

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 spears," said one warrior, "our neighbours will kill us."

"They have already put their weapons aside," said Deganawida. "They are at peace."

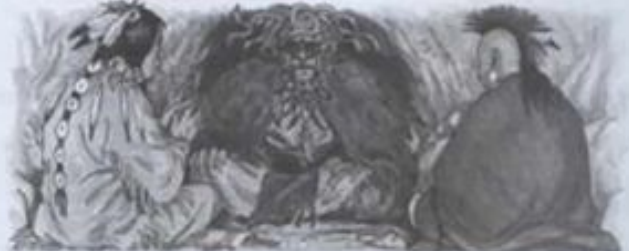
"Then we will do the same," said Hiawatha.



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.)

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

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



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.

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.

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 Degonawida paddled a canoe made of _____.
a rock b sticks c stone
- 4 Hiawatha's warriors were afraid of _____.
a the chief of the Onondago b their neighbours c Degonawida
- 5 The chief of the Onondago was very _____.
a powerful b peaceful c fearful
- 6 On his journey, Hiawatha fought wild _____.
a beasts b bears c bears
- 7 The chief of the Onondago 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 _____

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*

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:

- How long has that family been living on our street?
They have been living on our street since December.
- How long have the boys been playing basketball?
They have been playing basketball since ten o'clock.
- How long have the explorers been travelling through the rainforest? They have been travelling through the rainforest for two weeks.
- How long have the children been learning English?
They have been learning English for five years.
- How long has the owl been sitting in that tree? It has been sitting in that tree for half an hour.

Grammar

1 Look!

Grammar's fantastic, isn't it?

"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.

- The warriors have been fighting for years.
- The old woman has been sleeping for a long time.
- Deganawida has been travelling for many days.
- Hiawatha has been speaking to the people since midday.
- The chief has been living in a cave since the spring.
- 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.

- Joe - watch - TV? - for five years
- that family - live - on our street? - since ten o'clock
- the boys - play - basketball? - since December
- the explorers - travel - through the rainforest? - for three hours
- the children - learn - English? - for half an hour
- the owl - sit - in that tree? - for two weeks

Unit 8 Grammar: Present perfect continuous

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

- 1 Mr Jones said, "I _____ in this town for many years."
- 2 Professor James _____ at the university since 2005.
- 3 "We _____ French since September," said Joe.
- 4 Henry and Rupert _____ around the world for nine months.
- 5 Mrs Bond _____ for a taxi for half an hour.
- 6 "You _____ basketball for three hours," said the teacher.

2 Write questions for the answers.

- 1 How long _____
The baby has been sleeping for six hours.
- 2 _____
The boys have been arguing all afternoon.
- 3 _____
Aunt Jane has been driving that car for years.
- 4 _____
We have been watching TV since three o'clock.

3 Complete the sentences with *for* or *since*.

- 1 Uncle John has been flying planes _____ ten years.
- 2 The girls have been playing tennis _____ two o'clock.
- 3 We have been living in our apartment _____ October.
- 4 Mrs Morris has been working in this school _____ nine months.

4 Answer the questions.

- 1 How long have you been living in this town? _____
- 2 How long have you been studying in this school? _____
- 3 How long have you been learning English? _____



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
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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 like it. I love it.
 I don't like it.
 So do I. It's great.
 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.

Unit 8 Agreeing and disagreeing

75

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
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Warm-up

Find the word. Game 4. Play this game with verbs. (See Games, p 216.)

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.

- The clouds are in the sky _____ our heads.
- You need _____ to buy things.
- A boy child is a _____.
- When you come first in a race, you have _____.
- The opposite of hate is _____.
- Our holiday in London was _____.
- Blue is my mum's favourite _____.
- Anna usually sits at the _____ of the class.
- Ben opened the box but there was _____ inside it.
- 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

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.

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.

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.

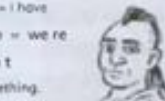
- 1 We use an apostrophe when we miss out a letter or letters.
Hawthorne couldn't sleep at night. "I've been dreaming," he said.
couldn't = could not I've = I have

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

77

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
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Time division (session 2)

W-up	Writing prep	Composition
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Warm-up (session 1)

Play *Word chain*. Choose the easier or more difficult version as suits your class. (See Games, p 214.)

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.

Class composition

1 Look at the pictures.

Talk about what Hiawatha did on his journey. Make notes.

Do you remember? Hiawatha's journey to find Degonawida was long and dangerous.



2 Write the story of Hiawatha's journey to find Degonawida.

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

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

Ogonawida 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 6: 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:

Depression was a hindrance. She didn't

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

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.

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 dolphins 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.



3 An ant went to the store to think. It fell into the water and was drowning. A bird was sitting on its back in the water. 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 his heel on his leg. 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 awww!

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: Hmmm. What a mystery! We'll have to find out.



92 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

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*

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 pants 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

93

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:

- her
Can/May
have been travelling
has been sailing
- 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
- a stranger
- pizza, rabbit, money, nothing

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.

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.
I **lean** the floor of the ward.
I **change** the sheets on the bed.
I **wash** the sheets.

message
hospital instruments
ward
surgeon
gates
ambulance

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.

Lesson 1 Poster 9, Reading

Lesson aim Reading

Lesson targets Children:

- (poster) learn about the features of instructions
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- 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
------	--------	---------	----

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Instructions must:
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• 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.
I lean the floor of the ward.
I change the sheets on the bed.
I wash the sheets.

Microscope
Hospital instruments
X-ray
Surgeon
Pills
Ambulance

Text type and vocabulary

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- 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

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- 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

