a modern geothermal power station. Ask a volunteer to read. Review the paragraph with the class. Make changes as necessary.

Help them to use the notes from question 3 to explain how the power station works. Check the paragraph with the class and make changes as necessary.

Help them to use the notes from question 4 to describe how geothermal power is used in Icelandic homes. Review and make changes.

2 When the paragraphs are complete, ask a volunteer to read them to the class. Ask the children to check that all the information is correct and clear.

Make any further changes you and the class agree to.

3 The example writing on page 53 is a guide only.

Point out to the class that

- the writing uses short, clear sentences
- the explanation of how the power station works is in the present tense
- the explanation often uses the passive voice.

Class composition

Natural energy in Iceland

Geothermal power

Do you remember Andy's visit to Iceland?

How a geothermal power station works

Geothermal power in houses

1 Look at the diagrams and photos. Read the questions and make notes.

- 1 What do you know about the rocks under Iceland? Look at the diagram. Write notes.
- 2 Look at the photo. Does the power station look clean or dirty? Write notes.
- 3 Look at the diagram and read the labels. How does the power station work? Write notes.
- 4 Look at the picture. How do people use geothermal energy in their homes? Write notes.

2 Write four paragraphs about renewable energy in Iceland.

36 Unit 2 Writing: information and explanation of a process

Class composition (PB p 36)

Activity 1

Ask a volunteer to read the labels and caption for the first diagram.

Ask each question. Prompt the class as necessary and write notes on the board. The following notes are examples of words and phrases that the class could suggest. Suggestions can vary from the following examples, which are illustrative only.

Session 2 Warm-up

Word classes. (See Games, p 216.) Use words from PB, pages 22–23.

Workbook: Writing preparation (WB p 18)

Exercises 1 and 2

Tell the class to match then check in their Dictionaries.

Explain the words will be used in their writing on WB page 19.

Exercise 3

If you wish, talk with the class about sea and wave power before they write. Ask prompt questions. For example: *Does the water in the sea stay in the same place? No, it is always moving. What are waves? moving sea water. What do they do? carry energy. What are they like? powerful, have a lot of strength, keep repeating movement – always more waves*

Exercise 4

The children label the diagrams. Make sure they realise that all the words they need are in exercises 1 and 2.

Exercise 5

The children complete the paragraphs using their notes. Remind them to write clear information.

Workbook answers

Exercise 1 1 battery 2 power station 3 turbine 4 generator 5 wave

Exercise 2 2 power 3 turn 4 electricity 5 air 6 push

Exercise 4 waves waves, turbine, generator, electricity power station, electricity, battery, bus

Workbook: Composition practice (WB p 19)

Point out Superboots' reminder.

Tell the class to use the words and their notes from page 18.

Make sure they realise that they do not need to write many sentences but what they write must explain how things work clearly, using the correct vocabulary in simple sentences that are easily understood.

Ask different children to read one or more paragraphs of their work. The class listens.

The children may make neat copies of their work, with one or more diagrams, for their portfolios.

Assessment

The children's sentences may vary. In assessing the task look for writing which

- uses short, clear sentences
- uses the present tense in the explanations
- uses some present passives in the explanations.

Writing preparation

1 Match the words to the objects.

turbine generator battery wave power station

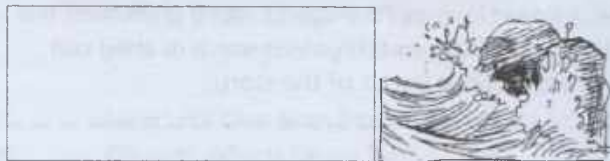


2 Match the words and the definitions. Write the words.

turn push move air power electricity

- 1 to go from one place to another move
- 2 strength _____
- 3 to go round in a circle _____
- 4 the energy that people use to work lights and machines _____
- 5 the space all around us _____
- 6 to make something go forwards _____

3 What do you know about the power of the sea and waves? Write notes.



4 Label the diagrams on page 19.

5 Write three paragraphs about wave power on page 19.

- 1 Write about the power of the sea and waves. Use your notes.
- 2 Explain how a wave power station works. Use the diagram to help you explain.
- 3 How is wave power used in Scotland? Use the diagram to help you explain.

18 Unit 2 Vocabulary

Composition practice

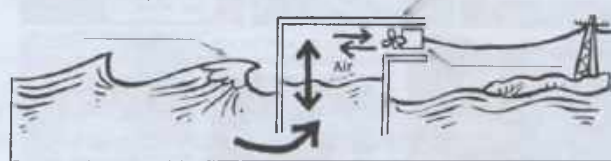
Wave power

Remember! When we explain how things work, we use the present tense.



A wave power station

This is how the wave power station works:



First, the waves

How wave power is used in Scotland



Unit 2 Explanation of a process

19

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 make a decision, like the look of, secret, trust (v.)

Materials PB p 37; CD A track 27

Preparation Listen to track 27 before the lesson

Time division

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

Warm-up

The children look at PB page 37. Let a child read the title. Ask the class to tell you as much as they can remember about Part 1 of the story.

- Ask Who has made a decision? Miss Havers
- What is the name of the man? Ken Roach
- Who has plans for the town? Ken Roach
- Who doesn't trust Ken Roach? Meg

Activity 2

Tell the class they are now going to hear the whole story. Tell them to look at each picture and listen to the recording. Remind them that the sound they hear tells them when to move on to the next picture. Play track 27. The children listen and look at the page.

Activity 3

- Ask questions to check understanding:
- Why did Patch run into the garden of the big house? He ran after some birds/pigeons.
- What did Meg and Dan do when the door of the big house opened? hid in bushes
- Who came out of the house? Ken Roach and Miss Havers
- How did Ken Roach look? happy
- How did Miss Havers look? unhappy and worried
- Where did Ken Roach go? to his hotel
- Who interviewed Ken Roach outside his hotel? a TV reporter
- What sort of plans did Ken Roach have for the town? big, secret plans

Ask questions about the story that require the children to think about their answers (see next page). They may infer some answers from what they know from the story. They may deduce answers from their own knowledge and experience.

Optional

- 1 Ask the children what plans they think Ken Roach has.
- 2 The children use the play script and act out the dialogue in groups or as a whole-class activity.

Suggested homework task: Children complete Check-up 2.

Listening

1 Look and read. 2 Look, listen and read. 3 Talk about it.

Kingfisher Valley – Part 2

Unit 2 Listening 37

Listening (PB p 37)

Activity 1

Explain the new vocabulary or ask the children to look in their Dictionaries.

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

Ask Who does the big car belong to? a man/visitor

Where do the children see the man again? on TV

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

Listening audioscript: Kingfisher Valley – Part 2

Do you remember? Dan, Meg and Patch the puppy went for a walk in Kingfisher Valley. They walked by the river and Dan took photos of kingfishers. Then they walked through the forest. They saw a very rare animal – a lynx – and Dan took a photo of that, too. Then they came to Hawkwood House where an old lady called Miss Havers lived. There was a big car outside the house. Patch saw some birds in the garden and ran after them. The children had to catch him but they were afraid of Miss Havers.

1 *Patch ran into the garden after the birds. Dan and Meg ran after him.*

Meg: Patch! Come back! Come here!

2 *Finally, Meg caught him.*

Meg: Got you, you naughty dog!

3 *Suddenly, the big door of the old house opened and a man came out. Dan, Meg and Patch hid in bushes.*

4 *An old lady, Miss Havers, came out of the house after the man. They stood at the top of the steps and shook hands.*

Ken Roach: Goodbye, Miss Havers. It was very nice to meet you.

Miss Havers: Goodbye, Mr Roach. Goodbye.

5 *The man was smiling. He looked very happy.*

Ken R: You've made the right decision, Miss Havers.

6 *Miss H: Are you sure, Mr Roach? It's a very big decision. It's a very difficult decision.*

Miss Havers didn't look happy. She looked worried.

7 *The man got into his car.*

Ken R: Take me to my hotel.

Chauffeur: Yes, sir. Certainly, sir.

8 *The car drove off. Dan and Meg watched from behind their bush.*

9 Dan: Who was that? With a car like that he must be a very rich man.

Meg: I didn't like the look of him.

Dan: Miss Havers was worried. She said it was a very big decision.

Meg: She said it was a very difficult decision.

Dan: What were they talking about?

Meg: I don't know.

10 *Later that day Dan was watching TV in the living room. Suddenly, he saw a man's face on the screen.*

Dan: Who is that? I know his face. Oh! I know who it is. Meg! Meg! Come quickly!

11 Dan: Look! It's that man from Hawkwood House.

Meg: Oh yes! Why is he on TV?

Dan: Shh! Listen.

Reporter: I'm speaking to you from outside the Grand Hotel and I'm talking to Mr Ken Roach. Mr Roach, why are you visiting our town? Can you tell us?

Ken R: Well, I can tell you this: I've got big plans for this town but they're a secret. That's all I can say so, please, don't ask me any more questions.

12 Meg: What did he say?

Dan: He said that he had big plans.

Meg: What plans?

Dan: I don't know. He said that they were a secret.

Meg: Hmm ... Who is Ken Roach? I don't trust him.

Inferential and deductive questions

Why did Dan and Meg hide when the door opened? They did not want Miss Havers to see them because they were in her garden and they were afraid of her.

Why do you think Miss Havers was worried? She was worried about the decision that she made and it was difficult.

Why do you think Ken Roach wanted to keep his plans secret? Perhaps he had plans that other people would not like.

Why do you think Meg does not trust Ken Roach? because he is keeping his plans secret; because Miss Havers was worried

Revision 1

Revision 1; Listening skills round-up 1; Project 1

Aim Revision

Targets Children:

- listen to a diary with key language and vocabulary from Units 1 and 2
- practise listening skills

- prepare for a diary writing project

Materials PB pp 38–39, 130; CD A tracks 28, 29

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 game, song or poem that the children have enjoyed.

Revision 1

1 Listen and read. 2 Talk about the diary. 3 Read again.

Lucy Fleming's diary

Lucy Fleming lives in Manchester. She goes to Red Hill Primary School. Lucy keeps a diary and she writes in it every day. This is what she wrote yesterday.

Monday 20th October

I went to school in the car this morning because it was raining hard. Dad took me on his way to work so I got there early.

Our first lesson was history, which is my favourite lesson. We are doing a project about the Great Fire of London. For our homework at the weekend we had to find out how the fire started. I looked in the library and I found a book about it. There were some terrific pictures in it. Then I looked on the internet and I saw an old map. It showed how much of the city was burned by the fire. What a terrible disaster!



I drew a picture in my project book then I wrote about how the fire started and what the people did. Mrs Fox, our teacher, said that my picture was excellent. We're finishing this project next week. I will be sad because I've enjoyed doing it a lot.

We couldn't go outside to do sport because it was still raining so we played basketball in the school hall. In the afternoon we had science then maths. We had to work really hard!

Mum came to meet me from school. It was still raining! Nina was carrying her little pink umbrella. Mum had her big blue umbrella and I had my green and yellow umbrella. This is what we looked like when we walked home. What horrible weather! Nina was cross. She said that she didn't like the rain!



Next week Mrs Fox is taking us on a school visit. We're going to Liverpool. It's a big city like Manchester. We will look at some of the old buildings. They are like some of the buildings in London that were built after the Great Fire. I found this picture on the internet. It's the Liverpool Town Hall and we're visiting it on our school trip. It's going to be great!



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Revision 1

understanding of any less well-known words or phrases.

Activity 2

Ask questions about the diary entry: *Where does Lucy live? Manchester. What is the name of her school? Red Hill Primary School. Which day did Lucy write about? Monday, 20th October. What was the weather like in the morning? It was raining hard. What is Lucy's favourite lesson? history. What was the homework at the weekend? to find out how the Great Fire of London started. Where did Lucy find some terrific pictures? in a book (from the library). What did she find on the internet? an old map. What did Mrs Fox say about Lucy's picture? that it was excellent. Why couldn't the children go outside to do sport? because it was still raining. What two subjects did Lucy have in the afternoon? science and maths. Who came to meet Lucy from school? her mum and her sister, Nina. What colours was Lucy's umbrella? yellow and green. Where is Lucy's class going next week? to Liverpool. What will they look at there? old buildings.*

If you wish, ask questions that require the children to think about their answers. Use these or any questions of your own: *Why did Lucy arrive at school early? because her dad took her in the car. Do you think Lucy did a good project? Why? Why not? Children's own answers. They should be able to work out: She read about the fire in a book. She wrote about the fire and she drew a picture. Her teacher said it was excellent. Lucy enjoyed doing the project so she probably did it well. Why was Nina cross? because she didn't like the rain. Do you think Lucy is interested in the visit to Liverpool? How do you know? Children's own answers. They should be able to suggest: She is probably interested in the visit because history is her favourite subject and they are going to look at old buildings. She has looked for pictures on the internet. She thinks the trip is going to be great.*

Activity 3

If you wish, play track 28 again and/or choose children to read out the story.

Listening skills round-up 1 (PB p 39)

Activity 1

Ask a volunteer to read about Ben Green.

Revision 1 (PB pp 38–39)

Read the title and give the children time to look at the pictures. Ask *Who is the writer of the diary? a girl called Lucy Fleming. What do the pictures tell you she is writing about? bad weather – rain, big buildings*

Tell children to scan the text. Ask *How many days does she write about? one*

Activity 1

Play track 28. The children listen and follow in their books. All of the language should be familiar to the children. Check

Listening

1 Look and read.

This is Ben Green. He keeps a diary. He doesn't write in it every day. He writes in his diary when something good or something bad or something funny happens. You are going to hear the page from his diary which he wrote on 25th October.



2 Look and say.

What happened to Ben? Can you put the pictures in the correct order?



3 Listen and point.

4 Listen again and write the letters in the correct order.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___

5 Listen again and answer the questions.

- 1 Who did Ben go to the football match with?
- 2 How long did it take to get to Liverpool?
- 3 Who was Joe Selby?
- 4 How did Uncle Sam know Joe?
- 5 What did Joe give Sam?
- 6 Which team won the match and what was the final score?

6 Talk about it.

Who are your favourite sportsmen or sportswomen?
Talk about them with your friends.

Now you can do the
project on page 130.

Listening: Sequencing; listening for gist and detail

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Audioscript (PB p 39, Activity 3)

Saturday 25th October. I got up early this morning. I went with my dad and my Uncle Sam to a football match in Liverpool. We went by train. It was very crowded on the train because there were lots of people who were going to the match. Most of them were wearing red hats and scarves. Some of them were wearing red shirts, too. I didn't have a red shirt but I wore my red Liverpool hat and scarf. The train journey took two hours.

When we arrived at Liverpool, we walked to the stadium. I was surprised because we didn't go in and sit down immediately. Uncle Sam called someone on his mobile phone and then he said, "Come with me. I've got a surprise for you." We walked around the stadium to the players' entrance.

I couldn't believe it! We went inside and there was my favourite player, Joe Selby! Uncle Sam knew him! They were at school together. We talked to Joe for a few minutes. He was really nice and very funny. I said that he was my favourite player and then – guess what? – he gave me a red Liverpool shirt. He wrote his name on it, too! It was fantastic! Dad looked at his watch. "The game's starting in five minutes," he said. We said goodbye to Joe and then we went inside the stadium and found our seats.

The match was really exciting. Both teams played very well. We cheered and shouted, "Come on, Liverpool!" It was nearly the end of the match. The score was 2 all.

Then something fantastic happened. Joe Selby got the ball. He ran up the field and kicked the ball hard into the net. We jumped up and shouted and cheered. Liverpool were the winners! What a fantastic match! And what a brilliant day! I'll never forget it.

Activity 2

Give the children time to look at the pictures.

Ask if they can say which picture is first. Ask a volunteer to suggest a picture and give a reason for choosing it.

Activity 3

Tell the class they are going to hear what happened. They should listen carefully and point to each picture as they hear Ben talk about the event shown in it. Play track 29.

Activity 4

Play track 29 again. The children listen and write the letter of each picture as Ben talks about the events.

Answers: 1 d 2 e 3 a 4 f 5 c 6 b

Activity 5

Ask different children to read out the questions. Remind the class to listen out for the information.

Play track 29 again. The children note their answers in their copy books. Check answers together.

Answers: 1 his dad and Uncle Sam **2** two hours
3 Sam's favourite football player **4** They were at school together. **5** a red Liverpool shirt **6** Liverpool won 3–2.

Activity 6

Divide the class into pairs or small groups. Set a time limit for them to discuss their favourite sports personalities.

Go around listening to them as they speak.

If you wish, ask several pairs or groups to tell you the people they discussed.

If there is time, hold a short class discussion and find out which people most of the class like.

Project 1: A day in the life of ... (PB p 130)

Explain Project 1 to the children in the lesson. (See next page for guidance notes.) 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

Read through all the information with the class. Make sure they understand that the diary can be about ordinary, everyday events like Lucy's or a special day like Ben's.

Remind them to make their work interesting by giving detail and writing about their own thoughts and feelings.

Portfolio and Diploma 1: Units 1 and 2

Project 1 (continued)

Activity 2

Encourage the class to check their work before they write a neat copy with one or more illustrations.

Activity 3

Let as many children as possible read out their entries. If you wish, this project may be included in children's portfolio of written work.

Portfolio 1 (WB p 129)

When the children have completed all the work in Units 1 and 2, they turn to page 129 in their WB.

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.

Listening

The children should listen again and check anything they are unsure of with the audioscript.

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 p 130)

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 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:

- 1 flew
What a, What
He said that he was tired.
They said that they played basketball.
- 2 *The land of fire and ice:* Ari
Energy is all around us: electricity
Kingfisher Valley: Miss Havers
- 3 a turbine
- 4 volcanoes, hippos, kangaroos, tomatoes

Answers to Check-ups 1, 2; Example writing

Units 1, 2

Check-up 1 (WB pp 10–11)

Exercise 1

1 are spending 2 is giving 3 are, visiting 4 is playing
5 am, going 6 is, driving 7 are having 8 Are, taking

Exercise 2

Children's own answers

Exercise 3

1 What a 2 What 3 What an 4 What 5 What an
6 What 7 What 8 What a

Exercise 6 (example answer)

Dad is going to France on Monday. He is flying there. He is getting home on Saturday afternoon. On Tuesday Billy is seeing the doctor. Mum and Billy are going to the mall on Wednesday. Annie can't go with them because they are buying a birthday present for her. On Friday Mum is making a birthday cake. Aunt Pat and Uncle Sid are arriving on Saturday morning. On Saturday evening they are having a party.

Check-up 2 (WB pp 20–21)

Exercise 1

1 He said that he was tired. 2 They said that they were twelve. 3 She said that she was Russian. 4 They said that they were teachers. 5 She said that she was hungry.

Exercise 2

1 The girl said that she had two brothers. 2 Joe said that he could play the piano. 3 Harry said that they never went to the beach. 4 The girl said that she felt ill. 5 The man said that he spoke French. 6 The boys said that they worked hard.

Exercise 3

1 I come from America. 2 I drive a fast car. 3 We know how to cook. 4 We are sisters.

Exercise 6 (example answer)

Dad and Andy went to Iceland for their holiday. On the first day, Andy said that he wanted to climb the volcano. The climb was hard. Andy said that he was not tired. They looked into the crater. Andy said that it looked scary. On the second day, they went to the hot springs. Dad said that they could have a swim. The water was warm. Andy said that it felt like a hot bath. Andy and Dad agreed that Iceland was amazing.

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' answer.

Unit 1 Class composition (example writing)

Friday 25th June

Today we went to a lake. Ari was our guide again. We went on horseback and I rode my horse, Gunnar. I enjoyed riding to the lake. There was a huge glacier at the end of it. Enormous pieces of ice were floating near the glacier. I put my hand in the water but I quickly took it out again. It was freezing! There were some birds swimming on the lake. Their feathers keep them warm.

Saturday 26th June

We went to an amazing waterfall. We went by (children's own ideas). When we got there we were astonished. The water was falling straight down the mountain. It looked like a wall of water. It was really exciting. The sound it made was so loud that we couldn't hear each other. The water splashed onto us and we soon got very wet but we were wearing waterproof clothes and boots.

Unit 2 Class composition (example writing)

Words or phrases from the suggested notes are shown in *italics*.

Renewable energy in Iceland

Geothermal power

Iceland has lots of natural energy. There are hot rocks under Iceland. They are near the surface. The rocks heat water under the ground. Hot water comes up to the surface in hot springs and geysers.

Iceland has many geothermal power stations. They are clean. They look new and they are built from shiny metal. In the power stations, cold water is pushed down into the hot rocks. The water is heated by the hot rocks. The hot water is pushed up to the power station. It makes steam. The steam turns a turbine. The turbine turns a generator. The generator makes electricity.

Geothermal power in houses

In houses in Iceland, people get electricity from the power station. They use the electricity for lights (and to work machines like TVs and computers). They get hot water from under the ground. Some of the hot water is used for washing (in the kitchen and bathroom). More hot water goes round the house in pipes. The pipes get hot and they keep the house warm.

3 What is going to happen next?

Lesson 1 Poster 3, Reading

Lesson aim Reading

Lesson targets Children:

- (poster) learn about the features of a mystery story
- follow and read the mystery story
- understand the story and answer oral questions about it
- practise reading the story

Key structure past perfect with *after / when*

Key language *It's fun isn't it? They're big, aren't they?*

Vocabulary nature; the riverbank, fish

Materials poster 3; PB pp 40–41; CD A track 30; WB p 22; Dictionary 6

Time division

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

Warm-up

Ask some children to tell you their favourite book or character from a book.

Ask the class what kind of stories they like best, for example stories about the past, the future, animals, heroes, etc.

Poster 3

What is going to happen next?

You are going to read a **mystery** story. In this kind of story lots of strange things happen.

The story has characters:

Jack Mary Uncle Ted Sid Scrub Harry Scrub

The story has a setting:

It is a **mysterious** house.

In a **mystery** story the characters are often **puzzled**. Sometimes the characters do not **understand** what is happening.

Jack, Mary and Uncle Ted went fishing but they could not catch any fish.

"I can't understand it," said Uncle Ted. "The stream should be full of fish this early on in the season. I've never known it so empty."

Sometimes something happens that the characters do not **expect**.

Mary looked under the old building.

Suddenly she let out a gasp of horror. "Jack! Jack! Come quickly. Look at this. It's awful!"

Sometimes characters have questions they cannot answer.

What has happened to the fish?

The strange and unexpected events make the reader think:

What is going to happen next?

You are going to find out what happened at the old house.

boarded-up windows barbed wire a rusty grid a padlock on the gate a sign saying "Keep out"

Text type and vocabulary

- 1 Read the first two sentences to the class. Explain *mystery* or ask the class to look in their Dictionaries.
- 2 Introduce the characters on the poster. Read about the setting. Use the pictures to explain the vocabulary in the descriptive phrases. If you wish, ask the class to find some or all of the new words in their Dictionaries and read the definitions. Explain *boarded-up*: **with wooden boards across the window**.
- 3 Ask the children to think about the descriptions. Ask what kind of place they think the house is. Prompt/Elicit ideas, such as *old*, *nobody lives there*, *forgotten*, etc.

Text type features

- 4 Read the first two sentences and make sure the children understand *puzzled*: **unable to understand because something is strange or unusual**.

- 5 Let volunteers read the next sentence and the extract from the story.

Read the next sentence then let children read about Mary and the next extract.

Read the rest of the information, letting children read Mary's speech bubble and the question next to the picture of the boy.

- 6 Ask the class if they like the sound of this story they are going to read. *Why? Why not?*

Reading (PB pp 40–41)

- 1 Give the class time to look at the illustrations on the two pages.

Ask *Do you think anyone lives in the house? Who?*

Why do you think Mary and Jack are interested in the house?

What do you think is inside it?

Let the children suggest their ideas.

- 2 Play track 30. The children listen and follow in their books.
- 3 Read sections of the text to the class. Make sure that the children check or find meanings of words as necessary in their Dictionaries as you go through the text.
- 4 Ask questions about each part of the story. Use the questions in the box below or any of your own.
- 5 Ask different children to read sections of the story.
- 6 Play track 30 a final time.
- 7 Remind the class to learn some of the new words. Suggested lists are at the back of the WBs. If you prefer to download the lists and give each child one list at a time, they are available from the *English World* website.

Reading text questions

What happened after they began fishing? no one caught anything

Why did Uncle Ted think it was strange? because the stream should have been full of fish

Who owns the old building now? Sid and Harry Scrub

What is the building used as now? a factory

How many people work in the factory? lots

What do they do there? hand-dye material

Reading 1

Danger at the old house

On Jack's birthday, Uncle Ted gave him a fishing rod. Uncle Ted took Jack and his sister Mary to the river. They fished all day, but they didn't see any fish and none of them caught anything.



The next day, the weather was cloudy and dull. The stream looked grey and gloomy.

"It doesn't look so pretty today," said Mary sadly.

They set up their rods and began fishing. But still no one caught a single fish. "I can't understand it," said Uncle Ted. "The stream should be full of fish this early on in the season. I've never known it so empty."

Jack looked upstream. In the distance, he saw an old building. It was built across the water.

"What's that building?" he asked.

"It was a ruin until a few months ago," said Uncle Ted. "Nobody ever went there. But then a man called Sid Scrub and his brother, Harry, bought it. Now it's a small factory where material is hand-dyed. The material is sold to make clothes and tablecloths. Lots of people work at the factory. But they say that Sid Scrub and his brother are not very nice. They have bad tempers!"



Jack looked at the building through his binoculars. It looked like an interesting place.

"Can Mary and I go and have a look?" he asked.

"I don't know about that," said Uncle Ted. "You don't want to bump into Sid Scrub, do you?"

"We'll be very careful," said Mary.

Uncle Ted thought for a moment. "All right," he said. "But you must not go too near the building. Do you promise?"

"Yes, we promise," said Jack and Mary.



They set off along the bank towards the old building. As they got closer, they could see it still looked like a ruin. All the windows had wooden boards over them. There were lots of tiles missing from the roof and weeds grew out of gaps in the walls. Someone had put barbed wire along the top of the fence and nailed a large 'Keep out' sign to the wall. At the front of the building was a gate. It was locked with a heavy padlock.

"It's a scary-looking place, isn't it?" said Mary. "I don't think I like it very much at all."

"They don't want visitors, do they?" said Jack.

Mary walked carefully down to the water's edge and peered under the old building. She saw that the water flowed underneath it and through a heavy, iron grid. The grid looked old and rusty. From there, it flowed into a deep, dark pool.

Suddenly she let out a gasp of horror. "Jack! Jack! Come quickly. Look at this. It's awful!"

Jack ran over to her. He looked to where she was pointing. There, trapped behind the grid, were lots of dead fish.

Mary shuddered. "How terrible! Those poor fish! They're all dead, aren't they? What has happened to them?"

"Shh!" whispered Jack. "Listen! I can hear something. Someone's coming this way!"

Jack pulled Mary back against the wall of the house. Suddenly a door opened and Jack and Mary heard men's voices. The voices came closer and closer.



"I tell you Sid," said a voice. "I saw some kids."

"I can't see any kids here, Harry," said Sid. "You must have imagined it. Don't worry. Everything will be fine. Now stop making such a fuss. Shut the door and let's get back to work."

After the door had banged shut, Jack let out a sigh of relief.

"I don't like this place at all," said Mary. "There's something very bad happening here."

Are Sid and Harry Scrub nice people? **No, they have bad tempers.**

What did Jack and Mary want to do? **go and look at the building**

What did they promise Uncle Ted? **they would not go too near the building**

What was on the top of the fence around the house? **barbed wire**

What did the sign on the wall say? **keep out**

What did Mary think of the house? **it was scary-looking, she did not like it**

What did Mary see in the pool behind the grid? **lots of dead fish**

Who thought he had seen some children? **Harry Scrub**

What did Sid think? **Harry must have imagined it**

Do you think Mary is right that something bad is happening? **What could it be?**

Note: The complete story A Fishy Business is a reader in the Macmillan English Explorer series and is suitable for whole-class use or for children to read independently. In the story, Jack, Mary and Uncle Ted discover that the fish have been poisoned by the waste dye that the brothers are illegally throwing into the river. No one believes this is happening until Jack records it on his phone and the factory is closed down. To give jobs to local people, Uncle Ted suggests making the house and the river into a nature reserve.

Workbook: Study skills (WB p 22)

The exercises on this page practise word class recognition. Make sure the children understand the tasks.

You may wish to give the following guidance before children work independently.

Exercise 1: Remind the class that *abbreviation* means: **a shortened form**.

Exercise 2: To help children identify words that puzzle them, they can ask themselves questions:

Does it name an object (something I can touch, see, hear, taste or smell), a thought, a feeling or an idea? (noun)

Does it tell me more about an object, a feeling or an idea? (adjective)

Is it an action? (noun)

Does it tell me how, when or where an action was done? (adverb)

Exercise 3: Tell the children to look at the word class at the end of the line then to find and write the word in the sentence that matches the class.

Workbook answers

Exercise 2

1 adj 2 n 3 adj 4 v 5 adv 6 n 7 v 8 adv

Exercise 3

1 today 2 building 3 heavy 4 heard

Exercise 4

1 gap 2 local 3 imagine 4 underneath 5 bank 6 dye

Lesson 2 Reading comprehension and vocabulary

Lesson aim Reading comprehension; vocabulary

Lesson targets Children:

- re-read *Danger at the old house*
- answer deductive 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 p 42; CD A track 30 (optional); WB p 23

Time division

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

Warm-up

Play *Look, cover, write, check* with six to eight words from PB Spelling pages 27 and 35 in Units 1 and 2. (See Games, p 216.)

more important to be sure of the answer than to be the first one to put a hand up.

Elicit the answer. Check with the class. If there is any disagreement, look back with the class and find the sentence. The children write the name of the character.

Continue in the same way with the other sentences.

Answers: 1 Uncle Ted 2 Jack 3 Uncle Ted 4 Mary
5 Jack 6 Mary 7 Jack 8 Harry 9 Sid 10 Mary

Activity 2

Most of these questions require the children to think and give their own response to situations in the story, or their own ideas.

Answers:

- Children's own answers. They might say, for example: Fishing was boring because there were no fish so they wanted to do something else. The house looked mysterious. It looked interesting. They wanted to explore it.
- Jack and Mary promised not to go too near to the building. The children should take their own view as to whether they broke their promise but they must justify their view with good reasons. For example: They didn't go too near because they didn't try to go inside and they hid from the Scrub brothers. They did go too near because they saw the dead fish behind the grill. The brothers were looking for them and nearly saw them.
- Any of these answers could be true. Ask the children to say as much as they can to explain why they have chosen their answer.
- Children's own answers. For example: They should tell Uncle Ted. They should go back to Uncle Ted.

Activity 3

Give the children time to look at the picture. Tell them to think about the description of the house and the river. Ask one or more children to read out the adjectives. Give the class a time limit to circle the ones which they think help to describe the setting for the story.

While they work, write the words on the board.

Elicit answers. Invite children to circle words on the board.

If the children circle words that do not describe the setting or part of it, check that they understand the meaning of the

Reading comprehension and vocabulary

1 Who said it? Write the name.

- I can't understand it. _____
- What's that building? _____
- I don't know about that. _____
- We'll be very careful. _____
- They don't want visitors, do they? _____
- They're all dead, aren't they? _____
- Somebody's coming this way. _____
- I saw some kids. _____
- Everything will be fine. _____
- I don't like this place at all. _____



2 Think about these questions.

- Why do you think Jack and Mary wanted to go and look at the old building?
- What did Jack and Mary promise Uncle Ted? Do you think they broke the promise? Why or why not?
- Why do you think the fish were dead? Choose the best answer. Explain why you chose it.
 - The fish had an illness which killed them.
 - The water under the old building is bad.
 - The water in the whole river is bad.
 - Someone caught the fish and threw them back into the river, dead.
- What do you think Mary and Jack should do now?

3 Read the adjectives. Circle the ones that help to describe the setting.



dull single gloomy dark rusty local ruined grey
old dead interesting pretty trapped scary

42

Unit 3 Reading comprehension: Who said it?; deduction, response questions; adjectives

Reading comprehension and vocabulary (PB p 42)

Read again

Re-read *Danger at the old house* or play track 30 again.

Activity 1

Explain that each of the sentences on the left was said by one of the characters on the right.

Ask a volunteer to read the first sentence. Give the children a moment to think who said it. Tell them to look back and check. Remind the class that in comprehension questions it is

word. Read the sentence in which the word appears and discuss with the class what object/s it describes.

Answers: The children circle: dull, gloomy, dark, rusty, ruined, grey, old, interesting, scary

Workbook: Reading comprehension and vocabulary (WB p 23)

Check the children understand the tasks. Remind them to have their PBs for reference and checking when they do these exercises, and their Dictionaries for checking new words.

Exercise 1

The children read the story again independently.

Exercise 2

Remind the class to scan the text to check where sentences occur. Remind them to read all the sentences before they begin to order them.

Exercise 3

Remind the class to check words they are unsure of in their Dictionaries.

Exercise 4

The children identify the verbs. Advise them to check them in their Dictionaries.

Exercise 5

The children find the words in exercise 4 that match the definitions.

Workbook answers

Exercise 2

a 10 b 3 c 7 d 5 e 1 f 6 g 2 h 9 i 4 j 8

Exercise 3

1 barbed wire 2 weed 3 binoculars 4 padlock
5 fence 6 grid

Exercise 4

verbs: flow, peer, bump into, shudder, gasp, promise

Exercise 5

1 gasp 2 promise 3 peer 4 flow 5 shudder
6 bump into

Reading comprehension and vocabulary

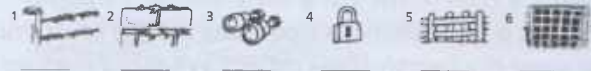
1 Read *Danger at the old house* again.

2 Read the sentences. Number them in order.

- Jack pulled Mary back against the wall of the house.
- Jack looked upstream.
- Mary walked carefully down to the water's edge.
- Uncle Ted thought for a moment.
- The stream looked grey and gloomy.
- They set off along the bank.
- They set up their rods and began fishing.
- Jack ran over to her.
- Jack looked at the building through his binoculars.
- Suddenly, she let out a gasp of horror.

3 Read and write the nouns under the correct picture.

padlock fence grid barbed wire weed binoculars



4 Underline the verbs from the story.

flow bank peer bump into gap iron shudder gasp binoculars promise

5 Match the underlined words in exercise 4 with their definitions. Write the words.

- to take in breath suddenly with a small sound _____
- to say that you will do something _____
- to look carefully and slowly at something _____
- to move freely and smoothly _____
- to make a small movement of horror _____
- to meet someone unexpectedly _____

Unit 3 Ordering sentences; matching; definitions

23

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 perfect with *after* / *when*

Vocabulary from Lesson 1

Materials PB p 43; WB p 24; GPB p 14

Time division

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

Warm-up

Remind the class of the story they read on PB pages 40–41. Ask a few questions about the story. For example: *What were the two children called? What did they do with Uncle Ted? Where did Jack and Mary go? What did they see in the water?*

happened first and the time clause can begin with *after* or *when*. If you wish, write the sentence again beginning with *When*. Make sure the class understands the two sentences mean exactly the same.

Activity 2

Ask a child to read the first sentence. Write it on the board with the verbs underlined.

Point out the comma after the time clause.

Ask the questions and number the verbs.

Continue in the same way with the other sentences.

For sentences 3, 5 and 6, remind the children to think carefully about which action happened first.

When the children have correctly worked out the order of the actions, tell them to look at the sentences again. Point out that if the time clause is at the end of the sentence there is no comma between it and the main clause.

Answers: 1 1, 2 2 1, 2 3 2, 1 4 1, 2 5 2, 1 6 2, 1

Activity 3

Tell the class to look at the first pair of pictures.

Ask different children to read the words under the first and second pictures.

Ask *What happened first? second?*

Write *After Meg* on the board. Prompt/Elicit the rest of the sentence. Remind the class that the past perfect tense expresses the action that happened first and the past simple is used for the action that happened second.

Make sure the class remembers that either *after* or *when* can be used in the time clause.

Continue in the same way with the other pictures.

Answers:

1 After Meg had eaten (her) dinner, she washed the plate. 2 After the men had walked for six days, they arrived at the oasis. 3 The boys played in the garden when the rain had stopped. 4 Joe went to bed when he had done his homework.

Ask the children to bring an interesting picture or photo of animals and/or the countryside to the next lesson.

Grammar (PB p 43)

Activity 1

Point out the numbered pictures 1 and 2. Ask a pair to read the first two sentences underneath.

Ask another child to read the third sentence. Write it on the board and underline or write words in colour as in the book.



Ask *What did they do first? What did they do second?*

Number the verb *had fished* 1 and label the verb *went* 2.

Explain that the past perfect is used to express the action that

Grammar

1 Look!












The children fished for a while. Then they went for a walk upstream.
After the children had fished for a while, they went for a walk upstream.

2 What happened first? What happened second?
Number the underlined verbs 1 or 2.

1 After the men had bought the building, they used it as a factory.
2 After the children had seen the dead fish, they knew something was wrong.
3 The men went back to work after they had looked around.
4 When the door had banged shut, Jack let out a sigh of relief.
5 The children felt better when the men had gone.
6 They ran back to Uncle Ted when the men had left.

3 Look and read. Make one sentence. Use *after* or *when*.

1  Meg – eat – dinner  wash – plate
2  men – walk – six days  arrive – oasis
3  boys – play – garden  rain – stop
4  Joe – go to bed  do – homework

Unit 3 Grammar: Past perfect with *after* and *when* 43

Workbook: Grammar (WB p 24)

Point out Mr Flash's reminder. Quickly revise the tenses if necessary before the children begin the exercises.

Exercise 1

Go through the first example with the class if you wish or the whole exercise if they need support.

Exercise 2

Go through the sentences orally with the class if they need support.

Workbook answers

Exercise 1

1 had gone, felt tired 2 had finished, played
3 hurried, had landed 4 ate, had washed 5 had
picked, put 6 had stopped, glittered

Exercise 2

1 When the farmer had picked the apples, he took them
to the market.
2 After Jenny had sung, Billy played the piano.
3 Sam arrived at school after the bell had rung.

Grammar Practice Book (GPB p 14)

When the children have completed the PB and WB Grammar pages, they may complete GPB page 14.

Grammar Practice Book answers

Activity 1

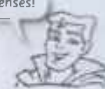
1 e 2 c 3 f 4 a 5 d 6 b

Activity 2

2 After he had had lunch, he worked on his computer.
3 He watched television after he had played on his
computer. 4 After he had watched television, he talked
to his sister. 5 When he had talked to his sister, he had
dinner. 6 He went to bed after he had had dinner.

Grammar







Be careful to use the correct past tenses!



1 Complete the sentences with the verbs in brackets.

- After her visitors _____, Grandma _____ tired.
(go, feel)
- When the boys _____ their homework, they _____ football.
(finish, play)
- The passengers _____ off the plane after it _____.
(hurry, land)
- The children _____ their dinner when they _____ their hands.
(eat, wash)
- When Jane _____ a big bunch of flowers, she _____ them in a jug.
(pick, put)
- After the rain _____, the trees _____ in the sunshine.
(stop, glitter)

2 Look at the pictures. Complete the sentences with the verbs in brackets. Use the past simple and the past perfect.

-   (pick, take)
When the farmer _____, he _____.
-   (sing, play)
After Jenny _____, Billy _____.
-   (arrive, ring)
Sam _____ after _____.

24

Unit 3 Past perfect with after and when

Lesson 4 Grammar in conversation

Lesson aim Grammar in conversation

Lesson targets Children:

- listen to a conversation
- practise question tags with falling intonation
- hold a short conversation in pairs with question tags

Key language *He's so sweet, isn't he? You're bored, aren't you?*

Key vocabulary adjectives for personal description

Materials PB p 44; CD A track 31; WB p 25; GPB p 15

Time division

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

Warm-up

Sing the song from Unit 2, PB page 35, track 25.

Grammar in conversation (PB p 44)

Activity 1

Point out the girl and boy. Explain that the girl has found some old photos and is showing them to the boy. Ask *Who is interested in the photos? the girl. Who is bored with the photos? the boy*

Play track 31. The children listen and follow.

Activity 2

Ask different children to read out the statements without trying to add the tags.

Write the statements on the board as they read.

Ask volunteers to tell you the tag for each one. Complete the sentences on the board.

Tell the children they are going to hear the correct sentences. Remind them to listen carefully to the question tag. Play track 00. The children listen and look at the board. They repeat each question. Make sure they imitate the falling intonation accurately.

Activity 3

Demonstrate the activity using a picture of your choice or poster 1. Point and say, for example, *The glacier is made of ice, isn't it? Volcanoes are noisy, aren't they?*

Invite volunteers to point to something and ask a question. Check that the question tag is said with a falling intonation. Point out the two children and ask a pair to read the speech bubbles.

The children work in pairs, choosing a picture from the book or their own photos if they have them. They take turns to ask questions with tags.

Go around listening to them as they work. Encourage each child to say two sentences.

Ask one or two pairs to talk in front of the class while the other pairs listen.

Grammar in conversation

1 Listen and read.

Lucy: Look what I've found!
Alex: What are they?
Lucy: Old photos.
Alex: Oh ...
Lucy: Look at Mum!
Her dress is pretty, isn't it?
Alex: I don't know.
Lucy: And here's Dad.
His glasses are funny, aren't they?
Alex: Yeah ...
Lucy: Oh, look at the baby!
He's so sweet, isn't he?
Alex: Mmm ...
Lucy: You're bored, aren't you?
Alex: Mmm ...
Lucy: In fact, you're asleep, aren't you?

2 Finish the sentences with question tags.

It's an interesting photo, ...
This girl is clever, ...
We're having fun, ...
That man's very tall, ...
The children are noisy, ...
You're tired, ...

Were you right? Listen and repeat.

3 Let's talk!

Find an interesting picture or photo. Talk about it.

Look at this photo!
Wow! It's beautiful, isn't it?

Unit 3 Grammar in conversation: question tags

Workbook: Grammar in conversation (WB p 25)

Make sure the children understand the tasks.

Exercise 1

Point out Mr Smash's reminder about question marks. Go through this orally before the children write if they need support.

Exercise 2

Explain that there are different sentences that could be written for each picture, but they must end with a question tag and they must make sense with the picture.

Workbook answers

Exercise 1

1 isn't it? 2 isn't he? 3 aren't they? 4 isn't it?
5 aren't we? 6 isn't she? 7 aren't you? 8 aren't they?

Exercise 2 (example answers)

1 The lion is roaring / fierce / angry, isn't it?
2 The children are laughing / happy, aren't they?
3 This woman / She is a doctor, isn't she?
4 This man / He is a scientist, isn't he?

Grammar Practice Book (GPB p 15)

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

1 d 2 e 3 a 4 c 5 b 6 h 7 i 8 f 9 j 10 g

Activity 2

1 aren't they? 2 isn't it? 3 isn't she? 4 isn't he?
5 aren't they? 6 aren't you? 7 isn't he? 8 aren't they?

Grammar in conversation

Don't forget the question marks!



1 Complete the sentences. Use question tags.

- 1 It's a lovely day today, _____
- 2 That boy is a fast swimmer, _____
- 3 Those factories are ugly, _____
- 4 Iceland is a fascinating country, _____
- 5 We're late for school, _____
- 6 Anna is an intelligent girl, _____
- 7 You're good at maths, _____
- 8 The children are very noisy, _____

2 Write a sentence about each picture. Use the words in the box.

isn't he? isn't she? isn't it? aren't they?

1



2



3



4



Unit 3 Question tags

25

Lesson 5 Spelling, Use of English

Lesson aim Spelling; song; Use of English

Lesson targets Children:

- listen to pronunciation of words ending *dge*
- practise spelling and writing words ending *dge*
- understand and sing a short song

Key language (song) *isn't it?*

Target words *edge, badge, hedge, splodge, wedge, bridge*

Materials PB p 45; CD A tracks 33–36; WB pp 26–27, GPB p 16

Time division

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

Warm-up

Play *Word chain* in teams. (See Games, p 214.)

Spelling

Some words end in *dge*. The letters sound like j.

Mary walked carefully down to the water's edge.

1 Listen and say these words. Circle the words you already know.

edge badge hedge splodge wedge bridge

2 Write the words.

3 Complete the sentences.

1 Children in the swimming club have a _____ with a wave on it.

2 Sally dropped a _____ of pink ice cream on her new dress.

3 In the summer we put a _____ under our door to keep it open.

4 There is a long _____ across this wide river.

5 The horse jumped over the tall _____.

6 Don't go too near the _____ of the pool – you might fall in.

4 Listen and sing.

It's a great day isn't it, isn't it, isn't it?
A great day, isn't it? What do you say?
Everybody's smiling. Everybody's happy.
A great day, isn't it? What do you say?

Unit 3 Spelling: words ending *dge* 45

Activity 2

Ask volunteers to name the item in each picture using words from activity 1.

The children write the words. Give them a time limit. Remind them to check their spelling with the words in activity 1.

Activity 3

Tell the class to look at the first picture and read the first sentence. Ask a volunteer to tell you the missing word. Remind the class that it is one of the words from activity 1. Check the class agrees with the answer. The children write the word.

Continue with the other sentences.

Answers: 1 badge 2 splodge 3 wedge 4 bridge
5 hedge 6 edge

Activity 4

Ask *What are the children in the picture doing? How do they feel?*

Play track 35. The children listen. The words of the song are very simple so they should be able to join in when you play track 35 again.

Play track 36. The children sing with the music.

Ask the class to think of another verse by changing *great* to something else, for example *good, fine, nice*, etc. They may change the third line, either completely or by changing the verb and adjective.

Let them sing their own verse to track 36 (music only).

To complete classroom Lesson 5, move on to Use of English, WB p 27.

Spelling (PB p 45)

Spelling box

Point out Miss Sparkle's speech bubble. Tell the class to listen and follow in their books.

Play track 33. The children listen.

Read the example word. The class repeats. Ask a volunteer to read the example sentence.

Activity 1

Play track 34. The children listen and repeat.

Given them a moment to circle words they know. Ask the class to tell you which words they have circled.

Workbook: Use of English (WB p 27)

Read Miss Smart's speech bubble to the class.

Ask a volunteer to read the example sentence. Write it on the board.

Exercise 1

Read Miss Smart's speech bubble. The children should be familiar with this statement if they studied the previous levels of *English World*. This page practises the position of the reporting words and all the punctuation as well as speech marks.

Point out the sentence in Mary's speech bubble.

Read the information about the position of the reporting words. Ask volunteers to read the sentences with direct speech.

Write them on the board in large letters. Make the punctuation very clear.

Do the same with Harry Scrub's sentence.

Exercise 2

Give the children a time limit to write in the speech marks in their books. While they do so, write the sentences on the board. Invite volunteers to write the speech marks. Other children check their work.

Exercise 3

Give the children a time limit to punctuate the three sentences. Remind them to look back at exercise 1 to check.

Write the sentences on the board and invite volunteers to write the punctuation. Other children check their work.

Workbook answers

Exercise 2

- 1 "It's not so pretty today," said Mary sadly.
- 2 Jack asked, "What's that building?"
- 3 "Shh!" whispered Jack. "Someone's coming."

Exercise 3

- 1 "I don't know about that," said Uncle Ted.
- 2 Mary asked, "Please can we go and look at the old house?"
- 3 "All right," said Uncle Ted. "But don't go too near."

Workbook: Spelling (WB p 26)

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 Miss Smart's bubble.

Ask a volunteer to read the word and the sentence in the box.

Exercise 1

The children write the complete words. Remind them to read the words and to check their spelling.

Exercise 2

The children find the correct object to answer each question and write the word. Remind them that all the words they need are in exercise 1.

Use of English

Remember! When we write direct speech, we use speech marks.

"We'll be very careful," said Mary.

1 Read.

Speech marks show the exact words that somebody said.

The reporting words can come at the beginning or at the end of the direct speech.

We'll be very careful. "We'll be very careful," said Mary.

speech marks comma speech marks full stop

Mary said, "We'll be very careful."

comma speech marks full stop speech marks

The reporting words can come between two sentences.

I tell you, Sid. I saw some kids.

Look at the punctuation in these sentences.

"I tell you, Sid," said a voice. "I saw some kids."

2 Write the speech marks for these sentences.

- 1 It's not so pretty today, said Mary sadly.
- 2 Jack asked, What's that building?
- 3 Shh! whispered Jack. Someone's coming.

3 Write all the punctuation for these sentences.

- 1 I don't know about that said Uncle Ted
- 2 Mary asked Please can we go and look at the old house
- 3 All right said Uncle Ted But don't go too near

Do you need help? Look at the examples in exercise 1. Check your work.

Unit 3 Revision of punctuating direct speech 27

Workbook answers

- Exercise 2 1 fridge 2 badge 3 bridge 4 hedge
5 edge 6 splodge

Grammar Practice Book (GPB p 16)

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

"Where is the football stadium?" Matt asked the woman.

"I'm not sure," said the woman.

Matt asked the girl, "Do you know?"

The girl said, "It's a long way from here."

"How can I get there?" asked Matt.

"You can walk," said the girl. "It takes about half an hour."

"That's too long," said Matt. "I don't want to be late."

The woman said, "Look, there's a bus!"

"Get on that bus!" said the girl.

"Thanks!" said Matt.

- Activity 2 2 The man said, "There isn't a match today." 3 "When is the Arsenal match?" asked Matt. 4 "It was yesterday," said the man. 5 "Oh no!" said Matt. "That's terrible!" 6 "Don't worry!" said the man. "You can come in and talk to the team!"

Lesson 6 Class composition; Writing preparation, Composition practice

Lesson aim Writing

Lesson targets Children:

- continue a mystery story with teacher support (session 1)
- practise vocabulary and structures for independent writing (session 2)
- complete the mystery story independently (session 2)

Key structure and language from the unit

Vocabulary from the unit

Materials PB p 46; WB pp 28–29

Time division (session 1)

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

Time division (session 2)

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

Session 1 Warm-up

Remind the class of the story *Danger at the old house*. Ask *What was the old house like from the outside?* Encourage the class to think of adjectives to describe the house. They may look back to scan the text if necessary. *Who else was at the old house? Sid and Harry Scrub* *What were they like? angry, bad tempered*

Class composition

1 Read. Answer the questions and make notes.

1 Did Uncle Ted know why the fish had died? What did he say? Write your idea.

2 Uncle Ted and the children went back to the old building the next day. They went inside. How did they get in? Choose an idea.

3 What was it like inside? Think of words to describe the inside of the old house. Use one of the pictures to help you, or use your own ideas.

4 What did Uncle Ted say when they were inside the house? Write your ideas.

5 Who did Uncle Ted speak to?

6 What happened next? Write your idea here.

2 Write the next part of the story.

Jack and Mary told Uncle Ted what they had seen and heard.

the door was wide open

the Scrub brothers let them in

somebody else let them in

Sid Scrub and Harry Scrub

Someone else? Who?

- Ask the next question: *What did he say?* Give the class a moment or two to write. Elicit some ideas. Note them on the board. Ask if anyone has a completely different idea. Note any different ideas. Decide with the class which one is best and underline it.
- 3 Read the sentences and give the class time to decide. Let them discuss in pairs if you wish. Take the majority choice and note it on the board.
 - 4 Read the next question. Give the class time to look at the pictures. Ask if anyone has a different idea. Listen to any different suggestions and note them on the board. Ask the class to choose one of the pictures or an idea. Take the majority view and note it on the board.
- Tell the class to write words and phrases to describe the inside of the old house. If you wish, they may do this in pairs or small groups. Give them a few minutes to think and write, then elicit as much vocabulary from the class as you can and note it on the board.
- 5 Ask the class the fourth question. The children write. Elicit ideas and with the class, choose the best one.
 - 6 Ask the questions and help the class to decide on the other person/s and what they said.
 - 7 Ask the class to think what happened next. If you wish, tell the class that they will write the ending to the story in the next lesson. They do not have to think of the ending now. Note ideas for what happened next and choose the best.

Activity 2

- 1 Use the notes on the board to help the class write the next part of the story. Begin:
Jack and Mary told Uncle Ted what they had seen and heard.
Uncle Ted said, "....."
- 2 When the story on the board is complete, ask one or more volunteers to read it to the class.
Ask Is the story interesting? Does something surprising happen? Is there a good description of the inside of the house? Do any new words need to be added?
Make any changes that you and the class agree to. Let one or more volunteers read the story to the class.
- 3 Point out to the class that the story
 - tells what happened in order
 - has some direct speech
 - describes the inside of the house using interesting words.See page 85 for an example composition.

Class composition (PB p 46)

Activity 1

- 1 Explain to the class that you are going to write the next part of the story together. They will be able to choose what happens.
Ask a volunteer to read Mr Flash's speech bubble.
- 2 Read the first question. Ask the class to decide whether Uncle Ted knew the reason or not. Take the majority view.

Session 2 Warm-up

Story making. (See Games, p.217.)

Workbook: Writing preparation (WB p 28)

Explain to the class that they are going to write the ending to the story. This time they will make their own choice about what happens, so there should be lots of different stories at the end of the lesson.

Exercise 1

Explain the task to the class. Make sure they understand that they can use the ideas on the page or make up their own ideas. They should circle their choices and note their ideas for words or sentences on the page.

Remind them to think of different words to describe the house and to use their Dictionaries to help them.

Exercise 2

The children make their own choices in answer to the questions. Tell them to circle their answers and to make notes on the lines.

Give the class a time limit to complete the page. Go around as they work and check that the children are making adequate notes to help them write on page 29.

Workbook: Composition practice (WB p 29)

Exercise 1

Go through the task with the class. Remind them that they must look back to their choices and their notes on page 28 to help them write.

Point out Miss Smart's reminder about speech marks. If you wish, remind the class about indenting for the start of a new paragraph and when there is a change of speaker.

The children may begin their stories in the lesson and finish them for homework. They should continue in their copy books if necessary.

Remind them to read through their work when they have finished to look for mistakes and to make any improvements.

If possible, before the end of the lesson, let one or more children read some sentences from their stories.

The children may make neat copies of their final work for inclusion in their portfolio.

Encourage volunteers to read their finished stories to the class.

Assessment

The children's writing will vary. In assessing the task look for writing which

- explains why Uncle Ted and the children went back to the house
- includes a description of the house at night
- contains some direct speech
- has a sensible ending.

Writing preparation

1 Read and answer the questions. Make notes.

Uncle Ted and the children went back to the old house at night. Why?

Use these ideas or use your own ideas.



They were looking for something.

They were looking for _____



They wanted to watch someone.

They wanted to watch _____

What was the house like at night?



Was there anybody there?

Were there any lights?

Think of words to describe the house at night. Write them in the box.

Use your Dictionary.

2 Think about these questions. Choose from these ideas or use your own ideas.

What was the weather like? cold? windy? warm?

What did they see and hear? people? a car? a van? the stream? anything else?

Did they find anything? No ____ Yes ____ What was it? _____

What did Uncle Ted say? _____

What did Jack and Mary say? _____

What happened at the end? _____

28

Unit 3 Story notes

Composition practice

1 Write what happened when Uncle Ted, Jack and Mary went back to the old house at night. Write five paragraphs.

Paragraph 1 Say why they went back.

Paragraph 2 Describe the house at night.

Paragraph 3 Say what the weather was like.
Say what they saw and heard.
Say if they found anything.

Paragraph 4 Write what Uncle Ted said.
Write what Jack and Mary said.

Paragraph 5 Write what happened at the end.

Remember! Use speech marks for direct speech when you write paragraph 4.



If you need more space, continue in your copy book.

Unit 3 Completing a mystery story

29

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 *briefcase, borrow, locked, belong to*

Materials PB p 47; CD A track 37

Preparation Listen to track 37 before the lesson

Time division

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

Warm-up

Ask the class to tell you what happened in Part 2 of Kingfisher Valley.

Listening

1 Look and read. 2 Look, listen and read. 3 Talk about it.

Look! It's Ken Roach, isn't it?

Kingfisher Valley – Part 3

Let's take it home!

He's forgotten his briefcase!

Hurry up! I haven't got all day!

We're just borrowing it.

But that's stealing!

These are building plans for Kingfisher Valley.

Fantastic! It isn't locked.

He's going to build hundreds of houses!

He's going to cut down the forest!

This letter says that the valley belongs to Miss Havers.

We must go and speak to Miss Havers.

Unit 3 Listening 47

Listening (PB p 47)

Activity 1

Ask a child to read the title. 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 were the children walking? in the town, near the Grand Hotel*

Who did they see? Ken Roach

What was left behind? the briefcase

What was in the brief case? papers (plans, a letter)

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

Ask *Who was in a hurry? Ken Roach*

Who wanted to take the briefcase home? Dan

What did Meg think about Dan's idea? It was stealing.

What were the plans in the briefcase for? houses in Kingfisher valley

What will happen to the forest? It will be cut down.

Who must the children speak to? Miss Havers

Activity 2

Tell the class to look at each picture, listen and follow the story.

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

Play track 37. The children listen and look.

Activity 3

Ask questions to check understanding:

What was the driver carrying? a lot of boxes and Ken Roach's briefcase

Who was angry? Ken Roach

What did Dan say about taking the briefcase? they were borrowing it

How many houses were the plans for? hundreds

What was Meg worried about? the river, the birds, the animals

Who was the owner of the valley? Miss Havers

What did Dan say they must do first? go and speak to Miss Havers

Ask questions about the story that require the children to think about their answers and questions that require a personal response (see next page).

Optional

- 1 Ask the children what they think is going to happen next. *What will Miss Havers do or say?*
- 2 The children use the play script and act out the dialogue. This could be done in groups of four with children taking each role and reading quietly. Alternatively, choose four children to read and act out the story while the others follow.

Suggested homework task: Children complete Check-up 3.

Listening audioscript: Kingfisher Valley – Part 3

Do you remember? Dan, Meg and Meg's dog, Patch, went for a walk in Kingfisher Valley. They saw a kingfisher and a lynx. Dan took photos. At Hawkwood House they saw Miss Havers speaking to a man. Later, they saw the man on TV. His name was Ken Roach. He said he had big plans for the town. He also said that his plans were a secret.

1 *The next morning Dan, Meg and Patch were in town. They were walking past the Grand Hotel when they saw Ken Roach.*

Meg: Look! It's Ken Roach, isn't it?

Ken Roach was coming out of the hotel. He was walking towards his car. His driver was walking behind him. He was carrying a lot of boxes and Ken Roach's briefcase.

2 *The driver put all the boxes and the briefcase on the ground. He opened the car door for Ken Roach.*

3 *The driver started to put all the boxes into the car. Ken Roach spoke to him angrily.*

Ken R: Hurry up! I haven't got all day!

4 *The car drove off quickly. When it had gone, Dan saw something on the ground. He pointed to it.*

Dan: Look! He's forgotten his briefcase.

Meg: Oh, yes!

5 *Dan picked up the briefcase.*

Dan: Let's take it home!

Meg: But that's stealing! We mustn't do that.

6 Dan: It's OK. We're not stealing the briefcase. We're just borrowing it.

7 *They went home with the briefcase. Dan put it on the table in the living room.*

Dan: Come on! Let's open it!

Meg: Well ... I don't know ... It isn't ours.

Dan: We're not going to steal anything. We're just looking. OK?

Meg: Well ...

Dan: Fantastic! It isn't locked.

8 *Dan opened the briefcase. Inside there were some big pieces of paper.*

Meg: What are they, Dan?

Dan: They're plans ... building plans. Meg! These are building plans for Kingfisher Valley!

9 Dan: I don't believe it! He's going to build hundreds of houses!

Meg: He's going to cut down the forest!

Dan: This is terrible!

Meg: What's going to happen to the river and the birds and the animals?

Dan: This is a disaster ...

10 *There were some letters in the briefcase. Dan picked one up and read it.*

Dan: This is interesting.

Meg: What does it say, Dan?

Dan: Well, Ken Roach wants to buy the valley ...

Meg: Right.

Dan: But he hasn't bought it yet.

Meg: Oh! So who does the valley belong to?

Dan: Well, this letter says that the valley belongs to Miss Havers.

11 Meg: What can we do? Can we do anything?

Dan: I don't know but we must try. We must try to stop Ken Roach and his plans.

Meg: But how? What can we do?

Dan: Well, the first thing we must do is this: We must go and speak to Miss Havers.

Inferential and deductive questions

Why do you think the driver forgot to put the briefcase in the car? because Ken Roach spoke angrily and told him to hurry up

Why do you think Ken Roach wants to build a lot of houses? because he will get a lot of money for them

Why do you think Meg and Dan want to stop the plans? to protect the forest, river and animals

Personal response questions

Do you think that taking the briefcase was stealing?

Would you have done the same as Dan and Meg? Why? Why not? What would you have done differently?

4 Forest animals in danger

Lesson 1 Poster 4, Reading

Lesson aim Reading

Lesson targets Children:

- (poster) read about the features of a fable and a poem
- follow and read the fable and poem
- understand the fable and poem and answer oral questions about them
- practise reading the fable and poem

Key structure reported commands

Key language present perfect and past simple

Vocabulary animals, the environment

Materials poster 4; PB pp 48–49; CD A track 38; WB p 32; Dictionary 6

Time division

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

Warm-up

Divide the class into groups or pairs. Give them one minute to write down as many animals as they can think of.

Ask a pair to read their list. Other pairs add animals that have not been mentioned. Write the animals on the board and see how many the class thought of altogether.

Poster 4

Forest animals in danger

You are going to read a **fable** and a **poem**.

A **fable** is a short story that teaches you something. This fable is about:

to bear **is fearful traveller** **is fearless traveller**

The poem is about:

forest animals **grizzly miffy ones, bears and lots of log machines**

You are going to read two **fact files**.

The first fact file is about bears. One of the bears is **endangered**.

The second fact file is about disappearing forests.

Many **fables** were told by Aesop. He lived two thousand years ago.

Fables sometimes use language from a long time ago.

"I am a fearless fellow," he said.

A fable often ends with a **moral**. The moral is one sentence. It tells the reader what the story teaches.

Moral: When you have a problem, you find out how good your friend is.

Many poems rhyme but poems do not always rhyme. Some poems have repeated language.

Sometimes a few lines are repeated. It is a **chorus**. This chorus uses two questions that are nearly the same.

Where is the forest? cried the animals. Where are the trees?

There is a **verse** after the chorus. Then the chorus is repeated again. This gives the poem a **rhythm**. Poets often use rhythm instead of rhyming words.

Fact files often have numbers and figures. They give information in very few words. The reader can find out facts quickly.

Alaska, Canada, Russia, Pakistan (about 100,000 bears in Russia), India, North, etc.

Text type and vocabulary

- 1 Read the title. Read the first sentence then the information about the fable. Introduce the characters in the fable.
- 2 Read about the poem. Ask the class what they know about forests and forest animals. They may know that many forests are being cut down and not replaced. If they do not suggest this, ask what they can guess from the two pictures.
- 3 Read about the fact files. Check understanding of *endangered*.

Text type features

- 4 If you wish, explain that Aesop was a slave who told hundreds of fables. Eventually, he became a free man because of his skill in telling them and the good sense that people learned from them.

- 5 Read about the language and ask a child to read the extracted sentence. Ask if any of the words are unfamiliar or unusual. If necessary, explain that *fellow* is an old word for *man*; they may be able to guess the meaning of *fearless*: **without fear** and another way of saying *brave*.
- 6 Read about the moral. Ask the class if they know a moral from any other fable or story.
- 7 Read about poems and explain any unfamiliar words to do with poems.
Ask a volunteer to read the chorus.
- 8 Read about fact files and the information in the fact file box. Ask the class if they have seen a fact file in a book or on the internet. Have they used one to find information quickly?

Reading (PB pp 48–49)

- 1 Read the title of the unit. Give the class time to look at both pages. Ask *What is page 48 about?* **bears**. Ask *What is page 49 about?* **forests (and forest animals)**. Ask *Which page has the poem?* **page 49**. *Which page has a fact file?* **both pages**. *What are you going to read first?* **a fable**.
- 2 Play track 38. The children listen and follow in their books. If you wish, pause between each text type to check understanding of vocabulary and to ask questions. Alternatively, play the track all the way through then go through each text type, checking understanding of vocabulary and asking questions.
- 3 Read sections of the text to the class.
The children check or find meanings of words as necessary in their Dictionaries as you go through the text.
- 4 Ask questions about each part of the text. Use the questions in the box below or any of your own.
- 5 Ask different children to read parts of the fable.
- 6 The children may enjoy reading the poem aloud. This could be done in groups, with a group being the animals and another group the people replying.
This is an easy poem to learn and could be performed by a number of children.
- 7 Play track 38 a final time.

Reading text questions

The bear and the two travellers

*What kind of man was the first man? **timid and fearful***
*Was the second man the same? **No, he was fearless.***

4 Forest animals in danger

Reading

The bear and the two travellers

Two men were travelling together through a forest. One of the travellers was a timid man and fearful of danger. "Have you ever seen wild animals in this forest?" he asked his friend.

"I heard a wolf last week," replied the other man. Then he laughed and he told his companion not to worry. "I am a fearless fellow," he said.

Suddenly a bear met them on their path. The timid traveller froze in fear. The other man left his friend at once and climbed up quickly into a tree. He hid in the branches and watched the bear from his place of safety.

The timid traveller could not escape in time. He knew that the bear was going to attack him. He fell flat on the ground. The bear came up and felt him with his snout. It smelled him all over and sniffed in his ear. The traveller held his breath. He pretended to be dead as much as he could. People say that a bear will not touch a dead body. Fortunately, the bear soon left him.

When the bear was completely gone, the other traveller came down from the tree. He laughed and said, "What did the bear whisper in your ear?"

"He gave me this advice," the timid man replied. "Never travel with a friend who leaves you when there is danger."

Moral: When you have a problem, you find out how good your friend is.

(retold from Aesop's Fables)

Bear fact file

People are afraid of bears but usually bears only attack people when they cannot find food.

The Brown bear not at risk

Alaska (USA), Canada, Russia 200,000
(120,000 brown bears in Russia)

Eats: roots, fish

Hunted: Yes, for meat, fur and body parts

Danger from: loss of food when too many fish are taken by people

The Giant Panda bear endangered

South West China 1,600

Eats: bamboo leaves

Hunted: No, they are protected now

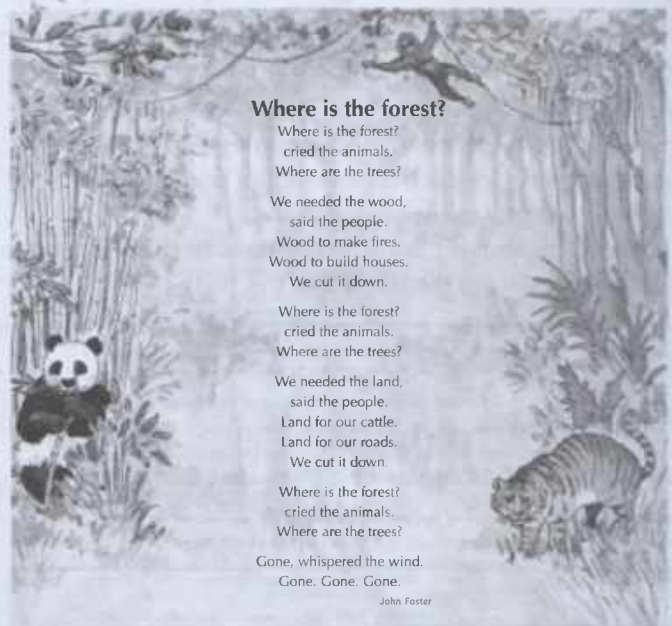
Danger from: loss of habitat, loss of food because bamboo forests have been cut down



The Kamchatka bear lives in East Russia



Pandas are the rarest bears in the world



Where is the forest?

Where is the forest?
cried the animals.
Where are the trees?

We needed the wood,
said the people.
Wood to make fires.
Wood to build houses.
We cut it down.

Where is the forest?
cried the animals.
Where are the trees?

We needed the land,
said the people.
Land for our cattle.
Land for our roads.
We cut it down.

Where is the forest?
cried the animals.
Where are the trees?

Gone, whispered the wind.
Gone. Gone. Gone.

John Foster

Forest fact file

Did you know?

- An area of natural forest as big as a football pitch is cut down every two seconds.
- People have destroyed 80% of the natural forests on the planet.
- 82 countries in the natural forest area have lost all of their big forests.
- 25% of the forests destroyed in the last 10,000 years were destroyed in the last 30 years.



What did they do when they saw the bear? **The first man froze in fear. The second man climbed a tree. What did the first man do next? fell on the ground. What did the bear do? sniffed him all over. What did the man pretend to be? dead. Why? because people say that bear will not touch a dead body. When did the second man come down from the tree? when the bear had gone. What did the timid man say the bear's advice was? Never travel with a friend who leaves you when there is danger.**

Bear fact file

When do bears usually attack people? **when they cannot find food. Where are most of the brown bears found? in Russia. What do brown bears eat? roots, fish. Which bear is endangered? the Giant Panda bear. Why? loss of habitat, loss of food. What does the panda live on? bamboo leaves. What has happened to many bamboo forests? They have been cut down.**

Where is the forest?

Who has taken the forest? **the people. Why did they take the wood? for fires, houses. Why did they take the land? for cattle and roads**

Forest fact file

How big is the area of forest that is cut down every two seconds? **as big as a football pitch. How much of the forests on Earth have people already destroyed? 80%. How many countries have lost all their big forests? 82. Are forests being destroyed more quickly now than in the past? Yes. How do you know? because 25% of the forests destroyed in the last 10,000 years were destroyed in the last 30 years**

Workbook: Study skills (WB p 32)

Exercise 1

Tell the children they should read each sentence carefully in order to complete exercises 2–4 well.

Exercise 2

Tell the children to try to recall the full meaning of the notes as they read. Point out that in notes, words for numbers are usually changed to figures.

Exercise 3

Tell the class to look at the words and phrases in exercise 2 and to think about the word classes.

Tell the class to compare the notes with the text in exercise 1 to check to see which words are left out.

Exercise 4

Answers may vary a little but check that children have generally followed the example in exercise 2.

Ensure that children have understood what the key words in notes are. Their answers should show that they understand that notes are not complete sentences.

Answers to exercise 3 and an example of good notes about tigers for exercise 4 are given on page 71.

Lesson 2 Reading comprehension and vocabulary

Lesson aim Reading comprehension; vocabulary

Lesson targets Children:

- re-read the fable, poem and fact files
- answer literal, deductive, inferential and personal response comprehension questions
- practise vocabulary using dictionaries to check definitions
- identify countries mentioned in the texts

Key structure and language from Lesson 1

Vocabulary from Lesson 1

Materials PB p 50; CD A track 38 (optional); WB p 33

Time division

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

Warm-up

Play one of the *Find the word* games. (See Games, p 216.)

Reading comprehension and vocabulary

1 Answer these questions about *The bear and the two travellers*.

- 1 What was the timid traveller worried about?
- 2 What did his friend do when they met the bear?
- 3 Why did the timid man pretend to be dead?
- 4 What did the bear do to the man?
- 5 When did the other traveller come down from the tree?



2 Think about the answers to these questions.

- 1 Do you think the moral is true in real life?
- 2 Was the timid man's friend fearless? Why or why not?
- 3 Who was the bravest, the timid man or his friend? Why?
- 4 Did the bear really whisper in the timid man's ear? Why did he say that it did?

3 Answer these questions about the poem *Where is the forest?*

- 1 Why did the people cut down the forest?
- 2 What did they need wood for?
- 3 What did they need land for?
- 4 Who gives the last answer to the animals?



4 Think about the answers to these questions.

- 1 Do you think the people were right to cut down the forest? Why or why not?
- 2 Why do you think the wind gives the last answer to the animals?
- 3 Did any of the information in the forest fact file surprise you? What? Why?

5 Label the map correctly.



50

Unit 4 Reading comprehension: literal, inferential and personal response questions

the answer. Make sure everyone agrees that the answer is correct. The class must look at the text again if there is disagreement.

Continue with the other questions.

Answers:

- 1 He was worried about danger, especially wild animals in the forest. 2 He climbed a tree and hid in the branches. 3 He pretended to be dead so that the bear would not attack him. 4 It sniffed him all over. 5 He came down when the bear had gone.

Activity 2

Give the class time to read the questions.

This activity can be done with the whole class working together, in pairs or in small groups.

Answers to these questions may vary and some of them are a matter of opinion. Encourage the children to give different answers. This will help them to understand that there can be different views of the same story and characters.

Answers:

- 1 Children's own opinions. Encourage the class to think about friendship. Ask *Have you ever had a big problem? Did anyone help you? Was it a friend? A brother or sister?* Ask the children to respond to the question and prompt as many ideas from the class as you can.
- 2 The timid man's friend ran away immediately so he was probably not completely fearless. On the other hand, he was quick-thinking and sensible to get out of the way of the bear and not too scared to move.
- 3 Children's own opinions. Some may think the timid man was braver because he lay down and kept still while the bear was close to him and sniffing him. Other children may think that the other man was braver because he was not scared of walking through the forest.
- 4 The bear did not really whisper in the timid man's ear. He said that it did because it gave him the chance to say something about his friend's action in leaving him in the road and in danger while he saved himself.

Reading comprehension and vocabulary (PB p 50)

Read again

Re-read the fable, poem and fact files or play track 38 again.

Activity 1

Give the class a minute or two to read all the questions. They have already answered these or similar questions in the Reading lesson so they should find them straightforward to answer.

Ask a volunteer to read out the first question. Elicit an answer. Encourage the class to turn back to the text to check

Activity 3

Give the class a minute or two to read through the questions. Ask a volunteer to read the first question. Elicit an answer. Check that the class agrees. Refer them back to the poem if they are unsure or if there is disagreement.

Answers:

- 1 They needed the wood. 2 They needed it to make fires and for houses. 3 They needed the land for their cattle and for roads. 4 The wind gives the last answer.

Activity 4

These questions aim to make the children think about their answers.

If you wish, let them discuss each question in pairs or small groups before you ask for answers. Encourage the class to give different views.

Answers:

- 1 Some children may think that people need to take wood. Others may think that it causes too much harm to animals and the environment.
2 Children's own ideas. For example: The wind cannot be seen and neither can the forest now. The wind passes by and the forest also has gone.
3 Children's own answers.

Activity 5

The children may do this in pairs. Give them a time limit and check answers together.

Answers: 1 Alaska 2 Russia 3 Canada 4 China

Workbook: Study skills p 32 answers

Exercise 3

- 1 The notes contain nouns, adjectives and verbs.
2 a, the (articles), and, on (prepositions), possessive adjectives

Exercise 4 (suggested answer)

tigers live – many countries – Asia
start 20th century – 100,000 tigers – world
people hunted tigers – fur
cut down forests – tigers lived
today – 2,000 tigers – in wild
tigers – protected many countries – still danger

Reading comprehension and vocabulary

1 Read *The bear and the two travellers* again.

2 Read. Choose answer a, b or c to complete each sentence.

- 1 One of the travellers was
a careful. b fearful. c helpful.
2 The timid traveller froze because
a he felt cold. b his friend told him to keep still.
c he was scared.
3 The timid man could not escape because
a there was not enough time. b he was too cold.
c he could not climb the tree.
4 The traveller held his breath because
a he was too scared to breathe. b he wanted the bear to go away.
c he wanted the bear to think he was dead.
5 The other traveller came down the tree because he wanted to know
a where the bear was. b what the bear said. c where the bear went.
6 The timid man said that the bear's advice was never to travel with a friend who
a is not brave. b is scared of danger. c leaves you when there is danger.



3 Match the verbs and the definitions.

Check! Use your Dictionary.

pretend sniff repeat destroy worry hide cry

- 1 to use your nose to find out what something smells like _____
2 to go out of sight of everyone _____
3 to think that something bad is going to happen _____
4 to behave as though something is true that is not true _____
5 to call out _____
6 to break and harm something so it cannot be used again _____
7 to say something again _____



Unit 4 Multiple choice; definitions of verbs

33

Workbook: Reading comprehension and vocabulary (WB p 33)

Check the children understand the tasks. Remind them to have their Dictionaries with them when they do the exercises.

Exercise 1

The children read the fable again.

Exercise 2

Remind the class to read all the possible answers before they choose one and to check back to the text if they are not sure.

Exercise 3

Remind the children to use their Dictionaries to check when they are matching the verbs and the definitions.

Workbook answers

Exercise 2

1 b 2 c 3 a 4 c 5 b 6 c

Exercise 3

1 sniff 2 hide 3 worry 4 pretend 5 cry 6 destroy
7 repeat

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 commands

Vocabulary from Lesson 1

Materials PB p 51; WB p 34; GPB p 17

Time division

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

Warm-up

Play *Simon says*. (See Games, p 215.)

Grammar (PB p 51)

Activity 1

Give the class a moment to look at the two pictures. Remind them of the fable they read.

Ask a volunteer to read the first speech bubble. Write the sentences on the board. Point out *Please* at the beginning of both sentences. Remind the class that this is a polite way of giving a command.

Do the same with the next speech bubble. Remind the class that this is the usual way of giving a command, as they did when they played *Simon says*.

Ask volunteers to read the first two reported sentences. Write them on the board with the reporting word and *to + verb* in colour or underlined. The class reads. Point out that *Please* is not included in the reported sentence.

Do the same with the sentences under the second picture.

Activity 2

Ask different children to read the speech bubbles on the right.

Tell the children to look quickly through the sentences on the left.

Ask a volunteer to read the first reported sentence. Ask which speech bubble it matches. Elicit an answer. Check the class agrees. If necessary, remind them to think whether what the person said was a polite command or just a command.

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

Activity 3

Ask a child to read the first sentence. Write it on the board.

Ask the class *Did the teacher ask the children or tell the children?* **tell**

Prompt/Elicit the complete reported sentence using *tell*. Write it on the board. The class reads.

Continue with the other sentences.

Answers:

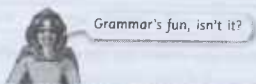
1 The teacher told the children to sit down. 2 Dad asked the boys to switch off the TV. 3 The professor asked everyone to listen carefully. 4 Grandma asked the girls not to make a noise. 5 Mum told Susie not to be sad. 6 The dentist told Freddie not to eat sweets.

Grammar

1 Look!



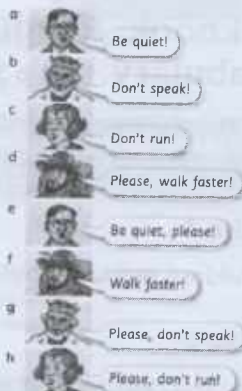
The timid man asked the brave man to travel with him.
He asked the brave man not to leave him.



The brave man told the timid man to climb a tree.
He told the timid man not to lie down.

2 Read and match. Write the letters.

- 1 The man told his friend to walk faster. _____
- 2 The man asked his friend to walk faster. _____
- 3 The teacher told the children to be quiet. _____
- 4 The teacher asked the children to be quiet. _____
- 5 Mum asked the boys not to run. _____
- 6 Mum told the boys not to run. _____
- 7 The king asked his son not to speak. _____
- 8 The king told his son not to speak. _____



3 What did they say? Use *told* or *asked*.

- 1 "Sit down, children!" said the teacher.
- 2 Dad said, "Please, switch off the TV, boys!"
- 3 "Please, listen carefully everyone!" said the professor.
- 4 "Please, don't make a noise, girls!" said Grandma.
- 5 "Don't be sad, Susie!" said Mum.
- 6 "Don't eat sweets, Freddy!" said the dentist.

Unit 4 Grammar: Reported commands

51

Workbook: Grammar (WB p 34)

Check that the children understand the tasks before they begin. Do the first question in each exercise with the class as an example if you wish. If necessary, go through each one orally.

Exercise 1

The children read the first question and find the picture that it matches. They write the complete reported command.

Remind them that the form of the reported verb is *to + verb*.

Exercise 2

If you wish, go through the whole exercise orally before the children write.

Exercise 3

Remind the class to think what kind of command is given and then to decide whether to use *told* or *asked*.

Go through one or two sentences as examples if you wish.

Workbook answers

Exercise 1

- 1 The rider told the horse to jump.
- 2 The teacher asked the children to look at the board.
- 3 The boy asked his mother to buy a cake.
- 4 The farmer told the dog to sit down.

Exercise 2

- 1 The man told the boy not to climb the ladder.
- 2 The teacher asked the girls not to run.
- 3 The woman told the boy not to shout.
- 4 The woman asked the girl not to pick the flowers.

Exercise 3

- 1 The teacher told everyone to stand up.
- 2 The man told the boys not to swim in the river.
- 3 Mum asked the children to play quietly.
- 4 Dad told John not to be late.
- 5 Lucy asked Meg not to be angry.
- 6 Mum asked Tom to wash the dishes.

Grammar

1 Find the pictures and answer the questions.



- 1 What did the rider tell the horse to do? _____
- 2 What did the teacher ask the children to do? _____
- 3 What did the boy ask his mother to do? _____
- 4 What did the farmer tell the dog to do? _____

2 Find the pictures and answer the questions.



- 1 What did the man tell the boy not to do? _____
- 2 What did the teacher ask the girls not to do? _____
- 3 What did the woman tell the boy not to do? _____
- 4 What did the woman ask the girl not to do? _____

3 What did they say? Use *told* or *asked*.

- 1 "Stand up, everyone," said the teacher. _____
- 2 "Don't swim in the river, boys," said the man. _____
- 3 "Please, play quietly, children," said Mum. _____
- 4 "Don't be late, John," said Dad. _____
- 5 Lucy said, "Please, don't be angry, Meg." _____
- 6 "Please, wash the dishes, Tom," said Mum. _____

34

Unit 4 Reported commands

Grammar Practice Book (GPB p 17)

When the children have completed the PB and WB Grammar pages, they may complete GPB page 17.

Grammar Practice Book answers

Activity 1

2 She asked them to stand up. b 3 She told him to read the story. c 4 She asked her to read the story. a

Activity 2

2 He told her not to cross the road. 3 He asked her to play in the park. 4 He asked them not to shout.

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 present perfect and past simple

Key vocabulary countries and travel; *about, kangaroos, koala bears*

Materials PB p 52; CD A track 39; WB p 35; GPB p 18

Time division

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


Warm-up

Sing the song from Unit 3, page 45, track 35.

Grammar in conversation

1 Listen and read.

Mel: Have you ever been abroad?
Jack: Yes, I have.
Mel: Where have you been?
Jack: I've been to Australia.
Mel: Really? When did you go there?
Jack: I went there last summer. My cousin lives there.
Mel: How long did you stay there?
Jack: About a month.
Mel: Wow! How amazing!
Jack: Yes, it was brilliant.
Mel: Did you see kangaroos?
Jack: Yes, I did. And koala bears, too.
Mel: Oh! Lucky you! They're so sweet.
Jack: How about you? Have you ever been abroad?



2 Think, write and say.

Have you ever been abroad? Have you ever had an interesting holiday?

I've been abroad. I've been to America.

I've been to the mountains.

I've been to the seaside.

When did you go there? What did you do? What did you see? Did you have a good time?

I went there two years ago.

I learned to swim.

I saw an eagle.

It was fantastic!

3 Let's talk!

Have you ever been abroad?

Yes, I have.

Useful phrases

Really?

Wow!

Lucky you!

How amazing!

It was brilliant.

How about you?

52 Unit 4 Grammar in conversation: Present perfect and past simple

Grammar in conversation (PB p 52)

Activity 1

Point out the girl and boy. Ask *What they are looking at? a world map*

Ask *What do you think they are talking about?* Elicit ideas.

Tell the class they are going to hear the conversation.

Play track 39. The children follow in their books and listen.

Activity 2

Choose children to read the questions and others to read the speech bubbles.

Point out that the present perfect is used to talk about a completed action in the recent past. The past simple is used to ask about the completed action.

Remind the class of all the questions in the activity. Give them a time limit to think and write down their own answers to the questions.

Each child should write down at least five answers. Some of them could be only one or two words.

Activity 3

The children speak in pairs or small groups. Before they begin, point out the useful phrases in the box. Read them to the class.

Go around while the children speak. Encourage them to speak with expression.

Give them a time limit. Ask one or two pairs to speak while the rest of the class listens.

Workbook: Grammar in conversation (WB p 35)

Make sure the children understand the tasks.

Remind them that the present perfect is used in questions with *ever*, answers with *never* and to talk about a completed action in the recent past.

It is also used for repeated actions in the past with *often*.

The past simple is used if the action happened at a time that is given in the sentence or at some unspecified time in the past.

Exercise 1

If your class needs support before completing the exercise independently, go through it orally before they begin.

Exercise 2

The children complete the questions in the dialogue.

Remind them to read all the sentences and to look carefully at the answers to help them write the questions correctly.

Tell them to re-read the text when they have finished to check it makes sense.

Exercise 3

The children complete the answers to questions in the dialogue.

Remind them to read the text through when they have finished to check it makes sense.

Workbook answers

Exercise 1

1 Have ... been 2 went 3 have ... seen 4 has ... travelled 5 Did ... come 6 bought 7 Have ... heard 8 did ... eat

Exercise 2

Have you ever been ... , ... did you go ... , ... did you see ... , Did you see ...

Exercise 3

I have , I ate it ... , I thought ... was

Grammar in conversation

1 Complete the sentences with the verbs in brackets. Use the present perfect or the past simple.

- 1 _____ you ever _____ to China? (be)
- 2 Freddy _____ to England last year. (go)
- 3 I _____ never _____ a kangaroo. (see)
- 4 Milly _____ often _____ by plane. (travel)
- 5 _____ John _____ to school by bus this morning? (come)
- 6 On Saturday the girls _____ books and CDs at the mall. (buy)
- 7 _____ the children ever _____ an orchestra? (hear)
- 8 The boys _____ not _____ their lunch yesterday. (eat)

2 Complete the questions.

_____ to Canada?

Yes, I have.

When _____ there?

I went there last summer.

What _____?

I saw lakes and mountains.

_____ any bears?

No, I didn't!



3 Complete the answers.

Have you ever eaten Italian food?

Yes, _____

Where did you eat it?

_____ at an Italian restaurant.

What did you think of it?

It _____



delicious!

Unit 4 Present perfect and past simple

35

Grammar Practice Book (GPB p 18)

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

1 Have you ever bought a computer game? Yes, I have. I bought a computer game yesterday. 2 Have you ever been to China? Yes, I have. I went there in 2007. 3 Have you ever seen kangaroos? Yes, I have. I saw them in Australia in August. 4 Have you ever eaten Chinese food? Yes, I have. I ate it on Tuesday

Activity 2

Boy: Have you ever eaten Russian food?

Girl: Yes, I have.

Boy: When did you it?

Girl: In July.

Girl: Have you ever seen a shark?

Boy: Yes, I have.

Girl: When did you see it?

Boy: In 2004.

Lesson 5 Spelling, Use of English

Lesson aim Spelling; song; Use of English

Lesson targets Children:

- listen to pronunciation of homophones
- practise spelling and writing words that sound the same but are spelled differently
- understand and sing a short song

Key language (song) I've been to London ...

Target words paw, poor, some, sum, where, wear, right, write, tied, tide, passed, past, wood, would, road, rode

Materials PB p 53; CD A tracks 40–43; WB pp 36–37, GPB p 19

Time division

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

Warm-up

Mime Game 2. Play a game using mime cards to practise reported commands.

The children match the pairs and write.

To check answers, ask individuals to read pairs of words.

Activity 2

Ask a volunteer to read the first sentence.

Ask for suggestions for the correct word to complete it.

Remind the class that the correct word is somewhere in activity 1.

If the correct answer is given, ask a volunteer to spell the word. Write it on the board. The children write in their books.

When all the sentences have been completed, ask different children to read them aloud. Other children listen and follow.

Activity 3

Ask what kind of person is shown in the picture. *What is he carrying? What is he doing?* Ask the class *What do you think the song is about?* **travelling / a traveller**

Play track 42. The children listen and follow.

The words are easy to understand but explain anything that is not clear. The class reads the song aloud.

Play track 42 again. The children join in.

Play track 43. The children sing to the music.

They may learn the song if you wish.

To complete classroom Lesson 5, move on to Use of English, WB p 37.

Workbook: Use of English (WB p 37)

Read Miss Sparkle's speech bubble to the class.

Ask volunteers to read the example sentences. Write them on the board. Ask a volunteer to underline the two words that mean the same or nearly the same.

Exercise 1

Ask different children to read the words in the box.

Ask others to read the words in the numbered list.

Some of these words may not be very familiar but the class should be able to work out which familiar word they match.



Ask which word in the list *creature* matches. Elicit the answer and check with the class. The children write *creature* next to *animal*.

If they are unable to match a word, go on to the next one and return to it when the others have been matched.

Spelling

Some words sound the same but they are spelled differently. They have different meanings, too.

The bear's paws were huge.
Poor man!



1 Listen and say these words. Match the pairs.

1 paw 2 some 3 where 4 right 5 tied 6 passed 7 wood 8 road

tide rode poor would sum past write wear

1 paw poor 2 3 4 5 6 7 8

2 Complete the sentences. Use words from Activity 1.

1 In maths we had to do a really difficult _____.

2 _____ you like an ice cream?

3 On the way to school we _____ the new museum.

4 When Sam went to Egypt he _____ on a camel.

5 When the _____ comes in it turns the turbines in the barrier.


6 I'd like _____ orange juice, please.

7 In the _____, people used to use windmills to make power.

8 The cat sat on the wall and licked its _____.

3 Listen and sing.

I've been to London, I've been to Dover,
I've travelled this wide world all over.
North, south, east and west,
There's one place that I like best.
It starts with H and it ends with E,
With O and M in the middle, you see.
North, south, east and west,
There's one place that I like best.



Unit 4 Spelling: homophones 53

Spelling (PB p 53)

Spelling box

Point out Mr Flash's speech bubble. Tell the class to listen and follow in their books.

Play track 40. The children listen.

Read the example sentences. The class repeats.

Activity 1

Play track 41. The children listen and repeat. Ask the whole class or individuals to read the first line of words aloud.

Exercise 2

Give the class a moment to look at the first sentence. Ask a volunteer to read it.

Ask a child to tell you the complete sentence replacing *angry*.

Check with the class. The children write.

Continue with the other sentences.

Exercise 3

Explain the task and read Miss Sparkle's bubble.

Remind the class that they can use words from any part of the page, including the box at the top, but they can only use a word once.

Tell them to read the sentences all the way through before they choose words and write. Make sure they understand that the choice of word is theirs but the paragraph must make sense. The picture is there to help them.

Ask different children to read their completed exercises.

There should be some variation between their choices. Accept words that make sense and fit the picture.

Workbook answers

Exercise 1

1 jump 2 happy 3 creature 4 huge 5 angry
6 closed 7 tiny 8 begin

Exercise 2

1 cross 2 tiny 3 enormous 4 creature

Exercise 3 (example answer)

There was a happy/joyful/tiny/little bird on a huge/enormous log. It started/began to sing a happy/joyful song. A tiny/little frog was next to the huge/enormous pond. It started/began to make a strange sound. Suddenly, a cat jumped/leapt towards the frog. The frog was frightened/fearful and it jumped/leapt into the pond. The fearful/frightened/tiny/little bird flew up into the tree.

Workbook: Spelling (WB p 36)

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 Flash's bubble.

Ask a volunteer to read the sentence in the box.

Exercise 1

Tell the children to try to complete this exercise without looking in their PBs. They may check their work when they have tried to remember and write the words correctly themselves.

Exercise 2

Remind the class to read all the sentences first. Remind them that the correct word is somewhere in exercise 1.

Exercise 3

Encourage the children to write interesting sentences.

Use of English

Some words have the same meanings, or nearly the same meanings.



The man was fearful.

The man was frightened.



1 Read. Write the words in the box next to the correct words in the list.

creature angry happy jump closed begin huge tiny

- | | |
|----------------|------------------|
| 1 leap _____ | 2 joyful _____ |
| 3 animal _____ | 4 enormous _____ |
| 5 cross _____ | 6 shut _____ |
| 7 little _____ | 8 start _____ |

2 Rewrite the sentences. Use words from exercise 1 to replace the words in blue.

- We were late and Dad was angry. _____
- The little bird hopped onto the branch. _____
- The giant's castle was huge. _____
- That animal is very strange. _____

3 Complete the paragraph.

Use words from this page. Use each word once only.

In writing, we can use different words for the same idea. This makes writing more interesting.



There was a _____ bird on a _____ log. It _____ to sing a _____ song. A _____ frog was next to the _____ pond. It _____ to make a strange sound. Suddenly, a cat _____ towards the frog. The frog was _____ and it _____ into the pond. The _____ bird flew up into the tree.

Unit 4 Synonyms

37

Workbook answers

Exercise 1

2 write 3 road 4 where 5 sum 6 passed 7 tide
8 would

Exercise 2

1 Poor 2 Where 3 wood 4 wear 5 road 6 right
7 write 8 past 9 some 10 tide

Grammar Practice Book (GPB p 19)

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 1

1 angry 2 animal 3 closed 4 enormous 5 start
6 happy 7 jump 8 tiny

Activity 2

1 happy 2 start 3 enormous 4 tiny 5 animal
6 closed 7 angry 8 jump

Lesson 6 Class composition; Writing preparation, Composition practice

Lesson aim Writing

Lesson targets Children:

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

Key structure and language from the unit

Vocabulary from the unit

Materials PB p 54; WB pp 38–39

Time division (session 1)

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

Time division (session 2)

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

Session 1 Warm-up

Ask the class what endangered animals they can name.

Give the children a minute or two to write two questions.

3 Read, or ask a volunteer to read, the questions about the people. Give the class a minute or two to write what people needed the water for. Point out the information under the first picture. They may also use their own ideas.

Activity 3

- 1 Write the birds' questions on the board.
- If the children suggest questions very like those in the poem they read, these can be included. The purpose of this writing task is to help the children to understand one way of structuring a poem with questions and answers. It is not necessary for the class to invent a completely original concept for their poem.
- Choose two questions that go well together, shortening them if necessary. Write them on the board. Ask the class what other changes could be made to make it a chorus. *Should some words be added? Should some words be taken away?* Make changes so that there are two questions in a three- or four-line chorus (see guidance for the poem on page 85).
- 2 Ask the class to tell you all the different things that people needed the water for. List them on the board.
- Read out the chorus with the two questions. Ask the class to suggest what answers the people gave the birds.
- If you wish, and if appropriate, begin with *We needed the ...* then let the children complete the sentence.
- Help the class to write the answers to make a four- or five-line verse (see guidance for the poem on page 85).
- Each verse could have one or two answers in it. Words and phrases can be repeated as in the original poem if you wish.
- Write the chorus again then use the other answers from the board to write a second verse.
- 3 Ask two volunteers to read: one reads the chorus and the other the verses. The class listens and follows.
- Ask if there are any words or lines that should be changed. Ask *Does the poem make sense? How does it make you feel about the birds?* Elicit answers from around the class. Ask *Is that what you want people to feel when they read this poem?*
- 4 Make any changes that you and the class agree to.
- Divide the class in two halves. One side reads the birds' chorus; the other side reads the people's answers.


See page 85 for an example composition.

Class composition


1 Read the poem *Where is the forest?* again.

2 Look at the pictures. Read the information. Think about the questions.

There are big lakes and rivers in the world. Many birds build nests nearby and they catch fish in the water.



People take the water for the plants in their fields. They use the water in their factories and houses. Sometimes they take too much. The rivers and the lakes dry up.



This lake has dried up. The fishing boats are in a desert. If the birds could speak, what would they say to the people? Think of two questions the birds would ask.

How would the people answer the birds?
What did they need the water for?
Write ideas in the box.

3 Write a poem about the birds and the lake.

Use the birds' questions. Write a chorus.
Use the people's answers. Write two verses.

54 Unit 4 Class composition: a poem

Class composition (PB p 54)

Activity 1

Read the poem or play track 38. Class listens and follows.

Remind the class of the structure of the poem: a repeated chorus with two verses in between.

Activity 2

- 1 Read or let children read about lakes. Explain that picture 2 shows land that was once underwater. The area of water was huge and was called the Aral Sea. Because too much water was taken, most of it is now a desert.
- 2 Ask the class to compare the two pictures.
- Ask them to think what the birds in the first picture would ask the people who took the water.

Session 2 Warm-up

Find the word. Game 2. (See Games, p 216.)

Workbook: Writing preparation (WB p 38)

Tell the class that the work they do on this page will help them to write the whole story. Explain that they must think about the questions you will ask and be ready to answer. Everyone must listen carefully to answers from other children.

Exercise 1

Ask the class if they already know this story. If they do, give them a minute or two to look at the pictures and read the words underneath before you ask prompt questions. If they do not, give them more time to look at the pictures and read the prompt words then go through it more slowly, making sure that everyone has understood the narrative. If your class is confident and able and already knows the story, let different children tell parts of it using the prompt words. If they need more support or the story is new, ask questions and prompt complete sentences to help them tell the story. For example, picture 1: *How does the hare feel? Why?* Picture 2: *What did the tortoise say? What did the hare do?* Continue with questions about the other pictures.

Exercise 2

Working on their own, the children write speech bubbles for the different characters in the three pictures. Explain that they do not all have to write the same words exactly. Give them a time limit to do this. To check their work: either look at the children's books as they write, or ask several children to read out their sentences when everyone has finished.

Exercise 3

Give the children a minute or two to order the words. Check the answer: *Slow and steady wins the race.*

Workbook: Composition practice (WB p 39)

Exercise 1

Explain the task to the class.

Remind them that a story has a beginning, a middle and an end. Discuss with the class what the three parts of this story are, for example: before the race, the race, the end of the race. Write the phrases on the board. Discuss which pictures belong to each section. For example:

- before the race – 1, 2
- the race – 3–7
- the end of the race – 8, 9

Explain to the class that they should write one paragraph for each part of the story.

Remind them to use direct speech for pictures 1, 2 and 9.

Exercise 2

Point out the questions.

Writing preparation

1 Look at the pictures. They tell a fable about a hare and a tortoise.



and



a tortoise.

Read the words. Talk about the story.

1



proud fastest

2



race laugh

3



quickly slowly

4



sit shady cool

5



hot pass asleep

6



wake up near line

7



jump up run

8



cross behind late

9



clap happy silly

2 Think about these questions. Write the speech bubbles.

Picture 1 What did the hare say?

Picture 2 What did the tortoise reply?

Picture 9 What did the animals say?

3 This is the moral. Write the words in the correct order.

Moral: race. and steady wins Slow the

38

Unit 4 Planning

Composition practice

1 Write the fable of *The hare and the tortoise*.

Use the pictures and words on page 38 to help you. Remember to use paragraphs.

Use the speech bubbles in exercise 2. Write direct speech in your story.

Write the moral at the end of the story.

2 When you have finished. Read your story. Check it.

Have you used the best words?

Does your writing make sense?

Is the spelling correct? Check in your Dictionary.

Is the punctuation correct? Look on page 27.

Always check your work before you say it is finished!



Emphasise to the class the importance of reading through work, finding their own mistakes and correcting them. The children may make neat copies of their final work for inclusion in their portfolio.

Now, or at another time, ask different children to read their stories to the class. Choose children who have written well for their ability, not just the writers of the longest and best pieces of work.

Assessment

The children's writing should vary. In assessing the task look for writing which

- has a clear narrative with a beginning, middle and end
- includes some direct speech
- ends with the moral.

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 *destroy*

Materials PB p 55; CD A track 43

Preparation Listen to track 43 before the lesson

Time division

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

Warm-up

Ask the class what they can remember about the story so far. If necessary, ask questions about the last part. For example:

What did Ken Roach's driver leave behind? Ken Roach's briefcase

What did Dan and Meg do? took the briefcase home and looked at the plans and letters

What did they find out? Ken Roach is going to buy Kingfisher Valley from Miss Havers and build houses there.

What did they decide to do? go and see Miss Havers

Listening (PB p 55)

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 did the children visit first? Miss Havers*

Who did they see next? Ken Roach. Was Ken Roach pleased or angry? angry. What did he take? his briefcase

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

Ask *Why is Miss Havers going to sell the valley? because she is poor and she needs money*

What did Ken Roach not tell her? that he was going to build houses there. Why does Ken Roach want to build houses in the valley? because he can make a lot of money

Activity 2

Tell the class to look at each picture, listen and follow the story. Play track 43. The children listen and look.

Activity 3

Ask questions to check understanding:

How did Meg feel when they stood outside Hawkwood House? scared

What two things did Miss Havers say she was going to sell? the valley and Hawkwood House

Why did Dan and Meg go to see Ken Roach? to give back the briefcase and to speak to him

What did they ask him not to do? not to destroy the valley Was Ken Roach kind to the children? No, he did not listen to them.

What did the children think of him? that he was a horrible man

Ask questions about the story that require the children to think about their answers and questions that require a personal response (see next page).

Optional

- 1 Ask the class to say what they think will happen next.
- 2 The children use the play script to read and act out the story in groups or as a whole class.

Suggested homework task: Children complete Check-up 4

Listening

1 Look and read. 2 Look, listen and read. 3 Talk about it.

Kingfisher Valley – Part 4

Yes? What do you want?

Ken Roach is going to build hundreds of houses there.

Miss Havers, are you going to sell Kingfisher Valley?

Yes, I am.

He didn't tell me that.

There's a lynx in the forest. Did you know?

I am a poor, old woman. I must sell the valley.

I'm very sorry. There's nothing I can do.

Give that briefcase to me!

We'd like to speak to Mr Ken Roach, please.

Mr Roach is over there.

We know about your plans.

Please, don't destroy the valley!

I'm going to make a lot of money and you can't stop me!

I've got a plan.

And I've got a plan, too!

Unit 4 Listening

55

Listening audioscript: Kingfisher Valley – Part 4

Do you remember? Dan and Meg saw Ken Roach outside the Grand Hotel. He drove away in his big car but he left his briefcase on the ground. Dan and Meg took the briefcase home. Inside, they found building plans for Kingfisher Valley. Ken Roach wanted to build hundreds of houses there. They found a letter in the briefcase, too. The letter said that the valley belonged to Miss Havers. Dan and Meg decided to go to Hawkwood House and speak to Miss Havers.

- 1 *Dan, Meg and Patch stood outside Hawkwood House. Meg felt scared. She didn't like Miss Havers. Dan rang the bell and they waited. The big door opened and a cross face looked out.*

Miss H: Yes? What do you want?

Dan: Good morning, Miss Havers. My name's Dan and this is my sister, Meg. We'd like to speak to you, please. It's about Ken Roach and Kingfisher Valley.

Miss H: Ken Roach? Kingfisher Valley? Please, come in.

- 2 *They went into Miss Havers' living room. Miss Havers asked them to sit down.*

Miss H: So ... Meg and Dan, what do you want to ask me?

Meg: Miss Havers, are you going to sell Kingfisher Valley?

Dan: Are you going to sell it to Ken Roach?

Miss H: Yes, I am. I'm going to sell the valley and I'm going to sell Hawkwood House, too.

Meg: Oh, no!

- 3 *Dan: Do you know what Ken Roach is planning to do with the valley, Miss Havers?*

Meg: Ken Roach is going to build hundreds of houses there.

Miss H: Really? He didn't tell me that. Are you sure?

Dan: Yes, we've seen his plans.

- 4 *Dan: The valley is a fantastic place, Miss Havers. There's a lynx in the forest. Did you know? Have you ever seen a lynx, Miss Havers? We saw one two days ago. It was so beautiful.*

- 5 *Miss H: (sighing) Oh dear ... The valley is wonderful. I love it. I love the river and the forest. I love my old house, too. But I have no money. No money at all. What can I do? I am a poor, old woman. I must sell the valley.*

- 6 *It was time to go. The children said goodbye to Miss Havers.*

Miss H: Goodbye, children. I'm very sorry. There's nothing I can do.

Dan: We understand.

Meg: Goodbye, Miss Havers.

- 7 *Later that day, Dan and Meg went to the Grand Hotel. They wanted to give back the briefcase to Ken Roach. They wanted to speak to him, too.*

Receptionist: Can I help you?

Dan: We'd like to speak to Mr Ken Roach, please.

- 8 *Receptionist: Mr Roach is over there.*

- 9 *Dan and Meg walked over to Ken Roach. He saw his briefcase. He was very angry.*

Ken R: That's my briefcase! What are you doing with it? Give that briefcase to me!

Dan: Can we speak to you, Mr Roach?

Meg: We'd like to ask you some questions.

Ken R: (coldly) I told you to give that briefcase to me.

- 10 *Dan: We know about your plans.*

Meg: You're going to build hundreds of houses in Kingfisher Valley.

Dan: You're going to cut down the forest.

Meg: Please, Mr Roach! Please, don't destroy the valley!

- 11 *Ken R: (angry) Why should I listen to you? Who are you? You're two children – two silly little children. No! You can listen to me. I'm going to make a lot of money and you can't stop me!*

- 12 *Ken Roach grabbed his briefcase and walked angrily out of the hotel.*

Meg: What a horrible man!

Dan: Yes, really horrible.

Meg: How can we stop him?

Dan: Well, I've been thinking and I've got a plan.

Meg: And I've been thinking and I've got a plan, too!

Deductive and inferential questions

Do you think Miss Havers wants to sell the valley and her house? No, she loves the valley and her house but she needs the money.

Why do you think Dan told her about the lynx? Perhaps he hoped she would change her mind about selling the valley.

Why do you think Ken Roach was angry? because the children knew about his plans and he wanted them to be kept secret

Personal response questions

Do you think Dan and Meg were brave to go and see Ken Roach? Why?

If you were Meg or Dan, how would you feel now? What would you do?

Revision 2

Revision 2; Listening skills round-up 2; Project 2

Aim Revision

Targets Children:

- listen to a diary with key language and vocabulary from Units 3 and 4
- practise listening skills

- prepare for an information writing project

Materials PB pp 56–57, 131; CD B tracks 1, 2

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 game, song or poem that the children have enjoyed.

Activity 1

Play track 1. The children listen and follow in their books. All of the language should be familiar to the children. Check understanding of any less well-known words or phrases.

Activity 2

Ask questions about the story. Use any of these or any questions of your own: *Where had Ben just arrived? in India. What was Uncle Fred's job? a wildlife expert, working in a national park, studying and helping to protect tigers. When did Uncle Fred last see the mother tiger and her cubs? a week ago. How old was the tiger paw print? a few days old. Where did Ben and Uncle Fred go two days later? to a market in a small town. What were people selling in the market? fruit, vegetables, baskets, pots, rugs, and colourful silk. What did one of the rangers see at the back of a stall? an orange and black skin. What was it? a tiger skin. What did Ben say about Uncle Fred's work? that it was important* If you wish, ask questions that require the children to think about their answers. Use these or any questions of your own: *Why are tigers rare animals? because people take the land where tigers live, they kill them for their fur and for their bones. Why did Uncle Fred say they mustn't make a lot of noise? so the tigers would not be scared and run away. Why was Ben disappointed after his first walk in the jungle? because they didn't see any tigers. Why did Ben feel sad at the market? He had been where tigers live and seen a paw print but not a live tiger. When he saw the tiger skin, it meant the animal was dead.*

Do you agree with Ben that Uncle Fred's work is important? Why? Why not?

Activity 3

If you wish, play track 1 again and/or choose children to read out the story.

Listening skills round-up 2 (PB p 57)

Activity 1

Ask the class to tell you as much as they know about any endangered animals. Remind them of birds and animals in the seas and oceans as well as land animals.

Ask the children to work in pairs or small groups to list as many endangered animals as they can think of.

Together, write a complete list on the board.

Revision 2

1 Listen and read. 2 Talk about the story. 3 Read again.

Tiger, tiger

Ben had just arrived in India. He was visiting Uncle Fred. Uncle Fred was a wildlife expert. He was studying the tigers in a national park and he was helping to protect them.

After Ben had unpacked his bag on the first day, he went with Uncle Fred into the jungle. "There's a mother tiger with two new cubs," Uncle Fred explained. "They are in this part of the park."

"Have you seen them?" asked Ben.

"I saw them a week ago but nobody has seen them since then."

"Tigers are rare animals, aren't they?" asked Ben.

"Yes, they are," replied Uncle Fred. "People are taking more and more of the land where the tigers live. They kill them for their fur. Their bones are used in medicine, too."

Uncle Fred told Ben to walk carefully and quietly. He said that they mustn't make a lot of noise. They walked along a narrow track. It was shady under the trees but it was hot and insects were flying everywhere. When they had walked for an hour, Uncle Fred stopped suddenly. "Look at the ground," he said quietly, pointing down.

Ben saw a clear paw print in the soft earth. "Is it the tiger's print?" he whispered.

Uncle Fred nodded. He looked carefully at the print. "But it's a few days old," he said.

They walked for another two hours but they didn't see any more prints and they didn't see any tigers. Ben was disappointed.

Two days later, Uncle Fred and Ben went with two park rangers to a small town a few kilometres from the national park. "We're going to look in the market," Uncle Fred told Ben. They walked between the colourful stalls. The market was noisy and busy. People were selling fruit, vegetables, baskets, pots, rugs and colourful silk. Ben wanted to look at everything. Uncle Fred and the park rangers were looking at everything, too. One of the park rangers pointed to a stall in one corner of the market. A skin of orange and black was hanging at the back of the stall. The rangers began talking to the seller.

"Is it a tiger skin?" Ben asked Uncle Fred.

"I'm afraid so," said Uncle Fred.

"I feel really sad," said Ben. "I've seen a tiger paw print, and I've walked in the jungle where they live but I've never seen a real tiger. Now I've seen a tiger skin but the tiger it belonged to is dead."

"Yes, it is sad," said Uncle Fred. "We want people to understand that tigers must be protected. If people go on killing them there will be no tigers anywhere."

"Your work is really important, isn't it?" asked Ben.

"I think so," said Uncle Fred. "But tigers are not the only rare animals."

"What other animals are rare?" asked Ben.

"Well," said Uncle Fred. "There's ..."



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Revision 2

Revision 2 (PB pp 56–57)

Read the title and give the children time to look at the page.

Ask *Is this a story or information?* They should recognise it is a story because the text contains a lot of direct speech.

Ask *Where do tigers live?* Elicit as much information as possible: *in jungle/forest areas; mainly in south east Asia, for example India*

Ask the class if they know any more information about tigers. They may know that tigers are endangered because of loss of habitat and because of hunting.

Listening

1 Talk about it.

What do you know about animals in danger? How many endangered animals can you name?

2 Listen to this interview with animal expert Joe Simmons, who is talking about the Amur leopard.



3 Listen again and choose the best answers.

- 1 How many Amur leopards are there in the wild today?
 - a Many. b Too many. c Very few.
- 2 Where do Amur leopards live?
 - a In the forests in western Russia.
 - b In the mountains between Russia and China.
 - c In zoos in China.
- 3 Why does the Amur leopard's fur sometimes grow long?
 - a Because summers are very hot in that area.
 - b Because winters are very cold in that area.
 - c Because long fur is very beautiful.
- 4 Why are the leopards hunted?
 - a Because they are not protected.
 - b Because people don't have enough food.
 - c Because some people want to buy their skins.
- 5 Why are people cutting down the forests?
 - a To find the leopards.
 - b To build towns and roads.
 - c To get wood for fires.
- 6 How often has Joe Simmons seen an Amur leopard?
 - a Many times. b Once. c Never.

4 Listen again. Can you spot these words?

endangered border protects medicine disappearing rare

5 Talk about it.

Is it important to protect animals like the Amur leopard?
How can we protect them?

Now you can do the project on page 131.

Listening: Understanding an interview

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Audioscript (PB p 57, Activity 2)

Interviewer: Now, Joe, you're very worried about the Amur leopard, aren't you?

Joe Simmons: Yes, I am. The Amur leopard is one of the most endangered animals in the world. There are only between 30 and 35 of them in the wild today.

Int: Really? That's very few, isn't it?

JS: Yes, they're very rare animals.

Int: Where do they live?

JS: They live Russia – in the far east of Russia, in the forests and mountains on the border between Russia and China.

Int: They're very beautiful animals, aren't they?

JS: They are indeed. They have wonderful light blue-green eyes and their fur is almost white with lots of dark, black spots. Their fur is about 2½ centimetres long in summer but it grows to 7½ centimetres in winter. This long, thick coat protects them from the cold.

Int: So why are these beautiful creatures in danger?

JS: Well, the leopards are protected by Russia and by China but I'm afraid people still hunt them. Some hunters kill them for their skins. There are always people who will spend a lot of money on rare animal skins.

Int: Are there any other reasons why they're hunted?

JS: Oh, yes. They're also hunted because parts of their bodies are used in Chinese medicine. And hunters also kill the animals which the leopards eat. Sometimes it is difficult for them to find enough food.

Int: This is terrible.

JS: Yes, it is. But hunting isn't the only problem for the leopards.

Int: Really? What other problems are there?

JS: As I said before, the leopards live in the mountains and forests on the border between Russia and China. Sadly, these forests are disappearing. People are cutting down the trees and building towns and roads and railways.

Int: I see ... Just one more question, Joe. Have you ever seen an Amur leopard?

JS: Yes, I have. I saw one last year when I was travelling in the east of Russia. It was fantastic! I was very, very lucky to see such a rare animal in the wild.

Activity 2

Explain the task and point out the pictures. Ask the class if anyone has heard of this animal before.

Remind the class that they are going to hear an interview: the interviewer will ask a question then Joe Simmons will answer. Play track 2. The children listen.

Activity 3

Ask different children to read out each question and the possible answers.

Play track 2 again. The children listen and tick the correct answer. Check answers together.

Answers: 1 c 2 b 3 b 4 c 5 b 6 b

Activity 4

Ask a volunteer to read the words. Tell the class to listen and raise their hands when they hear the words.

Check to see if some children are not responding.

Re-play sections if necessary to help children who have not recognised words.

Activity 5

Hold a short class discussion about the Amur leopard using the two questions. If you wish, take a class vote about the leopard and ask the children to give their reasons for voting one way or the other.

Encourage children who agree with protection to give their ideas about how the animals can be helped.

Extension task

A project accompanies this Revision page. In addition, as an alternative task or as an extension task for able children, they may continue the story of Ben using their own ideas and/or these questions: *Did Ben go into the jungle again? Did he see any tigers? Did he see something else? What was it?* If the children do this task, remind them to look at the first part of the story. Remind them to include some direct speech.

Project 2: A rare animal in danger (PB p 131)

Explain Project 2 to the children in the lesson. (See next page for guidance notes.) 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.

Portfolio and Diploma 2: Units 3 and 4

Project 2 (continued)

Activity 1

Go through the task with the class. Make sure they realise that the phrases and pictures on the page are there to help them and to give them ideas.

Activity 2

Remind them of the importance of finding out correct information and finding or drawing a map and illustrations.

Activity 3

This project could be done individually, in pairs or in small groups. If the children work in a group, they each find out one or two facts and put them together to make a poster or book.

Activity 4

Let as many children as possible show their work to the class. If you wish, this project may be included in the children's portfolio of written work.

Portfolio 2 (WB p 131)

When the children have completed all the work in Units 3 and 4, they turn to page 131 in their WB.

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.

Listening

The children should listen again and check anything they are unsure of with the audioscript.

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 4–8 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 3 and 4 before moving on to Unit 5.

Diploma 2 (WB p 132)

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 had eaten, went
went, had sniffed
aren't they
isn't it
- 2 She asked the children to open their books.
He told the children to finish their work quickly.
- 3 *Danger at the old house*: Sid and Harry Scrub
The bear and the two travellers: the timid traveller
Where is the forest?: gone (the people cut it down)
Kingfisher Valley: Ken Roach
- 4 in danger
- 5 bridge, edge, paws, sum

Answers to Check-ups 3, 4; Example writing

Units 3, 4

Check-up 3 (WB pp 30–31)

Exercise 1

1 had left 2 had stopped 3 had swum 4 had eaten
5 had begun 6 had spent

Exercise 2

1 had done, watched 2 had washed, sat 3 went, had gone
4 became, had fallen

Exercise 3

1 isn't she 2 aren't they 3 isn't it 4 aren't they 5 isn't he
6 aren't they 7 isn't it 8 aren't they

Exercise 6 (example answer)

On Saturday morning, Danny went fishing with his father. The weather was lovely. When they had found a good place to sit on the bank, they started to fish. There were lots of fish in the river and they caught six. They made a fire and cooked the fish on it. Soon lunch was ready. The fish tasted delicious. After they had eaten the fish, dad had a sleep under a tree and Danny read a book. They enjoyed their lazy afternoon.

Check-up 4 (WB pp 40–41)

Exercise 1

1 Mr Jones asked the boys to be quiet. 2 The teacher told the children to stop talking. 3 Mum asked Lucy to hurry up.
4 Dad told Tom to go to bed.

Exercise 2

1 Mum asked John not to shout. 2 Dad told Harry not to be so lazy. 3 Grandpa told Danny not to pick the apples.
4 The teacher asked the children not to run.

Exercise 3

1 Have, been; I have; did, go; went 2 Have, eaten; have, eaten 3 Has, been; she has; did, see; saw

Exercise 4 (example answer)

Molly: Jack, have you ever been abroad

Jack: Yes, I have.

Molly: Lucky you! Where have you been?

Jack: I've been to Australia.

Molly: Really? When did you go there?

Jack: I went last summer.

Molly: Who did you go with?

Jack: I went with my mum and dad.

Molly: How long did you stay there?

Jack: We stayed there for a month.

Molly: What was the weather like?

Jack: It was hot and sunny.

Molly: Did you see any kangaroos?

Jack: Yes, we did. We saw lots of them.

Molly: I have never been abroad.

Jack: Never mind!

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' answer.

Unit 3 Class composition (example writing)

Jack and Mary told Uncle Ted what they had seen and heard.

"I think the fish died because there was something bad in the water," said Uncle Ted.

"We can go to the old house tomorrow and we can talk to the people."

When they went back, the door was open. Uncle Ted shouted, "Hello! Is anyone there?"

No one answered. Uncle Ted and the children went inside. The room was dim and dirty. There was only one light and the room was full of shadows. Long pieces of cloth were hanging on ropes. Suddenly, a man appeared from behind one of the pieces of cloth. He looked cross.

"What are you doing here?" he asked in a loud voice.

"What do you want?"

"Good morning," said Uncle Ted politely. "We have come to tell you about the dead fish in the river. They are underneath this house."

"I don't care about the fish," said the man. "Please go away."

Uncle Ted and the children left the house at once.

"He wasn't friendly, was he?" said Mary.

"What can we do now?" asked Jack.

Uncle Ted thought for a moment. Then he said, "I think we should take one of the fish and show it to a scientist. We can find out why it died."

Unit 4 Class composition (example writing)

Questions for the chorus can be short and simple. They can be similar to the questions in the original poem, for example:

Where is the water/lake?

Where has it gone? / What have you done with it?

What has happened to the lake/water?

Only two questions are needed.

Children should be able to think of things that people take water for, for example: *We needed it for our plants/our factories/our swimming pools, etc.*

Lesson 1 Poster 5, Reading

Lesson aim Reading

Lesson targets Children:

- (poster) read about the features of factual information
- follow and read the information
- understand the information and answer oral questions about it
- practise reading the information

Key structure past perfect in relative clauses

Key language expressing opinions

Vocabulary design, clothing, everyday objects

Materials poster 5; PB pp 58–59; CD B track 3; WB p 42; Dictionary 6; an object or cloth with a pattern on it

Time division

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

Warm-up


Word race. Game 1. The children play in pairs or groups using *h*, *p* or *r*. (See Games, p 216.)

Poster 5


5 Patterns

You are going to read some **facts** about patterns.
The information is about **patterns** on cloth and on objects.
The people who make these things come from different parts of the world.

The Aran islanders live off the coast of Ireland. The Russians live in the north.



The Quechua people come from South America.
These different people make patterns.



in shawls in pullovers

The title of the information is *The meanings of patterns*.
It is divided into three parts. Each part has a **heading**.
The headings tell the reader what each part is about.
The heading of the first part is:

Ancient patterns

There is one paragraph of information about ancient patterns.
The next paragraph has a sub-heading.

The meanings of Quechua patterns

The paragraph:

- gives more information about ancient patterns
- explains their meanings.

There are pictures and photographs with the information.

Some pictures have labels. The labels name what is in the picture.

The pictures have captions. The captions give extra information about the object in the picture.

in Peru, toads croak just before the rainy season

examples from the text they are going to read.

Explain that the information is divided in this way to make it easier to understand and to help the reader to find different facts and details.

- 6 Read about labels and captions. Point out and read the example.

Reading (PB pp 58–59)

- 1 Give the class time to look at the two pages.
Ask them to name any objects they recognise. Ask if they have ever seen any of the objects or animals.
- 2 Play track 3. The children listen and follow in their books.
- 3 Read sections of the text to the class.
- 4 The children check or find meanings of words as necessary in their Dictionaries as you go through the text.
- 5 Ask questions about each part of the information. Use the questions below or any of your own.
- 6 Ask different children to read a few lines each of the text.
Ask the class which patterns or objects they think are most interesting.
- 7 Play track 3 a final time.

Text type and vocabulary

- 1 Read the title. Check that the children remember that a pattern is a drawing of lines, shapes or objects that is repeated. Point out something in the classroom that has a pattern, show an object or piece of cloth you have brought or draw a simple pattern on the board.
- 2 Read the first three sentences.
Point out the map and read the sentences around it. Make sure the children understand where each country is and who the people are who live there.
- 3 Read about the pattern on the objects. Point out the different patterns and explain what the objects are if necessary.

Text type features

- 4 Read the first sentence then the sentences that describe how the information is divided up.
- 5 Read about the heading and sub-heading with the

Reading text questions

*What did people long ago take their ideas for patterns from? **things they had seen in the world around them***
*What does the plain part of the cloth represent? **land where no crops are planted***
*What examples of creatures are given? **a toad, a condor***
*When do toads croak? **just before the rainy season***
*What is a condor? **a huge, graceful bird that lives in the mountains***
*What does it represent? **strength, freedom and power***
*Where did many Russian patterns come from? **village life, the countryside, nature***
*What objects were they used on? **houses, clothes, plates, boxes, trays***
*What things from nature were used in patterns? **the sun, birds, flowers***
*What clothing did flower patterns appear on? **skirts, blouses, aprons, shawls, scarves***

5 Patterns

Reading

The meanings of patterns

A pattern is a drawing of lines, shapes or objects that is repeated.



These patterns are simple.

These patterns are complicated.

Ancient patterns

People began to draw patterns thousands of years ago. They took ideas from things that they had seen in the world around them. The Quechua people of South America still use patterns that they have used for centuries.

The meanings of Quechua patterns

Part of this piece of cloth is plain. It represents the land where no crops are planted. The patterned parts of the cloth represent the fields where plants are grown. Some of the patterns are lines and shapes. Sometimes animals are woven into the patterns. Birds and other creatures are represented in the cloth.



In Peru, toads croak just before the rainy season. The toad represents rain and growing plants.

The condor is a huge, graceful bird that lives in the mountains. It represents strength, freedom and power.

Traditional patterns

In Russia, people have used patterns for hundreds of years. Many patterns came from village life, the countryside and nature. They were used on houses, on clothes, on plates, boxes and trays.

The meanings of old Russian patterns

Some patterns used round shapes like the sun. The sun meant life and power. Some patterns were of birds. They meant joy and light. Flower patterns appeared on skirts, blouses, aprons, shawls and scarves. These patterns are still used today.



Matryoshka dolls

Russia is famous for matryoshka dolls. Matryoshka comes from a very old word for 'mother'. These painted, wooden dolls are in two halves and they are hollow. The halves come apart and there is another smaller doll inside the first doll. Usually there are five dolls altogether, one inside the other. Sometimes there are seven or more.

These dolls are decorated with traditional patterns. There are often flowers on the dolls' aprons. Sometimes the flowers are roses. The rose means love and motherhood.

Nowadays, there are lots of different kinds of dolls. There are animals, famous people and characters from stories.



Matryoshka dolls look like little round ladies with kind, friendly faces.

Modern patterns

The Aran islands are near Ireland. Most of the men are fishermen. They need warm clothes. About a hundred years ago the women started to make pullovers from wool.

The meanings of Aran patterns

These are some of the patterns. They are named after the plants and objects that they look like.



People wear these pullovers today.

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Unit 5 Reading: factual information in paragraphs with headings and sub-headings

Unit 5 Reading: factual information in paragraphs with headings and sub-headings

59

Where do matryoshka dolls come from? **Russia**
 What is different about them from other dolls? **They are in two halves. They are hollow. One doll is inside another doll.**
 How many dolls are there usually? **five**
 What do the dolls look like? **little round ladies with kind, friendly faces**
 Where are the Aran islands? **near Ireland**
 What work do most men do? **fishing**
 When did women start to make pullovers? **a hundred years ago**
 Why did they make them? **because the men needed warm clothes**
 What are the patterns named after? **the things that they look like**

Workbook: Study skills (WB p 42)

Make sure the children understand the tasks. Remind them that they have done exercises similar to 2 and 3 before.

If you wish, go through exercise 4 with the class before they attempt exercise 5.

Exercise 1

The children complete this independently.

Exercise 2

Remind the children of the questions they can ask themselves to help them identify the correct word class.

Exercise 3

The children read the sentences and identify the correct words.

Exercise 4

Make sure the children understand the different meanings of these words.

Exercise 5

Go through the first example with the class. Help them to find the correct definition in the box below and write the number next to the first sentence.

Workbook answers

Exercise 2

1 n 2 adj 3 adv 4 v

Exercise 3

1 represents 2 Peru 3 huge 4 gracefully

Exercise 4

a 4 b 3 c 6 d 5 e 2 f 1

Lesson 2 Reading comprehension and vocabulary

Lesson aim Reading comprehension; vocabulary

Lesson targets Children:

- re-read *The meanings of patterns*
- identify incorrect statements and correct them
- answer inferential and deductive comprehension questions
- practise vocabulary with opposite meanings

Key structure and language from Lesson 1

Vocabulary from Lesson 1

Materials PB p 60; CD B track 3 (optional); WB p 43

Time division

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

Warm-up

Divide the class into pairs or small groups. The children think of as many different items of clothing as they can in 30 seconds. Remind them to think of sports clothing as well as everyday clothing.

Ask a volunteer to read the first sentence. Ask if the statement is correct. The children should notice that *South Africa* is wrong. Ask for the correct sentence. The children write it.

Continue with the other sentences. Encourage them to look back to the text to check if they are not sure.

Answers

Correct sentences: 2, 5, 7

Corrected sentences: (incorrect word and corrected word given) 1 Africa / **America** 3 plates / **patterns** 4 moon / **sun** 6 dresses / **aprons** 8 do not / **still**

Activity 2

The answers to these questions are not directly in the text. The children must use information from the text and their own ideas to think of an answer.

Ask each question and encourage the class to give as many ideas as they can to work out an answer together.

Answers

- 1 The toad croaks just before the rainy season, so when Quechua people hear them they probably think of the rain that is coming and the plants that will grow because of the rain.
- 2 The condor is big and strong. It lives in the mountains where there are few people so it is not endangered by them.
- 3 and 4 wool: goats and sheep both give wool. These animals live in mountains and in fields so the people probably got wool from them.
- 5 Children's own answers. For example: They are pretty; there are lots of different patterns; they are fun for children to play with; adults like them too.

Activity 3

Ask volunteers to read the line of words. Ask others to read the words in the list.

Give the class a time limit to think which words match and to look in their Dictionaries if necessary.

Ask which word is the opposite of *ancient*. Check that the rest of the class agrees. The children write.

Continue with the other words.

Answers: 1 modern 2 complicated 3 city 4 joy 5 patterned

Reading comprehension and vocabulary

1 Read. Find the wrong sentences. Write them correctly.

- 1 The Quechua people of South Africa still use patterns they have used for centuries.
- 2 In Peru, toads croak just before the rainy season.
- 3 In Russia, people have used plates for hundreds of years.
- 4 Some patterns were round shapes like the moon.
- 5 'Matryoshka' comes from a very old word for 'mother'.
- 6 There are often flowers on the dolls' dresses.
- 7 Most of the men on the island of Aran are fishermen.
- 8 People do not wear Aran pullovers today.

2 Think about the answers to these questions.

- 1 Why do you think the toad represents rain and growing plants?
- 2 Why do you think a condor represents strength, freedom and power?
- 3 What natural material was used by the Quechuas and the Aran islanders?
- 4 What animals do you think the natural material came from?
- 5 Why do you think the Matryoshka dolls are so popular?

3 Write the opposites.

city patterned joy complicated modern

- 1 ancient _____
- 2 simple _____
- 3 countryside _____
- 4 sadness _____
- 5 plain _____

Use your dictionary to check meanings if you are not sure.



Reading comprehension and vocabulary (PB p 60)

Read again

Re-read *The meanings of patterns* or play track 3 again.

Activity 1

Explain to the class that they must read each sentence and decide if it is a correct statement from the text or not. If it is not, they must change it so that it matches the text.

Workbook: Reading comprehension and vocabulary (WB p 43)

Check the children understand the tasks. Remind them to have their Dictionaries with them.

Exercise 1

The children re-read the text. Remind them to check any words they are not sure of as they read.

Exercise 2

Tell the children to scan the text and find the sentence to check their answers.

Exercise 3

Remind the children to check the text and in their Dictionaries if they are not sure of the words.

Exercise 4

Encourage the children to write answers first then to check in their Dictionaries. Advise them that they should check, even if they think they have correct answers.

Workbook answers

Exercise 2

1 repeated 2 patterns 3 village 4 hollow 5 love 6 plants

Exercise 3

1 apron 2 toad 3 shawl 4 pullover 5 tray

Exercise 4

1 century 2 motherhood 3 ancient 4 modern 5 traditional 6 graceful 7 nature 8 repeat

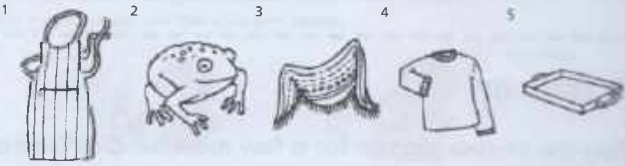
Reading comprehension and vocabulary

1 Read The meanings of patterns again.

2 Read and complete the sentences.

- 1 A pattern is a drawing of lines, shapes or objects that is _____.
- 2 People began to draw _____ thousands of years ago.
- 3 Many Russian patterns came from _____ life.
- 4 The painted wooden dolls are in two halves and they are _____.
- 5 The rose means _____ and motherhood.
- 6 Some Aran patterns are named after _____ and objects.

3 Look at the pictures. Write the words.



4 Read the words and the definitions. Write the word next to the correct definition.

repeat modern graceful ancient century traditional nature motherhood

- 1 a period of one hundred years _____
- 2 the time of being a mother _____
- 3 very old _____
- 4 of the present time _____
- 5 in the way of old customs _____
- 6 able to move in a beautiful way _____
- 7 all the plants, animals, land and sea around us _____
- 8 to do or say again _____

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 perfect in relative clauses

Vocabulary from Lesson 1

Materials PB p 61; WB p 44; GPB p 24

Time division

W-up Presentation / practice

WB

Warm-up

Play the *Memory game* for a few minutes. (See Games, p 214.)

Grammar

1 Look!



The boy saw a condor in the mountains.

Grammar! Hooray!



He drew the condor.

The boy drew a condor that he had seen in the mountains.

2 What happened first? What happened second? Number the underlined verbs 1 or 2.

- 1 The fisherman wore a pullover that his mother had made for him.
- 2 The man liked the cloth that his wife had woven.
- 3 The boy picked the crops that his father had sown.
- 4 The artists used patterns that they had noticed in nature.
- 5 The silversmith made a bracelet with stones that he had found.

3 Join the two sentences. Use *that* and the past perfect.

- 1 Grandpa gave Julie a necklace. Julie lost the necklace.
- 2 Julie lost the necklace. Billy found the necklace.
- 3 Grandma made the cakes. The children ate all the cakes.
- 4 Freddy caught the fish. Charlie cooked the fish.
- 5 The boys broke the window. Dad mended the window.

Julie lost the necklace that ...



4 Use your own ideas to finish these sentences. Use the past perfect.

- 1 Sam played the computer game that ...
- 2 Molly looked at the photos that ...
- 3 The children enjoyed the lemonade that ...
- 4 The farmer sold the crops that ...
- 5 Aunt Jane wore the bracelet that ...
- 6 The children ate all the cakes that ...

Unit 5 Grammar: Past perfect in relative clauses

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Activity 2

Tell the class they are going to order the actions in these sentences.

Ask a volunteer to read the first sentence. Write it on the board. Ask the class *What happened first? His mother made the pullover. What happened second? He wore it.*

Invite a child to number the verbs on the board. The class write the numbers in their books.

Do the same with the other sentences.

Answers: All the past simple verbs should be numbered 2; all the past perfect verbs should be numbered 1.

Activity 3

Ask a child to read the first pair of sentences.

Ask another to read Mr Flash's speech bubble. Explain to the class that the sentence must begin like this, with the second action. Write it on the board.

Ask if anyone can complete the sentence. Help the class to construct the relative clause correctly. The class reads.

Do the same with the other sentences.

Answers:

- 1 Julie lost the necklace that Grandpa had given her.
- 2 Billy found the necklace that Julie had lost.
- 3 The children ate all the cakes that Grandma had made.
- 4 Charlie cooked the fish that Freddy had caught.
- 5 Dad mended the window that the boys had broken.

Activity 4

Give the children a few minutes to work in pairs and complete the sentences.

Let as many pairs as possible read out one or two of their sentences.

Encourage the class to help correct any mistakes and write the corrected sentences on the board.

Grammar (PB p 61)

Activity 1

Give the class a moment to look at the two pictures. Ask *Where is the bird flying in picture 1? in the mountains. What is the boy doing in picture 2? drawing (the bird)*

Ask volunteers to read the sentences under each picture.

Ask *What happened first? The boy saw the condor. What happened second? He drew it.*

Ask a volunteer to read the final sentence. Write it on the board with the structure in colour or underlined.

Point out that the sentence begins with the second action and the relative clause describes what had happened first.

Workbook: Grammar (WB p 44)

Explain the tasks to the class.

If necessary, remind them that the sentence begins with the second action and the relative clause describes what happened first.

Exercise 1

If your class needs support, go through one or two examples or the complete exercise orally before they write.

Exercise 2

If you wish, go through number 1 or the whole exercise orally. Ask *What happened first? Grandma gave the girl a watch. What happened second? She lost it.*

Help the class to say the complete sentences.

Workbook answers

Exercise 1

1 liked, had painted 2 bought, had made 3 ate, had picked 4 cooked, had caught 5 found, had lost 6 looked, had taken

Exercise 2

- 1 The girl lost the watch that her Grandma had given her.
- 2 The boy jumped on the castle that the girl had built.
- 3 The goat ate the flowers that Dad had grown.

Grammar Practice Book (GPB p 24)

When the children have completed the PB and WB Grammar pages, they may complete GPB page 24.

Grammar Practice Book answers

Activity 1

1 c 2 e 3 f 4 b 5 a 6 d

Activity 2

- 2 She tore the coat that she had bought in London.
- 3 She dropped the cake that her friend had made for her.
- 4 She dropped the picture that she had paid a lot of money for.
- 5 She found the earring that she had lost a year ago.

Grammar

1 Complete the sentences with the verbs in brackets.

Use the past simple and the past perfect.

- 1 The girl _____ the doll that the man _____ (like, paint)
- 2 The tourists _____ the shawls that the woman _____ (buy, make)
- 3 The children _____ the blackberries that their grandmother _____ (eat, pick)
- 4 We _____ the fish that the fishermen _____ (cook, catch)
- 5 The boy _____ the ring that his sister _____ (find, lose)
- 6 Meg _____ at the photos that her uncle _____ (look, take)

2 Look at the pictures. Write sentences using the verbs in brackets.

Use the past simple and *that* + the past perfect.

1



(lose, give)

2



(jump, build)

3



(eat, grow)

44

Unit 5 Past perfect in relative clauses

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 or groups

Key language *I agree, I think ... , I disagree*

Key vocabulary sports, hobbies and interests

Materials PB p 62; CD B track 4; WB p 45; GPB p 25

Time division

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

Warm-up

Sing the song from Unit 4, PB page 53, CD A track 42.

Grammar in conversation

1 Listen and read.

Alex: What do you think of this computer game?
 Mel: I think it's brilliant. It's really exciting.
 Lucy: In my opinion computer games are boring.
 Alex: What? No!
 Jack: I agree with Lucy. I'd rather play football.
 Lucy: Or read a good book.
 Mel: I disagree completely. Computer games are fun.
 Alex: You need a lot of skill to play some of them.
 Mel: Yes, you have to think quickly and react quickly, too.
 Alex: Exactly! I believe they're good for your brain.
 Lucy: What nonsense!
 Jack: That's rubbish and you know it!
 Lucy: To my mind computer games are a complete waste of time.
 Jack: And I agree.



2 Think, write and say.

What do you think about computer games? exams? sports? zoos?

I think computer games are boring.

I believe exams are a good thing.

In my opinion it's good to do sports.

To my mind zoos are cruel.

Do you agree or disagree?

Let's talk!

What do you think about hunting wild animals?

In my opinion it's very cruel.

Useful phrases

I think ... I believe ...

In my opinion ... To my mind ...

I agree. I disagree.

Exactly! What nonsense!

That's rubbish!

62

Unit 5 Grammar in conversation: expressing opinions

Grammar in conversation (PB p 62)

Activity 1

Point out the picture. Ask *What are the children doing? talking about hobbies/activities*

Ask *Who likes football? Jack. Who likes books? Lucy. Who is holding a computer game? Alex*

Play track 4. The children listen and follow in their books.

Activity 2

Ask a volunteer to read the questions.

The children note down their opinions about the four topics. Tell them they should be ready to give their reasons for their opinions.

Ask some children to give their opinions. Prompt them to give their reason if necessary.

Ask *Who disagrees?* and elicit a different opinion.

If possible, give every child the chance to give an opinion or agree/disagree with someone else.

Activity 3

Choose or help the class to think of some suitable topics and write them on the board. They should be topics that the children can give an opinion about.

Divide the class into pairs or small groups and ask them to talk about each one.

Point out the useful phrases in the box. Remind them they are useful for beginning sentences in a discussion.

Go around listening to the class as they talk.

If there is time, hold a short class discussion about one of the topics where opinion is divided. Encourage the children to give reasons for their views and hold a class vote at the end.

Workbook: Grammar in conversation (WB p 45)

Make sure the children understand the tasks.

Exercise 1

Remind the class to read the complete conversation before they start to fill in the gaps.

Exercise 2

The children read the opinions then write their own. Explain that they must write their own view in different words to those in the speech bubble, even if they agree with the opinion that is given.

Workbook answers

Exercise 1
 Milly: Really? Milly: opinion ... cruel Karen: rubbish, protect Milly: Well, mind, free Karen: disagree
 Joe: right Milly: believe Joe: agree

Exercise 2
 Children's own answers

Grammar Practice Book (GPB p 25)

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 In my opinion you're right. 3 I completely disagree. 4 I believe that's right. 5 I think that's rubbish.

Activity 2
 Example answers: 1 To my mind, that's wrong. 2 To my mind, that's right. 3 In my opinion, that's wrong.
 4 In my opinion, that's right. 5 I believe that's wrong. 6 I believe that's right.

Grammar in conversation





1 Complete the conversation. Use the words in the box.

agree Well believe right cruel protect Really
 mind opinion free disagree rubbish

Joe: I went to the zoo yesterday.
 Milly: _____? I don't like zoos.
 Joe: Why not?
 Milly: In my _____ zoos are _____ places.
 Karen: That's _____! Zoos help to _____ animals.
 Milly: _____, to my _____ wild animals should be _____.
 Karen: No, no, no. I _____ completely.
 Joe: I think Karen's _____, Milly.
 Milly: Well, I _____ that animals should live in the wild.
 Joe: We'll have to _____ to disagree then.

2 Read. Then write your opinions. Use the phrases in the box.

In my opinion... To my mind... I believe... I think...

1  Watching television is a waste of time. _____
 2  We should spend all our free time studying. _____
 3  Football is the most exciting sport in the world. _____
 4  Computer games are boring. _____

Unit 5 Expressing opinions

Lesson 5 Spelling, Use of English

Lesson aim Spelling; chant; Use of English

Lesson targets Children:

- listen to pronunciation of words with silent letters inside them
- practise spelling and writing words with silent letters inside them
- understand and say a short chant

Key language (chant) *castle*

Target words *often, listen, castle, whistle; calf, calm, palm, talk; island*

Materials PB p 63; CD B tracks 5–7; WB pp 46–47, GPB p 26

Time division

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

Warm-up

Play *Hands up!* (See Games, p 215.)

Spelling

There are often flowers on the dolls' aprons.

Some words have silent letters inside them. You cannot hear the letters when you say the words.



You can't hear the 't' in often.

1 Listen and say these words. Underline the silent letter in each word.



listen



calf



calm



castle



talk



island



whistle



palm

2 Write the words.

- 1 Write the word that has a silent 's'. _____
- 2 Write three words that have a silent 't'. _____
- 3 Write four words that have a silent 'l'. _____

3 Think of the words.

- 1 This word means to go on two legs. It rhymes with talk. _____
- 2 This word means one of two equal parts. It rhymes with calf. _____

4 Listen and say.

What's in the parcel?
There's a castle in the parcel.
Take the castle in the parcel
to the castle for the king.



Unit 5 Spelling: silent letters within words

63

Spelling (PB p 63)

Spelling box

Point out Mr Smash's speech bubble. Tell the class to listen and follow in their books.

Play track 5. The children listen.

Read the example word. The class repeats. Ask a volunteer to read the example sentence.

Activity 1

Play track 6. The children listen and repeat.

Ask a volunteer to read the first word and to tell you the silent letter. Check the class agrees. The children underline in their books.

Answers: listen, calf, calm, castle, talk, island, whistle, palm

Activity 2

Give the children a time limit to discuss in pairs and write the words.

Check answers together.

Answers: 1 island 2 listen, castle, whistle
3 calf, calm, talk, palm

Activity 3

Ask a volunteer to read the first clue. Elicit the word.

Do the same with the second clue.

Answers: 1 walk 2 half

Activity 4

Ask *What has the king got?* **a small castle**

Point out the man passing the wrapped castle. Explain that a wrapped object is called a parcel.

Play track 7. The children listen and follow.

The class reads the rhyme through once.

Tell them to read it again faster. The final time, ask them to say it very fast.

To complete classroom lesson 5, move on to Use of English, WB p 47.

Read Miss Smart's first speech bubble to the class.

Ask a volunteer to read the example sentences. Write them on the board.

Read the second speech bubble to the class.

Ask a volunteer to read the sentence. Write it on the board and underline the conjunction *and*.

Read about the other words (conjunctions) that join sentences.

Go through the example sentences for each conjunction.

Write the simple sentences on the board. The class reads.

Write the joined sentence on the board and invite a volunteer to underline the word that joins the two simple sentences.

Explain that we use *and* to join simple sentences where the second sentence gives extra information to what is in the first sentence.

We use *but* to join two sentences when we want to show that the second sentence gives different information to what is in the first sentence.

We use *or* to join two sentences that express a choice between two ideas.

Ask a volunteer to read the first pair of sentences and write them on the board.

Ask the class which word is the best choice to join them. If necessary, talk about the ideas that the two sentences express.

Do the same with the other two sentences.

Workbook: Spelling (WB p 46)

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, Mrs Swift's speech bubble.
Ask a volunteer to read the word and the sentence in the box.

Some of the words are unfamiliar but the children should be able to guess which is the correct silent letter.

The children write the words and underline the silent letters. If you are checking in class, ask individuals to say each complete word and tell you the silent letter. Other children check their work.

Exercise 3

The children complete the words.

Encourage the children to write the most interesting sentence they can think of.

Let as many children as possible read out their sentence.

Grammar Practice Book (GPB p 26)

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 1 and 2 or 3 but 4 and 5 but 6 or

Activity 2 Example answers: 2 In the evening my brother watches television or he listens to music. 3 You can buy CDs at the supermarket but they are cheaper in the market. 4 Some people like adventure computer games but I prefer sport games.

Lesson 6 Class composition; Writing preparation, Composition practice

Lesson aim Writing	Vocabulary from the unit				
Lesson targets Children:	Materials PB p 64; WB pp 48–49				
<ul style="list-style-type: none">• compose three paragraphs of information with teacher support (session 1)• practise vocabulary and structures for independent writing (session 2)• write factual information independently (session 2)	Time division (session 1)				
	<table><tr><td>W-up</td><td>Discussion & notes</td><td>Writing</td><td>Editing, improving</td></tr></table>	W-up	Discussion & notes	Writing	Editing, improving
W-up	Discussion & notes	Writing	Editing, improving		
Key structure and language from the unit	Time division (session 2)				
	<table><tr><td>W-up</td><td>Writing prep</td><td>Composition</td></tr></table>	W-up	Writing prep	Composition	
W-up	Writing prep	Composition			

Session 1 Warm-up

Play the *Question game*. (See Games, p 215.)




Class composition

1 Look at the pictures. Read the questions.

Questions about the dolls

Where do they come from?
What are they called?
What are they made of?
How are they decorated?
How many dolls are there usually?

Do you remember the Russian dolls?
These are modern dolls. They have special design and you can buy them today.



2 Write information about the dolls.

Paragraph 1 Write about the dolls.
Read the questions in the box for ideas.

Paragraph 2 Write about the cats. What are they holding? What are they wearing?
What is the smallest doll?

Paragraph 3 Write about the lady dolls. What are they wearing? What patterns are there?
What are they holding?

3 Think of a title for your writing.
Think of sub-headings for paragraphs 2 and 3.

4 Read the writing again. Are the descriptions clear? Is there enough detail?

64 Unit 5 Class composition: factual and descriptive information

Class composition (PB p 64)

Activity 1

Give the class a few moments to look at the pictures. Point out Miss Smart's speech bubble. Read it or ask a volunteer to read it to the class.

Tell the class to look at the questions for a moment and think about the answers. Go through the questions and elicit information: *from Russia; matryoshka dolls; made of wood; decorated with paint; usually five dolls.*

Activity 2

- 1 Read through the task with the class.
- 2 Paragraph 1: refer the class back to the questions. Elicit complete sentences and write them on the board.
- 3 Paragraph 2: give the class a few moments to note down some words to describe the cat dolls in pairs if you wish. Ask the class to tell you as much as they can about them: what they look like; what they are wearing; what they are holding. Note ideas on the board first, then ask for suggestions for complete sentences to describe each cat.
- 4 Paragraph 3: give the class a minute or two to note words and phrases to describe the lady dolls. Ask the class to tell you as much as they can about the dolls. Note ideas on the board then elicit complete sentences describing the dolls and the patterns on them. Note: The class may be able to say a lot about the dolls. Encourage them to give detail in class discussion and listen to all their ideas. It is not necessary to note everything they say or to write every sentence that could be written. The aim of the activity is to take the class through the process of thinking of ideas, writing complete sentences and organising them in a logical way through paragraphing.

Activity 3

Ask for suggestions for a title and for the two sub-headings. Remind the class that headings tell the reader what the paragraph is going to be about.

Activity 4

Ask volunteers to read the headings and paragraphs. Read the questions and ask the class if any changes are needed to improve the writing.

Make any changes that you and the class agree to. Let one or more volunteers read the finished information to the class. Point out to the class that

- the heading and sub-heading tell the reader what information is in the paragraphs
- the paragraphs divide up the information and make it easier to understand
- the sentences in each paragraph give information about the same thing.

See page 117 for an example composition.

Session 2 Warm-up

Word race. Game 4. Play this game using verbs. (See Games, p 216.)

Workbook: Writing preparation (WB p 48)

Explain to the class that the notes and pictures will help them to write information on page 49. They should read the notes carefully and look at the pictures to help them understand the notes. Remind them to use their Dictionaries if they are unsure of any words.

Exercise 1

If your class is able, you may wish children to do this work entirely on their own.

Alternatively, or if your class needs support, go through the page orally.

Tell the children to look at the first group of pictures and to read the notes in the first box.

Ask one or two volunteers to read out the notes. Ask questions and elicit complete sentences. For example:

What are matryoshka dolls made from? Matryoshka dolls are made from forest trees.

How is the work done? The work is done by machine and it is done by hand.

Who does the work? Lots of people do the work. (Who?)

There are woodcutters, wood turners and artists.

Go through the other pictures and notes in the same way.

Workbook: Composition practice (WB p 49)

Exercise 1

Go through the task with the class. Point out Mr Flash's speech bubble and make sure the children understand that the present tense is used to explain how something is made that is being made at the present time.

Make sure they understand what should go in each paragraph and which set of notes on page 48 is for each paragraph.

Exercise 2

Remind the children that the title tells the reader what all the information is about. The sub-headings tell the reader what information is in each paragraph.

Exercise 3

Remind them of the importance of reading through their own work and making it better.

Exercise 4

Explain that they can make their writing better by finding mistakes and correcting them before they say it is finished. The children may make neat copies of their writing and keep it in their portfolios of work.

Choose some children to read out their finished work.

Writing preparation

Do you remember? Russian craft workers make wooden dolls.

Look at the pictures. Read the notes.



1 matryoshka dolls – made from forest trees
work done

- by machine
- by hand

lots of people do the work

- woodcutters
- wood turners
- artists



2 woodcutters

- bring logs from forest
- cut to short lengths

wood turners

- use machines to turn wood fast – make long, round shapes
- make doll shapes using machines



3 artists

- paint each part of the clothes
- paint patterns
- draw face
- paint face

usually, all dolls painted with the same patterns



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Unit 5 Notes and information for writing

Composition practice

This work is done by people now. Use the present tense.

1 Write information about how matryoshka dolls are made.

Write three paragraphs.

Paragraph 1 Use the notes in box 1 on page 48. Write where the wood comes from, how the work is done and who does the work.

Paragraph 2 Write what the woodcutters and wood turners do.

Paragraph 3 Write what the artists do.

2 Think of a title for your writing.

Think of subheadings for paragraph 2 and paragraph 3.

3 Read your work.

Does it make sense?

Is it interesting?

Is there enough detail?

4 Make any changes or corrections. Read again.

Assessment

The children's writing will vary in length and quality. Some children will write simpler sentences but show understanding of how the information should be correctly structured.

In assessing the task, look for writing which

- uses the present tense
- is organised into three paragraphs
- has an appropriate title and sub-headings.

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 TV station, leave alone

Materials PB p 65; CD B track 8

Preparation Listen to track 00 before the lesson

Time division

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

Warm-up

Ask the class to tell you what they remember from the last episode. If necessary, ask prompt questions:

Who did the children talk to first? Miss Havers

Why did she have to sell the valley? because she needs the money

Who did they see next? Mr Roach

What did he say about his plans? the children could not stop him

Give the class a minute or two to look at the whole page. Ask What is Dan doing in the first picture? **writing a letter** Who is Meg talking to now? **their friends** Who do they want to help them? **a TV reporter from the TV station** Who doesn't want to talk to the children? **Mr Roach** Ask different children to read the speech bubbles for each picture. Ask Who is the TV reporter? **the aunt of one of the other children** What does Aunt Jane do? **tries to interview Mr Roach** Does he change his mind? **No.**

Activity 2

Tell the class to look at each picture, listen and follow the story.

Play track 8. The children listen and look.

Activity 3

Ask questions to check understanding. Use the following or any of your own:

What did Dan put with the letter that he wrote? **two photos**

How did the other children feel about the plans for the valley? **angry**

Where did Meg and her friends go? **to the TV station**

Did Aunt Jane want to help them? **Yes.**

Where did they see Ken Roach? **outside his hotel**

Did he want to be interviewed? **No, he didn't.**

What did the children ask him to do? **leave the valley alone**

Ask questions about the story which require the children to think about their answers (see next page).

Optional

- 1 Ask the class to say what they think will happen next.
- 2 The children use the play script to read and act out the story in groups or as a whole class.

Suggested homework task: Children complete Check-up 5

Listening

1 Look and read. 2 Look, listen and read. 3 Talk about it.

Kingfisher Valley – Part 5

The next morning

Can you come to my house this afternoon?

In my opinion the valley is ...

I think he'll like these photos.

We must save Kingfisher Valley!

My aunt works for the TV station.

Will she help us?

Hello, Aunt Jane. I've got a story for you.

Well, here we are.

How can I help you?

One hour later

Look! There he is!

I've got nothing to say to you.

Leave the valley alone!

You can't stop me!

We don't want your houses!

That's where you're wrong, Mr Roach!

Unit 5 Listening 65

Listening (PB p 65)

Activity 1

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

Listening audioscript: Kingfisher Valley – Part 5

Do you remember? Ken Roach wanted to cut down the forest in Kingfisher Valley and build hundreds of houses there. Dan and Meg discovered his plan. They went to see Miss Havers, who owned the valley. She said she had to sell her house and the valley because she had no money. Dan and Meg went to the Grand Hotel and spoke to Ken Roach. They said that they knew about his plans. Ken Roach became very angry. He said that the children couldn't stop him but Dan had a plan and Meg had a plan, too.

1 *The next morning Dan was at home in his bedroom. He was writing a letter on his computer.*

Dan: (slowly/typing) I would like to tell you about Kingfisher Valley. In my opinion the valley is a very special place ...

2 *When Dan had finished his letter, he put it into an envelope. He also put two photos into the envelope. They were the photos which he had taken in Kingfisher Valley. One was a photo of the kingfisher; the other was a photo of the lynx.*

Dan: I think he'll like these photos.

3 *Meg was in her bedroom, too. She was talking to a friend on her mobile.*

Meg: Hi, Anna! How are you? Listen! Can you come to my house this afternoon? I've got something very important to tell you ... You can come? Great!

4 *That afternoon Meg's friends came to her house. Meg told them about Ken Roach and his plans for the valley. They were all very angry.*

Girl 1: This is terrible!

Boy: What can we do?

Girl 2: We must do something!

Meg: Yes. We must save Kingfisher Valley!

5 Girl 1: I've got an idea.

All: What?

Girl 1: My aunt works for the TV station. She's a reporter.

Boy: Really?

Meg: Will she help us?

Girl 1: I don't know. I'll phone her and ask.

6 Girl 1: Hello. Can I speak to Jane Fox, please? ... Hello, Aunt Jane. It's Juliet here.

I've got a story for you. It's really important. Can I come and speak to you? ...

OK ... Yes ... Yes ... I'm coming now. And my friends are coming, too.

7 *Soon Meg and her friends were outside the TV station.*

Meg: Well, here we are.

Boy: Come on. Let's go inside.

Girl 1: Yes, let's find Aunt Jane.

8 Aunt J: Hello, everyone! Come in! Sit down! How can I help you? What's this important story that you've got for me?

Meg and her friends told Aunt Jane all about Ken Roach and his plans for Kingfisher Valley. Aunt Jane was very interested.

Aunt J: This is terrible! He can't destroy Kingfisher Valley! We must do something about this! We must stop him!

9 *One hour later Meg and her friends were standing outside the Grand Hotel. Aunt Jane was there, too. She wanted to speak to Ken Roach. Suddenly, Meg shouted excitedly.*

Meg: Look! There he is! That's Ken Roach!

10 Aunt J: Good afternoon, Mr Roach. Can I speak to you, please?

Ken R: Who are you? What do you want?

Aunt J: My name's Jane Fox. I want to speak to you about Kingfisher Valley.

Ken R: I've got nothing to say to you. Go away!

11 Aunt J: We know about your plans, Mr Roach.

Girl: You can't destroy Kingfisher Valley!

Boy: You can't cut down our forest!

Meg: We don't want your houses!

Dan: Leave the valley alone!

12 *Ken Roach was really angry.*

Ken R: You can say what you like. You can shout as loud as you want. You might not like my plans but let me tell you this: You can't stop me!

Tom Winter: That's where you're wrong Mr Roach! I believe we can stop you!

Everyone turned to look. Who did that loud voice belong to? Who was it?

Inferential and deductive questions

Who do you think Dan is writing to?

Children's own ideas; ask them to give a reasons for their suggestions.

Why did the children want a TV reporter to help them?

The children might suggest that Meg and Dan wanted lots of people to know about the secret plans.

Who do you think spoke at the end?

Children's own suggestions.

6 What is in a play?

Lesson 1 Poster 6, Reading

Lesson aim Reading

Lesson targets Children:

- follow and read two scenes of a play
- understand the play and answer oral questions about it
- practise reading the play

Key structure future passive

Key language present simple and present continuous

Vocabulary clothing

Materials poster 6; PB pp 66–67; CD B track 9; WB p 52; Dictionary 6

Time division

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

Warm-up

Ask the class if any of them have been in a school play or a class play. Ask what the play was.


Ask the class if any of them have ever been to a theatre to see a play or a puppet show.

Poster 6

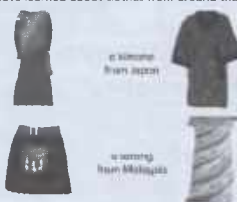
What is in a play?

In Unit 6 you are going to read a play.

The play has characters:



The children have learned about clothes from around the world.



The play has a plot. The plot is what happens:

Miss Pye and the children plan a fashion show. There is a problem with the clothes for the show. The children and Miss Pye must solve the problem.

The play is divided into parts. The parts are called scenes.

Scene 1 is in the Primary 6 classroom.

There are stage directions in the play.

- They tell the actors what to do.
- They are written in the present tense.

The play begins with this stage direction:
[Miss Pye is talking to the class. The children are sitting at their desks.]

The lines of a play begin with the name of the character who speaks. The words that the character says come next.

Miss Pye: We are nearly at the end of our project about clothes. Have you enjoyed learning about clothes from around the world?

Text type and vocabulary

- 1 Read the title. Ask the class what they can remember about plays. They may remember from *English World 4* and 5 that a play has characters and a setting. They may also remember that when it is acted there are costumes, props and scenery.
- 2 Read the information on the left side of the poster. Introduce the characters and who they are.
- 3 Read about what the children have learned. Point out the different items of clothing and read the captions. Explain that words for clothing from around the world are usually the words used by the people who wear the clothes. These words are often from another language.

Text type features

- 4 Read the two sentences about a plot.
Read the plot of the play that the children are going to

read. Remind the class that the plot of a play is talked about in the present tense.

- 5 Read the information about scenes and stage directions. Invite a volunteer to read out the example stage direction.
- 6 Read about the lines of a play. Point out the example lines from the play. Explain that the character's name is there to tell the actor playing the part which words he or she must say. The actor does not read the name of the character. Invite a volunteer to read Miss Pye's lines.

Reading (PB pp 66–67)

- 1 Read the title and give the class time to look at the pages. Point out the world map at the top of the page and make sure the children understand where the different countries are. Point out the picture of the costumes. Ask *What colour is the sari / the kimono / the sarong / the kilt?*
- 2 Play track 9. The children listen and follow in their books.
- 3 Play sections of the track to the class and pause for them to check or find meanings of words as necessary in their Dictionaries.
- 4 Ask questions about each part of the play. Use the questions in the box below or any of your own.
- 5 Let volunteers be different characters and act the play for the class.
- 6 Play track 9 a final time.

Reading text questions

Scene 1

What have the children been learning about? clothes from around the world

Who liked the sarong? Anna

What did Fred think about the Scottish kilt? it was interesting

What were the children doing the next day? putting on a fashion show of modern clothes

Who was lending the clothes for the show? Mrs Barry

Who chose a green dress? Lucy

What were the children going to do in the afternoon? go to the school hall for a rehearsal

The most amazing fashion show

Characters:

Miss Pye - Primary 6 teacher

Anna

Lucy

Fred

Joe

children in Primary 6

Mr Barry - owner of Barry's Fashions clothes shop



Scene 1: The Primary 6 classroom

[Miss Pye is talking to the class. The children are sitting at their desks.]

Miss Pye: We are nearly at the end of our project about clothes. Have you enjoyed learning about clothes from around the world?

Children: Yes, we have.

Miss Pye: What did you like learning about best?

Lucy: I liked the sari from India.

Joe: I liked the kimono from Japan.

Anna: I liked the sarong from Malaysia.

Fred: The Scots kilt was interesting.

Lucy: It was fun making all the clothes, too.

My sari is gorgeous!

Miss Pye: Well, tomorrow we are putting on our fashion show of modern clothes.

Joe: We've given tickets to our parents. My aunt and uncle are coming, too.

Miss Pye: Good! The clothes will be brought from Barry's Fashions this afternoon. It is kind of Mrs Barry to lend everything to us for the show.

Anna: It will be brilliant. All the clothes we chose in the shop were fantastic.

Miss Pye: Can you all remember what you chose to wear?

Fred: I chose some great new jeans, a leather jacket and some designer sunglasses!

Lucy: I chose a silky green dress with a lovely bag and shoes that match the dress.

Miss Pye: Excellent. This afternoon, please go to the school hall for our rehearsal. We will practise what we have to do for the show. We'll start without the clothes. Mrs Barry will bring them later.



Scene 2: The school hall

[Miss Pye is talking to the children. The children are standing in a line.]

Miss Pye: Are you ready, children? [children nod their heads] Then let's begin the rehearsal. [coughs] Welcome to the Primary 6 fashion show. The children usually wear uniform in school but today they are wearing the latest designs from Barry's Fashions. They will describe the clothes to you. First is Anna.

Anna: [walks forward and speaks confidently] I'm wearing a cotton jacket and skirt. The patterned jacket has long sleeves so it's great for cool weather. The plain skirt ... [The hall door opens suddenly. Mr Barry runs in. He is carrying a large bag.]

Miss Pye: [surprised] Oh, hello, Mr Barry.

Mr Barry: [speaks breathlessly] Mrs Barry couldn't bring the clothes. She has gone to look after her nieces and nephews because her sister is in hospital.

Miss Pye: Oh, dear. I do hope she'll be better soon.

Mr Barry: Thank you. Now I'm off to the airport - a business trip! Bye!

Miss Pye: [calls after him] Thank you ... goodbye! Now, children, let's open the bag.

Lucy: [pulls clothes from the bag] Ooh, what's this? Oh! [puzzled] It's green and shiny but it isn't my dress. And what's this flat thing? It looks like a webbed foot!

Fred: Hold it up, Lucy ... Oh, it's a frog costume!

Joe: Here's a pink fluffy thing. It looks like a giant ice cream ... It is a giant ice cream!

Anna: What's gone wrong? These are fancy dress costumes. We can't wear these!

Miss Pye: Oh dear! Mr Barry brought the wrong bag. Now he's gone to the airport!

Fred: This pirate costume is quite nice, though, and here's a space suit!

Anna: Well, I'm not going to be a giant ice cream! This is terrible! What can we do?

Lucy: I've got an idea! We can wear our international clothes. Our saris look great!

Joe: Well I'm not wearing a kilt - it looks like a skirt.

Fred: We could bring in our own clothes. I've just got some new shorts and a T-shirt.

Lucy: Well, I haven't got anything new at home. Oh, dear! What a disaster!

Children: What are we going to do Miss Pye?

Miss Pye: We'll go to the classroom, children. We can sort this out. Come along!

Scene 2

Who described her clothes first? Anna

What was she wearing? a cotton jacket and skirt

Who brought the clothes? Mr Barry

What had happened to Mrs Barry? She had to go to look after her nieces and nephews.

What did Lucy find in the bag? a frog costume

What did Fred find? a pirate costume and a space suit

What didn't Anna want to be? a giant ice cream

What new clothes had Fred got? shorts and a T-shirt

Who hasn't got anything new at home? Lucy

Workbook: Study skills (WB p 52)

Make sure the children understand the tasks.

Exercise 1

Remind the class that when two words begin with the same two letters, they must look at the third letter to find the correct order.

Exercise 2

Remind the class, or ask them to tell you, of the key words that are used in notes. **nouns, verbs, adjectives and adverbs**
Ask *Which are the words that are generally left out of notes?*
a, the, and; possessive adjectives, pronouns

Exercise 3

Explain to the class that the aim of this exercise is not to reproduce exactly the text in exercise 2 but to produce complete sentences from their notes.

Explain that their writing can be completely correct, even though it may differ a little from the text in exercise 2. The children's answers may vary a little. In marking this exercise, check that the children have understood the principle of note-taking.

Workbook answers

Exercise 1

1 England India Japan Malaysia Russia Scotland

2 jacket jeans kilt kimono sari skirt

3 carry choose learn like walk wear

4 brilliant cool interesting modern terrible wrong

5 disaster fantastic fashion fluffy rehearsal uniform

Exercise 2 (example answer)

children - Miss Pye's class - doing project - clothes was very interesting

first - learned - clothes - around world

Lucy liked - Indian sari

Joe's favourite - kimono - Japan

put on - fashion show - invited - families - watch

Lesson 2 Reading comprehension and vocabulary

Lesson aim Reading comprehension; vocabulary

Lesson targets Children:

- re-read *The most amazing fashion show*
- answer true/false, inferential and deductive comprehension questions
- name clothes and their countries of origin

Key structure and language from Lesson 1

Vocabulary from Lesson 1

Materials PB p 68; CD B track 9 (optional); WB p 53

Time division

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

Warm-up

The children write down as many different countries in the world as they can think of in one minute.

Answers

- 1 false: ... a project about **clothes from around the world** 2 false: ... sarong from **Malaysia** 3 false: **Joe's** uncle and aunt ... 4 false: ... a **green** dress with a lovely **bag** 5 false: ... **her sister** is in hospital 6 true 7 true 8 false: ... their **new** clothes

Activity 2

The answers to these questions are not directly in the text but the children can work out the answers from other information in the text or by using common sense and knowledge.

Answers:

- 1 because they are at the end of a project about clothes
- 2 Children's own answers
- 3 Children's own ideas. For example: Mrs Barry put the wrong clothes into the bag because she was in a hurry. Mr Barry picked up the wrong bag because he was in a hurry.
- 4 Children's own ideas. Encourage as many different suggestions from the class as possible. If you wish, they may discuss this question in pairs then answer.

Activity 3

The children number the countries and label the clothes. Encourage them to label the countries without looking back first, then checking with the map on page 66. They may look back to the text to help them find the names of the clothes if they have forgotten.

Answers

- India 2, Japan 4, Scotland 1, Malaysia 3
1 a sarong from Malaysia 2 a kilt from Scotland
3 a sari from India 4 a kimono from Japan

Reading comprehension and vocabulary

1 Read the statements. Write true or false.

- 1 The children in class P6 are nearly at the end of a project about kimonos. _____
- 2 Anna liked the sarong from India. _____
- 3 Fred's uncle and aunt are coming to the fashion show. _____
- 4 Lucy has chosen a yellow dress with a lovely hat. _____
- 5 Mrs Barry couldn't bring the clothes because she is in hospital. _____
- 6 Mr Barry has gone to the airport because he is going on a business trip. _____
- 7 Lucy's idea is to wear their international clothes. _____
- 8 Fred's idea is to bring in their old clothes. _____

2 Think about the answers to these questions.

- 1 Why is class P6 putting on a fashion show?
- 2 Do you have special clothes in your country? What are they called?
- 3 Why do you think Mr Barry brought the wrong bag?
- 4 What do you think class P6 should do about their problem?

3 Number the countries.



Name the clothes and write the countries. kimono sari sarong kilt



68 Unit 6 Reading: comprehension; true/false; inferential and personal response questions

Reading comprehension and vocabulary (PB p 68)

Read again

Re-read with the class *The most amazing fashion show* or play track 9 again.

Activity 1

Ask a child to read the first statement. Ask if it is true or false. Elicit an answer. Check with the class. The children write **false**. Ask what the correct sentence should be. Continue with the other sentences.

Workbook: Reading comprehension and vocabulary (WB p 53)

Check the children understand the tasks.

Exercise 1

The children re-read the two scenes of the play independently.

Exercise 2

Remind the class to read all the phrases before they begin to answer.

Exercise 3

Tell the children to try to answer without using a dictionary first, then to check their answers in Dictionary 6.

Workbook answers

Exercise 2

1 e 2 i 3 j 4 f 5 a 6 d 7 c 8 b 9 g 10 h

Exercise 3


1 scene 2 plot 3 stage directions 4 costume

5 character 6 lines

Reading comprehension and vocabulary

1 Read *The most amazing fashion show* again.

2 Match the sentence beginnings and endings.



1 Lucy liked	a a cotton jacket and skirt.
2 Joe liked	b a giant ice cream costume.
3 Anna liked	c a shiny green frog costume.
4 Fred thought that the Scots kilt	d looked like a skirt.
5 Anna was wearing	e the sari from India.
6 Joe thought that the kilt	f was interesting.
7 Lucy held up	g the script.
8 Joe found	h a large bag.
9 Miss Pye was holding	i the kimono from Japan.
10 Mr Barry brought	j the sarong from Malaysia.

1 2 3 4 5 6 7 8 9 10

3 Write the word next to the correct definition.

costume stage directions lines scene plot character

1 a part of the play	_____
2 what happens in the play	_____
3 the instructions for the actors	_____
4 what an actor wears	_____
5 a person in the play	_____
6 the words the characters say	_____

Unit 6 Matching beginnings/endings; definitions

53

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 future passive

Vocabulary from Lesson 1

Materials PB p 69; WB p 54; GPB p 27

Time division

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

Warm-up

Ask passive voice questions around the class. For example: *What are the desks / my pen / this book / the window (etc.) made of? Who was your last lesson taught by? Who was the school bus driven by?* etc.

Activity 2

Explain the true/false activity.

Ask a volunteer to read the first sentence. Elicit *true* or *false*. Check the class agrees. Tell them to look back to the text if they are not sure.

Ask the class to correct any false sentences.

Continue in the same way with the other sentences.

Answers: 1 false: ... in the school hall 2 true 3 false: ... by Mrs Barry 4 false: ... in P6 5 false: ... will be solved 6 true

Activity 3

Point out the first picture and the prompt words.

Ask a pair to read the two speech bubbles. Write the sentences on the board and point out the order of the words in the question.

Give the class a moment to look at the pictures and the other prompt words.

Ask a volunteer to read the phrases in the box.

Ask a child to read the prompt words for number 2. Write them on the board.

Prompt/Elicit the complete question from the class and write it on the board.

The class reads.

Ask what the answer is. The children look in the box for the appropriate phrase to answer.

Write the correct answer on the board.

Continue in the same way with the other sentences.

Answers

2 Where will the bridge be built? It will be built across the river 3 What will the dress be made of? It will be made of cotton. 4 How will the chicken be cooked? It will be cooked with tomatoes and onions. 5 Who will the children be taught by? They will be taught by a new teacher. 6 Why will the tree be chopped down? It will be chopped down because it's dangerous.

Grammar

1 Look!



Smile! It's grammar time!



There is going to be a fashion show tomorrow.
The show will be put on in the school hall.
The clothes will be worn by the children in P6.
The clothes will be brought to school by Mrs Barry.

2 Read these sentences about *The most amazing fashion show*. Are they true or false? Write T or F.

- 1 The fashion show will be put on at Mr Barry's shop. _____
- 2 The stage in the school hall will be used for the show. _____
- 3 The clothes will be brought to school by Miss Pye. _____
- 4 The clothes will be worn by the children in P3. _____
- 5 The problems will not be solved. _____
- 6 The show will be enjoyed by the children's families. _____

Correct the sentences which are false.

3 Ask questions. Answer them using the words in the box.



When - house - finished?

When will the house be finished?

It will be finished next year.

Where - bridge - built?

What - dress - made of?

How - chicken - cooked?

Who - children - taught by?

Why - tree - chopped down?

next year
because it's dangerous
with tomatoes and onions
of cotton
across the river
a new teacher

Unit 6 Grammar: future passive

69

Grammar (PB p 69)

Activity 1

Point out the picture and ask a volunteer to read the words on the poster in the picture.

Ask other children to read the sentences.

Write the last three sentences on the board and underline the future passive structures.

Point out that the future passive is *will be* + past participle.

Workbook: Grammar (WB p 54)

Make sure the children understand the tasks.

Exercise 1

Go through the structure of the future passive before the children begin, if you wish. Alternatively, go through the whole exercise orally first.

Exercise 2

Remind the class of the order of words in the question form.

Exercise 3

Make sure the children understand the order of words in the negative form of the future passive.

Workbook answers

Exercise 1

- 1 will be put on 2 will be used 3 will be brought
4 will be worn 5 will be invited 6 will be solved

Exercise 2

- 1 When will the house be built?
2 Will it be finished soon?
3 Where will the sheep be taken?
4 Will they be sold at the market?
5 How will the ship be saved?
6 Will it be broken by the waves?

Exercise 3

- 1 The car will not be mended.
2 The play will not be performed next week.
3 The children will not be given presents.
4 The dresses will not be made of silk.
5 A hotel will not be built near the beach.
6 The school will not be shut tomorrow.

Grammar

1 Complete the sentences with the verbs in the box. Use the future passive.

bring solve wear use put on invite

- 1 The fashion show _____ in the school hall.
2 The stage in the hall _____ for the show.
3 The clothes _____ to school by Mrs Barry.
4 The clothes _____ by the pupils in P6.
5 The children's families _____ to the show.
6 All the problems _____

2 Make questions. Use the future passive.

1 When - the house - build?

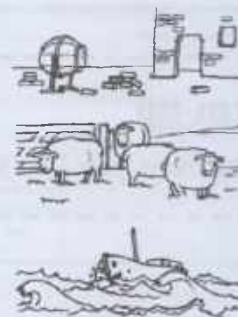
2 it - finish - soon?

3 Where - the sheep - take?

4 they - sell - at the market?

5 How - the ship - save?

6 it - break - by the waves?



3 Make the sentences negative. Add not.

- 1 The car will be mended. _____
2 The play will be performed next week. _____
3 The children will be given presents. _____
4 The dresses will be made of silk. _____
5 A hotel will be built near the beach. _____
6 The school will be shut tomorrow. _____



Unit 6 Future passive

Grammar Practice Book (GPB p 27)

When the children have completed the PB and WB Grammar pages, they may complete GPB page 27.

Grammar Practice Book answers

Activity 1

- 2 The cakes will be made by the parents. 3 Room 3 will be used by the children in the play. 4 The songs will be sung by the children at 4 o'clock. 5 All the parents will be invited on Monday. 6 Costumes will be worn by the teachers.
7 The play will be performed in the hall at 5 o'clock.
8 The play will be performed by the children.

Activity 2

- 2 Will the play be performed in the park? No, it won't. 4 When will the play be performed? At 5 o'clock. 6 What will be made by the parents? Cakes.

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 *What are you reading? You never read plays.*

Key vocabulary personal habits and appearance

Materials PB p 70; CD B track 10; WB p 55; GPB p 28

Time division

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

Warm-up

Say the chant from Unit 5, PB page 63, track 7.

Grammar in conversation (PB p 70)

Activity 1

Point out the picture. Ask *What are Alex and Lucy doing?*
Alex is reading. Lucy is talking to him.

What is Alex thinking about? Ask the class for suggestions.
Play track 10. The children listen and follow in their books.

Activity 2

Read the instruction and the questions to the class.

Ask two children to read the examples about Anna and Freddy to the class.

Give the children a minute or two to write down something about three other people in the class: what they usually do and what they are doing now.

Ask as many children as possible to say sentences to the class.

Activity 3

Explain the task to the class. Point out the useful phrases.

Ask two children to read the example questions. Tell the class they must at least answer the first question, giving a reason. Tell them that their conversation need not be as long as the one they read but they should keep talking for as long as they can.

Then they change over and the other child asks the question. Go around listening while the children talk. Let one or two pairs say their conversation in front of the class while the others listen.

Grammar in conversation

1 Listen and read.

Lucy: What are you reading?
Alex: I'm reading a play.
Lucy: A play? You never read plays.
Alex: Well, I'm reading a play now.
Lucy: You always read comics and magazines.
Alex: Yes, but today I'm reading a play.
Lucy: But you never read plays.
Why are you reading a play?
Alex: Go away! Leave me alone!
Lucy: Tell me.
Alex: No.
Lucy: Oh, go on.
Alex: All right. I want to be an actor.
Lucy: An actor? You!
Alex: Yes, me. So, I'm reading a play. OK?



2 Think, write and say.

Look at your classmates.

What do they usually do? What do they never do? What are they doing today?

Anna usually wears a white blouse.
Today she's wearing a blue one.

Freddy is usually very quiet.
Today he's being noisy!

3 Let's talk.

Make up a conversation like the one between Lucy and Alex.

Why are you wearing trainers?
You never wear trainers.

Why are you eating an orange?
You never eat oranges.

Useful phrases
Go away!
Leave me alone!
Tell me!
Oh, go on!



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Unit 6 Grammar in conversation: Present simple and present continuous

Workbook: Grammar in conversation (WB p 55)

Make sure the children understand the tasks.

Exercise 1

Remind the class that the present simple is used for actions that people do always, often, sometimes or never. The present continuous is used for actions that are happening now.

Exercise 2

Point out the picture: the girl is trying to see what the boy is writing and he does not want her to see. Tell the class to read all the words in the box before they try to complete the dialogue. Advise them to read it through when they have finished to check it makes sense.

Workbook answers

Exercise 1

1 works, is ... working, is riding 2 go, are going, is driving 3 watches, is watching, is laughing

Exercise 2

Max: poem Katy: write Max: Well, writing Katy: Why Max: business Katy: Tell Katy: go on Max: Go away

Grammar Practice Book (GPB p 28)

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


1 has, is having 2 is reading, reads 3 phones, is phoning

Activity 2


2 Angela usually visits her friend, but today she is going to the beach. 3 Tom and Tina usually have lunch with their aunt, but today they are watching a football match. 4 Nathan usually goes to karate class, but today he is playing tennis.

Grammar in conversation


1 Complete the sentences with the verbs in brackets. Use the present simple or the present continuous.



(work, ride)
This is James Clark. He is a teacher.
He _____ at a school in the city.
He _____ not _____ today.
He is in the country and he _____ a horse.



(go, drive)
Lisa and Tom usually _____ to school by bus.
Today they _____ by car.
Their mother _____ them to school.




(watch, laugh)
Jim always _____ TV after school.
Today he _____ his favourite programme.
It is funny and he _____.

2 Complete the conversation. Use the words in the box.

Go away go on Why Well Tell
poem writing write business

Katy: What are you writing?
Max: A _____
Katy: What? You never _____ poems.
Max: _____, I'm _____ a poem today.
Katy: _____?
Max: It's none of your _____.
Katy: _____ me.
Max: No.
Katy: Oh, _____!
Max: No! _____!



Unit 6 Present simple and present continuous 55

Lesson 5 Spelling, Use of English

Lesson aim Spelling; song; Use of English

Lesson targets Children:

- listen to pronunciation of words beginning *re*
- practise spelling and writing words beginning *re*
- understand and sing a short song

Key language (song) *One day I'll be ...*

Target words *rewrite, redo, replay, replace, repay, remove; remember, rehearse, return, repeat*

Materials PB p 71; CD B tracks 13–14; WB pp 56–57, GPB p 29

Time division

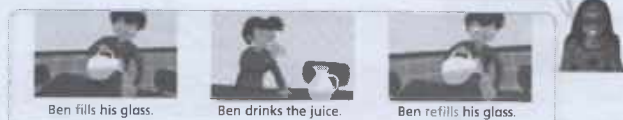
W-up	Spelling	Song	Use of English	WB
------	----------	------	----------------	----

Warm-up

Word chain. If you wish to make the game more challenging, choose a variation. (See Games, p 214.)

Spelling

Some words begin with *re*.



1 Write the words. Listen and say the words.

- 1 re + write = _____ 2 re + do = _____ 3 re + play = _____
4 re + place = _____ 5 re + pay = _____ 6 re + move = _____

2 Write the word next to the correct definition.

- 1 to play again _____ 2 to pay back _____ 3 to put back _____
4 to fill again _____ 5 to take away _____ 6 to do again _____

3 Read these words. Underline *re* in each word. Discuss what each word means.

remember rehearse return repeat

4 Write the words under the correct picture.



5 Listen and sing.

One day I'll be a famous star
And stand upon a stage.
One day I'll see my name in lights,
My face on the front page.

And everyone will love me
And come from near and far.
One day I will be beautiful.
One day I'll be a star.



Unit 6 Spelling: prefix *re*

71

Activity 2

Ask different children to read out the definitions.

Ask a volunteer to read the first definition and to tell you the word. Check everyone agrees. The children write.

Continue with the other definitions and words.

Answers: 1 replay 2 repay 3 replace 4 refill
5 remove 6 redo

Activity 3

Ask different children to read the words.

The children underline the *re* prefix.

Ask the class to explain the meaning of each word. It is not necessary for them to give a dictionary definition but it should be clear that they understand the words.

Answers

remember: to think of something, especially something you had forgotten

rehearse: to practise a play or a show, or the music for a concert

return: to come back to a place again

repeat: to say words again or do an action again

Activity 4

Given the class a few moments to look at the pictures.

Ask volunteers to suggest which word from activity 3 fits each picture. Check everyone agrees. The children write.

Answers: 1 rehearse 2 return 3 repeat 4 remember

Activity 5

Ask the class *What is the girl dreaming about? being on stage and performing*

Play track 13. The children listen and follow in their books. Read the words with the class and explain any unfamiliar language.

Play track 13 again. The children join in.

Play track 14. The children sing to the music.

Ask the class *Do you dream about what you might do in the future?*

To complete classroom Lesson 5, move on to Use of English, WB p 57.

Spelling (PB p 71)

Spelling box

Point out Miss Sparkle's speech bubble. Tell the class to listen and follow in their books.

Play track 11. The children listen.

Read the sentences. The class repeats.

Activity 1

Give the children a time limit to write the complete words.

Play track 12. The children listen and repeat.

Workbook: Use of English (WB p 57)

Read Miss Smart's first speech bubble to the class.
Ask a volunteer to read the example sentence. Write it on the board. Invite volunteers to label the subject and the verb.
Read the second speech bubble.

Exercise 1

Give the class a time limit to circle and underline.
While they do so, write the sentences on the board.
Ask volunteers to circle and underline on the board. Check with the class that it is correct. Other children check their work.

Read Mrs Swift's first speech bubble.

Ask a volunteer to read the example sentence. Write it on the board. Invite volunteers to label the subject, verb and object.
Read the second speech bubble.

Exercise 2

Ask a volunteer to read the first sentence. Ask what the object is.
Elicit the answer and check with the class. The children circle the word. Continue with the other sentences.

Exercise 3

The children think of words to complete the sentences. Give them a time limit. Ask as many children as possible to read out their sentences.

Workbook answers

Exercise 1

- 1 The children listened.
- 2 The rehearsal began.
- 3 Anna was walking.
- 4 Mr Barry arrived.

Exercise 2

- 1 Miss Pye watched the children.
- 2 The children opened the bag.
- 3 Joe picked up a costume.
- 4 Miss Pye and the children left the hall.

Workbook: Spelling (WB p 56)

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

Exercise 1

Remind the class to read the words when they have written them. Remind them to check their spelling.

Exercise 2


The children write the best word for each picture.

Use of English

A simple sentence has a subject and a verb.

Miss Pye was talking.

subject verb



Remember!
The subject does the action.
The verb is the action.


1 Read these sentences. Circle the subject. Underline the verb.

- 1 The children listened.
- 2 The rehearsal began.
- 3 Anna was walking.
- 4 Mr Barry arrived.

A simple sentence can have an object.

Lucy liked the sari.

subject verb object



Remember!
The object can be a person or a thing. It can be singular or plural.

2 Read these sentences. Circle the object.

- 1 Miss Pye watched the children.
- 2 The children opened the bag.
- 3 Joe picked up a costume.
- 4 Miss Pye and the children left the hall.

3 Think of an object to complete these sentences. Write the object.

- 1 Joe did not like the _____.
- 2 Miss Pye phoned _____.
- 3 The wind blew the _____.
- 4 The children rehearsed the _____.

Unit 6 Word order **57**

Exercise 3

Remind the class that the answers are all in exercise 1. They should read each sentence and think about the meaning of the word they need, then find the word with that meaning in exercise 1.

Workbook answers

Exercise 2 1 refill 2 repay 3 remove 4 replace

Exercise 3 1 rehearse 2 remember 3 repeat
4 return 5 redo 6 replay

Grammar Practice Book (GPB p 29)

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

2 S 3 O 4 V 5 O 6 S

Activity 2

- 2 The girls = S; are making = V; cakes = O
- 3 He = S; has bought = V; six CDs = O
- 4 She = S; likes = V; cats = O
- 5 The little girl = S; cried = V
- 6 My brother = S; writes = V; poems = O
- 7 I = S; am reading = V; a book = O
- 8 My mother = S; is singing = V

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)
- practise vocabulary and structures for independent writing (session 2)
- write the last scene of a play independently (session 2)

Key structure and language from the unit

Vocabulary from the unit

Materials PB p 72; WB pp 57–58

Time division (session 1)

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

Time division (session 2)

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


Session 1 Warm-up

In pairs, the children think of many words beginning with *re* as they can in 30 seconds.

Class composition

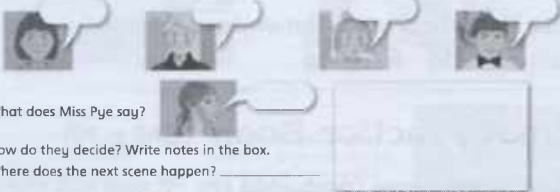
Let's write the next scene of the play.

Fred Lucy Joe Anna



1 Read and discuss the questions.

The children must decide what they are going to wear for the fashion show. Do they all agree? Do they have different ideas? What do they say about fancy dress? international clothes? their own clothes?



What does Miss Pye say?

How do they decide? Write notes in the box.

Where does the next scene happen?

2 Write Scene 3.

Remember to set it out as a play.

Remember to write stage directions.

72 Unit 6 Class composition: writing a scene of a play

Point out the pictures and give the class time to look carefully at what the children are wearing.

- 3 Read out the problem and the questions that follow. Ask *What kind of clothes are they wearing in the first group? fancy dress. The second group? international clothes. The third group? their own modern clothes* Ask the class to tell you who looks pleased and who looks cross in each group.

The children should be able to work out that:

- Lucy and Anna don't like their fancy dress but Joe and Fred do.
 - Joe and Fred don't like their international clothes but Lucy and Anna do.
 - Fred likes his own clothes. Lucy doesn't like hers. Anna and Joe don't look very happy either.
- 4 The children work in pairs or small groups. Give each pair or group a character. Ask them to note what their character might say about the different clothes.
- 5 Give them a time limit, then ask a Lucy group what she says about the international clothes. Ask another Lucy group what she says about the fancy dress and another what she says about her own clothes.
- Do the same with the other characters.
- 6 Ask the class what they think Miss Pye says about the clothes and the show.
- 7 Write *Choices* on the board. If possible, let the class help you list them:
- all wear fancy dress
 - all wear international clothes
 - all wear their own modern clothes
 - all wear something they like.
- 8 Ask the class to discuss in their groups which is the best choice. Ask for their choices. Take a class vote if there is no agreement.
- 9 Help the class to decide where the next scene happens. *Is it in the classroom? the school hall? somewhere else?* Note their answer.

Activity 2

- 1 Help the class to write the scene. Begin with the setting and a list of the characters.
- 2 Write Lucy as the first speaker and elicit her first line. The children should be able to think of one line for each character saying what they don't like and another line for each character saying what they do like.

Class composition (PB p 72)

Activity 1

- 1 Remind the class of the play *The most amazing fashion show* and the two scenes they read on PB pages 66–67. Ask if they can remember the names of the children in the play. Ask the class if they can remember what the problem was. **Mr Barry brought a bag of fancy dress clothes instead of the modern clothes for the fashion show.** Point out Mr Smash's speech bubble. Explain to the class that they are going to write the next scene.
- 2 First, they will have to work out a solution to the problem.

- Ask for suggestions about what Miss Pye says about the problem. Write what she says.
End the scene when Miss Pye and the children have decided what each of them is going to wear for the show.
- Ask different children to play a character and read the scene.
Ask Does it make sense?
Make any changes that you and the class agree to. Let another group read the final version to the class.

See page 117 for an example composition.

Session 2 Warm-up

Find the word. Game 2. Play this game with a spread of the Dictionary including Unit 6. (See Games, p 216.)

Workbook: Writing preparation (WB p 57)

Exercise 1

Make sure the children understand that the choice of characters is their own. There are eight spaces, but they may include more or fewer than eight characters in their play. Remind the class that there are four children and Miss Pye – all of whom should be included – and they may add more characters as they choose. Briefly discuss the possibilities for other characters with the class if you wish.

Exercise 2

Explain to the class that they may write what each character wears for the show according to what was decided in the Class composition lesson.

Alternatively, the children may make their own decisions about what each person should wear.

Tell them to note down the clothing for each of the characters first. They should then write the words that each character says about their clothes.

Exercise 3

Tell the children to think what the different people would do or say after the show. *Would they clap? What would they say to Miss Pye? What would they say to the children?*

Workbook: Composition practice (WB p 58)

Exercise 1

The children write the complete scene. Remind them to use their notes from page 57 to help them list the characters, to write where the scene takes place and the first stage directions.

Tell them they may look in their PB on page 67 to see how Miss Pye introduced the show in the rehearsal. They may use her words for the first lines. If you wish, write them on the board or let the children copy from their PB.

Then they complete the scene, writing their own sentences for each character. If necessary, remind them how to set out the play with the name of the character first, then the words the character says.

Go around helping and monitoring as they work.

Scene 4 is the fashion show. It's the last scene of the play.

Writing preparation

1 Think about these questions. Write notes.

Who has come to watch the show? the families? Mr Barry? Mrs Barry?
Decide which characters are in the scene. Write the names. *You don't have to use all the spaces.*

Where does the scene happen? Write the place.

2 What is each person wearing? Write notes.
What do they say about their clothes? Write sentences.

Anna is wearing _____
I am wearing _____ It is made of _____
It has got _____

Fred is wearing _____
I am wearing _____ It is made of _____
It has got _____

Joe is wearing _____
I am wearing _____ It is made of _____
It has got _____

Lucy is wearing _____
I am wearing _____ It is made of _____
It has got _____

3 What do these people say after the show? Write notes.

the families _____ Miss Pye _____

Mr Barry, Mrs Barry _____ the children _____

Unit 6 Making notes for a play

Composition practice

1 Write the last scene.

Write the names of the characters first. Write the words they say.
Remember to write stage directions to tell the actors what to do.

Scene 4: _____

Write the first stage directions here.

Miss Pye: *Welcome to our show everyone. Usually the children*

Remind them to read through their work to check for their own mistakes.

The children may make neat copies of their scenes for their portfolios.

If possible, let groups of children take turns to act out one or more of the scenes they have written.

Assessment

The children do not need to write long or complex structures for this writing task as everyday speech often uses short, simple sentences.

In assessing the task, look for writing which

- lists the characters
- gives stage directions in the present tense
- is correctly set out with the name of the character followed by the spoken words.

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 *shy*

Materials PB p 73; CD B track 15

Preparation Listen to track 15 before the lesson

Time division

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

Ask the class to tell you as much as they can remember about the previous episode. Ask, for example:

Who did Meg phone? **her friends**

Where did they go? **to the TV station**

Who wanted to interview Mr Roach? **Aunt Jane**

What did he say? **He said that they could not stop him.**

What animal was in the valley? **a kingfisher**

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

Ask Who was Tom Winter? **a wildlife expert**

Where did the children take him first? **to Kingfisher Valley**

Who did they take him to see? **Miss Havers**

What did Tom Winter say he could do? **buy the valley**

Activity 2

Tell the class to look at each picture, listen and follow the story.

Play track 15. The children listen and look.

Activity 3

Ask questions to check understanding:

Who did Dan write to? **Tom Winter**

Did Tom Winter like the valley? **Yes.**

What animal did Meg hope they would see? **a lynx**

Why did Tom Winter want to buy the valley? **because it was a special place and he wanted to protect the birds and animals**

What was the valley going to be? **a wildlife park**

Who was angry at the end of the story? **Ken Roach**

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

Optional

1 Ask the class if they liked the ending to the story. Ask if they think it should have a different ending. What other ending could the story have?

2 The children use the play script to read and act out the story in groups or as a whole class.

If you have time, or for an end of term presentation, the children could act out the whole story. For a presentation, you may wish to have the same children taking the same speaking roles throughout, with other children taking the parts of Dan and Meg's friends, people in the hotel and people in the crowd.

For a classroom presentation, you may wish to divide the class into up to six groups and let them act one episode each.

Suggested homework task: Children complete Check-up 6

Listening

1 Look and read. 2 Look, listen and read. 3 Talk about it.

Kingfisher Valley — Part 6



Unit 6 Listening

Listening (PB p 73)

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 Kingfisher Valley**

Listening audioscript: Kingfisher Valley – Part 6

Do you remember? Ken Roach was planning to buy Kingfisher Valley from Miss Havers. He wanted to build hundreds of houses there and make a lot of money. Meg and Dan discovered his plans. They wanted to stop him. Dan wrote a letter to somebody. Meg and her friends went to the TV station and spoke to Jane Fox, a TV reporter. She was interested in the story and tried to speak to Ken Roach about his plans but he became angry. Ken Roach said that nobody could stop him. Just then somebody arrived. Who was it?

1 *The crowd turned to look at the man who had just arrived.*

Tom W: You will not succeed in your plans, Mr Roach!

Ken R: Who are you?

2 Lady: I know that face. Who is he?

Man: That's Tom Winter, the wildlife expert.

Lady: Oh, yes! He's on TV.

3 *Dan and Meg stepped out of the crowd.*

Tom W: Hello! You must be Dan.

Dan: How do you do, Mr Winter.

Tom W: Thank you for writing to me, Dan. I was very glad to get your letter. And your photos are excellent.

Dan: Thank you very much.

Meg: Would you like to see Kingfisher Valley, Mr Winter?

Tom W: Yes, I would. Let's go there now.

4 *Dan and Meg took Tom Winter to Kingfisher Valley. They walked along the path next to the river.*

Tom W: What a beautiful river!

Meg: It's lovely, isn't it?

Dan: Look! There's a kingfisher!

Tom W: Oh, yes! How fantastic!

5 *Next they walked through the forest.*

Tom W: What a marvellous forest!

Dan: Yes, it's full of animals and birds and insects.

Meg: I hope we see the lynx.

Tom W: They're very shy animals, you know. And very rare, of course. You were lucky to see one.

Dan: Yes, I know.

6 *Finally, Tom Winter and the children arrived at Hawkwood House.*

Dan: This is where Miss Havers lives. She owns the valley.

Tom W: Well, I must speak to her.

7 *They rang the bell and waited. Finally, Miss Havers opened the door and looked out suspiciously. Tom Winter smiled kindly.*

Tom W: Good afternoon, Miss Havers. My name is Tom Winter. I'd like to speak to you about Kingfisher Valley.

8 *They went into Miss Havers' living room.*

Miss H: How can I help you, Mr Winter?

Tom W: Well, as you know, Miss Havers, Kingfisher Valley is a very special place. In fact, it's a very important place. There are rare birds and animals here. We must protect them.

9 Miss H: I know, Mr Winter. I have lived here all my life and I love it, too. I don't want to sell the house and the land but I am a poor, old woman. I have no money, nothing at all. I'm sorry but I must sell it.

10 Tom W: All right, Miss Havers. Sell the house, sell the forest, sell the river. But don't sell it to Ken Roach! Sell it to me! I can buy Kingfisher Valley!

11 Miss H: You want to buy Kingfisher Valley?

Tom W: Yes, Miss Havers. I want to buy it.

Miss H: But why?

Tom W: Well, I don't want to cut down the trees and I don't want to build houses. I want to protect Kingfisher Valley. It can become a wildlife park!

Meg: Oh, that's wonderful!

Dan: That's fantastic!

Miss H: Thank you very much, Mr Winter! That's marvellous!

12 *Later that day, Tom Winter spoke to Aunt Jane, the TV reporter, outside the Grand Hotel.*

Jane F: So, Mr Winter, is it true that you are going to buy Kingfisher Valley?

Tom W: Yes, that's right. The valley will not be destroyed. The valley will become a wildlife park for everyone to enjoy. I am very happy to tell you that Kingfisher Valley will be saved!

Crowd: Hooray! Hooray!

Inferential, deductive and personal view questions

Why did Dan write to Tom Winter? because he wanted Tom Winter to help save the valley

Why did Dan and Meg take Tom Winter to the valley? so that they could show him the birds and animals

Why was Miss Havers feeling sad? because she was going to sell the valley to Mr Roach but she did not want it to be destroyed for houses

Why was Ken Roach angry at the end? because he would not be able to build the houses and make a lot of money

Do you think Dan and Meg were clever? Why?

Was it a good idea to make the valley a wildlife park? Why? Why not?

Do you know of any natural places that have been destroyed for houses? What did you think about it?

Revision 3

Revision 3; Listening skills round-up 3; Project 3

Aim Revision

Targets Children:

- listen to a play with key language and vocabulary from Units 5 and 6
- practise listening skills

- prepare for a design and (acting) project

Materials PB pp 74–75, 132; CD B tracks 16, 17

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 game, song or poem that the children have enjoyed.

Revision 3

1 Listen and read. 2 Talk about the play. 3 Act the play.

How the leopard got its spots

Characters: Narrator 1, Narrator 2, a man, a zebra, a giraffe, a leopard, a monkey

[scene 1] The African grassland

[The zebra is looking across the grassland. The giraffe is eating leaves from a tree.]

Narrator 1: The leopard and the man were out hunting one day. The grey zebra saw them just in time and he shouted to the orange giraffe.

Zebra: Run, Mr Giraffe! Run! The leopard and the man are hunting us again. Run!

Giraffe: Oh dear! They hunt us every day. They are yellow like the rocks and the grass. I can never see them. Oh, dear! We will be killed!

Zebra: Hurry! We must run far away.

[The zebra and the giraffe run away. Then the leopard and the man run on.]

Leopard: They've gone. That's most annoying.

Man: Never mind. We'll catch them another day.

Narrator 2: But they didn't catch them another day. The man and the leopard were puzzled. They went to ask the wise monkey a question.

Man: Where have the animals gone? Tell us, wise Mr Monkey.

Monkey: You'll have to go to the forest. When you get there, look carefully!

Leopard: I always look carefully. I'm a leopard!

Monkey: That's true, Mr Leopard, but perhaps you'll have to look more carefully.

[scene 2] The forest

[The zebra and the giraffe are hiding in the trees.]

Narrator 1: The zebra and the giraffe had been living in the forest for a long time, but when the leopard and the man went to the forest they couldn't find them anywhere.

Leopard: We haven't caught them. We haven't even seen them! This is hopeless!

Man: I agree. Let's hunt at night instead. We will smell the animals at night.

Narrator 2: When it was dark the Leopard caught the zebra and the man caught the giraffe. [The leopard and man catch the animals.] They held onto them until morning.

Man: This looks like a zebra but it's stripy. It's got black and white stripes!

Leopard: This looks like a giraffe but it's patchy. It's got brown patches all over. Why couldn't we see you yesterday?

Zebra: Let go of us and we'll show you. Look. We'll stand by these trees.

Giraffe: Now, we'll count 1 ... 2 ... 3 ...

[The zebra and the giraffe disappear into the trees.]

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Revision 3

Revision 3 (PB pp 74–75)

Read the title. Tell the class to look at the picture.

Ask *What do you notice about the man and the leopard in the picture? They both have yellow skins and the leopard does not have spots.*

Tell the class to look at the text. Ask *Is this information, a play or a story?* They should recognise it is a play and be able to point out that the dialogue is set out with the name of each character then the words the character says without speech marks. They may also notice the text is divided into scenes and the characters are listed before the first scene.

Activity 1

Play track 16. The children listen and follow.

All of the language should be familiar to the children. Check understanding of any less well-known words or phrases.

Activity 2

Ask questions about the play. Use any of the following or any questions of your own: *What animals are in the play? a zebra, giraffe, leopard, monkey. What colour was the zebra in the beginning? grey. What colour were the man and the leopard? yellow like the rocks and grass. Who did the man and the leopard go to see? the wise monkey. What did they ask the monkey? They asked where all the animals had gone. Where did the monkey tell them to go? to the forest. What did the leopard catch in the night? the zebra. What did the man see on the zebra? black and white stripes. What colour were the patches on the giraffe? brown. What did the zebra and the giraffe do when they were let go? They disappeared. Who was shiny like the sun? the leopard. What did the man glow like? a yellow flame. How did the man change? His skin changed from yellow to black. Why didn't the leopard change to black? because yellow was his favourite colour. How did the man help the leopard? He put black marks all over him. What did the man and leopard do then? disappeared. How many spots are in a group on a leopard's skin? five*

If you wish, ask questions that require the children to think about their answers. Use these or any questions of your own: *Why did the zebra and the giraffe change the colours of their skins? so they would not be caught. Do you think the zebra was clever? Why? Why not? The children may realise that the zebra and the giraffe escaped by showing the man and leopard how they could disappear. Do you think the man's idea for a pattern on the leopard was a good idea? The children may know or realise that the black spots help the leopard to hide in the shady forest.*

Activity 3

If you wish, play track 16 again and/or choose children to act out the play.

Man: They've gone!

Leopard: How did they do that? They seemed to just ... disappear!

Man: Hmm ... Do you know Mr Leopard? You shine like the sun in this dark forest.

Leopard: [crossly] And you glow like a yellow flame.

Man: Well, I'm going to change! Watch this!

Narrator 1: There and then, the man changed his yellow skin to black skin.

Leopard: That's amazing. You've almost disappeared in the darkness. But what about me? I don't want to be black all over. I like yellow. It's my favourite colour.

Man: What about a little bit of black? There's plenty left on my skin. Look, I'll put black on you with my fingers.

Narrator 2: The man touched the leopard all over with his fingers and made a pattern of five black spots all over his yellow fur.

Man: There! Now we can both hide in the forest. We can catch our dinner! Come on!

Narrator 1: The leopard liked the pattern that the man had made. He disappeared into the forest. The man disappeared, too. [The leopard and man disappear into the trees.]

Narrator 2: If you look carefully at a leopard you can still see the pattern. There are groups of five black spots all over the leopard's body.

(Based on the story by Rudyard Kipling)



Listening

1 Talk about the pictures.

Why is an Arctic fox white? Is it easy to see the stick insect? Where is the frog?



2 Listen.

Professor Claire Jones is talking about animal camouflage. What does 'camouflage' mean?

3 Listen again. Then answer these questions.

- 1 Why do some animals use camouflage?
- 2 Why do some animals want to hide from others? Give two reasons.
- 3 What is special about the Arctic fox?
- 4 Why does Professor Jones call the octopus 'the King of Camouflage'?
- 5 What other creatures does she talk about? How do they use camouflage?

4 Talk about it.

Do you know of any other animals or birds which use camouflage? Discuss in groups.

Now you can do the project on page 132.

Listening: Understanding a factual talk

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Audioscript (PB p 75, Activity 2)

We all know that animals, birds, fish and insects are different colours. They have different patterns, too. Some have stripes, some have spots, some have no pattern at all.

Why is this? One reason for all the different colours and patterns in nature is that many animals want to hide from others. For these animals their colour, their shape and the patterns on their skin or their feathers is the same – or almost the same – as the place where they live.

Think of a tiger in the forest. The sun shines through the leaves of the trees and makes patterns of sunlight and shadows. The tiger, with its stripes of orange and black, is difficult to see. Think of a frog swimming in a pond. It's difficult to see the frog clearly because of the green patterns on its back.

This is what we call 'camouflage' – the colour and the pattern of a creature help it to hide in the place where it lives.

But why do animals want to hide? There are two reasons. Some animals want to hide from their enemies – the bigger animals that want to eat them. So the stick insect can easily hide in a tree. It will not be seen by the birds that want to eat it. Other animals want to hide when they are hunting. It's difficult to see a lion on the dry brown plains of Africa where it lives. Its light brown colour helps it to hide from the smaller animals which it wants to catch.

Some animals can change their colour. The Arctic fox, for example, has a brown coat in the summer but this changes to white when the winter snow starts to fall. Perhaps the most extraordinary example of an animal changing colour is the octopus. In front of a brown rock, it becomes brown; in front of green plants, it becomes green. The octopus can change to any colour and it takes only a few seconds to do this. To my mind, it really is the King of Camouflage!

Listening skills round-up 3 (PB p 75)

Activity 1

Ask the class which animals they recognise. They may only be sure of the frog. Read the questions and ask which animal is shown in the other two pictures.

Ask the children if they can give reasons for the colour of the fox: **It lives in a snowy place and it can hide because it is white like the snow.**

The stick insect is the same colour as the leaves and looks like a twig and leaves. The frog is the same colour as the things around it.

Activity 2

Read the information and the question. Tell the class they will find out what the word means as they listen.

Play track 17. The children listen.

Ask the question again. Elicit that camouflage is the colour and pattern of a creature that help it to hide by looking like surrounding objects. Explain that people can do this, too, by wearing clothes the same colour as the land around them.

Activity 3

Ask one or more children to read out the questions.

Play track 17 again. Tell the class to think about the questions as they listen. If your class has good listening skills, play the track without stopping, then discuss the questions. Alternatively, pause the track at a suitable point in order to discuss the answer to each question.

Activity 4

Children discuss this in small groups.

Answers

- 1 so that they can hide from other animals
- 2 so that they don't get eaten; so that they can't be seen when they are hunting
- 3 it can change the colour of its coat from brown in summer to white in winter
- 4 because it can change to different colours in a few seconds
- 5 the tiger – has strips to hide in the forest; lions hide on the brown plains

Project 3: Design a play (PB p 132)

Explain Project 3 to the children in the lesson. (See next page for guidance notes.) They may then complete Portfolio 3 and Diploma 3 in their Workbooks (see next page). Very able children may complete these tasks quite quickly and so can then begin Project 3 in class. Other children may need more time to complete the Portfolio and Diploma pages. All children may complete Project 3 for homework.

Portfolio and Diploma 3: Units 5 and 6

Project 3 (continued)

The project work could be done in groups with children dividing up the tasks of designing costumes, masks and scenery. Alternatively, they may work individually or in pairs.

This project can be simply a design task on paper.

Alternatively, if your class enjoys acting plays, it can be a real task. The children work in groups to find or make their costumes, masks and scenery. They take turns to act out the scenes. If you wish, choose a design for scenery and masks. Help the class to make the scenery and their own masks. Groups take turns to act one or both scenes of the play using the same scenery and their individual masks and costumes.

If you wish, this project may be included in the children's portfolio of written work.

If your class is able to act out the play, you may wish to record them and add the audio to their portfolios.

Portfolio 3 (WB p 133)

When the children have completed all the work in Units 5 and 6, they turn to page 133 in their WB.

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.

Listening

The children should listen again and check anything they are unsure of with the audioscript.

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 8–12 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 p 134)

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 the children's individual portfolios of work, along with a few examples of their best work from Units 5 and 6.

Completed Diploma page:

- 1 liked, had baked
sold, had made
will be worn
watch, playing
- 2 think
don't, think
- 3 *The meanings of patterns:* South America
The most amazing fashion show: Mr Barry
Kingfisher Valley: a wildlife expert
- 4 confidently
- 5 castle, calf

Answers to Check-ups 5, 6; Example writing

Units 5, 6

Check-up 5 (WB pp 50–51)

Exercise 1

1 sold, had made 2 lost, had bought 3 made, had picked
4 wrote, had lived 5 spoke, had met 6 ate, had caught

Exercise 2

Children's own answers using the phrases provided

Exercise 5 (example answer)

What a terrible day! Jenny lost the necklace that Aunt Lucy had given her. The cat ate the fish that Grandma had cooked for dinner. Billy broke the statue that Dad had bought in India. The wind blew down the tree that Grandad had planted. Mum forgot the cake that she had put in the oven. Dad fell over a toy that someone had left on the floor. It really was a terrible day!

Check-up 6 (WB pp 60–61)

Exercise 1

1 will be built 2 will be taken 3 will be taught 4 will be given

Exercise 2

1 When will the film be finished? 2 How will the problem be solved? 3 Will the cows be kept in the barn? 4 Will the car be mended?

Exercise 3

1 The new mall will not be opened in July. 2 The house will not be sold. 3 The trees will not be cut down. 4 The school will not be painted.

Exercise 4

1 goes, is, driving, is walking 2 visit, are, going, are studying
3 is sitting, is enjoying, watches

Exercise 7 (example answer)

Tom Park is a reporter. He writes newspaper stories. At the moment, he is standing outside the mall. The mall is closed. There are lots of people outside. The mall will be opened at 10.30. It will be opened by the famous actor, Johnny Johns. Music will be played by the town band. Balloons will be given to all the children. Everybody is very excited.

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' answer.

Unit 5 Class composition (example writing)

These dolls come from Russia. They are called Matryoshka dolls. They are made of wood. They are decorated with paint so that they look like people or animals. They are brightly coloured and they look pretty. There are usually five dolls altogether.

The cat dolls are different colours. The largest doll is black and white. It is holding a cake/sandwich. The next doll is brown and yellow. It is a man cat. The next doll is orange. It is wearing a headscarf and it is a lady doll. The smallest cat is a baby. It is black and it is wearing a pink headscarf. The smallest doll is not a cat. It is a small, grey and white mouse. The traditional dolls are all ladies. They are wearing headscarves and aprons. There is a pattern of flowers and leaves on their aprons. There is a pattern of flowers and spots on their headscarves. The largest doll is holding a black hen. The next doll is holding a yellow chick. The third doll is holding an egg.

Unit 6 Class composition (example writing)

Example of the start of the scene.

The Primary 6 classroom

[Miss Pye is talking to the class.]

Miss Pye: We have to do the fashion show this afternoon. Do you want to wear your own clothes from home?

Lucy: Fred has new clothes at home but I haven't.

Joe: Neither have I.

Anna: Nor me.

Miss Pye: Perhaps we can use some of the clothes in the bag.

Lucy: I don't want to be a chicken. It's a silly costume.

Anna: I don't want to be an ice cream. It's sillier than the chicken.

Fred: I could wear the space suit.

Joe: I could wear the pirate costume.

Miss Pye: Well, we must decide.

Anna: We could wear our international costumes.

Joe: That's a good idea. I could wear the kimono.

Fred: I don't want to wear the kilt.

Lucy: You could wear the space suit and be a cosmonaut from Russia.

Fred: OK, then.

Lucy: I'll wear my sari.

Anna: I'll wear my sarong.

Miss Pye: Excellent. Our show will be 'People from around the world'.

7 Let's visit Tahiti

Lesson 1 Poster 7, Reading

Lesson aim Reading

Lesson targets Children:

- (poster) learn about the features of a leaflet
- follow and read a leaflet
- understand the leaflet and answer oral questions about it
- practise reading the leaflet

Key structure indirect pronouns

Key language requests: *May I ... ? Can I ... ? Could I ... ?*

Vocabulary ocean, island landscape

Materials poster 7; PB pp 76–77; CD B track 18; WB p 62; Dictionary 6; world map/globe (optional)

Time division

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

Warm-up

Ask the children around the class where they would travel to if they could travel anywhere in the world. List the destinations.

Take a class vote if there are a few favourites places.

Tell the class they are going to hear about a place that many people want to visit.

Poster 7

Text type and vocabulary

- 1 Read the title. Tell children they will find out what Tahiti is.
- 2 Read the first two sentences. If possible, show the class where the Pacific Ocean is on a world map or globe.
- 3 Read the next sentence. Show the class where Tahiti is in the Pacific Ocean.
Explain that the islands in the Pacific are known for their peace and beauty.
- 4 Read the next sentence. Point out the water activities and read the words.
Explain the water activities if necessary.

Text type features

- 5 Read about what a leaflet does and how it looks. Point out the pictures.

- 6 Read the sentences about the words.

Read the example phrase. Check the children remember the meanings of all these words.

- 7 Read about why the words are chosen.

- 8 Read about how the information is arranged.

Point out the extract from the leaflet. Show the class that the sentences are very short and there is not a lot of detail or explanation.

Reading (PB pp 76–77)

- 1 Give the class time to look at the leaflet.

Ask *What is most of the space for on the leaflet? pictures*
What do most of the pictures show? what the island looks like

- 2 Play track 18. The children listen and follow in their books.
- 3 Read sections of the text to the class.

The children check or find meanings of words as necessary in their Dictionaries as you go through the text.

- 4 Ask questions about each part of the leaflet. Use the questions in the box below or any of your own.
- 5 Ask different children to read a few lines each of the leaflet.
- 6 Ask the children if they can guess why no wild land animals are mentioned.

If they cannot guess, explain that all the animals on Tahiti have been brought there by people. They have farm animals like goats, sheep and hens. The island is a long way from a big land area and no wild land animals, except birds, can travel there.

- 7 Play track 18 a final time.

Reading text questions

What do you get from the people when you visit Tahiti?
a big welcome

Where is the island? **in the South Pacific Ocean**

What are there around the island? **turquoise lagoons, white sand beaches, coral reefs**

What is the sea like? **warm**

What grows on the island? **flowers, fruits, trees**

How big are the waves for surfing? **10 metres**

How can you travel on the water? **jet-ski, canoe, sailing boat, windsurfer**

7 Let's visit Tahiti

Reading 1

An island in the South Pacific

There's a big **Welcome!** in Tahiti

a sparkling green jewel in a glittering blue ocean

Tahiti is an island of

- turquoise lagoons
- white sand beaches
- coral reefs

The beaches are fun and the sea is warm!

Tahiti is an island of

- flowers and fruits
- tall green rainforests
- mountains and waterfalls

There's so much to see and do!

Get active!

Try these amazing water activities:

- swim in the clear blue ocean
- surf 10-metre waves
- dive to the coral reef
- jet-ski round the island
- canoe across the calm lagoons
- sail between the islands
- windsurf across the bays

Would you like to touch the dolphins in the bay?

Explore!

Take a closer look at the islands

- by helicopter – look down on the volcanic peaks
- by 4 x 4 – take the fast way up the mountains
- on horseback – go slowly!
- by bike – stop wherever you like
- on foot – take the hidden pathways

May I show you our beautiful island?

Meet the friendly Tahitian people

Listen to the music and watch the incredible fire dance

I can make you a crown of flowers!

76

Unit 7 Reading: a persuasive leaflet

Unit 7 Reading: a persuasive leaflet

77

How can you look down on the island? **from a helicopter**

What is the fastest way to travel on the land? **by 4 x 4**

What is the slowest? **walking**

What are the Tahitian people like? **friendly**

What do they enjoy doing? **playing music and dancing**

What is the only animal mentioned in the leaflet? **horse**

Workbook answers

Exercise 1

1 takes 2 enjoys 3 went 4 go 5 opening 6 worked
7 were playing 8 will leave

Exercise 2

1 calm 2 sparkling 3 peaks 4 reef 5 explore
6 hidden 7 activities 8 horseback

Workbook: Study skills (WB p 62)

Make sure the children understand the tasks.

Point out Mr Flash's speech bubble. Explain that it is good practice to try to correct mistakes without being told the correct answer.

Exercise 1

Make sure the class understands that (v) means the mistake is in the verb which has been underlined to help them. They must look at the verb, work out why it is wrong and think of the correct answer.

Exercise 2

Remind the children to use all the clues in the sentence to help them think what the missing word is. Encourage them to complete the exercise without looking at the Reading text. They may check the spelling in their Dictionaries.

Lesson 2 Reading comprehension and vocabulary

Lesson aim Reading comprehension; vocabulary

Lesson targets Children:

- re-read *An island in the South Pacific*
- answer literal and inferential comprehension questions; give personal responses
- practise vocabulary using dictionaries to check definitions

Key structure and language from Lesson 1

Vocabulary from Lesson 1

Materials PB p 78; CD B track 18 (optional); WB p 63

Time division

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

Warm-up

Word races. Game 2. Give the class a time limit to make as many words as they can from the letters in the word: *windsurfing*. (See Games, p 216.)

Answers: 1 an island 2 the South Pacific 3 flowers, fruits, rainforests, mountains and waterfalls 4 diving 5 coral, fish 6 in the lagoons 7 in a 4 x 4 8 friendly

Activity 2

The children should be able to work out answers to these questions from the information in the text on the leaflet.

Answers

- 1 hot, because the sea around the island is warm, the sea is sparkling and glittering so the sun must be shining.
- 2 by a volcano; the word is *volcanic*
- 3 Children's own answers. Encourage them to give detailed reasons.
- 4 Children's own answers. Encourage them to think about their answers and what they would like to see the most.

Activity 3

- a The children scan the text to find the adjectives. List them on the board as they are found. The children write in their books.
- b Read the question to the class. Ask different children to read the three sentences. The children discuss the best answer in pairs.
- c The children scan the text to find the adjectives. Explain that these must not be colour adjectives this time. List them as they are found. The children write in their books.
- d Repeat the process used for part b.

Answers: a green, turquoise, white, blue
b It is natural and beautiful. c glittering, clear, calm
d It is clean and safe.

Reading comprehension and vocabulary

1 Answer the questions.

- 1 What is Tahiti?
- 2 Which ocean is Tahiti in?
- 3 What things can you see on the island?
- 4 What underwater activity can you do?
- 5 What things can you see underwater?
- 6 Where can you go canoeing?
- 7 What is the fast way up the mountains?
- 8 What are the Tahitian people like?



2 Think about the answers to these questions.

- 1 What do you think the weather is like on Tahiti? How do you know?
- 2 How was Tahiti formed in the ocean? One word tells you.
- 3 Which water activity would you like to do? Why?
- 4 Which transport would you choose to explore the island? Why?

3 Find the words.

- a Find four colour adjectives.

- b What do the colours above tell you about Tahiti? Tick the best answer.
It is an island with trees. _____
It is natural and beautiful. _____
It is far away in the ocean. _____
- c Find three adjectives to describe the water around the island.

- d What do the adjectives tell you about the sea around Tahiti? Tick the best answer.
It is dangerous. _____
It is deep. _____
It is clean and safe. _____

Reading comprehension and vocabulary (PB p 78)

Read again

Re-read *An island in the South Pacific* or play track 18 again.

Activity 1

Ask a child to read the first question. Elicit the answer. Check with the class that the answer is correct.
Do the same with the other questions. Make sure they look back to check their answers if necessary.

Workbook: Reading comprehension and vocabulary (WB p 63)

Check the children understand the tasks.

Exercise 1

The children re-read the text. Remind them to check any words they are not sure of as they read.

Exercise 2

Remind the class to check their answers with the text.

Exercise 3

Tell the class to check the definitions of words they are not sure of.

Exercise 4

The children read the words in the box and match them to words 1–7. Remind them to use a dictionary to check.

Workbook answers

Exercise 2

1 ocean 2 windsurf 3 dolphins 4 coral reef 5 jet-ski
6 canoe

Exercise 3

1 encourage 2 persuade 3 meet 4 explore
5 attractive

Exercise 4

1 peak 2 sparkling 3 order 4 persuade 5 pretty
6 discover 7 unseen

Reading comprehension and vocabulary

1 Read *An island in the South Pacific* again.

2 Choose the best word to complete each sentence.

coral reef canoe jet-ski windsurf ocean dolphins

- 1 Around Tahiti is the clear blue _____.
- 2 You can _____ across the bays.
- 3 You can touch the _____ in the bay.
- 4 You can dive down to the _____.
- 5 You can _____ round the island.
- 6 You can _____ across the calm lagoons.



3 Match the words and the definitions.

attractive meet encourage explore persuade

- 1 to say things that help people to do something _____
- 2 to say things that make people want to do something _____
- 3 to see and talk with someone _____
- 4 to go to a new place and see what is there _____
- 5 looking nice and pretty _____

4 Match and write the words that have the same or similar meanings.

pretty persuade peak sparkling unseen discover order

- 1 mountain _____
- 2 shining _____
- 3 arrange _____
- 4 encourage _____
- 5 attractive _____
- 6 explore _____
- 7 hidden _____



Check in your Dictionary!

Unit 7 Cloze; definitions; synonyms

63

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 indirect pronouns

Vocabulary from Lesson 1

Materials PB p 79; WB p 64; GPB p 34

Time division

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

Warm-up

Play the *Spelling challenge* game. (See Games, p 215.)

Grammar

1 Look!

We went to Tahiti for our holidays.

It's grammar time again!

A young man showed us his beautiful island.

A girl made me a crown of flowers.

2 Read and match. Write the letters.

- 1 The children were bored so Dad read them a story. ____
- 2 Grandma got a new computer. I sent her an email. ____
- 3 It was Grandpa's birthday. We made him a cake. ____
- 4 When I said goodbye to Susie, she gave me her phone number. ____
- 5 "If you are good, I'll give you some sweets," Aunt Jane said to the boys. ____
- 6 We love our Uncle Fred. He told us a very funny joke. ____
- 7 "Can I show you my new pet?" asked Jim. ____
- 8 The dog was hungry so I gave it a bone. ____

a 453 7762 b c d

e f g h

3 Make sentences.

- 1 buy him
- 2 make her
- 3 tell them
- 4 read us
- 5 sing them
- 6 give it
- 7 show you

It's Sam's birthday. Let's buy him a present.

Unit 7 Grammar: Indirect pronouns: me, you, him, her, it, us, them

79

Grammar (PB p 79)

Activity 1

Give the children a moment to look at the pictures. Ask *What is in the pictures?* **a man who is showing the island; a woman who is putting a crown of flowers on a girl**

Ask different children to read the speech bubbles. Write the second and third sentences on the board and underline the indirect pronouns.

Activity 2

Point out the sentences. Tell the children to look at the pictures for a minute or two. While they do so, write the clauses containing the indirect pronouns on the board: *Dad read them a story*, etc.

Ask a volunteer to read the first sentence. Ask *Which picture does sentence 1 match?* **d**

Point out and read the clause on the board. Circle the phrase *read them* and underline the pronoun.

Continue in the same way with the other sentences.

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

Activity 3

Ask a child to read the first phrase. Ask another to read the example sentence in the speech bubble.

Remind them that with the pronoun following straight after the verb, *to* is not needed before the pronoun.

Ask a child to read the second phrase. Tell the children to think of a sentence or sentences for this phrase. If you wish, let them work in pairs and write down a sentence.

Elicit a sentence from one or two pairs and write them on the board. Encourage the class to help correct any mistakes.

Continue with the other phrases.

Workbook: Grammar (WB p 64)

Make sure the children understand the tasks.

Exercise 1

Remind the class that they do not need to write *to* before the pronoun when it follows the verb.

Exercise 2

Go through the first example with the class.
 Point out that in the original sentence the object follows the verb and *to* is used before the pronoun. In the changed sentence, the pronoun follows the verb, *to* is not used and the object is at the end of the sentence.
 Make sure the children understand that the changed sentence is another, shorter way of saying the same thing and it is often used in written and spoken English.
 Point out sentences 6–8. Explain that *for* is left out when the pronoun is moved to follow the verb.

Exercise 3

Do one example with the class, if you wish, to make sure they understand they take one word from each box in order.

Workbook answers

Exercise 1
 1 him 2 them 3 her 4 it 5 you 6 me 7 us 8 you

Exercise 2
 2 I won't sing them a song.
 3 Show me your homework.
 4 We bought him a book.
 5 Dad read us a story.
 6 I've brought you these flowers.
 7 Shall we bake her a cake?
 8 Let's make it a house!

Exercise 3
 1 write her a letter 2 play them a tune 3 lend me a rubber 4 buy us a pet 5 send him a card

Grammar

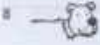
1 Complete the sentences with the words in the box.

me you him her it us you them

- John is the winner. Give _____ the prize!
- The children are bored. Will you read _____ a story?
- It's Grandma's birthday tomorrow. Let's make _____ a cake!
- The cat was very hungry so we gave _____ some fish.
- Are you interested in music? Shall I sing _____ a song?
- I want to buy a CD. Can you lend _____ some money?
- We are lost. Can you tell _____ the way to the station, please?
- I had a wonderful holiday. Shall I show _____ my photos?

2 Change the sentences.

- I gave the present to her. I gave her the present.
- I won't sing a song for them. _____
- Show your homework to me. _____
- We bought a book for him. _____
- Dad read a story to us. _____
- I've brought these flowers for you. _____
- Shall we bake a cake for her? _____


 Let's make a house for it! _____

3 Complete the sentences with a word from each box.

buy write send
 play lend

me him her
 us them

a rubber a card a tune
 a letter a pet

- Grandma loves hearing from us. Let's _____
- They like music. Why don't you _____?
- I've made a mistake. Please can you _____
- We love animals. Mum and Dad should _____
- It's Grandpa's birthday next week. Let's _____

64 Unit 7 Indirect pronouns: *me, you, him, her, it, us, them*

Grammar Practice Book (GPB p 34)

When the children have completed the PB and WB Grammar pages, they may complete GPB page 34.

Grammar Practice Book answers

Activity 1
 2 Show her the picture. 3 Read them a story. 4 Make us sandwiches. 5 Buy her a cake. 6 Bring him a bag.

Activity 2
 2 Lucy gave me a present. 3 Amy gave them a present. 4 Alan gave us a present. 5 Brian gave him a present. 6 I gave her a present.

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 requests: *Can I ... ? Could I ... ? May I ... ?*

Key vocabulary school items

Materials PB p 80; CD B track 19; WB p 65; GPB p 35

Time division

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

Warm-up

Play *Rhyming words. Version 2.* (See Games, p 215.)

Grammar in conversation

1 Listen and read.

Jack: Give me your ruler, Mel.
Mel: I'm sorry?
Jack: Give me your ruler.
Mel: That's not very polite. Ask nicely.
Jack: Sorry. Can I borrow your ruler?
Mel: What's the magic word?
Jack: Can I borrow your ruler, please?
Mel: I'm not sure.
Jack: Mel, could I borrow your ruler, please?
Mel: I don't think so.
Jack: Mel, may I borrow your ruler, please?
Mel: Well ...
Jack: Mel, would you be so kind as to lend me your ruler? Please!
Mel: No!
Jack: Why not?
Mel: Because I haven't got one!



2 Think, write and say.

Make up questions to ask your classmates.



3 Let's talk!



Useful phrases

Can I ...?
Could I ...?
May I ...?
I'm sorry?
I don't think so.
Ask nicely!

Grammar in conversation (PB p 80)

Activity 1

Point out the picture. Ask *What is Mel doing? doing her homework / writing. What is Jack thinking about? a ruler*. Ask *What do you think Jack wants? He wants to borrow Mel's ruler.*

Play track 19. The children listen and follow in their books. Explain that *Would you be so kind as to ...* is a very polite and formal way of making a request.

Activity 2

Explain the task. With the class, look at the different degrees of politeness in each question. Remind them of *please*. Make sure they understand that a request without *please* is a less polite way of asking. (A command without *please* is the least polite.) Remind them that Jack began like that in his conversation with Mel.

The children note down three questions to ask a friend. If you wish, prompt the class to think of other polite questions they could ask each other. Note ideas on the board, for example *Can I read your ... ? Can I look at your ... ? Can I use your ... ? Can I take your ... ?*

Activity 3

Ask a pair to read the example question and answer. Point out the useful phrases in the box.

The children take turns to ask each other questions in pairs or small groups.

Go around listening as they work.

Let several pairs or groups ask each other questions and answer while the class listens.

If you wish, ask the class *Who do you think you should use May I with?* Elicit, for example, *parents and grandparents, other older people, teachers*, etc.

Write on the board *Can I borrow your pen, please?*

Ask the class what other positions *please* can go in. Elicit *Please, can I borrow your pen? Can I please borrow your pen?*

Workbook: Grammar in conversation (WB p 65)

Make sure the children understand the tasks.

Exercise 1

Tell the children to read both sentences carefully before they tick one or the other.

Exercise 2

Tell the class to read each sentence at least once before they start to number them.

Exercise 3

Tell the children to read all the words in the box and then to read every sentence carefully before they start to write.

Workbook answers

Exercise 1
1 B 2 A 3 B 4 B 5 A 6 B 7 B

Exercise 2
A 4 B 2 C 5 D 1 E 3

Exercise 3
Jim: Give Mum: sorry Jim: me Mum: polite, nicely
Jim: Can I Mum: magic Jim: please Mum: Of course
Jim: Thanks

Grammar Practice Book (GPB p 35)

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 Could you help me, please? 3 May I borrow your ruler? 4 Can you open the door, please? 5 Could you make me a sandwich? 6 Can I have an apple, please?

Activity 2
2 May I have a sandwich, please? 3 Can I borrow your pen, please? 4 Can I have a glass of milk, please? 5 Can you give me a ticket, please? 6 May I open the window, please?

Grammar in conversation

1 Read the sentences. Tick (✓) the sentence which is more polite.

1 A Give me an apple. _____
B Give me an apple, please. _____

2 A Please, can I borrow your pen? _____
B Can I borrow your pen? _____

3 A Can I ask you a question? _____
B Could I ask you a question? _____

4 A Could I have a banana? _____
B Could I have a banana, please? _____

5 A May I open the window? _____
B Can I open the window? _____

6 A Could I leave the room? _____
B May I leave the room? _____

7 A Close the door, please! _____
B Would you be so kind as to close the door? _____

2 Number these sentences from 1–5. Start with the least polite.

A Could I have a sweet? _____

B Give me a sweet, please. _____


C May I have a sweet? _____

D Give me a sweet. _____

E Can I have a sweet? _____

3 Complete the dialogue with the words in the box.

nicely please Thanks Can I Give
sorry Of course magic polite me



Jim: _____ me an orange, Mum.
Mum: I'm _____.
Jim: Give _____ an orange.
Mum: That's not very _____. Ask _____.
Jim: _____ have an orange?
Mum: What's the _____ word?
Jim: Can I have an orange, _____.
Mum: _____. Here you are.
Jim: _____. Mum!

Unit 7 Making requests: Can I...? Could I...? May I...? **65**

Lesson 5 Spelling, Use of English

Lesson aim Spelling; song; Use of English

Lesson targets Children:

- listen to pronunciation of two-syllable words with a double consonant
- practise spelling and writing two-syllable words with a double consonant
- understand and sing a short song

Key language (song) *Can I?*

Target words *parrot, rabbit, kitten, yellow, apple, hidden, swimmer, runner, coffee, foggy, lesson, pizza*

Materials PB p 81; CD B tracks 20–23; WB pp 66–67, GPB p 36

Time division

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

Warm-up

Play *What's the word?* with words from one or more Spelling pages in previous units. (See Games, p 215.)

Spelling (PB p 81)

Spelling box

Point out Mr Smash's speech bubbles. Tell the class to listen and follow in their books.

Play track 20. The children listen. Pause the track.

Read the example words. The class repeats.

Point out Miss Sparkle's speech bubble. Continue track 20. The children listen.

Read the sentence. The class repeats. Write it on the board and underline *hidden*.

Activity 1

Play track 21. The children listen and repeat.

They underline the double consonant in each word.

Activity 2

Point out the example.

Ask *Which word has double b?* Elicit *rabbit*.

The children write the word next to *bb*. Remind them to double the *b* in *rabbit*.

Continue with the other double consonants.

Activity 3

Ask the class what they can see in the picture: *a child looking at kittens*.

Play track 22. The children listen and follow.

Read the words with the class.

Play track 22 again. The children join in.

Play track 23. The children sing with the music.

They may make up new verses by changing the animal, for example *parrot, rabbit*.

To complete classroom Lesson 5, move on to Use of English, WB p 67.

Spelling

Remember! We can divide words into small parts. The parts are called **syllables**. Listen to these words with two syllables.



island



lagoon

Each syllable has a vowel sound.



Some two-syllable words have a double consonant in the middle.

Explore the hidden pathways.



1 Listen and say these words.

parrot rabbit kitten yellow apple hidden
swimmer runner coffee foggy lesson pizza

Underline the double consonant.

2 Find the words. Write the words.

ff coffee bb mm ss
nn rr mm
gg zz pp
tt ll dd

3 Listen and sing.

This is the place where I always stop
Outside the window of the corner shop.
Look inside! What do you see?
Cute little kittens, one, two, three.
Can I have a kitten? Can I? Can I?
Can I have a kitten? Can I, please?



Unit 7 Spelling: two-syllable words with a double consonant

81

Workbook: Use of English (WB p 67)

Read the first speech bubble to the class.

Ask a volunteer to read the example sentence. Write it on the board.

Read the second speech bubble.

Exercise 1

Read the rule for plural possessive nouns that end in s.

Write the example phrase on the board. The class reads.

Read the next two sentences.

Exercise 2

Go through the example.

Ask the class *Who are the owners of the tails? the cows*. The class writes.

Write *The tails* on the board. Prompt the class to finish the sentence ... **belong to the cows**. The children write in their books.

Do the same with the other phrases.

Exercise 3

Read about plural possessive nouns that do not end with s.

Go through the example. Write the phrase on the board.

Exercise 4

Go through the example. Prompt the class to write the owners and the sentences for the other possessive noun phrases.

Workbook answers

Exercise 2

the girls, The horse belongs to the girls.
the bears, The cave belongs to the bears.

Exercise 4

the women, The shoes belong to the women.
the people, The city belongs to the people.
the geese, The feathers belong to the geese.

Workbook: Spelling (WB p 66)

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 Miss Smart's speech bubble.

Ask a volunteer to read the sentences and words in the box.

Do the same with the reminder and example about two-syllable words with a double consonant.

Exercise 1

The children circle the double consonants.

Exercise 2

The children read the clues and write the words. Remind them that all the answers have double consonants.

Use of English

Do you remember? We use 's to show the owner of something. An object can have more than one owner. Read about the boys.

This is the boys' canoe.



The boys are the owners of the canoe. The canoe belongs to the boys.

1 Read.

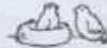
If the noun is plural there is more than one owner.

We add ' after plural nouns ending in s.

birds



the birds' nest



The birds are the owners of the nest.

The nest belongs to the birds.

2 Write the owners of the objects. Write the sentence.

the hens' eggs the hens the cows' tails _____

The eggs belong to the hens

the girls' horse _____ the bears' cave _____

3 Read.

If the plural noun does not end in s, we add 's.

the children



the children's bags



The children are the owners of the bags.

The bags belong to the children.

4 Write the owners. Write the sentence.

the men's boat the men the women's shoes _____

The boat belongs to the men

the people's city _____ the geese's feathers _____

Unit 7 Plural possessive nouns

67

Workbook answers

Exercise 2

Down: 1 foggy 2 apple 3 swimmer 4 hidden
5 lesson 6 rabbit 7 pizza

Across: 1 yellow 2 kitten 3 coffee 4 runner
5 parrot

Grammar Practice Book (GPB p 36)

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

2 The girls' skirts are yellow. 3 The women's bags are red. 4 The men's shirts are green. 5 The birds' wings are brown. 6 The cats' tails are black.

Activity 2

2 The girls' shoes are black. 3 The men's hats are grey. 4 The women's jackets are red. 5 The birds' beaks are yellow. 6 The cats' bowls are green.

Lesson 6 Class composition; Writing preparation, Composition practice

Lesson aim Writing

Lesson targets Children:

- compose the wording for a leaflet with teacher support (session 1)
- practise vocabulary and structures for independent writing (session 2)
- write a leaflet independently (session 2)

Key structure and language from the unit

Vocabulary from the unit

Materials poster 7, PB p 82; WB pp 68–69

Time division (session 1)

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

Time division (session 2)

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

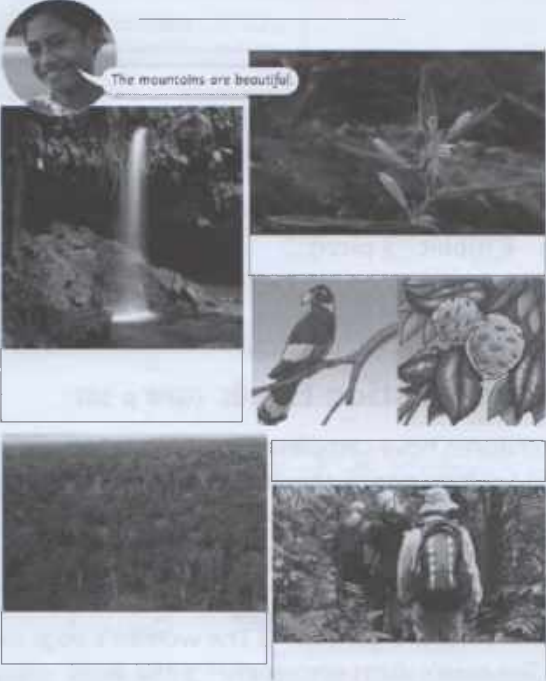
Warm-up (session 1)

Word races. Game 1. Play this game with adjectives. (See Games, p 216.)

Class composition

1 Write a leaflet for guided walks in the mountains.

Look at the pictures. Write captions. Choose words carefully.
Give information • what you can see • what to wear • what to bring
Set the information out clearly. Think of a title for the leaflet.



82 Unit 7 Class composition: copy for a leaflet

Write the three bullet headings on the board.

- 3 Give the class a few minutes to look at the photos. Ask *What can you see in the mountains?* Elicit answers and write words under the first heading.
- 4 Ask *What should you wear on a walk in the mountains?* Elicit ideas and list them under the second heading.
- 5 Ask *What should you take on a walk in the mountains?* Elicit answers. Encourage the class to look carefully at the pictures to give them ideas and to think what people might need on a long walk.
- 6 Help the class to think of captions for the first four spaces. Ask them to think of one or two adjectives to describe each of the things that people can see. Remind them that this leaflet encourages people to go to the mountains. The sentences should make the mountains sound interesting and exciting.
If you wish, write several different phrases on the board for each picture and help the class to choose the best ideas. Write the sentences on the board.
- 7 Point out the information in the other two lists (what to wear, what to bring) for inclusion in the last space. Remind the class of ways of setting out lists so they are clear and easy to read.
Agree with the class a clear way to show the information.
- 8 When the writing for the leaflet has been completed, ask for suggestions for a title. Discuss and choose the best idea. Ask a volunteer to read all the sentences for the leaflet. Ask *Does the writing make the activity sound good? Does all the writing make sense? Does it make you want to go?* Ask if any changes need to be made. *Are there enough adjectives? Do they describe things well?* Discuss any suggestions for changes and make those that you and the class agree to.
Ask another volunteer to read the leaflet once more.

See page 149 for an example composition.

Session 2 Warm-up

Find the word. Game 1 or 2. Play these games with a Dictionary spread of two pages, including Unit 7. (See Games, p 216.)

Class composition (PB p 82)

Activity 1

- 1 Use Poster 7 and PB pages 76–77 to remind the class what a leaflet looks like. Remind them that there are not usually many words but the words and sentences that are used have been carefully chosen. Ask why. Elicit or remind the class that a leaflet gives clear information in a simple way and it usually tries to encourage people to do something.
- 2 Explain the task. Make sure the children understand what information must be included.

Workbook: Writing preparation (WB p 68)

Exercise 1

Go through each question with the class and make sure they understand each task.

Exercise 2

Tell children to think of their own idea for what the man might say. Remind them that the leaflet must make people want to take a boat trip.

Exercise 3

Explain that children should look at the pictures and list the activities in the box.

Exercise 4

The children choose two activities and write captions describing them in complete sentences using interesting adjectives, adverbs or verbs.

Exercise 5

The children list in the box all the things that can be seen on a boat trip.

Exercise 6

The children choose and colour if they wish. They write descriptive captions in the box.
Remind the class that this page is for trying out ideas. They can rub out or cross out ideas they want to change.
Give them a time limit to complete this page.

Workbook: Composition practice (WB p 69)

Exercise 1

Encourage the children to work in pencil until they have finalised their leaflet.
Go through the task. Make sure the children understand they should include:

- the man and his speech bubble
- the list of activities you can do
- pictures of two of the activities with sentences describing them
- the list of animals you can see
- pictures of two of the animals with sentences describing them.

Go around helping and monitoring as they work. Make sure they understand that the information and the sentences must make the boat trip sound fun and exciting. They must choose their words carefully.


Exercise 2

Make sure the children re-read and look for improvement they can make and any corrections that are needed.
Ask as many children as possible to read their leaflets to the class.


Writing preparation

1 Look at these pictures for a leaflet about a Tahitian boat trip.

2 What do the Tahitian people say about boat trips? Write your idea in the speech bubble.




3 What can you do on a boat trip? Write your ideas in the box.



4 Which activities are the best?
Choose two pictures. Write captions.
You may write your sentences in the box.

5 What can you see on a boat trip? Write your ideas in the box.



6 Which creatures are the most interesting or the most beautiful?
Choose two creatures.
Colour them if you like.
Write captions in the box.

68 Unit 7 Copy for a leaflet

Composition practice

1 Write your leaflet. Use you ideas on page 68. Think of a title.
Include the words the man says.
Draw the pictures you have chosen. Write the captions.
Write what you can do on a boat trip. Write what you can see on a boat trip. Set the information out clearly.

2 Look at your leaflet. Does it make the boat trip sound exciting?
Is the information clear? Does it look good? Make it better if you can.

They may make neat copies for their portfolios. Some children may wish to look for photos or pictures on the internet to use for their final version.

Assessment

Children's work will vary. In assessing the task, check that all the elements listed in exercise 1 have been included. Look for good use of vocabulary and descriptive phrases.

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 advice, wise

Materials PB p 83; CD B track 24

Preparation Listen to track 24 before the lesson

Time division

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

Sing the song from Unit 7, PB page 81, track 22.

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

Ask *What was wrong in Zarula? There was a terrible illness.*

Where did they have to go? to Rainbow Island

What valuable object did they take with them? the Great Diamond of Zarula

Who was watching them? a man/prince

Activity 2

Tell the class to look at each picture, listen and follow the story.

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

Play track 24. The children listen and look.

Activity 3

Ask questions to check understanding:

Why was Silas worried? because of the illness in Zarula

Was the illness in the castle? No, but it was getting nearer.

Who did the friends decide to ask for advice? Akaro, the wise man

What did he tell them to do? to go to Rainbow Island

Where was the Great Diamond kept? in a tower

Why did they have to take it with them? because without it, Karina could not be queen

Was Rainbow Island near? No, the friends had a long journey to get there.

Who was watching Queen Karina? Prince Torgan

What kind of man was he? an evil man

What did he want? the diamond

Why? so that he could be king

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

Optional

1 Ask the class what they think will happen next.

2 The children can use the play script to read and act out the story in groups or as a whole class.

Suggested homework task: Children complete Check-up 7

Listening

1 Look and read. 2 Look, listen and read. 3 Talk about it.

Adventure in Zarula – Part 1



Unit 7 Listening

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Listening (PB p 83)

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 *Do you think this story takes place now or a long time ago? long ago.* Ask the children for reasons for their answers, for example: *the clothes are not modern; they travel on horseback*

Listening audioscript: Adventure in Zarula – Part 1

- 1 *In the country of Zarula it was a beautiful, hot summer's day. At the white castle Queen Karina was sitting on a shady balcony with her friends Lilia and Banto. Karina's big dog, Wogan, lay quietly beside them.*
- 2 *Suddenly, a young man stepped onto the balcony. He looked worried.*
 Silas: Karina, my dear friends, I came as quickly as I could.
 Karina: Silas! What's the matter?
 Silas: I have bad news to tell you.
 Lilia: Bad news? What do you mean?
 Banto: What has happened, Silas?
- 3 Silas: There is a terrible illness in Zarula. All over the country many people are ill, very ill. And the illness is spreading. It is coming closer to the castle.
- 4 Lilia: Oh! This is awful news!
 Karina: My poor people!
 Banto: What shall we do?
 Karina: We must ask Akaro, the wise man. He can tell us what we should do.
- 5 *Queen Karina and her three friends went to see Akaro, the old wise man. He lived in a small house near the castle. They found him in his room with his falcon sitting on his shoulder.*
 Karina: Akaro, dear friend, you are a wise man. May we ask you for advice?
 Akaro: How can I help you, my queen?
 Karina: Silas has told us about the terrible illness in Zarula. What should we do, Akaro?
 Akaro: Listen carefully. This is my advice. You must not stay here, Karina. If you stay in the castle, you, too, might become ill.
 Silas: No! That must not happen!
 Akaro: Banto, Lilia, Silas, you must protect your queen. You must take her away from the castle.
 Lilia: Where shall we go?
 Akaro: You must go to Rainbow Island. On Rainbow Island you will be safe.
- 6 *Lilia helped Karina to pack her clothes into bags. They worked quickly. They wanted to leave as soon as possible. Banto appeared in the doorway.*
 Banto: What can I do? Can I help?
 Karina: Yes, Banto, you can help. Bring me the Great Diamond of Zarula! Go to the tower and fetch the diamond. Here is the key.
 Banto: Yes, Karina, I'll go at once.
- 7 *Banto ran to the tall tower. He opened the door with the key which Karina had given him and climbed the stairs to the small room at the top of the tower. There was the diamond, the Great Diamond of Zarula! Banto picked up the diamond and placed it in its golden box.*
 Banto: We must keep the diamond safe. Without the diamond Karina cannot be queen.
- 8 *Soon Karina and her friends were ready to leave the castle. Banto carried the Great Diamond in its golden box.*
 Karina: Guard the diamond with your life, Banto!
 Banto: Of course, Karina! The diamond will be safe with me.
 Silas: Come on! Let's go! We must get to Rainbow Island.
- 9 *The four friends left the castle and set out on their horses for Rainbow Island. They had a long journey in front of them.*
- 10 *Far away on a mountain stood a dark castle – the castle of Prince Torgan, an evil man. The sun shone on its black towers. A light flashed. What was it?*
- 11 *Prince Torgan stood on the high castle wall. He was watching Queen Karina and her four friends – and smiling an evil smile. He spoke to the little monkey which sat nearby.*
 Torgan: Queen Karina is leaving the castle. Now is my chance! I can go to the castle and take the diamond. The people are ill and weak. They cannot stop me. Now I can steal the diamond. I will be King of Zarula!

Inferential and deductive questions

Why did Akaro tell Queen Karina to go to Rainbow Island? so that Queen Karina would not become ill
What is Prince Torgan planning to do? to steal the diamond

Where does he think the diamond is? in the castle
Why does he think he can steal it from the castle? because the people are ill and weak

Lesson 1 Poster 8, Reading

Lesson aim Reading

Lesson targets Children:

- (poster) learn about the features of a legend
- follow and read a legend
- understand the legend and answer oral questions about it
- practise reading the legend

Key structure present perfect continuous

Key language *So do I, So am I*

Vocabulary native American life in the past

Materials poster 11; PB pp 84–85; CD B track 25; WB p 72; Dictionary 6

Time division

W-up	Poster	Reading	WB
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Warm-up

Play the *Memory game*. Choose the easiest version or a harder version to suit your class. (See Games, p 214.)

Poster 8

8 Two heroes
You are going to read a legend. A legend is a traditional story.
It is often about a well-known person or a hero.
This legend is about two native Americans from long ago.

The story is about:

Deganawida Hiawatha

warriors weapons a stranger

lakes wolves

In a legend the events are important. Events are things that happen. They are told in a clear order.

Her daughter had a son. They named him Deganawida. He grew up to be a brave, wise and gentle boy.

Sometimes many events can be told in just a few words.

During a long and dangerous journey, Hiawatha fought wild bears and wolves.

There is not much direct speech. What people say is often reported.

When he became a man, he talked to his grandmother and his mother. He told them that he wanted to bring peace to the five nations. They agreed to let him go.

Full forms are used even in direct speech.

"I have been dreaming bad dreams for many months," he said. "I cannot sleep at night but I do not know why."

Text type and vocabulary

- 1 Read the title.
- 2 Read the information about a legend.
Explain that the native Americans were the people who lived in North America before people arrived from Europe.
- 3 Introduce the characters. Explain that the names are unusual because they are from the native American language.
- 4 Introduce the objects, animals and the stranger.

Text type features

- 5 Read about the events in a legend.
Ask a volunteer to read the sentences from the story. Point out that the three sentences give a lot of information in simple sentences.
- 6 Read about the events told in a few words and let a child read the example sentence.
- 7 Read about how speech is often reported. Ask a volunteer to read the sentences.

Ask *What words did he say?* Elicit 'I want to bring peace to the five nations.'

- 8 Read about full forms and ask a child to read the direct speech.

Ask *What would the speech be with short forms?* Elicit 'I've been dreaming bad dreams for many months. I can't sleep at night but I don't know why.'

Explain that the full forms sound more formal.

Reading (PB pp 84–85)

- 1 Read the title and give the class time to look at the two pages.
Ask *What sort of people were the native Americans long ago? How did they live?*
Tell the children to look carefully at the pictures. They should notice that the people probably lived by hunting and fishing in the lake. Their clothes and tents are made from animals skins. They might also suggest that the people travelled from one place to another and were nomads.
- 2 Play track 25. The children listen and follow in their books.
- 3 Read sections of the text to the class.
The children check or find meanings of words as necessary in their Dictionaries as you go through the text.
- 4 Ask questions about each part of the story. Use any of the questions in the box below or your own.
- 5 Ask different children to read a few lines each of the story.
- 6 Play track 25 a final time.

Reading text questions

How many tribes lived on the east of the Great Lakes? five
What did the tribes do? They fought each other.
Who was on the other side of the lakes? an old woman
What dream did she have? that her daughter had a son
What did she dream that he would do one day? take a message of peace to the tribes across the water
When Deganawida grew up, what was he like? He was brave, wise and gentle.
When he was a man what did he want to do? bring peace to the five nations

8 Two heroes

Reading 8

How peace came to the people of the Great Lakes

Long ago, five tribes lived on the east of the Great Lakes of North America. For years they had been at war. Within the tribes, villages fought against villages. Families argued and there were fights in their homes. There was no peace and no one was safe.

On the other side of the lakes an old woman slept. As she slept she dreamed that her daughter had a son. His name was Deganawida. She dreamed that one day he would take a message of peace to the tribes across the water.

Everything happened as she had dreamed. Her daughter had a son. They named him Deganawida. He grew up to be a brave, wise and gentle boy. When he became a man, he talked to his grandmother and his mother. He told them that he wanted to bring peace to the five nations. They agreed to let him go.



Deganawida set off across the lake. He paddled a white stone canoe to the opposite shore. When the people saw him floating in a boat made of stone they were amazed. They listened to his words and at once they agreed to put down their weapons and live peacefully. Deganawida travelled on to the next village then the next and the next. Everywhere he went he brought words of peace and the people put down their weapons.

At last he came to the Mohawk tribe. The chief was Hiawatha. He was a fierce warrior but he was not angry at the stranger's arrival. "I have been dreaming bad dreams for many months," he said. "I cannot sleep at night but I do not know why."

Hiawatha called his people together and Deganawida spoke to them. "You must lay down your weapons," he told them. "People should not kill each other."

"If we do not keep our bows and arrows and our axes," said one warrior, "our neighbours will kill us."

"They have already put their weapons aside," said Deganawida. "They are at peace."

"Then we will do the same," said Hiawatha.



Before Deganawida left, he gave Hiawatha a warning. "The chief of the Onondagas lives above the lake. He will not listen to me. He is powerful and he can harm anyone who listens to me."

In the months after Deganawida left, Hiawatha's three daughters died and no one knew why. Hiawatha was filled with sadness. He believed that the evil chief was the cause and he went to look for Deganawida.

During a long and dangerous journey Hiawatha fought wild bears and wolves. At last he found Deganawida and he spoke to Hiawatha wisely and kindly. Hiawatha's sadness grew less. He decided that he too would spread the message of peace. He left Deganawida and travelled to village after village spreading peace across the land. At last, only one man had not listened and changed his ways: the evil chief of the Onondaga tribe.



Deganawida and Hiawatha travelled together to the mountains. In a cave high above the lake they found the chief. To Hiawatha's horror he was more of a monster than a man. His face was hideous and there were snakes in his hair. They talked to him for many hours. At last, Hiawatha said, "I was like you. My heart was full of fear and hate but I have changed. I believe the message of peace."

The chief smiled, "Now so do I," he said. As he spoke, his ugliness disappeared and Hiawatha gently pulled the snakes from his hair.

They returned together down the mountain to a place where all the tribes were waiting. Deganawida spoke of his plan to make one great nation. He told them of the laws they should keep. The tribes agreed and at the end of the meeting they buried all their weapons. Deganawida planted a tree there and it was known as the Great Tree of Peace. Then Deganawida went away, leaving Hiawatha in his place.



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Unit 8 Reading: a traditional legend

Unit 8 Reading: a traditional legend

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How did the people feel when they saw him in his canoe on the lake? **amazed**

What was unusual about the canoe? **It was made of stone.**

What did people agree to do when he talked to them? **to put down their weapons and live peacefully**

Who was the chief of the Mohawk tribe? **Hiawatha**

What dreams did he have? **bad dreams**

What did Deganawida tell the people? **He told them that they must lay down their weapons.**

What kind of person was the chief of the Onondagas? **powerful**

What would he not do? **listen to Deganawida**

What bad thing happened to Hiawatha? **three daughters died**

Who did he think had caused the deaths? **the evil chief**

What did Hiawatha do? **went to find Deganawida and helped to spread peace**

What was the chief like? **more of a monster than a man, hideous, with snakes in his hair**

What happened when the chief said he believed the message of peace? **His ugliness disappeared and Hiawatha pulled the snakes from his hair.**

What did the tribes do with their weapons. **buried them**

What was the tree that Deganawida planted called? **the Great Tree of Peace**

Workbook: Study skills (WB p 72)

Make sure the children understand the tasks.

Exercise 1

Explain that (sp) is shown twice because there are two mistakes and both of them are underlined.

Exercise 2

Remind the class that they did a similar exercise in Unit 5.

Workbook answers

Exercise 1

1 swimming, sea 2 actor, received 3 plane, taking
4 stopped, ponies 5 heroes, lives

Exercise 2

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

Lesson 2 Reading comprehension and vocabulary

- Lesson aim** Reading comprehension; vocabulary
- Lesson targets** Children:
- re-read *How peace came to the people of the Great Lakes*
 - order sentences; answer deductive comprehension questions
 - categorise nouns and abstract nouns

- Key structure and language** from Lesson 1
- Vocabulary** from Lesson 1
- Materials** PB p 86; CD B track 25 (optional); WB p 73
- Time division**

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

Alphabetical order. Write some new vocabulary words on the board that begin with the same letter or which have the first two letters the same. Give the class a time limit to write them in alphabetical order. (See Games, p 216.)

Point out that the first one is done and write the sentence on the board.

If you wish, this activity can be done with children working in pairs or small groups. Give the class time to look through the sentences and see which comes next.

Encourage them to look back to the text to check.

Ask for suggestions for the second sentence. Ask the other groups, pairs or the class if they agree. If there is disagreement, check back to the text with the whole class.

Write the second sentence on the board.

Continue in the same way with the other sentences.

When all the sentences are ordered, ask different children to read them for a final check.

Answers: 3, 8, 6, 2, 4, 10, 1, 7, 5

Activity 2

The answers to these questions are not directly in the text but the children should be able to deduce answers from other events in the story and by using their own knowledge and experience.

Ask each question and encourage the class to put forward ideas for an answer. Prompt them with extra questions to help their understanding if necessary.

Answers

- 1 The children should know that stone sinks and that is why the people were amazed when they saw a stone canoe floating with someone in it. They probably thought he was special because of this and decided to listen to him.
- 2 Because everyone was fighting all the time. His people were not safe so he was never happy and at peace. His problems came into his head when he was sleeping and gave him bad dreams.
- 3 He was an evil man who did not want peace at first. Because he had bad thoughts and was a bad person this showed in his appearance and he had become more like a monster.
- 4 Help the children to think of traditional stories that they are likely to know that were told to help explain something.

Reading comprehension and vocabulary

1 Order the sentences.

_____ Deganawida grew up to be a brave, wise and gentle boy.

_____ Deganawida and Hiawatha spoke to the hideous chief.

_____ Hiawatha's three daughters died.

_____ An old woman dreamed that her daughter had a son.

_____ Deganawida paddled across the lake in a stone canoe.


_____ Deganawida planted the Great Tree of Peace.

_____ Five tribes lived near the Great Lakes of North America.

_____ The tribes buried all their weapons.

_____ Hiawatha went to look for Deganawida.

_____ When the people saw the stone canoe, they listened to Deganawida.



2 Think about the answers to these questions.

1 Why did the people listen to Deganawida when they saw him in the stone canoe?

2 Why do you think Hiawatha dreamed bad dreams for a long time?

3 Why do you think the chief of the Onondaga tribe was so ugly?

4 Do you know any traditional stories that explain how something happened?

3 Read these nouns. Write them under the correct heading

warrior bow hatred neighbour fear ugliness

arrow grief tribe sadness peace nation

Things you can touch,
taste, smell, see or hear

Things you feel or think

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Unit 8 Reading comprehension and vocabulary; sentence order; deduction; abstract nouns

Reading comprehension and vocabulary (PB p 86)

Read again

Re-read *How peace came to the people of the Great Lakes* or play track 25 again.

Activity 1

Explain the task and ask different children to read the sentences.

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Activity 3

Ask different children to read the words. Remind them that they are all nouns: a noun is a naming word.

The children could do this activity in pairs. Give them a time limit to complete it.

Remind them to check words in their Dictionaries if they are not sure of meanings.

If necessary, check they understand the two kinds of nouns using other words, for example *bag*, *happiness*.

Check answers together by asking pairs/groups which list they have put words in and writing the lists on the board.

Answers

touch, taste, smell, see hear: warrior, bow, neighbour, arrow, tribe, nation

feel or think: hatred, fear, ugliness, grief, sadness, peace

Note: The children may think they can see ugliness (and beauty). Explain that these words express our ideas about certain things.

Workbook: Reading comprehension and vocabulary (WB p 73)

Check the children understand the tasks.

Exercise 1

The children re-read the text independently.

Exercise 2

Remind the class to look at all the choices carefully and to check back to the text if necessary. They must choose the exact word or phrase from the text.

Exercise 3

Remind the class to use their Dictionaries to check if necessary.

Workbook answers

Exercise 2

1 a 2 b 3 c 4 b 5 a 6 b 7 c 8 b

Exercise 3

1 c 2 f 3 d 4 g 5 e 6 a 7 b

Reading comprehension and vocabulary

1 Read *How peace came to the people of the great lakes* again.

2 Choose the correct ending to complete each sentence.

1 For many years the tribes had been _____
a at war. b arguing. c fighting.

2 The old woman's daughter had _____
a a dream. b a son. c a daughter.

3 Deganawida paddled a canoe made of _____
a rock. b sticks. c stone.

4 Hiawatha's warriors were afraid of _____
a the chief of the Onondaga. b their neighbours. c Deganawida.

5 The chief of the Onondaga was very _____
a powerful. b peaceful. c fearful.

6 On his journey, Hiawatha fought wild _____
a beasts. b bears. c beans.

7 The chief of the Onondaga had snakes in his _____
a head. b hand. c hair.

8 The tribes agreed to bury their _____
a axes. b weapons. c bows.

3 Match the words with their opposite meanings.

1 peace a fearful

2 argue b protect

3 hate c war

4 sadness d love

5 ugliness e beauty


6 brave f agree

7 harm g happiness

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____

Unit 8 Multiple choice; antonyms

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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 continuous

Vocabulary from Lesson 1

Materials PB p 87; WB p 74; GPB p 37

Time division

W-up	Presentation / practice	WB
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Warm-up

Remind the class of the legend they read. Ask *What were the tribes doing at the beginning of the story? fighting. What did they do with their weapons at the end of the story? buried them. Who were the two heroes who brought peace? Deganawida and Hiawatha. What was in the ugly chief's hair? snakes*

Grammar

1 Look!



"The tribes started to fight many years ago. They are still fighting now," said Hiawatha. "They have been fighting for many years."

"This family started to argue last year. They are still arguing now," said Deganawida. "They have been arguing since last year."

2 Look, read and match. Write the letters.



- 1 The warriors have been fighting for years. ____
- 2 The old woman has been sleeping for a long time. ____
- 3 Deganawida has been travelling for many days. ____
- 4 Hiawatha has been speaking to the people since midday. ____
- 5 The chief has been living in a cave since the spring. ____
- 6 The tribes have been living in peace since last year. ____

3 Ask and answer.

How long has Joe been watching TV?

He has been watching TV for three hours.

1 Joe – watch – TV? —

2 that family – live – on our street? —

3 the boys – play – basketball? —

4 the explorers – travel – through the rainforest? —

5 the children – learn – English? —

6 the owl – sit – in that tree? —

for five years

since ten o'clock

since December

for three hours

for half an hour

for two weeks

Unit 8 Grammar: Present perfect continuous

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Write the third sentence on the board and underline the structure.

Ask *Have the tribes stopped fighting now? No.*

Explain that the sentence tells us what has happened in the past and is still going on now.

Do the same with the second set of sentences.

Activity 2

Give the class a minute or two to look at the pictures.

Ask different children to read the sentences.

The children work in pairs to match. Check answers together.

Answers: 1 e 2 c 3 b 4 f 5 d 6 a

Activity 3

Ask a pair to read the example speech bubbles.

Explain that the answer to each question can be found by following the lines.

Write *How long ...* on the board. Let a volunteer ask the first question. Help as necessary and write it on the board.

The class follows the line and finds the answer. Help with constructing the answer as necessary.

When the activity has been completed with the whole class, the children practise in pairs. Go around listening to them as they work.

Answers:

- 2 How long has that family been living on our street? They have been living on our street since December.
- 3 How long have the boys been playing basketball? They have been playing basketball since ten o'clock.
- 4 How long have the explorers been travelling through the rainforest? They have been travelling through the rainforest for two weeks.
- 5 How long have the children been learning English? They have been learning English for five years.
- 6 How long has the owl been sitting in that tree? It has been sitting in that tree for half an hour.

Grammar (PB p 87)

Activity 1

Point out the picture. Ask *What does the picture show? people with weapons, bows and arrows starting to fight*

Ask different children to read the first three sentences next to the picture.

Workbook: Grammar (WB p 74)

Check that the children understand the tasks. Remind them to look at the top of PB page 87 if they need to revise the structure.

Exercise 1

Tell the class to read all the sentences before they choose verbs from the box.

Exercise 2

Remind the class that all the questions begin with *How long ...*.

Exercise 3

Remind the class of the rule, if necessary: *for* is used with a period of time; *since* is used with a particular time in the past.

Exercise 4

The children answer the questions about themselves.

Workbook answers

Exercise 1

1 have been living 2 has been teaching 3 have been learning 4 have been travelling 5 has been waiting 6 have been playing

Exercise 2

1 How long has the baby been sleeping?
2 How long have the boys been arguing?
3 How long has Aunt Jane been driving that car?
4 How long have we been watching TV?

Exercise 3

1 for 2 since 3 since 4 for

Grammar

1 Complete the sentences with the verbs in the box.

Use the present perfect continuous.

teach travel play wait live learn

- Mr Jones said, "I _____ in this town for many years."
- Professor James _____ at the university since 2005.
- "We _____ French since September," said Joe.
- Henry and Rupert _____ around the world for nine months.
- Mrs Bond _____ for a taxi for half an hour.
- "You _____ basketball for three hours," said the teacher.

2 Write questions for the answers.

- How long _____
The baby has been sleeping for six hours.
- _____
The boys have been arguing all afternoon.
- _____
Aunt Jane has been driving that car for years.
- _____
We have been watching TV since three o'clock.

3 Complete the sentences with *for* or *since*.

- Uncle John has been flying planes _____ ten years.
- The girls have been playing tennis _____ two o'clock.
- We have been living in our apartment _____ October.
- Mrs Morris has been working in this school _____ nine months.

4 Answer the questions.

- How long have you been living in this town? _____
- How long have you been studying in this school? _____
- How long have you been learning English? _____

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Unit 8 Present perfect continuous

Grammar Practice Book (GPB p 37)

When the children have completed the PB and WB Grammar pages, they may complete GPB page 37.

Grammar Practice Book answers

Activity 1

2 She's been reading a book for twenty minutes.
3 The baby's been crying for five minutes. 4 They've been eating for twenty minutes.

Activity 2

2 How long have they been eating the sandwiches?
For twenty minutes. 3 How long has he been playing computer games? For thirty minutes.

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 agreement: *So am I, Me too, So do I, Neither am I, Me neither*

Key vocabulary school play, acting

Materials PB p 88; CD B track 26; WB p 75; GPB p 38

Time division

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

Warm-up

Ask around the class: *How long have you been learning English? coming to this school? living in this city? sitting at your desk?*

Grammar in conversation (PB p 88)

Activity 1

Point out Mel and Jack in the picture. Explain that they are looking at a notice about the school play. Ask *What is Mel thinking about? being in the play*

Play track 26. The children listen and follow in their books. Point out *So am I, Me too, So do I, Neither am I, Neither do I, Me neither*.

Write the phrases on the board in any order. Ask which ones are for agreement about an affirmative statement and which are for agreement about a negative statement.

Activity 2

Explain the task. Ask different children to read the examples in the speech bubbles. Explain they may choose any programme, film or book.

Give them a time limit to write their idea and what they think.

Activity 3

Divide the class into small groups. Tell them they are all going to talk about the things they have written down. Everyone must reply to the question.

Point out the useful phrases in the speech bubbles. Read through them with the class.

Tell the class they may ask extra questions, for example *Why don't you like it? Why do you think it's boring/interesting?* etc. Encourage them to say as much as they can and to ask each other as much as they can.

Go around listening to them as they work.

Grammar in conversation

1 Listen and read.

Mel: Oh, look! I'm in the school play.
Jack: Congratulations! So am I.
Mel: It's a good play, isn't it?
Jack: Yes, I like it a lot.
Mel: Me, too.
Jack: Have you got a big part?
Mel: No, I only say a few words.
Jack: So do I. I'm not in the first scene.
Mel: Neither am I.
Jack: And I don't appear in the last scene.
Mel: Neither do I. But I don't mind having a small part.
Jack: Really?
Mel: To tell the truth I'm not very good at acting.
Jack: Me neither!

2 Think, write and say.

Choose a TV programme, a film or a book. What do you think about it?

On TV I like 'Animal World' best. I love learning about animals.
I enjoy the 'Harry Potter' films. They're exciting.
I think 'Dragon Mountain' is a great book. The story is really interesting.

3 Let's talk.

What do you think of 'Animal World'?

I love it.
So do I. It's great.
I don't like it.
Neither do I.

Useful phrases

I like I enjoy I think
So do I. Neither do I.
Me too. Me neither.
I agree. I disagree.
How about you?
What do you think?

Unit 8 Grammar in conversation: agreeing and disagreeing

Workbook: Grammar in conversation (WB p 75)

Make sure the children understand the tasks.

Exercise 1

Tell the children to read all the sentences before they begin and to read them again with their answers when they have finished to check.

Exercise 2

Remind the class to read all the sentences and all the words in the box before they begin.

Exercise 3

Explain to the class they may agree or disagree but their sentence must justify their view.

Workbook answers

Exercise 1

- 1 So am I. 2 So do I. 3 Neither do I. 4 Neither am I.
5 So do I. 6 Neither do I. 7 So am I. 8 Neither do I.

Exercise 2

Nina: I enjoy Max: Me too. Nina: a bit
Max: I disagree Nina: scary Max: Me neither
Nina: brilliant Max: I agree

Grammar Practice Book (GPB p 38)

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

- 1 Me too. 2 Me neither. 3 I disagree. 4 I agree.
5 Neither do I. 6 So do I.

Activity 2

- 2 Me neither. 3 I agree. 4 So am I. 5 Neither am I.
6 So do I.

Grammar in conversation

1 What does the boy say to the girl? Use the words in the box.

So am I. Neither am I. So do I. Neither do I.



- 1 I'm good at maths. _____
2 I like reading. _____
3 I don't like spiders. _____
4 I'm not feeling well. _____
5 I play the piano. _____
6 I don't speak French. _____
7 I'm going to London. _____
8 I don't eat sweets. _____

2 Complete the dialogue with the words in the box.

Max: What films do you like?
Nina: _____ the "Harry Potter" films.
Max: _____. They're great.
Nina: They're _____ scary sometimes.
Max: No! _____. I think they're exciting.
Nina: I don't like very _____ films.
Max: _____.
Nina: But Harry Potter's _____.
Max: Yes, _____.

I agree I disagree I enjoy
Me too Me neither
brilliant scary a bit



3 What's your opinion? Write I agree or I disagree and one more sentence.

- 1 It's great to live in a big city. _____
2 Watching TV is a waste of time. _____
3 Every family should have a pet. _____

Lesson 5 Spelling, Use of English

Lesson aim Spelling; chant; Use of English

Lesson targets Children:

- listen to pronunciation of words where o sounds like u
- practise spelling and writing words where o sounds like u
- understand and say a short chant

Target words won, colour, nothing, above, money, month, wonderful, front, love, son

Materials PB p 89; CD B tracks 27–29; WB pp 76–77, GPB p 39

Time division

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

Warm-up

Find the word. Game 4. Play this game with verbs. (See Games, p 216.)

Activity 1

Play track 28. The children listen and say the words. Tell them to look back and underline the o in each word. Ask the class to read all the words together.

Activity 2

Give the class a moment to look at the first sentence. Ask a volunteer to say the complete sentence, adding the missing word. Check the class agrees. The children write. Continue in the same way with the other sentences.

Answers: 1 above 2 money 3 son 4 won 5 love 6 wonderful 7 colour 8 front 9 nothing 10 month

Activity 3

Point out the picture. Ask *Where is the boy? What is he doing? How do you think he is feeling?* Play track 29. The children listen and follow. Ask *How is the boy feeling? Were they right about this? What words tell us that the boy is feeling nervous/frightened?* Go through the words and explain as necessary. Play track 29 again. The children join in. Ask the children to read the poem to each other in pairs. Go round listening to them. Help with pronunciation and encourage them to put as much expression into the poem as they can. Ask three children to come to the front of the class. Child 1 reads the first three lines, Child 2 the next three lines and Child 3 the last four lines. Repeat with another three children or ask for one volunteer to read the whole poem to the class.


To complete classroom Lesson 5, move on to Use of English, WB p77.

Spelling (PB p 89)


Spelling box

Point out Mrs Swift'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.

Spelling: In some words the letter o sounds like u.



Her daughter had a son.



1 Listen and say these words.

won colour nothing above money
month wonderful front love son


Underline the o that sounds like u in each word.

2 Choose the best word to complete each sentence.

1 The clouds are in the sky _____ our heads.
2 You need _____ to buy things.
3 A boy child is a _____.
4 When you come first in a race, you have _____.
5 The opposite of hate is _____.
6 Our holiday in London was _____.
7 Blue is my mum's favourite _____.
8 Anna usually sits at the _____ of the class.
9 Ben opened the box but there was _____ inside it.
10 November is the eleventh _____.

3 Listen and say.

My heart is pounding and my knees are weak.
My mouth is dry and I cannot speak.
Waiting in the dark, waiting in the dark for the curtain to rise.
My hands are shaking and my feet are lead.
The words spin round inside my head.
Waiting in the dark, waiting in the dark for the curtain to rise.
I want to run away and hide
From the people on the other side
But here's the music – it's time to begin.
And the curtain's beginning to rise ...



Unit 8 Spelling: o sounds like u

89

Workbook: Use of English (WB p 77)

Read Mr Smash's speech bubble to the class.

Write the apostrophe on the board above a line. Write up *apostrophe*. Explain that this mark can show (1) when a letter or letters are missing or (2) the owner or owners of something.

Exercise 1

1 Read the information about omission. Ask a volunteer to read the example sentences.

Write the short forms on the board. Invite volunteers to write the long forms.

The children write the apostrophes for the short forms in their books.

While they do so, write the short forms on the board and let volunteers write the apostrophes. Other children check.

2 Read the information about the apostrophe for a single owner. As this work is revision, the children should be familiar with it. Invite volunteers to read the example sentences.

The children write the apostrophes in their books. Write the words on the board and let volunteers write the apostrophes. Other children check their work.

3 and 4 Go through the information and the examples in the same way.

The children write in their books and check their work with correct answers on the board.

Workbook: Spelling (WB p 76)

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 Flash's speech bubble.

Ask a volunteer to read the word and the sentence in the box.

Exercise 1

Remind the children to read the words they complete.

Exercise 2

The children should check any words they are unsure of in their Dictionary. Remind them all the words they need are in exercise 1.

Exercise 3

Tell the class the words they need are in exercise 1.

Exercise 4

The children try to spot the word from exercise 1 they have not used in an answer.

Exercise 5

Tell the children that the answers all have *o* sounding *u* in them.

Use of English

Remember when to use an apostrophe!

1 Read.

1 We use an apostrophe when we miss out a letter or letters.
 Hiawatha couldn't sleep at night. "I've been dreaming," he said.
 couldn't = could not I've = I have

Write the apostrophe: I am = I'm we are = we're
 he cannot = he can't

2 We use an apostrophe to show the owner of something.
 The chief's face was ugly.
 The face belonged to the chief.

When there is one owner we use 's.

Write the apostrophe: Ben's books the boy's hand the bird's wing

3 We use an apostrophe to show more than one owner.
 The warriors' weapons were buried in the ground.
 The weapons belonged to the warriors.

If the plural noun ends with s the apostrophe comes after the s.

Write the apostrophe: the girls' bags the horses' tails the trees' branches

4 Remember! Some plurals do not end in s.
 The people's lives were peaceful at last.
 The lives belonged to the people.

If the plural noun does not end with s we use 's.

Write the apostrophe: the children's toys the women's dresses
 the men's shoes

Unit 8 Revision of apostrophes of omission and possession

Workbook answers

Exercise 2

1 front 2 above 3 son 4 won 5 wonderful
 6 nothing 7 love

Exercise 3

1 months 2 colours

Exercise 4

money; encourage them to write an interesting sentence.

Exercise 5

1 brother 2 mother 3 cover

Grammar Practice Book (GPB p 39)

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

2 is not / isn't 3 has not / hasn't 4 does not / doesn't
 5 do not / don't

Activity 2

2 The people's houses were small. 3 The girls' books were on the table. 4 Tina's T-shirt was dirty. 5 The boys' bicycles were in the garden. 6 The children's toys were in the box. 7 The bird's wing was broken.

Lesson 6 Class composition; Writing preparation, Composition practice

Lesson aim Writing

Lesson targets Children:

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

Key structure and language from the unit

Vocabulary from the unit

Materials PB p 90; WB pp 78–79

Time division (session 1)

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

Time division (session 2)

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

Warm-up (session 1)


Play *Word chain*. Choose the easier or more difficult version as suits your class. (See Games, p 214.)

Class composition

Do you remember? Hiawatha's journey to find Deganawida was long and dangerous.

1 Look at the pictures.

Talk about what Hiawatha did on his journey. Make notes.



2 Write the story of Hiawatha's journey to find Deganawida.

Write one paragraph for each part of the story.

3 Reread your story.

Does it make sense? Does it explain what happened in order?
Does it explain what happened clearly?
Have you used the best words? Do you need more or better adjectives?
Have you used interesting verbs?

4 Make any changes then read the story again.

90 Unit 8 Class composition: writing part of a narrative story

Class composition (PB p 90)

Activity 1

Discuss in turn each of the events shown in the pictures with the class. Encourage them to use a wide vocabulary to describe what happened. Note descriptive words and phrases on the board. If children repeat a word that has already been mentioned, tell the class to think of a synonym. Encourage them to look in their Dictionaries for different words.

Activity 2

Elicit complete sentences from the class to tell the story of the journey. Remind them of the notes you have made to help them.

If you wish, use Poster 8 to remind them of the style and kind of language that is used in a legend.

Activity 3

Ask one or more volunteers to read the story to the class. Go through the questions with the class and decide what changes could improve the story.

Activity 4

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

See page 149 for an example composition.

Find the word. Game 4. Play this game with adjectives.
(See Games, p 216.)

Exercise 1

Exercise 2

Workbook: Composition practice (WB p 79)

Exercise 1

The children write about each event in turn. Encourage them to add detail to the events, for example adjectives to describe the old man and the old woman, the fighting boys and the river water.

Remind them of the two pieces of direct speech. If necessary, go through an example of punctuation of direct speech. Go around helping as the children write. Encourage them to use interesting verbs and adverbs.

Be ready to give extra vocabulary as may be required and write any unusual words on the board.

Before the end of the lesson, ask one or two volunteers to read a paragraph from their stories to the class.

The children may make neat copies of their stories for their portfolios. Encourage them to draw a picture of one of the events to illustrate their stories.

Assessment

Some children will be able to write more quickly than others and the length of stories will vary. The children who write less may still show understanding of the task.

In assessing their stories look for writing which

- tells the events in a clear order
- uses full forms throughout
- has some direct speech.

Writing preparation

Deganawida grew up to be a brave, kind and gentle boy.



- 1 Look at the pictures.**
Decide which pictures show Deganawida was brave, kind or gentle.
- 2 Write notes under each picture about what Deganawida did.**
Use your Dictionary to help you find words.



Unit 8 Notes for a narrative story

Composition practice

- 1** Write the story of Deganawida as a boy. Write three paragraphs.

Paragraph 1 Write about the kind things he did.

Paragraph 2 Write about the brave things he did.

Paragraph 3 Write about the gentle things he did.

Begin like this.

Degana wida was a kind boy. One day he

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 meanwhile

Materials PB p 91; CD B track 30

Preparation Listen to track 30 before the lesson

Time division

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

Warm-up

Ask the class to tell you what they can remember of Part 1. If necessary, ask prompt questions. For example:

Why did Queen Karina have to leave her castle? *because there was illness in Zarula and it was coming closer to the castle*

Why did she have to go to Rainbow Island? *because she would be safe there*

What did she take with her? *the Great Diamond*

Why? *because without it she cannot be queen*

Who is looking after it? *Banto*

Who wants to steal it? *Prince Torgan*

Listening (PB p 91)

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 is Prince Torgan riding to? *the White Castle*

Why? *to steal the diamond he thinks is there*

How is Queen Karina going to get to the island? *by boat*

Is there a problem? *Yes, a storm.*

Ask different children to read the speech bubbles.

Ask How did Prince Torgan feel when he could not find the diamond? *angry*

What did he do next? *went after Queen Karina and her friends*

What happened to the box with the diamond inside? *Banto could not hold onto it.*

Who cannot swim? *Queen Karina*

Activity 2

Tell the class to look at each picture, listen and follow the story. Play track 30. The children listen and look.

Activity 3

Ask questions to check understanding:

Why was it easy for Prince Torgan to go into the White Castle to steal the diamond? *the people were too ill to stop them*

When Prince Torgan saw the diamond was gone, what did he realise? *that Queen Karina had taken it with her*

Who agreed to help the queen and her friends? *the fishermen*

How? *They agreed to take them in their boat.*

What happened when they were out at sea? *a storm.* What happened to the boat? *A huge wave hit it.* What happened to the box with the diamond? *It fell into the water.*

What did the fisherman and Banto do? *They started to swim towards it.* What did Queen Karina tell them? *that she couldn't swim*

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

Optional

- 1 Ask the class what they think will happen next.
- 2 The children can use the play script to read and act out the story in groups or as a whole class.

Suggested homework task: Children complete Check-up 8

Listening

1 Look and read. 2 Look, listen and read. 3 Talk about it.

Adventure in Zarula – Part 2

To the White Castle! Quickly!

There is no one to stop us. All the people are sick.

Soon the diamond will be in my hands.

They have taken the diamond.

I will get the diamond. I will be king!

After them! I must get the diamond.

Meanwhile ...

At last we are here.

Can you take us to Rainbow Island?

A storm is coming.

Don't be frightened, Karina!

Help! I can't swim!

Unit 8 Listening 91

Listening audioscript: Adventure in Zarula – Part 2

Do you remember? There was a terrible illness in Zarula. Akaro, the wise man, told Queen Karina and her friends to leave the White Castle and go to Rainbow Island. The queen would be safe there. Banto fetched the Great Diamond from the tower. They took the diamond with them because without the diamond Karina could not be queen. Far away in his Black Castle, evil Prince Torgan watched Karina and her friends leave.

- 1 Prince Torgan left the Dark Castle with his monkey and his soldiers.

Torgan: To the White Castle! Quickly! Karina and her friends have left. Now I can steal the diamond and become King of Zarula.

- 2 Soon Prince Torgan and his men arrived at the White Castle and went inside. The people in the castle were too sick to stop them.

Torgan: Ha ha! There is no one to stop us. All the people are sick. It will be easy to take the Great Diamond.

- 3 Prince Torgan went quickly to the tower and ran up the stairs.

Torgan: Soon the diamond will be in my hands. And when the diamond is mine, I will be King of Zarula!

- 4 Torgan: No! I don't believe it! It is not here. They have taken the diamond.

- 5 Prince Torgan was very angry.

Torgan: I will get the diamond. I will be king!

- 6 Prince Torgan and his men jumped on their horses and rode out of the castle.

Torgan: Quick! After them! I must get the diamond.

- 7 Meanwhile, Queen Karina and her friends had arrived at the coast. They stopped on the cliff and looked out across the sea.

Banto: Look! There's Rainbow Island.

Karina: At last we are here!

Silas: We have been travelling for many hours.

Karina: I feel so tired.

Lilia: So do I.

Banto: How shall we get to the island?

Silas: Let's go down to the beach.

- 8 There were two fishing boats on the beach. The fishermen were mending their nets.

- 9 Silas: Good morning.

Fman 1: Good morning, sir.

Silas: We need your help.

Fman 2: Our help, sir?

Fman 1: What can we do for you, sir?

Silas: We need boats. Can you take us to Rainbow Island?

Fman 2: Rainbow Island?

Silas: Yes. We can pay you.

Fman 1: Glad to help, sir.

- 10 The four friends and Wogan climbed into the boats and set off for Rainbow Island. It was a beautiful morning but suddenly Lilia noticed some dark clouds in the west.

Lilia: Look at those clouds!

Silas: They're very black.

Fman 1: The weather is changing. A storm is coming.

- 11 They heard the first crash of thunder and lightning flashed across the sky. The wind started to blow stronger. The waves became bigger.

Banto: (scared) Don't be frightened, Karina!

Karina: I'm not frightened, Banto.

Banto: (scared) Neither am I! Oh! Oh dear!

- 12 Banto: Oh dear! Oh dear!

A huge wave hit the boat. Karina, Banto and the fisherman were thrown into the sea. Banto was holding the diamond in its golden box but it flew out of his hands and splashed into the water. Banto and the fisherman started to swim but suddenly they heard a voice. It was Karina.

Karina: Help me! I can't swim! I can't swim! Help!

Inferential and deductive questions

What did Prince Torgan decide to do after he realised Karina had the diamond? **ride after her**

How far is Rainbow Island from the White Castle? **a long way**. How do you know? **because they travelled for many hours to get to the coast**

Why couldn't Banto hold onto the box? **the wave hit the boat and made him drop it**

Personal response questions

Do you think Prince Torgan would be a good king? Why? Why not?

If you were Banto what would you do next?

Revision 4

Revision 4; Listening skills round-up 4; Project 4

Aim Revision

Targets Children:

- listen to a variety of fiction texts with key language and vocabulary from Units 7 and 8
- practise listening skills

- prepare for a legend writing project

Materials PB pp 92–93, 133; CD B tracks 31, 32

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 game, song or poem that the children have enjoyed.

may remember or recognise in addition: a fable, a legend.

Play track 31. The children listen and follow in their books.

All of the language should be familiar to the children. Check understanding of any less well-known words or phrases.

Explain *buffalo*: **an animal like a very big cow with thick fur around its head and shoulders.**

For text 2 it is not necessary for the children to understand the meaning of every word and phrase. Ask questions about the texts. Use these or any of your own:

Text 1: *What did the woman show to the people? the ways of peace. What animal did she become? a buffalo. What does a white buffalo bring? peace and good times*

Text 2: (verse 1) *What is special about the sea-caves? They are secret. How do the dolphins move through the waves? They dance.* (verse 2) *Which verb tells you that the dolphins leap out of the water? fly*

Text 3: *Which animals are mentioned? a bird, an ant. Which animal nearly drowned? the ant. How did the ant help the bird? It bit the bird catcher on his foot and he ran away.*

Text 4: *Who stepped on something in the sand? Andy. What was it? a mobile phone. What was the text message? Help! We're trapped.*

Text 5: *What were Billy and Sam talking about on the way home? the football team. What did Billy notice? a boy who was following them. What was unusual about the boy? He was wearing thin clothes although it was cold; he spoke in a strange language.*

If you wish, ask questions that require the children to think about their answers. Use these or any questions of your own:

Text 1: *Why do you think a white buffalo means peace and good times? (example) because it was the last colour of the buffalo and the woman told the people about peace*

Text 2: *Find a word that means someone who goes under water. diver*

Text 3: *Do you think the moral is true? Why?*

Text 4: *What will Meg and Andy have to find out? who is trapped and whose phone it is*

Text 5: *Why do you think the boy is nervous? (example) perhaps he is afraid of Billy and Sam; perhaps he is lost*

Revision 4

1 Listen and read.

Fiction texts

These are all fiction texts. That means they are not true. They all tell stories and events in different ways. They are the writer's ideas.

1

The people were arguing and fighting. One day a woman came, dressed in white. She talked to the people. She showed them the ways of peace.

When it was time for her to go, she walked a little way and turned round. She became a black buffalo. The people were amazed. She went a little further and turned round. She became a yellow buffalo. She went further again, turned round and became a red buffalo. The last time she walked then turned, she was a white buffalo.

When people see a white buffalo, they know it brings peace and good times.



2

Dolphin Dance

We are darters and divers from secret sea-caves. We're dippers and gliders, we dance through the waves.

We spiral and curl, we weave as we fly stitch shimmering arches from ocean to sky.

Judith Nicholls



3

An ant went to the river to drink. It fell into the water and was drowning. A bird was sitting on its nest in the tree. It saw the ant and flew down with a leaf in its mouth. It picked up the ant on the leaf and put it on the ground. The next day a bird catcher came with nets. He tried to catch the bird. The ant saw him and bit him hard on his foot. The bird catcher shouted with pain and ran away.

Moral: A kind person will receive kindness from others.



4 Andy: Come on, Meg. I want to swim in that sparkling blue sea!

Meg: So do I! I've been thinking about this holiday for months! Hey, wait for me!

Andy: Oooh owwww!

Meg: What's the matter?

Andy: I've hurt my foot. I've stepped on something.

Meg: Oh, dear. Oh! Look! Was it this? It's a mobile phone.

Andy: Well whatever it was, it hurt! What was that?

Meg: It's a text message. It's just arrived.

Andy: What does it say?

Meg: It says, 'Help! We're trapped.'

Andy: What? Who's trapped? Where? And whose phone is it anyway?

Meg: Hmm. What a mystery! We'll have to find out.



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Revision 4

Revision 4 (PB pp 92–93)

Read the title and give the children time to look at the pictures.

Activity 1

Read the information. Ask the class what kind of fiction texts they can think of. Write any ideas on the board. Tell the class to look at the texts on the two pages. Ask if any of the words on the board match what they see on the pages.

Ask if they recognise any kinds of texts that are not on the board. Write these on the board too.

The children should be able to list: a story, a poem a play. They

Activity 2

Ask a volunteer to read out the descriptions.
Give the class a time limit to match the texts to them. If you wish, they may do this work in pairs or small groups.
Check answers together and go through the features of the text types. If there is disagreement about the answers, make sure the children understand the different features. (The main features of each text type are given below but the children may add other details about what helps them to recognise the type.)

Answers:

- a fable: 3; features: a story that teaches something and has a moral
- a mystery story: 5; features: events that the characters do not understand – Billy and Sam do not know the boy, he looks unusual and he speaks in a strange language
- a poem: 2: the text is written in short lines and is arranged in two verses; the last word in the second and fourth lines of each verse rhyme
- a play: 4; features: the text is set out like a play with the name of the character and what the person says
- a native American legend: 1; features: a lot of events are told simply in a few words; little or no direct speech

5 Billy and Sam were walking home after school. They were talking about the football team. Sam was very excited about it and he didn't want to talk about anything else.
After a few minutes, Billy said, "Have you noticed? There's a boy behind us. He's been following us since we left school."
Sam turned round and looked at the boy. "I don't know him," he said. "Neither do I," said Billy. "He doesn't look very happy. Let's see what he wants."
They waited until the boy reached them. He was small and thin and he was wearing just a thin shirt and jeans although it was cold. His dark, straight hair fell over his eyes and he looked at them nervously. "Can we help you?" asked Billy.
The boy stared back at them and then he began to speak in a strange language.



2 Match the texts to these descriptions. How do you know which is which?

a fable ____ a mystery story ____ a poem ____ a play ____ a native American legend ____

Listening

1 Think about it.

You are going to hear an old Russian story about an animal called Silver Hoof. Which animal do you think Silver Hoof is? A lion? A goat? A fish? Say why.

2 Listen to the story. Does it have a happy ending or a sad ending?

3 Listen again. Are these sentences true or false? Write T or F.

- 1 Vanya was Darya's grandfather. ____
- 2 Vanya was a hunter. ____
- 3 Darya did not like Vanya's stories. ____
- 4 Vanya wanted to see Silver Hoof. ____
- 5 Vanya went to town to buy food. ____
- 6 The cat was scared of Silver Hoof. ____
- 7 The cat put jewels in the snow. ____
- 8 Vanya and Darya became rich. ____

4 Listen again.

Numbers these words in the order in which you hear them.

noise believe skins rich poor favourite roof hunter stamped

5 Tell the story.

Work in pairs or groups.

Now you can do the project on page 133.

Listening: Understanding a story

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Audioscript (PB p 93, Activity 2)

A long time ago there was an old man who lived with his granddaughter and her little cat. The old man was called Vanya and his granddaughter was called Darya. They lived in a little house in the middle of a forest. They were very poor but they were happy. During the day Vanya went hunting. Darya cleaned their little house and cooked their dinner. At night the old man told his granddaughter wonderful stories. Darya's favourite story was about a magic goat called Silver Hoof. This goat had one silver hoof – at the front, on the right – and when it stamped its silver hoof, a shining jewel appeared on the ground.

The old man said, "I've been looking for this magic goat for many years but I have never found him. Perhaps one day we will be lucky. Perhaps one day we will find him."

All summer long, Vanya hunted animals in the forest. When winter came, he said, "I must travel to the town. I must sell the skins and the meat of the animals that I have caught." "May I go with you, grandfather?" asked Darya. "No," said Vanya. "You must stay at home." So Vanya went to the town and Darya and her cat stayed in the little house in the forest.

That evening it started to snow. Darya and her cat were sitting by the warm fire when suddenly they heard a noise outside. Darya opened the door and there in the snow she saw a goat. It was Silver Hoof! Her little cat ran outside and the two animals started to play together. They ran round and round the little house. Silver Hoof stamped his hoof and stamped and stamped again. Then Silver Hoof jumped up onto the roof of the little house and stamped and stamped some more. Soon the snow around the little house and the snow on the roof was covered with bright, shining jewels.

Just then Vanya arrived home. Silver Hoof saw him and knew he was a hunter. Quickly he ran away into the forest. Vanya looked at his little house. He couldn't believe his eyes. "Is this my home?" he asked. "It's so beautiful!" He picked up some of the jewels, put them in his hat and carried them into the house. Darya told him about Silver Hoof, how the cat and the goat had played together, how the goat had stamped his hoof and how the beautiful jewels had appeared.

Now Vanya was a rich man and he and Darya and her little cat lived happily ever after.

Activity 2

Tell the class they are going to hear the story. Read the question and tell the children to listen to find out what ending the story has. Play track 32. The children listen. Ask the class the question again. Elicit a happy ending.

Activity 3

Ask different children to read the sentences. Tell the class to listen again and write their answers. Be prepared to play the track a third time if necessary. If you wish, ask the children to correct the false statements as you go through the answers.

Answers: 1 T 2 T 3 F (Darya liked the stories.) 4 T 5 F (He went to sell skins and meat.) 6 F (The cat played with Silver Hoof.) 7 F (Silver Hoof put jewels in the snow.) 8 T

Listening skills round-up 4 (PB p 93)

Activity 1

Read the task to the class. Ask the class if they can guess which animal the story is about.

Portfolio and Diploma 4: Units 7 and 8

Listening skills round-up 4 (continued)

Activity 4

Children read the words. Play track 32. Children write 1 against the first word that they hear and so on to number 9.

Answers: 5, 8, 4, 9, 1, 2, 6, 7, 3

Activity 5

The children work in pairs or groups to tell the story to each other.

Project 4: A legend (PB p 133)

Explain Project 4 to the children in the lesson. (See below for guidance notes.) They may then complete Portfolio 4 and Diploma 4 in their Workbooks. 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.

Make sure the class understand that the task is not to write out a complete legend. They must find out about someone or something who is a character or an animal in a legend or in several legends.

They should write a paragraph that explains who the person or creature was. They should write another paragraph about what the person or creature did. Make sure they realise they should tell the events in a few sentences. Remind them to illustrate their work and let as many children as possible read out their work.

Portfolio 4 (WB p 135)

When the children have completed all the work in Units 7 and 8, they turn to page 135 in their WB.

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.

Listening

The children should listen again and check anything they are unsure of with the audioscript.

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 12–15 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 7 and 8 before moving on to Unit 9.

Diploma 4 (WB p 136)

When the children are confident with all the elements of the work on page 135, 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 7 and 8.

Completed Diploma page:

- 1 her
Can/May
have been travelling
has been sailing
- 2 *An island in the South Pacific:* by a volcano
How peace came to the people of the Great Lakes: snakes
Adventure in Zarula: Prince Torgan
- 3 a stranger
- 4 pizza, rabbit, money, nothing

Answers to Check-ups 7, 8; Example writing

Units 7, 8

Check-up 7 (WB pp 70–71)

Exercise 1

1 him 2 them 3 me 4 it 5 you 6 us 7 her 8 you

Exercise 2

- 1 I bought her these flowers.
- 2 John played him a tune.
- 3 Lily read them a story.
- 4 Mum gave us some sweets.

Exercise 3

A 2 B 1 C 5 D 4 E 3

Exercise 4 (example answers)

- 1 Can I borrow your rubber?
- 2 Could I have a sandwich, please?
- 3 May I leave the room, please?

Exercise 7 (example answer)

On Saturday (morning) Sally and Pete visited Aunt Meg. She took them to the beach. The weather was lovely (hot and sunny). Aunt Meg bought them ice creams. Pete wanted a kite. Aunt Meg got him one. When Pete and Sally got home, they tried to phone Aunt Meg to thank her. They could not speak to Aunt Meg because she was not at home so they sent her an email.

Check-up 8 (WB pp 80–81)

Exercise 1

- 1 has been learning 2 have been playing
- 3 have ... been waiting 4 has been riding
- 5 have ... been feeling 6 has been raining

Exercise 2

1 for 2 for 3 since 4 since 5 for 6 since

Exercise 3

- 1 So do I. 2 So am I. 3 Neither do I. 4 So am I.
- 5 Neither am I. 6 So do I.

Exercise 6 (example answer)

Max is at the park. He is waiting for Joe. They are going to play football. Max has been waiting for an hour. Suddenly, Max's phone rings. It is Joe. He is at the park, too. He is waiting for Max. Joe is standing in front of the white gates. He has been standing there since 9.00. Max has made a mistake. He has been waiting in the wrong place.

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' answer.

Unit 7 Class composition (example writing)

Mountain walks

you can see

brilliant flowers as bright as jewels

sparkling waterfalls splashing into turquoise pools

colourful birds flying through the trees

delicious fruits growing on the branches

tall hills covered with trees

Wear

trousers

a T-shirt with long sleeves

strong, comfortable shoes or boots

Bring a bag with

a bottle of water

your lunch

a camera

Unit 8 Class composition (example writing)

One evening, Hiawatha found a cave. He put his blanket down on the ground and he made a fire. Suddenly, he heard a loud growl. He looked up and saw a huge bear. It was standing at the front of the cave. Quickly, Hiawatha picked up a burning branch from the fire. He waved the branch at the bear. It was scared of the fire and it ran away.

The next day, Hiawatha travelled down a river on a log. The log floated on the water and he went very fast. He used a branch as a paddle. The river flowed faster and faster. Then it became a waterfall. The water fell down the side of the mountain. Hiawatha held on tightly as he went down the waterfall.

On another day, he had to cross a narrow river. There was no bridge but there was a tree. The tree was lying across the ravine. The river was a hundred metres below. Hiawatha stepped carefully onto the tree and walked slowly across. He did not slip and fall. He reached the other side safely.

Later, Hiawatha heard wolves. They chased after him. He had to climb a cliff to escape. The wolves were below him. They tried to jump and bite his feet. Hiawatha threw rocks at the wolves and they went away.

9 Doctors then and now

Lesson 1 Poster 9, Reading

Lesson aim Reading

Lesson targets Children:

- (poster) learn about the features of instructions
- follow and read factual information
- understand the information and answer oral questions
- practise reading the information

Key structure reflexive pronouns

Key language *when* + past continuous and past simple

Vocabulary health, hospitals

Materials poster 11; PB pp 94–95; CD C track 1; WB p 82; Dictionary 6

Time division

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

Warm-up

Ask *Would you like to work in a hospital? Why? Why not?*

Poster 9

Doctors then and now

You are going to read **factual information** about the first doctors.

The information is divided into **paragraphs**.

The paragraphs have **headings**.

There are **illustrations**. These have **captions** and **labels**.

The information introduces some new words.

hospital instruments

new words

Instructions must:

- be clear
- use simple words that are easy to understand
- be written in order.

They are divided up into short sentences.

Usually the sentences do not use many words.

The sentences use the imperative form of the verb. Often they begin with the verb.

Clean the floor of the ward.

Change the sheets on the bed.

Wash the sheets.

Text type and vocabulary

- 1 Read the title. Tell the class that doctors have been working for thousands of years.
- 2 Go through the information about the factual information, how it is laid out and the features of it. The children should now be familiar with the terminology and what it means.
- 3 Read the new vocabulary and find the new words in the Dictionary with the class.
Make sure they understand what each object or person is.

Text type features

- 4 Read the information about instructions. Make sure the class remembers what a patient is: **a sick person in hospital**.
- 5 Read the three bullet points. Ask the class why they think instructions are written like this: **because somebody who does not know what to do has to follow them**.
- 6 Read the other information and the grammar features. Ask volunteers to read the example sentences. Ask which word is the verb in each one.

Reading (PB pp 94–95)

- 1 Read the title. Let the class look at the two pages. Ask the class what things they recognise. Ask them what things they think have changed most about doctors and hospitals. They should probably know from their own experience that modern doctors and hospitals have lots more instruments and equipment.
- 2 Play track 1. The children listen and follow in their books.
- 3 Read sections of the text to the class. The children check or find meanings of words as necessary in their Dictionaries as you go through the text. You may wish to explain that two thousand years ago, Rome was a very important city and the Romans invented many things that we still use today.
- 4 Ask questions about each part of the text. Use some or all of the questions in the box below or any of your own.
- 5 Ask different children to read a few lines each.
- 6 Ask *What did you already know? What have you learned?*
- 7 Play track 1 a final time.

Reading text questions

*Who found out about a dentist in Pakistan? **archaeologists***
*Who was the first doctor who is known by name? **Imhotep***
*Which pharaoh did he treat? **King Zoser***
*What did Hippocrates think was important? **looking at patients carefully***
*What did the Romans think was good for people's health? **cleanliness***
*How much water did they bring in each day? **1,000 million litres***
*What did they use it for? **drinking, washing, cleaning the streets and drains***
*Why did people carry patients to a hospital? **There were no ambulances.***
*Who set up the first hospitals? **doctors in the Middle East***
*Who is sometimes called the father of modern medicine? **Avicenna***
*What did he realise? **some diseases can travel quickly from one person to another***

9 Doctors then and now

Reading The first doctors

Earliest times

All around the world, for thousands of years, people have been treating illness, disease and pain. Archaeologists know about a dentist who worked 9,000 years ago in Pakistan but the first doctor in history who is known by name is Imhotep. He treated King Zoser the pharaoh of Egypt 4,700 years ago.

Greek and Roman doctors



Hippocrates looked and made notes.

The Greek doctor, Hippocrates, treated sick people 2,500 years ago. He believed that looking carefully at patients was important. This helped him to decide on the best treatment. Doctors do this today.



Everyone could use the baths in Rome.

Two thousand years ago the Romans believed that cleanliness was good for people's health. They had big baths like swimming pools. They brought 1,000 million litres of water a day into the city for drinking, washing and cleaning the streets and drains.

Physicians in the Middle East



There were no ambulances at the first hospitals.

Doctors in the Middle East set up the first hospitals. The Persian doctor, Avicenna, wrote about medicine 1,000 years ago. His book was used for 800 years. He is sometimes called the father of modern medicine. He realised that some diseases can travel quickly from one person to another.



This is a microscope.

European medicine

Two hundred years ago some European doctors began to use microscopes to look at germs. Many doctors at that time did not understand that germs can be spread by healthy people through touch. Doctors did not wash their hands after they had touched sick people.

Hospital cleanliness

In 1847 a Hungarian doctor named Semmelweis was working in a big hospital when he made an important discovery. He found that fewer patients died when the doctors washed their hands before they treated them. Semmelweis could show that hand-washing was important, but the other doctors were angry. They did not like his ideas. They stopped him from working in hospitals. He died forgotten and in disgrace – but he was right.



In London, the surgeon Joseph Lister believed the same thing. He made sure that all hospital instruments were properly cleaned before and after operations. Fewer people died after operations. Florence Nightingale, the famous nurse, believed that good nursing needed cleanliness. She thought that the patients and the hospital ward had to be clean. She wrote instructions to her nurses:



Open the windows to give patients fresh air.
Let patients sit in sunlight for part of the day.
Put them in good food to eat.
Put them clean water to drink.
Clean the floor of the ward.
Change the sheets on the beds.
Wash the sheets.
Wash the patients.
Keep the doctors clean.



Keep it clean!

Nowadays we know how important it is to keep things clean but it was not obvious then. Many people did not think that Florence Nightingale's ideas were important. Modern nurses use disposable gloves. These protect patients from germs.

If you cut yourself, you must clean the cut but ... Always wash your hands first!



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Unit 9 Reading: information with instructions

Unit 9 Reading: information with instructions

95

How long ago did European doctors first use microscopes? **two hundred years**

What did they not understand? **that germs can be spread by touch**

Who discovered that hand-washing was important? **Semmelweis**

What happened to him? **He was stopped from working in hospitals and he died forgotten and in disgrace.**

What work did Joseph Lister do? **He was a surgeon and he did operations.**

What did he believe? **hand-washing was important and all instruments must be clean**

Which nurse agreed with Joseph Lister? **Florence Nightingale**

Who did she give instructions to? **her nurses**

What were the most important things in her instructions? **cleaning and washing**

What do nurses use now? **disposable gloves**

What must you do if you cut yourself? **clean the cut but wash your hands first**

Workbook: Study skills (WB p 82)

Make sure the children understand the tasks.

If possible, do exercises 1–3 in class. The children can complete exercises 4 and 5 independently. Exercise 6 may be done in pairs in class time. This could be a warm-up activity.

Exercise 1

Read or ask a volunteer to read the paragraph to the class.

Exercise 2

Point out how the notes are begun with one note: *first doctors*. Write this on the board. Point out the detail that is given next and write this up. Write up the notes on Egypt, then the notes on Greece and Rome. Point out that these three sets of notes are about the doctors in three countries and what they did.

Exercise 3

Tell the class to cover exercise 1, or tell them to close their books. Ask a volunteer to tell the class about the first doctors using the notes on the board.

Exercise 4

Tell the class to read the paragraph carefully and to think what it means.

Exercise 5

Remind the class to use exercise 2 as a model to help them.

Exercise 6

Remind the class to speak in complete sentences. It is not necessary for them to repeat the information exactly as in exercise 4. Their sentences should make sense, be true and grammatically correct.

Lesson 2 Reading comprehension and vocabulary

Lesson aim Reading comprehension; vocabulary

Lesson targets Children:

- re-read *Doctors then and now*
- correct false statements; answer deductive comprehension questions
- practise vocabulary using dictionaries to check definitions

Key structure and language from Lesson 1

Vocabulary from Lesson 1

Materials PB p 96; CD C track 1 (optional); WB p 83

Time division

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

Play *Guess the word* with new words for this unit. (See Games, p 215.)

Reading comprehension and vocabulary

1 One word in each sentence is wrong. Cross it out. Write the correct word.

- 1 Archaeologists know about a ~~doctor~~ who worked 9,000 years ago. dentist
- 2 Imhotep treated King Zoser, the pharaoh of England, 4,700 years ago. _____
- 3 Hippocrates believed that looking carefully at patients was impossible. _____
- 4 Two hundred years ago the Romans believed cleaning was important. _____
- 5 The Romans used 1,000 million litres of water a day for drinking, washing and cleaning the streets and trains. _____
- 6 Avicenna realised that diseases can travel quickly from one hospital to another. _____
- 7 In 1847 a Hungarian doctor made an important disease. _____
- 8 Florence Nightingale wrote information to her nurses. _____



2 Think about the answers to these questions.

- 1 Why do you think Avicenna is sometimes called 'the father of modern medicine'?
- 2 Why do you think the other doctors were angry about Semmelweis' ideas?
- 3 Did anything in the text surprise you? What was it?
- 4 Would you like to be a doctor or a nurse? Why or why not?

3 Find the words

Find three words for people who work in hospitals.

Find three words for things doctors try to treat.

Check in your dictionary!



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Unit 9 Reading comprehension and vocabulary: wrong word; personal response; word groups

Reading comprehension and vocabulary (PB p 96)

Read again

Re-read *Doctors then and now* or play track 1 again.

Activity 1

Explain the task and point out the example.

Ask a child to read the next sentence. Ask which word is wrong and which word is correct. Check with the class.

Make sure the children look back at the text if they are not sure or if there is disagreement.

Continue with the other sentences.

Answers

- 2 England, Egypt 3 impossible, important
4 hundred, thousand 5 trains, drains
6 hospital, person 7 disease, discovery
8 information, instructions

Activity 2

These questions require the children to think about their answers. Ask the question, then tell the children to look back to the appropriate part of the text. Re-read it with them if necessary and help them to work out an answer. Encourage them to put forward ideas and ask extra questions to help them think.

Answers

- 1 Many other doctors used his book and knew about him. His book was used for 800 years. He understood that diseases can travel quickly from one person to another which is an important idea.
- 2 He showed that patients had died because they did not wash their hands. He also showed that they made patients more ill by not washing. Sometimes the cause of death was because of the doctors. They were angry that Semmelweis showed this because it made them look bad. Perhaps they thought they might lose their jobs.
- 3 Children's own answers
- 4 Children's own answers

Activity 3

Read Superboots' reminder.

Tell the class to scan the text to look for the words and to check the meanings if they are not sure.

The children could do this work in pairs. Give them a time limit and check answers together.

Answers: doctor, nurse, surgeon; illness, disease, pain

Workbook: Reading comprehension and vocabulary (WB p 83)

Check the children understand the tasks.

Exercise 1

The children re-read the text independently. Remind them not to miss this out. Explain that they have a better chance of completing the other exercises correctly if they are familiar with the text and understand it.

Exercise 2

Remind the class to use their Dictionaries to check if necessary.

Exercise 3

The children write the nouns on the left then find the adjective that comes from the noun and write it on the right.

Exercise 4

The children read the sentences and complete them with the correct word.

Workbook answers

Exercise 2

1 illness 2 medicine 3 microscope 4 healthy
5 operation

Exercise 3

nouns: pain, illness, cleanliness, health, anger
adjectives: healthy, clean, painful, angry, ill

Exercise 4

1 disgrace 2 fresh 3 dressing 4 disposable
5 evidence

Reading comprehension and vocabulary

1 Read *The first doctors* again.

2 Complete the sentences with the words in the box.

illness microscope healthy medicine operation

- Imhotep treated _____ 4,700 years ago.
- Avicenna wrote a book about _____ 1,000 years ago.
- Doctors in Europe began to use a _____ to look at germs.
- They did not understand that _____ people could spread germs by touch.
- Lister said that instruments must be cleaned before and after each _____.

3 Match the pairs. Write the words in the correct list.

healthy clean pain angry painful
illness cleanliness health anger

noun

adjective



4 Complete the sentences with the words in the box.

fresh disposable disgrace evidence dressing

- Harry is in _____ because he hasn't done any homework this week.
- It is best to eat _____ fruit and vegetables.
- Mum put a clean _____ on Lucy's cut finger.
- These dressings are _____ and you only use them once.
- In our science lesson we looked for _____ that wood floats in water.

Unit 9 Cloze; word class; definitions

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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 reflexive pronouns

Vocabulary from Lesson 1

Materials PB p 97; WB p 84; GPB p 44

Time division

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

Warm-up

Play *Team sentences*. (See Games, p 215.)

Grammar (PB p 97)

Activity 1

Ask *What is happening in the picture? a doctor is looking at a boy's hand*

Ask volunteers to read out the sentences.

Write the second and third sentences on the board and underline the reflexive pronouns.

Explain that these are used to express actions that we do to ourselves or to our own bodies.

Activity 2

Give the class a moment to look at the pictures.

Ask a child to read the first sentence. Ask *What is wrong? What does not match the picture?* Make sure the class understands they are not looking for errors in the grammar. Elicit an answer. Check with the class. Ask different children to read out the complete sentence correctly or write it on the board and ask the whole class to read it.

Answers

- 1 The *girl* looked at herself 2 The *knife* is sharp
3 "... at the Sports Club, *boys!*" 4 The *cat* sat in the sun
5 "... on the *slide,*" 6 "I bought myself *an ice cream*"
7 They were *pleased* with themselves 8 The boy *fell* down

Activity 3

Ask the questions around the class. Tell the other children to listen carefully to the answers.

After a few children have answered, ask questions of other children about answers that have already been given, for example *Has ... ever hurt herself? What did ... buy herself? Why was ... angry with himself,* etc.

Continue to ask the questions around the class.

Grammar

1 Look!



G-R-A-M-M-A-R spells grammar!



"What's the matter?" asked the doctor.
"I've cut myself on a piece of glass," said the patient.
"You've hurt yourself badly," said the doctor.

2 Look and correct the mistakes.



The old lady looked at herself in the mirror.



The scissors are sharp! Be careful! Don't cut yourself!



"Enjoy yourselves at the Sports Club, girls!" said Mum.



The dog sat in the sun and washed itself.



"We enjoyed ourselves on the swings," said Molly.



"I bought myself a lollipop," said Freddy.



They passed their exam. They were angry with themselves.



The boy sat down and hurt himself.

3 Talk about these questions.

- 1 Have you ever hurt yourself? What happened?
- 2 Have you bought yourself anything recently? What was it? How much did it cost?
- 3 What do you see when you look in the mirror?
- 4 When did you and your friends last enjoy yourselves?
- 5 Have you ever been angry with yourself? Why?

Unit 9 Grammar: reflexive pronouns

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Workbook: Grammar (WB p 84)

Check that the children understand the tasks.

Exercise 1

Remind the children to read all the sentences before they begin and to re-read the sentences to check their answers.

Exercise 2

Tell the class to read both sentences not just the one with the gap.

Exercise 3

Tell the class to make sure that the sentence they write matches the picture. They may use different words for the animals and people or different tenses.

Exercise 4

Tell the class to write true sentences if they can.

Workbook answers

Exercise 1

1 yourself 2 itself 3 myself 4 himself 5 herself

Exercise 2

1 yourselves 2 ourselves 3 themselves

Exercise 3

- 1 The cat is washing itself.
- 2 The girl is looking at herself in the mirror.
- 3 The children are enjoying themselves on the swings.
- 4 The man has hurt himself with the hammer.

Grammar

1 Complete the sentences with the words in the box.

myself yourself himself herself itself

- 1 I hope you enjoy _____ at the party.
- 2 The monkey is looking at _____ in the mirror.
- 3 I fell over on the icy road and hurt _____.
- 4 The boy bought _____ an electric guitar.
- 5 Aunt Jane cut _____ on a piece of glass.

2 Complete the sentences with the words in the box.

ourselves yourselves themselves

- 1 "You've done very well," said the teacher. "Give _____ a clap."
- 2 We passed our exams. We were very pleased with _____.
- 3 The children opened their eyes and found _____ in a dark forest.

3 Write a sentence about each picture. Use the verbs in brackets.



4 Answer the questions.

- 1 When were you last angry with yourself?
- 2 When did you and your friends last enjoy yourselves?

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Unit 9 Reflexive pronouns

Grammar Practice Book (GPB p 44)

When the children have completed the PB and WB Grammar pages, they may complete GPB page 44.

Grammar Practice Book answers

Activity 1

2 Did they enjoy themselves at the party? 3 The cat is looking at itself in the mirror. 4 My sister is pleased with herself. 5 I bought myself an ice cream. 6 My brother cut himself with a knife.

Activity 2

2 him 3 her 4 myself 5 her 6 me 7 myself 8 them.

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 past continuous and past simple with *when*

Key vocabulary circus

Materials PB p 98; CD C track 2; WB p 85; GPB p 45

Time division

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

Warm-up

Say the chant from Unit 8, PB page 89, CD B track 29.

Grammar in conversation

1 Listen and read.

Lucy: Hey! Guess what!
 Jack: I don't know. What?
 Lucy: I was coming to school this morning when I saw an elephant in the street.
 Jack: I don't believe you.
 Lucy: It's true!
 Jack: Hey, Alex! Lucy says she was coming to school this morning when she saw an elephant in the street.
 Alex: That's nothing. I was coming to school this morning when I saw three elephants in the street.
 Jack: You're joking.
 Alex: And horses and acrobats and clowns and a band and ...
 Jack: Oh, I get it! The circus has come to town. Why didn't you say?



2 Think, write and say.

Finish these sentences.

I was walking in the park when ...

I was falling asleep when ...

I was swimming in the sea when ...

I was shopping in the mall when ...

3 Let's talk!

Hey! Guess what?

I don't know. What?

Useful phrases
 Guess what?
 I don't believe you.
 You're joking.
 It's true!
 Oh, I get it.

Grammar in conversation (PB p 98)

Activity 1

Point out Jack, Lucy and Alex in the picture. Ask *What is Lucy thinking about?* **an elephant**. *Who looks puzzled?* **Jack**. Play track 00. The children listen and follow in their books. Ask *What was Lucy doing when she saw an elephant?* **She was coming to school**. *What did Alex see when he was coming to school?* **three elephants**

Activity 2

Ask different children to read the sentence beginnings. Give the children a minute or two to write endings for each sentence. Explain that they can make the ending something very strange if they wish.

Activity 3

The children work in pairs or small groups. Point out the useful phrases in the box. Make sure they understand them all. Go around listening to them as they work. Let several pairs say their conversations in front of the class.

Workbook: Grammar in conversation (WB p 85)

Make sure the children understand the tasks.

Exercise 1

Remind the class that the past continuous is used for the action that was already happening and still happening when another action happened.

Exercise 2

If necessary, check that the children understand what is happening in each picture.

Workbook answers

Exercise 1

- 1 was walking, saw 2 was running, fell
3 were having, began 4 was working, made
5 was shopping, lost 6 were playing, broke

Exercise 2

- 1 Mrs May was buying bananas when she dropped her money.
2 The men were climbing a mountain when it started to snow.
3 The boy was watching TV when the telephone rang.
4 The children were swimming in the sea when they saw a dolphin.

Grammar Practice Book (GPB p 45)

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

- 2 saw 3 arrived 4 were having 5 fell 6 was looking

Activity 2

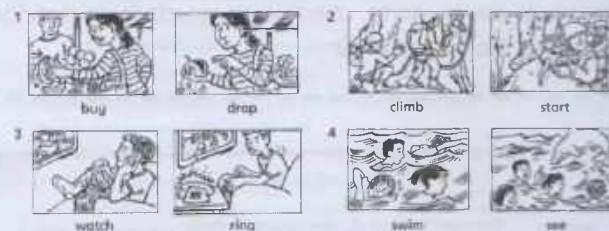
- 2 He was walking in the park when a boy on a skateboard hit him. 3 He was eating an ice cream when he found a spider. 4 He was playing football when he broke his leg. 5 He was watching television when it exploded. 6 He was visiting the zoo when the lion escaped.

Grammar in conversation

- 1 Complete the sentences with the verbs in brackets. Use the past continuous and the past simple.

- 1 I _____ in the park when I _____ my friend.
(walk, see)
2 Joe _____ across the road when he _____ down.
(run, fall)
3 We _____ a picnic when suddenly it _____ to rain.
(have, begin)
4 The scientist _____ late when he _____ a discovery.
(work, make)
5 Mrs Johns _____ in the mall when she _____ her bag.
(shop, lose)
6 The boys _____ football when they _____ the window.
(play, break)

- 2 Look at the pictures and write sentences. Use the verbs under the pictures. Use the past continuous and the past perfect.



- 1 Mrs May _____ when _____
2 _____
3 _____
4 _____

Unit 9 Past continuous and past simple with when

85

Lesson 5 Spelling, Use of English

Lesson aim Spelling; song; Use of English

Lesson targets Children:

- listen to pronunciation of words with three syllables
- practise spelling and writing words with three syllables
- understand and sing a short song

Key language (song) *I was walking down the street when I saw it ...*

Target words ambulance, microscope, medicine, hospital, important, instruction

Materials PB p 99; CD C tracks 3–6; WB pp 86–87, GPB p 46

Time division

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

Warm-up

Play *Look, cover, write, check* with words from previous units. (See Games, p 216.)

Play track 4. The children listen and point to the whole word in their books.

The children listen to the words said slowly and point to each syllable.

The children listen and repeat the complete words.

Ask the class to read each word together.

Activity 2

Give the class a minute or two to read and circle.

Check the answers together. If there are any mistakes or disagreement, say the word clearly to the class and tell them to count the syllables as you say the word.

Ask how many syllables *doctor* and *sunlight* have: **two**.

Encourage the children to write interesting sentences using the three-syllable words.

Answers

circle: cleanliness, discover, understand

Activity 3

Point out the picture and ask a pair to read the speech bubbles.

Explain that the song is about something mysterious.

Play track 5. The children listen and follow.

Go through the words with the class and check they understand everything.

Play track 5 again. The children join in.

Play track 6. The children sing to the music.

Ask the class to think of a different idea for the first two lines, for example *I was talking to my friend, I was playing in the park*.

Give them a moment to think of some different ideas and choose two or three to make new verses.

To complete classroom Lesson 5, move on to Use of English, WB p87.

Spelling

Remember! The parts of a word are called syllables. Each syllable must have one vowel or more.

Listen! How many syllables can you hear?

ambulance



1 Listen to the words.



microscope



medicine



hospital



important



instruction

Listen again and point to each syllable.

mi-cro-scope med-i-cine hos-pit-al im-por-tant in-struc-tion

Listen then say the words.

microscope medicine hospital important instruction

2 Read the words. Circle the words with three syllables. Use each three-syllable word in a sentence of your own.

doctor cleanliness discover sunlight understand

3 Listen and sing.

I was walking down the street when I saw it.
I was walking down the street when it appeared.
It was big and red and round
And floated just above the ground.
Yes, I was walking down the street when it appeared.

So what was it?

No idea!



Unit 9 Spelling: three-syllable words

99

Spelling (PB p 99)

Spelling box

Point out Miss Sparkle'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.

Activity 1

Explain to the class they will hear the words read three times. Tell them to listen carefully to the instructions and follow in their books.

Workbook: Use of English (WB p 87)

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

Exercise 1

Read the first part of the information to the class.
 Go through the two definitions of *sheet*. Point out that in both meanings, it is a noun.
 The children check back to find which meaning appeared in the text: *sheets on a bed*.
 If you wish, point out that Florence Nightingale wrote her instructions on a sheet of paper but this is not in the text itself.
 Read about the different parts of speech that are shown in a dictionary definition.
 Go through the example. Ask volunteers to read the definitions and sentences.
 Go through the questions with the class. Make sure they look back to check.
 Make sure they look up *record* in their Dictionaries.
 Ask different children to tell you their sentences for the other meaning of *record* (v).

Workbook answers
 1 verb 2 to try to make someone or something better

Workbook: Spelling (WB p 86)

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 Miss Sparkle's speech bubble.
 Ask a volunteer to read the word in the box.

Exercise 1

If you wish, prepare the class by reading the words together.
 Remind the class to read the words again after they have written them.

Exercise 2


Remind the class to say the words to themselves and listen to the number of syllables.

Exercise 3


Remind the class to read all the words carefully before they circle.

Exercise 4

Tell the children to check their work by reading all the words in each list and listening to the syllables.



Do you remember?
 Some words have more than one meaning.



Florence Nightingale wrote on sheets of paper.

1 Read.
 When you look for a word in a dictionary, sometimes there is more than one meaning.
 sheet n (1) a large piece of material that is put on a bed
 Anna has blue sheets on her bed.
 (2) a large piece of paper for writing or drawing on
 Use a clean sheet when you copy out your story.
 Look back at *The first doctors*. Which meaning of 'sheet' was used in the text?

 Sometimes the word can be used as different parts of speech.
 treat n a special present or a special event
 Dad took us to the theatre as a treat.
 v (1) to behave towards someone in a particular way
 Grandma always treats us very kindly.
 (2) to try to make something or someone better
 Doctors treated my aunt in hospital.
 1 Look back at *The first doctors*. Was the verb or the noun of 'treat' used? _____
 2 What was the meaning of 'treat' in the text? _____
 3 Find 'record' in the text. What part of speech is it? _____
 4 Find the correct meaning in your Dictionary. Write it here.

 5 Write a sentence using the other meaning of the verb 'record'.

Unit 9 Homework

Workbook answers
Exercise 1
 All the words have three syllables.
Exercise 2
 1 one 2 two 3 one 4 two 5 three 6 one
Exercise 3/4
 one syllable: germ, touch, through
 two syllables: doctor, famous, surgeon
 three syllables: carefully, understand, cleanliness

Grammar Practice Book (GPB p 46)

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
 clean v = 2, adj = 1 notice v = 3, n = 4
 cross v = 6, adj = 5
Activity 2
 Example answers: 3 He fears spiders. 4 He has a fear of spiders. 5 She is nursing her mother. 6 The nurse gave her some medicine.

Lesson 6 Class composition; Writing preparation, Composition practice

Lesson aim Writing

Lesson targets Children:

- write instructions with teacher support (session 1)
- practise vocabulary and structures for independent writing (session 2)
- write instructions independently (session 2)

Key structure and language from the unit

Vocabulary from the unit

Materials PB p 100; WB pp 88–89

Time division (session 1)

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

Time division (session 2)

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


Session 1 Warm-up

Play *Simon says*. (See Games, p 215.)

Class composition

1 Look at the pictures. Talk about the pictures.
Write the instructions.

How to deal with a cut



10

Unit 9 Class composition: factual information and instructions

- 2 Ask the class to give you the first instruction. If they do not give the verb in the correct form, remind them of the imperative form for commands and instructions. Elicit each sentence in turn and write it on the board.
- 3 Ask a volunteer to read the instructions to the class. Ask *Are they clear? Are they easy to understand?* Make any changes that you and the class agree to. Let another volunteer read the instructions to the class. If there is time, the children write the instructions in their copy books or PBs.
- See page 181 for an example composition.

Class composition (PB p 100)

- 1 Use Poster 9 or PB page 95 to remind the class how instructions are written. Point out the picture of the child. Ask *What is the matter?* Elicit *She has cut her hand*. Ask a volunteer to read the title. Tell the class to look at the first picture. Ask *What do you do first?* The children tell you the action, for example *First you wash your hands*. Discuss each picture in turn and let the class describe the process.

Session 2 Warm-up

Play *What's the object?* (See Games, p 215.)

Workbook: Writing preparation (WB p 88)

Exercise 1

The children name the objects and write the words. They may check in their Dictionaries but give them a time limit to complete this.

Exercise 2

The children read the sentences then underline. They should be able to do this independently. Check answers together. If there are any mistakes, remind them that instructions use the imperative form of the verb. Tell them to look at sentences that begin with a verb as these are often instructions.

Exercise 3

The children look at the pictures and write an instruction for each one. If possible, let the class do this independently and go through the answers together to check that children have understood the form of an instruction.

Workbook answers

Exercise 1

disposable gloves ambulance watch ring

Exercise 2

Instructions: 3, 4, 8

Exercise 3

Come (here/to me). Stop.

Close the door. Sit down (on the chair).

Workbook: Composition practice (WB p 89)

Exercise 1

Make sure the children understand the task.

Explain that people sometimes hurt themselves with hot liquid in the kitchen. The hot liquid can burn just like fire.

Go through the pictures with the class. Ask *What do you do first? next? then?* The children tell you the process.

Exercise 2

The children write the instructions. Remind them, if necessary, of the form.

If you wish, write the first one on the board.

Point out that instruction 6 begins with *If possible* and the instruction follows after.

Go around helping and monitoring as they work.

Before the end of the lesson, let one or two volunteers read some or all of their work to the class.

Remind them to read through their finished writing to look for and correct their own mistakes.

The children may make neat copies of this work for inclusion in their portfolios of work.

Writing preparation

1 Name the objects. Check in your Dictionary.



2 Read the sentences. Underline the sentences that are instructions.

- 1 You should call an ambulance if it is needed.
- 2 Do you know where the nearest hospital is?
- 3 Write your name on your copy book.
- 4 Do not run in the corridors.
- 5 You must do your homework at the weekend.
- 6 This is a really good game!
- 7 We will leave at four o'clock.
- 8 Do your work quietly.

3 These people are giving instructions. Write the instruction.



88

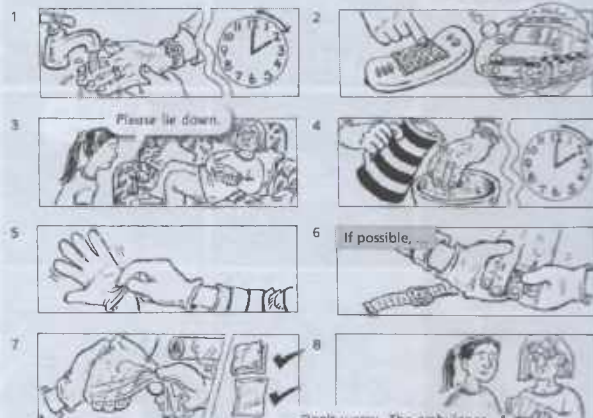
Unit 9 Identifying and writing instructions

Composition practice

1 Read.

If you know what to do when someone is hurt, you can help.

How to treat a burn.



2 Write the instructions.

Assessment

The children should all write complete short sentences. Some sentences may vary but the style of writing should be the same.

In assessing the task, look for writing which

- gives clear instructions in the correct order
- uses simple words that are easy to understand
- uses the imperative form.

Lesson 7 Listening

Lesson aim Listening

Lesson targets Children:

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

Key structure and language from the unit

Vocabulary go wrong

Materials PB p 101; CD C track 7

Preparation Listen to track 00 before the lesson

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 2. Ask prompt questions. For example:

Where did Prince Torgan go? **to the castle**

What did he want to find? **the diamond**

Was it there? **No, Queen Karina had it with her.**

How did the friends try to cross to the island? **by boat**

What happened? **There was a storm. The diamond fell into the sea and so did Queen Karina.**

What can't she do? **swim**

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

Ask *Who saved Queen Karina in this part of the story?*

Wogan the dog

Did they arrive safely on the island? Yes.

What was on the island? a big palace

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

How did Wogan save the queen? He swam to her and she held onto his collar.

What did Banto think was lost? the diamond

Who saw the golden box? Lilia. Where was it? in the sea

What did the friends think when they reached the palace? that they were safe

Activity 2

Tell the class to look at each picture, listen and follow the story. Play track 7. The children listen and look.

Activity 3

Ask questions to check understanding. Use these or any questions of your own:

What happened to the boat that the queen and Banto were in? It sank.

How did Queen Karina get to the island? Wogan pulled her through the water.

How did Banto and the fisherman get to the island? They swam to it.

How did the friends feel when they got to the island? exhausted

How did Queen Karina describe Wogan? a very brave dog
Who saw the golden box first? Lilia

How did the golden box get to the island? It floated on the water.

Where did the friends go to? the summer palace

What did they do there? They lit a fire, cooked some food and rested.

What did Banto tell his friends when they got there? that nothing could go wrong

Who was watching the island? Prince Torgan

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

Suggested homework task: Children complete Check-up 9.

Listening

1 Look and read. 2 Look, listen and read. 3 Talk about it.

Adventure in Zarula – Part 3



Unit 9 Listening

101

Listening (PB p 101)

Activity 1

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

Listening audioscript: Adventure in Zarula – Part 3

Do you remember? There was a terrible illness in Zarula and many people were sick. To escape the illness, Queen Karina and her friends travelled to Rainbow Island. Prince Torgan was following them because he wanted to steal the Great Diamond of Zarula and become king. While Karina and her friends were sailing to Rainbow Island, there was a terrible storm. The box with the Great Diamond inside fell into the sea and Banto and Karina were thrown into the water. Karina couldn't swim.

1 *The terrible storm continued. Silas and Lilia were in their boat but they could not help Karina. The waves were too big. What could they do? Who could save her?*

Karina: Help! Help! Save me! Please, save me!

2 *Suddenly Wogan, Karina's big dog, jumped into the sea and started to swim towards Karina.*

3 *The waves were big but the dog was strong and soon he reached Karina.*

Silas: Karina! Hold his collar! Wogan can save you!

4 *Karina held Wogan's collar and the big dog pulled her through the sea towards the island.*

5 *Finally, they all reached the island and found themselves on a sandy beach. They were exhausted but they were safe.*

Banto: Is everyone all right? Did you hurt yourself, Karina?

Karina: No, I'm fine, Banto. I'm cold and wet and tired – but I'm fine. Is everyone safe?

Banto: Yes, Karina, everyone is safe.

6 *The four friends and the two fishermen sat under the trees and waited for the storm to pass. Wogan sat close to Karina. She put her arm around his neck and spoke to him quietly.*

Karina: You saved my life, Wogan. You are a very brave dog.

7 *Soon the storm passed. The wind stopped blowing; the*

rain stopped falling. It was time for the fishermen to leave.

Silas: Goodbye, my friends.

Karina: Goodbye and thank you.

Fmen: Goodbye! Goodbye!

8 *The four friends walked along the beach. They were happy to be alive but they were worried, too.*

Karina: Don't be sad, dear friends. We are safe. We are alive.

Banto: Yes, we are safe but we have lost the diamond. While they were walking along the beach, Lilia suddenly noticed something on the sea.

Lilia: Look! What's that?

Silas: It's a golden box!

Banto: I don't believe it!

9 *Silas walked into the sea and grabbed the box. He opened it and held it up. The Great Diamond of Zarula glittered in the sun.*

Silas: The diamond is not lost!

Banto: We've got the diamond again!

Lilia: This is wonderful!

Karina: I am so happy ...

10 *The four friends walked up the hill towards a pretty building.*

Karina: Look! The Summer Palace!

Banto: We are here at last!

11 *Later, inside the Summer Palace, the four friends lit a fire, cooked some food and rested.*

Lilia: What a terrible journey that was!

Silas: Yes, it was terrible.

Karina: But now we are all safe. And we have the Great Diamond.

Banto: Yes, nothing can go wrong now.

12 *Was Banto right? Could nothing go wrong? Across the sea someone was watching. Yes, Prince Torgan was watching – watching and planning ...*

Optional

Ask the class what they think will happen next.

The children can use the play script to read and act out the story in groups or as a whole class.

Inferential and deductive questions

Why didn't one of the queen's friends dive into the water to save her? Children's own answers, for example It was too dangerous. Wogan jumped in before anyone else thought about it.

What do you think the golden box is made of? wood, because it floated

Personal response questions

What do you think Prince Torgan is thinking?

Do you think that nothing will go wrong? Why? Why not?

10 Forest plants and trees

Lesson 1 Poster 10, Reading

Lesson aim Reading

Lesson targets Children:

- (poster) learn about the features of a description of a natural process
- follow and read information and the description
- understand the information and description and answer oral questions about them
- practise reading the information

Key structure present perfect passive

Key language I wish + past tense

Vocabulary plant parts and growth

Materials poster 11; PB pp 102–103; CD C track 8; WB p 92; Dictionary 6

Time division

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

Warm-up

Ask around the class *Have you ever been ill?* Ask what happened, for example *Did you see a doctor? Did you have to take medicine? What did it taste like?*

Ask the class for their ideas about what medicines are made of. Ask *Who makes medicines?*

Poster 10

Forest plants and trees

You are going to read **factual information** about plants and trees. They come from rainforests and other forests around the world.

The information is about the different parts of plants, flowers and trees.

The information includes a description of a **process** in nature.

A process explains how something begins, changes and ends.

The sentences are written in order.

The description is written in the present tense.

The seed lies on the earth.

It gives facts in clear language.

The sentences are:

- simple
- easy to understand
- do not use many words
- do not use many adjectives or adverbs.

The seed cracks open. Tiny shoots appear.

Text type and vocabulary

- 1 Read the title and give the class time to look.
- 2 Read the first two sentences. Read out the names of the new countries and point out where they are on the world map. Point out the Andes and the Amazon. Explain that the Amazon rainforest is a very important place for trees and plants.
- 3 Read the next sentence then introduce the parts of plants and trees. Make sure the children understand from the pictures exactly what each word refers to. They may check definitions in their Dictionaries at the same time.

Text type features

- 4 Read the four sentences about the description of a process in nature.

Ask a volunteer to read the example sentence.

Explain that the present tense is used because the description explains something that is always true and happens again and again, not just once.

- 5 Read the rest of the information and the bullet points about sentences.

Ask a volunteer to read the two example sentences.

Ask the class why they think the description is written in this way: **because it is explaining something so that it is easy to understand what happens.**

Reading (PB pp 102–103)

- 1 Read the title. Give the class time to look at the pages. Ask the class if they have ever seen any plants or flowers like these. *Where did you see them? on TV? on the internet? in a book?* Ask if there are any plants at home, in pots or tubs or in a small garden. Ask if they know what any of them are.
- 2 Play track 8. The children listen and follow in their books.
- 3 Read sections of the text to the class. The children check or find meanings of words as necessary in their Dictionaries as you go through the text.
- 4 Ask questions about each part of the information. Use the questions in the box below or any of your own.
- 5 Ask different children to read a few lines each of the information and the description of the process.
- 6 Ask *Did you know that most medicines come from plants?* Ask if they think the forests are useful or important.
- 7 Play track 8 a final time.

Reading text questions

*Where do many modern medicines come from? **plants***
*What can some medicines do? **cure very serious illnesses***
*What is found in the rainforests? **many plants for new medicines***
*What is happening to many forests? **They are being destroyed.***
*Where does the rosy periwinkle grow? **in the rainforest***

10 Forest plants and trees

Reading

Plants in medicine

Cures from around the world

People have been using plants to make medicines for thousands of years. Modern scientists still use plants to make medicines. Some medicines can cure very serious illnesses. Many plants for new medicines are found in rainforests. Unfortunately, forests are destroyed so fast that some plants might disappear before they have been discovered. Many people wish that the forests could be better protected.

Madagascar

rosy periwinkle

This plant grows in the rainforest.
All parts of the plant are used.



The rosy periwinkle is used to treat a serious fever that can kill. It is also used to treat a disease of the blood which some children have.

Nigeria and West Africa

bitter kola

The seed is inside the fruit.
The tree grows up to 30 metres tall in warm, damp rain forests.



These are the leaves and fruit of the bitter kola tree. The seeds can be used to treat sore throats. Recently they have been used to treat very dangerous fevers.

North East India

serpentine root

It grows in forest clearings.
The roots and leaves are used.



This plant is used to treat pains in the bones. It is also used to treat a person who is anxious and nervous.

North America, Europe,

Asia

willow

Its favourite habitat is near rivers and streams.
The bark from the trunk is used.



The bark is used to make tablets. Some people with heart disease take one tablet a day. This helps their hearts to work well and to keep their blood flowing normally.

South America

Cinchona tree

It grows on slopes of the Andes mountains in the Amazon rainforest.
It has white, pink or yellow flowers.



The wood of this tree and bark from the trunk are used to treat fever and pain, to calm nervous people and to kill germs.

Europe, Asia

poppies

This plant is grown in large fields.



Poppies are grown to make a very strong painkiller. Immediately after an operation, patients are given this painkiller to help them feel better and to get stronger.

The life cycle of a plant



The seed lies on the earth.



The seed cracks open.
Tiny shoots appear.



One shoot grows up to the light. One shoot goes down.



The first leaves appear.
The roots grow.



The stem grows longer and stronger.



A bud begins to grow on the stem.



The petals unfold and the flower opens.



The seeds form in the flower. The flower dies.



The seeds drop down onto the earth.

What is it used to treat? **a serious fever, a disease of the blood**

What can the seeds of the bitter kola tree treat? **sore throats, dangerous fever**

What parts of the serpentine root are used? **the roots and leaves**

What can this plant treat? **pains in the bones, a person who is anxious and nervous**

Where does the willow like to grow? **near rivers/streams**

What part is used to make tablets? **the bark**

Where does the Cinchona tree grow? **on the slopes of the Andes mountains in the Amazon rainforest**

What colours are its flowers? **white, pink or yellow**

What are poppies grown for? **to make a very strong pain killer**

The life cycle of a plant

What happens after the seed cracks open? **tiny shoots appear**

Which way do the shoots go? **one goes up; one goes down**

What happens under the ground when the first leaves appear? **the roots grow**

What is the main part of the plant called? **the stem**

Where does the first bud grow? **on the stem**

What happens when the petals unfold? **the flower opens**

Where do the new seeds form? **inside the flower**

What happens when the flower dies? **the seeds drop onto the earth**

Workbook: Study skills (WB p 92)

Make sure the children understand the tasks.

Exercise 1

Explain that they must read the sentence carefully and work out the correct word order as the exact mistake is not underlined.

Exercise 2

Remind the children to match first and check afterwards.

Workbook answers

Exercise 1

- John always plays football at the weekend.
- They have never travelled by plane.
- We arrived at the beach in the afternoon.
- Why are the children making such a noise?
- The teacher told the children not to shout.
- You don't like bananas and neither do I.

Exercise 2

- habitat
- anxious
- blood
- throat
- medicines
- sore
- bones
- pain

Lesson 2 Reading comprehension and vocabulary

Lesson aim Reading comprehension; vocabulary

Lesson targets Children:

- re-read *Plants in medicine*
- answer literal comprehension questions and personal response questions
- practise vocabulary using dictionaries to check definitions

Key structure and language from Lesson 1

Vocabulary from Lesson 1

Materials PB p 104; CD C track 8 (optional); WB p 93

Time division

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

Warm-up

Play the *Question game*. (See Games, p 215.)

Ask the first question. Elicit an answer. Check that the rest of the class agrees.

Continue with the other questions. Make sure the children check the text as necessary.

If you wish, when the activity has been completed orally, the children may write full or short answers to these questions in their copy books.

Answers

- 1 in rainforests 2 all parts 3 the bitter kola
4 root and leaves 5 near rivers and streams
6 on the slopes of the Andes mountains in the Amazon rainforest 7 wood and bark from the trunk
8 as a painkiller

Activity 2

Encourage the children to think about their answers to these questions. If you wish, give them a time limit to work in pairs or groups to make notes about the first two questions.

Let the groups take turns to answer.

For question 3, the children note down any plants they know of.

Answers

- 1 A lot of plants are found there that are used for medicine. There may be other plants there that have not been found yet which could cure other illnesses.
2 If they disappear quickly, there will be no plants to get medicines from. The new cures will not be found.

Activity 3

Give the class a time limit to label the diagram.

While they do so, draw it on the board. When the class has finished labelling, let volunteers label the diagram on the board.

Other children check their own work.

Answers

- 1 flower 2 trunk 3 seed 4 root 5 leaf
6 branch 7 bark

Reading comprehension and vocabulary

1 Answer these questions.

- 1 Where are many plants for medicines found?
- 2 What parts of the rosy periwinkle are used?
- 3 Which plant can be used to treat sore throats?
- 4 What parts of the serpentine root are used?
- 5 In what habitat does the willow like to grow?
- 6 Where does the Cinchona tree grow?
- 7 What parts of it are used?
- 8 What is the most important use of the poppy in medicine?

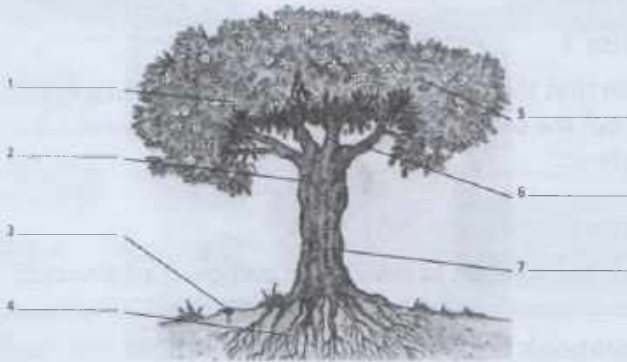


2 Think about the answers to these questions.

- 1 Why are the rainforests important to medicine?
- 2 What is the problem for medicine if the rainforests disappear quickly?
- 3 Do you know of any other plants that are used to make cures?

3 Name the parts of the tree.

seed root branch trunk bark flower leaf



104

Unit 10 Reading comprehension and vocabulary: literal and deductive questions

Reading comprehension and vocabulary (PB p 104)

Read again

Re-read *Plants in medicine* or play track 00 again.

Activity 1

These questions are straightforward and if the children studied the new vocabulary when they read the text, they should be able to find the answers to these quite quickly. They should always check with the text to make sure they are giving an accurate answer, however.

Workbook: Reading comprehension and vocabulary (WB p 93)

Check the children understand the tasks.

Exercise 1

The children read independently. For the work on this page they need only read the description of the process on PB page 103.

Exercise 2

The children label the diagram.

Exercise 3

Ask the children to read all the sentences carefully and to try to order them without going back to the book to check.

When they have ordered them, they should check to see if they were right and make any changes.

When the order is correct, they match the sentences to the pictures and write the number of the sentence next to the letter.

Workbook answers

Exercise 2

(clockwise from top right) flower, stem, seed, root, leaf, bud, petal

Exercise 3

(order of sentences) 5, 7, 3, 8, 2, 6, 9, 1, 4

(pictures) a 7 b 5 c 9 d 8 e 3 f 2 g 4 h 1 i 6

Reading comprehension and vocabulary

1 Read *Plants in medicine* again.

2 Label the parts of the plant.

stem	leaf
root	seed
bud	petal
flower	

3 Number the sentences and pictures in order. Try not to look in your book again.

- _____ The stem grows longer and stronger.
- _____ The petals unfold and the flower opens.
- _____ One shoot grows up and one shoot goes down.
- _____ The seeds form in the flower and the flower dies.
- _____ The seed cracks open and tiny shoots appear.
- _____ A bud begins to develop on the stem.
- _____ The seeds drop down on the earth.
- _____ The seed lies on the earth.
- _____ The first leaves appear and the roots grow.

Unit 10 Labelling; ordering sentences and pictures

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 passive

Vocabulary from Lesson 1

Materials PB p 105; WB p 94; GPB p 47

Time division


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

Warm-up


Play *Rhyming words. Version 1.* (See Games, p 215.)

Grammar

1 Look!



R-A-M-M-A-R-G spells Grammar – backwards!



People first used plants as medicine a long time ago.
 People still use them today.
 Plants have been used as medicine for a long time.
 For years this plant has been used to treat a serious fever.



2 Read and find the correct endings. Write the letters.

1 Many useful plants have been discovered	a have been cut down.
2 In recent years many forests	b from the bark of the willow tree.
3 Unfortunately some useful plants	c in rainforests.
4 For years a medicine from the poppy	d by medicines from plants.
5 A medicine for heart disease has been made	e have been lost.
6 Many people have been cured	f has been used to relieve pain.

1 — 2 — 3 — 4 — 5 — 6 —

3 Look at this new town. Ask and answer.

How many old houses have been pulled down?

Lots of old houses have been pulled down.

1 How many old houses – pulled down?	No.
2 How many new houses – built?	Yes.
3 the old castle – destroyed?	Lots of old houses.
4 many parks and gardens – planned?	Because the old one was dangerous.
5 the river – cleaned up?	Hundreds of new houses.
6 Why – a new bridge – built?	No, not yet.

Unit 10 Grammar: Present perfect passive 105

Activity 2

Ask different children to read the sentence beginnings and endings.

Give the class a few minutes to match. While they do so, write the sentence beginnings on the board.

Ask a volunteer to read the first beginning and elicit the ending. Check with the class that it is correct. Write it on the board. The class reads.

Do the same with the other sentences.

Answers: 1 c 2 a 3 e 4 f 5 b 6 d

Activity 3

Give the children a moment to look at the picture. Explain that the questions are all about the new town and the old town.

Point out the prompt words for the first question and tell the class to follow the line to find the answer. Ask a pair to read the speech bubbles.

Point out the prompt words for number 2 and elicit the full question. The children follow the line to find the answer. Elicit the complete sentence.

If you wish, write the questions and answers on the board. The class reads.

Continue with the other sentences.

Answers:

- 2 How many new houses have been built? Hundreds of new houses have been built.
- 3 Has the old castle been destroyed? No, it has not been destroyed
- 4 Have many parks and gardens been planned. Yes, many parks and gardens have been planned.
- 5 Has the river been cleaned up? No it has not been cleaned up yet.
- 6 Why has a new bridge been built? A new bridge has been built because the old one was dangerous.

Grammar (PB p 105)

Activity 1

Point out the picture and ask if the class can remember anything about this plant and what it is used for. If they can't remember anything, tell them to look back to PB page 102 to find its name and where it grows: *rosy periwinkle, rainforest.*

Choose children to read out the four sentences.

Write the last two sentences on the board and underline the structure.

Remind the class that in the passive structure, the person who does the action is not important and need not be mentioned.

Workbook: Grammar (WB p 94)

Make sure the children understand the tasks.

Exercise 1

Point out the first example. Remind the children to check back to their PBs to help them.

Exercise 2

Tell the class to read their questions when they have written them and to read the answers again to help them check and find any mistakes.

Exercise 3

Encourage the class to think and write interesting sentences. If you have time, talk with the class about some changes in the town or in your school.

Workbook answers

Exercise 1

- 2 It has been cut down.
- 3 They have been eaten.
- 4 It has been stolen.
- 5 It has been burned.
- 6 They have been picked.







Exercise 2

- 1 How many houses have been built?
- 2 Has the car been mended yet?
- 3 How has this medicine been used?
- 4 Where have the plants been found?
- 5 Have the patients been cured by the doctor?
- 6 Has this child been seen by the nurse?

Grammar

1 Look at the pictures and answer the questions. Use the verbs in the box.

cut down pick steal break burn eat

- 1  What has happened to the windows? They have been broken.
- 2  What has happened to the tree? _____
- 3  What has happened to the cakes? _____
- 4  What has happened to the statue? _____
- 5  What has happened to our dinner? _____
- 6  What has happened to the apples? _____

2 Write questions for the answers.

- 1 How many _____
Fifty houses have been built.
- 2 _____
No, the car has not been mended yet.
- 3 How _____
This medicine has been used to treat fevers.
- 4 Where _____
The plants have been found in the rainforest.
- 5 _____
Yes, the patients have been cured by the doctor.
- 6 _____
Yes, this child has been seen by the nurse.

3 What changes have been made in your town recently? Write three sentences.

- 1 _____
- 2 _____
- 3 _____

94

Unit 10 Present perfect passive

Grammar Practice Book (GPB p 47)

When the children have completed the PB and WB Grammar pages, they may complete GPB page 47.

Grammar Practice Book answers

Activity 1

2 The guests have been invited. 3 The room has been cleaned. 4 The sandwiches have been made. 5 The glasses have been washed.

Activity 2

2 How many people have been invited? 3 How much food has been cooked? 4 Where has the food been put? 6 Has all the food been eaten? 7 Has the room been cleaned?

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 *wish* + past tense

Key vocabulary personal situations

Materials PB p 106; CD C track 9; WB p 95; GPB p 48

Time division

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

Warm-up

Sing the song from Unit 9, PB page 99, track 5.

Grammar in conversation (PB p 106)

Activity 1

Point out Alex and Lucy. Ask *What is Alex doing? What is Lucy doing? Alex is trying to watch TV. Lucy is talking to him.*

Play track 9. The children listen and follow in their books. Ask the class if any of them feel like Lucy sometimes.

Activity 2

Read the questions to the class. Ask different children to read the speech bubbles.

Tell the class to write down endings to these sentences. Encourage them to write down things that are true for them. Give them a time limit.

Activity 3

The children work in pairs or small groups.

Point out the speech bubbles and the boxed useful phrases. Make sure they understand them.

Ask a pair to read the speech bubbles. Explain that they may begin their conversation in this way.

Give the class time to exchange wishes. Encourage them to respond to what their partners say.

Ask one or two pairs to say their conversations to the class.

Let as many other children as possible say their wishes to the class.

Grammar in conversation

1 Listen and read.

Lucy: Alex ...
Alex: Yes?
Lucy: I'm feeling a bit fed up.
Alex: Why?
Lucy: I wish I could have a pet. I want a dog so much.
Alex: You can't have a dog. We live in an apartment.
Lucy: Well, I wish we didn't live in an apartment.
Alex ...
Alex: What's the matter now?
Lucy: I hate my hair. I wish I had beautiful hair.
Alex: Your hair's OK. Don't be silly.
Lucy: Alex ...
Alex: Now what?
Lucy: I wish I was older and taller and prettier and ...
Alex: And I wish I could watch this programme in peace!



2 Think, write and say.

Is there anything you don't have which you would like to have?
Is there anything you can't do which you would like to do?
Are you happy about the way you look? Would you like to be different?

I wish I had ...

I wish I could ...

I wish I was ...

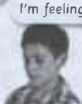
I wish I didn't ...



3 Let's talk!

What's the matter?

I'm feeling a bit fed up.



Useful phrases
What's the matter?
Now what?
Don't be silly.

Workbook: Grammar in conversation (WB p 95)

Make sure the children understand the tasks.

Exercise 1

Remind them that the past tense follows *I wish*.

Exercise 2

Explain to the class that they should read what Amy and Jack say and then write three wishes for Amy and three for Jack.

Exercise 3

The children write their own wishes. Make sure they realise they must use a different verb in each wish.

Workbook answers

Exercise 1

1 could 2 was 3 did ... have 4 lived 5 were 6 had

Exercise 2

Amy wishes she was sixteen. She wishes she had long hair. She wishes she had a kitten.

Jack wishes he could whistle. He wishes he wasn't so short / he was taller. He wishes he didn't live in an apartment.

Grammar Practice Book (GPB p 48)

When the children have completed the PB and WB Grammar conversation pages, they may complete GPB page 48.

Grammar Practice Book answers

Activity 1

1 was 2 had 3 could 4 lived 5 was 6 could

Activity 2

2 He wishes he had a bicycle. 3 He wishes he could play the guitar. 4 She wishes she could draw very well.

5 She wishes she had a pet. 6 She wishes she was older.

Grammar in conversation

1 Complete the sentences with the verbs in brackets.

- 1 I wish I _____ play the piano. (can)
- 2 Susie wishes she _____ famous. (be)
- 3 Fred wishes he _____ not _____ a test today. (have)
- 4 The children wish they _____ near the beach. (live)
- 5 They wish they _____ on holiday. (be)
- 6 Do you wish you _____ a pet? (have)

2 Read the speech bubbles. Write about Amy and Jack. What do they wish?

I'm twelve but I want to be sixteen.

I have short hair. I don't like it. Long hair is better.

I love kittens but Mum says I can't have one.

1 Amy wishes

2

3

I try and try but I can't whistle.

I don't like being so short.

We live in an apartment. I don't like it.

1 Jack

2

3

3 What about you? Write three wishes. Use the verbs *can*, *have* and *be*.

1 (wish)

2

3

Lesson 5 Spelling, Use of English

Lesson aim Spelling; song; Use of English

Lesson targets Children:

- listen to pronunciation of words beginning or ending with *al*
- practise spelling and writing words beginning or ending with *al*
- understand and sing a short song

Key language (song) *I wish* + past tense

Target words *always, almost, also, alright, altogether, already; hospital, several, medical, festival, material, animal*

Materials PB p 107; CD C tracks 10–13; WB pp 96–97, GPB p 49

Time division

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

Warm-up

Play *What's the word?* (See Games, p 215.)

Spelling



Some words begin with *al*.
Some words end with *al*.

There are always nurses
at the hospital.



1 Listen and say these words. Underline *al* in all the words.

almost several medical also always festival
material alright altogether hospital already animal

2 Write the words.

beginning *al*

ending *al*

3 Choose words from Activity 1 to complete these sentences.

- Fred broke his leg but he was _____ when he got to the _____.
- There is _____ a winter _____ in Japan.
- Ben was late to school and the lesson had _____ started.
- You must go to the doctor for _____ treatment.
- Plastic is a very useful _____.
- Before school the children stand _____ in the playground.
- We learn English at school and we _____ learn maths.
- This _____ is _____ five metres tall. It's a giraffe!

4 Listen and sing.

Oh, I wish I had an itty bitty box
To put my brother in.
I'd take him out and twist his snout,
Then put him right back again!

Take him out, twist his snout,
Then put him right back again,
If I only had an itty bitty box
To put my brother in!



Traditional

Unit 10 Spelling: words beginning or ending with *al*

107

Activity 1

Play track 11. The children listen and repeat.

Give them a minute to underline *al* in each word.

The class reads all the words. Check for the weak vowel in words ending *al*.

Activity 2

Give the class a time limit to write the words.

Ask different children to read the lists. Other children listen and check.

Activity 3

Tell the children to look at the first sentence and think which words from activity 1 could fill the gaps.

Ask a volunteer to say the complete first sentence. Check the class agrees.

The children write.

Continue with the other sentences

Answers: 1 alright, hospital 2 always, festival
3 already 4 medical 5 material 6 altogether 7 also
8 animal, already

Activity 4

Point out the picture and ask how the girl is feeling. *What is she thinking about?*

Play track 12. The children listen and follow.

Read through the words. Explain that *itty, bitty* is a traditional way of saying very small. *Snout* is a word for the nose of a bear.

Ask the class if they think the girl really wants to do what she says, or is she just feeling very cross.

Ask the class if they sometimes get annoyed with their brothers or sisters.

Play track 12. The children join in.

Play track 13. The children sing with the music.

To complete classroom Lesson 5, move on to Use of English, WB p97.

Spelling (PB p 107)

Spelling box

Point out Superboots' speech bubble. Tell the class to listen and follow in their books.

Play track 10. The children listen.

Read the example sentence. The class repeats.

Workbook: Use of English (WB p 97)

Read Miss Smart's first speech bubble to the class.

Ask a volunteer to read the example sentences. Write them on the board.

Read the second speech bubble and point out the commas in the sentences on the board.

Exercise 1

Read through the information. Ask volunteers to read the example sentences. Write them on the board while the children circle in their books.

Ask different children to circle the commas on the board.

Exercise 2

While the children write in their books, write the sentences on the board.

Ask volunteers to write in the commas on the board. Check the class agrees. The children check their own work.

Exercise 3

Read about the extra words at the end of the sentence.

Write the sentences on the board while the children circle in their books.

Ask a volunteer to circle the commas on the board.

Exercises 4 and 5

Do the same as exercise 2.

Workbook: Spelling (WB p 96)

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 Miss Sparkle's speech bubble.

Ask a volunteer to read the sentence in the box.

Exercise 1

The children write the words. Remind them to read their work to check they have written the words correctly.

Exercises 2 and 3

Remind the children that the words they need are in exercise 1.

Workbook answers

Exercise 2

1 alright 2 almost 3 always 4 also 5 altogether
6 already

Exercise 3

1 hospital 2 animal 3 festival 4 medical 5 several
6 material

Use of English

Sometimes in speaking we add extra words to a sentence.



I think rainforests are important, don't you?

Anna, what do you know about rainforests?



We use a comma to separate the extra words from the main sentence.

1 Read.

The extra words can be at the beginning of the sentence.

Sorry, could you say your name again? Lucy, is that you?

Circle the comma in these sentences.



2 Write the comma in these sentences. The extra word or words are at the beginning.



Oh dear I've broken my pen.

Thanks you're very kind.



Well you can borrow mine.

Alright just give it back tomorrow.

3 Read.

The extra words can be at the end of the sentence.

I can't hear you, you know. You'll have to speak louder, Anna.

Circle the comma in these sentences.



4 Write the comma in these sentences. The extra word or words are at the end.



This is a good game isn't it?

No I don't sorry.



What's the score do you know?

I'll ask someone else I think.

5 Write the commas in these sentences. Decide whether the extra words are at the beginning or at the end.

Oh no I haven't done my homework.

I'm glad you told me that Ben.

It's Saturday remember!

Now we can go back to sleep can't we?

Unit 10 Comma before or after a sentence tag

97

Grammar Practice Book (GPB p 49)

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

Activity 1

Tom: Oh dear, my computer isn't working.

Tina: You can borrow my computer, Tom.

Tom: Thanks, that's very kind of you.

Tina: Take care of it, please.

Tom: Of course. I'm a computer expert, remember.

Tina: Well, yes.

Activity 2

2 He's late, isn't he? 3 I don't understand the question, teacher. 4 You like swimming, don't you? 5 Oh dear, I can't find my school bag. 6 Don't worry, I'll help you look for it. 7 Thanks, that's great! 8 Tom, here's your bag! 9 Wow! That was quick!

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 p 108; WB pp 98–99

Time division (session 1)

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

Time division (session 2)

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

Session 1 Warm-up

Find the word. Game 3. Play this game with a Dictionary spread (of two pages) including Unit 10 or any spread in the Dictionary. (See Games, p 216.)

Class composition

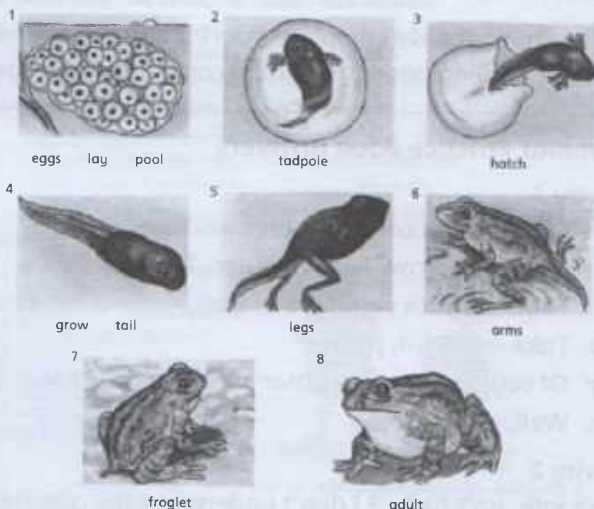
1 Read.

This frog lives in the rainforest where many medicinal plants come from.



2 Look at the pictures of the frog from egg to adult. Discuss what happens at each stage. Use the words to help you.

3 Describe the cycle. Think of a title.



Unit 10 Class composition: describing a natural process

Activity 2

Explain that the pictures show how a frog grows. Ask what happens first. Point out the prompt words and elicit sentences from the class.

Continue with the other pictures.

Activity 3

Ask the class to suggest a sentence for the first picture.

Remind them that the sentences must be clear and simple. Write the sentence on the board.

Continue with the other pictures.

Ask a volunteer to read the sentences to the class.

Ask if any changes need to be made. *Is the process described clearly? Is it easy to follow?*

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

See page 181 for an example composition.

Class composition (PB p 108)

Activity 1

Remind the class of the process that they read on PB page 103. Ask *Are the sentences long or short? short.* Ask *Are there lots of adjectives and adverbs? No.*

Point out the frog in the picture and ask a volunteer to read the sentence about it.

Ask if there is anything different about this frog to the frogs the children see usually.

Session 2 Warm-up

Play *Word classes* with a mixture of new vocabulary from this unit. (See Games, p 216.)

Workbook: Writing preparation (WB p 98)

Exercise 1

Make sure the children understand the tasks. If you wish, read the sentences with the class.

Exercise 2

The children should be able to match the words and pictures independently. Remind them to make sure they understand all the words in the sentences.

Exercise 3

The children match the verbs to the pictures. Remind them to check any unfamiliar words in their Dictionaries as necessary.

Workbook answers

Exercise 2

1 d 2 a 3 b 4 c

Exercise 3

1 breaks open 2 eats 3 lays 4 sticks itself
5 comes out 6 hatches

Workbook: Composition practice (WB p 99)

Exercise 1

The children should be able to write sentences that describe the process working independently.

Make sure they realise that all the vocabulary they need is on page 98.

Remind them that their sentences should be clear and simple. Go around helping and monitoring as they work.

Exercise 2

Remind the class to read through what they have written and to look for and correct any mistakes they find.

They write a suitable title.

The children may make neat copies of their work for their portfolios of work.

Assessment

Sentences may vary a little but the correct style of writing should be followed.

In assessing the work, look for writing which

- uses the present tense
- gives facts in the correct order
- uses clear simple sentences which are easy to understand.

Writing preparation

1 Read.



This insect comes from the rainforest. It finds food there. It looks for a good place to lay its eggs among the leaves and branches.

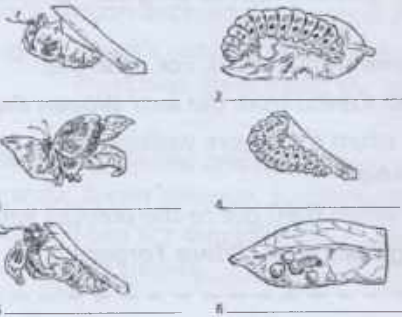
2 Read and match.



- 1 The egg is small and white. _____
- 2 The butterfly has wings. _____
- 3 The caterpillar is patterned. It has tiny feet. _____
- 4 The pupa has a hard shell. It is often brown or black. _____

3 Read these verbs. Match them to the pictures.

lays hatches eats sticks itself breaks open comes out



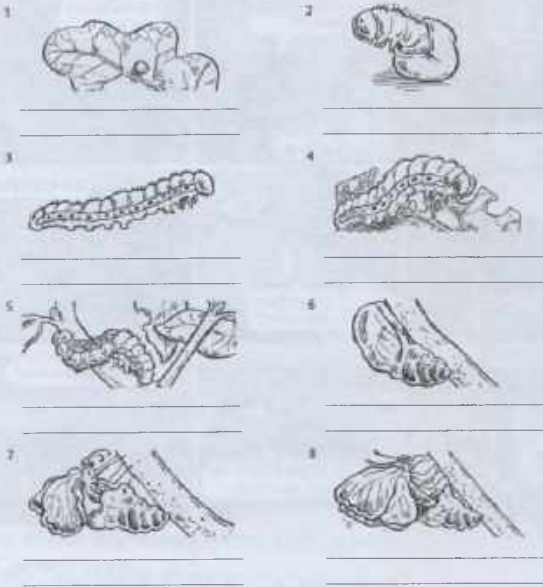
98

Unit 10 Vocabulary for describing a natural process

Composition practice

1 These pictures show how a butterfly grows. Look and write sentences. Use page 98 to help you.

2 Check your work. Think of a title.



Unit 10 Describing a natural process

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 *secret passage, daylight, torch, light, raft*

Materials PB p 109; CD C track 14

Materials Listen to track 14 before the lesson

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 3.

If necessary, ask prompt questions. For example:

Who rescued Queen Karina from the sea? *Wogan the dog*

What did Lilia see when they were walking along the beach? *the golden box*

How did they feel when they got to the palace? *safe*

Who was watching the island? *Prince Torgan*

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

Ask Who followed the friends to the island? *Prince Torgan*

Where did the friends go? *into a secret passage*

Where did they go to? *the beach*

What did they see on the beach? *trees on the sand*

What did they make? *a raft*

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

Ask Why did Prince Torgan and his men move quietly? *so they could surprise the queen and her friends*

Who heard them approaching? *Wogan the dog*

Why was Prince Torgan angry? *because the queen was not in the palace*

What did the friends see in the water? *fins of large fish*

Activity 2

Tell the class to look at each picture, listen and follow.

Play track 00. The children listen and look.

Activity 3

Ask questions to check understanding:

What do the friends think about the palace? *They like it. It is beautiful.*

How did they know something was wrong? *because Wogan growled*

What did Lilia and Silas see? *Prince Torgan and his men*

Why did Queen Karina say they must leave at once? *because Prince Torgan wanted to steal the diamond*

Who went first into the secret passage? *Silas*

Who was last? *Banto*

Who was looking after the diamond? *Banto*

Who made the raft? *Silas and Banto*

What did they see in the water? *sharks*

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

Optional

1 Ask What do you think Prince Torgan was doing while the friends were making their raft and escaping?

2 The children use the play script and act out the story in groups or as a whole class.

Suggested homework task: Children complete Check-up 10

Listening

1 Look and read. 2 Look, listen and read. 3 Talk about it.

Adventure in Zarula – Part 4



Unit 10 Listening

109

Listening (PB p 109)

Activity 1

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

Listening audioscript: Adventure in Zarula – Part 4

Do you remember? There was a terrible illness in the country of Zarula. To escape the illness, Queen Karina and her friends travelled to Rainbow Island. While they were crossing the sea to the island, there was a bad storm. Karina fell into the water but Wogan the dog saved her. The evil Prince Torgan was following Karina and her friends. He wanted to steal the Great Diamond of Zarula and become king.

1 *The next day, Karina and her friends were sitting in a comfortable room in the Summer Palace. Banto was playing the guitar. A fire was burning brightly.*

Karina: I love the Summer Palace.

Lilia: Yes, it's very beautiful.

Banto: I wish we could stay here forever.

2 *Meanwhile, someone was sailing towards Rainbow Island. Who was it? It was the evil Prince Torgan and his soldiers.*

3 *Prince Torgan and his men arrived on the island. They climbed out of their boats and started to climb the hill towards the Summer Place.*

Torgan: Move quietly, men! Do not make any noise.
Our visit will be a surprise.

4 *Inside the Summer Palace the four friends had no idea that Prince Torgan was also on the island and getting closer. Suddenly, Wogan sat up and listened.*

Karina: What's the matter, Wogan? What can you hear?

Lilia: Oh! Look!

Silas: We have been followed.

Banto: Who is it?

Silas: Prince Torgan and his soldiers ...

5 Karina: Quick! We must leave. He wants to steal the Great Diamond, I'm sure.

Lilia: Where can we go?

Banto: We must go into the secret passage.

Karina: Open the passage, Banto!

Silas: It's dark in there. I'll light a torch.

6 *Silas went into secret passage first. Karina, Lilia and Wogan followed him.*

Lilia: Where is Banto?

Silas: Isn't he following us?

Lilia: I can't see him. Banto, where are you?

7 Lilia: There you are, Banto. I thought we'd lost you. What were you doing?

Banto: I was closing the door to the secret passage.

Lilia: Have you got the diamond, Banto?

Banto: Yes, yes, I've got it.

8 *Prince Torgan entered the Summer Palace.*

Torgan: There's nobody here. Where have they gone? I must find them – and the diamond.

9 *Meanwhile, Karina and her friends were walking along the dark, secret passage. Suddenly Silas spoke.*

Silas: I can see daylight. We're almost at the end of the tunnel.

10 *Soon the four friends walked out of the dark tunnel and onto a sunny beach.*

Banto: Oh! Look at all these trees!

Silas: I think the storm blew them over. The wind was very strong.

Lilia: What do we do now?

Karina: We must leave the island – but how?

11 Silas: We can build a raft with these trees.

Banto: That's a good idea. I'll help you, Silas.

12 *Soon Silas and Banto had made a strong raft from the trees and the four friends were sailing away from Rainbow Island and away from Prince Torgan. Suddenly, Karina pointed to something in the water.*

Karina: Look! Look over there! What are they?

Banto: Are they sharks?

Silas: Yes, I think they are.

Lilia: Sharks? Oh no! What's going to happen to us now?

Inferential and deductive questions

Do you think Queen Karina has used the secret passage before? Why? Why not?

Who else do you think has used the secret passage before?

Do you think the raft is a safe way to travel? Why? Why not?

Do you think Prince Torgan will find the secret passage?

Do you think the friends are safe on the raft?

What do you think they should do now?

Revision 5

Revision 5; Listening skills round-up 5; Project 5

Aim Revision

Targets Children:

- listen to texts with key language and vocabulary from Units 9 and 10
- practise listening skills

- prepare for a factual writing project

Materials PB pp 110–111, 134; CD C tracks 14, 15

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 game, song or poem that the children have enjoyed.

Revision 5

1 Listen and read.

Non-fiction texts

These are all non-fiction texts. That means they tell you true facts. They all give you facts and information in different ways.

1 Roman baths

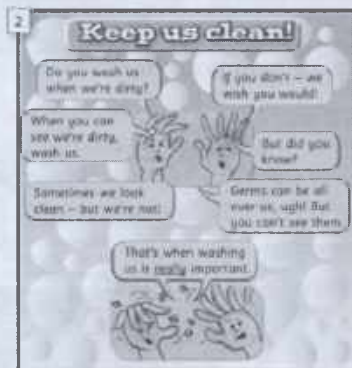
Baths have been used for thousands of years. When archaeologists were digging in a city in England, they found several Roman baths but the most famous baths were in the city of Rome.

What the baths were like

Roman baths were very large and they were often very beautiful. They had pictures and patterns on the walls. The water was very clean and they were pleasant places to spend time. Most baths had more than one pool.

How the baths were used

People washed themselves at the baths but they were meeting places, too. People could sit on the edge and talk to people who were swimming. They talked about their work and things that were happening in the city. The baths were important in the lives of people in Rome.



text 1 is written in paragraphs; text 4 has columns.

Let the class tell you of any other differences they notice.

Play track 14. 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 texts. Use these or any of your own:

Text 1: *What were on the wall of Roman baths? pictures and patterns. What did people do at the baths? washed themselves; talked about work and things that were happening in the city*

Text 2: *Who are the funny characters in the pictures? two hands. What do they want you to do? wash them when they are dirty. What can't you see on them sometimes? germs*

Text 3: *What things do you need for this activity? a bowl of water, soap, a towel. What do you do first? put water in the bowl. What do you use to dry your hands? a clean towel*

Text 4: *How many plants are listed? four. What parts of the serpentine root are used? roots, leaves. Where does the poppy grow? in fields*

Text 5: *How many different pictures are there for this text? six. How many sentences are there for each picture? one. What do the text and pictures tell you about? how a hen grows from an egg*

Activity 2

The children may work in pairs or small groups to do the matching. Check answers together. Make sure everyone agrees. If there is disagreement, talk with the class about the key features of each type of text as given below. Different groups may notice different features.

Note: The children should be able to match the types of text with the example texts on the pages and give one reason for their answer. It is not necessary for them to remember every feature for each text. If you wish, point out the other features if the class does not mention them.

Answers

instructions: 3; features: imperative form of the verb is used; short clear sentences

a leaflet: 2; features: it encourages people to do something; it has interesting pictures and is easy to read

Revision 5 (PB pp 110–111)

Read the title and give the children time to look at the pictures.

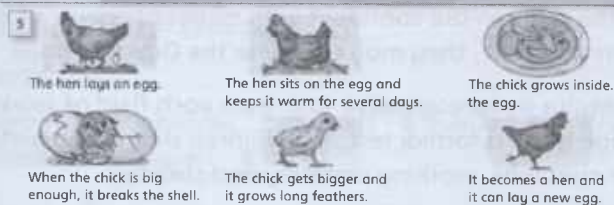
Ask *What are the texts on page 110 about?* The children suggest answers, for example **water, washing**, etc.

Ask *What are the texts on page 111 about?* **plants, a hen, an egg, chicks**

Activity 1

Read the information. Tell the children to scan the texts quickly. Ask if they notice any differences. They should be able to notice one or two obvious differences. For example:

Name	Type	Location	Parts used	Illness treated
rosy periwinkle	plant with flowers	rainforest	all parts	fever, disease of the blood
serpentine root	small tree	forest clearings	roots, leaves	pains in the bones, anxiety
cinchona	large tree	rainforest	wood, bark	fever, pain, nervousness
poppy	plant with flowers	fields	seed	pain



2 Match the texts to these descriptions. How do you know which is which?

Instructions _____ a leaflet _____ factual information _____
a description of a process _____ information in a chart _____

Listening

1 Think about it.

Do you like insects? Which insects do you like/dislike? What do you know about butterflies?

2 Look at the pictures. Then listen and point.



3 Listen again and write the letters. 1 — 2 — 3 — 4 — 5 — 6 —

4 Talk about it.

- Describe the life of the butterfly. These words can help you: eggs, leaf, caterpillar, spines, pupa, wings.
- Describe the butterfly. Why do you think it has those spots on its wings? Why do you think this butterfly is called the peacock butterfly?

Now you can do the project on page 134.

Listening: Sequencing

111

Audioscript (PB p 111, Activity 2)

It is spring. If you look under the leaves of this plant, you will find hundreds of little eggs. They look like tiny green balls. Where did they come from? What put them here? Wait and see ...

After a few weeks, caterpillars start to appear from the eggs. There are so many of them! They are black and they have sharp spines on their backs. Birds like to eat caterpillars but these caterpillars protect themselves with their spines. The caterpillars are eating the leaves ... eating ... eating ... eating ... all day long.

After six weeks, something strange begins to happen. Look at this caterpillar. Its black skin is beginning to break and something yellow is starting to appear. What is it? It's a pupa.

The pupa hangs from a leaf. It hangs there for six weeks. It doesn't move. On the outside nothing is happening but on the inside the caterpillar is changing. Something extraordinary is happening.

Towards the end of the summer, the pupa starts to break open and a strange brown creature appears. What is it? Slowly, it opens its wings in the warm sunshine.

A butterfly! That ugly black caterpillar has been changed into a beautiful, colourful butterfly.

Activity 3

Play track 00 again. The children write the letter of each picture in order. Check answers together.

Answers: 1 c 2 d 3 b 4 f 5 a 6 e

Activity 4

Help the class to describe the life of a butterfly using the prompt words. They may refer to the pictures to help them. Encourage the class to say as much about the butterfly as they can. If they do not know or guess, explain that the spots on the wings look like big eyes. They are to make birds and other animals think that the butterfly is a big creature and not try to eat it. The eyes are like the eyes on the feathers of a peacock and this is why the butterfly is named after it.

Project 5: Factual information (PB p 134)

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.

Make sure the class understands they may present their information in any way they choose. For example, facts about football teams could be presented as a chart.

Note: The revision writing task here is not to write or copy out a lot of information but to show an understanding of one way of presenting facts.

factual information: 1; features: it is written in paragraphs; it is arranged with a heading and sub-headings; sentences are often long
a description of a process: 5; features: each part of the process is in a picture; there is a sentence that describes each picture; the sentences are short and simple
information in a chart: 4; features: the information is arranged in columns; the columns have headings; there are only a few words in each column

Listening skills round-up 5 (PB p 111)

Activity 1

Ask the class the questions and hold a short class discussion about different insects.

Ask them to tell you as much general information as they can about butterflies, for example how big they are, what colours they are, where they can be seen, etc.

Activity 2

Give the class a few moments to look at the pictures. Ask *What do you think these pictures show? how a butterfly grows.* Ask *How does it begin? It is an egg.*

Ask *Which is the first picture? c*

Play track 16. Tell the class to listen and point to each picture as they hear it described.

Portfolio and Diploma 5: Units 9 and 10

Portfolio 5 (WB p137)

When the children have completed all the work in Units 9 and 10, they turn to page 137 in their WB.

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.

Listening

The children should listen again and check anything they are unsure of with the audioscript.

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 15–18 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 9 and 10 before moving on to Unit 11.

Diploma 5 (WB p138)

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:

- 1 myself
was talking, rang
have been helped
wishes, had
- 2 *The first doctors:* Pakistan
Plants in medicine: in the rainforest
Adventure in Zarula: on a raft
- 3 anxious
- 4 ambulance, medicine, almost, hospital

Answers to Check-ups 9, 10; Example writing Units 9, 10

Check-up 9 (WB pp 90–91)

Exercise 1

1 herself 2 yourselves 3 yourself 4 themselves 5 himself
6 ourselves 7 myself 8 itself

Exercise 2

- 1 hurt yourself
- 2 they enjoy themselves
- 3 is ... looking at herself
- 4 angry with themselves

Exercise 3

- 1 was sleeping, rang
- 2 was walking, began
- 3 were opening, heard
- 4 were crossing, broke
- 5 was climbing, fell
- 6 was shopping, stole

Exercise 6 (example answer)

Tommy was playing in a football match. He was running (after the ball) when he fell over. He did not hurt himself but his clothes were very dirty. Tommy was angry with himself because he did not score (had not scored). After the match the referee told Tommy that he was the best player in the team. Tommy was very pleased with himself.

Check-up 10 (WB pp 100–101)

Exercise 1

- 1 All the flowers have been picked.
- 2 Wolves have been heard in these mountains.
- 3 The competition has been won by an excellent team.
- 4 Unusual animals have been found in this forest by Australian explorers.

Exercise 2

- 1 The tree has blown down.
- 2 The windows have been broken.
- 3 The jeans have been mended.
- 4 The picture has been stolen.

Exercise 3

- 1 She wishes she had a pen.
- 2 He wishes he could whistle.
- 3 They wish their hair wasn't brown.
- 4 I wish I lived in a big house.
- 5 He wishes he was taller.
- 6 We wish we were on holiday.

Exercise 6 (example answer)

Ellie and Mike live in a small apartment in the centre of the city. They do not like living there. Their street is full of cars. Mike cannot play outside. He wishes he could play outside with his friends. Mike has not got a pet. He wishes he could have a dog. Ellie's bedroom is small. She would like it to be bigger. They do not live on a farm. Ellie wishes they lived on a farm. Ellie has not got a pet. She wishes she could have a pony.

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' answer.

Unit 9 Class composition (example writing)

- 1 Wash and dry your own hands.
- 2 Put on disposable gloves.
- 3 Clean the cut under running water.
- 4 Pat dry with a clean dressing.
- 5 Lift the hand.
- 6 Cover the cut.
- 7 Clean the skin near the cut with soap and water.
- 8 Pat the skin dry.
- 9 Cover the cut completely with a clean dressing or plaster.

Unit 10 Class composition (example writing)

The life cycle of a frog

- 1 The frog lays eggs in a pool.
- 2 Tadpoles grow inside the eggs.
- 3 The tadpoles hatch from the eggs.
- 4 A tadpole grows a strong tail.
- 5 Tiny legs grow next to the tail.
- 6 The tail gets shorter and the tadpole grows arms.
- 7 The arms and legs grow longer and stronger. The tail grows shorter.
- 8 The adult frog has arms and very strong legs. The tail has disappeared.

11 Find out about sports

Lesson 1 Poster 11, Reading

Lesson aim Reading

Lesson targets Children:

- (poster) learn about the features of information in a chart
- follow and read the chart
- understand the chart and answer oral questions about it
- practise reading the information

Key structure relative clauses with *who, which, that, when, where*

Key language question tags: ... *doesn't it?* ... *don't they?*

Vocabulary sports and sports equipment

Materials poster 11; PB pp 112–113; CD C track 17; WB p 102; Dictionary 6

Time division

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

Warm-up

The class lists as many sports as they can in a minute.

Poster 11

Find out about sports

You are going to read information about unusual sports.

Some of the information is in a chart.

The chart has columns. There is a title for each column. The same information is in each column.

This is the beginning of the first column of the chart.

The chart has rows. There is different information in each row.

The information can be:

- a word or words
- a number
- a picture.

This is the first row of the chart.

It tells you information about canoe slalom.

Canoe slalom takes place on water. The equipment needed is a canoe and paddles. The protective clothing needed is a helmet and a life jacket. Canoe slalom has been in the Olympic Games since 1972.

Find out about sports

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Text type and vocabulary

- 1 Read the title. Give the class time to look at the poster.
- 2 Read the first sentence and explain that these are the sports they are going read about.
- 3 Read the names of all the sports. Ask *Do you know about any of these sports? Which ones? What do you know?* Ask the class if they would like to do any of them.

Text type features

- 4 Read the first sentence then the features of the chart. Ask a volunteer to come forward and read the first part of the Sport column. Point out that this column just has sports listed in it.
- 5 Read about the rows in the chart. Read the bullet points and the examples of what information appears across a row. Point out the first row of the chart. Explain that this is a very quick way of showing information. Explain that the lines below give the same information in full sentences. Let a volunteer read them to the class.

Reading (PB pp 112–113)

- 1 Read the title. Give the class time to look at the pictures. Ask which sports they can see. Point out the chart. Explain that it gives more information about the sports but in a different way. Ask a volunteer to read the labels at the top of each column. Make sure the class understands what all the information is: the name of the sport; the place where the sport happens; the equipment that people use to do the sport; the protective clothing they wear; the year when the sport was first in the Olympics.
- 2 Play track 17. The children listen and follow in their books. Choose volunteers to read across the chart, taking a sport each. They should name the place that is illustrated as they read across: on water, on a track, in the mountains, on snowy mountains, on a road.
- 3 Read sections of the text to the class. The children check words in their Dictionaries as you go through the text.
- 4 Ask questions about each part of the information and the chart. Use the questions below or any of your own.
- 5 Ask different children to read a few lines each of the information about the extreme sports.
- 6 Ask the class how much they already knew about the sports. Ask them if they enjoy watching sports on TV or whether they prefer to do sports themselves.
- 7 Play track 17 a final time.

Reading text questions

Where do extreme sports take place? on ramps, river, the sea, snowy mountains

Why are these sports exciting? because competitors can't control the wind, water, waves and snow

What is the water like in canoe slalom? rough

What makes a kite surfer move fast across the waves? the wind which blows the kite

What do BMX and mountain bikers do? go fast and leave the ground and look as if they are flying

Which important sporting event is ski-jumping in? the Olympics

11 Find out about sports

Reading 1

Extreme sports!

Do you like exciting sports?

Football and basketball can be exciting for spectators but some sports are different and unusual. They're called extreme sports.

They take place on ramps, on rivers, on the sea and on snowy mountains. Competitors can't control the wind, water, waves and snow. That's why the sports are exciting. Speed and height are important, too, so they look spectacular.



In canoe slalom, competitors travel very fast down a river where the water is rough and the canoe can easily turn over.



Kite surfers have a small board on their feet and a big kite tied to their backs. The wind blows the kite and the kite surfer whizzes across the water. The kites look pretty, don't they?

BMX bikers and mountain bikers go very fast. Sometimes their bikes leave the ground and they look like they are flying.



In-line skaters and skateboarders use ramps, steps and rails. They jump high in the air and turn around before they land.

Ski jumpers ski down a steep slope then jump into the air. It looks scary, doesn't it? You can see this sport in the winter Olympics. The winner is the person who jumps the furthest.



Snowboarders jump and turn in the air. This is an Olympic sport, too.

A wakeboarder is pulled by a boat. The boat makes waves as it speeds through the water. These waves are the wake. The wakeboarder crosses the waves and jumps in the air.



When downhill skiers compete, they ski down a mountain as fast as they can. The person who gets to the bottom the fastest is the winner.



In freestyle skiing, the competitors jump, twist in the air and turn upside down. The winner is the person who does the most difficult tricks the best.

The Marathon may not look as exciting as other sports, but it's certainly extreme. At 40 km, it's the longest race in world sports.



More about extreme sports

This chart shows where extreme sports take place. It shows the equipment and protective clothing that are needed. Extreme sports look dangerous but competitors try to keep themselves safe. For Olympic sports, the chart shows the year when they were first in the Olympic Games.

Sport	Place	Equipment	Protective clothing	Olympic games
canoe slalom		canoe, paddles	helmet, life jacket	1972
kite surfing		kite, board	life jacket	No
BMX biking		bike	helmet, kneepads	2008
mountain biking		bike	helmet	1996
in-line skating		in-line skates	helmet, kneepads, elbow pads	No
skateboarding		skateboard	helmet, kneepads, elbow pads	No
ski jumping		skis	helmet, goggles	1924
snowboarding		snowboard	helmet, goggles	1998
wakeboarding		board, boat, rope	life jacket	No
downhill skiing		skis, poles	helmet, goggles	1936
freestyle skiing		skis	helmet, goggles	1994
marathon		trainers	none	1896

12

Unit 11 Reading: information

Unit 11 Reading: information in a chart

13

What do snowboarders do? **jump and turn in the air**
 What pulls a wakeboarder? **a boat**
 How fast do downhill skiers go? **as fast as they can**
 Who wins the freestyle skiing? **the person who does the most difficult tricks the best**
 What is special about the marathon? **It is the longest race in world sports.**

Chart questions

What protective clothing do you need for canoe slalom? **a helmet, a life jacket**

Which sport needs the most equipment? **wakeboarding**

Which sport does not need any protective clothing? **the marathon**

What equipment do you need for downhill skiing? **skis, poles**

Which sports take place on the road with ramps? **BMX biking, in-line skating, skateboarding**

Which sport was included in the Olympics in 1924? **ski jumping**

number 6 there are two.

Exercise 2

Remind the class of the work they did in Unit 9. Point out how the notes are arranged with lines from one note to the next.

Exercises 3 and 4

Tell the class to read carefully and to make sure they have understood all the sentences before they try to do exercise 4.

Exercise 5

If it is not possible to do this work in the lesson, the exercise could be done as a warm-up activity in another lesson.

Workbook answers

Exercise 1

- The name of the great river in South America is the Amazon.
- The highest mountain in the world is Everest.
- Animals cannot live without water.
- There is a plane and a helicopter in the sky. The plane is fast. The helicopter is slow.
- Help! There's a spider in the bath. I'm frightened of spiders.
- Is there an easy way to learn the words of this song?

Workbook: Study skills (WB p 102)

Exercise 1

Make sure the children understand that the mistake is about the use of *a* and *the* – *a* or *the* might be missing; *a* or *the* might be included when it should not be.

Point out that in number 4 there are four mistakes and in

Lesson 2 Reading comprehension and vocabulary

Lesson aim Reading comprehension; vocabulary

Lesson targets Children:

- re-read *Extreme sports!*
- answer literal and deductive comprehension questions
- practise vocabulary using dictionaries to check definitions

Key structure and language from Lesson 1

Vocabulary from Lesson 1

Materials PB p 114; CD C track 17 (optional); WB p 103

Time division

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

Warm-up

Word races. Game 2. The children write down as many words as they can make from the letters in: *extreme sports*. (See Games, p 216.)

missing verb is. If the children are not sure, tell them to look back at the text and read about canoe slalom again.

Elicit the answer and check everyone agrees. The children write in their books.

Continue in the same way with the other sentences.

Answers: 1 turn over 2 blows 3 are flying 4 land 5 turn 6 is pulled 7 crosses 8 twist

Reading comprehension and vocabulary

1 Choose verbs to complete these sentences. Make changes as necessary.

twist fly pull turn land turn over blow cross

- 1 In canoe slalom, the canoe can easily _____.
- 2 In kite surfing, the wind _____ the kite.
- 3 Sometimes BMX bikers look as if they _____.
- 4 In-line skaters turn around before they _____.
- 5 Snowboarders jump and _____ in the air.
- 6 A wakeboarder holds a rope and _____ by a boat.
- 7 The wakeboarder _____ the waves.
- 8 Freestyle skiers jump, turn and _____ in the air.



2 Look at the chart and answer these questions. Write short answers.

- 1 How many sports take place on water? _____
- 2 How many of the sports can you see in the Olympics? _____
- 3 Which sports take place in the winter? _____
- 4 Which sport uses the most equipment? _____
- 5 Which sports use the most protective clothing? _____
- 6 Which sport has the least equipment and the least protective clothing? _____
- 7 Which is the newest Olympic sport? _____
- 8 Which sport has been in the Olympics the longest? _____

3 Think about the answers to these questions.

- 1 Why do competitors in the snow sports need to wear goggles?
- 2 Why do you think in-line skaters and skateboarders use the most protective clothing?
- 3 Which sport do you think would be the most exciting to watch?

Activity 2

Tell the class to look at the chart.

Ask the questions and elicit the answers. If you wish, make this a quiz with the class in two teams.

When the answers have been given orally, let the class work in pairs and write the short answers.

Check answers again all together.

Answers:

- 1 three 2 eight 3 ski jumping, snowboarding, downhill skiing, freestyle skiing 4 wakeboarding 5 in-line skating and skateboarding 6 the marathon 7 BMX biking 8 the marathon

Activity 3

The children need to think about the answers to questions 1 and 2 as the answers are not in the text. They should be able to guess at some of the reasons if they do not know. Encourage them to use their common sense. If these sports are unfamiliar, it may help them to look at the pictures.

Answers:

- 1 The children should be able to work out some reasons similar to these: The goggles protect their eyes from flying snow; the sun shines very brightly on the snow and the goggles protect their eyes from the glare; if they go very fast, the goggles also protect their eyes from wind and cold.
- 2 These sports take place on hard surfaces and if a competitor falls he is likely to get cuts and bruises. People probably wear protective clothing because falls happen quite often.
- 3 Children give their own opinions. Ask for their reasons.

Reading comprehension and vocabulary (PB p 114)

Read again

Re-read *Extreme sports!* or play track 17 again.

Activity 1

Ask one or more children to read the verbs.

Give the class a minute or two to look quickly through the sentences.

Ask a volunteer to read the first sentence. Ask what the

Workbook: Reading comprehension and vocabulary (WB p 103)

Check the children understand the tasks.

Exercise 1

The children re-read the text independently.

Exercise 2

Explain that in this exercise they need to scan the text to find the answers.

Exercise 3

The children read the words and write them under the correct picture.

Exercise 4

The children find the words in the text with the opposite meaning and write them next to the words.

Workbook answers

Exercise 2

1 ramps, rivers, sea, snowy mountains 2 speed, height 3 elbows, knees 4 kite surfing, in-line skating, skateboarding, wakeboarding

Exercise 3

1 helmet 2 lifejacket 3 kneepads 4 elbow pads 5 goggles 6 skis 7 poles 8 skateboard 9 canoe 10 paddles 11 kite

Exercise 4

1 safe 2 rough 3 exciting 4 different 5 unusual 6 winner

Reading comprehension and vocabulary

1 Read *Extreme sports!* again.

2 Answer the questions.

- 1 What four main places are used for these sports?

- 2 What two things are important in extreme sports?

- 3 What two parts of the body do bikers and boarders protect with pads?

- 4 Which four sports are not in the Olympics?

3 Read the words. Label the protective clothing. Label the equipment.

kneepads goggles helmet lifejacket elbow pads



skateboard canoe paddles poles kite skis



4 Write the words in the text with the opposite meanings to these words.

- | | |
|-------------------|---------------|
| 1 dangerous _____ | 2 calm _____ |
| 3 boring _____ | 4 same _____ |
| 5 usual _____ | 6 loser _____ |

Unit 11 Literal questions; matching; antonyms



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 relative clauses with *who, which, when, that, where*

Vocabulary from Lesson 1

Materials PB p 115; WB p 104; GPB p 54

Time division

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

Warm-up

Adjectives to adverbs. Write up adjectives, for example *careful, brilliant, dangerous, extreme, amazing, beautiful*. The children change them to adverbs. Write them under the adjectives.

Point out how adverbs and adjectives together can make descriptive phrases: *extremely dangerous, amazingly beautiful*.

(See Games, p 216.)

Grammar (PB p 115)

Activity 1

Point out the two pictures. Ask *What is happening in these pictures? people are skiing; someone is ski jumping; a person is kite surfing*

Ask different children to read each sentence. Write them on the board and underline the key structures.

Explain that all these words can introduce important information that tells you about something in the first part of the sentence.

Point out Miss Sparkle’s speech bubble and the notice. Make sure the children understand that in each pair, the words means the same and either word can be used.

Activity 2

Give the children a moment to look at the pictures a–f. Ask different children to read sentences 1–6. Ask a volunteer to read sentence 1. Ask which picture it matches. Check with the class. The children write in their books. Continue with the other sentences.


Answers: 1 d 2 c 3 f 4 a 5 e 6 b

Activity 3


Ask different children to read the phrases in the box. Point out again that *which/that* and *who/that* mean the same here and either word can be used to answer the questions. Ask a child to read the first question. Elicit an answer. Check with the class that it is correct. Continue in the same way with the other sentences. The children work in pairs and practise asking each other questions. Go around listening as they speak. Ask the questions around the class.

Grammar

1 Look!




Winter is the time when people go skiing.
In downhill skiing the winner is the person who skis the fastest.
In ski-jumping the winner is the person that jumps the furthest.




We went to a beach where we watched kite surfing.
In kite surfing a surfer has a kite which is tied to his back.
He also has a board that is fixed to his feet.

Grammar's fun, isn't it?



Remember!

that = who
that = which



2 Read and match. Write the letters.

1 This is the place where people do ski jumping. ____


2 This was the year when snowboarding first became an Olympic sport. ____

3 This is equipment which downhill skiers use. ____


4 This is a person that enjoys skateboarding. ____

5 This is the kind of bike that BMX bikers ride. ____


6 This is a skier who has won her race. ____




a




b




c



d



e



f

3 Ask and answer. Use the words in the box in your answers.

something which / that

a person who / that

a place where

a time when

1 What is a snowboard?

2 What is a ski jump?

3 What is winter?

4 What is a downhill skier?

5 What are trainers?

4 What is a kite surfer?

Unit 11 Grammar: Relative clauses with *who, which, that, when* and *where*

115

Workbook: Grammar (WB p 104)

Make sure the children understand the tasks.

Exercise 1

Remind the class to look back at PB page 115 if they need to revise the words.

Exercise 2

Point out the example.

Exercise 3

Encourage the children to write interesting sentences. They can look back to the reading passage (PB page 112) for ideas.

Workbook answers

Exercise 1

1 when 2 who 3 that 4 which 5 where 6 that

Exercise 2

- 2 The river where the boys are canoeing is dangerous.
- 3 I can't remember the year when snowboarding became an Olympic sport.
- 4 Jimmy has bought one of those helmets that downhill skiers wear.
- 5 The bike which the champion rode was black and gold.

Grammar Practice Book (GPB p 54)

When the children have completed the PB and WB Grammar pages, they may complete GPB page 54.

Grammar Practice Book answers

Activity 1

- 2 This is the room where I sleep. c 3 That was the year when I started at this school. b 4 This is the CD which I play every day. a 5 That is the street where I lost my bag. e

Activity 2

- 2 This is the day when he flies to Brazil. 3 This is the song which he wrote yesterday. 4 This is the park where he walks every afternoon. 5 This is person who he sings his songs with.

Grammar

1 Complete the sentences with the correct word in brackets.

- 1 Summer is the time _____ people go on holiday. (where / when)
- 2 A downhill skier is a person _____ enjoys skiing fast. (which / who)
- 3 Trainers are shoes _____ people wear for sport. (that / who)
- 4 Ski jumping is a sport _____ can be dangerous. (where / which)
- 5 This is the playground _____ the skateboarders practise. (where / that)
- 6 In ski jumping the winner is the person _____ jumps the furthest. (which / that)

2 Change the sentences. Use the relative clauses in the box.

Make sure you put the clauses in the correct place.

that downhill skiers wear when snowboarding became an Olympic sport
who won the marathon which the champion rode where the boys are canoeing

- 1 The man is from Spain.

The man who won the marathon is from Spain.

- 2 The river is dangerous.

- 3 I can't remember the year.

- 4 Jimmy has bought one of those helmets.

- 5 The bike was black and gold.

3 Write your own sentences. Use the words in brackets.

- 1 (someone that) _____
- 2 (something that) _____
- 3 (a/the place where) _____
- 4 (a/the time when) _____



Unit 11: Relative clauses with who, which, that, when and where

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 questions tags: ... *doesn't it?* ... *don't they?*

Key vocabulary hobbies and interests

Materials PB p 116; CD C tracks 18, 19; WB p 105; GPB p 55

Time division

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

Warm-up

Ask the class a few questions to practise relative clauses. For example:

- What is winter/summer? ... a time when it is very cold/hot*
What is a school? ... a place where children learn
What is a teacher? ... a person who (that) teaches
What is a pen? ... something that (which) you write with

Grammar in conversation (PB p 116)

Activity 1

Point out Lucy and Alex. Ask *What things are they thinking about?* **sweets, a computer game, a football, a puzzle, a book.** Ask the class if they can guess why they are thinking about these things.

Play track 18. The children listen and follow in their books.

Make sure they understand new words and any unfamiliar language.

Explain that these question tags are asked when the answer Yes is expected.

Activity 2

Tell the children to read the sentences and write down the correct question tag.

If you wish, let them do this work in pairs.

Play track 19. The children listen and check their work.

Play track 19 again. The children listen and repeat. Make sure they imitate the falling intonation correctly.

Answers: doesn't he? don't you? doesn't she?
don't they? doesn't it? don't we?

Activity 3

The children work in small groups or pairs.

They suggest presents for other children in their class.

Encourage them to discuss, using question tags.

Go around listening as they speak.

Ask one or two pairs or groups to say their conversation while the class listens.

Grammar in conversation

1 Listen and read.

- Alex: It's Jack's birthday next week.
 Lucy: Shall we get him a present?
 Alex: Good idea. But what?
 Lucy: How about a computer game?
 Alex: A computer game costs too much, doesn't it?
 Lucy: That's true.
 Alex: How about a football? He plays football, doesn't he?
 Lucy: What about some sweets? Or a book or a puzzle?
 Alex: Boring!
 Lucy: I know! Let's go to the mall!
 Alex: Yes, they sell everything there, don't they?
 Lucy: And Jack's mum works there, doesn't she?
 Alex: Yes, she does. We can ask her what to buy.



2 Finish the sentences.

He likes sweets, ...

You play basketball, ...

She sings beautifully, ...

The children talk a lot, ...

That film sounds great, ...

We work hard, ...

Were you right? 1 Listen and repeat.

3 Let's talk!

Choose birthday presents for your classmates.

What shall we get for Anna?

How about a book? She loves reading, doesn't she?



Workbook: Grammar in conversation (WB p 105)

Make sure the children understand the tasks.

Exercise 1

Remind the class of the tags that they should use in this exercise: ...don't I, you, we, they; doesn't he, she, it.

Exercise 2

The children look at the pictures and think of a suitable sentence using words from the boxes.

Workbook answers

Exercise 1

- 1 don't you 2 don't they 3 doesn't he 4 don't I
5 doesn't she 6 don't we 7 doesn't it 8 don't you
9 don't they 10 doesn't he

Exercise 2

- 1 She enjoys reading, doesn't she? 2 They live in the river, don't they? 3 He plays the guitar, doesn't he?
4 They wear glasses, don't they?

Grammar Practice Book (GPB p 55)

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

- 1 c 2 e 3 b 4 a 5 f 6 d

Activity 2

- 2 This is your house, isn't it? 3 You're twelve, aren't you?
4 My friends are at the mall, aren't they? 5 My brother is at home, isn't he? 6 My sister is at school, isn't she?

Grammar in conversation

Don't forget to use question marks.



1 Complete the sentences. Use question tags.

- 1 You play computer games, _____
- 2 The children go to school by bus, _____
- 3 Your uncle drives a fast car, _____
- 4 I work hard, _____
- 5 Anna plays the piano beautifully, _____
- 6 We all enjoy birthday parties, _____
- 7 The ski jump looks dangerous, _____
- 8 You like ice cream, _____
- 9 Your grandparents live in Australia, _____
- 10 Harry speaks Chinese, _____

2 Write a sentence about each picture. Use words from each box.

- live wear play enjoy doesn't he? doesn't she? doesn't it? don't they?



Lesson 5 Spelling, Use of English

Lesson aim Spelling; rhyme; Use of English

Lesson targets Children:

- listen to pronunciation of words ending *or*
- practise spelling and writing words ending *or*
- understand and say a short rhyme

Key language (rhyme) *tailor, sailor*

Target words *competitor, spectator, actor, doctor, author, sailor, professor, inventor, visitor, mayor, tailor, editor*

Materials PB p 117; CD C tracks 20–22; WB pp 106–107, GPB p 56

Time division

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

Warm-up

Sing the song from Unit 10, PB page 107, track 12.

Activity 1

Ask two children to read the sentences. Make sure they use the weak schwa sound at the end. The class repeats the words.

Activity 2

Play track 21. The children listen and repeat. Make sure they use the weak schwa.

Activity 3

Make this a quiz in teams, if you wish, as the questions are very easy. Ask each question and score points for the first correct answer.

At the end of the quiz, the children write in the correct answers.

Check answers again together and ask individuals to spell target words.

Activity 4

Point out the picture and the speech bubbles. Explain that this is a traditional rhyme that is used in children's games. It is used to eliminate children one by one from a group in order to find a winner or a leader. Elicit the meaning of *You're out!* (You're out of the game.)

Play track 22. The children listen and follow.

Ask the children to give definitions for as many of the words as they can. Explain any unknown words (*tinker*: a man who mends pots and pans; *beggar-man*: a man who asks for money and/or food on the street).

Play track 22 again. The children join in.

Children say the rhyme in chorus. Vary the way in which they say it, for example starting quietly and getting louder or saying it slowly and then faster and faster. Hear one or two individuals say the rhyme.

Ask a group of children to come to the front of the class. They stand in a line or a circle. Appoint or ask for a volunteer to say the rhyme. He/She says the rhyme and points to each member of the group in turn. When he/she says *thief*, everyone says *You're out!* and the person he/she is pointing to must sit down. Continue until a winner is found.

Repeat with another group and/or divide the class into several groups and let them play the game.

To complete classroom Lesson 5, move on to Use of English, WB p107.

Spelling

Some words for people end in *or*. They are usually people who do something.

A competitor in skateboarding always wears a helmet.

1 Read.

A competitor is someone who competes in a competition.
A spectator is someone who watches a sport or an event.

2 Listen and say these words.



actor



doctor



author



sailor



professor



inventor



visitor



mayor



tailor



editor

3 Complete the sentences.

- 1 A person who looks after people's health is a _____.
- 2 Someone who writes books is an _____.
- 3 A person who leads the people in a town or city is a _____.
- 4 Someone who teaches at a university is a _____.
- 5 A person who makes clothes is a _____.

4 Listen and say.

You're out!

Tinker, tailor, soldier, sailor, rich man,
poor man, beggar-man, thief!



Unit 11 Spelling: words ending *or*

117

Spelling (PB p 117)

Spelling box

Point out Mr Smash's speech bubble. Tell the class to listen and follow in their books.

Play track 20. The children listen.

Read the example word. The class repeats. Ask a volunteer to read the example sentence.

Workbook: Use of English (WB p 107)

Read Miss Smart's speech bubble to the class.

Ask a volunteer to read the first two example sentences.

Write them on the board.

Ask another to read the third sentence. Write it on the board.

Ask a volunteer to underline the word that joins the two sentences.

Check with the class that *and* is underlined correctly.

Exercise 1

- Go through the information with the class. Invite a volunteer to circle and underline in the first sentence on the board. Check with the class that it is correct. Tell them to circle and underline in their books.
Do the same with the second sentence.
- Read the information about main clauses. Underline the main clauses in the sentence on the board.
Ask about the subject and verb. Elicit the answers. Write them on the board: (main clause 1) subject **biker**, verb **rode**; (main clause 2) subject **He**, verb **jumped**. The children write in their books.
- Read about the subject of the second main clause. Cross out *he* in the second clause. Write the new sentence on the board. Ask the class to read it. Ask if it makes sense.

Exercise 2

The children read and underline the main clauses. They may do this work in pairs. Give them a time limit. While they do this, write the sentences on the board.

Exercise 3

Ask volunteers to cross out the subject of the second clause on the board.

The children cross out in their books.

Ask different children to read the sentences on the board missing out the subject of the second clause. Ask the class if the sentences still make sense.

Workbook: Spelling (WB p 106)

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 bubble.

Ask a volunteer to read the word and the sentence in the box.

Exercise 1

Remind the class to read the words when they have written them.

Exercise 2

The children complete the crossword. Remind them that most of the words they need are on the page. Point out that any other answer will be a word that ends in *or*.

Exercise 3

The children find and write the correct word. Elicit what this person does.

Use of English



Do you remember? We can join two simple sentences to make a longer sentence.

The biker rode up the ramp. He jumped in the air.

The biker rode up the ramp and he jumped in the air.



1 Read.

- Read the sentence again. Circle the subject. Underline the verb.

The biker rode up the ramp.

Now do the same with this sentence.

He jumped in the air.



- A simple sentence can also be called a main clause.

When we join two simple sentences we have one sentence with two main clauses.

main clause 1

main clause 2

The biker rode up the ramp and he jumped in the air.

Each main clause has a subject and a verb. What are they?

main clause 1 subject _____

main clause 2 subject _____

verb _____

verb _____

- Sometimes we can leave out the subject of main clause 2. Read the new sentence.

The biker rode up the ramp and he jumped in the air.

The biker rode up the ramp and jumped in the air.

Does it still make sense?



2 Read the sentences. Underline the main clauses.

- The children went to the river and they watched the canoes.

- The canoe spun around but it did not turn over.

- The woman stood in the snow and she watched the skiers.

- The skier jumped high into the air but he landed safely.



3 Cross out the subject of the second main clause. Read the sentences again.

Check that they still make sense.

Unit 11 Compound sentences; omission of subject in second clause

Workbook answers

Exercise 2

Down: 1 sailor 2 competitors 3 doctor 4 inventor

Across: 1 spectator 2 mayor 3 visitor 4 tailor

5 actor 6 editor 7 professor

Exercise 3

author; This person writes books.

Grammar Practice Book (GPB p 56)

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

1 f 2 b 3 e 4 d 5 c 6 a

Activity 2

- The girls played with the cat and listened to music.
- My mother phoned the school and asked to speak to the principal.
- My friends visited me yesterday and brought some food.
- The teacher came into the classroom and put her books on the desk.
- The policeman looked at Jim and told him not to be rude.

Lesson 6 Class composition; Writing preparation, Composition practice

Lesson aim Writing

Lesson targets Children:

- complete a chart and write 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 p 118; WB pp 108–109

Time division (session 1)

W-up	Discussion & notes	Writing	Editing, improving
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Time division (session 2)

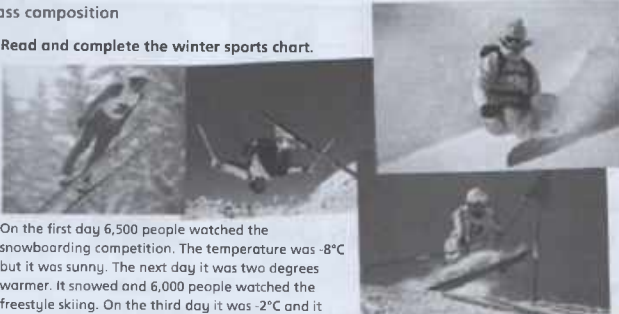
W-up	Writing prep	Composition
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Session 1 Warm-up






The children work in pairs, groups or teams. Give them two minutes to write down: four sports that take place on or in water; four sports where the players use a ball; four sports that do not take place on water and do not use a ball. Tell them to do this without looking in their PBs. While they work, prepare the chart for activity 1. Check answers in the three categories.

Class composition

1 Read and complete the winter sports chart.



On the first day 6,500 people watched the snowboarding competition. The temperature was -8°C but it was sunny. The next day it was two degrees warmer. It snowed and 6,000 people watched the freestyle skiing. On the third day it was -2°C and it didn't snow but it was cloudy. Eight thousand people watched the downhill skiing on the third day. On the fourth day it was the snowboarding finals. It was sunny and cloudy and one degree colder than the day before. Eight thousand five hundred people watched the snowboarding finals.

Day	Temperature	Weather	Sport	Spectators
1	-8°C		snowboarding	6,500
2	-6°C		freestyle skiing finals	6,000
3	-2°C		downhill skiing finals	8,000
4	-3°C		ski jumping	8,500
5	-4°C		ski jumping finals	10,000

2 Write about the last four days of the winter sports.

Unit 11 Class composition: writing information from a chart

- 2 Ask one or more children to read the paragraph aloud to the class, or read it yourself.
- 3 Make sure they have understood minus temperatures: *colder than 0 degrees Celsius* (the point at which water freezes). Ask one or more children to read out the column headings in the chart. Point out the information in the bottom half of the chart. Read it to the class or let volunteers read it out.
- 4 Ask a child to read the first sentence again. Tell the class to look at the chart and decide what information in the first sentence can be put into the chart. Either ask the class what, if anything, can be written in each column or let volunteers come forward and write. Check with the class that what has been written is correct. Do the same with the second sentence. Continue in the same way, letting the children write in the information as much as possible.

Activity 2

1 Explain to the class that they are going to write a paragraph using the information in the second half of the chart.

2 Ask one or more children to read out what is in each column for day 5. Ask for a suggestion for the first sentence. Explain to the class that it is not necessary to include all the information in a single sentence. Accept a sentence that is grammatically correct and which uses any part of the information. Continue to elicit sentences until all the information for day 5 has been included. Ask a volunteer to read the sentences for day 5. Ask if they make sense and include the right information.

3 Do the same for day 6. Encourage the class to think about using a different order for the information in the sentences they suggest. Do the same with the last two days.

4 When the paragraph is complete, ask a volunteer to read it. Ask *Is the information in a sensible order? Do any sentences need to be changed or joined together?* Make any changes that you and the class agree to. Let one or more volunteers read the final paragraph to the class.

See page 213 for an example composition.

Class composition (PB p 118)

Activity 1

1 Draw the complete chart on the board as in the PB. Ask the class which sports are illustrated in the pictures: *ski jumping, freestyle skiing, snowboarding, downhill skiing*.

Session 2 Warm-up

Play *Guess the word. Version 1* with new vocabulary from the unit. (See Games, p 215.)

Workbook: Writing preparation (WB p 108)

Exercise 1

The children should be able to complete this exercise independently. Give them a time limit and check answers together.

Exercise 2

















The children work in pairs or small groups to complete the chart by writing and drawing. If you wish, read through the paragraph with the class before they begin. Alternatively, let the groups work independently, then check answers together.

Workbook answers

Exercise 1

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

Exercise 2

Day	Temperature	Weather	Sport	Spectators
1	30			4,000
2	35			5,000
3	24			3,500
4	27			5,500
5	32			4,500
6	24			9,000
7	22			15,000
8	36			6,500

Workbook: Composition practice (WB p 109)

Exercise 1

The children should be able to complete this task independently. Give them a time limit to complete it then check answers together.

The purpose of the exercise is to show the children some different information that can be found from the chart and written into sentences.

Workbook answers

Exercise 1

1 canoe slalom, 36 degrees 2 the marathon
3 mountain biking, the marathon 4 the marathon,
22 degrees 5 in-line skating, BMX biking, canoe slalom
6 windy 7 kite surfing 8 cloudy

Exercise 2

Explain to the class that they can use any information from the chart to write their paragraph. Remind them that a paragraph has sentences that are about the same subject. They should write sentences that make sense together and tell the reader information in a sensible order. Explain that they do not have to write about each day in order, though they may do so if they wish.

Explain that the paragraph could be about

- the weather at the summer games
- the most/least popular sports (which ones had the most/fewest spectators)
- the different sports at the games, for example how many there were, what they were, how many took place on water, how many on land.

They do not have to include every piece of information in the chart in their paragraph.

Explain that they may not copy any of the sentences from page 108.

Tell the class the minimum number of sentences you expect them to write.

Go around helping and monitoring as they work.

Remind them to read through their paragraph when they have finished to check it makes sense.

The children may make neat copies of the paragraph for their portfolios. Encourage them to illustrate their work with drawings or pictures from magazines, newspapers or the internet.

Composition practice

1 Use the chart on page 108 to answer these questions about the summer games.

- Which sport were people watching on the hottest day and what was the temperature?

- Which sport had the most spectators? _____
- Which sports had the worst weather? _____
- Which sport were people watching on the coolest day and what was the temperature?

- Which sports had the best weather? _____
- What was the weather like for the wakeboarding? _____
- Which sport had the fewest spectators? _____
- What was the weather like for the skateboarding? _____

2 Write a paragraph about the summer games.

Use the chart on page 108 for ideas.

You may also look back at exercise 1 on this page for extra ideas.

Before you start writing, think of the best order for the information in the paragraph.

Assessment

Some children will write longer and more interesting paragraphs than others but all children should be able to take information from the chart and express it in complete sentences.

In assessing the task look for a paragraph which

- has sentences about the same subject
- has sentences in a logical order
- gives information which is correctly taken from the chart.

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 fool

Materials PB p 119; CD C track 23

Preparation Listen to track 00 before the lesson

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 4.
- If necessary, ask prompt questions. For example:
- Where were Queen Karina and her friends? **on Rainbow Island**
- Who came to the island? **Prince Torgan**
- How did the friends escape from the castle? **through a secret passage**
- How did they escape from the island? **on a raft**
- What did they think was in the sea around them? **sharks**

Listening (PB p 119)

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 Were the fish really sharks? **No, they were dolphins.**

Where did the friends go next? **into a forest**

Who followed them again? **Prince Torgan**

Ask different children to read the speech bubbles.

Ask What did the friends see when they got to the beach? **a high/magnificent waterfall**

What did Prince Torgan see through his telescope? **the parrots flying**

What did Prince Torgan want? **the diamond**

Who was protecting the diamond? **Banto**. What did he do with the golden box? **threw it into the waterfall**

Activity 2

Tell the class to look at each picture, listen and follow.

Play track 23. The children listen and look.

Activity 3

Ask these questions or any of your own:

What did Silas say about dolphins? **They are friendly.**

What did Karina say about them? **They are clever.**

How did the dolphins help the friends? **They pushed the raft to the shore with their noses.**

How did the friends climb up to the top of the waterfall? **through the forest**

What did the Prince think about the parrots? **that someone had frightened them.** What did he realise? **that Karina and her friends were in the forest near the waterfall**

What did the Prince try to take? **the diamond**

Where did the golden box land? **on a rock down the cliff**

Who could get it? **No one.**

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

Optional

- 1 Ask the class what they think is going to happen next.
- 2 The children use the play script to act out the story in groups or as a whole class.

Suggested homework task: Children complete Check-up 11.

Listening

1 Look and read. 2 Look, listen and read. 3 Talk about it.

Adventure in Zarula – Part 5

Oh, look! They're dolphins!

Oh! Look at that!

They want to help us, don't they?

What a magnificent waterfall!

Meanwhile ...

Why are those parrots flying above the forest?

Let me help you, Karina.

So ... we meet at last.

You will never have the diamond!

You fool! What have you done?

The Great Diamond of Zarula is lost forever!

Unit 11 Listening 119

Listening audioscript: Adventure in Zarula – Part 5

Do you remember? Queen Karina and her friends were at the Summer Palace on Rainbow Island. Prince Torgan followed them there because he wanted to steal the Great Diamond of Zarula and become king. Wogan, the dog, heard the prince and his men outside the palace. Karina and her friends escaped down a secret passage which came out on a beach. Banto and Silas made a raft from trees on the beach and they sailed away from the island. Soon, large creatures were swimming around the raft. What were they? Were they sharks?

- 1 Lilia: Oh, look! They're not sharks. They're dolphins!
Karina: (laughing) They're looking at us!
Banto: They like us!
Silas: Dolphins are very friendly creatures.
Karina: They're clever, too.

- 2 Lilia: Oh! What are they doing!
Silas: They're pushing the raft.
Banto: They want to help us, don't they?
Karina: Yes, they're pushing us towards the land.

- 3 *The dolphins pushed the raft with their strong noses and soon Karina and her friends arrived at a sandy beach. They climbed off the raft and walked up the beach. The dolphins swam away.*

- Lilia: Goodbye, dolphins! Thank you!
Banto: Where are we?
Silas: I'm not sure.
Karina: Oh! Look at that!

- 4 *In front of them was a waterfall. The clear water fell from the cliff high above into a deep pool below. On both sides of the waterfall, thick forest rose up steeply.*

- Lilia: What a magnificent waterfall!
Karina: It's very beautiful.
Banto: And it's very high. How can we climb up?
Silas: We can climb up to the top through the forest. Come on. Let's go.

- 5 *The four friends and Wogan started to climb up through the forest. It was difficult and they were soon tired.*

- Banto: This is hard work!
Lilia: I'm so tired.
Silas: Come on, Lilia. We must reach the top.
(sudden noise of a large flock of parrots)
Karina: Oh! What's that?

Noisy parrots flew up out of the trees and high into the blue sky.

- 6 *Meanwhile, Prince Torgan and his soldiers were in their boats. They were sailing away from Rainbow Island towards the land.*

- 7 *Prince Torgan stood up in his boat and looked towards the land.*

Torgan: What's that? Why are those parrots flying above the forest? Something has frightened them. Or perhaps someone has frightened them! Queen Karina and her friends are in the forest near the great waterfall – I'm sure of it!

- 8 *Back in the forest, near the waterfall, Karina and her friends were just reaching the top. Silas held out his hand to Karina.*

- Silas: Let me help you, Karina.
Karina: Oh! We're at the top at last!
Silas: Yes, it feels good, doesn't it?
Lilia: Come on, Banto!
Banto: I'm coming! I'm coming!

- 9 *At last they were all safely at the top. Suddenly, they heard a voice, an evil voice, the voice of a man who wanted revenge.*

- Torgan: So ... we meet at last.
Karina: Prince Torgan! What are you doing here? What do you want?
Torgan: You know very well what I want.

- 10 Torgan: Give me the diamond. Give it to me now!
Banto: No! You will never have the diamond! You will never be King of Zarula!

- 11 Silas: Banto! No!

- Lilia: Don't do it!
But Banto threw the diamond in its golden box over the edge of the cliff and into the waterfall.
Torgan: You fool! What have you done?

- 12 *They all ran to the edge of the cliff and looked down. They could see the golden box far below.*

- Silas: There it is! I can see it.
Lilia: Who can get it?
Banto: No one can get it.
Karina: The great Diamond of Zarula is lost forever!

Inferential, deductive and personal view questions

Why did the friends think that the dolphins were sharks when they first saw them? because they both have fins that show above the water

Why did the Prince think the friends were in the forest? because something must have frightened the parrots

How did the Prince get to the top of the cliff before them? He knew where they were so he went round a quicker way.

Why do you think Banto threw the box over the waterfall? so that Prince Torgan could not take the diamond
Is the diamond lost forever? Who could get it?

112 I saw the race!

Lesson 1 Poster 12, Reading

Lesson aim Reading

Lesson targets Children:

- (poster) learn about the features of a story told from one person's point of view
- follow and read the story
- understand the story and answer oral questions about it
- practise reading the story

Key structure round-up of tenses

Key language round-up of language

Vocabulary racing cars, racing

Materials poster 12; PB pp 120–121; CD C track 24; WB p 112; Dictionary 6

Time division

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

Warm-up

Ask the class what kind of cars they like. *Does anyone in your family have a fast car? Have you ever ridden in a fast car? Do you think going fast is exciting or scary?*

Poster 12

I saw the race!
You are going to read a story. There are three children in it.

Russ **Tara** **Todd**

The setting is a motor racing track with a grandstand.

Todd's father is a champion racing driver. He drives a very fast car.

In the story, Russ and Tara watched the race from a viewing box in the grandstand.

The story is told from Russ's point of view. Russ is the story teller.

Russ tells the story in the **first person**.

I left the viewing box and walked down the stairs.

He tells the reader how he felt.

The sun was hot and I had a headache.

Russ tells the reader his thoughts.

With their engines running, I thought that they sounded like angry bees.

Russ does not say what other people thought or felt. He tells the reader what they said and did and how they looked.

"I'm Todd Turner," said Todd. Tara stared at him.

Text type and vocabulary

- 1 Read the title and give the class a moment to look.
- 2 Read the first two sentences and introduce the characters.
- 3 Read about the setting and the other sentences about Todd's father and the viewing box.

Ask the class if they have seen a racing track and a motor race on TV. Ask *Would you like to go to a race? Would it be exciting? Do you think it would be noisy and boring?*

Find out how many children have each point of view.

Text type features

- 4 Read about the features of the story told from Russ's point of view.
- 5 Ask different children to read the first three sentences from the text.

Ask the class *How do you think Russ feels about racing?*

The children may deduce from these sentences that Russ does not think racing is interesting.

- 6 Read the last piece of information about other people. Ask a child to read the last sentences from the text. Point out that they express what Russ heard and saw Todd and Tara do but not what Todd and Tara thought or felt.

Reading (PB pp 120–121)

- 1 Give the class time to look at the two pages.
Ask Are there a lot of cars in the race or only a few? a lot
*How do you think it would feel to be watching this race if you like racing? Encourage the class to think of different words, for example **exciting, thrilling, amazing**.*
*How would it feel if you didn't like racing? **boring, tiring, annoying***
- 2 Ask the class to scan over the text. Ask *Is there more description in this story or more direct speech?* The children should realise that there is more direct speech.
- 3 Play track 24. The children listen and follow in their books.
- 4 Read sections of the text to the class.
The children check or find meanings of words as necessary in their Dictionaries as you go through the text.
- 5 Ask questions about each part of the story. Use any of the questions in the box below or any of your own.
- 6 Ask different children to read a few lines each of the story.
- 7 Play track 24 a final time.

Reading text questions

*What did Russ think the cars sounded like? **angry bees***

*What number car did Frank Turner drive? **81***

*Where did Russ go and sit? **He went down the stairs to the back of the grandstand and sat on a bench.***

*What was the man who sat on the bench holding? **a mobile phone***

*When did the man realise Russ was beside him? **when Russ shuffled his feet***

*What did the man pick up from the bench when he left? **helmet and gloves***

*What was Russ going to do when the phone rang? **go back upstairs***

12 I saw the race!

Reading

Formula 1!



The racing cars were at the start line. With their engines running I thought that they sounded like angry bees. My sister, Tara, leaned forward over the rail and stared down at them with fascination.

"Look for a blue car with 81 on the side," said Uncle Pete. "The driver is Frank Turner, the national champion."

"Fantastic!" exclaimed Tara. "This is amazing, isn't it Russ? These cars go at 220 kph!"

I sighed and turned away. The sun was hot and I was getting a headache. I said, "I think I'll go and sit in the shade." Nobody answered. I don't think anyone heard.

I left the viewing box and walked down the stairs. At the bottom a quiet and dim passage led along the back of the grandstand. At the end of it there was a door. I didn't want to go outside. I was wondering where I could go next when I saw a bench against the wall near the door. I sat down and rested my head against the cool wall.

Just then the door beside me burst open. There was a sudden beam of light as a man stepped through and then the door swung shut. The man sat down on the bench. He didn't see me at all. He was holding a mobile phone. He looked closely at it as if he expected it to do something. Then he groaned quietly. I shuffled my feet. The man looked round quickly. "Oh, I didn't know anyone was here," he said.

"Sorry," I said.

"It's OK," said the man. "I've got to go in a minute. I was just hoping ... My son, Todd ..." He looked at me and smiled. "Are you going to watch the race?" he asked.

"I suppose so," I replied.

"You don't sound very pleased about it," said the man.

The door opened again. A voice called, "Frank!"

The man said, "OK ... I'm coming". He picked up his helmet and gloves from the bench beside him. "Cheerio," he said and walked quickly outside.

I thought I should go back upstairs. I stood up. Then I heard a phone ring.

I looked back at the bench. The man's mobile phone was lying there and it was ringing. I picked it up and opened the door. The man had gone. I looked at the screen. Todd calling, it said. I hesitated for a second then answered.

"Dad?" said a voice.

"No, he's gone," I said.

"Oh." The voice sounded disappointed. "Mum and I are nearly at the track. The traffic's terrible ... but who are you, anyway?"

"I'm Russ," I answered. "I'm at the race track with my uncle and my sister. I was just talking to your dad. He left his phone so I answered it."

"Are you watching the race?"

"Well, yes, I suppose so. It must be ready to start," I told him.

"Can you help me?" asked Todd quickly. "Will you stay on the phone and tell me what's happening?"

"Well ..." I hesitated.

"Please!" Todd's voice sounded desperate.

I decided. "OK, I will," I said. I hurried back up the stairs. I reached the viewing box just as the chequered flag went down and the cars surged forward.

"They've started!" I gasped into the phone.

Tara looked at me. "Who are you talking to?" she asked. She didn't wait for an answer but turned back to watch the cars roaring past. "Russ isn't interested," she told Uncle Pete. "He's chatting to a friend."

I told Todd everything that was happening in the race. It was nearly over when the door of the box opened and a boy hurried in. Todd was just in time to see his father pass the finish line first. He cheered and Tara screamed, "Brilliant!"

"Yes, he is, isn't he?" said Todd.

"Who are you?" asked Tara.

"I'm Todd Turner," said Todd. Tara stared at him in surprise.

When Frank Turner came into the box a few minutes later Tara looked astonished. He hugged Todd and said, "I'm sorry you missed most of the race."

"I didn't miss it," said Todd. "Russ told me what was happening on your phone. He's a really good commentator. It was just like being here."

"My phone!" said Frank. "I wondered where I had left it. Thanks, Russ." He shook my hand warmly. Tara glared at me. "I thought you weren't interested in racing," she whispered crossly.

"It was more interesting than I expected," I said with a smile.



120

Unit 12 Reading: a story from a point of view

Unit 12 Reading: a story from a point of view

121

Who was calling? Todd

Who did Todd expect to speak to? his Dad

Where was Todd? in a car with his Mum

Where were they trying to get to? the race track

Why were they late? because of the traffic

What did Todd ask Russ to do? stay on the phone and tell him what was happening in the race

What did Tara think when she heard Russ talking on the phone? that he wasn't interested and he was chatting to a friend

When did Todd arrive in the viewing box? when his father passed the finish line first

How did Tara look when Todd Turner said who he was? surprised

How did she look when Frank Turner came in? astonished

What did Todd say Russ was? a really good commentator

Who was annoyed at the end of the story? Tara

Workbook: Study skills (WB p 112)

Make sure the children understand the tasks.

Exercise 1

Make sure the class has understood the abbreviations that tell them what kind of mistakes to look for.

Explain that the abbreviations are given in the order that the mistakes appear in the sentences.

Exercise 2

As in previous units, the children select the correct definition and write the number next to the sentence.

Workbook answers

Exercise 1

- 1 My cousins went to America two years ago.
- 2 Why has Linda cut her hair?
- 3 Listen! The baby's crying.
- 4 Dad is driving to work today. He usually goes by bus.
- 5 Susie has never ridden a horse before.
- 6 Grandma likes flowers and the flowers in her garden are beautiful.

Exercise 2

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

Lesson 2 Reading comprehension and vocabulary

- Lesson aim Reading comprehension; vocabulary
- Lesson targets Children:
- re-read *Formula 1!*
 - answer true/false, inferential and deductive comprehension questions
 - practise vocabulary using dictionaries to check definitions

Key structure and language from Lesson 1

Vocabulary from Lesson 1

Materials PB p 122; CD C track 24 (optional); WB p 113

Time division

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

Word races. Game 2. Give the class two minutes to see how many words they can make from: *rac*ing *dr*iver. Alternatively, choose any word or spelling game from page 216.



Reading comprehension and vocabulary

- 1 Write *true* or *false* or *I can't tell*.
- 1 Tara was bored with the racing cars. _____
 - 2 Russ sat on a bench in a passageway. _____
 - 3 Frank Turner was expecting the phone to ring. _____
 - 4 The phone started to ring before the man had gone. _____
 - 5 Russ hesitated before he answered because it was not his phone. _____
 - 6 Todd and his mother were late because of the traffic. _____
 - 7 Russ got back to the viewing box just as the race started. _____
 - 8 Tara knew who Russ was talking to. _____
 - 9 Todd said that Russ was a good commentator. _____
 - 10 Tara was cross because Frank Turner thanked Russ. _____
- 2 Think about the answers to these questions.
- 1 Why did Russ want to go and sit in the shade? Find three reasons.
 - 2 Frank Turner said, "I was just hoping ..." What do you think he was hoping?
 - 3 Why do you think Russ hesitated before he agreed to stay on the phone and tell Todd what was happening?
 - 4 Why do you think Tara was cross at the end?
- 3 Match the verbs and the definitions.
- | | | | | | |
|---------|------|-------|-------|---------|-------|
| breathe | sigh | cheer | groan | shuffle | surge |
|---------|------|-------|-------|---------|-------|
- 1 To make small movements with the feet. _____
 - 2 To move strongly and powerfully. _____
 - 3 To take air in and out of your body. _____
 - 4 To make a sound of sadness or pain. _____
 - 5 To make a small sound when breathing out. _____
 - 6 To shout with joy. _____

Unit 12 Reading comprehension and vocabulary: true/false; deductive questions; definitions

Reading comprehension and vocabulary (PB p 122)

Read again

Re-read *Formula 1!* or play track 24 again.

Activity 1

Explain the task to the class. Point out the three possible answers to each statement. Explain that the text may not tell them for certain whether some answers are true. They must

only write *true* for statements that are clearly in the text. Otherwise, they should write *I can't tell*. If you wish, ask the children to correct the false statements.

Answers

- 1 false (Tara thought the cars were fascinating.)
- 2 true 3 I can't tell (The text does not say whether he was expecting the phone to ring or not.) 4 false (The phone started to ring after the man had gone.) 5 I can't tell (The text does not say why Russ hesitated.) 6 true
- 7 true 8 false (Tara did not know who Russ was talking to.) 9 true 10 I can't tell (The text does not say why she was cross.)

Activity 2

Explain to the class that the answers to some of these questions are not in the text but the answers are suggested by some sentences and phrases and the way the characters behave.

For each question, tell the class to look at the text where the sentence occurs and look at the sentences before and after. If you wish, re-read the section with the class. Tell them to think what clues there are that can help them to answer. If necessary, ask extra questions to help the children think. For example:

- For question 1: *How was Russ feeling?*
- For question 2: *Do you think Frank Turner knew that Todd was coming to watch the race? Was Todd late?*
- For question 3: *Do you think Russ was a confident boy? How do you think Russ was feeling?*
- For question 4: *What did Russ do well for Todd? Do you think Tara wanted to meet Frank Turner? Who did Frank Turner come to see?*

Answers

- 1 Russ wanted to sit in the shade because the sun was too hot for him and he was getting a headache. He wasn't interested in the cars so he didn't want to stay and look at them.
- 2 He was probably hoping that Todd would ring and say why he was late. Perhaps he was trying to get a signal and phone Todd. Perhaps he was hoping that Todd would still arrive before the race started.

- 3 Perhaps he thought that he wouldn't be a good commentator. Perhaps he thought it would be boring or that his headache would get worse.
- 4 Tara was probably annoyed that Todd said Russ was a good commentator because Russ wasn't interested in the race before. Frank Turner was speaking to Russ but Tara was the one who was interested in racing cars, so she was probably a bit jealous.

Activity 3

Ask one or more children to read the verbs.

Give the class a minute to look at the definitions.

Ask a volunteer to read the first definition again. Ask which verb matches it. Check with the class. If there is disagreement or the children are not sure, direct the class to the entry in the Dictionary.

The children write in their books.

Continue with the other sentences.

Answers: 1 shuffle 2 surge 3 breathe 4 groan
5 sigh 6 cheer

Workbook: Reading comprehension and vocabulary (WB p 113)

Check the children understand the tasks.

Exercise 1

Tell the class to check they understand all the vocabulary as they re-read the text.

Exercise 2

Remind the class to check back to the text to make sure of their answers.

Exercise 3

Tell the class to try to do the exercise without looking in their Dictionaries first but to use their Dictionaries to check their answers.

Workbook answers

Exercise 2

1 Uncle Pete 2 Tara 3 Russ 4 Frank Turner 5 Todd
6 Todd 7 Russ 8 Tara 9 Todd 10 Frank Turner

Exercise 3

1 cheered 2 hesitated 3 glanced 4 expected
5 glared 6 sighed 7 groaned

Reading comprehension and vocabulary

1 Read *Formula 1* again.

2 Who said it? Write the name.



- 1 The driver is Frank Turner, the national champion. _____
- 2 These cars go at 220 kilometres an hour! _____
- 3 I think I'll go and sit in the shade. _____
- 4 You don't sound very pleased. _____
- 5 Mum and I are nearly at the track. _____
- 6 Are you watching the race? _____
- 7 They've started! _____
- 8 Who are you? _____
- 9 It was just like being here. _____
- 10 I wondered where I had left it. _____



3 Choose the best verb to complete each sentence.

glance glare hesitate sigh groan expect cheer

- 1 Everyone _____ when the winning car passed the finishing line.
- 2 The water in the pool looked cold and Ben _____ before he dived in.
- 3 Anna only _____ at her book and she didn't read the words properly.
- 4 Harry _____ the book to be boring and he was surprised because it wasn't.
- 5 Harry took Ben's pen without asking and Harry _____ at him.
- 6 The story had a good ending and Lucy _____ happily when she finished it.
- 7 When Max broke his arm he _____ because of the pain.

Unit 12 Who said it? cloze



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 round-up of tenses

Vocabulary from Lesson 1

Materials PB p 123; WB p 114; GPB p 57

Time division

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

Warm-up

Play *Team sentences*. (See Games, p 215.)

Grammar (PB p 123)

Activity 1

Ask a child to read Mr Flash's speech bubble. Ask the class if they agree.

Explain that all the main grammar structures they have learned are on this page. The characters from the story are using different tenses for different situations.

Give the class a minute or two to look at the pictures and read the speech bubbles.

Ask a child to read the first speech bubble and another to read the questions underneath.

Do the same with the other speech bubbles, questions and tasks.

If you wish, do the activity with the whole class first.

Ask the questions under picture 1. Elicit responses from around the class. Check the class has remembered and understood this use of the present continuous.

Do the same with the other pictures and questions. Elicit sentences from around the class for pictures 3, 4, 6 and 7.

Divide the class into pairs or groups. Give them a minute or two to ask each other the questions under the first picture. Go around listening to them as they speak.

Ask a group or pair to say their conversation to the class.

Continue in the same way with the other pictures and questions.

Grammar

What a lot of grammar you've learned!

Look, read and talk with your classmates.

The race is starting in five minutes.

1. You are at school. What's happening in one hour? two hours? three hours?

2. I wish I were at home.

Do you wish you were somewhere else? Do you wish you had something which you haven't got?

I believe that this Formula 1 race will be won by Frank Turner.

3. Make sentences of your own. Use these verbs: *perform, build, win*.

4. After the man had gone, Russ saw his phone on the bench.

What time did you arrive at school today? What did you do then? Make a sentence beginning with *After*.

The traffic is terrible. We have been driving for two hours.

5. What are you doing? How long have you been doing it? How about your classmates and your teacher?

6. And I was right! The race has been won by Frank Turner!

Talk about your classroom. Use these verbs: *paint, open, write, put*.

7. Russ shook hands with the man who had won the race.

Make your own sentences. Start with these words: *I met ..., I saw ..., I thanked ...*

Unit 12 Grammar: tense round-up

Workbook: Grammar (WB p 114)

Make sure the children understand the tasks.

Exercise 1

Remind the class to read the matched sentences to themselves to check that they make sense.

Exercise 2

Remind the class to re-read the completed sentences to check they make sense.

Exercise 3

Encourage the children to write interesting answers.

Workbook answers

Exercise 1

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

Exercise 2

1 was 2 will close (is closing/is going to close)
3 have ... been waiting 4 left 5 will be won (is going to be won) 6 has broken (broke) 7 have been eaten
8 had dropped (dropped)

Exercise 3

Children's own ideas.

Grammar Practice Book (GPB p 57)

When the children have completed the PB and WB Grammar pages, they may complete GPB page 57.

Grammar Practice Book answers

Activity 1

1 plays 2 is playing 3 played 4 will play 5 has been playing 6 plays 7 he had played

Activity 2

2 They are doing their homework right now. 3 They did their homework yesterday. 4 They have done their homework this evening. 5 They did their homework after they had arrived home yesterday.

Grammar

1 Match the sentence beginnings and endings.

- | | |
|---------------------------------------|--------------------------------|
| 1 Hurry up! The film is starting | a the boys went home. |
| 2 I wish | b who had stolen the diamonds. |
| 3 After the match had finished, | c she could play the piano. |
| 4 Jenny has been learning French | d in two minutes. |
| 5 The police caught the thief | e by fire. |
| 6 Lucy wishes | f by a famous artist. |
| 7 The picture will be painted | g I had a pet. |
| 8 Look! The forest has been destroyed | h for three years. |

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____

2 Complete the sentences with the verbs in brackets.

- 1 Sally wishes she _____ a famous actress. (be)
2 Be quick! The shop _____ soon. (close)
3 Where's the bus? How long _____? (wait)
4 After our visitors _____, we watched TV. (leave)
5 I think next week's match _____ by the Italian team. (win)
6 Grandpa was angry. Someone _____ his window. (break)
7 Look! The plate is empty. All the cakes _____ (eat)
8 Two girls found the money which Grandma _____ (drop)

3 Complete these sentences.

- 1 I wish I was _____
2 I wish I had _____
3 I wish I could _____

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 conversation round-up

Key vocabulary any

Materials PB p 124; CD C track 22; WB p 115; GPB p 58

Time division

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

Say the rhyme from Unit 11, PB page 117, track 22.

Grammar in conversation (PB p 124)

This page gives children lots of different things to talk about. The aim is to encourage them to speak freely and to communicate with one another in English. This will build their confidence in their ability to speak the language. They are bound to make grammatical mistakes but the intention of this page is to give opportunities to speak rather than an oral grammar check.

Point out the phrases around the page. Remind the children they can use them in their conversations.

Point out Alex, Jack, Lucy and Mel. Ask different children to read their speech bubbles.

Divide the class into small groups. Choose a method that suits your class for the conversation. Use one of the following or your own idea:

- Let the groups work their way through the topics and questions at their own pace.
- Tell all the groups to start with the first topic, give them a time limit, then tell all the groups when to move on to the next topic.
- Write or print out the speech bubble sentences on pieces of paper. Make two sets. Give out a question to each group. As groups finish their discussion, they change over with another group or give them a different topic from the second set. This enables groups to work at their own pace but prevents them from rushing through all the questions too quickly.

If you wish, write some more topics that the children can take different viewpoints on (to add to TV watching and protecting rainforests), for example *Everyone should do sports; Computer games are bad for you; Holidays should be longer*, etc.

Go around listening to them as they speak. If you wish, record groups or individuals for their portfolios.

Ask several groups to talk while the rest of the class listens.

Grammar in conversation
Let's talk!

What now? Tell me about your family.

What's the matter? Oh, I get it.

It's true! I don't believe you.

Guess what? Oh, go on!

That's my business! It's none of your business.

Don't be silly! That's rubbish!

What nonsense! Exactly!

I disagree. I agree.

Tell me! I believe...

In my opinion...

To my mind...

What's the best day you've ever had?

What's the worst day you've ever had?

What are your favourite hobbies?

What are you going to do in the holidays?

I think watching TV is a waste of time. How about you?

In my opinion, we should protect the rainforests and other wild places. What do you think?

Wow! I'm not sure. You could be right. I bet... Definitely. Really? That's interesting. What else? And? Lucky you! How amazing! You're joking. Fantastic! Brilliant! I think... Tell me! I believe... In my opinion... To my mind...

Unit 12 Grammar in conversation: conversation round-up

Workbook: Grammar in conversation (WB p 115)

Make sure the children understand the tasks.

Tell the class they may refer to their PBs to remind themselves of the phrases they can use.

Explain that they should write a conversation for each exercise that fills all the lines that are given.

Exercise 1

Tell the children to think about what could be wrong first of all.

They only need to write one sentence for each answer line.

The second question can be about something in the first answer and so on.

Remind them that sometimes in a conversation, two questions follow on from each other.

Exercise 2

The children think of something exciting and write the conversation, inventing questions and replies for the other speaker.

Give pairs the opportunity to read one or both of their conversations to the class.

You may wish to record some conversations for children to add to their portfolios of work.

Grammar Practice Book (GPB p 58)

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 How amazing! 2 Nor do I. 3 Really? 4 You could be right. 5 Lucky you! 6 What nonsense!

Activity 2

Example answers: 1 I don't believe you. 2 What now?

3 You could be right. 4 Brilliant! 5 Lucky you!

6 Definitely.

Grammar in conversation.

Use as many conversational phrases as you can!



1 Your friend is looking fed up. Write your conversation with him/her. You speak first.

What's the matter?

2 You are very happy because something exciting has happened to you. You are talking to a friend. Write the conversation. You speak first.

Hey! Guess what!

Unit 12 Conversation round-up

Lesson 5 Spelling, Use of English

Lesson aim Spelling; song; Use of English

Lesson targets Children:

- listen to pronunciation of words ending *tion*
- practise spelling and writing words ending *tion*
- understand and sing a short song

Key language (song) *He talks when he's ...ing*

Target words *fascination, station, nation, fiction, competition, operation, explanation*

Materials PB p 125; CD C tracks 25–28; WB pp 116–117, GPB p 59

Time division

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

Warm-up

Play *Look, cover, write, check* with words from Spelling pages in previous units. (See Games, p 216.)

Spelling

Some words end in *tion*. These letters sound like *shun*.



Tara looked at the cars with *fascination*.



1 Listen and say these words.

station nation fiction competition operation explanation fascination

Underline the *tion* ending.

2 Write the words in Activity 1 next to the correct definition.

- 1 The reason for something. _____
- 2 A test to find the winner of something. _____
- 3 Work done by a surgeon in hospital. _____
- 4 Very great interest. _____
- 5 The place where a train stops. _____
- 6 Made-up, not true fact. _____
- 7 All the people who live in a country. _____

Check the meanings in a dictionary if you need to!



3 Add *tion* to these verbs. Take the *t* off the verb first.

direct _____ reflect _____
protect _____ erupt _____
act _____ invent _____

When you add *tion* to these verbs, the new word is a noun.



4 Listen and sing.

Chatterbox Charlie never stops talking.
He talks when he's running, he talks when he's walking.
He talks when he's working, he talks when he's eating.
He even talks at night when he's sleeping.
Chitter chatter chitter chatter, Chatterbox Charlie,
Chitter chatter chitter chatter, Chatterbox Charlie,
Chitter chatter chitter chatter chitter chatter chitter chatter,
STOP!



Unit 12 Spelling: words ending *tion*

Activity 1

Play track 26. The children listen and repeat. They underline the *tion* ending.

Activity 2

Tell the children to check any words they are not sure of as they do the activity.

Give them a time limit to write the words next to the correct definition.

If you wish, they may do this in pairs.

Check answers together. Refer the class to their Dictionaries if necessary.

Answers: 1 explanation 2 competition 3 operation
4 fascination 5 station 6 fiction 7 nation

Activity 3

Explain that *tion* can be added to some verbs. Read Superboots' speech bubble. Point out that the *t* must be taken off the verb before *tion* is added.

Give the class a few minutes to write the words.

To check answers, ask volunteers to write the words on the board. The children check their spellings.

To complete classroom Lesson 5, move on to Use of English, WB p117.

Activity 4

Point out the picture. Ask individual children to read the speech bubbles. Explain that the song is about a boy who is a chatterbox – he never stops talking!

Play track 27. The children listen and follow.

Go through the words with the class and check they understand everything.

Play track 27 again. The children join in.

Play track 28. The children sing to the music.

Ask the children if they know anyone who is a chatterbox.

Spelling (PB p 125)

Spelling box

Point out Mrs Swift'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.

Workbook: Use of English (WB p 117)

Read Mr Smash's speech bubble to the class.

Ask a volunteer to read the example sentence. Write it on the board. Ask *Which two words have the same or a similar meaning?* **pleased, happy**

Exercise 1

1 Read the information with the class.

Ask a volunteer to read the first example sentence.

The children count the number of uses of *shiny/shine*: **four**.

Ask the class to look up *sparkle* and *glitter*. Ask volunteers to read the definitions and example sentences for each word.

Read the sentence and the questions about the sentences using synonyms.

Ask a child to read them.

Ask children to say if they think the changed sentence gives them a different idea about the car. *How is it different?*

2 Read about making a description stronger.

Ask two children to read the sentences about the mouse.

The children should notice that two words with a similar meaning make the meaning stronger. Ask them if they agree that the second sentence gives a stronger idea of the size of the mouse.

3 Read about making a description clearer.

Ask a child to read the first sentence about the cave.

Ask the class the questions about the ideas the sentence gives. Encourage them to say as much as they can about the kind of cave the description suggests.

Ask a child to read the second description.

Elicit the differences: it is shorter and there are fewer adjectives. Ask the class if they think it is as effective as the first. They should be able to recognise that the first sentences tell the reader more detail and give a stronger impression of what it was like inside the cave.

Exercise 2

The children can do this in pairs. Ask pairs to read their synonyms to the class.

Workbook: Spelling (WB p 116)

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 Miss Sparkle's speech bubble.

Ask a volunteer to read the word and the sentence in the box.

Exercise 1

The children write the suffix *tion*. Remind them to read the words aloud.

Exercise 2

Point out Miss Sparkle's reminder. The children add the suffix.

Use of English

Synonyms are words with the same or similar meanings.



Frank Turner was pleased and happy after the race.



1 Read.

1 We can use synonyms to make writing more interesting.

The car looked shiny in the sunshine. The windows shone and the silver wheels were shining, too.

How many times are *shiny* or the verb *to shine* used? _____

Look at these synonyms for *shine*: *sparkle* *glitter* Check them in your Dictionary.

Read these sentences with the new words added. Do they make it different? How?

The car looked shiny in the sunlight. The windows sparkled and the silver wheels were glittering, too.

2 We can use synonyms to make a description stronger. Read these two sentences.

There was a little mouse under the flower.

There was a tiny little mouse under the flower.

Which sentence makes the mouse sound smaller? Why?



3 We can use synonyms to give the reader a clearer idea of something

Inside the cave it was dim and gloomy;

the dark corners were full of black shadows.

What ideas does the sentence give you of the cave?

scary? interesting? dangerous?

The description could be:

Inside the cave it was dim and the corners were dark.

How is this description different to the first one? Does this sentence give you the same ideas?



2 Find synonyms for these words in your Dictionary.

strong big interesting wonderful afraid

Unit 12 Use of synonyms

Exercise 3

Remind the class that the answers are all on the page.

Workbook answers

Exercise 3

1 eruption 2 reflection 3 explanation 4 protection
5 station 6 invention

Grammar Practice Book (GPB p 59)

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

1 strong 2 sparkling 3 fascinating 4 dark 5 big
6 wonderful 7 little 8 frightened

Activity 2

2 The hall of the castle was dark. The rooms were gloomy. 3 I'm afraid of loud noises. I don't know why I'm frightened of them. 4 He said this book was interesting. He was right. It's fascinating. 5 Her notebook is small. It has little pictures of some flowers.

Lesson 6 Class composition; Writing preparation, Composition practice

Lesson aim Writing

Lesson targets Children:

- write a story from a character's point of view with teacher support (session 1)
- practise vocabulary and structures for independent writing (session 2)
- write a story from a character's point of view independently (session 2)

Key structure and language from the unit

Vocabulary from the unit

Materials PB p 126; WB pp 118–119

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 *Hands up!* with adjectives. If you wish, use the first one or two paragraphs of *Formula 1!* (See Games, p 215.)

Class composition.

1 Think about Tara in the story. Talk about these questions.

1 What did Tara see at the beginning? Write some ideas in the box.



2 What did she think? How did she feel? Write some ideas



3 What did she say to Uncle Pete when Russ had gone? Did she talk about

- the racing cars? • Frank Turner? • Russ? • something else?

What did Uncle Pete say? Write some ideas in the bubbles.



4 Did Tara see Russ come back or did she only hear him talking on the phone?

Look back at the story to see what she did and said when Russ came back.

5 Did Tara enjoy the race? What did she think about it?

6 Look back at the story. What did Tara do and say at the end of the race?

What did she think when Frank Turner came into the box?

What did she feel when he said, "Thanks, Russ"?

2 Now write the story from Tara's point of view.

Remember: you are writing as Tara. Start like this.

I love fast cars! I was so excited when Uncle Pete took us to the race track. I leaned over the rail and looked at the cars at the start line. I thought they were

Unit 12 Class composition: writing a story from a point of view

Make sure the children understand *Tara's point of view: what Tara saw, heard, thought and felt.*

2 Explain the first activity to the class and ask a child to read the first question.

Elicit suggestions. The children may look back at the picture on PB page 120 for ideas if necessary. They write their ideas in the box.

Elicit suggestions from the class and write notes on the board.

3 Do the same with questions 2 and 3, giving the children time to think of their own idea first then eliciting ideas from around the class and noting them on the board.

4 For question 4, tell the class to look back and check what happened. Make notes on the board, including what Tara said in the original story.

5 Elicit suggestions for the answer to question 5 and note ideas on the board.

6 The children look back at the story to answer question 6. Encourage the class to put themselves in Tara's position and think how they would feel if the same things happened to them. If necessary, ask *Would you feel surprised? pleased? annoyed?* Make notes.

Activity 2

1 Begin the story as shown, then discuss with the class the best ideas in the notes to complete the sentences. Elicit complete sentences from the class and write them on the board.

Continue in the same way, helping the class to use the notes on the board to make complete sentences in answer to the prompt questions.

Remind the class to include direct speech in the story when appropriate.

2 When the story is complete ask one or more children to read it to the class.

Ask if it makes sense. *Does it tell everything from Tara's point of view? Are there any sentences that need to be changed or added? Does it need more direct speech? Do any words need to be changed?*

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

See page 213 for an example composition.

Class composition (PB p 126)

Activity 1

1 Use Poster 12 to remind the class of the characters in the story *Formula 1!*

Ask *Which character told the story? Russ*

Explain to the class that they are going to think about the same story with the same events but this time, from Tara's point of view.

Session 2 Warm-up

Sing the song from Unit 12, PB page 125, track 27.
Alternatively, choose a Use of English game or any other game from page 216.

Workbook: Writing preparation (WB p 118)

Exercise 1

Ask the class to tell you who the characters are.
Read the information to the class.

Exercise 2

Explain to the class that they are going to write the same story from Todd's point of view.
Tell the class that the questions on the page will help them to write the story.

If your class is able, they may be able to write notes on this page independently once you have gone through and explained each task.

Alternatively, go through each question with the class and give them time to write notes where appropriate.

For question 1, the children write words to express how they think Todd felt when he was in the car, for example *sad*, *worried*, *angry*, etc.

For question 2 they may look back at the story. Remind them that they must write the conversation as if they were Todd, not Russ.

For question 3 they should think of a few sentences that Russ said to Todd about the race.

The children use their own ideas for how Todd went from the car to the viewing box. If necessary, help them with some prompt questions, for example *Did Todd jump out of the car? run along the passage? up the steps?*

They may look back at the story to help them with question 5. Ask the class to tell you what each character said and did.

Workbook: Composition practice (WB p 119)

Exercise 1

The children write the story using their ideas and notes from page 118.

Read the first few sentences with the class. Remind them they must continue the story as if they were Todd.

Go around helping and monitoring as they write, especially checking that they are writing in the first person and from Todd's point of view.

The children make neat copies of their stories for their portfolios. Let as many children as possible read their final corrected stories to the class.

Writing preparation

1 Read.

You read the story *Formula 1*. It was told from Russ's point of view.
You wrote the story of the same events. You wrote from Tara's point of view.

2 Think about Todd in the story. Think of answers to these questions.

- 1 Where was Todd before he spoke to Russ?
What was he thinking and feeling? Write some ideas.



- 2 Look back at the story. What did Todd do while he was in the car?
Think about the phone conversation from Todd's point of view.



- 3 What did Russ tell Todd about the race? Write some ideas.



- 4 What did Todd do when he arrived at the race track? Where did he go? Write notes.

- 5 Look back at the story. What happened when Todd got to the viewing box?
What did Tara say? What did Todd say?



- Who came into the box? What did he do?
What did everyone say?



Unit 12 Thinking about a point of view

Composition practice

1 Write the story *Formula 1* from Todd's point of view.

Remember to write as if you were Todd. Start like this.

It was the day of Dad's big race and we were stuck in traffic.

Mum said, "I'm sorry Todd. We won't get to the track in time for the start of the race."

I felt very

Assessment

Some children will write longer and more complex stories using a wider vocabulary. Other children will write at a more basic level but may still show a good understanding of the writing task.

In assessing their stories, look for writing which

- is written in the first person from Todd's point of view
- tells the reader what Todd thought and felt
- tells the events accurately and in the correct order.

Lesson 7 Listening

- Lesson aim Listening
- Lesson targets Children:
- understand the pictures and basic dialogue for a story
 - listen to the narrative and the complete dialogue
 - answer comprehension questions; discuss the story

Key structure and language from the unit

Materials PB p 127; CD C track 29

Preparation Listen to track 29 before the lesson

Time division

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

Ask the class to tell you as much as they can remember about Part 5. Ask prompt questions. For example:

Who pushed the raft to the shore? dolphins

What did the friends do next? went into the forest to climb to the top of the waterfall

Who was waiting for them at the top? Prince Torgan

What did Banto do? threw the golden box over the waterfall

Where did it land? down the cliff

Ask Who fetched the golden box? the prince's monkey

What brought a message to the friends? a big bird/falcon

What happened to the diamond that Prince Torgan took? it broke

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

Ask What did the prince think when he had the diamond? that he was King of Zarula

Whose falcon was it? Akaro's (Check the class remembers that Akaro is the name of the wise man.)

Where did the friends go? to the Red Rock

Who had the real diamond? Banto

Activity 2

Tell the class to look at each picture, listen and follow the story. Play track 29. The children listen and look.

Activity 3

Ask these questions or any of your own:

Where did Prince Torgan take the diamond? to his/the Dark Castle

What was the falcon carrying? a message. Who sent the message? Akaro. What good news did Akaro have for Karina? The illness had passed and she could come home.

Who broke Prince Torgan's diamond? How? the monkey; it took the diamond and danced around with it, then it dropped the diamond on the hard floor and it broke into hundreds of pieces

Was it a real diamond? No, it was glass.

What did the friends think about the diamond? that it was lost and the prince was the king of Zarula

What did Banto show everyone? the real diamond

Where did the glass come from? Banto took it from the lamp in the summer palace.

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

Optional

- 1 Who was your favourite character in the story? Why?
- 2 The children use the play script to act out the story in groups or as a whole class.

Suggested homework task: Children complete Check-up 11.

Listening

1 Look and read. 2 Look, listen and read. 3 Talk about it.

Adventure in Zarula – Part 6

Goodbye, Karina!

I am King of Zarula at last!

What's that bird?

It's Akaro's falcon!

Akaro! Something terrible has happened.

Come to the Red Rock.

Later in the Dark Castle

I am the King of Zarula.

Be careful, monkey!

It is only glass!

Meanwhile

We have lost the diamond, Akaro.

Hui! Hui! Hui!

This is the Great Diamond.

You are Queen of Zarula!

Unit 12 Listening 127

Listening (PB p 127)

Activity 1

Read the title of the story to the class.

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

Listening audioscript: Adventure in Zarula – Part 6

Do you remember? Karina, Lilia, Banto, Silas and Wogan left Rainbow Island on a raft. Dolphins pushed the raft to land. At the beach there was a high waterfall with thick forest on both sides. There was no path so the four friends had to climb through the forest to the top. At the top Prince Torgan was waiting for them. He wanted the Great Diamond but Banto threw the diamond in its box into the waterfall. Was the diamond lost forever?

1 No one could climb down to get the diamond. The waterfall was too dangerous. No person could reach the diamond but a monkey could. Quickly, Prince Torgan's monkey climbed down, down, down over the wet rocks towards the golden box.

2 Soon, the monkey was back. It was carrying the golden box and it gave the box to Prince Torgan. Prince Torgan opened the box and looked at the magnificent diamond.

Torgan: Finally, the diamond is mine! I am King of Zarula at last!

3 Torgan: Goodbye, Karina! You are nothing now. Nothing! But I am king! I have the diamond!
(sound of galloping horses)

Prince Torgan and his men rode away on their horses, back to the Dark Castle.

4 Karina: (upset) My dear friends, what can we do? That evil man is now the king of Zarula.

Lilia: Don't cry, Karina! Please, don't cry!

Silas: Look! What's that bird?

The bird flew down to Silas.

Lilia: It's a falcon. There's a message on its leg.

Banto: It's Akaro's falcon!

5 Silas: Listen to this! It's a message from Akaro.
(reading) "My dear friends, Come to the Red Rock. I am waiting for you. Akaro."

Karina: Is that the Red Rock over there?

Silas: Yes, I think it is.

6 Akaro the wise man was waiting for them by the Red Rock.

Akaro: Karina, my dear. I am happy to see you. All is well in Zarula. The illness has passed. You can come home.

Karina: Akaro, I must tell you. Something terrible has happened.

Akaro: Come along, my dear. Let's go home. And you can tell me all about it ...

7 Later in the Dark Castle Prince Torgan was standing in front of a tall mirror ...

Torgan: I am the King of Zarula. I am the King of Zarula. I am the King of Zarula. I am the King of Zarula.

8 Suddenly, Prince Torgan's monkey grabbed the diamond from his hand.

9 The monkey jumped onto Prince Torgan's big chair and danced to the left and to the right.

Torgan: Be careful, monkey! That's the Great Diamond of Zarula.

But the monkey was not careful. It dropped the diamond onto the hard, stone floor. The diamond smashed into hundreds of pieces.

Torgan: No! No! No! It is not the diamond! It is only glass!

10 Meanwhile, in the White Castle Karina and her friends were talking to Akaro.

Karina: We have lost the diamond, Akaro.

Silas: Prince Torgan has the diamond.

Lilia: That evil man is King of Zarula.

11 Banto: Ha! Ha! Ha! Ha! Ha!

Silas: Why are you laughing, Banto?

Lilia: It's not funny.

Banto: (laughing) Yes, it is! Yes, it is!

12 Banto put his hand into his bag and pulled out ... a big glittering stone.

Karina: Banto ... is it ... ? Can it be ... ?

Banto: Yes, Karina. This is the Great Diamond.

Silas: But Prince Torgan has the diamond.

Banto: No, Prince Torgan does not have the diamond. Prince Torgan has a piece of glass from a lamp in the Summer Palace on Rainbow Island. You, Karina, have the Great Diamond.

Karina: So I am Queen of Zarula?

Banto: Yes, Karina, you are Queen of Zarula.

All: Hooray! Hooray!

Inferential, deductive and personal view questions

Why couldn't any of the people climb down to get the golden box? **because the waterfall was too dangerous**

Why was Queen Karina crying? **because the evil prince was now the king**

Why did the prince repeat "I am the King of Zarula"? **He**

liked the sound of it. He was practising to find a good way of saying it. He was proud of himself. He wanted other people to think he was important.

Did Banto succeed in protecting the Great Diamond of Zarula? Should he have done anything differently? **What?**

Revision 6

Revision 6; Listening skills round-up 6; Project 6

Aim Revision

Targets Children:

- listen to texts with key language and vocabulary from Units 11 and 12
- practise listening skills

- prepare for a writing project

Materials PB pp 128–129, 135; 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 game, song or poem that the children have enjoyed.

Ask different children to read the texts. Other children listen and follow in their books.

All of the language should be familiar to the children. Check understanding of any less well-known words or phrases.

Ask questions about the texts. Use these or any of your own:

Text 1: Which day is the writing about? **Monday**. Where are they going tomorrow? **to a volcano that has a lake inside it**

Text 2: Why was walking difficult? **because the ground was rocky**. When did the writer get the camera? **for his (her) birthday**

Text 3: What did he enjoy doing when he was young? **looking at rocks**. What did he become later on? **a geologist**

Text 4: Why did he step carefully? **because the black rocks hurt his feet**. What would the path be like when it was dark? **dangerous**

Text 5: What was the view from the top like? **brilliant**. What is the writer sending? **some photos**

Text 6: What shoots up into the air? **dust and rock**. What happens to the hot rock? **It cools and forms a mountain**.

Text 7: What could the writer see from the top of the volcano? **the mountains on the other side of the valley**. What did the writer think of them? **They looked really beautiful**.

Give the class a time limit to identify each type of writing. They should do this work in groups or pairs.

Activity 2

Play track 30. The children listen.

Give the groups a minute or two to decide if they want to change any of their answers.

Go through the answers together. If you wish, ask the children how they know what each type of writing is.

Note: If there is disagreement, explain the features of each kind of writing as much as necessary to help the children understand the correct answer. It is not essential for the children to mention every feature of the writing in their answers.

Answers

- 1 diary; features: written in the first person; the entry is written under one day; the writer gives a personal view
- 2 letter to a grandparent; features: full forms are used; the writer uses complete sentences

Revision 6

1 Read the extracts about a volcano. Match them to these kinds of writing.

letter to a grandparent
an email to a friend
biography
diary
narrative story
a personal account
factual information

Volcano!

1

Monday
This morning we went up the volcano. We took a bus almost to the top but we had to walk quite a long way. The ground was very rocky and we had to walk carefully. The view from the top was fantastic. Tomorrow we are going to a volcano that has a lake inside it.

2

The next day we went up the volcano. We went most of the way by car but we had to walk the last part. Walking was quite difficult because the ground was rocky. We could see snow a little way above us. I took photos with the camera that you gave me for my birthday. It's a great present and I really enjoyed using it. I will show you the pictures when I get back.

3

When he was young he enjoyed looking at rocks. He often took a bus to the volcano and then walked to the top. He used to pick up different rocks and find out about them. Later, he studied at the university and he became a geologist.

4

He stepped carefully over the rough, black rocks that hurt his feet. He was scared and exhausted but he could not stop. It was still a long way to the top of the volcano. He knew that he must reach it before the sun set. After that, it would be too dark so he and the path would be dangerous.

5

We went up the volcano yesterday. It was amazing! Don't worry, it exploded a long time ago so it's safe now. You don't like long walks, do you? I didn't like the walk much but the view from the top was brilliant. It was freezing up there, too. I've attached some photos. What do you think of them?

128 Revision 6

Revision 6

Read the title and give the children time to look at the pictures. Ask *What do the two pictures show?* **old volcanoes that are quiet; a volcano that is erupting**. Can you remember the word for the inside of a volcano? **crater**. What comes out of an erupting volcano? **hot liquid rock called lava**

Activity 1

Explain the task to the class.

Ask one or more children to read out the list of kinds of writing. Check they remember what a biography is: **the story of a person's life**.



6. Volcanoes are formed when hot rock which is liquid pushes through the surface of the Earth. Sometimes there is a massive explosion. Dust and rock shoot up into the air. The hot rock flows out from the ground. Gradually the rock cools and forms a mountain.

7. On Monday the bus took us to the place where the path began. The walk was difficult but when we got to the top of the volcano I forgot about my aching legs and my sore feet. From the top we could see across the valley to the mountains on the other side. The afternoon sun was shining on the peaks, where snow lay deep, and turning them golden yellow. I thought it looked really beautiful.

2 Listen then discuss your answers.

Listening

1 Talk about it.

What do you know about volcanoes?

Have you heard of these volcanoes?

a Mount Fuji b Vesuvius c Krakatoa d Mount St Helens

Do you know where they are on the map?



2 Listen and write the letters in the boxes.

3 Listen again and answer the questions.

- Where can you find volcanoes?
- Why is there snow on Mount Fuji? When did Mount Fuji last erupt?
- When did Krakatoa erupt? Was it a loud eruption? How do you know?
- What happened when Vesuvius erupted 2,000 years ago? Do you think people are frightened of the volcano today?
- When did Mount St Helens last erupt? How long did the eruption last?

4 Talk about it.

Are there any volcanoes in your country?

Would you like to visit a volcano? Why or why not?

Now you can do the project on page 135.

Listening: Understanding factual information; listening for gist and detail

Audioscript (PB p 129, Activity 2)

There are hundreds of volcanoes all over the world, from Iceland in the north to Australia and New Zealand in the south. Some volcanoes are quiet but many are active and some of these active volcanoes are very famous.

Mount Fuji is in Japan. It is very high and there is snow on its peak for many months of the year. It is a very important mountain for the people of Japan and many Japanese artists have painted it. It is an active volcano but it hasn't erupted for over 3,000 years.

Krakatoa is another famous volcano. It is on an island in Indonesia, which is to the south of Japan. In 1883 Krakatoa erupted. It was a huge eruption, which was heard more than 5,000 kilometres away. Many towns and villages were destroyed and thousands of people died. Most of the island disappeared in the eruption. Many people also died when Vesuvius erupted nearly 2,000 years ago. It was a terrible eruption which destroyed two towns near the mountain. Vesuvius is in Italy. It is still an active volcano but it has not erupted since 1944. Today many people live very close to the mountain.

Mount St Helens is in the north-west of America. It is famous for a huge eruption which happened in 1980. The eruption lasted for nine hours and a large part of the mountain was destroyed.

Activity 3

Ask different children to read out the questions.

Play track 31 again. If you wish, pause the track after each paragraph to allow the children to answer.

Answers

- all over the world
- because it is very high; over 3,000 years ago
- 1883; it was loud because it was heard 5,000 km away
- many people died; Children's own answers, for example *Perhaps people are afraid of it because they live close and it last erupted about ... years ago.*
- 1980; nine hours

Activity 4

Hold a class discussion about any volcanoes that the children know. If volcanoes are a long way away, invite children to say if they would like to visit one or not and their reasons.

Project 6: Writing project (PB p 135)

Explain Project 6 to the children in the lesson. (See next page for guidance notes.) 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.

Listening skills round-up 6 (PB p 129)

Activity 1

Hold a short class discussion about volcanoes and let the class tell you as much as they can.

Read the second question and the names of the volcanoes.

Ask if anyone has heard of them and/or can say where they are on the map. Listen to some ideas from the class.

Activity 2

Play track 31. The children listen and write the letters.

Check answers together.

Answers: (clockwise round the map left to right) d, b, a, c

Portfolio and Diploma 6: Units 11 and 12

Project 4 (continued)

Read the different kinds of writing that are illustrated on the page.

Explain to the class that they can read the texts on pages 128–129 to remind themselves what they are like. They must look in other places to find their own examples of these kinds of writing or they can write their own.

For the second task the children write their own choices. Let them compare answers in groups.

Hold a short class discussion and find out what kind of text is most or least popular.

Portfolio 6 (WB p 139)

When the children have completed all the work in Units 11 and 12, they turn to page 139 in their WB.

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.

Listening

The children should listen again and check anything they are unsure of with the audioscript.

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 18–22 of the Dictionary to help them learn and revise vocabulary.

Diploma 6 (WB p 140)

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 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 11 and 12.

Completed Diploma page:

- 1 where
when
that/who
that/which
don't you
doesn't she
- 2 *Extreme sports!*: kite surfing
Formula 1!: Todd Turner
Adventure in Zarula: in Banto's bag
- 3 hesitate
- 4 sailor, author, station, operation

Continue the adventure with English Advantage!

English Advantage is a four-level secondary course from the same authors as English World and Macmillan English. It picks up where English World finishes, building upon students' knowledge with rigorous skills, grammar and vocabulary work. Students will improve their English through extensive reading and listening, using authentic texts and real dialogues, and wide-ranging speaking and writing practice.

English Advantage components include Student's Book, Workbook, Teacher's Guide, Exam Practice Book and Dictionary.

Answers to Check-ups 11, 12; Example writing Units 11, 12

Check-up 11 (WB pp 110–111)

Exercise 1

1 when 2 that 3 who 4 where 5 that 6 which

Exercise 2

- 1 The village where I was born has grown into a busy town.
- 2 August is a hot month when people try to escape from the city.
- 3 Grandma loved the present which we gave her.
- 4 The thief who had stolen the jewels was caught by the police.
- 5 The photo that Henry had taken won first prize in the competition.

Exercise 3

- 1 don't you? 2 doesn't he? 3 don't we? 4 don't they?
5 isn't it? 6 don't I? 7 don't you? 8 doesn't she?
9 don't they 10 doesn't it?

Exercise 5 (example answer)

Summer is the time when most people take a holiday. Some people go to the mountains where they enjoy the cool, fresh air. Other people, especially those who have children, go to a beach where they can lie in the sun and swim.

Lily's family always stays in a little town which is on the coast. The people who live there are kind and friendly. Lily is friends with some of the children who play on the beach every day. Lily loves the three weeks that she spends at the beach every year.

Check-up 12 (WB pp 120–121)

Exercise 1

- 1 ate, had made 2 had 3 have ... been waiting
4 is coming 5 played 6 are broken 7 was
8 had stopped, went 9 will be taken 10 could

Exercise 2

- 1 What the matter 2 Lucky you 3 That's rubbish 4 Really

Exercise 5

The children's work will vary enormously, depending on how they use the pictures.

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' answer.

Unit 11 Class composition (example writing)

On the fifth day, it was -7°C . It snowed and 7,500 people watched the freestyle skiing finals. It was one degree warmer on the sixth day. It did not snow but it was cloudy with some sunshine. It was the downhill skiing finals. Nine thousand people watched the competition. On the seventh day, it was -5°C and it was sunny. It was the ski jumping competition and 9,500 watched it. The last day was the coldest. It was -9°C . It was cloudy all day and ten thousand people watched the ski jumping finals.

Unit 12 Class composition (example writing)

I love fast cars! I was so excited when Uncle Pete took us to the race track. I leaned over the rail and looked at the cars at the start line. I thought they were fascinating. They were all sorts of different colours. The engines were roaring quietly. I thought they sounded like growling lions. I felt really excited. I couldn't wait for the race to begin. My brother Russ wasn't interested and he left the viewing box without saying anything.

"Where's Russ?" I asked Uncle Pete.

"He's gone to sit in the shade," said Uncle Pete.

Uncle Pete and I looked for Frank Turner's car. At last we saw it and then the chequered flag went down. The cars went forward with a roar. Just then, I heard Russ talking into a mobile phone. "Who are you talking to?" I asked. I was surprised that Russ didn't want to watch the race. "Russ isn't interested," I told Uncle Pete. "He's chatting to a friend."

I watched the whole race. It was fantastic. The cars went so fast and the noise of engines never stopped. It was amazing and Frank Turner crossed the line first.

"Brilliant" I screamed.

"Yes, he is, isn't he?" said a strange boy.

"Who are you?" I asked

"I'm Todd Turner," he said. I started at him in surprise. I didn't know him but Russ was talking to him like a friend. Then an astonishing thing happened. Frank Turner walked into our viewing box. He hugged the strange boy and started talking to Russ. He shook his hand and said, "Thanks, Russ." I couldn't believe it. Russ doesn't even like racing and Frank Turner shook his hand. I thought it was very unfair.

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 car*.

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 car and a pen*. The next player repeats and adds another object: *I'm going to the market and I'm going to buy a car, a pen and an egg*.

Continue in the same way with each player repeating the sentence beginning, saying all the objects and adding another. The game continues until someone cannot remember all the objects correctly. 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.
- All the objects must begin with the same letter as the first object in the list.
- 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, sleepily*. 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, e.g. cleaning the board *slowly*. The other children watch and try to guess what the adverb was. Give two or three more instructions, if necessary, 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.

As the class's ability with language increases you may wish to add in some more challenging adverbs, e.g. *nervously, gently, proudly, worriedly, gracefully, strongly*, 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. *green*. Team A must add a word beginning with *n*.

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.

Variation 1

Divide the board in two. Two teams each make their own chain at the same time. When they get to the end of their section of the board they start a new line.

At the end of the time limit, teams check each other's chains to look for spelling mistakes.

The longest chain with the fewest mistakes wins.

Variation 2

Teams write words with no spaces in between them. At the end of the time limit teams find and circle words in each other's chains.

Teams win points for finding correct words and for finding spelling mistakes in the other team's chain.

Note: teams may identify a correct word, even it is not the word originally written, e.g.

elephant train new wind doll log

The team that identifies the most words within a time limit wins.

Word storm

The children work in pairs or small groups. Give 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; clown, 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 questions 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. 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.

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 the 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 the 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 that begin 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*.
The children should find simple words: eat, cat, cut, tree, rat, ear, tear, are, care, car, tea, race, act, etc.

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.

Adverb game

See *Class games* above. As the children progress with language, make the game more difficult by telling a child an adverb but not writing any words on the board. The other children will have to think for themselves as to what the word could be without any clues.

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.

Game 1

Choose a child to do a mime. Show the child the instruction on a card. The child does the mime and the other children guess the action.

Game 2

As above but ask the class about the action at suitable points in order to practise or revise 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 ceased)

What did he/she do? (after the action has ceased)

What has he/she just done? (when the action has just ceased)

What did I tell him/her to do? (to practise reported commands)

Actions

Make and keep a set of action cards 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.

Game 1

Choose a child to do the action. Ask questions as for *Mime, game 2* (above) to prompt tenses.

Game 2

Ask one child to do an action then ask another to do a different action. Ask the class *What happened after/when Ben had closed the door?* Elicit **After/When Ben had closed the door, Anna opened it.**

When did Nina walk to the door? Elicit **Nina walked to the door after/when Ben had cleaned the board.**

Story making

Write on the board: *There was a man on the bus.*

Write up four or five questions about the man. Use the following or any questions of your own:

- *What was his name?*
- *What was his job?*
- *Where was he going?*
- *How was he feeling?*
- *Why?*

The children work in pairs or groups to answer the questions. Give them a time limit. Make sure they all complete the task in the time.

Ask one or two pairs/groups to tell you their answers.

This short activity encourages the children to use their imaginations and to think of ideas quickly.

Variations

Change the person, for example: *There was a little girl on the bus.*

Change the place, for example: *There was a woman on the plane.*

Change the questions as appropriate.

Word list alphabetical

(The number is the unit where you can find the word.)

about (4)	bury (8)	designer sunglasses (6)	file (fact file) (4)	imagine (3)
active (1)	business trip (6)	desperate (12)	flow (3)	in fact (3)
activity (7)		destroy (4)	fluffy (6)	information (5)
advice (4)	calculator (2)	diary (1)	fool (11)	in-line skates (11)
airport (6)	calm (7)	dim (12)	forever (10)	in-line skating (11)
altogether (5)	calm v. (10)	discuss (2)	fortunately (4)	instructions (9)
ambulance (9)	canoe (7)	disgrace (9)	fountain (1)	instruments (9)
amount (2)	canoeing (11)	disposable (9)	freedom (5)	Ireland (5)
ancient (5)	cattle (4)	divide (9)	freestyle (11)	iron (metal) (3)
anxious (10)	cause (8)	don't mind (8)	fresh (9)	
apart (5)	century (5)	downhill (11)	fuss n. (3)	jet-ski (7)
apron (5)	champion (12)	dragon (1)		
Aran (5)	chart n. (11)	drain (9)	gap (3)	kangaroo (4)
arrange (7)	chat (12)	dull (3)	gasp n. (3)	kilt (6)
arrival (8)	cheer (12)	dye, hand-dyed (3)	gasp v. (12)	kimono (6)
arrow (8)	cheerio (12)		generator (2)	kindly (8)
astonished (12)	chequered (12)	effect (7)	gentle (8)	kingfisher (1)
attractive (7)	chief (8)	elbow (11)	geologist (1)	kite (11)
	chorus (4)	elbow pad (11)	geyser (1)	kite surfer (11)
bamboo (4)	cleanliness (9)	encourage (7)	glacier (1)	kite surfing (11)
bank n. (3)	clear (7)	endangered (4)	glare (12)	knee (11)
barbed wire (3)	clearing (10)	energy (2)	go wrong (9)	kneepad (11)
bark (10)	coast (2)	equipment (11)	goggles (11)	koala bear (4)
barrier (2)	comic (6)	erupt (1)	gorgeous (6)	
battery (2)	commentator (12)	eruption (1)	grandstand (12)	lagoon (7)
beam (12)	compete (11)	European (9)	grid (3)	lava (1)
bear (4)	competition (11)	event (3)	groan (12)	law (8)
bee (12)	competitor (11)	exactly (5)	guide (1)	leather (6)
belong (3)	complete adj. (5)	expect (3, 12)		leave alone (5)
bench (12)	complicated (5)	expert (1)	habitat (4)	legend n. (8)
bet v. (1)	condor (5)	explanation (2)	harm (8)	lend (7)
binoculars (3)	confidently (6)	explore (7)	hate (8)	life (10)
blackberry (5)	control v. (11)	extreme (11)	hate v. (10)	life cycle (10)
blade (2)	cotton (6)		heading (5)	life jacket (11)
blood (10)	countryside (5)	fable (4)	headscarf (5)	light v. (10)
blouse (5)	crack v. (10)	face v. (2)	health (9)	lock v. (3)
BMX biker (11)	crater (1)	fact (3)	healthy (9)	look (appearance) n. (2)
BMX biking (11)	croak (5)	factual (9)	heart (8)	love (5)
board up (3)	crop (5)	fancy dress (6)	height (11)	lynx (1)
bone (10)	cruel (5)	fascination (12)	hesitate (12)	
borrow (3)	cry (call out) (4)	fashion (6)	hidden (7)	
bow (8)	cure (10)	fashion show (6)	hideous (8)	Madagascar (10)
brain (5)	cute (7)	fear (8)	hollow adj. (5)	magic (7)
breathlessly (6)		fearful (4)	horror (8)	Malaysia (6)
briefcase (3)	dangerous (1)	fearless (4)	horseback (7)	marathon (11)
bubble v. (1)	daylight (10)	fed up (10)	hot spring (1)	match v. (6)
bud (10)	dead (3)	feed (1)	hug (12)	material (2)
bump into (3)	decision (2)	fellow (4)	Iceland (1)	meaning (5)
burst (12)	designer (6)	fever (10)	illness (9)	meanwhile (8)

medicine (field) (9)	pole (11)	shudder v. (3)	throat (10)	windsurf (7)
meet (7)	power v., n. (2)	shuffle (12)	tide (2)	wise (7)
meeting (8)	pretend (4)	shy adj. (6)	tie (11)	wisely (8)
microscope (9)	process (10)	sigh (12)	tile (roof) (3)	wrong (9)
Middle East (9)	project (6)	sigh n. (3)	timid (4)	
mind (8)	promise (3)	silky (6)	title (5)	zoo (5)
miss (not see) v. (12)	properly (9)	single (3)	toad (5)	
moral (4)	protective (11)	skateboard (11)	tomato (1)	
motherhood (5)	pullover (5)	skateboarder (11)	torch (10)	
mountain biker (11)	puzzle (11)	skateboarding (11)	touch n. (9)	
mountain biking (11)	puzzled (2)	skiis (11)	traditional (5)	
mud (1)		skill (5)	trapped adj. (3)	
mud pot (1)	Quechua (5)	slalom (11)	tray (5)	
mysterious (3)	raft (10)	sniff (4)	treat (medical) v. (9)	
mystery (3)	ramp (11)	snout (4)	treatment (9)	
	rare (1)	snowboarding (11)	tribe (8)	
nail v. (3)	react (5)	snowboarder (11)	trunk (10)	
nation 6.8 (8)	recently (10)	solar cells (2)	trust v. (2)	
native adj. (8)	reef (7)	sore (10)	truth (8)	
natural (2)	reflect (2)	sort out (6)	turbine (2)	
neighbour (8)	relief (3)	South Pacific (7)	turn away (12)	
nephews (6)	renewable (2)	spare (2)	turn back (12)	
nieces (6)	repeat (4)	spare time (2)	turquoise (7)	
normally (10)	represent (5)	sparkling (7)	TV station (5)	
	rhyme (4)	spectacular (1)	twist (11)	
obvious (9)	rhythm (4)	spectator (11)		
Olympic (11)	risk (4)	speed n., v. (11)	ugliness (8)	
operations (9)	at risk (4)	spread v. (8)	underneath (3)	
opposite (8)	rod (fishing) (3)	stage directions (6)	unfold (10)	
over (finished) adj. (12)	root (10)	steam n. (2)	upstairs (12)	
	rough (1)	steam v. (1)	upstream (3)	
paddle (canoe) v. (8)	rough (water) (11)	student (1)		
padlock (3)	rubbish (5)	steep (11)	verse (4)	
pain (9)	run (engine) (12)	steeply (11)	viewing box (12)	
painkiller (10)	run out (end) (2)	stem (10)	village (5)	
panda (4)	rusty (3)	stranger (8)	volcanic (7)	
paragraph (5)		strength (5)	volcano (1)	
part (role) (8)	sadness (8)	sub-heading (5)		
passage (10)	safety (4)	suppose (12)	wake (11)	
pathway (7)	sari (6)	surf (7)	wake boarding (11)	
patterned (6)	sarong (6)	surge (12)	wakeboarder (11)	
peace (8)	Scottish (6)	surgeon (9)	ward (9)	
peculiar (1)	season (3)	sweet adj. (4)	warrior (8)	
peer (3)	secret (2)		waste (5)	
Persian (9)	secret passage (10)	tablet (10)	waste of time (5)	
personal (1)	serious (10)	Tahiti (7)	waterwheel (2)	
persuade (7)	set up v. (3)	Tahitian (7)	weapons (8)	
petals (10)	shade (12)	take place (11)	weed n. (3)	
pharaoh (9)	sheets (bed) (9)	tap (plumbing) (1)	weird (1)	
pitch (football) (4)	shoot (10)	tell the truth (8)	whizz v. (11)	
plain (5)	shoot up (go up fast)	temper (3)	whoosh (1)	
plot (6)	(1)	terrifying (1)	wildlife (1)	
point (of view) (1)		thrilling (1)	windmill (2)	

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

active
bet v.
bubble v.
crater
dangerous
diary
dragon
erupt
eruption
expert
feed
fountain
geologist
geyser
glacier
guide
hot spring
Iceland
kingfisher
lava
lynx
mud
mud pot
peculiar
personal
point (of view)
rare
rough
shoot up (go up fast)
spectacular
steam v.
student
tap (plumbing)
terrifying
thrilling
tomato
volcano
weird
whoosh
wildlife

Unit 2

amount
barrier

battery
blade
calculator
coast
decision
discuss
energy
explanation
face v.
generator
look (appearance) n.
material
natural
power v., n.
puzzled
reflect
renewable
run out (end)
secret
solar cells
spare
spare time
steam n.
tide
trust v.
turbine
waterwheel
windmill

Unit 3

bank (river) n.
barbed wire
belong
binoculars
board up
borrow
briefcase
bump into
dead
dull
dye, hand-dyed
event
expect
fact
in fact

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.

flow

fuss n.
gap
gasp n.
grid
imagine
iron (metal)
lock v.
mystery
mysterious
nail v.
padlock
peer
promise
relief
rod (fishing)
rusty
season
set up v.
shudder v.
sigh n.
single
temper
tile (roof)
trapped adj.
underneath
upstream
weed n.

Unit 4

about
advice
bamboo
bear
cattle
chorus
cry (call out)
destroy
endangered
fable
fearful
fearless
fellow
file (fact file)
fortunately

habitat

kangaroo
koala bear
moral
panda
pitch (football)
pretend
repeat
rhyme
rhythm
risk
at risk
safety
sniff
snout
sweet adj
timid
verse

Unit 5

altogether
ancient
apart
apron
Aran
blackberry
blouse
brain
century
complete adj.
complicated
condor
croak
crop
countryside
cruel
exactly
freedom
heading
headscarf
hollow adj.
information
Ireland
leave alone
love

meaning
motherhood
paragraph
plain
pullover
Quechua
react
represent
rubbish
skill
strength
sub-heading
title
traditional
toad
tray
TV station
villagery
waste
 waste of time
zoo

Unit 6
airport
breathlessly
business trip
comic
confidently
designer
 designer sunglasses
cotton
fancy dress
fashion
 fashion show
fluffy
gorgeous
kilt
kimono
leather
Malaysia
match v.
nephews
nieces
patterned
plot
project
sari
sarong
Scottish
shy adj.
silky
stage directions
sort out

Unit 7
activity
arrange
attractive
calm
canoe
clear
cute
effect
encourage
explore
hidden
horseback
jet-ski
lagoon
lend
magic
meet
pathway
persuade
reef
South Pacific
sparkling
surf
Tahiti
Tahitian
turquoise
volcanic
windsurf
wise

Unit 8
arrival
arrow
bow
bury
cause
chief
fear
gentle
harm
hate
heart
hideous
horror
kindly
law
legend n.
meanwhile
meeting
mind
don't mind

native adj
nation
neighbour
opposite
paddle (canoe) v.
part (role)
peace
sadness
spread v.
stranger
tribe
truth
tell the truth
ugliness
warrior
weapons
wisely

Unit 9
ambulance
cleanliness
disgrace
disposable
divide
drain
European
factual
fresh
health
healthy
instructions
instruments
illness
medicine (field)
microscope
Middle East
obvious
operations
pain
Persian
pharaoh
properly
sheets (bed)
surgeon
touch n.
treat (medical) v.
treatment
ward
wrong
 go wrong

Unit 10
anxious

bark
blood
bone
bud
calm v.
clearing
crack v.
cure
daylight
fed up
fever
forever
hate v.
life
life cycle
light v.
Madagascar
normally
painkiller
passage
 secret passage
petals
process
raft
recently
root
serious
shoot
sore
stem
tablet
throat
torch
trunk
unfold

Unit 11
BMX biker
BMX biking
canoeing
chart n.
compete
competitor
competition
control v.
downhill
elbow
elbow pad
equipment
extreme
fool
freestyle
goggles

height
 in-line skates
 in-line skating
 kite
 kite surfer
 kite surfing
 knee
 kneepad
 life jacket
 marathon
 mountain biker
 mountain biking
 Olympic
 pole
 protective
 puzzle
 ramp
 rough (water)
 skateboard
 skateboarder
 skateboarding
 skis
 slalom
 snowboarder
 snowboarding
 spectator
 speed n., v.
 steep
 steeply
 take place
 tie
 twist
 wake
 wakeboarder
 wakeboarding
 whizz v.

gasp v.
 glare
 grandstand
 groan
 hesitate
 hug
 miss (not see) v.
 over (finished) adj.
 run (engine)
 shade
 shuffle
 sigh
 turn away
 viewing box
 suppose
 upstairs
 surge
 turn back

Unit 12
 astonished
 beam
 bee
 bench
 burst
 champion
 chat
 cheer
 cheerio
 chequered
 commentator
 desperate
 dim
 expect
 fascination